

## Horton Grange Primary School

### Curriculum Design (November 2017)

#### Learning together to be the best we can be...

At Horton Grange we are proud to have developed a vibrant and engaging curriculum, rich in experiences that stimulate the children's thirst for knowledge. We hold the highest expectations of our children and challenge them all to achieve academic, creative and personal success. Our 'Horton Values' are instilled in all that we do and we celebrate **resilience**, **hard work** and risk taking to ensure our children are not afraid of making mistakes and welcome 'new experiences'.

We are an inclusive school where everyone is '*on a journey together to be the best we can be*' whatever their background. Diversity is valued and we promote **respect**, **tolerance** and kindness to others encouraging everyone to be '**outward looking**' and '**open minded**'.

Children at Horton Grange are encouraged to be '**responsible**' citizens who take ownership of their own learning in order that they become confident and curious individuals.

Irrespective of ability or disadvantage we are ambitious and promote 'excellent outcomes for all' by:

- having high expectations of all children and staff
- striving for everyone to be 'the best they can be'
- being rigorous and relentless in pursuing the best for our children

The curriculum at Horton Grange Primary School has been designed to ensure breadth and balance for all pupils. It fully complies with the National Curriculum but has been enhanced to meet the contextual needs of the pupils in our school. Our curriculum is cohesive and supports the development of the 'whole child'.

### Curriculum Design and Modification

The following curriculum features provide just a few examples of the way in which our curriculum have been enhanced or modified to respond to the unique context at Horton Grange and link to our Horton vision and values.

- We foster a culture of '**reading for pleasure**' where storytelling pervades every classroom. It is non-negotiable across school that a story is shared daily with all children. For older children this may form part of a shared text. Pupil premium funding is used to take children to book shops and encourages them to develop reading preferences. We utilise a termly library loan service to match the topic areas we are covering to ensure children have access to non-fiction books which support their learning. Every child is provided with an age appropriate and personalised book as a gift from school at Christmas. Language and communication is a key priority. Staff model the correct use of language and expect children to respond to questions using Standard English. Language and communication is also developed through whole school approaches to 'talk partners' and collaborative learning strategies. 'No hands up' encourages children to participate in class discussion, where the expectation is they will have a contribution to make following paired discussion. A range of

other collaborative learning strategies are also used to further develop communication skills. Staff use a range of vocabulary, sometimes several synonyms for one word in order to develop the range vocabulary used by children.

- We want to develop independent and **resilient** learners. Teachers develop this by ensuring classrooms are resources appropriately and strategies such as '3B4ME'. We want the children to problem solve and research independently.
- Developing a sense of **responsibility** is of high importance at Horton Grange. All children in Year 6 apply for jobs, are interviewed and undergo an induction process. Older children also take on roles of head girls and head boys, prefects, maths ambassadors or peer readers. In younger years, children also have responsibilities within their classroom. School council and eco council members are elected each year and they drive forward the pupil voice in decision making and ensuring our school is ecologically as friendly as possible. Some children in Year 5 are also involved in a mini-police scheme, where they attend events, take part in patrols and visits whilst collaborating with the local community.
- Developing **resilience** and self-efficacy is fundamental to provision. We want the children to have high aspirations for the future and to understand the role that they can play in making these happen. Staff will regularly have discussions about what children want to do in the future. Year 6 children are given opportunities to research their future careers and what **they** need to do to make it happen. Older children also partake in weekly 'Horton Uni' sessions getting tasters for learning in the future. Children have also engaged with SANTANDER to develop business and enterprise skills for their future.
- Broadening experiences and raising aspirations is a fundamental feature of provision at Horton Grange. There is a structured residential and educational visits programme across school to provide children with a range of **new experiences**. Pupil premium funding is used to ensure all children access the range of opportunities. Each residential has a clear focus e.g. Year 6 residential focuses on team building and problem solving to support the challenges to follow in Year 6 whereas the Year 5 visit a city (London / Edinburgh) to focus on diverse multi-cultural society and democracy through visits to parliament. The Year 4 residential focuses on team building as well as the 'Forest School' approach which builds on their experiences of Forest School Week in Year 3.
- Horton Grange has limited diversity in terms of ethnicity. Themed weeks such as Equalities Week help address and promote Fundamental British Values. Each year this week is designed to reflect cohort changes and needs. During this week children learn about who they are and where they come from. They explore differences and **tolerance** of difference. In order to further develop such themes across the year we are developing a P4C (philosophy for children) approach in order to explore 'big ideas' as well as developing language and communication skills, which we know are typically low on entry. The stimulus for P4C will be cohort specific and will be used to address any concerns within class e.g. name calling, healthy lifestyles, racism.
- We know we will greater impact on outcomes for children if we involve parents in aspects of school. Focused parent open days promote parent engagement in the learning process. Some examples include Maths and Science open days, tree planting project and 'Come Dine and Read'. In EYFS 'Stay and Play' is a regular event.
- My maths, TT rockstars, Lexi and schools 360 are examples of online curriculum programme that we purchase to provide pupil access throughout school.

