



Paddox

Paddox Primary School: Curriculum Policy

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Paddox Primary School, where children flourish!

AIM:

The aim of the teaching at Paddox is for children to: **Learn More: Remember More!**

Curriculum Intent

At Paddox, we develop our children to be competent, enthusiastic and resilient learners, who are prepared for life within and beyond primary school.

We deliver a rich and diverse curriculum that is innovative, challenging and purposeful for all learners and which has reading at the heart of it.

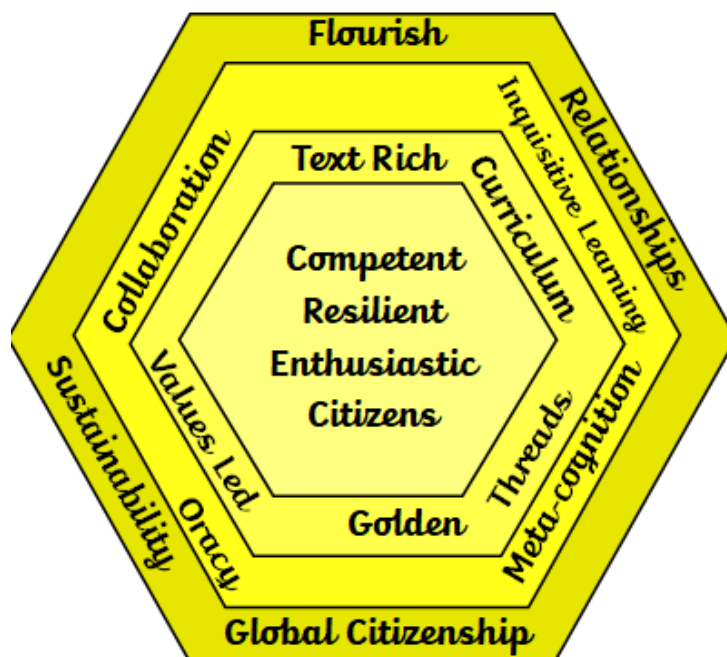
Our aim is to ensure each child feels valued, operates within our school's core values of REACH, has a healthy mind and body and fulfils their true potential through ever increasing opportunities to flourish.

Paddox is a place where everyone is valued and cared for. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating learning environment. Our aim is to enable every child to achieve their full potential: intellectually, physically, emotionally, morally and spiritually.

We deliver this through the core values, REACH:

- **R**especting all who contribute to our school community
- **E**ncouraging excellence and enjoyment in the academic and extra-curricular life of school.
- **A**chieving high quality results, through good progress, ensuring each person is the very best they can be.
- **C**aring for each other and embracing the differences that make each person special, while promoting and protecting the emotional well-being and mental health of all.
- **H**ard work which fosters a life-long love of learning.

The core principles of education at Paddox are to create a life-long love of learning and the world around us. This is developed through our core skills programme known as "The Golden Voyage."



Curriculum Implementation

The Golden Voyage includes the five key skill areas that we, as a school, believe will allow the children at Paddox to become competent, resilient, enthusiastic, citizens and facilitate their cultural capital development. These are:

- Oracy
- Resilience
- Global Citizenship
- Sustainability (including digital literacy)
- Collaboration

These skill areas are known as “The Golden Threads” and these tie together to create the heart (knot) of the topic based learning at Paddox.

Although the curriculum at Paddox is topic based, no foundation subjects are lost or given priority over others. The Vocabulary, Knowledge and Skills for each subject is progressively planned within the Foundation Progression Grids. The Foundation Progression grids are then used to map out the vocabulary, knowledge and skills for each year group in Year Group Organisers. Therefore all vocabulary, knowledge and skills are planned for across the school and within each year group and then they are taught over the year in different topics.

Core Subject Teaching

The Core subjects are taught through research based, proven techniques.

Maths is taught following the “White Rose” scheme and Power Maths. Times Tables teaching is supported by the “Times Tables Rockstars” and “Maths Jam” appS.

Writing is taught following “The Write Stuff” written by Jane Considine.

Reading is taught using a variety of approaches including “Hooked on Books” written by Jane Considine to link the skills of Reading and Writing. Further comprehension is taught using CPG books, Bug Club (online reading) and Cracking Comprehension (intervention).

Science is taught following a Spiral Curriculum so that skills are regularly revisited and built upon.

Phonics is taught through our own scheme that begins in Reception and carries on into Key Stage 1 and is heavily linked to the development of early reading skills.

Foundation Subject Teaching

The Foundation subjects PE, RE, ICT/Computing, Music and MFL are all taught as stand-alone subjects within each year groups timetables.

PSHE is taught following a scheme called Jigsaw and enhanced by the teaching of Protective Behaviours.

The Foundation subjects History, Geography, Art, DT are taught through topics which vary in length in each year group.

A foundation subject lesson consists of three main parts:

Boomerangs, Acquisition and Reflections.

