



# Hinckley Parks Primary School



# Curriculum Intent Statement

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## Research Base

*Decisions made regarding our curriculum here at Hinckley Parks Primary School are heavily based upon research into the most effective practice for mainstream primary schools in England. We consider 'effective' to mean 'those things which best contribute to pupil outcomes across the curriculum'.*

*The majority of our research has come from:*

- *Education Endowment Foundation (EEF);*
- *TES (Times Educational Supplement) research;*
- *Teaching Schools Council (TSC) 2016 research paper, 'Effective Primary Practice';*
- *NAPLAN (National Assessment Program Literacy and Numeracy) National Report 2015;*
- *Ofsted.*

# Impact of Covid on the Curriculum at Hinckley Parks

Here at Hinckley Parks, we recognize that the education of our pupils has been impacted by the time off from school due to Covid.

## **School Closure**

During Summer Term 1 when schools were closed to the majority of children, all of our pupils were supplied with online education using Purple Mash, with tasks in maths, English and topic set daily, and feedback given by the class teacher. For those without access to a computer or tablet, paper copies of work was supplied, and class teachers also made courtesy phone calls home as well as having email communication with parents. This continued during Summer Term 2 for year groups who remained out of school, with an additional summer term project packed with fun, practical learning activities to enthuse the children. Those year groups who were able to return to school continued Summer term learning, although due to the required smaller groupings, they were not necessarily with their own teacher.

## **Possible Further School Closure Plan**

We have an enhanced plan in place for any further lockdown, which includes daily online teaching using National Oak Academy teaching videos, followed by activities linking to those using Purple Mash which can be assessed by the teacher. This allows for the curriculum to continue rather than pause, and new learning will continue to take place, not only consolidation.

## **Recovery / Catch-Up Plan**

On their return to school in September, once the pupils had settled back in to the new routines of school, with our heavy focus on mental well-being, we assessed all pupils from Year 1-6 in maths and English. This enabled us to quickly identify those pupils who had fallen back, and also those who had made some good progress during lock down. We compared standardized scores from pre-lockdown with September standardized scores, to identify which pupils had 'fallen back' the most. From these results, Year groups planned what they would cover within their quality first teaching, and which children required intervention groups or individual support to quickly catch up with their peers. These catch up groups started in week 4 of the Autumn Term (mid September) in order for no time to be lost.

Generally, teachers are aware of what content and skills were missed in the Summer term and grammar skills and phonic gaps are being plugged. In maths, White Rose has provided a revised curriculum which we are following. We are committed to continuing to provide quality first teaching, and maintaining high expectations in order for pupils to catch up as quickly as possible.

# Curriculum Intent Statement

At Hinckley Parks Primary School, our aim is to deliver a learning experience that is broad, balanced, relevant and differentiated to provide appropriate challenge for pupils of all abilities, thus leading to academic success. Alongside this, we want to create caring, confident and curious children who are inspired to follow their dreams. Our curriculum, based on a combination of both knowledge and skills, is designed to take account of prior learning, provide first hand learning experiences and also to allow the children to develop interpersonal skills, by supporting each other. This 'peer tutoring' approach has been found to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress (EEF). We aim to build resilience, and plan in opportunities for our pupils to become creative, critical thinkers. One of our key approaches to teaching is to encourage pupils to challenge themselves and not be afraid to make mistakes along the way. Teachers' regular feedback is also crucial as a means of challenging thinking and deepening learning.

As part of the OWLS Trust, and the Oadby Learning Partnership (OLP), we benefit from being part of a forward thinking academic organization which offers support between schools, as well as encouraging each of its schools to retain individuality. Here at Hinckley Parks, we consider self-regulation to be crucial to success, therefore we teach Values Education alongside other strategies to develop positive attitudes to behaviour and learning. This golden thread weaves throughout school life. Another of our key aims is to offer opportunities that will expand horizons, so we have developed a diverse programme of extra-curricular clubs - mostly free of charge - to allow pupils to discover their talents. We are also committed to offering a range of extra learning opportunities in the form of trips and outsiders visiting the school.

We take pride in working closely with our families to create a supportive environment assisted by our invaluable Family Support Worker, who meets regularly with pupils and parents to improve pupil outcomes. We endeavor to develop positive relationships by hosting regular activities and events where parents are invited to work with their child, starting with a very successful EYFS transition scheme, and the Head and Deputy are accessible on a daily basis welcoming parents onto the school site at the start and end of the school day. This has built up an environment in which everyone is valued and feels listened to. Parents receive a weekly celebration newsletter from the Head Teacher and can access photographs of their children learning via Twitter. They are informed about their child's curriculum and how they can support learning by means of a termly overview created by individual year groups, a copy of which is put up on the website at the beginning of each term. Recent research from the USA has suggested that increasing parental engagement in primary schools has on average two to three months' positive impact upon learning (EEF).

