



## William Penn Curriculum Statement

### Curriculum Intent (curriculum design, coverage and appropriateness):

We aim for our curriculum to reflect the key values of our school. These include the way that we respect each member of the school community and value the rights and responsibilities of each individual. We are a school with a Quaker foundation, characterised by a caring ethos which places importance on honesty, integrity, reflection, equality, peace, friendship and simplicity. We strive for high standards and challenge ourselves to further our own learning and understanding throughout the journey of life.

Getting the curriculum right is fundamental to achieving our school vision. At William Penn, we value each child as an individual, with unique potential for learning. Through our curriculum, we aim to:

- Develop each child to become a lifelong learner and thinker, with the ability to problem solve and work both independently and collaboratively.
- Support each child to acquire the necessary knowledge, skills and understanding across a broad range of subjects and to make meaningful connections between these.
- Provide a secure understanding of the fundamental skills in reading, writing and mathematics.
- Prepare each child so that they are ready and fully equipped to transfer to the next Key Stage.
- Enable each child to participate fully in current and future society in modern Britain as a responsible, self-confident global citizen.
- Encourage each child to broaden their involvement beyond the classroom by providing meaningful experiences and opportunities to develop new interests and support with ways to develop these further.

We recognise that each child's journey will have a different starting point and that they will not necessarily progress at the same rate as this is dependent on a wide range of contributing factors. However, our ambition to achieve our aims is the same for every child and our curriculum is carefully designed to facilitate this.

As well as encouraging high expectations for their own personal development, we nurture our pupils' appreciation of difference and diversity, encouraging them to demonstrate empathy and inclusion for all. We promote the moral, cultural, spiritual, mental and physical qualities of all pupils.

At William Penn, we recognise that our pupils are all part of a global community and, as such, help the children to gain a sense of place and understanding, so that they can play a part in its future. We place learning in global contexts wherever possible in order to celebrate diversity and emphasise unity.

We recognise that children cannot aspire to things that they have never encountered, so we work to broaden our children's horizons, extending their knowledge of the world by nurturing their interests as well and encouraging them to try things that are new or unknown, through first-hand experiences.

Through our curriculum, the children learn knowledge and skills which together, and over time, build and deepen understanding across a wide range of subjects. We strive for children to learn skills alongside knowledge, ensuring that both are developed explicitly as the two are intertwined. We make the curriculum relevant and meaningful to pupils by putting knowledge into context. Alongside developing their knowledge, skills and understanding, we equally value increasing their enjoyment, enthusiasm and motivation towards learning.

## **Curriculum Implementation (curriculum delivery, teaching, assessment):**

The curriculum incorporates the statutory requirements of the National Curriculum, as well as other experiences and opportunities, which best meet the learning and development needs of the children in our school.

Our curriculum is taught through a thematic approach and discrete subjects. We use this approach when subject knowledge and skills are linked or complementary to each other. We also recognise that learning a subject discretely can mean that there is a clearer progression and more rigor to the teaching, especially when knowledge is new and children are less adept at making connections between subjects. Some of our learning is deliberately left open-ended to enable children to be part of, or to lead, the planning process eg through Pupil Orchestrated Learning day/s in conjunction with the School Council.

Our classes are organised according to our pupil numbers, which means that our curriculum is planned to accommodate mixed age range classes. For this reason, our Key Stage 1 curriculum and Key Stage 2 curriculum are based on two-year cycles in terms of themes. This ensures that the children experience the required learning during the key stage. The topics within a year each have a dominant subject focus, from history, music, science, geography or the arts.

The skills of English and Mathematics are taught separately, though relevant cross-curricular links are made.

Our provision is planned using a variety of resources, including high quality published schemes that ensure robust progression and coverage.

Plans are developed to ensure progression and to build on prior learning as well as to reflect the individual needs of each cohort.

### **Quality First Teaching**

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way
- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children, eg. House Points, Golden Assemblies in which outstanding work is celebrated.

