

## Spalding Parish Church of England Day School Curriculum Intent, Implementation and Impact

<b>Intent</b>	<p>From September 2018 a review of the curriculum was agreed to ensure it was broad and balanced and reflected the needs of our pupils. Monitoring showed that all Year Groups had developed a topic based, curriculum balancing core subjects with foundation subjects, however this would benefit from greater creativity and with the needs of SPCEDS pupils at the heart of our curriculum intent. Monitoring also showed that assessment for all foundation subjects needed looking at and improving.</p> <p style="text-align: center;"><b><i>At the heart of our diverse community, striving for excellence, enabling all to achieve their highest potential.</i></b></p> <p style="text-align: center;"><i>'Start by doing what's necessary, then do what's possible; and suddenly you are doing the impossible.' St Francis of Assisi</i></p> <p>Staff discussed the needs of the pupils in our school and highlighted four key areas which would help improve outcomes and raise attainment for all pupils. It was agreed that teachers would consider these themes when planning lessons and activities. They would also underpin enrichment and wider opportunities. These 'curriculum drivers' were shared with all stakeholders, including pupils (through lessons), parents (newsletters/website) and governors (meetings).</p>				
	<b>Curriculum Drivers</b>	<b>Vocabulary/Background</b>	<b>Initiative</b>	<b>Growth/Mindfulness</b>	<b>Possibilities/Community</b>
	Closing the vocabulary gap Pupils on more equal footing with counterparts	Encouraging creative thinking Pupils able to see possibilities and problem solve/reason	Building confidence/esteem Pupils know worth and support each other	Broadening horizons and encouraging enterprise Pupils able to empathise	
<b>Implementation</b>	<ul style="list-style-type: none"> <li>🔥 Kim Bird, one of the Assistant Head Teachers, became responsible for curriculum development, working with Phase Leaders (responsible for the curriculum within their individual Phase – EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) and staff across school</li> <li>🔥 Core P&amp;I teams incorporated Foundation subjects to ensure opportunities to develop a cross-curricular approach whilst building on core key skills in foundation areas</li> <li>🔥 The timetable within all Year Groups was reviewed, creating more time for the teaching of foundation subjects in the afternoon</li> <li>🔥 All Key Stages worked together on curriculum, considering knowledge and skills and progression with curriculum overviews revised to ensure they were progressive from one Phase to the next whilst ensuring they reflected the diversity and needs of our pupils</li> <li>🔥 Kim is undertaking regular monitoring of the curriculum, specifically the foundation subjects, supported by T&amp;L intelligence from the SLT and Phase Leaders</li> <li>🔥 Progression maps, within the core subjects initially then extending to foundation subjects, currently in development, ensuring clear progression of knowledge and skills across the curriculum</li> <li>🔥 Regular, although basic, assessment of foundation subjects was introduced</li> <li>🔥 Knowledge organisers introduced, alongside key vocabulary documents, and shared with all stakeholders to support the development of the curriculum, with curriculum information scheduled to feature more regularly in updated newsletter and on reviewed website</li> <li>🔥 Regular updates and CPD undertaken with the regards to the curriculum to ensure it is always in focus and moving pupils on</li> </ul>				

