

Shoscombe Church School Curriculum - 2019-2020

Intent (What are we trying to achieve through our curriculum?)

It is our intent that through our deeply Christian ethos, reflected throughout our curriculum, our children will learn to branch out, have big aspirations and shine: *Jesus said 'I am the vine and you are the branches. If you remain in me and I in you, you will bear much fruit' (John 15:5)*. Our curriculum is designed to support, nurture, guide and inspire our children to shine in every way, bearing fruits of success. We teach the national curriculum and our intentions for each subject area are defined by the purposes and aims of the national curriculum. Our aim is that our curriculum promotes academic excellence whilst nurturing the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life. The opportunities offered within our curriculum are designed to ensure each and every child can succeed and shine, where gifts and talents are celebrated, nurtured and shared. We want our children to be curious, independent learners who have strong skills for learning and are ready to leave primary school having achieved their fullest potential and able to continue to flourish in secondary school and beyond.

Our wider curriculum allows children to make connections across their learning, through the curriculum and with our local and wider communities. We plan succinctly for the knowledge, skills and understanding we want the children to learn in each subject area, ensuring progression as they journey through primary school. We want children to make good progress and understand that this means knowing more and remembering more - we plan sequences of learning so that children have opportunities to revisit, extend, deepen and skillfully manipulate knowledge learned. We want children to develop conceptual understandings over time, connecting old knowledge to new knowledge and therefore progressive 'threshold concepts' are planned into our curriculum. We want children to be challenged to an appropriate level and to know the next steps they need to make in order to build their knowledge, skills and understanding further. We have defined outcomes through expected standards or milestones in learning to be reached by the end of an academic year, or in some subjects by the end of Year 2, 4 and 6. These milestones assess the depth of understanding of the threshold concepts our children have developed.

We want children to leave our school having made excellent progress and achieving their fullest potential in English. We teach children to become skilled at writing for a range of purposes and audiences and teach children how to choose and use appropriate, rich and varied vocabulary. We prioritise reading so that our children develop a love for reading with the extensive skills required to read a wide variety of texts with deep understanding. We use a systematic approach to teaching vocabulary so children leave school with a rich and wide vocabulary which can be applied to all areas of learning. We offer children the opportunity to talk confidently about their learning, through questions that allow them to demonstrate their understanding and planned opportunities for role play and 'talk time'. A systematic

approach to teaching phonics from the Early Years followed by a systematic approach to teaching spellings and handwriting that build on the phonics programme allow children to master the basic skills essential for good writing.

We want children to make excellent progress and achieve their fullest potential in mathematics. Through our concrete, pictorial, abstract (CPA) approach, children build and secure models and images that underpin mathematical concepts and understandings. Our systematic curriculum, supported by our calculations policy, ensures that children build on learning, developing a deep understanding of concepts before moving on. We teach children the vocabulary and sentence stems required in order to explain and reason about maths. We want our children to have quick and secure recall of basic number facts including multiplication tables. Our aim is that children develop a love for mathematics and are confident applying classroom maths to real life contexts. Mastering mathematics underpins success in other curriculum areas, especially science, computing and technology.

Our children will be inspired by religious education and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views. Our school values are the drivers that shape all our learning experiences, bringing about the aims and vision of the school and ensure we meet the needs of our community:

Creativity and Wonder: Our curriculum is designed to ensure our children are curious, ask questions and think creatively. We embrace opportunities to learn our whole curriculum through the Arts. Our RE curriculum develops spirituality through asking 'big questions'.

Respect: Our curriculum teaches children to respect each other, themselves and the environment. We want our children to develop healthy attitudes both towards their physical and mental health, knowing and understanding when and how to take moments of rest and mindfulness.

Aspiration: We teach our children to have a strong sense of self and to be able to articulate aspirations for their life. Our curriculum inspires children to do their best, and have the determination and resilience to learn from mistakes. We help our children to see the range of opportunities and possibilities that await them in life.

