



# TWEEDDALE PRIMARY SCHOOL

## Curriculum review and development

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### Purpose

This report will provide a summary of the status of the school's curriculum.

### Context

There are three aspects to our school's curriculum:

1. Intent - how does the school make explicit what students should learn at each key stage?
2. Implementation - how does the school deliver their curriculum?
3. Impact - how does the school assess students' learning?

### Intent

*What are the overarching aims of the school's FS curriculum?*

In Foundation Stage we aim to:

- Contribute positively to all children's early development and learning.
- Develop key learning skills such as speaking, listening, concentration, persistence and learning to work together and cooperate with other children.
- Provide a relevant curriculum that enables children to make good progress towards, and where appropriate beyond, the early learning goals.
- Provide teaching and learning experiences of the highest quality.
- Set high expectations for all children that are challenging but achievable.
- Develop early communication, literacy, reading and numeracy skills that will prepare young children for Key Stage 1 of the National Curriculum.

*What are the overarching aims of the school's KS1 and KS2 curriculum?*

All children are entitled to access to a broad and balanced curriculum if they are to acquire the understanding, skills and knowledge they will need for adult life. This is central to our planning for continuity and progression and is further enhanced by our topic-based approach. We aim to provide a curriculum that is appropriately differentiated and relevant to the needs of all children, which builds on prior skills and knowledge, as children progress through the school.

*How does the school make its curriculum intent clear to staff, students and parents?*

Information about the curriculum is communicated through:

- Staff handbook
- CPD
- Prospectus
- Curriculum maps (available on the website)
- Curriculum subject pages on the website.



- Curriculum overview shared with parents every term.
- Parents' curriculum meetings
- Class assemblies
- Whole school activities e.g. sports day, World Book Day, Anti-Bullying Week, Safer Internet Week etc.

*How does the school ensure all staff are aware of and invested in the curriculum intentions?*

Class teachers in each year group plan together using the programmes of study from the National Curriculum. This ensures each child's learning experience is similar and that content is relevant and promotes real learning experiences for the children. In Reception and Year 1, children are taught phonics using the Little Wandle Letters and Sounds (revised) scheme, while phonics support is also provided for older children if required, also using Little Wandle. We also have access to training support from *Cornerstones*, our paid-for curriculum subscription, whose representative can be invited into school as needed to keep staff informed with any changes to the scheme and to explain the reasoning behind them.

Staff in Reception are provided with online training from Nuffield Early Learning Intervention (NELI) which the Learning Support Assistants carry out the learning sessions after the class teachers have assessed each child with their communication and language skills.

Subject leaders have regular time allocated within the term for them to review their subject, provide CPD opportunities. All subjects have Action Plans.

Inset days and PDMs (Professional Development Meetings) are used to review the curriculum and make changes needed. Subject leaders have budgets to provide resources needed to teach the curriculum to a high standard.

## **Implementation**

*How is the curriculum delivered?*

A balance of group, class and individual teaching is used and the different needs and abilities of the children carefully monitored. Appropriate support is given to children experiencing difficulty and to children making exceptional progress. We have high expectations and encourage each child to develop to the very best of their ability. We aim to provide a curriculum, which facilitates this. Teaching and tasks are carefully matched to the child's ability.

All pupils study English, Mathematics, Science and Computing according to the guidelines set out in the National Curriculum. Daily English and Maths lessons take place in accordance with the Primary Frameworks. The Foundation subjects of the National Curriculum; Art, Design Technology (DT), Geography, History, Personal, Health, Social and Citizenship Education (PHSCE) and Physical Education (PE) are all taught, in accordance with the appropriate Curriculum guidelines, through a topic-based approach.

*How are PSHE (Personal, Social, Health and Economic Education - includes relationships (primary), British Values, RE and careers delivered?*

PSHE education is a subject through which we develop children's knowledge, skills and attributes they need to keep them healthy and safe, and prepare them for life and work in modern Britain. Here



at Tweeddale, PSHE is taught at least once a week using a subscription package called 'Jigsaw', which is developed specifically for schools with guidance from the PSHE Association and ensures a consistent approach as children progress up the school. PSHE is also delivered through assemblies, recognition of achievements, circle time when issues arise, NURTURE, and through raising awareness in themed events such as 'Anti Bullying Week', 'Children's Mental Health Week' and 'Online Safety Week'.

