

KS2 CURRICULUM

INTENT (Why and What)

Our curriculum is designed to be creative, inspiring and memorable to provide our children with opportunities where doors are opened to them for the future with the hope that they will learn to find a love of school. Due to the difficulties that many of our students face, we include enrichment opportunities throughout the year to ensure that our children have positive life experiences alongside the curriculum.

Encompassed within our vision, is the need for pupils to be exposed to a range of topics and experiences that broadens their understanding and equips them with the skills our children need to be successful, confident, life-long learners who reach their full potential. Due to the context of our school, we endeavour to enable all our pupils to acquire the knowledge, skills and attitudes needed to enable them to thrive.

Our curriculum is literacy and language rich as this is a must for our school if we are to open doors for the children's futures. We, therefore, place a high focus on developing the children's vocabulary and spoken skills and use quality texts to do this. Reading is at the heart of our school and central to the children's learning.

We believe access to a broad and balanced curriculum is the right of all pupils. Our curriculum is designed to be 'creative' and our curriculum overview ensures that the children acquire knowledge in all areas of the curriculum. We have a cross-curricular topic approach and, alongside this, we build in enriching and enlivening topic weeks which immerse the children in a variety of themes that are led by them.

We try to encourage an inquisitive mind through the teaching of science and regularly plan STEM

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| | <p>opportunities. We further encourage a love of Science through our 'Mad Science' initiative.</p> <p>The importance of British Values are taught discreetly and are continually promoted throughout the wider curriculum to ensure our children are ready for life in Modern Britain and beyond.</p> |
| <p>IMPLEMENTATION (How and When)</p> | <p>English – We aim to provide a full reading diet for all pupils in a literacy rich curriculum. Pupils regularly read 1:1 and access pitched reading tasks 4 days each week. Pitched reading includes phonics for non-decoders and guided comprehension skills work for those that can fluently decode. Pupils are then exposed to age appropriate texts through the teaching of English lessons. We feel that this in turn enhances pupils writing skills by providing a context for writing, which is something that our pupils struggle with. Writing is further aided by discrete grammar lessons. Pupils each have access to Ed Shed, where they utilise the Spelling Shed to aid their spelling. This has improved engagement with spelling across the unit.</p> <p>Maths – Maths is taught following the mixed age curriculum as adopted from the White Rose scheme of learning. Multiplication is further enhanced by a multiplication banding system where pupils are regularly tested to earn multiplication bands, with a TA2 holding responsibility for the regular testing of this. School have also bought membership to an online learning platform called Prodigy Maths. This game is largely like Pokemon and is very engaging for the pupils. They access this for 20 minutes each day.</p> <p>Cross curricular - Our approach to the Foundation Subjects is cross curricular and we seek opportunities to make authentic links with the core subjects whenever possible. Focus education, learning through quality texts is used as a guide with texts chosen to engage pupil's interest.</p> <p>Stand-alone subjects – Some Foundation subjects are primarily stand alone for example PE, Science</p> |

and computing although links are still sought whenever appropriate. PE consists of weekly access to a sports coaches, along with additional enrichment activities and independent physical challenge days. Pupils also access a sport based residential in years 5 and 6. Pupils are further encouraged to exercise regularly with our alternative take on the daily mile – 20 minutes of scoot fit each day. Science aims to be as engaging and practical as possible, inspired by Nicky Waller – A Creative Approach to Teaching Science. Alongside this approach, we teach ‘Mad Science’ on the last Friday of every month. Computing is taught weekly via DB Primary online learning platform, along with additional E-Safety work.

Topic Days/Weeks take place throughout the year. These are designed to be driven by the pupil’s interests. A cross curricular approach is encouraged.

Skills – we have created a curriculum that provides many opportunities for the children to develop and demonstrate independence, thinking skills, creativity, collaboration and active learning and participation.

PSHE – PSHE features heavily within our timetable. Well-being, equality and British Values feature heavily here and also thread through all areas of the curriculum. Along with sex and relationship education for pupils in Y6.

Classroom expectations – Due to the nature of the needs of our pupils, teaching style remains flexible to accommodate the needs of our children. Most taught lessons require additional scaffolding for pupils within lessons to ensure pupils of all abilities can access the learning. TA’s are directed within the classroom to offer varying degrees of support dependent upon where pupils are in their New Park journey/emotional wellbeing.

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| | <p>We have close links with external agencies, such as SALT and this helps to inform personalised learning strategies for the pupils.</p> |
| <p>IMPACT (Measurement of progress against targets)</p> | <p>Pupil engagement – Pupil’s will increasingly engage in learning, where historically, this is something that they were unable to do in other educational settings.</p> <p>Parent feedback – Parent’s will notice an improvement in engagement with school and will be given opportunities to advise school of their views via various means of communication including: class dojo, parent feedback sheets, parent survey.</p> <p>Learning objectives – Pupils will work towards core learning objectives from the national curriculum, objectives will be evident in pupils books along with coverage maps for English and maths on the front cover of books.</p> <p>Formative assessment – Using the marking policy, formative assessment takes place each day within the lesson to assess if pupils have made progress towards understanding the learning objective for the lesson. Examples of this can be seen in books via the marking stamp used: tick highlighted means the LO has been met, star highlighted means the pupil needs stretching further the following lesson, arrow highlighted means that the pupil requires further support in order to meet the LO.</p> <p>Summative assessment – Pupils will work towards statutory testing in year 4 and 6 – multiplication test and SATs tests. Pupils working below the required standard of the test will be assessed at PKS. Maths is assessed using White Rose mixed age assessments in line with the planning followed. Teachers then complete gap analysis grids in order to inform interventions with HLTA. Writing is assessed using assertive mentoring year group expectation grids.</p> |

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| | <p>Previously, Upon entering New Park Primary pupils reading decoding is tested via the Salford sentence reading test. Pupils working below KS2 ARE are then screened for phonics using the phonics and early reading assessment to place them into a phonics phase group. Those working at KS2 ARE for decoding are assessed using Rising Stars reading assessments and streamed into pitched reading groups. Phonics/reading tests are undertaken termly. A review of English assessments was undertaken in June 2022 following external moderation. As a result, summative assessments from September will be: Pira reading assessments, assertive mentor/moderation toolkit for writing assessments and RWI testing for phonics will remain in line with the school scheme.</p> |
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