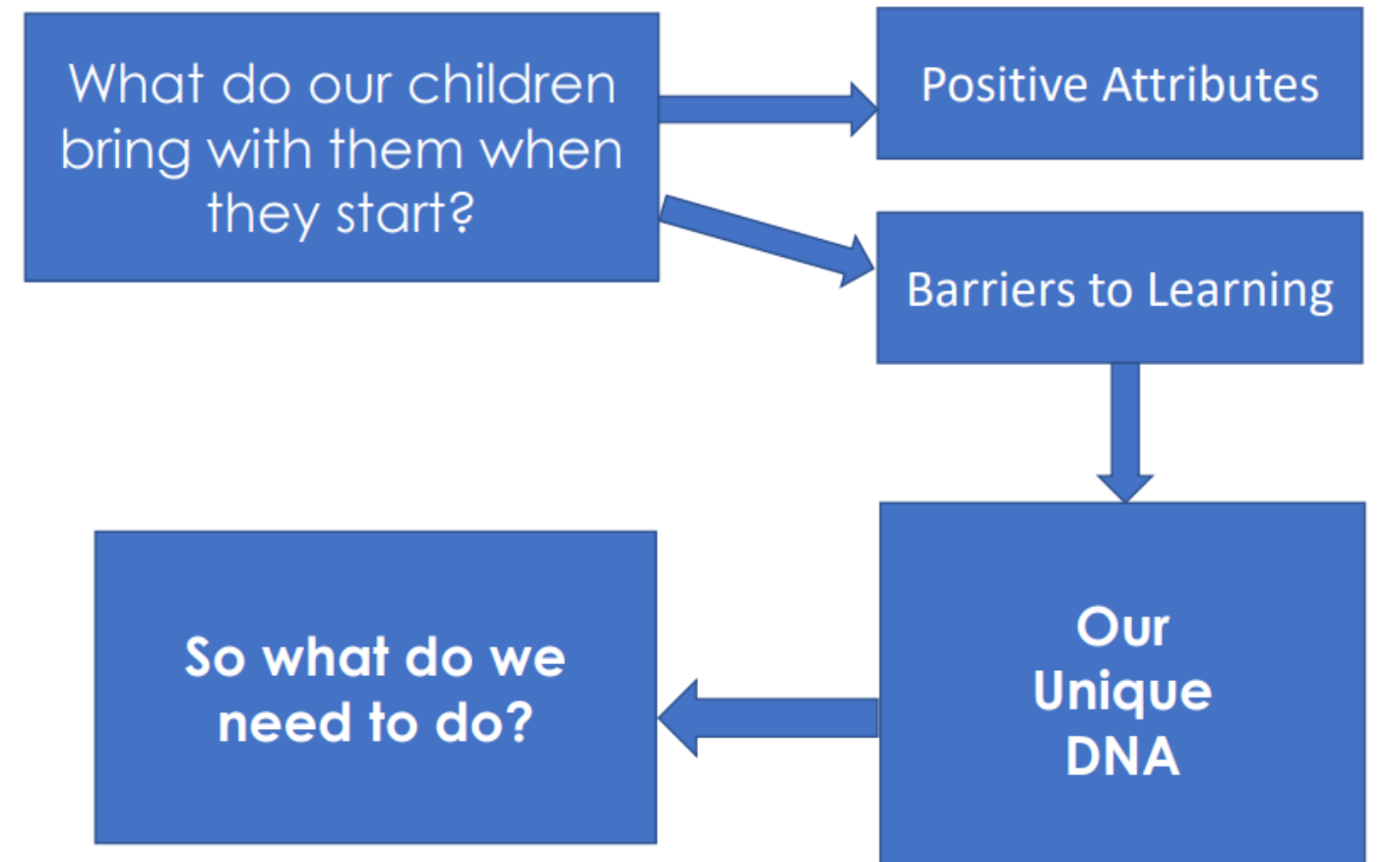




Curricular statement at Park Spring Primary Autumn 2019: Where we started.