<b>Implementation: How are we delivering our curriculum?</b>		<b>Impact: What's changed?</b>
<b>English</b>	We strive for our school literate and articulate, and therefore prepared to be able to participate fully as a member of society. Pupils will take part in a synthetic phonics programme on entry to Foundation Stage and throughout Key Stage One in the form of daily sessions with TELL intervention in place where appropriate. These developing phonetic skills will match the reading books that children take home in order to further develop children as competent readers. The use of echo reading and a high importance on acquiring new vocabulary will enable children to become fluent readers. Children will also use this vocabulary to develop the quality of writing across the whole curriculum. With Reading key to acquiring knowledge pupils will have the opportunity to explore high quality texts for both structure and language features, using these to scaffold, plan and produce their own writing through different genres and curriculum areas, developing fluency in literacy skills.	Phonics phonemes assessed termly, gaps identified and addressed. Mock checks also undertaken to identify issues. Year 6 and Year 2 complete SATs assessments termly to identify areas to develop. Years 1, 3, 4 and 5 complete termly assessments which again are used to identify gaps in learning alongside the Reading Rope. Internal and external writing assessments take place with both KB and AC.
<b>Maths</b>	Pupils study mathematics daily covering a broad and balanced mathematical curriculum, using the CPA approach (concrete, pictorial, abstract) to help pupils explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt. Do Nows are planned into each session to ensure that concepts are regularly revisited to embed learning through the year. Pupils are provided with opportunities to develop their mathematical skills to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions. Assessments inform unit plans to ensure that all planning meets the needs of pupils ensuring a clear progression of skills.	Use of Pre and Post assessments are used to ensure that planning meets the needs of the pupils at SPCEDES. Scaled assessments are used three times a year to ensure that teacher judgements are accurate. Carefully planned skills and vocabulary progression across school will ensure that pupils progress in Mathematics.
<b>Science</b>	Pupils will be given opportunities to ask and answer their own questions, evaluating their practise when it doesn't give them the results they expected. They will have opportunities to use a range of equipment to carry out hands on investigations as well as developing skills in the five areas of Working Scientifically. They will be taught appropriate vocabulary to use when talking about their learning. Where possible, Science topics will be arranged to complement other curriculum areas e.g. Rocks being taught alongside Stone Age in Year 3; Habitats being taught alongside Mayans and work on the rainforest in Year 4.	Use of TAPS assessments that are moderated against national standards means that teacher judgements will be accurate. Carefully planned skills and vocabulary progression across school will ensure that children are able to move on in their Science learning.
<b>EYFS</b>	Learning experiences in the EYFS meets the individual needs and interests of the pupils through a balanced provision of adult led and child initiated opportunities. Quality observations are embedded in every day practice to help staff build up an accurate picture of each child. This allows us to plan a wide range of provision that has been carefully planned based on their needs and interests to ensure that all children develop essential key skills across the curriculum. Children develop language skills, emotional intelligence, creativity, social, and intellectual skills. SPCEDES provides a stimulating environment where pupils explore and discover, and have opportunities to experience developmental stages that they may have missed through a lack of valuable experiences in pre-schools or at home. Children are provided with regular 'hooks' for learning. These are exciting experiences which motivate and inspire children's curiosity and support engagement in learning.	Pupils feel happy and safe and are excited to come to school. They make at least good progress from their starting points. The vast majority learn to read words and simple sentences accurately and have a good understanding of numbers to 10. They are independent and resilient learners who have the personal, physical and social skills they need to succeed in Year 1. Most children achieve GLD.