### **Target Setting**

- Individual children's progress tracked;
- Strengths and weaknesses identified, supporting planning and intervention
- Data collected on a regular basis and shared with staff and governors;
- Children have regular opportunities to discuss their progress.
- Teaching, interventions and revision programmes are adjusted in the light of the progress children make;
- Parents and carers are regularly updated on their child's progress at termly Parent's Consultations;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

### **Focussed Assessment**

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation.

### **Intervention**

- Individuals and groups who are encountering learning barriers to make sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place, in the form of Individual Learning Plans (ILP);
- Learners are enabled to deepen their knowledge and understanding;
- Interventions are evaluated and relevant adjustments are made;
- Staff discuss individual pupil attainment and progress and analyse use and impact of interventions.

### **Learning Environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Effective use of other spaces – outdoor learning, use of the school hall;
- Displays to be a mixture of celebration of children's work, supportive resources and the knowledge the pupils have gained.
- Playtimes are an important part of our school day and contribute to pupils being happy, healthy and ready to learn. We have a range of play equipment and opportunities available, including the use of a large field, trim trail, outdoor gym and woodland area.

### **Curriculum Organisation**

- At William Penn Primary School, we aim to provide educational experiences that take in to account the individual needs of children, appropriate to their level of ability. We also relate the learning to real life contexts, allowing the pupils to understand the purpose of the learning.
- The curriculum is taught through whole school themes which focus on reading and vocabulary development.
- The pupils have ownership of aspects of the curriculum and the direction of learning; the school council leads 'Pupil Orchestrated Learning' experiences, including lessons, themed days, and involvement with the local community.

### **Extended Curriculum**

- The school offers a range of 'out of hours' activities and clubs which enhance and extend the basic curriculum and provide additional opportunities for social interaction;

### **Celebration of Progress and Attainment**

- During weekly 'Golden' celebration assemblies, children's individual achievements are recognised across a broad range of themes.
- Everyone's achievements contribute to our house point system, with houses named after specific Quakers (as are the classes). This enables us to reflect on successes in learning and personal development.
- Weekly assembly awards are shared with families in the school newsletter, which further links school to home.
- Within every classroom and around the school, children's work is displayed and celebrated, creating a positive learning environment.

### **Behaviour and Learning**

- Children act as informal mentors to support each other and also as peer mentors to promote positive behaviour and resolution of differences. Our behaviour strategies are founded on mutual respect and restorative practice, which forms a clear link to our Quaker heritage.

**Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils.**

Subject leaders play an important part in the success of the curriculum. They are fully involved in the monitoring, evaluation and review of the curriculum, as well as the celebration of good practice, enabling their subjects to develop. Subject leaders are supported to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

## **English**

### **Early Years Foundation Stage**

Reading is taught through shared reading, using large print books and picture books. Pupils are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Pupils explore skills such as sequencing, prediction and retrieval. Using the Read, Write Inc phonics programme our pupils are taught the initial sounds.

### **In Key Stage 1**

In Key Stage 1 we use Read, Write Inc for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. Reading is taught through a shared reading approach. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information. In Year 1 and 2, pupils are taught reading through a whole class approach using novels and picture books. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information. We follow Power of Reading scheme, which provide rich and varied storybooks to fully engage and a wide range of learners.

### **In Key Stage 2**

In Key Stage 2 we teach reading through a whole class approach focusing on the curriculum domains. We use a range of age appropriate novels which are closely linked to the theme of the term dictated by the Power of Reading scheme. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. In addition to this, pupils explore a wide range of fiction and non-fiction texts and online sources in their foundation lessons, which are based around age appropriate texts linked to the topic being studied.

## **Mathematics**

At William Penn, maths is predominantly taught as a stand-alone subject, but is woven through all areas of the curriculum as and where natural links present themselves. We teach maths for mastery, meaning the mastery approach recognises the value of developing the power to think rather than just do. They master the subject, and become able to solve maths problems without having to memorise procedures. In turn, they develop a deep and adaptable understanding of maths, rather than shallow knowledge which relies on rote learning.

