



## Curriculum Information for 2019-2020

### Our Curriculum Philosophy

- The curriculum at Five Ways is designed to provide a broad and balanced education that meets the needs of all pupils, encouraging them to achieve and become life-long learners.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.
- Social, moral, spiritual and cultural education (SMSC) also underpins the curriculum at Five Ways and throughout their learning we aim for pupils to develop their knowledge of themselves along with their relationships with others in the school, at home, the local community and in the wider world in which they live.
- British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted, to ensure young people leave school prepared for life in modern Britain.

### Curriculum Statement 2019-2020

At Five Ways Primary School we offer a broad and balanced curriculum which builds on the knowledge, understanding and skills of all children, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and the Local Staffordshire Agreed Syllabus for Religious Education. All staff work within the statutory requirements of the 2014 National Curriculum and the Early Years Foundation Stage; in order to provide the very best education for the children in their care. The school welcomes support and expertise offered by county inspectors, advisory teachers, educational support services, governors, parents, members of the local community and outside agencies. The National Curriculum is statutory and requires the school to teach Core Subjects: English, Maths, Science and Computing, and Foundation Subjects: Design Technology, Geography, History, Music, Physical Education, MfL and Art. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child, with academic success being a part of this.

Our RE curriculum is determined by Staffordshire Standing Local Authority Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. This Agreed Syllabus 'reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great

Britain'. We also recognise diverse religions and systems of belief in the UK both locally and nationally.

Here at Five Ways, our curriculum subjects are overseen by subject team leaders, who ensure all National and school requirements are mapped out as a whole school; then individual year groups plan the curriculum for their pupils accordingly. The curriculum is underpinned by the school's Core Values (Respect, Working Together, Challenge, Positivity and Creativity) and these are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils, along with their understanding of relationships, human rights and British values, are woven throughout the curriculum.

Throughout the curriculum, pupils are taught to: listen, ask questions, challenge themselves and set targets, persevere and reflect. Within each classroom, these values are displayed clearly on 'learning clouds'. Pupils are encouraged to follow these values and develop a sense of ownership for their own learning. The use of Success Criteria is also used, to ensure that pupils can plan for success in their own learning.

### English

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The writing element includes transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Our pupils are also taught how to plan, revise and evaluate their writing.

Here at Five Ways we follow the 'Letters and Sounds Programme' for teaching phonics and 'No-Nonsense Programmes' for Spelling and Grammar. Our pupils are taught how to use Success Criteria planning tools for written pieces of work, enabling them to identify the audience and purpose for each piece of writing.

### Reading

Our school uses the Oxford Reading Tree scheme; phonics based reading resources and the online Bug Club, alongside 'real' books to support the development of reading.

### Mathematics

At Five Ways we are passionate about teaching all pupils through Concrete (practical equipment), Pictorial (pictures, drawings and visual representation) and Abstract (formal written methodology and calculation) models.

Children are provided with 'real-life' scenarios so that they can see the value and relevance of learning an efficient method for calculating. Prior to putting pencil to paper, pupils are encouraged to talk about what they wonder and notice about mathematics, helping them to reason about number patterns and mathematical problems, and to persevere in seeking solutions to problems. Daily opportunities to develop fluency in the fundamentals of mathematics – such as telling the time and recalling number facts – are given. A range of formal written methods are taught and pupils are encouraged to apply their preferred, but efficient methods, to ensure confidence and accuracy in application. The teaching of mathematics ensures that

pupils can easily see the relationships between the concrete, pictorial and abstract methods and are given opportunities to apply their mathematical knowledge to science and other subjects.

To ensure a consistent approach to mathematics is understood both at home and at school, the online resource MyMaths is used as a teaching tool, giving access to online homework practice and tasks. Opportunities to complete homework tasks are also made available during the school day, to ensure equality of opportunity for all pupils.

### Specialist teachers

Specialist teachers and instructors support Music, Art, Design and Technology, Modern Foreign Languages, and Physical Education, here at Five Ways. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. Enrichment days enjoyed at Five Ways currently involve: International Day, Mathematics Day, World Book Day and Young Enterprise Days.

### Forest School

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science and design and technology.

### Performances

Pupils have opportunities to share their learning with each other, their parents and carers, and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. Pupils at Five Ways have the opportunity to be involved in many events such as Young Voices at the Genting Arena, Opera at the Church held at Lichfield Cathedral and Sporting competitions, such as cross country held at Keele University.

### Assessment Information

The National Curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, your child's teacher will formally assess their performance to measure your child's progress.

What are SATs? SATs are compulsory national tests for primary school pupils. Children in England take the Standard Assessment Tests (SATs) at the ages of 7 and 11. SATs comprise a mixture of teacher-led and test-based assessment depending on the age of the pupils.

Age	Year	Key stage	Assessment
3 to 4 years	Nursery	Early Years	
4 to 5 years	Reception	Early Years	Baseline

5 to 6 years	Year 1	KS1	Phonics screening check.
6 to 7 years	Year 2	KS1	National tests in English and Mathematics. Teacher assessment of and Science. Phonics screening.
7 to 8 years	Year 3	KS2	
8 to 9 years	Year 4	KS2	2020 Multiplication Tables Check (MTC)
9 to 10 years	Year 5	KS2	
10 to 11 years	Year 6	KS2	KS2 National tests and teacher assessments in English (reading, writing, and spelling, grammar, punctuation and spelling), Mathematics (arithmetic and reasoning) and Science.

More information about the SATs will be provided during assessment information meetings (dates for these will be sent home during the year) and on the DfE website:

<https://www.gov.uk/guidance/key-stage-1-and-key-stage-2-test-dates>