

Dorchester Primary School's Curriculum

'Giving each child a broad, rich and deep learning experiences'

November 2018

Dorchester's Curriculum – intentions, implementation and impact

Dorchester's Curriculum is designed for our pupils in partnership with our pupils. The children at Dorchester are the driving force behind what we teach, how we teach it and ultimately what they learn in knowledge, skills and understanding across all core and foundation subjects.

The intent at Dorchester is to always give each individual child a broad, rich and deep learning experience. Learning experiences that they can take with them through life; whether it is through subject knowledge and understanding or through instilling in them vital character traits to make them ready for life's challenges.

Dorchester's curriculum is there to shape the children of the future. We do this through three key intentions

Intention 1: Develop a love of learning and a strive for academic, physical and artistic success

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum objectives and EYFS statutory framework, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners, through their behaviours and habits ensuring they become effective learners and flourish as human beings

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community. Also to develop the specific behaviours and character traits that learners need to succeed in the modern world and throughout their time at Dorchester.

Intention 3: Develop the moral and civic compass of our learners

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality and civic virtues so that they can engage in the culture and society that they live in and understand the cultures of others.

Curriculum Implementation

Our curriculum will be implemented with our three intentions as the **drivers** behind what we do. By driving the three intentions throughout a child's time at Dorchester we believe we build happy, resilient, successful and good citizens.

The implementation of our curriculum is to always meet those three key intentions.

Intention 1: Develop a love of learning and a strive for academic, physical and artistic success

Our promise to our learners: Over and above any of our national curriculum learning, we promise holistic enriching childhood life experiences throughout their journey at Dorchester. These are our "Dorchester promises". *Examples include: Learn an instrument; visit a city beyond Hull; build a den; run a business; go to the seaside; build something bigger than themselves; see a play; put on a play; put on an exhibition to the public and many more. Teachers plan these in throughout the year.*

Maths –

Our vision at Dorchester Primary School is that a high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Mathematics enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. We aim for children to use and understand mathematical language and recognise its importance as a language for communication and thinking providing them with powerful ways to describe, analyse and change the world.

The school uses a mastery approach in mathematics lessons. Our principal aim is to develop all children's knowledge, skills and understanding in mathematics to a high standard. We do this through a methodical curriculum design, carefully crafted daily lessons and resources which foster deep conceptual and procedural knowledge. During these lessons we encourage children to ask as well as answer mathematical questions and use mathematical language structures to describe and justify their reasoning. They have the opportunity to use a wide range of concrete manipulatives, models and images such as Numicon, Dienes, bead strings and Cuisenaire rods to explain, represent and support their work. Wherever possible, we encourage the children to use and apply their learning in everyday situations and through identified cross-curricular opportunities. Basic Skills are developed and maintained at every level and age range through frequent practice and consolidation.

In all classes there are children with differing levels of mathematical understanding. We recognise this fact and provide suitable learning opportunities to ensure that all children have full access to the curriculum. In KS2 children are taught in small mixed classes and KS1 work in ability sets. We aim to ensure that the majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. Other strategies include peer support, tuition and booster groups as well as bespoke SEND mathematics teaching in our HIVE additional provision class. We use Achievement Support Assistants to good effect, to support individual children and groups of children in class and to ensure that activities are appropriately matched to the needs of these individuals. They also assist the class teacher with regular assessments of pupils to identify those requiring intervention so that all pupils keep up.

Writing

We aim to continually develop all pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to progress their skills in the use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, that consolidates, reinforces and extends taught literacy skills.

We understand that speaking and listening is at the heart of developing a love for learning and developing curiosity. We provide opportunities from EYFS to KS2 for children to develop their communication skills in

every lesson. We develop these skills through collaborative work, exciting stimuli and confidence building from the moment our children come through the door.

Talk for writing plays a big part in our focus of exposing children to new and rich vocabulary and helps them to apply new words in speaking and listening activities. In KS2 children learn how to change the way they speak and write to suit different situations, purposes and audiences through exposure to a range of genres and text types. We feel passionately that children at all levels are given the tools and right environment to develop speaking and listening skills as effective communication is vital in becoming an independent learner.

Talk for Writing immediately develops basic skills and the early fostering of the love of reading books and enjoying story sharing in EYFS. Daily discreet phonic lessons are in place, with planned opportunities for the children to develop their communication, language skills on a daily basis in both adult led and child initiated activities. Children also develop reading skills in guided groups and on a 1:1 basis.