In deciding on the remodelling of our curriculum in readiness for September 2020 we have gone back to basics to consider where our children start, what they bring with them and what they need to learn.



Positive Attributes (Pupils)

The children at Park Spring are very caring in nature and are always willing to help. They enjoy learning which is active and hands on. They are confident and street wise children and have a strong sense of fairness. It has often been commented on by people outside our school community how polite and well behaved our children can be.

Our families are generally brilliantly supportive of the school and our school priorities to maintain a friendly, nurturing and inclusive primary school community that strives for high standards. Our families want their children to have a broad range of experiences and have actively requested a wider range of after school club activities. The take-up of wrap around care has grown considerably since becoming a two-form entry school with more working parents. We provide care from 7.45am to 5.30pm.

We are popular with our parents and children as they see us striving continually to improve our school and the outcomes for our children. The school continues to create a strong sense of purpose where the contribution of everyone is highly valued.

We commissioned a report 'Beyond the school Gates: An Analysis of demography, deprivation and social context', as we felt that to give our pupils the best chances in life, we had to look at the inequalities that occur outside our school gates. By having access to detailed information about the specific challenges our school faces, we hope to focus our resources and support as effectively as possible to improve our children's life chances.



Some of the key points, issues and themes arising from the analysis include:

- The school is located in an area of high density social housing and almost two thirds (64%) of the pupil population lives within 1 kilometre of the school. However, a substantial minority (14%) of children travel more than 2km to attend this school, with a few children travelling considerable

distances of up to 8km. The oldest cohorts tend to have greater numbers of children who live a long way from school. The expansion of the school to 2 form entry in 2017 may be a factor in understanding the intake for the older cohorts, as this created additional capacity which may have induced children from outside the immediate area to attend. Pupil mobility also appears to be a factor for the older year groups, especially the current Year 6. Younger year groups draw from a much smaller area, immediately around the school. A growth in the numbers of 0-7 year olds in the surrounding area over the last decade means that most of the available places in recent cohorts have been allocated to children living very close to the school.

- Most children attending the school live in areas which have higher than average levels of deprivation and more than a third of pupils (36%) live in areas that are amongst the 10% most deprived in England (IMDii measure). The cohort of 2019 has a relatively large number of children from less deprived areas (compared to other year groups) but this appears to be a ‘blip’: the cohort of 2020 (current Reception) doesn’t have any children who live in less-deprived areas.
- IMD data indicates that deprivation issues relating to crime, living environment, family structure, health and adult educational outcomes – as well as income deprivation – are key to understanding the challenges faced by local communities.
- The pupil population characteristics generally reflect the characteristics of the local community in terms of ethnicity; combined with the skewed gender profile of the pupil population and the relatively high levels of deprivation, this means that the school has large numbers of ‘poor white boys’; this group is widely recognised as being one of the most vulnerable to low educational outcomes.
- There is evidence that deprivation has increased amongst the communities that the school serves over recent years, and there is very strong evidence of a recent ‘spike’ in the numbers of people claiming worklessness benefits, which is probably a result of the impact of the COVID-19 pandemic on the jobs market.

Barriers to learning

NB: This is very mixed because of range of family affluence that we serve but many of these needs are particularly true for some of our disadvantaged children, the previously lower middle attaining children that do not make as much progress and the pupils in the school’s bottom 20%.

Need	Detail	How this will be addressed
Challenges of home life-	<ul style="list-style-type: none"> • Physical Well Being-Not all the children’s basic needs are being met • Low aspirations of some families • Parents not seeing the importance of regular and 	<ul style="list-style-type: none"> • Free breakfast and fruit offered to all children. • Provide health education, practical advice and resources regarding personal hygiene • Emergency support for families in crisis • Development of aspirations week / take over week /enterprise week/ partnerships with companies/ further education • Attendance policy, initiatives, rewards, daily and weekly monitoring, Fast Tracks, door knocking for identified pupils absent without reason. Holiday fines.

