



**To prepare the children of today  
to flourish in the world of tomorrow  
through nurturing mind, body and soul.**

## Curriculum Statement

At Carr Head Primary School our School Vision, Aims and Core Values underpin our curriculum.

### Core Values

#### Respect

Excellence	Self-awareness	Passion
Empathy	Communication	Teamwork

### Intent: Our Curriculum Aims and Key Principles

Through partnership with parents, carers and the wider community, we aim to prepare all our children for their futures by nurturing a love of learning through a curriculum that is rich with opportunity, experience and challenge, within an atmosphere in which the children feel secure and valued. A broad curriculum builds on the knowledge, understanding and skills of all children, whatever their starting points. The curriculum ensures that academic success, creativity and problem-solving, responsibility and resilience, as well as physical development and well-being are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the school and wider communities, while supporting the pupils' spiritual, moral, social and cultural development. Children's independence, resilience and confidence is promoted by building on our seven core values and Teaching and Learning principles.

Our curriculum:

- is underpinned by aims, values and purpose,
- develops the whole person - knowledge, skills, understanding and attitudes,
- is broad, balanced and has clear progression in subject knowledge and skills,
- is filled with rich first-hand purposeful experiences,

- is flexible and responsive to individual needs and interests,
- embeds the principle of sustainability,
- has an eye on the future and the needs of future citizens,
- encourages the use of environments and expertise beyond the classroom,
- makes meaningful links between areas of knowledge across the curriculum and the major issues of our time,
- has a local, national and international dimension.

To achieve this, we have adopted **7 Key Principles**. We will:

- have **high expectations of all** and provide a '**learning without limits**' approach to teaching and learning
- impart knowledge accurately and with enthusiasm which generates high levels of **commitment** from children
- provide as many memorable **first-hand experiences** as possible
- make the **outdoor environment** an integral part of provision
- promote **health and safety** including e-safety in all areas of the curriculum
- take the school into the **community** and bring the community into school

## Curriculum Organisation

The National Curriculum forms the basis of our long-term curriculum plan. Skills, knowledge and understanding are taught in the context of a termly over-arching theme or topic. Occasionally, shorter mini-topics are used to inject variety and also to ensure the fulfilment of all statutory requirements. Subjects, for example history, geography or science, lead some topics, whilst others are led by inspiring literature. Literacy is always a main focus, either where the topic is led by a quality text – or that there are plenty of opportunities to write in specific genres as part of learning in other subjects. Additionally, several elements of literacy, such as reading, phonics, handwriting and SPaG are timetabled on a daily or weekly basis. Currently, Maths usually takes the form of a daily lesson as well as additional mental maths sessions, and we are considering how we can adopt a more cross-curricular approach in this area too.

## Implementation: Effective Teaching

At Carr Head Primary School we embrace a pedagogy of 'Learning without limits'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to all including those identified as having special educational needs. Teaching and learning is characterised by ambitious objectives, challenging targets, effective and timely feedback to pupils on next steps, rapid intervention to keep pupils on trajectory, and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can make good rates of progress. Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Carr

Head Primary School see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

**1. Quality First Teaching**

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate and challenging use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue (including peer support);
- Effective formative assessment accurately informs next steps;
- Promote the development of a growth mindset so that children develop resilience and accept responsibility for their own learning

**2. Target Setting**

- Individual children's progress tracked;
- Strengths and weaknesses identified;
- Supporting planning and intervention;
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met

**3. Focussed assessment**

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Assessment for Learning (AfL) are evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation, pupil conferencing, effective feedback

**4. Intervention**

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put in place;
- Interventions are evaluated and relevant adjustments are made;
- Pupil Progress Meetings allow opportunity to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

**5. Learning environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;

- Use of working walls in classrooms to support learning;
- Make effective use of other spaces including the outdoors;
- Displays across school to be a mixture of celebration of children's work, supportive resources and information.

#### **6. Extended curriculum**

- The school offers a range of 'out of hours' activities and clubs which enhance and extend the basis curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

#### **7. Supporting children's wider needs**

- The school maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children.

## **Implementation: Effective Learning**

We acknowledge that people best learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- Investigation and problem solving;
- Open ended tasks;
- Reasoning;
- Research and finding out, with independent access to a range of resources;
- Group work, paired work and independent work;
- Effective questioning;
- Presentation and drama;
- Use of ICT;
- Visitors and educational visits;
- Creative activities, designing and making;
- Use of multimedia, visual or aural stimulus;
- Participation in physical or athletic activity;
- Homework;
- Extra-curricular clubs and activities.

We also recognise research into 'Cognitive Load Theory'. Learning is about acquiring knowledge and making connections. Before information enters the long-term memory, it needs to be processed by the short-term or working memory which has limited capacity. The brain is not able to retain knowledge if it is overloaded, i.e. if we are given too many things to think about at once. Cognitive load theory is not about minimising cognitive load, it is about not exceeding the cognitive load that people can deal with. Deep learning requires cognitive load (learning is hard!), but it must be relevant to the task and help rather than hinder learning. For this reason, we teach knowledge in such a way that the knowledge is transferred into the long-term memory so that cognitive load allows opportunity for deeper learning and application of learnt skills.