- We know that our children learn best when there is purpose for learning, often linked to real life experiences. Staff use this knowledge when planning topics. Engagement with a topic is key, so all topic learning begins with a hook to ignite the learning process and encourage children to ask further questions. Visits, either out of school, or experiences in school are used to stimulate the children's interest and are used at the beginning of each topic. PP money is used to support these children in accessing these.
- Hands on and practical approaches are used throughout all curriculum areas and have been key feature in maths to ensure sound conceptual develop and support to access a mastery approach to the teaching.
- In EYFS topics are driven by the children with planned opportunities to explore their interests. Outdoor learning plays an important role in helping children to understand and explore our natural world and changing seasons.
- Involvement in our School Sports Partnership Programme (designed to increase sports and physical education opportunities for all pupils at Horton Grange) is highly beneficial to our pupils. This is supplemented by a range of other sporting clubs including a recently formed running club linked to improving attendance. We supplement our PE lessons with encouragements of 'Active Lunch Times' promoting **happy, healthy** lifestyles (Key focus from Sept 17).
- Bikeability is a cycle training programme that develops practical skills and an understanding of how to cycle on today's roads. Bikeability gives KS2 pupils the skills and confidence for all kinds of cycling.
- Children are given the opportunity to learn basic first aid through our First Aid Club providing key skills for life.
- SRE (compulsory from KS3 onwards). Horton Grange Primary School provides a SRE curriculum throughout school (through Science and PSHE where possible) and in upper KS2 the school nurse supports the delivery of the curriculum. Our commitment to SRE provision helps our pupils' readiness for secondary education.
- Peripatetic Music lessons are provided by the local authority and PP funding is used to ensure fair access. All children learn to play the steel pans at some point in KS2.
- We know that children will only learn and progress to their full potential when their social and emotional needs are met. At Horton Grange we have several members of staff who are 'Thrive' practitioners. The school operates a provision called 'The Place' which provides a range of interventions to support social and emotional development. The 'Thrive' approach is also used throughout school as a means of developing the 'whole' child.
- Horton Primary School takes every opportunity to welcome visitors into school to enhance our curriculum still further. Amongst many other examples, Show Racism the Red Card and Lawnmowers work with children develop tolerance and empathy for difference, Dave Burns helps Year 6 children understand issues surrounding anti – bullying, knife crime and E-Safety. Visits from the Fire Brigade, NSPCC, RNLI and the Police help children understand the rule of law and how to keep safe.
- Extra-curricular clubs and our morning lifestyle club are all part of the out of hours provision. Other clubs have included: choir, rugby, football, netball, computing, running, calligraphy, board games, dance, multi skills and art. This provides children who are 'talented' with a

venue to develop further. In some area links are also made to local clubs e.g. Blyth running club.

- We enrich our curriculum through themed weeks / days, which may change year on year depending on priorities. Key weeks have included: Equalities Week, MADD (music, art and drama), Safer Internet Day, Anti-bullying week and more recently STEM, which we are currently working to develop.