In Key Stage 1 daily phonics lessons are taught in ability groups while children have daily mixed ability English lessons which also follow the Talk for Writing process. Each writing sequence begins with an exciting 'hook' to engage the children, which is followed up with planning their 'cold write'. Accurate targets and next steps are then shared/ generated with the children. Grammar and punctuation is integrated into daily teaching and reinforced throughout the curriculum. Literacy skills, including the use of cursive handwriting, are developed across the curriculum.

We believe that the exposure to a range of texts, authors, rhymes and poetry help our children to be confident writers with internalised writing strategies that can be developed creatively in KS2.

In Key Stage 2 children have daily English lessons including integrated grammar for writing. Teachers develop the learning environment with the children to encourage independence and creativity throughout the writing process. Additional literacy learning includes a whole class reading session, handwriting, spelling and a class novel which is read at the teacher's discretion at a time within the day. Literacy skills are developed across the curriculum.

Provision is made for children who require additional support through intervention programmes, our HIVEs and differentiated class teaching to ensure all children can achieve.

Reading –

Children take part in whole class reading sessions, guided and individual reading times and have regular story and rhyme times to develop a love of reading. Daily whole-group reading sessions allow teachers to teach and model reading strategies via direct teaching and shared reading sessions. During this time children will have opportunities to discuss the text and develop a range of reading skills through independent and collaborative work. In Key Stage 1, once a week, children will develop their fluency of reading in a group with an ASA where the primary focus is to develop decoding skills and fluency. In addition, the class teacher will read with each child during 'Flash light Friday'. This is highly enjoyable for the children and give them an opportunity to relish a book with a friend or independently. By the end of lower key stage 2 the children will learn how to give longer evidenced based responses based on key themes within a book. The children are exposed to a range of question types to prepare them for KS2 assessments. By the end of upper key stage 2 children are well prepared to explore themes between across a range of similar books. Class teachers identify children who need to improve their fluency or comprehension skills and provide additional support where necessary.

Daily phonics lessons in Reception and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

The Phonics Bug, Bug Club books, big books; story sacks and core books as well as book banded books are used to support early readers.

Foundation subjects – The immersive theme topics for which many of the foundation subjects are taught through are planned on yearly cycles in EYFS and KS1 and on a two-yearly cycle in KS2. Objectives for learning in foundation subjects are taken from the National Curriculum or the EYFS statutory framework.

Teachers plan foundation subjects within the theme with a focus on using progressive skills, knowledge and understanding for age-related expectations in each year group to be able to pitch the work at appropriate level or higher.

Teachers check children's learning against the progressive skills, knowledge and understanding document for their year group, and subject leaders check that they are doing this correctly. They keep a record of how each year group is doing in each subject, including who is secure in the areas and who is working at age related expectations. Challenges in all subjects are given so that those children working at greater depth can achieve their full academic potential.

Many foundation subjects are block taught within the theme via our learning enquiry curriculum approach, which encourages curiosity and allows children to develop independent thinking skills and questioning which further supports their literacy skills. Children are presented with 'WOW' learning hooks to start of any subject based learning. From the hook the children then create questions that they want to answer. The pupils questioning and seeking the answer or further knowledge to find the answer is then the driving force behind the knowledge, understanding and skills taught for that subject.

Each overarching theme starts with a 'Stunning Start' where children are immersed into the topic. Then at the end of the theme children take part in a 'Fantastic Finish' where they showcase their work to the wider school community. After that teachers plan in key learning opportunities for children to practice their knowledge, understanding or skill further.

We also aim to link our Maths and Literacy learning into our topic work and many opportunities are given for children to practice their speaking and listening, writing and reading and maths skills and knowledge in all subjects.

EYFS- Here at Dorchester we all understand the huge importance that the learning experiences for our youngest children are vital to us as a school in shaping them for their future through Dorchester and beyond, especially when you take into consideration the starting point of many of our children.

Like KS1 and KS2 the Early Years Foundation Stage has a rich curriculum that promotes independence, curiosity and a love of learning.

The EYFS consists of seven areas of learning. These are:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We have moved away from plastic children's toys and instead, we have a calming environment that contains authentic objects and natural resources to inspire. Loose parts play inspires children to be creative, imaginative and to think outside the box. Examples of some of our loose parts are tyres, guttering, pebbles, cardboard boxes. A loose part can be anything...and can be turned into anything! The only limit is your own imagination.

