

Curriculum Pledge



Intent

To achieve the aims of our school vision, we are committed to:

- Ensuring all our children receive their full legal entitlement to learning programmes in all curriculum areas in all year groups.
- Providing a full curriculum (enhanced by out of school visits and visitors to school) in all subjects throughout each year including year 6. Our curriculum is not narrowed for exam or test preparation.
- Ensuring that, in addition to the skills and knowledge, which is required learning in each subject as detailed in the National Curriculum, our curriculum is also planned to include explicit teaching and learning related to human values (e.g. respect, diversity, equality, tolerance, kindness) and responsible citizenship.
- Ensure that all vulnerable groups are given opportunities to excel in their learning. To provide a variation of learning styles to cater for the needs of all groups.
- Ensuring that high quality teaching in every curriculum area leads to excellence in pupil outcomes, in all curriculum subjects.
- Ensuring that our children extend their learning in a wide range of curriculum areas beyond the hours of the school days through our provision of extra-curricular clubs. Our target is that upwards of 50% of our children will take part in clubs in any given year. Our extra-curricular provision is currently significantly affected by our Covid- 19 risk assessment. We offer a wide range of clubs including those linked to PE (many types of dance, PE and sports clubs), the creative arts and music (e.g choirs, recorders, samba, drumming, violins). Children are provided with an annual opportunity to showcase their talent and progress in these areas in our annual 'Soiree' performances.

Implementation

- This year we have adapted our curriculum offer to take into account the 'recovery curriculum'. We understand that children's relationships with their class teachers are more important than ever this year so that children feel safe and secure in school. Previously foundation subjects have been taught through a subject specialism approach where children are taught by a range of teachers. This year (2020- 2021) class teachers are responsible for teaching all foundation subjects in order to support our children to build a solid relationship with their class teacher.
- Teachers use Rising Stars (Geography, History, Science and French) and Kapow Primary (Art, D&T, Computing and RSE) schemes in order to plan and deliver the foundation curriculum which ensures clear progression in skills and knowledge.
- In years 1-6, all curriculum subjects are taught discreetly rather than being taught in a topic-based way. In this way, we ensure that specific skills and knowledge linked to subject are taught, learned and built upon year on year. Children have workbooks for all subjects including practical subjects (e.g Art, Design and Technology, Music) where they record their work, ideas, reflection
- and progress. Work in all subjects is assessed and marked with regular individual feedback given.

- Using the Calderdale and KirkleesSACRE agreed syllabus to plan and deliver weekly RE lessons and daily collective worship.
- Lessons are planned and taught in order to meet the needs of all children including those vulnerable groups. Adaptations are made in order to ensure that all children can access whole class learning opportunities where possible.
- Our school provides a healthy budget for the provision of high-quality resources for every curriculum area. New resources are ordered annually to ensure that high quality resources are available for the children to maximise learning in all curriculum areas.
- In Mathematics, all of our teachers are fully trained in using the 'White Rose West Yorkshire Maths Hub' schemes of work which are based on international research of the most effective techniques for enabling all children to become competent mathematicians and to achieve mastery of the mathematics curriculum.
- In English, we have a well-established tradition where our reading and writing curriculum is led by the very best quality children's literature. In addition to our text-based learning, children receive daily lessons in spelling (years 2-6) and phonics (Reception-year 2). Regular handwriting sessions are taught at least weekly in all classes. Independent reading is supported by home-school reading schemes ('Accelerated Reader' in Years 4,5 and 6, Nelson PM reading scheme in Year 2-Year 3, Read, Write Inc and phonetically decodable texts in Reception and Year 1).
- Children receive weekly PSHCE lesson which are linked to the RSE curriculum. Children have PSHE exercise books which are used to record planned activities. Photographs are also used to documents practical lessons.
- In addition to this, teachers deliver high quality circle time sessions every Friday afternoon. All our teachers are trained in delivering high quality circle time sessions based on recommendations from national experts in this area.

Impact

- Subject leaders for each curriculum subject undertake regular monitoring of outcomes (through pupil interviews and workbook scrutinies) and the quality of instruction in each curriculum area through lesson observations. Lesson observations linked to English, Maths and all other curriculum subjects take place each year.
- Subject leaders across the school are given allocated time to monitor their subject areas long term plans and complete an audit of resources to ensure that children access a full and well-rounded curriculum.
- Each subject has well defined assessment processes which are used to track children's progress in each area, report progress to parents and to provide valuable feedback in each subject to individual children.
- Progression skills documents are used throughout school in order to ensure that the specific skills are planned and taught for each subject area.