Boomerangs

Boomerangs happen at the start of every foundation subject lesson. The class discuss what they have learnt previously in the topic or in the subject being taught. They recap taught vocabulary, knowledge and skills from previous lessons. This is done through a range of strategies involving group work, pairs and whole class discussion to support the development of long term memory and the teaching aim to **Learn More, Remember More!**

Acquisition

The acquisition stage of the lesson is the new learning. This could be vocabulary based, knowledge based, skills based or an application based session. In all foundation subjects the vocabulary is taught first, the children are either told or they find out what the words mean that they need for the lesson and how the words are used. Knowledge is then built up and skills acquired before application takes place. This part of the lesson is about the children working and less teacher talk. Three of the Senior Leaders have “Vocabulary Vixens” which are mascots used to promote the long term recall of new vocabulary taught. If the Senior leader asks a child to tell them some new vocabulary they have learnt and the child is able to give an example and the definition of the word, that child’s class get the Vocabulary Vixen in their class for the week. This promotes and supports the teaching aim to **Learn More, Remember More!**

Reflections

The reflection part of the lesson looks back at what has been covered in the session and the links it has to other learning. What was the learning that took place, why has this learning taken place, what will be done with this learning? This part of the lesson will also be done orally to enhance oracy skills using a range of techniques. The reflection also allows the children to self-assess the learning they have done in the lesson which will inform future planning and scaffolds in place for further lessons. This also contributes to the development of long term memory and the teaching aim to **Learn More, Remember More!**

Curriculum enhancements

Paddox has an on-site dedicated Forest School area with an outdoor classroom and eco-friendly Bio-dome. Every class in the school accesses specialist Forest School sessions led by a trained Forest School Teacher throughout the year in groups of 15. Alongside Forest School the children have “Life Skills” days which teach the children necessary skills to function outside of school that are not in the National Curriculum these include First Aid, How to manage finances, changing bedsheets and much more. Paddox offers a wide range of extra-curricular activities provided by internal and external providers. We have regular visits from authors and illustrators to further develop the love of reading across the school. Throughout the year Paddox holds a number of themed days to enhance learning, also each year is given a theme to promote a curriculum area.



Our choir take part in annual events such as “Young Voices” and have performed on the stage in Wembley with “Voice in a million.”

Throughout their learning journey at Paddox the children take part in a number of residential trips to prepare them for life outside of Primary school. In Year 3 the children have a sleep-over in school, Year 4 children have a two day camp out in our Forest School area, Year 5 children go offsite for a three day residential trip and Year 6 children have the opportunity to attend a 5 day residential trip offsite.

Each class delivers a “Share our Learning” experience with their parents/carers during the school year, this includes an assembly and a video produced by the children to share their learning experiences. The Reception children perform the Nativity at Christmas, Year 4 children perform a Spring Production and the Year 6 children perform an end of year extravaganza!

Staff create blogs to share learning with families via the school website as well as create videos for our YouTube channel to support with learning outside of school.

Curriculum Impact

The impact of the curriculum is monitored throughout the year in many different ways, this means that, as a school, we can adapt and make changes to our curriculum to benefit the children rapidly, particularly following two periods of national lockdown due to the Covid-19 pandemic.

Diagnostic Days

Each Core Subject is monitored thoroughly every term during a Diagnostic Day. These days include, key lines of enquiry following data analysis by the subject leader, book looks, staff and pupil voice and lesson drop ins. These days are carried out by the Curriculum Leader, Subject leader and the School Governor linked to the subject. SEND and Pupil Premium also have a diagnostic day per term.

The core subject leaders also have dedicated subject leader time each week to carry out further monitoring.

Each Foundation Subject is monitored twice per year during a diagnostic half day. These sessions are carried out by the Headteacher and the subject leader. These sessions include data analysis, pupil and staff voice and book looks and are used as coaching and mentoring opportunities to develop whole school subject implications.

Statutory Assessments

Throughout the year there are different statutory assessments that take place across the school:

Reception- End of EYFS assessments against the Early Learning Goals

Year 1- Phonics Screen Check

Year 2- End of Key Stage One Assessments

Year 4- Times Tables Check

Year 6- End of Key Stage Two Assessments

These assessments are reported to the local authority, the DFE and parents and are available on the school website.

Assessments



Within the school year there are two formal assessment periods, the end of the Autumn term and end of Summer term.

At the end of the Spring term there is an informal assessment period to inform planning and interventions.

Reading is assessed through NFER Tests and Teacher Judgements

Writing is assessed using Teacher Judgement and in school Writing Assessment Tracker

Maths is assessed through White Rose Assessments, NFER Tests and Teacher judgements.

All other subjects have assessment trackers which identify the National Curriculum statements for each year group and the Teachers assess the children against these.

Moderation takes place within school, with other local schools and formally when requested by the Local Authority for Reading, Writing and Maths.

The Paddox Learning Journey

To aid the children's long term memory of what they have been taught at Paddox each child has a "Paddox Learning Journey" book. At the end of each topic the children are given time to plan and produce a piece of work that demonstrates what they have learnt in the topic. This will allow the children to go back over what they have been taught at Paddox and see how their learning has built up over time. These pages include new vocabulary they have been taught, new skills and subject specific knowledge.

To develop the children's long term memory class teachers use "Pit Stop" time to revisit past learning and check the children's ability to recall information from previously taught topics. Pit Stops cover all subject areas and include vocabulary checks.

To support the children's long term memory in Science the children have a "Science Journey" book. These books follow the children through the school and build up over time their Scientific Knowledge. Each year the children add to their books in the different areas of Science throughout the year, they are then able to use these books to look back at what they have previously been taught and they can use them to support their future learning.