Children leave the school with a sense of belonging to a community where they have the confidence to make mistakes as they use their knowledge and skills to make decisions, self-evaluate, make connections and become lifelong learners.

# Implementation of the Curriculum

## Values Education

We use Values Education ([Dr Neil Hawkes, Values-based Education](#)), which is a rolling programme of focus values which are: introduced in assemblies, discussed in class, and promoted through activities and actions. The 'values' provide a basis for our behaviour system, and are also common language in classrooms, where pupils are rewarded for showing values in their work and general behaviour. As well as individual recognition, winning classes are also rewarded on a monthly basis to encourage a team-approach. Pupils discuss which of the values need to be shown to complete work successfully, and values are often referred to in 'learning comments' from the pupils following a piece of work. Values Education is delivered alongside Routes to Resilience in order to help children learn to take personal responsibility for their own thoughts and actions.

## Metacognition

In response to the current mental health agenda, here at Hinckley Parks we use various approaches such as reflection time, teaching on how the brain works (neurology) and metacognition. We are delivering a scheme of lessons on developing healthy habits for life, based on [Professor Steve Peters' 'Chimp Management' book](#). We want pupils to understand their own behaviour and develop planned strategies for managing themselves emotionally. We are also planning to deliver further 'nurture' groups for specific high-need children. [Increasingly, studies - as shown by the Child Mind Institute - are suggesting that children who are taught to use metacognitive strategies early on are more resilient and more successful, both in and out of school. EEF research corroborates this, stating that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.](#)

## Feedback in Marking

In order to both manage work load for teachers ([Ofsted 2019](#)) and provide the most effective feedback possible to ensure pupils know how to improve their work, we have adopted a feedback policy which places emphasis on immediate feedback at the point of teaching. [EEF research has found that effective feedback across all age groups has a very positive impact on learning, giving additional improvement of around 8 months.](#) This is why here at Hinckley Parks, we are committed to providing the type of feedback which supports pupils make improvements. We expect pupils to act immediately on advice, rectifying mistakes and making changes while the work is still fresh. Up-levelling and improving work is a natural 'way of working'. While written marking of work still takes place after lessons, teachers are encouraged to assess pupils throughout the lessons, examples of which are: noting advice they have given to individual pupils, pulling a group to work on a common error, or picking up whole class errors and adapting the lesson accordingly. It is expected that any advice given to a pupil is acted upon, with pupils responding in purple 'polishing' pen. In this way, it is evident that the teacher is impacting positively upon the understanding of the pupil.

## Subject Leaders

At Hinckley Parks, we have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups. Subject leaders work together to create natural subject links where possible, and support teachers to develop engaging and effective lessons which build

upon previous learning. Protected time out of class is given termly in order for teachers to focus on their subject leadership role, and they are supported during fortnightly 1:1 meetings with their line manager. All subject leaders are expected to report on their subject on a termly basis.

## Core Subjects of the National Curriculum

### Literacy

In Literacy, we aim to equip our pupils with knowledge and skills, and the ability and confidence to use and apply these to meet the needs of society today and in the future.

We use the National Curriculum as a basis for developing the children's reading, writing, speaking and listening skills with six and a half hours of literacy a week, in addition to taught and independent reading time accessing reading materials in the library & ICT suite. There is an emphasis on giving children the technical knowledge and language, through grammar sessions, which they can apply to their writing as well as using these to discuss and improve their work. In order to ensure coverage and sequencing of skills, grammar is taught across the school at different ability levels to ensure that pupils are supported and stretched appropriately.

The ability to write fluently is a fundamental building block for effective composition writing (a solid body of NAPLAN research has shown that effective writing depends on the development of lower-order skills). Therefore, handwriting is given focus in KS1.

Having appraised research on how to improve reading, we replaced the 'carousel' guided reading approach, and instead now use a 'reading into writing' approach throughout the school, where the literacy lessons focus on key, quality texts aimed above the reading ability of the children, which we have found results in increased enjoyment as the pupils investigate. A typical session would begin with reading part of the book, and the pupils may be collecting information as they read. Following this would be class discussion of the book, with the pupils pair-talking in mixed ability pairs, which supports the less able readers. There may be written comprehension questions or a reading task, focusing on particular assessment foci. This information is then used as a basis for the written task that session. Research from the EEF has found this approach delivers additional 6 months of progress, and articles in TES report that teachers who have adopted this approach have also noted faster progress. This is because all pupils receive increased reading instruction from the teacher, and children of all attainment bands are immersed in the same high-quality literature and the in-depth discussion that these texts promote.