Joy: Our children experience joy through the act of learning and through achieving. We offer rich opportunities for outdoor learning and forest school helping children to appreciate joy through learning in our beautiful natural and local environment.

Empathy: We provide opportunities for children to develop empathy and compassion for others in our community - both immediate and globally, helping to support campaigns for change and justice. We support children to become kind and thoughtful citizens who value each other and understand their own and others' beliefs.

Resilience: Children are engaged in learning, they are motivated to achieve and can work collaboratively with others both at school and in our community.

Implementation (How is our curriculum being delivered?)

We establish the correct conditions for learning through sharing our high expectations and passion for learning with children and parents. We recognise the importance of all areas of the curriculum. Therefore, we plan a broad and balanced curriculum that enables children to develop their knowledge, skills and understanding in every lesson. We work hard for connections to be developed across the curriculum, for children to recognise links across subjects and to develop their understanding of the world in which we live. We do this through a school-wide theme per term. Our theme allows children to make links and build on prior knowledge, while our subject specific planning helps us to focus on the most important and useful knowledge in each subject and ensure children learn the disciplines associated with that subject. We ensure high quality teaching enables children to build a strong knowledge structure and that our planning provides children with opportunities to explore the possibilities that this knowledge structure opens up to them. Due to our mixed aged-classes we operate a 2-yearly planning cycle.

Each curriculum subject has a long term plan. This sets out the aims and purposes of the subject; the breadth of study for each year group; the threshold concepts and how these progress up to year 6; the key vocabulary that must be learnt to support those threshold concepts; the milestones per year group (or Year 2, 4, 6 in some subjects); and the activities teachers will use to assess children's progress. These long term plans ensure progression which can be monitored by subject leaders. Our Knowledge Organisers, based on the long term planning, ensure each teacher has clarity as to what to cover in each unit of learning. Knowledge Organisers make explicit:

- * breadth of learning covered (National Curriculum)
- * Key knowledge that pupils need to know
- * Conceptual vocabulary and definitions
- * Key knowledge teachers need to know to support teaching of the unit
- * Threshold Concepts
- * Hooks and Key Questions
- * Links to and promotion of SMSC, British Values and Cultural Capital
- * Opportunities for 'no stakes' quizzes and recall of prior learning
- * End goal or learning outcome based on the Chris Quigley milestones
- * POP task (assessment)

The 'threshold concepts' are domain specific concepts which open up new ways of thinking about the subjects and help pupils to link new knowledge and commit it to their long term memories. We consider this to be the most powerful knowledge in each subject domain. Threshold concepts are the key disciplinary aspects of each

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subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each unit. These concepts help teachers to present new information clearly and build on what has been taught before.

Teachers plan the vocabulary that the children will be taught so that it is extended at every stage of their primary journey with opportunities to ask questions and talk about their learning. It is understood that through developing vocabulary children are better able to acquire and deepen their knowledge.

There are frequent opportunities for children to practice, remember and retrieve knowledge through 'no stakes' quizzes, regular repetition, plenaries in lessons and practice. At the end of each unit, teachers assess the impact of the curriculum through planned POP tasks (Proof of Progress) where children's depth of learning will also be measured (Quigly's BAD criteria). This assessment will indicate how well the children have learnt and understood the curriculum content and how much they are remembering from previously taught units. Teachers use knowledge gained through this regular assessment.

Writing is taught using a highly structured and expertly modelled approach, enhancing the school's teaching of vocabulary through meaningful writing opportunities. This approach is called 'Write Stuff'. Every 'Write Stuff' piece of writing is based on a high quality text and has a clear audience and purpose. Opportunities for spelling, grammar and punctuation learning are woven into the Write Stuff lessons. Further writing opportunities are planned that link to the wider curriculum whilst maintaining a focus on high quality modelling of sentence structure, appropriate voice and vocabulary. Reading is taught using a range of whole class and group strategies. Children are taught the skills required to retrieve, infer and comment on choices in texts (RIC). Each child must also have a personal reading book at their own level. Classes read whole texts together to further foster a love for reading. Reading areas and role play areas and writing will be planned and linked to every topic in every year group. Phonics is taught by stage not age from the Early Years using Letters and Sounds programme. Phonics is taught daily in the Early Years and Year 1. The No Nonsense Spelling programme builds on the phonics programme and is taught at least 3 times a week. Speaking and listening opportunities will be planned and where appropriate will involve links with performances / outside theatre groups.

