

Norton Free Church of England Primary School



A Guide to our Curriculum 2021 - 2022.



Our Curriculum Vision Statement:

“ to **inspire** every child and **spark a love of learning** through **engaging** classroom and whole school **activities/topics** that encourage active participation; though provoking discussion; questioning and reflection as well as providing the **skills and knowledge** for all children, in order for them to ‘be the best they can be’ now and in the future”.

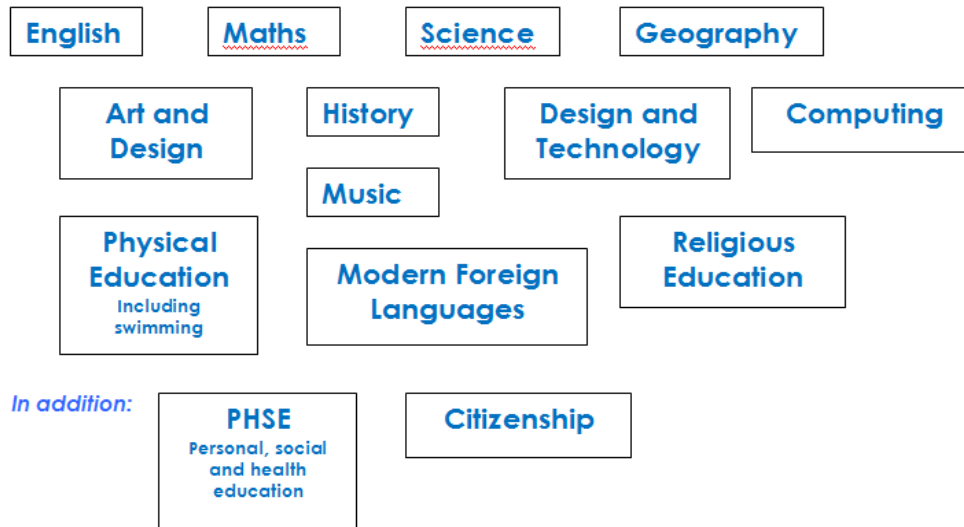
“Education is not filling a bucket, but lighting a fire”. W.B Yeats

Curriculum - definition:

*"The curriculum is a **framework** for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement)."*

Curriculum:

Compulsory national curriculum subjects at primary school:



Our Curriculum – intent:

At Norton Free C of E Primary School, our aim is for all pupils to have access to a broad and balanced curriculum that equips them with the skills, knowledge and understanding needed to prepare them for life in the modern world as well as the next stage of their education. Our children will be given opportunities for new experiences, **building on prior learning**, linking to our whole school values that in turn promote their **spiritual, moral and cultural, mental and physical** development. Our children are given opportunities to learn in different ways and to learn from each other. We aim for our children to leave our school as **well-rounded citizens** who are **both numerate and literate** with the **tools** and **transferable skills** they need to **succeed later in life**, having had experiences of linguistics, the scientific, technological, human and social, physical, aesthetic and creative. We recognise the importance of **reading** and it is a priority for our school that children are able to read in order to access the full curriculum. For this reason, we have embedded Reciprocal Reading (whole class reading) across the school and use every opportunity for reading activities to develop a love of books. Our children learn in an environment that allows them **to learn, flourish and fulfill their potential**. All staff have high expectations of behaviour and 'behaviour for learning'. Non-negotiables for learning are shared with all classes and this is regularly monitored by the Senior Leadership Team.

Each year group has worked on an overview of their curriculum for the year, of the national curriculum standards that they will cover and the topics that they will teach (checked by the SLT). These plans highlight the **knowledge, skills and concepts** that will be covered as well as **key vocabulary**. These are revisited at the end of the summer term, evaluated and made ready for September. Class teachers share a Knowledge Organisers on the website and through Google Classrooms so that families know what is being covered over each half term.

Our curriculum has been designed using a topic based (cross-curricular) approach for learners where all subjects (based on the National Curriculum) are linked to a specific over arching focus or topic (for example, Amazing Antarctica in Year 4). It is our intention to make the curriculum memorable for children. All

subjects are visited over the course of the topic although the topic may lean more towards geography or history for example. Careful consideration has been given to all subjects so that coverage is adequate.

