

Harewood Curriculum Statement

Harewood Primary School offers every child the chance to achieve their full potential. We achieve high standards and give our children the foundations for future learning and success in life.

We offer children a rich and exciting curriculum underpinned by effective teaching and learning across all subjects.

We respect every child as an individual. We value the contribution we make as members of a British community, we value tolerance, respect and the need to support and care for each other. We build children's confidence and self-esteem to prepare them for the future. Good relationships, a challenge in learning and support for parents are at the heart of our school.

Aims:

- For Harewood School to be a happy, caring school
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To develop the intellectual, physical, moral, spiritual and creative aspects of our children through enlivening experiences
- To enable children to retain a breadth of knowledge and apply this in context
- To enable children to develop skills and understanding to solve problems
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- To foster good relationships with children and adults
- For parents to be positively involved with the child's education in a partnership
- To promote high standards and quality presentation
- To promote and celebrate British values as an intrinsic part of our curriculum
- To respect experiences gained from different family backgrounds, which will help our children as they grow up to live and work in our diverse community
- To encourage a sense of pride in our school, our region and our country

We want to ensure that our children are happy, interested and confident enough to become lifelong learners.

A significant number of children experience barriers which need to be addressed in order to achieve our aims:

- There are some parents and carers who find supporting their children's learning difficult and have few educational qualifications.
- Some children live in homes without books to stimulate and sustain an interest in reading.
- A number of children are living in poverty with limited access to a broad range of experiences such as visits beyond the immediate vicinity, cultural visits to museums, galleries and concerts and sporting opportunities.
- Some children are exposed to a limited vocabulary and have few opportunities to embed their learning
- There are a high number of social and emotional issues: children experiencing domestic violence, mental health issues, parents and carers with substance misuse and children with regular social care involvement in their lives.

Curriculum Overview

The Early Years Foundation Stage Framework and National Curriculum provide the statutory requirements of the curriculum. We adhere to the Local Agreed Syllabus for RE.

Rationale of how the curriculum is organised

EY

The aim of the EYFS is to help young children achieve the 5 Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

We aim to provide a secure and safe environment in which children can develop their self confidence and self esteem. We provide opportunities to develop social interaction and collaborative play. We encourage children to be independent and to develop a sense of responsibility for their own actions. We support and facilitate children's learning through observation, exploration and discovery. Children are given support to express their feelings and to cope with fears, apprehensions and difficult experiences. We encourage children to plan and choose their own activities and support them in problem solving and creativity. Children's learning is promoted through planned experiences and activities that are challenging but achievable. We work with parents and carers and build up a partnership.

Play underpins the development and learning for young children. We provide well-planned experiences based on children's spontaneous play.

Teachers plan a diverse range of activities through which to teach the Foundation Stage curriculum. These activities reflect the different learning styles of children and encourage enthusiasm and interest in the world around them. The children have daily opportunities to engage in self-initiated learning across the Foundation Stage.

KS1 and 2

The curriculum is organised so that some subjects are taught daily, others weekly and some in blocks of time to reflect the particular requirements of the subject and the needs of our children. Some subjects: mathematics and English, are taught daily where frequent repetition is essential to reinforce core skills and ensure they become part of long term memory. Other subjects: French, music and PE, are taught weekly where small sequential steps are built upon over time to provide children with an opportunity to develop skills and knowledge. A number of subjects are taught in blocks of time: computing, history, geography, science, DT art and design and RE, to enable children to become immersed in a topic and provide extended time to complete creative activities and follow their interests. PSHE (RSE) is taught through assemblies and a weekly lesson to reflect the need to keep children safe and provide them with the knowledge and understanding of their role in this.

Subject Specialist Teachers

There are some subjects taught by specialist staff across school. Singing is taught from Reception to Y6 by Ms Sheraton and Mr Gibson. Children sing and perform extremely well and take part successfully in festivals and competitions. At Saltburn Music Festival we won two categories.

From Y2 most teachers specialise in English or mathematics and teach that subject to sets across their year group. The focus on one subject enables the teacher to develop an expertise and work together as a departmental team supporting each other effectively. This approach ensures high expectations across all sets and is reflected in end of KS outcomes.

PE teaching is supported by specialist coaches in a range of areas: gymnastics, Table Tennis and multi-sports.

Curriculum Subjects

Each subject has a detailed curriculum intent statement within their policy.

English

English is a daily lesson allocated between 75 and 90 minutes. We place a significant emphasis on English as it is a core skill and underpins all other areas of learning. Additional time is allocated to reading to reflect the value we place upon this skill and to reflect the lack of access to reading experiences in some homes.