Mathematics is taught using a mastery approach with a strong focus on the use of CPA (concrete, pictorial, abstract) to support children's understanding of mathematical concepts. There is a strong focus on children learning number facts including multiplication tables. The Calculations Policy ensures that children are taught the 4 operations using appropriate models and images, progressing to become proficient mathematicians who are confident manipulating numbers. There is a strong emphasis on children learning the skills and vocabulary in order to explain and reason about mathematics. Links are made between discrete 'classroom' mathematics skills and real life contexts. White Rose planning is followed to ensure there is full coverage of the national curriculum for mathematics.

We teach RE through a combination of Somerset's 'Awareness, Mystery and Value' and the Church of England's 'Understanding Christianity'. In this way we ensure good coverage of the main religions whilst also ensuring that pupils develop their own thinking and understanding of Christianity.

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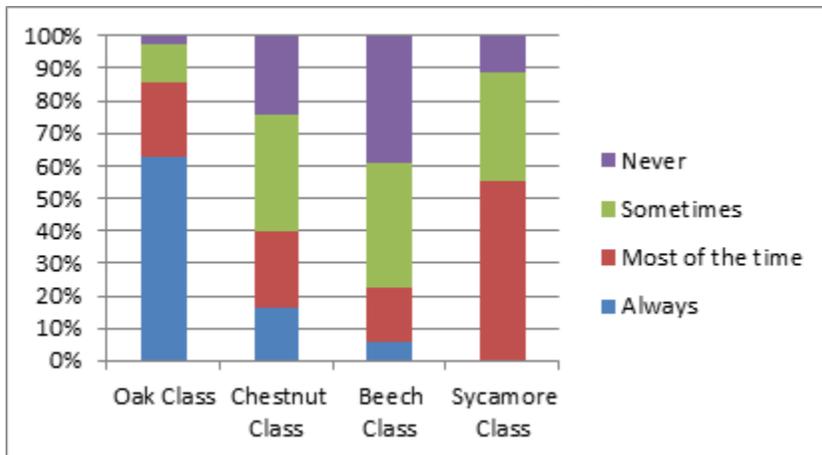
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SEND children are supported to make the same progress as all other children in their core subjects, by providing them with appropriate support and guidance to support them in meeting or exceeding their targets. We have as high expectations for pupils with SEND as we do for all pupils.

Impact (What difference is our curriculum making?)

Our children are happy, engaged and enthusiastic learners who strive to do their best. They have high personal aspirations. They have a good understanding of Christian values and how these can support them to become successful and happy citizens. Children develop and take with them a range of life-long skills for learning. Children have broadened their cultural experiences and deepened their knowledge, understanding and empathy for others. They are caring and kind individuals.

Pupil Questionnaire 2018-19, Question 1. I enjoy school,



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Parent Questionnaire 2018-19, Questions about life at school,

		Agree %	Don't Know/Not Sure %	Disagree %
1	My child is happy at school	95	5	0
2	My child feels safe at school	95	5	0
3	My child makes good progress at school	90	5	5
4	The school expects my child to work hard and do their best	100	0	0