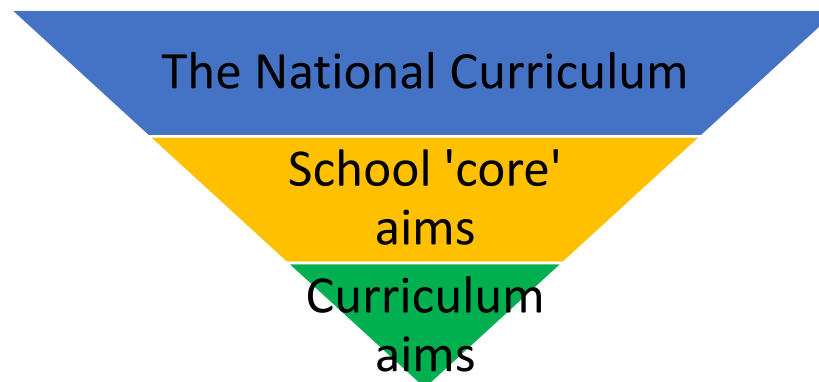
	<p>punctual attendance</p> <ul style="list-style-type: none"> Stresses/mental health within the family 	<ul style="list-style-type: none"> Teaching on mental health in PSHE lessons, Whole school approach via mindmate champion, positive mental health strategies embedded weekly. Use of outside support through the cluster and the area inclusion panel. Support for mental health for families through mental health first aider role.
Lack of Cultural Capital	<ul style="list-style-type: none"> Low experiences of visiting different places No exposure to cultural experiences outside of school Lack of exposure to knowledge of the wider world Low parental input and narrow values Not accessing out of school activities 	<p>Building Cultural Capital through:</p> <ul style="list-style-type: none"> Planned learning about and using our area and our city. Develop a 'Passport of Experiences' offered to all pupils of PPS throughout their journey through school that includes theatre, residentials, contrasting localities (countryside and seaside) art gallery, live music etc. Provision of opportunities to achieve success outside of the school curriculum, broad offer of after school club, PSP Got Talent, sports teams All children learn to play a musical instrument by time they leave Park Spring Primary. Provide extended opportunities for children to access books Parents invited to be stakeholders in their child's learning through sharing Knowledge organisers, parent events showcasing learning, parent workshops, roll up and read, stay and play, high expectation that home learning is completed and family consultations are well attended. Website information to support parents with learning attitudes. Regular posts on social media. Strategies in place to encourage parents to read at home Encouragement of children to bring in out of school achievements to be celebrated in celebration assembly- trophies, certificates etc.
Low starting points	<ul style="list-style-type: none"> Poor communication skills Poor ability to listen and follow instructions More pupils with specific speech and language needs More pupils than national with specific SEND 	<ul style="list-style-type: none"> Whole school approach to Oracy Clear and high expectations for speaking and listening in all lessons. Provision of Speak Easy App to encourage communication in families in the early years Employment of in speech and language therapist to work in school over and above traded offer. Early identification/support of pupils with SEND. Correct provision of curriculum provision for pupils with SEND. Identification, tracking and support offered to disadvantaged pupils throughout their time at PPS (Pupil Progress Meetings).
Emotional Well Being	<ul style="list-style-type: none"> Inability to resolve conflicts effectively Some pupil's exposure to damaging life experiences 	<ul style="list-style-type: none"> We are a MindMate Champion school and the PSHE is seen as a cornerstone of our curriculum Targeted SEMH interventions within school including Nurture Group, Little Voices, Bereavement counselling, Drawing and Talking