# Our Curriculum

## EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

## English

Our English curriculum aims to develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We develop our pupils' speaking and listening skills and wider understanding of language by teaching our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions in different contexts. Their vocabulary is developed systematically.

Our pupils are exposed to a rich reading environment and encouraged to read for pleasure, to read widely and with increasing independence. We use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. Phonic awareness helps the development of reading by segmenting and blending sounds. Our systematic phonics programme follows Letters and Sounds. A wider use of resources from Phonics Play and Read, Write Inc is used appropriately and effectively to enhance learning. The children are heard reading on a regular basis both individually and in groups. Guided reading sessions use strategies for developing and

monitoring reading comprehension and sessions cover both fiction and non-fiction books. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. Strategies for planning and monitoring writing composition are taught explicitly. Fluent written transcription skills are promoted by encouraging extensive and effective practice, and explicitly teaching spelling. Children are given extensive opportunities to practise their handwriting. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## Maths

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of mathematics
- Are able to reason mathematically
- Can solve problems by applying their mathematics.

At Carr Head, our maths curriculum is designed to provide all children with the opportunity to develop these skills over time. We aim to deliver lessons that are creative and engaging.

We want the children to make rich connections across a range of mathematical ideas so allowing for fluency and mathematical reasoning to be developed. We want our children to know that mathematics is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment.

Children who grasp concepts rapidly will be challenged through the provision of a range of rich, sophisticated problems rather than being accelerated onto new content. Additional practice will be provided for those who are not fluent with earlier materials and concepts.

We want the children at Carr Head to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## Science

Science may be taught as a separate lesson or linked to our topic work where appropriate. We will encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data. Whilst at Carr Head Primary School, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance. Provision is enhanced by the promotion of outdoor learning, especially through the creation of a new nature area and an on-going commitment to remain an 'Eco-School'.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

## Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and therefore has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We have Art Days with a whole school focus on one artist or painting and we include art in our themed weeks. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

## Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

## Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off

programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

### **Modern Foreign Language**

From Year 3 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languagesprogrammes-of-study>

### **Music**

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will also be taught to play untuned and tuned instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. The 'Charanga' programme will support our teaching of music across the school.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes>

### **Physical Education**

Our PE sessions will be both indoor and outdoor for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also complete lessons inside and outside and may also visit other facilities including the local swimming pool. Swimming is introduced to the timetable in Year 5. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Trust based competitions.

PE Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-educationprogrammes-of-study>



## PSHE

Through our PSHE curriculum, we aim to give pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to embrace the challenges of creating a happy and successful life. We encourage pupils to develop the skills to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We believe that effective PSHE education can encourage young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Through high quality, evidence-based and age-appropriate teaching of PSHE pupils can become more prepared for the opportunities, responsibilities and experiences of adult life. It also enables the Carr Head family to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society according to legislation.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe>

## Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Lancashire. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

## Topics / Themes

We use topics or thematic learning to deliver subjects within the curriculum. Our topic programme is carefully balanced and planned to be age appropriate across the years. Curriculum maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art and design, literacy and where appropriate maths and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published as part of our long term planning.

Humanities Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-geographyprogrammes-of-study>

## Enrichment Curriculum

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A successful enrichment programme that draws upon a wide range of available opportunities and adult skills is offered through maximising the use of our school environment, local visits / visitors, school trips, visiting specialists, and themed days and weeks where appropriate. The programme is varied and planned throughout the year.

### Outdoor Learning

Outdoor Learning across the curriculum fosters a love of learning. At Carr Head Primary School, we believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that it is important to enable children to use the outside environment as a context for learning.

Benefits of Outdoor Learning include:

- Outdoor learning helps to ensure that children are successful learners enabling children to develop knowledge and skills in ways that add value to their everyday learning experiences.
- Outdoor learning enables children to be confident individuals and impacts positively upon young children's attitudes beliefs and self-perceptions. Outdoor learning contributes towards creating independent learners with high self-esteem and self-sufficiency.
- Outdoor learning can have a positive impact upon children's behaviour.
- Outdoor learning contributes towards the promotion and children's understanding of the importance of developing a Healthy lifestyle.
- Outdoor learning has a positive impact upon children's personal and social development. It can also bring about community cohesion and allow children to develop as responsible citizens who make a positive contribution to their wider community. It can create pride in the school and wider community and promote community involvement, renewing children's pride and creating a sense of belonging and responsibility.
- It raises learners' attainment, promotes and strengthens communication skills, team work and sense of cohesion.
- There is clear evidence that boys in particular are more active in their learning in an outdoor environment.

### Trips and Visits

We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work for example a Victorian Seaside Holidays topic may include a trip to Blackpool Tower in order to allow children to learn about and experience the history of a seaside town. We organise residential trips for our Year 5 and 6 pupils.

## Workshops and specialists

Each year group will take part in a variety of workshops during the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies e.g. Mr Warrell (a historian).

## The role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at Carr Head Primary School. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings,
- Class Governors liaise with class teachers for information about progression;
- Teaching and Learning is a standing item on every agenda

## The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sharing curriculum maps each half-term by letter and on the school website;
- Holding regular Parent's Evenings;
- Inviting parents into school to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Annual Reports will be shared once a year.

## Impact

The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)

- Phonics Screening Test at the end of Year 1

- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them into lifelong learners and valuable future citizens.