



Sandringham Primary School & Sandringham Pre-School

A great place to be two



Our Curriculum at Sandringham

Our curriculum is designed with these key principles in mind:

Engagement

Children engage with learning opportunities when they find the curriculum relevant, enjoyable and fun.

Assessment for Learning

Children are more likely to succeed and achieve the highest standards when assessment is used by learners and their teachers to decide where they are at in their learning, where they need to go and how best to get there.

Mindset, the attributes and metacognition

Children are more likely to learn well if they develop a growth mindset and can speak clearly about their thinking, the strategies they use and the process of learning.

Mastery

Children should be given opportunities for mastery so that they can deepen their understanding.

Oracy

Children's life chances are improved if they are able to articulate themselves well.

Values and Responsibilities

British values need to run through the curriculum and children need to have opportunities and responsibilities which enable them to explore and demonstrate these values. This will enable children to become well rounded citizens, who will make the right choices for themselves, their community and the wider world.

As well as our School Purpose Vision and Values:

Purpose

To inspire and empower the next generation

Vision

To be an outstanding, dynamic and vibrant learning community

Values

- Children First
- Enquiring minds
- Research Driven
- Agile to change
- Nurturing Wellbeing

Whole Education

Sandringham are part of the Whole Education Network. We strongly believe that children have the right to a whole education, therefore we do not narrow the curriculum down to only those subjects which are assessed nationally, but give status and importance to the broad range of subjects across the school as well as personal attributes and life skills. We also acknowledge the importance of providing children with wider opportunities for enrichment such as visits, clubs and projects. These principles influence the way in which our curriculum has been designed.

Topic Themes

Sandringham have had a topic based curriculum since 2011. Literacy and foundation subjects are drawn together under an exciting theme which lasts for 1 or 2 terms. The topic theme is linked to a high quality text/s which are used as the basis for Literacy lessons. Links are made with science when possible, but where this does not link naturally, science is taught separately.

The thematic approach allows children to become experts in a particular topic and to gain greater depth and mastery in their learning. It also gives them a context through which to access their core literacy text. Topic based learning enables children to make links across and within subjects and to see connections in their learning.

Topic themes are carefully chosen so that they excite and engage children, whilst meeting the national curriculum objectives for that year group. We aim for the curriculum to reflect the children's interests, needs and backgrounds and to be personal and tailored to our learners. Each year group has a range of topics which provide balance and breadth, alternating which subjects are the main drivers e.g. In the Autumn term Year 3 have a history focus with the topics 'Dinosaurs and Prehistoric people' and 'Rotten Romans' whereas their summer term has more of a Geography focus with the topic of 'Africa.'

Topic Planning, Review and Assessment

Topics are planned using an overview sheet which prompts teachers to think about why the topic is important and relevant to teach, a key enquiry question, the key skills which will be covered throughout the topic and what the topic outcome will be. In order to make the topics relevant and purposeful, each works towards a final, meaningful outcome which acts as a celebration and demonstration of the children's learning.

To ensure that national curriculum objectives are covered throughout each topic, year groups use an objectives sheet which outlines the skills and knowledge they need to cover throughout the year. This is used during planning and has been adapted to include objectives in non-statutory areas such as oracy, animation, drama and mindset. When planning, year groups use this sheet to assess and plan coverage for each topic.

All topics involve visitors and school trips. We aim to bring the topic to life in as many ways as possible, immersing the children in their topic and making it as real as possible. Therefore embedded within topics are many opportunities for experiences such as visits from authors studied, trips to museums, galleries, farms etc to enhance their topic learning.

A learning journey display in each classroom shows the key skills and objectives the class will be working on during each topic. Children use the display to reflect on what they have learnt and where they are heading next. Children are encouraged to help build the learning journey, adding post it notes with their own thoughts, ideas and questions, as well as examples of work which meets the objectives listed.

At the end of each topic, a review takes place whereby the year group team discuss which aspects of the topic were most successful and which they would change next time. Notes are made to refer back to the following year when planning the topic again. Topics which were not thought to be successful are changed, in consultation with the curriculum leader.

Pupils are interviewed about their topics and their opinions are taken into consideration. Some topics have been chosen in response to pupils ideas and interests, other topics have been chosen to meet the needs of the children in our school e.g. the 'walk in the woods' topic in Year 2 was introduced after it became apparent that many of our pupils did not spend much time playing in natural environments and many had never been to a forest before.

When new topics are introduced or after planning for an existing topic, a topic scrutiny takes place, whereby the year group present their topic ideas and plans to another group of teachers who will ask pertinent questions and offer suggestions to help the team ensure that the topic has a clear purpose and will be as successful as possible. Wherever possible a midpoint critique will take place. There may be elements that year groups are struggling with that colleagues can support them with.