"A boy born in Stockton (which has some of the most serious literacy challenges in the country) has a life expectancy 26.1 years shorter than a boy born in North Oxford (which has some of the fewest literacy challenges)" Literacy and life expectancy, Literacy trust 2018

At Harewood Primary we believe all children, whatever their starting point, deserve the opportunity to reach their full potential. Underpinning and essential to this are our aspirations for children to become effective communicators. We aim for them to achieve high standards in speaking and listening, reading and writing to enable them to excel and overcome barriers to their future as successful members who contribute to the British community.

To achieve these aims:

- We provide a rich and exciting English curriculum designed to encourage a love of language: "Reading is the one ability that once set in motion has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless." Michael Morpurgo
- From the early years onwards, we offer an inclusive, supportive environment which provides many and varied contexts for talk.
- We respect and build upon children's varied experiences of language at home and the vital role of parents and carers as our partners in their children's learning.
- Skills are taught rigorously and sequentially. Attainment is regularly assessed and gaps addressed quickly.
- We encourage pupils to have a voice in their learning. They are encouraged to share their views on books and writing.
- We recognise the importance of a wide vocabulary and strive to expand children's vocabulary through experiences across the curriculum.
- English underpins our wider curriculum. We therefore, utilise opportunities to develop English skills within other subjects and also bring other subjects to life in our English lessons.

- Stories are valued and well-chosen. We share stories with children that we enjoy as adults and that challenge and broaden children's minds.
- We aim to ensure children are taught by staff who are experts and offer teams of adults who are supportive of each other.

English KS1 - 2

There is an English lesson each day, the great emphasis we place on literacy skills reflects its importance in our school curriculum. Success in Reading, Writing, Spelling, Punctuation and Grammar is our aim for each child.

The English lesson is divided between Reading, Writing, Spelling, Punctuation and Grammar. There is a balance of whole class and small group work. Children are grouped according to ability within the class until Y2 and from then on they are taught in ability sets. The teaching of English is well supported through a wide range of high quality resources.

Reading

Each day the Teacher works with a different group on reading activities. Whilst this group works with the Teacher, the other children work independently to improve their reading skills. In KS3 we use Reading Plus an IT based programme to support reading. We use graded reading schemes in school to teach children to read: Rigby Stars is our core scheme but we have a wide variety of other schemes which are available to supplement it.

All children have an individual reading book and they get an opportunity to read this each day. Children bring their book home and parents are asked to read with their child and comment on their reading in their reading diary. When children become fluent readers they no longer need to read from a graded reading scheme and select their books from the school library. Fiction books are organised on reading castles labelled as emergent or confident. They are organised in genres such as: fantasy, animal, humour, mystery, poetry, historical. Non-fiction books are organised in topic themes.

The Teacher will read a book to the children each day; picture books are read to young children and a wide range of children's novels are read to older pupils. Teachers use a wide variety of materials to assess children's comprehension; Schofield and Sims, Literacy World and Prim-Ed Comprehension Boxes.

Classic Books

From Y4 to Y6 we try to encourage children to broaden the range of books they read to include some classic texts. Each Year Group has a range of age appropriate classic books.

Lexia

We have an IT based reading scheme for the Year 2 and 3 children called Lexia. Lexia's personalised approach targets skill gaps as they emerge and provides specific resources for individual or small-group instruction. This programme can also be accessed at home.

Reading Plus

We have purchased an IT based reading scheme from Y4-Y6 called Reading Plus which improves fluency whilst building vocabulary and testing comprehension. It motivates children to read a

wide range of texts and they achieve awards in assembly when they move between levels. The outcomes have been excellent. Reading plus can also be accessed at home.

Speaking and Listening

We encourage and extend children's talk by introducing them to further experiences and situations which invite speech. Children are expected to talk to one another, ask questions and discuss these experiences with their Teachers or other adults present in the classroom. Classrooms are arranged to encourage talk. Stories and poems are enjoyed with the children as often as possible. Structured play areas encourage role-play. It is equally important to develop children's listening skills so listening activities, including music, are planned for children.

Writing

Children are encouraged to write about their own first hand experiences and interests. Children are often taken out on visits or other people are invited into the classrooms as often as possible to develop their stimulus for writing. Children write in English every day and they are taught spelling, punctuation and grammar to support their independent writing. Spelling is taught using sight vocabulary in Early Years and KS1. In KS2 Prim-Ed Scheme is used which has lots of interactive strategies. In writing, spellings we want the children to learn are corrected using a pink zig zag line under the word. Each year we have a Spelling Bee and our best spellers compete with other schools in Thornaby. We use Letterjoin to teach handwriting. This is a cursive script and the handwriting across school is of a very high standard.

