



Sandy Lane Primary School GOVERNING BODY

Curriculum review and development

Report from Neil Davies, Headteacher, Sandy Lane Primary School, for Governing Body meeting on 20th March 2023.

Purpose

This report will provide a summary of the status of the school's curriculum, and update Governors on plans for its further development and implementation.

Context

Governors are expected to have a broad understanding of three aspects of a school's curriculum:

1. Intent - how does the school make explicit what students should learn at each key stage?
2. Implementation - how does the school deliver their curriculum?
3. Impact - how does the school assess students' learning?

Intent

The values underpinning everything we do in school are:
Positive, Respectful, Inclusive, Driven, Excellent.

The curriculum at Sandy Lane Primary School strives to develop ambitious and inspirational learners, who fulfil their academic and personal potential whilst taking pride in their achievements. It aims to ensure the highest achievement by all pupils through a purposeful context and experiential approach that allows the children to find out about the world beyond their locality and personal experience. It provides all of our children with a solid foundation of knowledge and progressive knowledge across all subjects.

Sandy Lane is a fully inclusive school where all children have access to a full, rich and broad curriculum.

The overall aims of our school curriculum are to ensure children achieve our 3 core aims:

- Be Happy
- Be personally successful
- Make lasting memories

Our curriculum aims to:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school;
- To teach children the core basic skills of English and mathematics with Reading being integral to this;
- To enable children to be creative and to develop their own thinking;



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- To teach children about the world, including how their environment and society have changed over time;
- To enable children to be respectful, polite, positive citizens in society;
- To teach children to and to understand right from wrong;
- To teach children to understand and be able to regulate their emotions;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Our curriculum intent is agreed between staff members and reviewed in staff meetings and INSETs. INSETs involve leaders sharing the Curriculum Overview with staff and discuss its importance to the school.

School values and the curriculum are covered in whole school assemblies, as well as within class. We believe that it is important for our learners to know which subject they are studying, understand the importance of each subject, and be able to link and apply their learning over different contexts. Pupils apply subject skills and knowledge across the wider curriculum and by linking learning in this way, pupils more rapidly retain new knowledge.

Our curriculum is enriched through our 'Sandy Lane Promise' which learners 'complete' during their time at Sandy Lane Primary. This includes residentials, visits, walks, locality trips, clubs, etc. This can be found [here](#)

Implementation

Our curriculum is based on the National Curriculum as a minimum standard. Subject leaders are seen as 'experts' within their field and set the curriculum for their subject across school. This ensures that the schemes of work are comprehensive, with a clear process of learning and development of knowledge within subjects and across year groups. This helps ensure children can see links between subjects and previous work and aids remembering in the long term memory. Where feasible, subjects are integrated into thematic units – this enables children to see how subjects can be independent but also intrinsically linked.

Topic within each subject have knowledge organisers attached to them. These can be used to establish baseline facts, as revision guides and as scaffold supports for children in class.

Further curriculum content can be found [here](#)

The school uses the following schemes to support delivery of the curriculum:

Phonics & Reading – Bug Club

Writing – Talk 4 Writing

Maths – White Rose Scheme, Times Tables Rockstars, Sumdog

PHSE/RSE – Jigsaw & Pyramid

PE – Real PE and Sports Coach

Music - Charanga



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Every Child A Reader

The cornerstone of our curriculum is reading; it is our priority to ensure that every child becomes a good reader. From their first day in the school, pupils embark upon a progressive Phonics reading programme, which develops solid decoding skills. In this way, phonics and reading skills are developed in a carefully planned, consistent and rigorous sequence, matched to reading books. We promote reading in every lesson – pupils across the school read aloud in all subjects and have their own class library of new, high quality reading books. This is now supported by our new whole school library. Adults read aloud to children in every class to help secure skills and develop a love of reading. Priority readers receive daily one to one support to ensure they become confident, fluent readers. We promote a love of reading in lessons and through our library, which is a calm, relaxing environment.

RHE and PSHE

Relationships and Health Education and PSHE (Personal, Social, Health and Economic Education) are delivered through our Jigsaw & Pyramid schemes of work, and in weekly assemblies. Jigsaw provides half-termly themes and lessons that teachers can deliver in class. Assemblies link the PSHE themes to school values. British values are also taught/discussed in assemblies, as well as in class, where we use national and international news stories to help the children understand the importance of British values. School values, British values and PSHE are embedded throughout the whole school day, in lessons, outdoor sessions and playtimes.

How we support staff supported to deliver the curriculum effectively

All teachers are Subject Leaders who have a common subject leader file, which they populate with their own subject information, year-by-year content, plus monitoring and evaluation evidence. We hold a series of curriculum staff meetings throughout the year where subject leaders provide CPD to other staff. We also review our curriculum impact and evolve it to improve over time. Subject leaders present their subject findings, strengths and areas for development with other teachers. They accumulate evidence from their own monitoring which includes book looks, learning walk, feedback, pupil comments, etc. Where possible, Subject Leaders attend their subject networks in Bracknell Forest and liaise with subject leaders within the GLT primary schools.

How senior leaders ensure that the Sandy Lane curriculum is being delivered as intended

Senior leaders conduct a series of monitoring and evaluation activities to ensure that the full curriculum is delivered. Subject Leaders are included in this programme either independently or with leaders. Leaders' monitoring includes DDIs, book looks, reviews of assessments, PPMs (Pupil Progress Meetings), pupil feedback in questionnaires. Student Council.

Impact

Assessment at Sandy Lane Primary

Teachers use a combination of formative and summative testing to assess pupils' attainment and progress in each subject. In Reception, we follow the EYFS curriculum. Teachers assess pupils through observations in teaching sessions, one to one sessions, conversations, play plus the work tasks completed by the pupils. From Years 1 to 6, we assess Foundation subjects using formative assessment throughout the year, including some end of topic tests. Reading, writing and mathematics are assessed using frequent low stakes testing (e.g. times table tests, knowledge checks) plus termly summative tests (predominantly NFER) to assess pupils attainment and progress. In Years 2 and 6, pupils sit the end of end KS1 and KS2 national assessments.



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In Year 2/KS1, teachers use the results of tests to inform their assessment, together with formative assessment. In KS2/Year 6 the reading, grammar, spelling and mathematics papers are sent away to be marked externally. Teachers prepare pupils for KS1/KS2 tests through a series of mock test weeks using past national papers. In all cases, end of term PPMs are held between teachers and the SLT to discuss each pupil's progress towards agreed targets.

How leaders know that assessments are rigorous, and that teachers are assessing the right things

Leaders use their evidence from DDIs, book looks, learning walks and moderation across other schools to ensure that assessments are rigorous and meet national standards. For example, in Year 2 and Year 6, teachers compare their class workbooks with those from other schools to ensure that standards are uniform. The Year 2 and Year 6 standards are defined by published National Assessment Frameworks. In all subjects, we have defined subject content, so leaders ensure that pupils are demonstrating relevant skills in their written work and can show a good knowledge of content taught.

How does assessment feed back into curriculum intent/implementation?

Leaders scrutinise KS1/KS2 results to identify strengths and any areas for development. These will be shared with all staff and action plans put in place to address weaker areas in the school. Intervention learning is also a major part of our teaching and learning to ensure that all pupils reach their potential and none fall behind. The schools uses Rosenshine's principle of retrieval practice – reviewing past learning from yesterday, last week, last month, last year in lessons to ensure pupils revisit prior learning

Recommendations to Governing Body

The Governing Body is recommended to note the schools plans for the development and implementation of its curriculum.