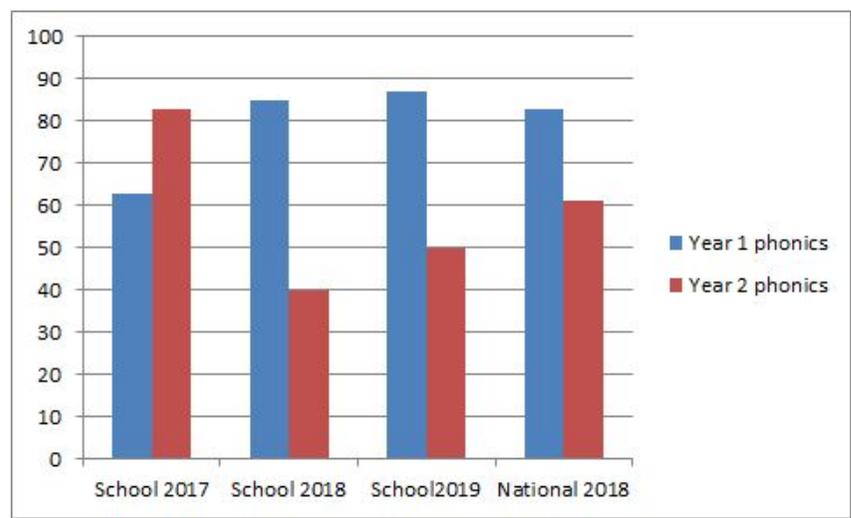
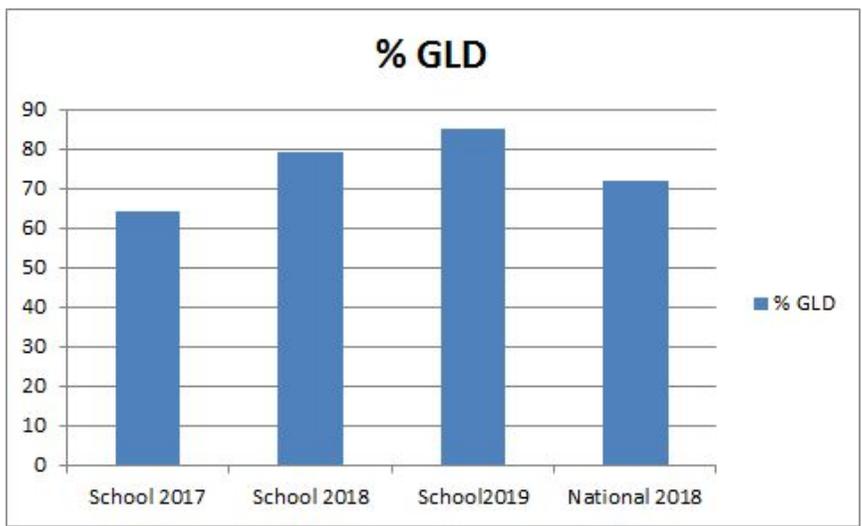
Our children form strong foundations in the Early Years upon which to build as they move through the school. In 2018 79% of our reception aged children achieved a Good Level of Development (national average 72%). This rose again in 2019 to 85%. Our percentage of children achieving a Good Level of Development (GLD) has risen steadily over the past 3 years. This success supported the school's successful application to open a nursery class in September 2019.

