



## **Individual Curriculum Statements 2016/17**

*'Inspiring learners, Building foundations, Shaping tomorrow'*

### **English**

The English Curriculum is delivered using the National Curriculum 2014 and the Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

### **SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

### **READING**

The opportunities, organisation and provision for the teaching and learning of reading are as follows:

- Shared reading; incorporating Book club- an opportunity for a class or group to share a common text together with an adult
- Guided reading; where children work in a small group with an adult on specific reading objectives
- Independent reading; children have an individual reading book. In Key Stage 1 we use Oxford reading tree as a basis for acquiring the skills of a reader which progresses into independent reading as and when children are ready. We value the input of parents both at home and in school as reading volunteers to help our children in their reading development.
- Phonics is taught through the letters and sounds structured phonic acquisition approach.

Teachers also take time to read class novels and model reading for pleasure. It is important that children enjoy reading and also have the opportunity to experience books from classic and modern classic authors.

- Resources - A book banded reading scheme operates across the school which comprises of a range of different schemes. Children work their way through the Key Stage One and Two schemes and then become independent readers.
- Links to parents - Each child has a reading record book which logs books they have read and comments about their reading. Parents and teaching staff write in this book.
- Class books: Stories are read to the children regularly throughout the school.
- Reading at home: Children are encouraged to read at home every day.

## **WRITING**

Opportunities, organisation and provision for the teaching and learning of writing are as follows:

- Phonics and spelling: Daily Phonic sessions in Key stage 1 and Reception. This is used flexibly in year 3 where children may still need support in phonics acquisition.
- Emergent writing: In Reception and Key Stage 1 children are given regular opportunities to write freely within a particular genre and across the curriculum. This gives them the opportunity to become emergent writers.
- Guided Writing/Independent Writing: Each teaching sequence builds towards sustained narrative/non-narrative writing where children can show the skills they are acquiring in their independent work. It is important that children have a regular opportunity
- Extended writing: Throughout the term there are opportunities for extended writing. On a termly basis samples of these extended writing outcomes are used for assessment purposes. Children are immersed in high quality stimuli; books, film, pictures, sounds, in order to ensure they are truly inspired to write.
- Handwriting: The school has adopted a cursive handwriting script ( Penpals ) and this is taught and reinforced regularly in Key Stage 1. As children move through the school opportunities to practice handwriting continue and when the class teacher feels a child is able to join fluently they are encouraged to write in pen though the awarding of a pen licence.

- Spelling: Children from Years 1 to 6 are given lists of spellings each week to learn at home. Children are tested on these words weekly. Throughout the school we use Oxford spelling as a core spelling spine, which allows children to develop as confident and accurate spellers.
- Grammar and reading comprehension are taught on a weekly basis through the Oxford scheme. Children are then encouraged to show their emerging skills through their independent writing

Teachers provide personalised targets for reading and writing and the children work to achieve these over the course of a term. These targets are shared with parents on a regular basis and are available to the children in their classrooms.

Work is marked and assessed in line with the marking and Assessment policies and work is regularly moderated either in phase groups or as a whole school. We are supported in our moderation by our academy trust, Education Central (ECMAT) where teacher and subject leaders regularly meet with other professionals to moderate our work and set next steps improvement targets.

Work is assessed, using South Gloucestershire assessment grids based on the National Curriculum Age Related expectations criteria. The findings of the assessment are used to inform planning to help the teaching and learning process. In line with the New National curriculum requirements and the raised expectations that this document requires teachers also assess half termly whether a child is working at/below or above the level expected for their age.

## **Maths**

The Maths Curriculum is delivered using the National Curriculum 2014 and the Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. In Early years and year 1, we develop early number skills through the use of Numicon resources which allow children to set maths in reality.

Maths is taught in five strands: Data Handling, Shape Space and Measure, Number, Calculation and Using and Applying.

We provide a daily maths sessions that seeks to reinforce previous learning and allow children to take on new skills and apply these in a range of contexts. Children are often grouped according to ability which allows teachers to target individual needs.

From Year 2 to Year 6, we use the Abacus Maths scheme as a basis for our Age Related Expectations in maths. It is crucial in a child's maths development that they are able to

manipulate number through reasoning and problem solving activities which are integral to every maths lesson. We use White Rose maths planning to help us achieve this aim.

Half termly assessment activities are planned which involve a range of ideas and skills linked to one or more of the key objectives covered previously. As a result of these assessments, individual targets are discussed with pupils.

Teachers provide personalised targets for maths and the children work to achieve these over the course of a term. These targets are shared with parents on a regular basis and are displayed on the front of the children's text books.

Long-term assessments are undertaken through a combination of teacher assessment, half yearly and end of year tests. The tests used are the national tests at the end of Year 2 and 6 and the optional tests from Testbase maths for Years 3, 4 and 5.

