



**The Orchard Primary School**

*Nurture Learn Grow*

# Curriculum Statement

January 2023

## An Orchard Child is:

<b>Confident and mature</b>	<b>Positive</b>	<b>Articulate</b>	<b>Independent</b>	<b>Co-operative</b>
<b>Enthusiastic</b>	<b>Responsible</b>	<b>Respectful</b>	<b>Healthy</b>	<b>Resilient</b>

### Rationale / Intent

At The Orchard Primary School we have a curriculum which aims to create successful learners, confident individuals and responsible citizens through a progressive, broad and balance curriculum. We strive to develop the skills, knowledge, understanding and positive behaviours for learning for all our pupils.

#### The Orchard Child

We recognise that all children are individuals with particular skills, talents and interests. We believe that all children who leave the Orchard Primary School should be:

- **Confident and mature** - We would like the children to be self -assured, prepared to 'have a go' and approach new experiences and problems with interest and enthusiasm.
- **Articulate** - We would like all the children to be able to communicate effectively with both adults and children
- **Independent** -able to use their initiative and thinking skills, make positive choices and work on their own when appropriate.
- **Cooperative** - Able to work as part of a group or team when necessary.
- **Enthusiastic about their learning** - -Pupils will enjoy learning and be motivated to pursue their interests further when not at school.
- **Responsible citizens** - -Prepared for the 'real' world with the necessary life skills for now and the future including the ability to take responsibility for their choices and actions.
- **Respectful of others** - Able to recognise and respect the diversity in the school and the wider community. -Able to empathise with the views and feelings of others.
- **Healthy** - have knowledge of healthy lifestyles and an awareness of the factors that will contribute to their own good health and wellbeing.
- **Resilient & Positive** - Able to persevere and keep going when tasks become difficult and be determined to 'solve the problem.

Alongside the qualities of The Orchard Child we want our children to:

- Have a sense of belonging and pride in being an Orchard Child
- Have a positive attitude to learning and be ambitious to succeed
- Be happy with who they are and be confident of their place in our community and society
- Be able to make the right choices now, in the future and learn from their mistakes
- Be prepared for the 'fast-changing' world and become citizens of tomorrow.
- Achieve academic success and make good progress from their starting points
- Be effective communicators with their peers and with adults - *Language and vocabulary development underpins learning in all areas of the curriculum.* This is particularly important for our school as the majority of pupils have English as an additional language

## Our curriculum / Implementation

Our curriculum comprises all the activities that are planned, taught and developed to promote learning and personal growth. Through all these activities our pupils are able to grow intellectually, personally, socially, emotionally and physically. When considering our curriculum, we include the ethos of the school, the cross curricular links, and various additional activities that the school organises to enrich their experiences at school.

Our curriculum is underpinned by the development of The Orchard Child along with the values of Respect, Kindness and Do Your Best. Teaching and learning have an emphasis on building on prior knowledge and skills whilst working towards clearly defined end points. Fundamental skills in relation to speaking, listening, reading, writing and maths are a focus so that pupils are able to access learning now across all subjects and in the future as they progress to secondary school, further education, higher education and beyond.

Our Curriculum:

- Develops the whole child through exposure to a range of opportunities, experiences and challenges. It ensures that the pupils' experiences meet their learning and developmental needs.
- Recognises, encourages and celebrates effort, talent and success and celebrates our school identity through rich and varied experiences.
- Ensures that the needs of individuals and groups of children can be met
- Is designed and planned to be accessed by all children.
- Is adapted appropriately to meet the needs of all pupils
- Allows children to build on their learning progressively developing the skills and acquiring the knowledge and understanding needed for now and the next stage in their learning.
- Focusses on the key basic skills of Speaking and Listening. Reading, Writing and Maths – we have a relentless focus on learning and on language in particular. These basic skills form the foundation for the majority of other learning which takes place.
- Challenges children to develop their understanding so they are able to master and articulate it.
- Makes good and effective use of assessment to identify pupils' strengths and areas for development
- Celebrates our diversity and encourages respect.

The school provides a curriculum which endeavours to develop the learning of individual children according to their age and ability. Our curriculum incorporates the current statutory National Curriculum subjects of English, Mathematics, Science, Design Technology, Computing, History, Geography, Modern Foreign Language, Art and Design, Music and Physical Education. Also included in the Curriculum are: Religious Education, and Personal, Social & Health Education (including Citizenship, Relationships and Sex education).

The children are taught through engaging topics either on a half termly or termly basis. Some subjects are taught outside of these topics but we provide:

- Meaningful cross-curricular links
- Inspiring and motivating resources which not only ensure that pupils learn and make progress but also allows children to develop interpersonal skills and build resilience.
- A range of first hand experiences – including trips and visitors
- Opportunities for creative role play and drama to support speaking and listening skills alongside aspects of curricular development.
- Opportunities for pupils to take part in performance through assemblies and concerts.
- An appropriate level of challenge for all pupils
- Catch-up and interventions to *gaps in learning are addressed*.
- Spiritual, moral, social, cultural and personal development

Our curriculum has the following structure:

- Maths and English are taught discretely
- Half termly or termly cross curricular topics for all year groups

- Each topic has a main focus based on a text and/or a different curriculum area but most subjects are taught at least each term.
- The combination of topics planned over a year will teach the statutory programme of study for the primary curriculum

In the Nursery and Reception classes the children follow the Early Years Foundation Stage Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions.