During continuous provision, children have the freedom to explore indoors and outdoors through play and are encouraged to use team work, solve problems, make mistakes and take risks. The role of the adult during this time is crucial. We ensure that we deepen this learning through modelling, scaffolding, questioning and differentiation. It is also during this time that we address the children's next steps and

observe the children's interests. We can then enhance the environment to reflect these interests, ensuring that the children are always engaged and challenged.

We learn through the seasons and traditions and celebrations that occur throughout the year. Our core stories reflect these themes, however, the curriculum is very flexible and adapts and changes according to the children's interests and next steps.

- **Specialist special educational needs provision;**

Our Hive inclusive classrooms forms part of our whole school support and commitment to providing bespoke provision for children who have high social communication needs barriers to learning and emotional well-being difficulties. Our provision ensures that we develop social communication and interaction as well as allowing each child to be lifelong learners and be able to function in the wider world.

At Dorchester we include each child in learning not integrate them to each classroom.

We have highly committed staff that work in partnership with class teachers to deliver a functioning and bespoke learning package for children with addition needs. Children gain skills such as listening, sharing and turn taking that will reduce the need for intervention with behaviour. The provision has been supported and developed with the help of trained specialist teachers in the field of Autism and social communication. We have two key stage rooms offering support from the age of 3 to 11.

Hive Principles

- Developing children's social emotional communication looking at the holistic child and working on key barriers to learning
- A safe space for children to work away from noise and environmental interruptions
- Language is an essential means of communication
- Behaviour needs to be interpreted to look at what the child is communicating to us
- Children's learning is developmental
- We must develop children's self-esteem and confidence in how to manage own emotions in order to ensure they can thrive within the classroom.

Each classroom has;

- A small discrete class, usually no more than 13 children in Hive 1 and 14 children in Hive 2
- A safe and predictable structured environment
- Opportunities for children to revisit early missed 'nurturing' experiences
- A modified curriculum in a supportive, caring and highly visual environment
- Interventions for those children who are unable to access learning successfully in their mainstream classroom
- PSHE curriculum that is personalised to the children's behaviour for learning
- Multi-sensory learning for children that need self-regulation, sensory stimulation and access to hands on learning

Intention 2: Develop the character of our learners, through their behaviours and habits ensuring they become effective learners and flourish as human beings

Here at Dorchester we not only want children to flourish as human beings, but we want them to achieve their potential and live meaningfully and harmoniously in communities with others. In order to do such we place a strong emphasis on three key drivers that we believe best represent the character and behaviour we want our children to show to be effective learners and flourish both at school and within their community.

These drivers are known to the children and staff as, Learnability, Cool Collaboration and Champion Choices.

Learnability-In order to be able to learn we understand that children must be ready to learn that is why learnability is a focus throughout the school day and children are praised when showing the behaviours and character traits that show learnability in action.

The key characteristics of learnability are: perseverance, determination, resilience, trying your best, active listening, setting no limits on what you can achieve, being responsible for your actions and making the right choices for individual learning and to help others learn.

At Dorchester we understand some children may struggle to show the learnability characteristics and behaviours so when this is the case support plans are put into place. Alongside individual support to children, we also believe in teaching all children how to recognise their strengths, monitor their behaviour and encourage learnability through character education and JIGSAW. These specific SMSC and PSHE lessons support children to be self-aware and understand how their actions and mindset can support their learning.

Cool Collaboration-Here at Dorchester we believe that working together as part of a team, sharing ideas and supporting one another is paramount to effective learning and allows children to understand that working collaboratively is a key part of life. Like Learnability we praise children who are actively showing cool collaboration in action whilst also identifying those who may struggle to collaborate and providing them with extra support and assistance.

For our children, Cool Collaboration is broken into key characteristics, which are: team-work, active listening, sharing ideas, questioning and listening to one another, seeking roles within a group, focussing together on a common goal and sharing success.

Like learnability children are taught these characteristics throughout the year. Children work collaboratively throughout all subjects and specific character education and Jigsaw lessons help them to explore who they are and how working in team can support their journey through life.