Through the provision of Relationships Education, we aim to raise pupils' self-esteem and confidence, and to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Through British values teaching we seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. Children are taught that British values are **Democracy, Rule of Law, Respect** and **Tolerance, Individual Liberty** and how it reflects life in modern Britain.

Religion is a statutory subject, and here at Tweeddale we follow the Sutton Agreed Syllabus. As the world is becoming an increasingly smaller place, we consider that children need to embrace the changing world around them. Children at Tweeddale will not only learn knowledge about different religions, they will also learn from each religion. They will learn the concepts, skills and attitudes they will need to understand, acquire and develop to gain a rounded knowledge of different faiths and beliefs. Where possible, this is backed up by education visits to local places of worship of different faiths.

*How are staff supported to deliver the curriculum effectively?*

Subject leaders promote and monitor their subject throughout the school. Each area has an agreed policy, which details the aim of the subject. The subject leaders help colleagues with advice and training in their particular area. Training is provided for individual teachers, key stage and whole school as needs for development are identified. Regular DDI's (Developmental drop in) are done for all staff to ensure their continued improvement. During the performance management process, staff have the opportunity to identify their training needs. Subject leaders are responsible for their subjects' allocated budgets. The school uses the Cornerstones curriculum which provides online resources and supports planning within foundation subjects. This year, subject leaders have had opportunities to meet with other subject leaders across other GLT primary schools.

*How does the school ensure the curriculum is being delivered as intended?*

The school monitors curriculum delivery through regular lesson observations (and subsequent developmental feedback), book scans as well as analysis of assessment data and planning. Subject leaders all have action plans for their subject, which are updated and RAG rated as appropriate.

## **Impact**

*How are students assessed?*

In the Foundation Stage, the team collect evidence of children's development through observations, collection of work samples, child, parent and school voices and photographs. Detailed observations,



“Wow Moments”, are completed half termly by a child’s key person. This evidence is collated by the child’s key person and is used to make informal judgements about a child’s achievements. Each child’s key person uses this information to identify next steps and this is used to inform planning. Initial assessment including the Government Baseline assessment is completed in within six weeks of starting school. At the end of child’s year in Reception the children’s achievements are assessed against the EYFS profile (early learning goals) and a “best fit” analysis is made. Data is shared with the Greenshaw Learning Trust, Local Authority, parents and Year 1 teachers.

In KS1 and KS2 regular assessments are made of children’ work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual children. It involves identifying each child’s progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6 - though the Y2 SATs are no longer statutory) through the use of SATs and teacher assessment. Statutory phonics tests take place in Year 1 and children are re-tested where necessary in Year 2. Optional tests are taken in reading, grammar and maths in Years 3, 4 and 5. Pixl assessments are used and this gives us information regarding our children’s results compared to other schools using the Pixl materials.

Suitable tasks for assessment include:

- Group discussions
- Progress towards individual targets
- Short tests in which children write answers
- Specific assignments for individual children
- Discussions in which children are encouraged to appraise their own work and progress
- Child observations
- SATs
- Formative tests
- Pixl test material

*How does the school know its assessments are rigorous, and that they are assessing the right things?*

- Moderation within school
- Moderation across the Trust
- Moderation within the borough
- Standardised assessments for all schools
- CPD
- Book scans

*How does assessment feed back into curriculum implementation?*

Feedback to children about their own progress is achieved through discussion and the marking of work and

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that every child is aware of their



personalised next steps

- All results from assessments are analysed and used to inform future planning.

Available on the school website:

- the content of the school's curriculum in each academic year for every subject, including Religious Education .
- the name of the phonics and reading schemes in key stage 1.
- how parents or other members of the public can find out more about the curriculum your school is following