Maths

The Maths Curriculum is delivered using the National Curriculum 2014 and the Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

The EYFS Framework in relation to mathematics aims for children to: -

- Develop and improve skills in counting · Understand and use numbers
- Calculate simple addition and subtraction problems
- Describe shapes, spaces and measures

The mathematics curriculum in Early Years delivers a balance between child initiated and teacher directed activities. Children access mathematics provision within both the indoor and outdoor areas. This enables children to develop interests around mathematics during child-initiated play.

Children in both nursery and reception are taught mathematical skills during small group teacher directed practical sessions. In nursery four teaching sessions are delivered each week as well as regular short teaching sessions to revisit and embed core mathematical skills. In reception teachers use Abacus to support the teaching of mathematics in small group sessions. Over a two-week period five mathematical sessions are planned and delivered to every child. Understanding of mathematics is also developed through stories, songs and imaginative play which enables children to enjoy exploring and using number, shapes, spaces and measures.

We provide a daily maths session, of at least 60 minutes, that seeks to reinforce previous learning and allow children to take on new skills and apply these in a range of contexts. Children

are taught in sets from Year 2 upwards to ensure that the pitch and pace of the lesson is appropriate.

We believe that mental maths skills are key to allowing children to access more complex calculations and as such we ensure that each lesson has a period of time spent developing fluency. Problem solving and reasoning are also a daily feature in our lessons. It is important that children can not only recall facts but can also apply them.

Children are encouraged to learn their tables and we use TTRockstars from years three to six to enthuse and engage with this important skill.

The daily mathematics lesson has an emphasis on children learning strategies to help their mental maths. Children are often taught in groups according to ability with a focus on direct teaching and questioning. Using concrete and pictorial strategies has been a focus across school to ensure children's concepts are really secure. The teaching of Mathematics is well supported through a wide range of high quality resources. Mrs C Heywood is Mathematics Leader and can support parents with issues in this subject.

The following subjects are taught in weekly blocks to enable staff to immerse the children in a particular area of learning and to build up skills and knowledge more effectively.

Science

This is a subject that enables children to explore the world around them and develop scientific knowledge and understanding. Perseverance, co-operation, responsibility, critical thinking and open mindedness are skills we hope to develop. Science lessons are investigative, involving the children in hypothesising, predicting, testing, recording and evaluating. These scientific skills will enable children to gain increased knowledge and understanding. The new Science curriculum includes specific elements of Biology, Physics and Chemistry.

Design Technology

This subject is concerned with helping children to develop their ideas - planning, making, doing and evaluating. Technology is taught in blocks of time to enable children to see a project through to the finish without stopping and starting and constantly clearing away. Through Technology children will be more equipped for the world of work. We have an excellent range of resources.

History

The aim of History is to develop an awareness and knowledge of Britain's past and that of the wider world. It should inspire curiosity about the past. Teaching should equip pupils to ask questions, think critically, weigh evidence, sift arguments and develop judgement.

We teach a broad range of stimulating topics from Understanding and Knowledge of the World at EY across KS1 and 2. We aim to develop each child's historical skills, to embed knowledge and to provide understanding which they can apply as lifelong learners. A creative approach using art, drama and IT is incorporated into teaching to ensure high levels of motivation and engagement from the children. The sequence of units of work is selected to reflect the age appropriate level of understanding required by children to fully engage with the themes. We use historical topics during literacy to expand on children's historical knowledge and understanding. Visits to provide

first hand experiences are planned throughout school and visitors are invited in to bring topics to life.

Children should understand change over time and how societies have developed. Mr Jones has previously run a History Club which worked alongside Preston Hall Museum.

Geography

Geography should inspire a fascination and curiosity about the world in which we live and its people. Lessons should equip children with knowledge about places, people, natural and human environments. They should understand physical and human processes. Geography is taught creatively using the arts to enhance learning. Links with Science and Design Technology support geographical understanding. First hand visits and visitors enable children to expand their knowledge and understanding. Each month there is a photograph competition for all children to enter with a different geographical theme each month.

Religious Education

This is provided in the school within the framework of the Agreed Syllabus for Religious Education which states that due respect is shown to all faiths, and draws attention to the unique place Christianity holds. In helping children to understand religions, Teachers use a range of teaching resources.

Teachers do not try to convince children of any particular belief that is something for parents and the religious community to which the family belongs. Teachers can help children to develop a foundation of understanding of other cultures so that they are sympathetic to, and knowledgeable about, the spiritual part of human life and experience.

Art and Design

We aim to make the pupils more visually aware of their environment by observing with care. Children are encouraged to record their real and imaginary world in both two and three dimensions, with understanding of colour, shape and form, using many different materials and tools. Children build up

their skills using a personal sketch book. We develop art appreciation and teach children about a wide range of significant artists and their work.