#### Continuity and progression

A yearly overview, supported by medium term immersion topic plans, is created by all teachers for maths, English and the foundation subjects; this ensures continuity and progression throughout the school.

Each teacher has time allocated to discuss each pupil's attainment and progress with their existing teacher at the end of the term before pupils move class.

#### **Science**

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

At Key Stage 1 pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT if it is appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and

theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.

Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and ICT.

### **Humanities**

In the most part History and Geography are the key drivers behind termly topics; Greeks, Vikings, Countries and Cultures and other areas, such as literacy, will be utilised as a vehicle to explore these areas. We are keen to provide children with opportunities to experience geography and history first hand and as such teachers organise regular school trips to help inspire the children. We choose to explore Birmingham as our home city; the canals, the museum and art gallery, the Mailbox, in order that our children have a sense of belonging and an understanding of Britain's 2<sup>nd</sup> City.

### **History**

In Key Stage 1 children learn about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history.

In Key Stage 2 children learn about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world. Children will learn about historical enquiry by looking at as many real sources as possible and by recreating events from the past.

### **Geography**

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. In the Early Years, children learn about their immediate environment and how to read and draw simple maps using invented and conventional symbols.

In Key Stage 2, the children develop this knowledge into a wider area and study transport, weather and landscapes, both in their local area and in many other countries.

### **Art**

Children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

### **Design Technology**

'DT' incorporates many traditional skills - cooking, model making, drawing and sketching, problem solving, observation and discussion - putting them together in an approach which encourages the children to become designers and inventors.

The children are taught how to use tools and materials safely and economically.

### **Music**

Regular music sessions are delivered in classrooms where children are encouraged to be appreciative of music, how to compose and perform, and how to be critical of their own and others performances. This is supported by weekly singing and music session delivered in Key Stages.

Visiting peripatetic teachers for guitar, violin and piano offer the opportunity to work towards music accreditation.

### **Physical Education**

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools.

In Year 4/5/6, children go on a residential course for outdoor activities.

Children have swimming lessons in in year 3,4,5 and 6. It is our aim that all children are able to swim 25m by the time they leave Fairway, and so we target those children who are weaker swimmers with extra swimming sessions. These sessions are delivered in Linden Road Pool by our teachers and other accredited swimming staff.

We welcome sporting groups into Fairway and have links to Aston Villa, Kings Norton Tennis and Rugby clubs.

### **Extra Curricular Activities**

We provide a large range of activities including: art and craft, cooking, football and gardening. Such activities are run by the staff and are dependent, at any time, on the interests and enthusiasm of individual teachers with the co-operation and assistance of parents and the availability of outside providers. We are accredited as level 5 gardening school by RHS; the children are very proud of their gardening skills which we see as crucial to the engagement and development of many of our children. They grow and sell flowers and vegetables at events such as the Christmas and Summer Fairs.

### **Religious Education**

Religious Education is a curriculum entitlement for all children and the school follows the Gloucestershire 'Agreed Syllabus for Religious Education'. Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made. We welcome groups of differing faiths into Fairway provided that they understand and abide by our visitors in school policy. We believe that through understanding themselves and others, children will develop a respect for people of all beliefs and a confidence to understand their own developing beliefs.

### **Aims**

To develop an understanding and respect for the beliefs, values and practices of other people.

To reflect on and respond to the values, beliefs and practices of religions and philosophies.

To enable pupils to develop their own insights.

### **Spiritual, Moral, Social, Cultural (SMSC)**

We aim, through PSHE, circle time and restorative justice, to develop our children's understanding of themselves and the world around them. We want to see children who are confident in themselves and respectful of others. We seek to develop an understanding of right and wrong, how to keep themselves safe both in the real and virtual worlds, and how to engage in restorative conversations through a developing emotional literacy.

Each term opportunities to further enhance SMSC understanding are identified in teacher's planning.

As a school we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our children and the rest of the school community.

In all teaching the teachers look to inspire and enthuse children. Teachers look to develop a love of learning and a working atmosphere where children enjoy learning.

Children are given opportunities to take on responsibility around the school: school council, librarians, peer mediators, gardening projects, playground leaders and lunch time clubs.

The school has a clear behaviour policy that sets high expectations and promotes a good moral understanding, mutual respect, understanding.

Through a combination of approaches, the school is able to ensure that children develop an understanding of the key British Values: Democracy, Rule of Law, Mutual Respect, Personal Liberty and Tolerance of other faiths and cultures.

Our aim is to Inspire learners, Build foundations and Shape tomorrow. We welcome comment from stakeholders in our school community as to how well we do this, what might need changing and what we might need to do next in order to prepare our children for a rapidly changing and challenging world.

David Grist

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