



Curriculum Statement 2019- 2020

On joining Queen Victoria Primary School, our children begin their pioneering journey. Our curriculum is underpinned by the seven characteristics of a pioneer, these being:

- Brave
- Team players
- Respectful
- Resilient
- Leaders
- Aspirational
- Innovators

All of these characteristics, when combined, will ensure our pupils grow as independent learners and have the skills and values to contribute fully in their community, becoming excellent citizens in our 21st century world. We have also identified key aspects that are important for the children of Queen Vic to be immersed in and these are golden threads running through our curriculum. They are:

- Other cultures
- Perseverance / Resilience - Growth Mindset
- Aspirations
- Respect for others
- Self-control
- Emotional Intelligence
- Good communication skills
- Life experiences
- Reading

We carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences, through a clearly mapped progression of skills. We believe that all children should feel valued and experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects. It also ensures Physical and Mental Wellbeing are valued, understood and prioritised along with spiritual, moral, social and cultural development and British Values.

At Queen Victoria we define progress as:

The widening and deepening of essential knowledge, skills, understanding and behaviours ensuring pupils gain and consolidate a deeper and more insightful understanding within subjects.

At Queen Victoria the nature of progression is as follows:

Working Towards (WTS)	Expected Standard (EXS)	Greater Depth (GDS)
<i>Acquiring some age-related skills and knowledge.</i>	<i>Acquiring and applying most age-related skills and knowledge.</i>	<i>Using and applying age-related skills and knowledge in a range of contexts.</i>

Intent

At Queen Victoria Primary School, we want our children to experience:

- An engaging and cohesive curriculum which follows a purposeful narrative
- A rich curriculum that enables pupils to see the world from a wide range of perspectives
- A curriculum where knowledge underpins and enables the application of skills
- Opportunities to embed skills and express knowledge in a variety of ways before moving on
- The seven characteristics of a Queen Victoria Pioneer, embedding them into their learning
- Opportunities to delve deeper into their learning, building on skills progressively each year
- A curriculum that responds to findings from pupil feedback and school data to ensure it is bespoke to their needs and reflects the ever changing world, locally and globally
- A curriculum that helps children to know how to live healthy lifestyles - both physically and mentally
- Spiritual, moral, social and cultural experiences and British Values threaded through all we do

Implementation

At Queen Victoria Primary School, we plan learning with a thematic approach to the curriculum with quality texts to inspire discussion, support the development of reading and provide writing opportunities within each theme. Themes have been organised across each year group to ensure that there are a variety of curriculum drivers that cover the content of the National Curriculum. This thematic approach leads to a more flexible delivery of the curriculum.

Organising the learning in this way ensures teachers have the flexibility to deliver the curriculum in the way that they feel will have most impact for learners. R.E., P.E., P.S.H.E. and Languages are planned separately and follow whole school progression frameworks.

Each theme will have a *Stunning Start* and *Fabulous Finish* and learning will be a combination of direct teaching and open-ended enquiries, answering lines of investigation (L.O.I.) through a mix of practical and written work.

We see the local community, including parents, as valuable to our children's learning so we thread these links into the curriculum throughout each year group.

Active learning and using the outdoors as a classroom are fundamental and these can be school based or with enrichment visits to other locations. Trips/activities and experts are all vital to the enhancement of the learning opportunities we offer our children.

Maths

Children in all year groups are introduced to new concepts by exploring hands-on resources before moving to pictorial and abstract levels of questioning. We aim for a balance between mathematical fluency (arithmetic), reasoning and problem solving in order to ensure that our children are able to apply the skills that they learn in the classroom to everyday life.

In every year group, we follow the White Rose Maths schemes of learning, supported by elements of other schemes, which are taught in blocks. We also have a daily challenge, where our children are given questions to complete based on their previous learning, or to assess understanding of up-coming blocks. In KS2, children take part in Fast Maths, which is a regular practice of times tables, to strengthen their multiplication fact knowledge. As well as this, children have access to TT Rockstars, where they can practise their tables from school or at home. It allows them to compete against other children, classes and schools as well as analysing their own speed and times table recall. Recently, we have also introduced MangaHigh, which is another online website that allows children to take quizzes, practise skills and games appropriate to their year group expectations.

English

Phonics

This is taught through Letters and Sounds, a systematic, synthetic phonics scheme and we have complete fidelity to this. Phase 1 is taught in Nursery, with children exposed to the appropriate vocabulary and resources in Time 4 2s, to ensure the children have the correct foundations to begin Phase 2 in Reception. This is started straight away upon entry and a rapid pace is upheld to ensure that children are ready for Phase 5 when they enter Year 1. This prepares the children for the statutory screening check, but most importantly gives the children the skills they need to be a successful reader. Throughout KS1, children will learn and embed Phase 5 and complete Phase 6 ensuring they have a secure bank of knowledge to support in reading and writing as they move into KS2.

