



Curriculum Statement 2023 - 2024

Intent

At Queen Victoria Primary School, everyone is a pioneer. We have a bespoke and purposefully designed curriculum, which aims to be engaging, progressive, challenging and cohesive, to meet the needs of our children at every stage of their learning journey. Each individual subject follows the National Curriculum guidelines whilst underpinned by the six characteristics of a pioneer (Brave, Team Players, Resilient, Leaders, Aspirational and Innovators). These characteristics not only reflect the traits our children will need in an ever changing world but also those that will enable our children to open the door to their future and follow whichever path they choose. Our curriculum enables our children to see the world from a range of perspectives, and actively seeks to broaden their cultural capital through exposure to a variety of cultures, traditions and experiences. Accordingly, it ensures that British Values and Spiritual, Moral, Social and Cultural experiences are presented in all we do.

Throughout our curriculum, lines of investigation enable our children to delve deeper into their learning whilst seeking, considering and exploring the answers to questions. Subsequently, our curriculum is composed of substantive and disciplinary knowledge, which are interlinked to provide opportunities for our children to embed and apply skills and facts in a variety of ways. Through a tailored approach, our progressive curriculum also provides opportunities for children to revisit and build on prior learning where deep and meaningful learning is accomplished.

At Queen Victoria, each child has a broad range of opportunities and experiences that not only seek to support their academic potential but their personal well-being too. Through a variety of ways, our curriculum fully encompasses the notion of a healthy body and healthy mind. We recognise the importance of this in ensuring our pupils grow as independent individuals who are fully prepared for the opportunities, responsibilities and experiences in later life and have the ability to be excellent citizens in the 21st century.

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) for Reading, Writing and Maths
<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>
		<i>Working Beyond (WB) for the Foundation Curriculum</i>

Implementation

At Queen Victoria Primary School, we plan learning with a discrete subject approach to the curriculum, based on the National Curriculum. Subjects have been organised across each year group to ensure that the children are developing their key skills and that they can be embedded into all areas of the curriculum. Teachers plan engaging learning opportunities that are matched to meet the abilities of all children.

Within each subject the children will experience a range of teaching methods from direct teaching through to open-ended enquiries, answering lines of investigation (L.O.I.) through a mix of practical and written work.

To support our children, we ensure that we utilise both our local community of Sedgley and beyond. Practical resources, visitors and visits all enhance the aspect of learning, making it memorable for the children.

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.

Further Information about Individual Subjects

Maths	Mathematics is taught daily across each year group. Daily Arithmetic and Bridging the Gap activities act as opportunities to retrieve and consolidate prior learning whilst addressing misconceptions. Tailored Long Term Plans are built on the Maths National Curriculum statements and daily practice is substantiated with resources from White Rose and Power Maths. The concepts taught are progressive based on concrete, pictorial and abstract strategies.	Further information on our website
Phonics	To support the teaching of reading and writing in the EYFS and KS1, we teach Phonics at Queen Victoria Primary School through the validated scheme 'Little Wandle Letters and Sounds revised' in order to adhere to recent 'DFE guidelines'.	Further information on our website
Reading	In Reception and KS1, reading practice sessions are 'flood filled' with adults to ensure that all children receive high quality teaching of early reading skills. Children in EYFS and KS1 read books at home that match their current phonic phase and support them on the journey to becoming a fluent reader. We approach the teaching of reading in KS2, through whole class reading sessions across the week using high-quality texts which are carefully planned and chosen across year groups. We use Reading Vipers (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarising). In KS2 we use 'Accelerated Reader' to foster independent reading, Children across the school also take home a reading-for-pleasure book to help ignite their love of reading.	Further Information on our website
Writing	We take children through a journey in order to improve them as writers. We want our children to be driven to write by purpose. At Queen Victoria we have adopted 'The Write Stuff' approach to our teaching and learning of writing to ensure clarity in the mechanics of writing.	Further Information on our website.

The following subjects are known as the **Foundation Curriculum** and at Queen Vic are taught as discrete subjects. Some of the subjects are taught weekly, others are taught in blocks. We have found that this has enabled a greater depth of teaching and learning to take place. Further information about what is actually taught is available on our website under each year group.

Subject	Golden Threads	Overview
Science	<ul style="list-style-type: none"> • Plants • Animals including Humans • Materials - Everyday, Rocks, States of Matter, Properties and Changes • Living Things and their Habitats • Light • Forces and Magnets • Electricity <p>Sound, Seasonal Changes, Earth and Space and Evolution are taught in their individual year groups.</p>	<p>We have a bespoke and purposefully designed curriculum based on the National Curriculum, that is engaging, progressive, challenging and cohesive, to meet the needs of our children at every stage of their learning journey. Throughout our curriculum, lines of investigation enable our children to delve deeper into their learning whilst seeking, considering and exploring the answers to questions. Subsequently, our curriculum is composed of substantive and disciplinary knowledge, which are interlinked to provide opportunities for our children to embed and apply skills and facts in a variety of ways. Through a tailored approach, our progressive curriculum also provides opportunities for children to revisit and build on prior learning where deep and meaningful learning is accomplished.</p>
Geography	<ul style="list-style-type: none"> • Investigate Places • Investigate Patterns • Carry out fieldwork • Mapping skills • Communicate Geographically 	<p>In Geography, we use the National curriculum to inform the basis of our learning. There is emphasis on locational and place knowledge, human and physical processes and some technical procedures, such as using grid references. Areas of study are selected and arranged progressively for each year group, ensuring that there is a focus on our own area of Sedgley, then the wider regions of the UK and moving beyond into understanding our world. Each year group will carry out fieldwork and mapping skills which build on prior skills.</p> <p>We use a range of resources from Royal Geographical Society, Digimaps and variety of resources linked to the primary curriculum.</p>