A child's time in the early years is critical to their development throughout school and later life. Characteristics of effective learning (CoEL) is a term that provides an essential structure for Early Years staff to support children and make sense of how children are learning.

Making observations and knowing how to support children as individuals is at the heart of understanding the importance of the characteristics of effective learning. At times, it is vital for the adults to take a step back, reflect, and think about how learning in the early years is taking place.

Staff awareness of these characteristics ultimately leads to improved teaching and learning outcomes. They notice what a child is doing and what characteristics underpin a child's learning. Is the child engaged? Is the child playing and exploring? Is the child beginning to develop their own ideas? Is the child creating and thinking critically?

The characteristics of effective learning focus on three key elements; engagement, motivation and thinking. A characteristic of effective learning is not something a practitioner must 'do', but an understanding of how children learn and develop. This understanding helps them to ensure appropriate provision for all the children.

Pupils learn to share, work independently and play with others. The Early Years Foundation Stage Curriculum is split into seven areas of learning – 3 prime areas which underpin everything in the Early Years and 4 specific areas which are more closely linked to particular areas of learning.

**Prime Areas:**

- Communication and Language
- Physical development
- Personal, social and emotional development

**Specific Areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The majority of our children have English as an additional language so we focus on the development of language, speaking and listening as a priority – particularly in the Foundation Stage and Key Stage 1. This is essential for successful acquisition and development across the curriculum. We also have a focus on the basic skills of Reading, Writing and Mathematics throughout the school as these skills form the foundation for the majority of other learning which takes place. Reading and phonics is a particular focus in Key Stage 1.

Rigorous planning ensures that pupils have equal access to the whole curriculum in the Foundation Stage, Key Stage 1 and Key Stage 2. The curriculum offered to each pupil is broad, balanced, relevant and appropriately adapted to ensure that all children are engaged and make progress.

Pupils at different stages of emotional, intellectual, physical, social and personal development require appropriately adapted learning. This ensures that the curriculum meets the needs of the individual child, including those with special educational needs, and supports them in meeting individual goals.

Central to raising standards is the use of assessment to judge how well learning is progressing. It is integral to effective teaching and to the way the curriculum is planned and delivered. We use assessment to monitor and encourage progress, provide feedback to pupils and parents and to identify the needs of individual pupils. It is a continuous process which includes discussion between the teacher and pupil. Effective assessment will ensure that pupils know what is expected of them and know what they have achieved. We believe in providing pupils with the opportunity to 'own their learning' by reflecting upon and evaluating their own work. One to one review sessions with the class teacher provide an opportunity to review their progress and confirm their next steps in learning.

Quality First teaching is a priority for all pupils. This involves:

- Staff having high expectations of themselves and of all pupils
- Accurate teaching – teaching knowledge and skills accurately and with enthusiasm
- High levels of interaction between adults and all pupils
- Focussed lesson planning with clear objectives and outcomes for all
- High expectations of pupils to engage with their learning
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through reflection, consideration and dialogue with opportunities for pupils to talk individually and in groups
- As reflected in the Orchard Child, an expectation that children will develop resilience, work independently as well as co-operatively and accept responsibility for their learning as appropriate
- Regular meeting with pupils to celebrate successes and set new targets through Feedback time and Assertive mentoring.
- Motivation and encouragement for all pupils through authentic praise

## Impact

Children's overall development is at the heart of everything we do. We build strong relationships between pupils and adults to create an atmosphere which is conducive to learning and to success.

Our curriculum is reviewed on a regular basis in order to improve children's learning. We aim to raise standards of learning for all pupils and progress is measured through ongoing assessment and through assessment at key points during the year.

Provision is planned to address misconceptions and gaps in learning are identified to ensure that the curriculum effectively meets the needs of all pupils. We measure the impact of our curriculum through:

- Pupil achievement data – we track pupil progress in Reading, Writing and Maths and review this on a termly basis.
- Attendance rates – we monitor this rigorously and have regular contact with parents as required to ensure that poor attendance is not a barrier to learning and progress.
- Behaviour – the children are very aware of the rules and expectations at school and this is evident throughout the school.
- Pupil voice including questionnaires – the children are asked their views using surveys and are supported to make further progress using 1-1 mentoring meetings with their teachers.
- Parent meetings and questionnaires – the views of parents are considered using our survey. They are given information about the curriculum at the start of every year along with a review of objectives across all subjects each term. this enables them to support their children's learning at home
- Lesson observations – we monitor teaching across the school on a regular basis
- Curriculum and teaching review.

There is a positive attitude towards learning at The Orchard Primary School and we believe that effort, motivation and positive self-esteem along with the effective teaching of knowledge, skills and the development of understanding are essential for pupils to achieve.