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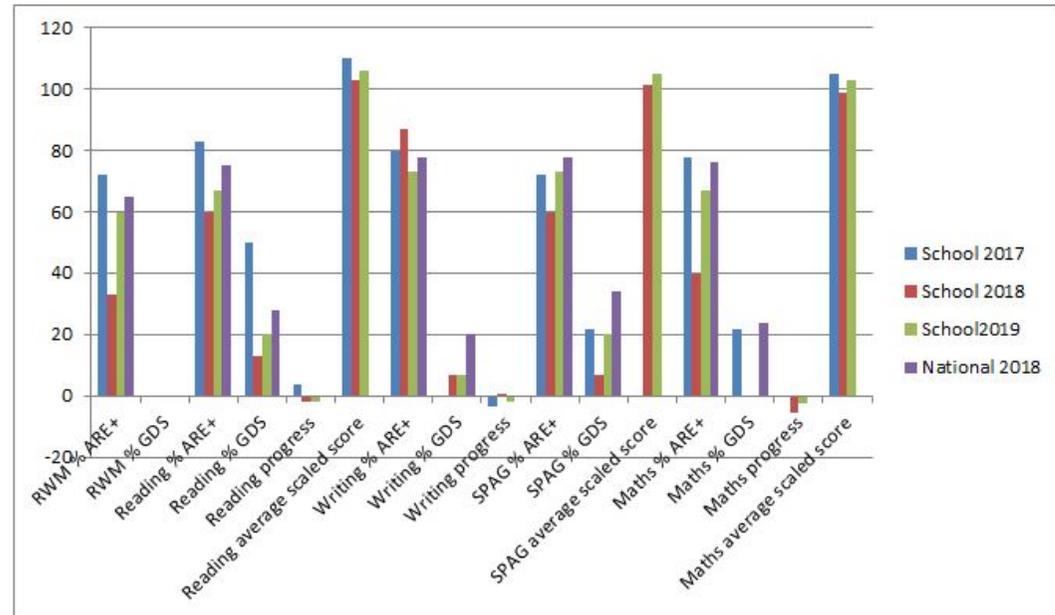
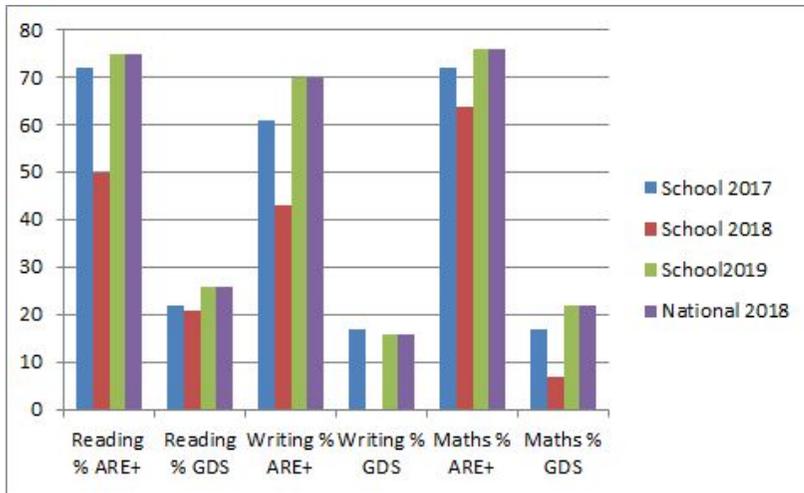
Our Year 1 children do well in the phonics screening. In 2018 85% of the cohort reached the required pass mark (national average 83%) and in 2019 this rose to 87%. This has been steadily improving over the past 3 years. All children in Year 2 who retake the phonics screening make excellent progress and where there is not a specific special educational need these children reach the required standard.

In 2019 children performed well in Key Stage 1 and 2 tests, showing significant improvements from 2018.

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Key Stage 1 outcomes 2017-2019

Key Stage 2 outcomes 2017-2019

On average our children achieve well by the time they leave our school.
The three-year trend in Key Stage 2:

	School	National
Pupils meeting expected standard in reading, writing and maths	67%	60%
Pupils achieving at higher standard in reading, writing and maths	0%	8%
Average score in reading	108	104
Average score in maths	104	104

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The impact of recent improvements in our curriculum are seen in pupils' books and while walking around school. Children talk about their learning with enthusiasm and confidence. They show good recall of key knowledge and can make meaningful connections across units of learning. We track carefully to ensure that our children are making good progress and are fulfilling their potential. We expect to see this reflected in future national assessments.

Our subject leaders will check the impact of our curriculum through pupil conferencing and work sampling. We anticipate that as we embed our new long term plans and knowledge organisers that children will reach each milestone, demonstrating sustained mastery of the content. Some children will demonstrate a greater depth of mastery.