		<ul style="list-style-type: none"> • Specialist support – counselling, external bereavement support, psychotherapy and emotional wellbeing work • Forest School sessions weekly aimed at children working together to achieve shared goals.
Learning Attitudes	<ul style="list-style-type: none"> • Pupils low levels of resilience • Pupils not taking responsibility and pride in their learning • Poor social skills-ability to collaborate 	<ul style="list-style-type: none"> • Explicit teaching of Growth Mindset /Meta Cognition strategies (learning not work, consistent use of learning language), supporting the knowledge of how they learn, • Teaching of basic skills to support pupils' access to wider learning • Celebration of learning, progress and success. Feedback policy with pupils at the heart of it. • Active Learning Strategies- in every learning opportunity children are working harder than the teacher. • Development of collaboration skills through individual and group projects

- IMD data indicated that our key challenges are;
 - issues relating to crime,
 - living environment,
 - family structure,
 - health
 - adult educational outcomes
 - income deprivation

What needs to be delivered?

Our curriculum intent has 3 layers:



LAYER 1: The National Curriculum aims

We are required to cover The National Curriculum (Department for Education, 2014). The aims set out in the National Curriculum (especially sections 3-6) direct the core aims for the curriculum; our curriculum intent compliments this. Hence we see the National curriculum as our 'statutory starting point'. We will provide an 'enhanced curriculum' that has been written in collaboration with staff, families, governors and pupils. It aims to provide learning that reflects and serves our current local demographic, most importantly considering our children's interests and needs as outlined above.

LAYER 2: Our schools' core aim

Aims and Ethos

'ACHIEVING TOGETHER BE INSPIRED TO BE SUCCESSFUL'



At Park Spring it is our intention that our children will experience a happy, caring, safe, interesting and challenging learning environment. We strive for every child to have the following characteristics during their learning journey at Park Spring Primary school; they are

- Be Happy
- Be Caring
- Be Confident
- Be Resilient

The key characteristics which we want our pupils to develop during their time at Park Spring will be nurtured through our intent drivers our key aims are that the children will be able to do the following:

Intent Drivers- Our Core Values - their Key aims			
BE HAPPY	BE CARING	BE CONFIDENT	BE RESILEINT
<ul style="list-style-type: none"> • Happy Memories • Enjoyment and fun • Friendship and community • Being healthy physically and emotionally • Love and pride for learning 	<ul style="list-style-type: none"> • Managing conflict Friendship • Understanding and developing relationships and social skills • Teamwork and collaboration • Global awareness and responsibility • Cultural appreciation • Developing a sense of spirituality • Developing morality 	<ul style="list-style-type: none"> • Self-esteem • Improving own learning performance • Thinking and problem solving skills • Communication - Oracy skills • Reaching potential • Developing passions 	<ul style="list-style-type: none"> • Persevering • Managing disappointment • Managing risk and uncertainty

This is delivered through a challenging, enjoyable, relevant and inspiring curriculum where learning is promoted across wide areas of knowledge and experiences. We strive to enrich the curriculum and make the most of our amazing outside environment ensuring experiences that bring learning to life; that all children understand their place in the local and global community and that all members of our school community reach their fullest potential.

LAYER 3: Our curriculum aims

We deliver our curriculum content in ways which achieve four intentions:

Challenging: Our curriculum is implemented in a way that covers statutory requirements of the National Curriculum and our own curriculum age-related expectations; throughout, teachers will search for purposeful, meaningful opportunities to extend and deepen pupils' learning at the appropriate level for individual children's needs.

Enjoyable: We want Park Spring Primary School to be a happy and healthy place to learn. The more enjoyable a topic is, the more engaged our pupils will be, and the more we will be able to meet the needs of all children in our school community. Visits, visitors, themed weeks, use of our local environment and other enriching activities help to make the curriculum enjoyable.

