



Curriculum Pledge (2021-2022)

Intent

To achieve the aims of our school Vision (Inspiring Success Beyond Expectation), we are committed to:

- Ensuring that **all children** receive their full legal entitlement to learning programmes in all curriculum areas in all year groups so that they become skilled and informed readers, writers, mathematicians, scientists, designers, artists, musicians, historians, geographers, computer users and language speakers. Through our curriculum, all learners acquire core knowledge and discover talents and passions – all of which makes them well-placed and prepared for the next stage in their education
- Providing regular, high quality **professional development** for our leaders and teaching team linked to national models of effective practice in curriculum design and implementation
- Planning learning programmes in all curriculum areas with **deliberate coherence** in a way which helps children know more, remember more and be able to do more linked to each subject area. We ensure that skills and knowledge in all subjects are learned and practised and revised and remembered throughout a learner's school career at Northowram Primary School
- Providing a full curriculum (enhanced by clubs, out of school visits and visitors to school) in all subjects in each year (including year 6). **Our curriculum is never and has never been narrowed** for exam or test preparation including during remote education where we continued to teach a full curriculum. Maintaining a full curriculum has been a key strategy in our phased Covid-19 Education Recovery Plan
- **Prioritising reading** across the curriculum and providing high quality texts to support learning in all year groups in subjects such as Science, History and Geography
- Using teaching techniques (prioritising reading and vocabulary develop across the curriculum) designed to **build learners' cultural capital** as they move through school
- Delivering a high quality Relationships and Sex Education programme
- Finding ways and removing barriers so that all pupils (including those with SEND and vulnerable groups) are given opportunities to develop subject specific vocabulary and skills and knowledge in all curriculum areas
- Offering a wide range of **extra-curricular clubs** when Covid-19 risk assessing allows. Our target is that upwards of 50% of our learners will take part in clubs in any given year and that the range of clubs will cover Sports, Creative Arts and Music
- In addition to the national curriculum learning programmes, providing opportunities for learners' **character development** through residential visits, Forest School provision, charity events, performance opportunities and extra-curricular clubs

focused on leadership skills, independence, team work and endeavour (Endeavour AQA accredited club in year 6)

- Providing the opportunity for all learners to learn to play a musical instrument
- Delivering high quality assemblies (including maintaining daily assemblies during remote education) to provide **collective worship and values education**

Implementation

- As part of our Covid-19 Education Recovery Plan, we have taken the following actions linked to our curriculum
 - prioritised the following aspects of our curriculum (those that we assess have been most impacted through reduced face to face teaching and regular practice): reading, phonics, handwriting, maths fluency in number and multiplication skills
 - introduced regular diagnostic assessments in year groups 1-6
 - changed our delivery strategy from subject specialist teachers in KS2 to class teachers teaching all core and foundation subjects so that pupils benefit from the security and pastoral care from having one class teacher for all subjects. This has necessitated sourcing and providing the highest quality resources and regular professional development in all subjects for our teaching team to ensure secure subject knowledge in all curriculum areas
- All curriculum subjects are led by subject leaders and department teams, each with a team leader: Maths, English (reading, writing and phonics), STEM (Science computing, Design and Technology), Humanities (Geography, History, RE), Arts (Music and Art), Health and Well-being (PE and PSE/RSE), Languages (French), EYFS (Early Years – Nursery and Reception)
- Release time is provided for all subject leaders to allow them to monitor, action plan and lead the development of their subject area.
- Subject leaders produce long term plans for each subject ensuring coherence within and between year groups – making sure that units of learning are taught and learned in the best order to support learning and remembering
- Reading is the beating heart of our curriculum – teachers are trained to use high quality texts in subjects such as Science, Geography and History rather than an over-reliance on IWB and PPT slides
- Budget is prioritised to provide: high quality texts, resources such as schemes to support teachers to plan and high quality subject specific resources
- Time in teacher meetings is prioritised to ensure that regular professional development linked to teaching and learning across the curriculum takes place. Most meetings in our teacher meeting programme are allocated to the continued development of curriculum design and implementation
- Teachers plan units of learning across the curriculum with care and expertise – describing the most important skills, knowledge and vocabulary which are to be taught and learned in each unit

