

Burton Manor Primary School Curriculum Statement

At Burton Manor Primary School we offer a curriculum which is broad, balanced and builds on the knowledge and understanding of all children whatever their starting points. It equips pupils, as they progress through each Key Stage with the skills necessary to succeed in life after school. The curriculum is designed with pupils' learning at the centre. It incorporates the statutory requirements of the National Curriculum (2014) and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school in order that they grow as individuals as well as learners. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

Classroom Based Learning

The school uses a cross-curricular approach to teaching and learning. This means that skills, knowledge and understanding across a range of subjects are brought together and form a topic. It is intended to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence. Within the topic, children are able to practise and apply their reading, maths and English skills in other subject areas.

Our 'planning for breadth' overviews show the topics and curriculum learning for Y1/2, Y3/4 and Y5/6 on a two year rolling programme.

Our 'Curriculum Overviews' show each year group's half termly areas of learning. They are led by threshold concepts which outline the essence of the most important aspects for each subject being taught within the topic. The overviews detail writing and maths opportunities, our school drivers and Computing, Online Safety and British Values links as well as outlining a termly experience, such as a class trip, a visitor to school or a celebration of learning event.

All teachers are subject leaders and are given training and opportunity to further develop their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning, build resilience, confidence and self-esteem. After school clubs and extra-curricular activities extend these opportunities further. We celebrate pupil's hobbies and personal achievements in our weekly Celebration assemblies. We continue to develop our resources in terms of learning materials, books and technology.

A list of the extra-curricular activities available for each year group, each term, is available on the school website under the Parents/Letters tab.

How the school involves parents, pupils and the local community in curriculum planning and delivery

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based activities, assemblies and Open Mornings each half term. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we request feedback via pupil and parent questionnaires on an annual basis. These questionnaires ask questions about factors such as what pupils enjoy about learning and lessons, what they find challenging, and whether they feel well informed on attainment.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. litter picking. We embed each project within the curriculum into the relevant subjects, e.g. creating art out of litter and investigating the effects litter has on the environment. This shows pupils the value of protecting and being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life.

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education and feeling prepared for life after Primary School
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Assessment without levels

As part of reforms to the National Curriculum, the old system of 'levels' used to report children's attainment and progress was removed from year groups and there is no longer a National system.

The programmes of study within the National Curriculum (NC) sets out expectations at the end of each key stage, and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content.

At Burton Manor Primary the curriculum includes an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

Our school system allows us to track children's progress against age related expectations for all National Curriculum subjects. English (Reading and Writing), maths and science and other subjects are assessed on a termly basis. Teachers assess children on the following scale against age related expectations:

Developing- D or Developing plus-D+

Expected-E or Expected plus-E+

Exceeding-Exc or Exceeding plus-Exc+

Assessment at End of Key Stages

In the summer of 2016, more challenging SATs tests were introduced to reflect the new curriculum at the end of the Key Stages. Children now receive a scaled score instead of a level. Their raw score - the actual number of marks they accrue - is translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately. Parents are told their child's raw score, scaled score and whether they have reached the national standard for a particular subject.