Relevant: Ofsted sets out a criterion to judge the quality of education: 'the extent to which the school curriculum sets out the knowledge and skills that pupils will gain at each stage' (School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005, April 2021, point 196, p77). Ofsted considers that the factors that most strongly contribute to this are:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.
- The curriculum remains as broad as possible for as long as possible, including when delivered remotely. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

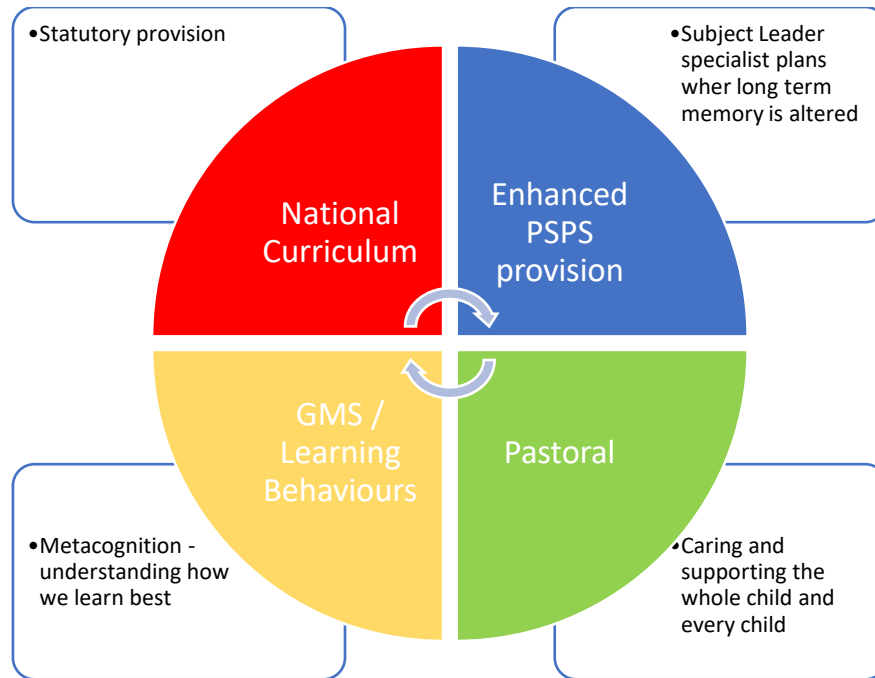
Inspiring: The National Curriculum sets out 'to engender an appreciation of human creativity and achievement' (section 3.1, p6). Teachers introduce pupils to British and world-wide achievements, past and present. Further, we want to promote an appreciation and sense of awe and wonder when learning about the natural world. A characteristic of effective learning is creative thinking – we want our children to develop this from the outset of their learning journey: our children will be creative in their ideas, in their questions, in their solutions. For our teachers, our curriculum has some flexibility built into it so that they can be creative, linking learning with books that inspire.

Our curriculum implementation: Overview

How will this be delivered?

Through our ETHOS, 'ACHIEVING TOGETHER BE INSPIRED TO BE SUCCESSFUL' we need to deliver learning where:-

- Our days will be FUN!
- Our inclusive curriculum will be packed with the best learning opportunities, utilising our local community, local resources (galleries, museums and experts), and our fantastic grounds. The school timetable and extra-curricular provision will provide a planned canon of experiences. It will be designed to be accessible and relevant to all. We will focus heavily on access for disadvantaged and SEND pupils
- We will utilise the 'mastery approach' as a key pedagogical approach. Differentiation will be delivered through challenge and support
- Reading and Oracy will be cornerstones of our learning
- The 'how we learn' for pupils as individuals will be just as important as the 'what we will learn'. We will 'learn to love learning', possessing a 'Growth Mind-Set' and 'active learning attitudes'. We will work and learn collaboratively.
- Positive Behaviour Strategies (Webster Stratton) will underpin all our learning
- Pastoral care will be provided on a 'personalised needs model' for pupils and families
- Assessment will support us to 'know more and remember more'
- All members of our learning community will go the extra mile. 'Every lesson will count'