- Within each unit of learning in each subject, work and learning is assessed formatively after each lesson and feedback provided including examples of high quality work and any learner misconceptions.
- Retrieval practice is built into lesson design across the curriculum as we know that the act of retrieval strengthens learning. Spaced retrieval practice means that learners benefit from remembering knowledge from previously taught learning.
- In Maths, Reading and SPAG, pupils take termly diagnostic tests which identify where they are working in relation to their year group standard and also provide teachers and pupils with precise information about strengths and gaps in learning leading to specific interventions for pupils not currently working at age related expectations
- Summative assessment in all other subjects takes place in the form of carefully designed multiple choice quizzes completed at the end of each unit of learning supporting the teacher to assess to what extent the unit's skills and knowledge have been learned by learners in each class
- In years 1-6, all curriculum subjects are taught discretely rather than being topic-based. In this way, we ensure that specific skills and knowledge linked to subjects are taught, learned and built upon year after year. Children record their work in work books or sketch books as appropriate. Floor books are maintained in KS1 in some practical subjects such as Music and Art to aid reflection and remembering of learning throughout a unit
- In English, we have a long-established teaching and learning tradition where our reading and writing curriculum is led by the very best quality children's literature. We ensure diversity and representation in author, theme and character by carefully planning the range of texts to be covered in each year group. In addition to our text-based learning, learners receive daily spelling lessons (years 2-6) and daily phonics lessons (Reception-year 2). Regular handwriting lessons (at least twice-weekly) for children in all year groups using a progressive, detailed handwriting scheme. Independent reading practice is supported through home-school reading schemes. Children begin reading phonetically decodable texts closely matched to their phonics learning in Reception and year 1 (Read, Write, Inc), progressing to regular story and non-fiction books within a precisely banded reading scheme (Nelson PM) once their phonics knowledge acquisition is complete (usually by the end of year 1 and throughout year 2 and 3). Once children are fluent independent readers, they progress to using the Accelerated Reader Scheme (usually within year 3 and throughout years 4,5 and 6), taking quizzes to assess their comprehension after each book they have read. Children's independent reading is tracked and monitored closely throughout all year groups.
- In Maths, all of our teachers are trained in using the concrete-pictorial-abstract sequence for teaching Maths concepts using the White Rose schemes of work and consistent pupil workbooks as a starting point for planning. In addition, fluency in number and times tables is incorporated by consistent daily starter activities.
- Children learn to play a musical instrument in years 3 and 4 with specialist teaching from Calderdale Music service.

- In RE – we use the Calderdale SACRE agreed syllabus to plan and deliver weekly RE lessons

Impact

- Leadership team undertake a ‘deep-dive’ into English and Maths teaching and learning each year. These involve observing lessons, pupil interviews, listening to pupils read, reviewing assessment data and reviewing pupil work books. Each deep dive includes a sharp focus on how well learners who are not yet working at age related expectations, those with SEND and vulnerable pupils are making rapid progress. Feedback is given to all those observed and a whole school summary of strengths and next steps is produced informing actions
- Subject leaders for all curriculum areas undertake monitoring of their subject. Different subjects are monitored each term meaning that all subjects are monitored at least once a year. Pupil interviews, assessment data and pupil work books are reviewed including a sharp focus on how well learners with SEND and vulnerable pupils are making rapid progress. Monitoring focuses on how well skills and knowledge linked to each unit have been learned and remembered. Each department review the monitoring and summarise strengths, next steps and actions to be taken – feeding back to leadership team
- In English and Maths, children take termly diagnostic assessments which allows teachers, parents and leaders to monitor children’s progress and plan for individual, group, whole class and whole school interventions and strategies when these are required
- In all other subjects, summative assessment in all other subjects takes place in the form of carefully designed multiple choice quizzes completed at the end of each unit of learning supporting the teacher to assess to what extent the unit’s skills and knowledge have been learned by learners in each class
- PE skills are assessed through observation and these are recorded termly
- Numbers and take up of extra-curricular clubs is monitored termly including checking that we have equal representation from pupils with SEND and vulnerable groups (including families with financial barriers)
- Numbers of pupils taking up musical instrument lessons are monitored termly including monitoring that we have equal representation from pupils with SEND and vulnerable groups (including families with financial barriers)
- Progress reports are provided for governors with a sharp focus on monitoring how well learners who are not yet working at age related expectations are progressing