The intention of our curriculum is **to stimulate and inspire every child and therefore raise standards for every child in school**. The topics have been chosen carefully based on National Curriculum requirements for children in specific year groups, the skills and knowledge required to be taught, the interests of teachers **and children**, resources available in the local community, as well as appealing to the age of the children with the intention of engaging them in their learning. Our curriculum design is not so prescriptive however, to enable a degree of flexibility which allows teachers and children to make decisions within their medium and short term planning about the direction in which the curriculum should go. Our curriculum allows for us to take account of pupils' emerging strengths and weaknesses on a daily basis.

Implementation:

During the review of our curriculum (2018 – 2020), our staff worked together to produce the framework for our curriculum, ideas for whole school theme days (subject specific) and looked at progression across the school in terms of knowledge, skills and vocabulary. Subject leaders have clear roles and responsibilities for their subject area as well as knowledge and expertise. Leaders regularly review and quality assure the subject to ensure that it is implemented sufficiently well and carefully planned CPD is available for staff. Curriculum overview maps (for each year group) were completed by year group teams (teacher and teaching assistant) in consultation with subject leaders, identifying a topic for each half term with an engaging title and an appropriate 'hook'. This was discussed again at Professional Development Meetings so more ideas could be shared. Every topic has a launch event (hook) and a landing. The 'hook' is the launch event for the topic (see below). The landing is a final event to bring all the threads of learning together – e.g. an assembly or performance for parents. The chosen topics are also linked to the values that we share with the children as part of our Christian ethos so that we also address the physical, mental, spiritual, cultural and intellectual health of each and every child. Our children are encouraged to question and reflect on what they have learned throughout the school.



During the planning of the curriculum, subject leaders have ensured that their subject is adequately covered through the teaching of the topic (referring to the National Curriculum). Whilst all subjects are covered within the topic, some topics may be more science based or have more of a geographical/historical focus. Care has been taken to ensure that different subjects are covered throughout the school year. In addition, we have also identified a specific subject focus (on a 2 year rolling programme) for each half term, so that all subject leaders have an opportunity to plan and deliver a whole school day/week based on a specific subject monitored by school leaders. Examples include a whole school science day, geography day and a whole school writing week based on doors (with every member of staff making a door to inspire the children). The Science Day was based on popular children's books (the science lead identified a different, age relevant book for each year group that led to investigatory science within each year group).

To further develop their understanding of the topic/subject, we use relevant visits for children either by inviting, for example, historians or experts from within our community into school or through visiting places

of interest relevant to the topic (accessible in our community). We also run workshops in school, or for example a theme day towards the end of the topic (an Egyptian Day or Roman Day), that gives the children additional experiences of their topic thus making it relevant and meaningful so that they can put their newly acquired knowledge into a context. As a result, **our curriculum is unique and bespoke to the needs of our school**. Each year group team has gathered resources to implement their curriculum and planned relevant visits and workshops thus providing a practical set of tools and resources to implement outstanding curriculum practice. The internet also provides pupils with countless opportunities for learning, development and socialisation and children are able to research topics through the internet. However, the rapidly evolving digital world also presents significant threats to their safety and our children are given a solid understanding of how to safeguard themselves online.

Values:

Our curriculum is a broad and balanced curriculum that hangs upon a set of **shared values** that follow the teachings in the Bible (lived through **our Christian ethos**) and also encompass the sporting values of the School Games as well as 'fundamental British Values' including Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs. We give equal value to developing children's academic, social, physical and spiritual understanding. This is achieved through our shared whole school values being inter-twined throughout everything we do, the way that we relate to one another and in many other areas of the curriculum. Each half term, we introduce a new value in assembly and this will be referred to in classes, PHSE lessons, assemblies, through the curriculum (especially PE and School Sport) and in our dealings with one another in daily life. Our whole school values are:

Respect,
Co-operation (teamwork),
Determination and Perseverance,
Self-Belief,
Kindness (Caring for Others)
Resilience



Hooks:

Every topic or whole school initiative is introduced to the children with a **'hook'** to enthuse and to excite the children about their learning before they begin to acquire the knowledge and skills outlined in the National Curriculum. The 'hook', or launch of the topic or focus day, is used to **engage** the children and can be either a whole school hook (for every class) or one that is relevant to one particular class. Thus our curriculum is initially delivered to the children through these hooks in a fun and inspiring way. Where possible we try to link the hook/topic to our local context and the needs of the cohort of children (for example if it is a boy/girl heavy cohort). These hooks include ideas such as a crime scene in Foundation Stage with children looking for fingerprints around the school, Year 2 children receiving a letter from the queen (delivered to the classroom by the excited head teacher) and our whole school focus on fairy tales (writing) where children were able to see a variety of props scattered around the school whilst none of the adults in school were able to see them! Another hook used, involved calling an emergency meeting of the school council where members then had to relay to their classes the tale of the 'exciting discovery' made in the playground by the Buildings Supervisor earlier that morning. Subsequently, each class made a visit to the outside area, hidden behind a tree, to see what he had discovered early that morning in the school grounds...