Champion Choices – Alongside Learnability and Cool Collaboration the third key driver to ensure effective learning and help them flourish as human beings is ‘Champion Choices.’ Here at Dorchester we know that behaviour, our character and the choices people make must support positive learning and a safe and happy environment. Teachers design learning opportunities that look for ways for children to develop good learning behaviours and make ‘Champion Choices.’ Every week children engage in PSHE, social skills and character education lessons that teach key characteristics of Champion Choices and how they can value themselves and others through the choices that they make.

Like the other two drivers we break Champion Choices into key characteristics, these include: kindness, love, forgiveness, self-regulation, teamwork, being polite and honesty

Behaviour

Here at Dorchester all staff have high expectations of our children. Alongside our three key character and drivers we also have a thorough behaviour system followed by all teaching and support staff both within lesson and during break and lunchtimes. This ensures that all children are aware of the boundaries set and the importance of making good choices and the consequences when wrong choices are made. We as a

school log all behaviour incidences to generate a clear picture of each child and appropriate measures are put into place to support the children who may struggle to manage their behaviour.

As a restorative practice school, we believe that it is important to separate the person from the behaviour. By doing this we believe that when champion choices haven't been made children must seek repair from any harm through taking accountability over the situation and their actions. In turn, at Dorchester all staff and children understand that every action has a consequence and that when behaviour is displayed that harms others the child is given an opportunity to right the wrong that may have been caused against another person. This restorative approach to behaviour means children are continually developing listening skills, empathy, and use of language including body language and understanding situations from another person's point of view, which in turn is helping them flourish as human beings.

Intention 3: Develop the moral and civic compass of our learners

When we plan the curriculum, we think not just about what children should learn and how they should learn it, but also how they can bring in an understanding of morality and the need to live harmoniously and successfully with one another. We do this through:

- Teaching the weekly **Social and Emotional Aspects of Learning** curriculum through a programme called JIGSAW and character education. In this programme children and families are supported in a mindful approach to personal, social, health and economic education with a strong emphasis on mental health, emotional literacy and spiritual development. Jigsaw helps to support our children in understanding who they are and what value they have whilst also understanding others and the value each person has in British society and the wider world.
- Ensuring all staff and children are aware of the restorative approach to behaviour management. How taking accountability for our actions and seeking to repair harm we can become model citizens throughout society that show empathy, kindness and forgiveness for one another.
- Supporting the spiritual and moral compass of our learners through Religious Education. Each key stage is given one or two key religions alongside Christianity to learn about over the course of a year. Alongside specific teaching of different religions we ask 'Big Questions' throughout the year on moral, spiritual and social topics. Furthermore, we as a school like to invite in people from local groups such as the Methodist Church to tell us about their faith and share Christian learning also work with lots of local religious groups to get a good understanding of the beliefs of others and we celebrate the faiths of all our pupils.
- As a school we actively work to challenge stereotypes and learning is done with children to raise aspirations.
- Working with local community groups and local charities by collecting and raising money for them.
- Work with other schools in our multi academy trust, HCAT, and beyond.

Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention 1: Develop a love of learning and a strive for academic, physical and artistic success

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life in high school and in Modern Britain and the world.

Intention 2: Develop the character of our learners, through their behaviours and habits ensuring they become effective learners

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values and virtues that can shape how they deal with conflict and show effective learning. We measure the development of the character of our learners not just by the work our children produce, but in the behaviours, we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children. The restorative language we all internalise and use during conflict resolution. Likewise, we see how the children approach challenges every day in a positive and mature manner.

Intention 3: Develop the moral compass of our learners

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of themselves and the school or local community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

Role of Staff

All staff within the school play a part in designing, implementing and monitoring the impact of the curriculum. Subject specific leaders take the role of overseeing individual subjects with the support of the whole school curriculum lead who drives the direction the school takes in it's curriculum.

Subject Leaders

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time through their 'PPA' time so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject and ensures that there is full coverage of the National Curriculum together with progression.

Monitoring and review

We have named governors for areas of the curriculum. The governors monitor closely the way the school teaches these subjects.

The curriculum, phase and subject leaders monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives, differentiation and success criteria.

Subject leaders monitor the way their subject is taught throughout the school. They examine work, long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

School self evaluation is an on-going process and involves lesson observations, pupil discussions, drop-ins, planning and work scrutinies.

Our Curriculum has been designed and created in partnership with all the staff, pupils, parents and governors of Dorchester Primary School .

Clare Powell

Curriculum Lead