Throughout each topic, children take care to produce work, of quality, which is displayed in their topic books. Children are very proud of them and allowed to take them home at the end of the year or to display them in the library. Pupils are encouraged to use their best presentation skills and to present work creatively e.g. with pockets, fold outs and flaps etc.

At the end of a topic each year group produces a topic card. The card captures the learning that has taken place over the duration of the topic. There is a section for teacher and pupil reflection and the skills the children have covered. They are shared electronically with parents and displayed around the school. Difficulties and struggles should be included on the topic card. The school teaches the children that progress isn't made without errors. This needs to be reflected in the topic cards.

Progress and standards in foundation subjects are shared at 'table sessions' which take place twice each year. Subject leaders host a table where a teacher from each year group comes to share the work their year group have been doing in that particular subject.

The subject leader looks for evidence of progression and coverage in their subject, draws attention to examples of outstanding practise and makes note of any year groups which may need support. Each subject leader then has a follow up meeting with the curriculum leader to discuss the strengths and next steps for their subject across the school and to agree any actions.

Children are also assessed in each foundation subject and take part in activities to help them self assess how they are developing in the school attributes.

Involving Parents and Carers in our Curriculum

Before each topic begins, children take home a 'pre-learning' sheet which explains what their next topic will be about, which skills will be covered and gives some suggestions for activities to do at home and research to do before the topic begins. This helps to keep parents informed about what their children are learning and encourages a dialogue about topics at home. They also work with their parents on home learning projects linked to the topic theme e.g. in Year 1 children made model houses for their topic 'Home Sweet Home.' This helps to engage our parents and make good use of the varied skills they have to offer.

We are working towards engaging our parents and community more deeply in our topics, we are currently participating in a curriculum project with Maslaha.

This will involve engaging hard to reach parents in Year 1's 'Down on the farm' topic, by inviting them to plant and grow tomatoes with their children, which a group of parents will then turn into a marketable product to sell in the local community. Parents will also use the local printing press to design and create labels and advertising for the product and will help run cooking workshops with the children, using the produce they have grown. This is one example of how we are trying to ensure our topics reflect what is important to our parents and community and help to build links with families and local businesses.

The learning that has taken place in each topic is celebrated and shared via a topic card, which contains a description of the topic, pupil quotes and photographs and is sent to parents and also displayed outside the staff room.

In the summer term, we have an open afternoon where parents can come and see displays of their children's work. This includes a showcase of the projects children have worked on with specialist teachers.

Personal Development

Underpinning all topics are our school attributes and growth mindset ethos. We have worked with both Guy Claxton and Barry Hymer to ensure that our curriculum not only teaches children new things, but helps them to become better learners in the process. We have drawn on the work of Carol Dweck and incorporated lessons on growth mindset into our curriculum.

Attributes and mindset are embedded within everything that we do; the way we encourage metacognition, the way in which we praise children and the learning behaviours that we model and encourage.

Every classroom displays the 8 school attributes and these are encouraged through the headteachers assemblies and use of attributes stickers in books. Children also self assess themselves against each attribute for their school reports. We are continuing to work on ways to deepen children's understanding of attributes and to ensure progression over time.

Oracy is one of our whole school priorities and therefore this also runs throughout the whole curriculum. We aim to provide children with as many opportunities as possible to speak in different contexts and to improve their speaking and listening skills. To aid teachers in this, we have developed our own oracy framework which creates a shared language and shared expectations for oracy in each year group. All of our teachers are trained in P4C and this is used throughout the curriculum, providing many opportunities for children to share, discuss and debate their ideas and opinions. Many topic outcomes have an oracy focus e.g. In Year 6 children have the opportunity to perform a speech they

have written themselves, Year 5 do a performance of Midsummer Night's Dream linked to their topic on Ancient Greece and in Year 4 they take part in a court case linked to a topic on Macbeth, with children speaking in role as lawyers and characters from the text.

Specialist Teachers

Our curriculum is extended and enhanced by our team of specialist teachers who cover PPA time.

We have specialist teachers for music, art and dt, animation, drama and Spanish. This team work on termly projects with each class. Art is taught in half day slots, with the other specialist subjects taught in approx hour long lessons. Each class have half a day every week with the specialist team.

Sometimes the specialist team work together across a year group on a collaborative project e.g. last summer Y3 did a production of the lion king which encompassed drama, music, dance and set/costume design and fitted in with the class topic on 'Africa.' whilst with Year 6, they planned and hosted a Year 6 festival, complete with performances, speeches and a screening of an animated film for parents. This Spring term, the team did an outdoor learning project with Y4 where they went to Wanstead flats every morning for 4 weeks and worked outdoors on the range of specialist subjects as well as broader skills such as oracy, resilience and teamwork.

We also have a specialist teacher for PE and all children have 2 hours of PE each week, with many opportunities to take part in various sporting events and competitions. The new specialist block, opened Spring 2017 has a drama studio, art studio and music room. We currently have an animation studio in the main school.

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February 2019