Hidden Curriculum:

The hidden curriculum is the messages that children receive through the experience of being a child in our school learning from other pupils and the behaviour and values of all staff. This way, rather than teach our Christian values and British values as a separate entity, children experience these by the way that we behave with one another, our performances for parents at school and at the local Church, through the Mile a Day (where the older children look out for the younger children), C4L club, Sports Ambassadors and different responsibilities that children hold in school, for example, through the school council, Eco Council, Worship Committee and so on. In addition, our staff are interested in our children, they focus on the positive and as a result our children know that they are safe and cared for. Safeguarding is a priority at Norton Free and KS2 children have access to a safeguarding platform with their own login and password, which enables them to contact the Safeguarding Leads if they feel have a concern but feel unable to speak about it to an adult in school. Safeguarding is a regular agenda item for Professional Development Meetings.

All our staff have had attachment training, team teach training (de-escalation) and ACEs training (Adverse Childhood experiences). We are also a Trauma Informed School with a Trauma Informed Practitioner regularly training and sharing information with staff. This relates well to our shared values and maintaining the safe, nurturing, calm environment that prioritises relationships and consistency for all. Our staff know our children well, they support the pupils and connect with the whole family. Often parents and children refer to our school **'family'**. Celebration assemblies, held weekly, focus on the behaviours, attitudes and perspectives that we would like the children to demonstrate while they are at school. We have a 'kindness cup' presented to children who show random acts of kindness, a Community Cup presented to the house with the most behaviour points and a huge amount of stickers and praise/reward systems.



The school is enormously proud of the extra curricular clubs that are on offer for the children, many of which are run by staff, such as French, Art, a variety of different sports clubs, photography, dance, Yoga and gardening for example. Again, these extra curricular clubs and activities provide opportunities for children to excel in different areas and also provide opportunities for learning in a different environment. This is in line with our ethos that every child is good at something so a rich and diverse curriculum is essential. As their confidence increases in one area, we have witnessed a spread in confidence over the rest of the curriculum. Our children are confident and articulate and when they leave our school, they continue to do well at their chosen secondary schools and many of them return to visit us. They leave us a 'Caring, Confident and Accomplishing' which is our school motto.

Health and wellbeing:

At Norton Free C of E School, our children are encouraged to pursue active, healthy lifestyles. We have had, and continue to have many successes and achievements in school sport and our children are encouraged to be as active as they can be throughout the school day. The Mile a Day was introduced in 2016 and has gone from strength to strength. Active lessons are a valued part of the curriculum and children run a C4L club at lunchtime.



The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

As part of our continued drive to focus on the wellbeing of our children, children are asked every day (at the beginning of every morning and every afternoon session) to rank how they are feeling by giving a colour (Zones of Regulation) to describe their mood. The children are encouraged to think about events/ triggers that might make them feel a certain way and consider how their behaviour makes other people feel. Staff are then able to intervene quickly to find out if there is a specific reason why

someone is sad and to attempt to resolve the problem before it worsens. Being proactive in this way has had a positive impact on behaviour in school. Sometimes it may be that the child misses home and sometimes it is as a result of falling out with friends, but whatever it is we can intervene quickly. Where we are aware of specific issues affecting any of our children in school, we hold 4 different skills groups (largely in KS2) for children who may need a period of support. Other children are chosen as part of the friendship group and then the group will run for one afternoon a week. The children are encouraged to be a part of planning subsequent activities in conjunction with the staff. This has included children planning and making a visit to the local shops, making carrot soup with homemade bread and inviting parents to come and have a sit down meal with them.

Our Curriculum – the Impact

Our curriculum takes place in and between lessons, in assemblies and in community projects (eg. The little Herd Project). It takes place in subjects, in extra curricular activities and events including trips, residential activities and whole school focus days. We develop our pupils' skills in a wide range of areas including the arts and sport, through our performances for parents, theme days, delivery through topics and by giving pupils responsibilities. As a result of our engaging curriculum, our Christian ethos and our focus on values our children have excellent attitudes to learning and they are well prepared for the next stage of their education.

If you require any information regarding anything contained in this guide, then please consult our full prospectus, our website or simply ask any member of staff – we will be happy to help and tell you more about our wonderful school!

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