



GARRAS PRIMARY SCHOOL

Curriculum Intent

Governors and staff at Garras Primary School believe the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

At Garras we offer a broad and balanced curriculum, alongside giving pupils a range of rich and purposeful learning experiences. Our curriculum has been developed to ensure that pupils are not only able to reach their best academically, but also to develop their love for learning and for pupils to discover their unique potential. The curriculum is designed to: recognise children's prior learning, provide first hand learning experiences and allows the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Garras' focus on curriculum development is carefully designed to ensure coverage and progression. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. Linking our subjects to previous learning means that skills and knowledge will be embedded in our children's long-term memory.

We provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Virtues in Education underpins our approach to behaviour and attitudes. The Virtues Project nurtures our children in the skills and qualities they need to be successful in school and in life. The virtues are interlinked with the teaching of British values and the Co-operative values of the Trust.

Curriculum Implementation

Implementation is how the curriculum is delivered; it is the journey of learning from Early Years through to Year 6.

We follow the National Curriculum (NC) so that children are provided with an opportunity to experience a broad and balanced curriculum.

The planning of the curriculum is based around a rolling programme to ensure coverage of selected topics by all children who progress through the school. Planning takes the form of a topic based approach and where appropriate teachers link subjects to provide an engaging and inspiring curriculum.

Whilst the core subjects are taught on a regular basis the foundation subjects may sometimes be taught as blocks of work over a matter of weeks.

This programme is regularly reviewed to ensure that we take into account the needs and characteristics of the cohort, the children's experiences and prior learning as well as current local and global contexts.

English

At Garras Primary we use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We believe that developing a love of our language in our children is vital in achieving success at school and later in life.

The exploration and enjoyment of the English language is our priority and we value all its aspects – speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities.

Speaking and Listening

Talking is fundamental to learning. Pupils are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions.

Just as important is the need to listen carefully to others and respond in appropriate ways. At Garras Primary, pupils are given opportunities in all areas of the curriculum to develop their speaking and listening skills, in paired, group or whole class situations. Drama activities are intrinsic elements of speaking and listening across the school.

Reading

We believe that instilling a lifelong love of reading is crucial for our children's academic achievement, mental health and their future economic success.

Reading is valued in our school, children who read for pleasure gain a richer vocabulary, more knowledge, critical thinking skills and become independent learners. Teachers read aloud to their children daily and pupils value and look forward to these experiences. Our 'Reading for Enjoyment' sessions support our children to read independently on a regular basis. Examples of these sessions are visits from Penny our Reading Dog, pairing our youngest and oldest pupils to share reading experiences, inviting pupils to bring in a favoured book from home to share and enjoy.

Guided Reading is an important part of our curriculum. Children work in focused groups to develop their reading skills and their understanding of texts. We believe that a child's ability to decode should not affect their ability to comprehend and children are grouped accordingly if comprehension is a focus.

We provide children with quality texts that provide rich reading experiences within the English lessons and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills.

We use the 'Letters and Sounds' phonics programme from the beginning of the Reception year, which children begin within a week of starting school. The programme provides a structured and systematic approach to teaching literacy and is implemented with support materials in an active and engaging way. It is designed to create fluent readers, confident speakers and willing writers.

The school uses fully decodable series from Oxford Reading Tree and the Phonics Bug series to support the Letters and Sounds teaching programme. These books are categorised to match sub-sets within Phases to closely match our children's phonics progression to consolidate learning and subsequently promote confident and independence.

Our children take their reading books home daily to share with their families/carers. As they go through the school, they are given more responsibility for making their own reading choices from the resources we have in school. Our well stocked library is open throughout the day for children to choose their books.

Spelling

We place great value on the importance of accurate spelling. Our spellings programs are tailored to individual pupils in each class and follow the requirements from 'Letters and Sounds' and spelling lists from the National Curriculum. Due consideration is given to children with a specific educational needs.

Writing

Writing is at the heart of the curriculum and is integral to our topic focus. At Garras Primary we aim for children to be independent writers. We use real experiences to inspire and develop pupil's writing skills as often as we can. We encourage them to write clearly and with confidence in any given genre and across all subjects. We teach them to use punctuation and grammar accurately, to be able to proofread their own work and make amendments and improvements. We place value on the development of correct letter formation and neatly presented handwriting. Pupils learn to write in the pre-cursive style and the natural progression to the cursive style has usually been adopted by most pupils by the end of Year 1.

We give children a wide range of opportunities in which to develop their writing skills and display work of which they are proud.

Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing throughout their lives.

Mathematics

Our mathematics curriculum equips pupils with tools that include fluency, reasoning, problem solving skills and the ability to think in abstract ways.

We use the Mathematics Mastery approach to teach Maths across the year groups and apply understanding throughout the curriculum. The following information is taken from the Mathematics Mastery website to explain the approach in more detail.