History	<ul style="list-style-type: none"> • Chronological Understanding • Knowledge and Understanding of Events, People and Changes in the Past • Historical Interpretation and Enquiry • Organisation and Communication 	<p>In History, we use the National curriculum to inform the basis of our learning however this is substantiated with additional resources from a variety of organisations including, The Historical Association. Areas of study, have been carefully selected for each year group and care and consideration has been taken to ensure historical skills are progressive. Local history studies have been placed across the key stages to ensure that children have an understanding of the local area and are connected to events in history. For example: Year 3 look at the history of Dudley Castle as a significant local building, Year 1 delve into the history of our school, and Year 2 explore the history of Sedgley High Street.</p>
PE	<ul style="list-style-type: none"> • Physical • Social • Emotional • Thinking 	<p>PE National Curriculum is taught through Get Set 4 PE scheme.</p> <p>Children in Year 5 currently have the opportunity to learn to swim.</p> <p>Many aspects of the PE curriculum are promoted through our after school clubs which are open to all over the year.</p>
Music	<ul style="list-style-type: none"> • Listening, Appraising and Responding • Composing • Performing 	<p>Music National Curriculum taught through KAPOW Scheme.</p> <p>Children in Year 4 learn a musical instrument throughout their year. Opportunities are then provided for any child who wishes to continue learning an instrument through private lessons through KS2.</p>
Computing	<ul style="list-style-type: none"> • Computer Science • Information Technology • Digital Literacy 	<p>Computing National Curriculum is taught through Purple Mash. A variety of devices are used across the school including Chrome Books and tablets.</p> <p>Children have a weekly computing skills lesson. Computers are used to support many other areas of the curriculum and to embed skills taught.</p>
French	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Understand and communicate ideas, • Facts and feelings in speech and writing, • Focused on familiar and routine matters, • Using their knowledge of phonology, grammatical structures and vocabulary. 	<p>Modern Foreign Language National Curriculum is taught to children in Key Stage 2 using the Rigolo Scheme. Year3 and 4 use Rigolo 1 whilst Y5 and 6 use Rigolo 2. The focus is on practical communication.</p>
RE	<ul style="list-style-type: none"> • Develop knowledge and understanding of religious and non-religious worldviews 	<p>Religious Education (RE) National Curriculum is followed within the Dudley SACRE Scheme. Our sequential curriculum</p>

	<ul style="list-style-type: none">• Express and communicate their views and opinions about the content they learn	throughout school builds on previously learnt knowledge. Our RE curriculum leads to well-rounded children who are tolerant of all faiths and worldviews.
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PSHE	<ul style="list-style-type: none"> • Being Me in My World! • Celebrating Differences • Dreams and Goals • Healthy Me • Relationships • Changing Me 	PSHE National Curriculum is taught through Jigsaw, a published scheme that follows 6 whole school themes across the year. The activities and learning are progressive working from EYFS through to Y6.
Art	<ul style="list-style-type: none"> • Drawing • Colour • Pattern • Texture/Textiles • Printing • Sculpture (3D Form) 	<p>Art is taught weekly at Queen Vic. Our Art and Design curriculum is built around essential knowledge, understanding and key skills. These are broken into year group expectations and show clear continuity and progress. As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils are:</p> <ul style="list-style-type: none"> •Innovators: Producing creative work, exploring their ideas and recording their experiences. •Aspirational: Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. •Brave: Having the courage and confidence to evaluate and analyse creative works using the language of art, craft and design. •Respectful: Knowing about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Design Technology	<ul style="list-style-type: none"> • Technical Knowledge • Cooking and Nutrition • Design • Make • Evaluate 	Design Technology (DT) National Curriculum is taught across the school. DT is often taught in a block as this has allowed children to fully immerse themselves in the learning and to be able to produce a product through the design, make and evaluate process.

Progression in skills maps are produced for each subject area and work as a guide for where pupils are expected to be at the end of Year.

Physical and mental health and well-being

An emotional health and well-being focus is important in our school. Our Pastoral Lead drives a focus on pupils' well-being, with our team of support staff.

Pupil Leaders 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. Peer Mentors are in the process of being trained to identify and support their peers with social and emotional needs. 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:

- 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.
- Children across KS1 and KS2 have the opportunity to develop the skills of collaboration, problem solving and resilience through a programme provided by 'Commando Joe'.

Music and Drama 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. 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.

Drama

Children at Queen Vic have the opportunity to take part in drama enrichment lessons over the course of the year. Activities include developing their self-esteem, confidence in talking, team work and ability to tell a story through actions. Children can also choose to participate in a Drama after school club.

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:

- Assessment for Learning - through formative ongoing questioning, dialogue, verbal and written feedback, informal quizzes, practical tasks, day to day work and reasoning teachers are able to assess what children have learned and can subsequently address any misconceptions. Summative approaches through end of topic WhiteRose tests in Maths, Phonics Y1/2 testing, end of Y2 SATs and Y6 SATS teachers can evaluate learning against a benchmark.
- Learner Voice - pupil questionnaires, self and peer assessment, pupil leadership team, learning dialogue in the classroom that encourages self-evaluation.
- Parental Feedback - parent questionnaires, parent meetings, 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, external monitoring between schools
- 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 many different ways for example sports tournaments, UNICEF work, community events, invited guests, links with local church, leadership roles in school.
- 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.