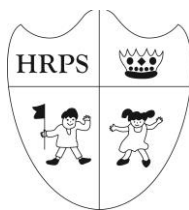


# Houghton Regis Primary School



## Curriculum Intent Statement 2018-19

The aim of this school is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. The school ensures that children are well prepared for life in modern Britain.

The school provides a highly inclusive environment where virtually all learners enjoy their education and most make good progress in most subjects and areas of learning. Pupils at all levels are helped to achieve their potential. Pupils who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

The school's focus on curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning.

The school provides the full core offer of extended school provision. To promote physical health and wellbeing, a range of activities in the before and after school clubs gives learners an opportunity to access a wide variety of sports, cooking, art and crafts etc.

A house system has been established as part of the school's Values and Good to be green systems enabling growth and development of pupils into leadership roles as they represent their houses as Team Leaders, Vice-Captains and House captains.

Our pupil leadership team has been extended in each class to include: Values Champions, Science Ambassadors, Eco-Warriors and School Parliament. In Year 6 children are selected for the roles of Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl and Prefects through a school voting system which reflects our British Values. They are our Junior Leadership Team. Our aim for 2018-19 is to train children to become Digital Leaders.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. The innovative practice across the School provides a strong foundation and opportunities for children to work in teams and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

High quality visits and visitors into School enhance the curriculum and provide opportunities for writing for a purpose.

Our recognised curriculum achievements in 2017-18 include:

- a brand new Forest School to enhance outdoor enriched learning opportunities for all children in the school
- gaining the national award for Science - Primary Science Quality Mark (PQSM)
- Bronze, Silver and Green Flag awards – for Eco-Schools

These are in addition to receiving the healthy Schools award and being a Values School.

## **Curriculum Overview**

In formulating the curriculum, we took into account our key learning priorities.

- Engaging learners in an exciting, challenging and creative approach to learning
- Application of maths and English skills to continually raise standards
- Making links with the community around us through enterprise and collaborative learning events
- Working creatively
- Learning from the world around us (through regular educational visits and visitors)
- Flexibility of topic and delivery, to ensure identified gaps are closed and children's learning powers are developed.

We use our children's love of learning, questioning and thinking skills to create the curriculum. Learning across history, geography and science is framed with questions that the children seek to answer. Children support the formulation of these questions through the planning process.

Learning challenges are carefully pitched to ensure children access work at age-related expectations, with regular and sustained challenge through higher level objectives. Basic skills are an integral part of this and are developed as an importance. We ensure children work at their age related expectations and above and encourage and support children to exceed their own expectations through challenge and mastery.

To support engagement, 'Wow' activities are planned to regularly challenge thinking and contextualise learning. In addition, it is the expectation that at least each term learners will engage with the community or educational visits or visitors, to provide a broad and rich learning experience that develops Spiritual, Moral, Social and Cultural aspects of learner's education. Spanish and music are taught through schemes and guitars (Y5) and Recorders (Y2) are taught via peripatetic teachers. The children also benefit from enrichment / WOW themed days to develop their creativity and flair.

Individual Year Group curriculum overviews are available on the school website and shared with parents at the beginning of the school year. In addition to this, termly curriculum newsletters are also shared with parents and again, are available on the school website.

## **Assessment**

Maths and English are assessed through teacher assessment and termly written tests. Teachers attend regular moderation cluster groups held across the schools in the locality to ensure accuracy, consistency and standardisation of expectations across the different year groups. Year 2 and year 6 are tested at the end of the key stage via SATs written test in Reading, GPS (Grammar, Spelling and Punctuation) and Maths. Writing and Science are teacher assessed and may be externally moderated. The school has introduced Accelerated reader to promote Reading and Understanding throughout the school.

Science, RE and Computing are assessed through our school assessment system (Classroom Monitor) and PE through Rising Stars.

Other topics such as History, Geography, PHSCE are monitored for curriculum coverage and expectations. Topic workbook scrutinies across all year groups are planned into the School Improvement Assessment Cycle.

### **At Houghton Regis Primary School, we believe that:**

- Assessment is at the heart of learning and learning to provide evidence to guide teaching and learning and provide the opportunity for learners to demonstrate and review their progress.
- Assessment must be fair so that it is inclusive of all abilities
- Assessment must be honest and conveyed in an open, honest and transparent way to assist pupils with their learning and outcomes are used in ways that minimise undesirable effects
- Assessment should be ambitious and places achievement in context against nationally standardised criteria and expected standards and embodies, through objective criteria, a pathway of progress and development for every child. Assessment objectives set high expectations for learners.
- Assessment is appropriate and decisions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- Assessment outcomes provide meaningful and understandable information for: Pupils to develop their learning, Parents in supporting their children with their learning, Teachers in planning teaching and learning, School leaders and governors in planning and allocating resources, Government and the Local Authority.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

### **Our assessment systems will:**

- Give reliable information to parents about how their child, and their child's school, is performing
- Allow meaningful tracking of pupils towards end of key stage expectations in the curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are exceeding.
- Help drive improvement for pupils and teachers
- Are closely linked to improving the quality of teaching.
- Ensure that feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against the expected standards and reflect progress over time.
- Make sure that the school is keeping up with external best practice and innovation and are created in consultation with those delivering best practice within the authority and nationally.
- Allow the active involvement of teaching staff in the tracking of pupil progress and are pro-active in identifying actions which can support pupils' learning.