Reading

Reading is explicitly taught through quality texts that inspire and engage the children. In Reception and KS1, guided reading sessions are 'flood filled' with adults to ensure that all children have high quality teaching of early reading skills. We approach the teaching of reading in KS2, through whole class reading sessions across the week. We use Reading Vipers (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarising) recorded in reading journals. More reading is embedded within the main English session daily.

We are excited to be part of a DfE Reading project in conjunction with Little Sutton English Hub - please see our English Statement

Writing

We take children through a writer's journey in order to improve them as writers. Each lesson begins with daily SPaG challenges which are based on prior learning or to address misconceptions. Our writing process is blocked into units of work. Firstly, children are exposed to a particular genre where they learn about particular key features and techniques, being exposed to what a good model looks like as an example. The second stage of writing is the point where the children are taught the punctuation and grammar skills needed in order to create a final piece of writing. During this stage of writing children may also carry out incidental pieces of writing in order to show understanding of character, setting or plot or grammatical skills taught. The final stage of writing is where the children explore and record their ideas through drafting, editing and proofreading, their final independent piece of writing based on their studied genre. We promote Nelson handwriting which children practise daily (see handwriting policy).

Physical and mental health and well-being

An emotional health and well-being focus is being developed in our school. The appointment of a Pastoral Care Lead within the school, will help drive a focus on pupils' well-being.

School councillors are encouraged to reflect on what is going well in school to support pupils and develop ideas for further help. Pupil Anti Bullying Ambassadors have been appointed and trained to use restorative approaches to help children deal with conflicts. Collective worship and our PSHE scheme 'Jigsaw', gives children the opportunity to discuss their thoughts and feelings

We promote healthy life styles through the following:

- All children are given opportunities to complete the 'Marathon Kids - run 4 marathons a year challenge'
- The school promotes healthy eating by providing free fruit in KS1 and through the sale of healthy snacks for KS2 pupils at break time.
- The P.E curriculum leads to children developing excellent skills and competition in a range of local intra and inter school tournaments.
- Local Sports Coaches ensure that all children are encouraged to be more active through the provision of a range of lunchtime and after school clubs
- Play Ambassadors, trained by a local sports coach, help to support the lunchtime supervisors in setting up and maintaining structured playtime games and social skills activities.
- As of September 2019, the school playgrounds have been redesigned for more structured activities at lunch and break times.

Music enrichment

Every child has an opportunity to learn a musical instrument by the time they leave school. The school offers a range of enrichment opportunities in music, including having music lessons as a whole class in KS2, delivered by teachers from Dudley Performing Arts. They then have the opportunity to participate in performances, taking part with other schools.

The children at Queen Victoria have the opportunity to develop their music skills by taking part in high quality performances (Christmas Reception production and an end of Y6 school play). They also experience singing sessions as a phase with songs being performed at key ceremonies across the year. A School Choir is also run for children in KS2, who lead school ceremonies and represent the school at local events.

Impact

First and foremost, we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth.

How we know we are successful in this is through:

- Teacher assessment - formative - through ongoing questioning, dialogue, verbal and written feedback, informal quizzes, practical tasks, day to day work, reasoning. Summative - entry and exit tickets in Maths, end of period of learning tests, hot task in writing, PIRA and PUMA.
- Learner Voice - pupil questionnaires, self and peer assessment, school council, learning dialogue in the classroom that encourages self-evaluation.
- Parental Feedback - parent questionnaires, parent meetings, fabulous finish afternoons, parent/teacher meetings, informal meetings before and after school
- Data Analysis - internal with SLT, subject leadership, pupil progress meetings, governors, external data (SATS)
- Quality Assurance - lesson visits, learning walks, book trawls, NDLP involvement
- Positive Attitudes to Learning - children engaged and inspired by their learning, demonstrating the seven characteristics of being a Queen Victoria Pioneer
- Respect - visibly demonstrated through their school environment, their work, interactions, moral responsibility, spirituality
- Participating in Community - proudly representing their school through, school council, sports tournaments, UNICEF work, community events, invited guests, links with local church
- Case Studies - to measure the academic, personal, social and emotional progress of our most vulnerable children through case studies.

We endeavour to ensure that children make expected or better progress from their individual start points. However, the impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at each child. We consider our children as individuals who are facing future challenges and ultimately leave us 'secondary school ready', having enjoyed and embraced their learning journeys along the way, in true pioneer spirit.