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<b>Art</b>	Cross curricular links will be developed wherever possible to embed the children's learning and deepen their understanding of art in a global context. A mix of historical and contemporary artists will be studied, giving children the opportunity to discuss and compare techniques used. Pupils will have the opportunity to develop independence in choosing the most appropriate material and technique for a piece of art. They will be encouraged to draft, improve and redraft before presenting a final piece.	Pupils will use a design brief and success criteria that have been developed through group discussion. Pupils will evaluate the work of themselves and their peers against the success criteria.
<b>Computing</b>	Pupils will be given opportunities to use a range of hardware and software and understand the fundamental principles and concepts of Computing. They will be taught the skills to select and use appropriate technology for a task and will be taught appropriate vocabulary to use to explain their reasoning. They will design, write and debug programs that accomplish specific goals and learn how to control or simulate physical systems. They will use technology safely, respectfully and responsibly; recognisable acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Carefully planned skills and vocabulary progression across school will ensure our children are responsible, competent, confident and creative users.
<b>Design Technology</b>	Pupils will be given opportunities to ask and answer their own questions, evaluating their practise when it doesn't give them the results they expected. Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. They will be taught how to apply the principles of nutrition and healthy eating.	Carefully planned skills and vocabulary progression across the school will ensure that children are able to move on in their technical learning. Through accurate teacher assessment, moderated against national standards within each year group.
<b>Geography</b>	Pupils will use fieldwork to observe, measure, record and present both human and physical features in the local area and those less familiar to them. They will use a range of methods including sketching, planning, graphs and digital technology. Where possible cross curricular links will provide children with the opportunity to demonstrate their secure understanding of geographical concepts.	Carefully planned skills and vocabulary across school will ensure that pupils are able to develop in their geographical learning. They will use their knowledge from lessons and apply this within different contexts.
<b>History</b>	Pupils will explore fiction and non-fiction texts in order to enrich their Historical knowledge, asking perceptive questions, making connections and drawing contrasts. Through the teaching of British, local and World History, the children will analyse a range of historical sources, some of which will be through first hand experiences both in and out of school.	Carefully planned skills and vocabulary across school will ensure that pupils are able to develop in their historical learning. They will use their knowledge from lessons and apply this within different contexts.

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<b>Music</b>	Cross curricular links will be developed wherever possible to embed learning and deepen their understanding of music in a global context. A mix of music by different composers and eras will be studied, giving children the opportunity to discuss and compare musical elements used. Pupils will have the opportunity to develop their musical skills in performing, composing and listening to music. They will be encouraged to try out lots of different instruments each time they compose and to experiment with sounds they can make. They will be given opportunities to work in groups and analyse their performances.	Pupils will be able to talk about different kinds of music using musical vocabulary. They will be able to play a variety of untuned and tuned instruments with increased confidence.
<b>PE</b>	Pupils will be given opportunities to master basic movements including agility, balance and coordination and apply these to competitive games, evaluating their performance, demonstrating improvement to achieve their personal best. They will have opportunities to use and explore a range of equipment within PE lessons and during break times. Where possible, links will be made in the curriculum to deepen understanding and knowledge through physical activity (for example Year 5 studying Ancient Greece and doing athletics). All children will be encouraged to be physically active for sustained periods of time, in addition to their weekly PE lessons, and to continue this at home. Children will be invited to participate in 'personal challenge' activities to develop their own sense of achievement.	Use of PE Maps (Stuart Allison) to assess children's competencies and attainment. Carefully planned skills show a development of abilities throughout school.
<b>PSHE</b>	Pupils experience a clear and comprehensive scheme of work in line with the National Curriculum which focuses on three core learning themes: health and wellbeing, relationships and living in the wider world. This includes opportunities to link British Values, SMSC and the school drivers into the curriculum. Pupils have access to key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum. This vocabulary used throughout the teaching of PSHE, BV and SMSC enables pupils to make links across the wider curriculum. All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff. Our curriculum is further enriched by planned in workshops and visitors as well as adapting to the needs of our pupils each term.	Pupils demonstrate British Values and a healthy outlook towards school. They achieve age related expectations across wider curriculum, developing positive relationship with their peers. They understand the physical aspects of RSE at an age appropriate level. They will have respect for themselves and others and positive body images.
<b>RE</b>	Pupils will follow the Local Agreed Syllabus for RE from Lincolnshire and RE lessons will be planned using the Balanced Approach to teaching. They will be given opportunities to consider where beliefs come from, how this affects the way people live and think. They will learn about a range of religions and world views through high quality discussion and deeper questioning. A range of recording styles will be used including drawing, drama and photographs. Pupils will be given opportunities to analyse extracts from Religious texts and study artefacts from different religions. Where appropriate, community links will be used e.g. visits to places of worship and visitors into school.	Weekly assessments against the learning intention will show children's understanding of the lesson content. End of phase expectations, which will show a deepening understanding of believing, living and thinking, will be undertaken at the end of each long term.