The 'mastery approach' to teaching maths is the underlying principle of Mathematics Mastery. Instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations

The Mathematics Mastery curriculum is cumulative – each school year begins with a focus on the concepts and skills that have the most connections, which are then applied and connected throughout the school year to consolidate learning. This gives pupils the opportunity to ‘master maths’; by using previous learning throughout the school year, they are able to develop mathematical fluency and conceptual understanding.

During the Early Years Foundation Stage Curriculum, maths forms part of many interactive learning experiences. Pupils develop their knowledge and understanding of mathematics through play, exploration and discussion. Children work with shapes and begin to learn their properties, use language to give positional clues and compare quantities, identify and recreate patterns. They learn to count, read, write and order numbers to 20 using songs and rhymes, which is extended to 100 and beyond during The National Curriculum in Key Stage 1. Additionally, they learn about shape and space, through practical activity which builds on their understanding of their immediate environment. They develop their use of mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

They move from counting reliably to calculating fluently with all four number operations.

Children will use a wider range of mathematical language as they progress.

They learn to tackle a problem with mental methods before using any other approach, always supported with help and encouragement.

Science

We aim to develop the skills and attitudes of the pupils for them to become scientists such as curiosity, analytical thinking, enquiry, creativity and perseverance so they can make sense of the world around us. Key to this is the children’s ability to communicate their understanding through a range of methods.

The science curriculum is planned on a programme of topic areas. The relevant key science skills for each year group are delivered through these topics.

We use the outdoors for learning activities often.

Computing

We aim to equip our children to become confident at using computational thinking and creativity in order to develop a culture where the use of ICT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future.

Every child at school has use of a shared bank of Chromebooks, laptops and class iPads. The children learn how to navigate the internet safely and communicate through the internet. They use a range of equipment and have access to a wide variety of software. We are using Google classroom as a learning platform.

The children are taught using interactive whiteboards and numerous other technologies. Our children are taught how to access information, evaluate its suitability, store it, share it with others and tailor it to meet their own needs.

Religious Education

The school follows the locally agreed RE syllabus.

At Garras Primary School, children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in RE and to participate in critical thinking. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. In the Foundation Stage, Reception are taught through the major Christian festivals and local Cornish celebrations involving their own experiences. During Key Stage 1, the study of Christianity is introduced and aspects of Hinduism are taught.

The children visit the local Church and learn about the special buildings in different religions. We also welcome visits from the local church groups. Pupils also study the Holy books and stories from the major world religions. The main Christian festivals are celebrated and a yearly Eucharist is held.

There is also consideration for non-religious beliefs. In Key Stage 2, the study of Christianity is developed and religious beliefs within Hinduism, Buddhism, Judaism and Islam are explored.

A parent has the right to withdraw a pupil from attendance at religious worship and / or religious education. The children require other relevant work, provided by parents, to do if they are withdrawn from this subject.

History

At Garras Primary we view History as a great deal more than learning facts. We see it as an opportunity to develop skills of enquiry and questioning; to become open minded “historical detectives” and explore the past in an exciting way. We aim to provide first hand experiences with role play, class visits, workshops and visiting experts playing an important part in all our topics.

History is taught through our cross curricular topics. The past comes to life when children use a variety of sources of information to find clues and evidence and take part in discussions with their peers. Through History, children learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. Children are taught how to investigate and record their findings in interesting and creative ways including writing, art, drama and computing.

Geography

Geography develops children’s knowledge and understanding of people and places. At Garras, we learn about the wider world as well as local areas, looking at the physical, social and economic issues surrounding each case study. Use of maps, atlases, photos and the internet ensure a well-balanced and interactive method of learning for all pupils. There are many cross-curricular links with subjects such as literacy, numeracy and history. In the Foundation Stage, children learn about similarities and differences in relation to places, objects and materials. They are able to discuss their own immediate environment and understand how environments may vary from one to another. During Key Stage 1

and 2, pupils explore physical and human differences in the world around them. Children learn about the skills needed to ask geographical questions about a locality in the UK compared to a locality in a less economically developed country. Children are taught how settlements differ and change and they understand environmental issues linked to these. Children also learn about water and its effect on landscapes such as rivers and coasts. They are taught differences in weather and the effect of climate change.

The pupils learn how to read maps and to use an atlas. They learn about life in a developing country and compare the area round Garras with urban areas. They study the water cycle and how rivers are important to our landscape.

Art

Art and Design contributes to the development of the whole child emotionally, aesthetically, physically, socially and cognitively. It provides all children with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are exposed to many visual, tactile and sensory experiences.

Garras Primary School enables pupils to become involved in, enjoy and appreciate the visual arts and how it can enrich their personal lives. They learn the part that art and design plays in their own and others' lives, in contemporary life and in different times and cultures.

Our art work is regularly used for public display at the local church, village hall and entered in local show competitions.