- In Reception the scheme is called 'Numicon Firm Foundations' which is a comprehensive program providing children with engaging activities through which they explore mathematical ideas indoors and outdoors.
- In years 1-6 we follow a maths mastery scheme called 'Power Maths'. It is a child-centred approach that incorporates 'concrete, pictorial, abstract' philosophy that our teachers enjoy teaching and pupils benefit from greatly. Importantly, we find it to be a very inclusive approach where all children achieve.

## **Science**

Across William Penn our pupils develop their skills of enquiry and investigation to promote and progress their creative thinking. They learn to ask scientific questions and begin to appreciate the way Science will affect their future at a personal, national, and even at a global level.

Throughout the school, pupils engage in scientific activities which encourage them to ask questions, to learn through practical experiences and to offer their own solutions to problems, enabling them to become independent and effective learners. We believe that all pupils must have regular access to Science appropriate to their age and stage of development. Furthermore, our woodland area provide a natural outdoor science lab which our children can explore.

### **History**

At William Penn we teach a progressive History curriculum. Pupils explore influential world events and significant individuals. Pupils are taught knowledge through high quality texts, trips and visits, whilst developing their key skills such as: chronological awareness, understanding historical context, and organising, evaluating and communicating information.

### **Geography**

At William Penn we teach a progressive Geography curriculum. Pupils explore local geography; landmarks and physical features and natural disasters. Pupils are taught knowledge through a wide range of texts including online sources and trips and visits, whilst developing their key skills such as: map reading, interpreting data, comparing, locating and scale.

### **Art**

At William Penn, each year group will learn a range of progressive skills and techniques, use different mediums and develop the ability to experiment with different kinds of art, craft and design whilst increasing the pupil's awareness and appreciation of art.

Throughout the year, pupils will have opportunities to develop their artistic skills and will be taught to:

- Use materials to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Create sketches to record their observations.
- Use a range of materials including, clay, charcoal, paint, pencil and fabric.
- Research famous artists and their collection of work.

### **PE**

At William Penn we value sports and what it can bring to our young people, from social skills and lifelong values. We focus lessons on our fundamental essential skills which are fitness, team work, healthy lifestyle, respect, competition, movement and psychological changes as we believe this underpins every sport we play.

### **Computing**

At William Penn we teach our pupils the skills required for the digital era. Pupils will be taught skills such as programming, exploring virtual reality, producing music and coding on the platform Purple Mash. We believe that our pupils need to have access to high quality computing lessons which will prepare them for their future career opportunities.

### **Music**

Music is highly valued at William Penn our approach is to provide all pupils with the opportunity to excel and express themselves musically by delivering an extensive programme of high quality music provisions, provided by Music Express.

Our wide and expansive range of musical instruments and equipment allows pupils to experience well-resourced music lessons following the national curriculum. West Sussex music provision also offers musical education for individuals or groups.

## **Curriculum Impact (attainment and progress, knowledge and skills, readiness for the next stage of education):**

Our curriculum design, principles and processes are strategic and also responsive to the changing needs of the pupils over time. We have systems in place to collect the evidence required to measure impact, evaluate progress and inform next steps.

The main source of impact will always be found in the quality and breadth of work seen in the pupils' books and the learning environment. As a school, we are striving to raise the expectations of the learning and the quality of the work that children produce for a rounded and connected curriculum. We ensure that there are opportunities for application of learning and across subject disciplines.

The impact of our curriculum is also measured by a range of assessments including measured outcomes against all schools nationally and locally:

- We use statutory assessment tests.
- We assess and moderate children's learning in Reading, Writing and Maths on a termly basis to monitor progress and attainment.
- For the foundation subjects, we use ongoing assessment and comparison of pupils' work over time.
- Learning is reviewed and discussed to provide feedback and move practice forward.

We further measure the impact of curriculum through:

- Attendance rates
- Behaviour
- Pupil questionnaires, conducted by Governors
- Pupil Voice
- Parent questionnaires
- Staff questionnaires
- Governor-led monitoring

Ultimately, the impact is measured by how effectively our curriculum helps our pupils develop into well-rounded individuals, with the skills and knowledge and understanding, to make the right choices for themselves and those around them.

Signed:

Date: 31.3.21

Date of next review: 31.3.24