Computing

IT plays a significant role in the education of children across the whole school. We teach children IT skills to enable them to use technology to enhance their learning across the curriculum. We utilise the opportunities IT creates to motivate and stimulate children's learning. IT has enabled us to make learning far more interactive and it enables us to bring first hand experiences into the classroom. There is a networked suite and access to laptops and iPads in classrooms. They are all linked to the Internet. There are Interactive Whiteboards in all classrooms.

We have developed the use of the laptops to support SEN children and have introduced programmes to target specific learning difficulties. Key stage one children are taught Computing in a weekly session.

Arts Weeks

The first week back to school each term is an Arts Week. Children will spend the week undertaking projects in art, music and drama. Visitors are invited into school and children go on trips linked to the arts. This emphasis on creativity has been greatly appreciated by children and encourages enthusiasm for the return to school after each long break.

The following subjects tend to be taught in weekly sessions:

Personal, Social and Health Education (RSE)

Children cover a range of topics about themselves and society. We aim to deal with issues sensitively and at a level appropriate to the age and maturity of the children. Topics such as ourselves, bullying and caring for our environment are covered. Health Education investigates issues such as healthy eating, exercise and personal hygiene.

PSHE is taught through assemblies and a discrete weekly lesson. Assemblies are organised in year groups and delivered in classrooms using IT where appropriate. This is to enable teachers to ensure age appropriate teaching of PSHE themes as well as an act of collective worship. We aim to keep children safe and we provide them with an understanding of their role in achieving this. The social and emotional wellbeing of children is given a very high priority as many of our children have attachment disordered behaviours and mental health issues. High numbers of children have experienced neglect and DV and social care are actively involved with families.

The Governing Body has accepted Stockton Authority's Policy Statement on Sex Education; a copy of which is available for you to consult at school. Relationship education is taught throughout school and sex education is taught in Y6 through a scheme called, "KIDSAFE" - the school nurse supports the teaching of this subject and due regard is given to moral considerations. Parents will be informed prior to the lessons and are welcome to view the materials themselves to reassure themselves about the content.

Philosophy

All staff have been trained to teach Philosophy and it is taught each week across school. It involves encouraging children to develop their thinking skills and their ability to discuss and reason. At a recent School Council Meeting children requested more Philosophy as they enjoyed it so much. We are trying to encourage children to ask more questions as this promotes better learning.

Modern Foreign Language

All children are taught French each week. The younger children learn through Dinocrocs which incorporates songs, games and activities designed to make learning a new language as much fun as possible. We have a scheme of work, Language Angels which operates from Y2 to support the Teachers in delivering this language. We use lots of interactive resources to help children learn.

Music

We develop the aural and practical skills necessary to enable children to appreciate a wide variety of music and participate in composing and performing. Ms E Sheraton and Mr A Gibson work in school on Tuesday and Friday and teach singing to all children. The quality of their work is excellent and we provide regular opportunities for parents to come and listen. They teach a school choir in Key Stage 2 and have performed successfully at festivals. They have an after school singing club on a Tuesday evening. In previous years we have won both categories entered at Saltburn Music Festival.

Physical Education and Sport

At Harewood, PE is regarded as a very important part of school life. Children are taught games, gymnastics, dance and swimming. Through these activities we aim to help them lead full and valuable lives by engaging in purposeful physical activity.

We aim to teach two hours of PE a week, encourage active playtimes and a daily run. We teach swimming from Y4 to Y6. Obesity is an issue amongst our community and we recognise the importance of PE and the role it has to play in promoting long-term health and wellness. The intent of our PE curriculum is to provide all children with a wide range of high quality physical education and sporting provision. We believe physical fitness is an important part of leading a healthier lifestyle, that it teaches self-discipline, and that to be successful you must work hard.

We recognise that many children have limited opportunities to engage in sporting events outside school and we try to address this through after school provision.

It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons and extracurricular activities that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive

We feel that all these opportunities contribute to developing personal qualities such as co-operation, fairness, commitment and enthusiasm.

We have Harewood Space for Sport and Art; a sports hall and field on Thorntree Road, which has provided a superb facility to develop PE further. We work closely with the Sports Development Co-ordinator and children compete in inter school and regional competitions. We have won competitions and trophies in Table Tennis, Swimming, Cross Country, Rugby, Cricket, Football and Athletics. We have competed in many competitions including Bell Boating, Triathlon and Badminton. We have taken children Horse Riding and to a local climbing wall, bowling, trampolining and ice-skating.

We have a Gymnastic Coach Mr Robinson (our Chair of Governors) who teaches all pupils gymnastics during the school year. A Table Tennis Coach, Mr N Besford, coaches groups of children some of whom won the National Finals in 2012: Under 11 Girls Table Tennis Champions and reached the regional finals in 2018 and 2019.

SCSS coaches support PE lessons and after school clubs. Specialists in Martial Arts have led sessions in school too this year.