Design Technology

Design and Technology provides our children with an opportunity to tackle problems of a practical nature. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills from a number of other subjects including art, language, maths and science. Skills are developed using tools and machines in designing and making artefacts and food products with an emphasis on healthy living. Working with a variety of materials aims to help children learn important life skills. Children learn independently and in groups, learning to co-operate, plan, design and make and evaluate their work. They learn to make their own decisions with help and encouragement.

Music

Music is taught throughout the school as a class subject and in a cross-curricular way. The aim is to develop each child's musical potential giving opportunities for self-expression and creativity. We use Integra's Primary Music Progression and Assessment to map out our curriculum, provided by Cornwall Music Education Hub. The learning within this Scheme is based on: Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing.

Instrumental tuition is available to children who wish to take advantage of it. The children are taught individually or in small groups.

We have used 'First Access' to support the curriculum and intend to use in the future when the classes are eligible.

Physical Education

Physical Education develops children's physical skills, confidence, capabilities and potential. It gives opportunities for children to be creative and competitive while learning to work with and respect others. At Garras we follow the REAL PE Scheme of work to help children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. We promote a positive attitude towards active lifestyles and aim to introduce children to lifelong physical activity. We are part of the Mullion School PE Cluster and this has enhanced our PE provision.

In addition to being taught by their class teacher children across the school are taught by specialist coaches.

The school has a comprehensive swim offer which includes surf life-saving and open water swimming for advanced swimmers. We currently take Reception to Year 3 to Swallows Gym in the Autumn and Spring term with the intent to introduce it to the whole school for 2021-2022.

Personal, Social, Health and Economic Education

Our PSHE programme aims to fulfil our moral obligation to support children through understanding different life experiences and circumstances, while preparing them for opportunities and responsibilities, now and in the future.

The aim for PSHE education is to provide pupils with essential personal and interpersonal skills to develop:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

The schemes of work we use are taken from a PSHE Programme specifically commissioned and designed for schools in Cornwall and the Isles of Scilly. This programme has been developed by Brook, Cornwall Healthy Schools and in association with HeadStart Kernow. The programme has been funded by Cornwall Council and NHS England.

PSHE is delivered under each of the three core themes

- Health
- Relationships
- Living in the Wider World

Relationship and Sex Education (RSE)

RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non exploitative friendships and relationships, for managing risk and for staying safe.
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.

RSE education offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and to lead lives that are safe, confident, happy, healthy, responsible and independent. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

All topics will be sensitively approached and careful consideration and differentiation is used to ensure that delivery is at the right level for pupils, regardless of their year group when participating in each cycle. In order that children receive information at an appropriate age, although the PSHE/RSE programme is a rolling programme due to mixed age classes, some aspects will be taught each year, only to year 6.

The schemes of work we use are taken from a PSHE/RSE Programme specifically commissioned and designed for schools in Cornwall and the Isles of Scilly. This programme has been developed by Brook, Cornwall Healthy Schools and in association with HeadStart Kernow. The programme has been funded by Cornwall Council and NHS England.

Parents have the right to remove their child from sex education lessons.

Early Years

The children reflect the curriculum and a cohort's specific needs are planned for accordingly. Routines are purposeful and enable children to apply learning in a meaningful way.

Adults strive to provide an individualised learning experience and collaborative learning culture. Continuous provision is investigative, engaging and challenging and holds quality interactions as key to progression in learning. Inquiries and challenges are displayed in an appealing style with additional challenges planned when an adult is present. This lends to progression when an adult is not present and 'open ended' enquiries allow the children to navigate the learning.

Reflective practise is valued for both adults and children and supports both child-initiated and adult led learning. It celebrates achievements, acknowledges challenges and identifies next steps.

Parent are valued as key contributors and are supported with workshops and 'open weeks' to observe learning in context.

In the Early Years, we aspire to create motivated, resilient, and creative learners, where children are prepared for the next stage in their education.

There are seven areas of learning and development.

All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development.

Additionally, there are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

We believe that the children should experience as many different situations as possible. They have their own foundation space, with access to the outdoors enabling free flow between indoors & outdoors. We create opportunities for pupils to initiate their own learning.

Extra-Curricular Clubs are very popular, and there are a variety of clubs available for KS1 and KS2 pupils. These include multi-sports, Zumba, film club.

Curriculum Impact

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement,

confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors into Garras are also well designed to enhance the curriculum.

All teachers are expected to have high expectations for all students and the school will continue to set ambitious targets for learners.

The school monitors student progress throughout the year and we are clear that for this to be successful assessments need to meet the needs of all students, and importantly they must be reliable. In 2021 to 2022 we will focus our quality assurance on the quality of formative and summative assessment across the school, considering what it looks like, when it is completed, how it is marked and how it is moderated. Assessment data will be utilised in a meaningful way, for example to address misconceptions in learning and to target intervention.