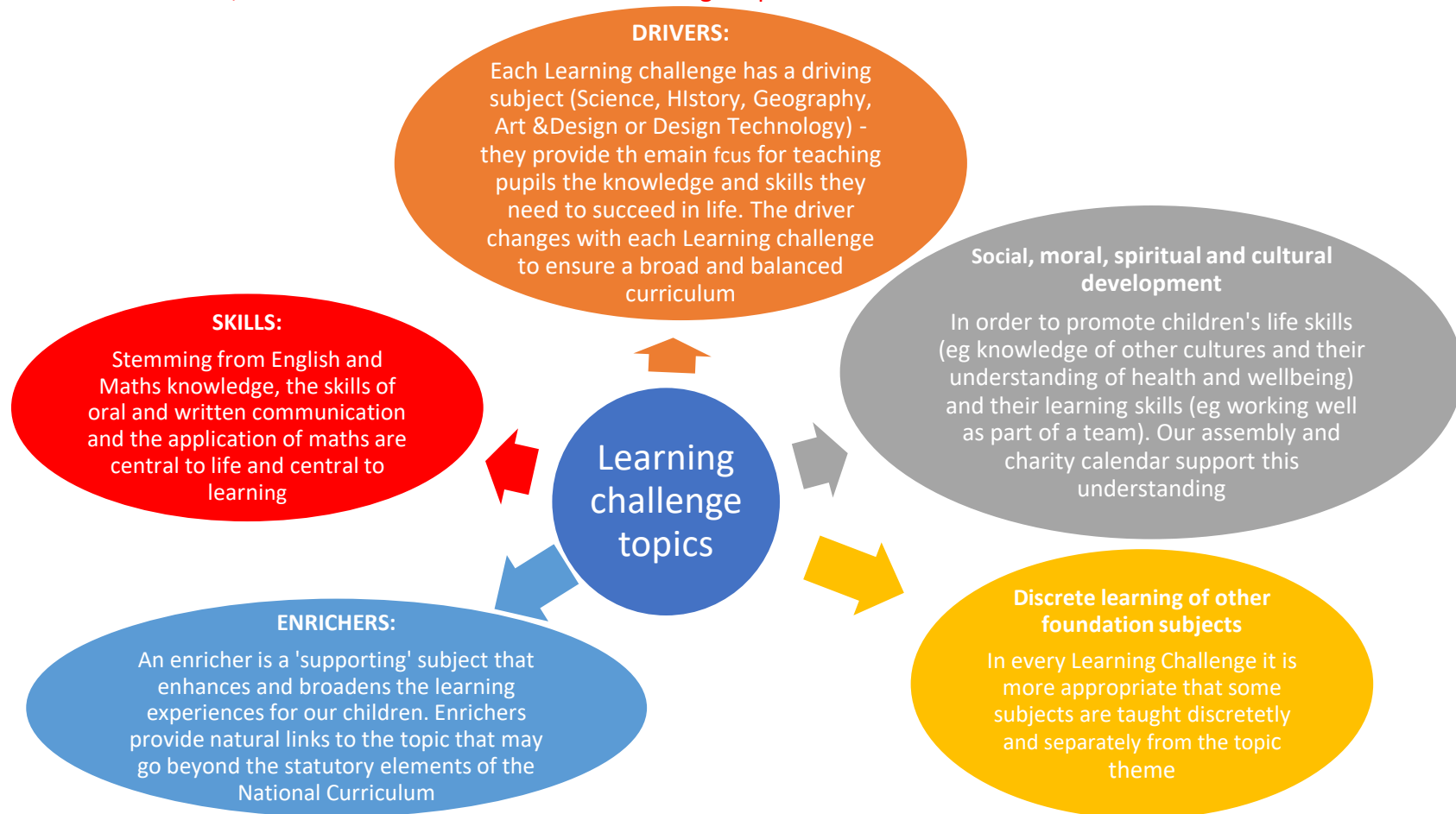


To meet our Curriculum aims, teachers will deliver lesson which are:

