

## **Curriculum Provision**

### **Teaching Approach**

At St Andrew's School we have five mixed age classes and the teachers involved plan meticulously to meet the needs of each child and to satisfy the requirements of the National Curriculum. There are times when an individual child or a small group of children may work with another teacher, tutor or learning support assistant away from the classroom. Lessons may also be enhanced by a teacher, instructor or Higher Level Teaching Assistant with a particular expertise e.g. modern foreign language, PE, or First Aid taking the class for a specific lesson.

### **Early Years Foundation Stage Framework**

The children in the Reception class follow the Early Years Foundation Stage Framework. The framework is split into seven areas of learning.

Three Prime areas of learning: Personal, Social and Emotional, Communication and Language and Physical Development.

Four Specific areas of learning: Understanding the World, Literacy, Maths and Expressive Arts and Design

Children will access the areas of learning through adult led and child initiated activities based on a half termly topic and with a focus on learning through play.

### **The National Curriculum and Organisation of Learning**

At St Andrew's Primary School the programmes of study for all the compulsory subjects of the National Curriculum are followed.

The National Curriculum requires schools to teach three core subjects – English, Mathematics and Science and nine “foundation” subjects – Computing, History, Geography, Art & Design, Music, Design & Technology, Physical Education, Religious Education and Languages. In this school the language taught is French. These subjects are taught in every year group from Year 1 to Year 6.

We produce long, medium and short term plans for each year group which identify appropriate content, teaching and learning activities in each subject area. Activities are matched to the individual needs, development and ability of the children. A cross curricular, thematic approach is used in all year groups and teachers write a termly topic letter to inform parents on the exact coverage for each class. The yearly topic plan can be found in the parents section of the website while further information about the curriculum coverage for each year group is found within the class pages.

We teach Religious Education on a weekly basis following a mixture of the Local Authority and Diocese long term plans. These focus predominately on Christianity but pupils also explore units on other major world religions and faiths such as Sikhism, Judaism, Hinduism, Islam, Buddhism and Secular Humanism.

Parents have a right to withdraw their child from Religious Education. Parents are requested to write to the Headteacher to request that a child does not take part in Religious Education lessons.

Sex Education is delivered as part of our PSHE and Science curriculum. Our policy on Sex Education is available on the website. Parents are entitled to withdraw their child from Sex Education but not the part of this that is covered by the Science Curriculum. Parents should again put this request in writing to the Headteacher.

### **Literacy**

Literacy consists of reading, writing, spelling, handwriting and speaking and listening.

We believe that acquiring and developing all these skills should be an enjoyable and enriching experience. As you can imagine a strong foundation in this subject will help across all areas of the curriculum and support life-long learners. We aim to equip children with the skills, knowledge, and understanding necessary to foster a love of literacy which will stay with them.

With parental support, we want our children to:

- speak clearly and confidently in a variety of situations
- listen actively and respond in appropriate ways
- read fluently for both pleasure and for gathering information
- write clearly and with confidence in any given format
- present their work using a joined cursive script
- learn and apply phonics and spelling rules
- be able to proof read their own work and the work of others in order to make alterations that will improve their writing

We use a combination of the Pie Corbett initiative and the Hamilton Trust planning program to enable us to improve our writing across the school. For more information about Pie's work, please visit [www.talk4writing.com](http://www.talk4writing.com).

As soon as children start at St Andrews, they will receive a reading book which is levelled by the 'Book Banding for Guided Reading' scheme. Please look at [www.readingchest.co.uk/book-bands](http://www.readingchest.co.uk/book-bands) for more details on book bands. Children will progress through the bands until they become a free reader. To support them on their journey, they will be expected to read regularly at home as well as school.

Learning to read at St Andrews begins with daily synthetic phonics lessons using the Letters and Sounds programme. This discrete teaching of phonics continues throughout KS1 and, where necessary, into KS2. The children are streamed across KS1 and lower KS2 for their daily phonics lessons, allowing individuals to access the correct phase or input needed. They are tracked and progress is measured on a half termly basis. Through this method of teaching, the children learn how to recognise the sounds that make up words and how to apply this to real and unreal words preparing them for the Phonics test at the end of Year 1. It will also support them as they progress to more demanding texts, helping them to sound out unknown

words. Please look at [www.oxfordowl.co.uk/Reading/](http://www.oxfordowl.co.uk/Reading/) for more information on phonics as well as free books for your children to read.

Spelling lessons are taught in Years 1 - 6. The lessons focus on: Sound Patterns, Function Patterns, Word Meaning Patterns and Word-building Patterns. The children will have a daily lesson with a pattern focus, a spelling investigation and spelling activities. One aspect of the spelling lesson is for the children to create their own spelling list of words using the patterns they have been taught. For example, a child in KS1 may learn that the pattern 'a\_e' makes a long 'a' sound. They may be asked to investigate - 'Which consonants can fill the space? Write as many words as you can think of.' These words would be checked by an adult to ensure they are correct before the child then practices these words for homework. A child in KS2 may be asked to - 'Find words in which two vowels together make a short vowel sound? (e.g. instead, forfeit)

Handwriting is a key literacy skill that needs to be taught actively through frequent, discrete lessons. The Penpals scheme helps teachers at St Andrews school to do this with DVD-ROMs for whole-class sessions, pupil practice books and write-in workbooks with GPS contexts. The children will be taught handwriting three times a week. The Penpals philosophy is that developing the necessary fine and gross motor skills in readiness for handwriting is vital to setting children on the right path. We also believe that it is very important for the Reception children to join in with a daily Dough Gym and Funky Fingers activity to build these fine and gross motor skills.

