

# Curriculum Statement

Lower Heath CE Primary School

February 2018

Our school is committed to meeting the requirements of the primary National Curriculum introduced in September 2014.

The curriculum is taught with the consideration of the needs of all learners, and is designed with their interests and individuality in mind. Our curriculum is engaging and encourages children to be keen and independent learners.

## A Cross-Curricular Approach

The curriculum at Lower Heath is taught through an 'integrated' approach which allows us to ensure stimulating learning opportunities throughout the school. This approach means that the whole school follows a termly 'topic', which all subjects link to as closely as possible. The writing which takes place across the school links not only to texts studied in literacy lessons, but also to content taught in other subjects as part of the main topic.

## Curriculum Design

Every year, our curriculum is re-designed based on the needs of the children; we take into account their interests and backgrounds as well as assessments we have done to determine their starting points and next steps. As a result, our curriculum is constantly changing, and is fresh, new and based on current events. Our whole-school topic approach also means that topics are not repeated for several years. Our planning focuses on the progression of skills in each subject area. We plan the skills which need to be delivered in each term for each year group, and teach these through our chosen whole-school topic.

## Subjects Within Our Curriculum

### Core Subjects

English

Maths

### Foundation Subjects

Art & Design

Computing

Design Technology

Languages

Geography

History

Music

Physical Education

Religious Education

PSHE (Personal, Social & Health  
Education)  
Science

In EYFS and Key Stage 1, early reading and writing is taught using a daily synthetic phonics programme. We follow *Letters & Sounds*, and supplement this using *Jolly Phonics*. Within the 'Curriculum' area of our website, Parents' Planners can be found which outline the coverage of each foundation subject during each term. It is also possible to access more detailed planning information for phonics, reading, English, maths, RE and PSHE.

Assessment

We assess children in reading, writing and maths at the end of each half term. We measure the children against the National Curriculum objectives for their year group in these three subjects, and grade them using the following system:

**Emerging:** The pupil has just started to meet the objectives specified for their year group.

**Developing:** The pupil has achieved roughly half of the objectives specified for their year group.

**Secure:** The pupil has achieved all of the objectives specified for their year group.

**Mastery:** The pupil has fully secured all of the objectives specified for their year group, can apply them in a range of situations, and is starting to work towards the following year group's objectives.

Our expectation is that children should be 'emerging' by the end of the Autumn Term, 'developing' by the end of the Spring Term, and 'secure' by the end of the Summer Term. Our gradings link to a points system, which allows us to measure a child's progress as they move through the school.

In foundation subjects, we use a programme called '2Simple' to assess pupil progress. Teachers make observations during their lessons as to which objectives a child has achieved. Photographic evidence and observational notes are attached to each child's profile, creating a picture of their attainment in each foundation subject as well as identifying their next steps.

In Reception, children are assessed against the objectives of the Early Years Foundation Stage Profile (EYFSP). As with foundation subjects, evidence is recorded using '2Simple' in order to identify a child's level of attainment and their areas for development.

### Equal Opportunities

At Lower Heath, we ensure that all children have an equal opportunity to get the best out of their education and their time at our school. Whilst our planning takes into account the age-related expectations of each subject, we are also aware of the need to provide additional support to pupils with Special Educational Needs (SEN) through regular intervention, and the need to offer short-term intervention to those pupils who may at times be falling behind. These interventions are designed specifically for each pupil involved, and are closely monitored each half term. We ensure that those pupils who are considered 'disadvantaged' have an equal opportunity to access everything that school has to offer, and to reach their full potential. A detailed and regularly-evaluated plan for our Pupil Premium Grant expenditure allows us to do this.

Similarly, those children who are considered 'more able' in a subject are provided with opportunities within school to further develop and embed their skills, as well as with opportunities to take part in experiences outside of school to enhance their learning.

### Reporting to Parents

Written information regarding attainment and progress of all children is communicated to parents at the end of each school year. In addition to this, a more concise Mid-Year Report will be sent to parents in February. There will also be two opportunities during the school year for parents to attend Parents' Evening, as well as the opportunity being available for parents to make an appointment to see the class teacher or head teacher at any point during the school year should the need arise.

For parents of pupils who have Special Educational Needs (SEN), we provide an additional termly opportunity to attend an informal coffee morning to discuss concerns or queries with our head teacher and SENCo, and to meet other parents in similar situations. We also offer parents of SEN children a termly SEN meeting appointment with the head teacher and SENCo to specifically discuss their child's progress towards their short-term targets, and to jointly plan the next steps in their learning. Written overviews of interventions, targets and outcomes are available for the parents of any child who receives additional support within school.

### Our Church School

Lower Heath C of E Primary School benefits from close links with Fauls Church. Children attend church services at Harvest, Christmas and Easter.

The Rev. Sue Armstrong is closely involved in the spiritual life of the school and our collective worship. She is on the Governing Body and is a frequent visitor to the school.

As a Church of England school, our values are rooted in Christian teaching and explored not only during collective worship and RE lessons, but whenever the opportunity arises in within our wider curriculum. Our values impact on all learners and enable them to flourish as individuals, whether they are Christian, of other faiths, or of no faith.

### Enhancing the Curriculum

Outdoor learning is very important to us. Our two outdoor learning areas are used by children in a wide range of subject areas to enhance their learning experiences. We have developed a Forest School area, which is also be used for outdoor learning, for example, lighting fires safely, making shelters and learning about how nature changes throughout the year. We make good use of our local environment; children in EYFS and Key Stage 1 maintain their own vegetable garden within the school grounds, and we have school chickens which all of the children help to look after.

We make excellent use of outside visitors to enrich the children's learning. In the past few years, children in the school have worked with experts in historical dance, local historians and wildlife experts, among others. We make strong links with the local community to enhance our curriculum, for example, by creating opportunities to invite local senior citizens into school, working with local people to put on an annual school panto at the church hall, practising maypole dancing to perform at the church summer fete, and by working with local businesses (such as a local chef, James Sherwin, Holly Farm Nursery, Fordhall Farm, Appleby's Cheese, Nook Farm wood designs, and local authors). These experiences are very important to us and offer children wonderful experiences which stay with them for a very long time.

In order to enhance the curriculum, children take part in various educational visits, for example, visiting Chester as part of a history unit about Romans, or a power station as part of a unit of work about electricity. Children have the chance to attend visits to events run by other groups or agencies, such as Safety Scene, run by the local police force, and Open Door at Shrewsbury Abbey, run by the church. We also have our own National trust membership which all classes make use of throughout the school year.

Children in Years 5 and 6 have the chance to attend two different residential trips, which alternate annually. One trip is of a more 'outdoor activity' nature,

where children visit Arthog and have the chance to take part in activities such as caving, abseiling, rock climbing, etc. Our other residential trips take place in a town or city such as York or Llandudno. During these trips, children have chance to stay in a different location, and go to museums, cathedrals, beaches, etc. All of our residential trips give children a chance to experience living away from home for a few days, and being independent, which is an excellent experience for them. Children are fully involved in planning these visits, taking responsibility for risk assessments, managing budgets and selecting destinations to visit during their time away.

We take our children to join in various activities with other schools, to give them chance to experience working with new children in new contexts, for example, children take part in various sporting competitions as well as dancing and singing events.

In undertaking all of these activities, we believe that we can provide children with a very wide range of experiences that will give them a well-rounded, exciting and relevant education.

Signed: \_\_\_\_\_ (Head teacher)

Signed: \_\_\_\_\_ (Chair of Governors)

Date: February 2018