- Coherently planned, and
- Sequenced cumulatively sufficient knowledge and skills for future learning- do we use the bit above for this

specific knowledge and skills	core knowledge and skill	supporting skills
<ul style="list-style-type: none"> • These derive from each individual National Curriculum subject; we set them out in our agreed expectations (see later in this document) 	<ul style="list-style-type: none"> • Oral and written communication: speaking, listening, reading, writing • Application of maths 	<ul style="list-style-type: none"> • Digital literacy • Working with others • Improving own learning and performance (linked to metacognition) • Thinking skills (eg critical thinking, reasoning, problem solving)

To meet our curriculum intent, we deliver much of the curriculum through topics



Drivers



Reading, Writing and Maths



Reading and Writing (part of the English curriculum) and Maths are core subjects, with a great deal of content. We've a short document for each which, like this Curriculum Statement, sets out our intent, implementation and impact, and lists our age-related expectations for each year group, too. We've set out more about how reading in particular is an integral part of our Learning challenge topics later in this Curriculum Statement.

Modern Foreign Language, Music, PSHE, PE, RE



These subjects are all additional foundation subjects. They can help to **enrich** any of the Learning Challenge topics we implement, but they are also taught in a discrete way. For example, PSHE (Personal, Social, Health and Economic Education), our curriculum is to deliver a curriculum which equips children with the knowledge, skills and strategies to live healthy, safe and responsible lives. PSHE aims to build our children's understanding about how to play a positive and

successful role within our society, now and in the future. Our aim is to provide pupils with a knowledge of their world and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We aim to provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Most aspects of the PSHE curriculum are delivered in half termly dedicated sessions. Similarly, RE (Religious Education) is taught in a dedicated session. We use the agreed syllabus for RE in Calderdale, Kirklees and Leeds, 'Believing and Belonging in West Yorkshire' (2019-2024).

Spiritual, moral, social and cultural development (SMSC)

The National Curriculum states: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society' (2.1, p5). We promote SMSC through our whole-school ethos, effective relationships throughout the school, integrated and planned assembly delivery, and other curriculum activities. National Curriculum subjects provide opportunities to promote SMSC, too. Explicit opportunities are provided in Religious Education and in PSHE lessons.

Special educational needs and/or disabilities (SEND)

Our school is inclusive and committed to meeting the needs of children with SEND in the most effective way so that they achieve the best possible outcomes: we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential, to be ready for the next stage in their education and, ultimately, to succeed in life. To do this, we adapt how we implement the curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Flexibility and freedom

In specific circumstances (such as where there is a significant event nationally/globally that merits consideration e.g. a natural disaster in the news), teachers may choose to deviate a little from the topic. This is important as it provides opportunities for teachers to explore other aspects of learning within or beyond the curriculum – learning which is more spontaneous in that it meets children's questions, needs and interests in a responsive, more 'organic' way. This corresponds to two of our Curriculum Aims (layer 3 of the pyramid shown on page 1): being relevant, so that we can respond to local, national and world events which help to build up 'the knowledge and cultural capital they need to succeed in life.' (School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005, April 2021, point 204, p33) being creative, so that we can respond to children's interests and questions in a way which provides an even richer source of knowledge and skills.

Class novels

In every class, reading has a high profile. This includes a class novel (or other shared text). Our topics will always be supported and enriched by quality texts. These might be class novels, extracts from quality texts, shorter picture books (a wide variety of 'mature picture books' are available), poetry and non-fiction texts. These texts will complement/contextualise the learning of the topic's driving subject. The topics aim to show children the links between a text and the wider world, and – importantly - promote a love of reading.



Learning Challenge / topic: vocabulary-

Within each topic (and in Science), there are key subject-specific words/phrases that we want our children to know.

- Key Vocabulary is shared with the children through knowledge organisers.
- Throughout the topic, these words are taught and used often.
- At the end of the topic, children should be able to demonstrate their knowledge and understanding of the vocabulary. They may also use and apply the words in sentences or in a topic review of some sort.