For more information on Dough Gym and Funky Fingers please use this link:

<http://www.abcdoes.com/abc-does-a-blog/2013/09/dough-gym-week-funky-fingers/>

## Maths

The maths curriculum is based on the national curriculum for mathematics. It aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reach the national expectation for their end of year **with times tables**. Being able to recall them, out of order, with speed and accuracy. This will include them knowing their inverse operations for each times tables.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- develop **mastery/greater depth** of the subject through explanations of processes, next step challenges and a deep understanding of the mathematics they are learning. This will lead to future learning that is built on solid foundations.

- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

This framework is used to plan tailored units of work which incorporate practical “hands on” experiences, games, ICT opportunities, group tasks, investigations and a range of real life contexts which develop both mathematical understanding and problem solving skills. Both written methods and mental skills are taught rigorously.

Children are taught maths in their class group with careful differentiation catering for the needs of all abilities. Teachers and LSAs will work with a combination of individuals, small groups or the whole class depending on the focus.

### **Preparing pupils for Life in Modern Britain**

At St Andrew’s Primary school we value the importance of preparing pupils for life in modern Britain. Pupils are taught about the importance of British Values through the PSHE & RE curriculum as well as through cross curricular opportunities and extended activities. Our document on ‘British Values across the Curriculum’ can be found on the school website in the parents section.

### **Computing**

We aim for our children to confidently and independently use and apply information technology skills to support, extend and enrich their learning; therefore ensuring they are ready and able to embrace the technological advances of the future.

Our children need to learn how to get hold of information, evaluate its suitability, store it, share it with others, and adapt it for their own needs. The children learn how to safely navigate the internet and communicate, as well as develop digital photography skills, use sound and video recording equipment and access a wide variety of software to develop their learning across the curriculum. We do this with our bank of laptops which are used by all children throughout each day as well as through our set of iPads. The children also have access to sensory equipment, bee-bots and roamers as necessary. In addition, children will need to have an understanding of programming (coding), to solve problems and to use in sequencing.

Each classroom is fitted with interactive whiteboards, which the children learn to use. Each class also has an iPad, visualiser, digital camera, and voice recorders.

### **Sport**

Sport is a high profile curriculum area across the school and is taught by a skilled Sports Instructor. Classes are taught on Games, Gym, Swimming, Dance and Athletics. There is a wide and varied range of extra-curricular sporting clubs with information available on the school website. Children also regularly take part in festivals and tournaments from Year 1 -6.

### **Enriching and Extending Learning**

In addition to the compulsory National Curriculum Programmes of Study, the school has a comprehensive programme of enrichment activities. These include:

- Residential trip in Year 5 and Year 6
- A programme of day trips, visits and visitors in every year group
- A range of clubs and groups that meet at lunchtimes and after school

- Small group musical instrument lessons (for which an extra charge is payable)
- Cycle training
- Themed days such as World Book Day
- Themed weeks such as 'Book Week ' and 'Maths Week'
- Inter school activities with our local primary and secondary schools

## **Assessment**

As well as day to day informal assessment that the teacher makes, the government assesses and tests children (statutory tests).

### Year 1 phonics screening check

The check will take place in June when your child will read 40 words out loud to a teacher. You'll find out how your child did, and their teacher will assess whether he or she needs extra help with reading. If your child doesn't do well enough in the check they'll have to do it again in Year 2.

### End of year 2 ~ Key Stage 1 tasks and tests

Children sit tests in Reading, Grammar, Punctuation & Spelling, Arithmetic and Maths.

The tasks are taken during May. Your child's teacher will use the child's work (including spoken work and homework) and the outcomes of the tests to assess whether your child is working below, at or above the expected standard in each area. The assessment of writing will be based on the child's classwork and do not involve a test.

### End of year 6 ~ KS2 tests

English reading, English grammar, punctuation and spelling, Maths (including arithmetic). The tests are taken in mid-May and last under 5.5 hours in total. You'll get the results in July. When your child reaches the end of Key Stage 2 (year 6) the teacher will also give reports on your child's progress in English, maths and science.

### Ongoing Teacher Assessment

Children's progress is assessed using bands and steps in Maths and Literacy. These breakdown the expectations for each year group in the National Curriculum and allow us to track children's progress against age related expectations. Parents receive a termly update about their child's progress. We hold two parent consultation evenings in the autumn and spring term, followed by an open afternoon in the summer term where parents can come and look at their own child's work with their child acting as a guide. In the autumn term parents received a summary of how well their child is settling into the class, followed by a full report in the Spring term and a short summary at the end of the summer term.