Challenge and deeper learning

Across all subjects, teachers provide opportunities for challenge and deeper learning as well as ensuring deeper learning. This forms a key part of our 'Achieving together / Mastery approach' to all learning. Pupils benefit from this: whoever needs it, in whatever lesson. Sometimes, the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils. Often, there is evidence in books of challenge for pupils: for example, teacher feedback which provides an additional task or thought-provoking question; an open-ended activity that promotes reasoning; and 'flipping over' the learning or activity by considering the opposite or reverse (eg by coming up with their own questions or criteria).

Curriculum impact

We evaluate the impact of our curriculum in the following ways:

Pupil achievement and progress

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- in-year and end of year tests (this includes the statutory end of key stage assessments – the ‘SATs’ – see the Results page in the Find Out section on our website)
- teacher assessments (supported by moderation in school, and externally with other schools and with the local authority)
- on-going teacher assessment based on questioning in class, observations and pupil outcomes (which includes their work in books)
- additional assessments that support teacher assessment, such as checks on times tables and reading fluency, and curriculum ‘quizzes’
- pupils’ acquisition of vocabulary and knowledge through book scrutinies, learning conversations and learning walks

In **core subjects**, teachers continually assess children’s learning and this helps to shape their subsequent teaching. At various times in the year, there is a more formal assessment and data is submitted to senior leaders who track attainment and progress to measure impact.

In **foundation subjects and Science**, teachers do similar: they continually assess children’s learning which informs their subsequent teaching. At the end of the year, they make summative assessments, indicating if children are ‘working towards’ or at ‘expected’ in each subject.

Monitoring of planning and lesson observations, alongside scrutiny of progress in books and learning conversations with children, ensure that all children are provided with opportunities to achieve and that they are successful in achieving what is expected at their stage of learning.

Whole school areas for development are identified as a result of data analysis. The data analysis enables professional development to be implemented to ‘close the gap’ in these curriculum areas for all children in all year groups.

Pupil attitudes

We measure pupil attitudes using a number of strategies, including:

- feedback during learning conversations and in pupil and parent/carer surveys
- attitudes and behaviour in lessons across the curriculum
- the quality of the work they produce, including taking pride in presentation
- attendance and punctuality

To support us in this, we refer back to **Our Curriculum Aims (Layer 3 of our curriculum intent)**: children, particularly older children, will be encouraged to reflect on and self-assess their learning in terms of challenge, enjoyment, relevance, inspiration and creativity. We’ll ask questions such as:

challenging	enjoyable	relevance	inspiring	creative
I was resilient when... because...	My favourite part of the learning was... because...	This is connected to my life because...	The person we learnt about was inspiring because...	I was able to show creativity when... because...
The hardest part of the lesson was... because...	I enjoyed this lesson because...	In my career, I will use this because...	A question I've been inspired to ask is... because...	This learning was creative because...
The most challenging question was... because...	I felt happy when... because...	I can use this knowledge in future when... because...	This made me think of... because...	I could have done this differently by...
To make this harder for someone else, I would...	This lesson was ___/10 enjoyable because...	This learning was relevant to me because...	I achieved today because...	A diagram of this learning could be...

Our curriculum implementation – Long Term plans for topic

The Learning Challenge / Topic plan for each year group is set out below.

Our detailed Long, Medium- and Short-term planning, details sequenced plans that show ‘what is taught’ and ‘when it is taught’. Coherence is delivered as we are now clear about how and what to build upon regarding previous learning including how to assess this.

Long Term Plans	Medium Term Plans	Short Term Plans
<ul style="list-style-type: none"> • A planned programme across Key stages • All subjects • Units of work • Sequences and distribution • Order and timing • Continuity and progression 	<ul style="list-style-type: none"> • Programme over weeks / lessons • Coherent units • LO's / Outcomes / Activities • Sequence of activities that promote progression • Time required to cover the objectives • Assessment opportunities 	<ul style="list-style-type: none"> • Week / day / lesson activities • Structure, content • Key questions • Resources • Differentiation (challenge and support) • Assessment opportunities