At Hinckley Parks, children in Reception and KS1 read to an adult at least once per week and in KS2 children spend more time reading texts in a group setting, enabling them to explore and understand the deeper meanings in texts. Children have access to a wide variety of books in their classrooms and in the library. We encourage all children to read every day at home, starting in Reception, to foster a love of reading. Recent EEF findings based on the Sutton Trust, indicate that effective deployment of teachers trained in specific catch-up approaches can be successful in supporting improvement in reading for those who are behind. We therefore provide small group teaching in KS1 to help struggling readers catch up with their peers.

Research from the EEF suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to master the basics of reading, with an average impact of an additional four months' progress. With this in mind, we follow the phonics programme: 'Letters and Sounds'.

## Mathematics

Hinckley Parks' policy for mathematics is based on the National Curriculum Programme of Study for Mathematics. We use the White Rose small steps approach to develop understanding, as it ensures that key skills are being taught in a logical order that enable prior skills to be implemented within other areas of mathematics. Mathematical units follow a CPA (concrete, pictorial, abstract) approach. Manipulatives are available to use in all classrooms to help promote independence and understanding. We aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics,
- reason mathematically by following a line of enquiry,
- can solve problems by applying their mathematics to a variety of routine and non-routine problems.

Class teachers provide daily maths lessons, with additional shorter sessions of maths being taught 2 times each week, giving opportunities for pupils to consolidate, re-visit mathematical skills and further develop number sense, for example, practising multiplication facts. This mastery approach, involving 'overlearning', helps children commit facts and methods to their long-term memory. [The EEF published an evaluation \(Feb 2015\) of the Mathematics Mastery programme, suggesting that mastery learning approaches are effective, leading to an additional five months' progress.](#) All pupils also have access to a weekly times table test. Homework is provided weekly for children to practise and consolidate their learning and to develop and extend their techniques and strategies, thus preparing for their future learning.

## Science

Our approach to science here at Hinckley Parks is to initially build up a body of key foundational knowledge and concepts, by encouraging pupils to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. As pupils become more experienced, they are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. [Recent research from the Gatsby Foundation has expressed concern over the amount and quality of practical science in our schools, stating that 'Studying science without experiments is like studying literature without books'.](#) We therefore encourage science to be taught in a practical, investigative manner whenever possible, as experiments bring theory to life, nurturing pupils' natural curiosity, teaching them to ask questions and helping them to understand phenomena such as magnetism.

Along with following the Science National Curriculum, we are also beginning to introduce a STEM initiative which encourages a practical approach & has cross curricular links with technology, engineering & maths. STEM provides the children with hands on opportunities to develop their curiosity, reasoning & investigate how & why things happen. [Research has found that enquiry-based STEM learning is effective as it teaches pupils to better tackle more difficult scientific concepts.](#)

It encourages the children to 'think outside the box', to adopt a 'trial & error' approach to investigations & wanting to find out more.

## Computing

At Hinckley Parks, we recognise that computers are now part of everyday life and for most of us, technology has become essential to our lives, at home and at work. As a result of this, computational 'thinking' is a skill we believe that children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. We follow the national curriculum for computing, which

has been developed to equip young people with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the programme of study for computing, they will learn how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## **Foundation Subjects of the National Curriculum**

### **History**

History lessons will inspire children's curiosity to know more about the past. In Key Stage 1, children learn about the lives and lifestyles of significant individuals and events within and beyond living memory. In Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. Children are encouraged to ask questions, use methods of historical enquiry and how to use a wide range of historical sources. As far as possible, we try to link history topics with the literacy being taught to help pupils develop an in-depth understanding. We also use dress-up sessions in the form of immersion days where pupils experience life in that era, to enable pupils to more thoroughly understand what life was like in the past.

### **Geography**

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. In Key Stage 1, pupils investigate their locality, an area within the United Kingdom and a small area in a contrasting non-European country. In Key Stage 2, pupils extend their knowledge to include Europe, North and South America. Pupils use their geographical skills including first hand observation, maps, atlases and globes. They are given opportunities to locate countries, counties, cities, regions and topographical features and land use patterns. We aim to foster children's sense of wonder at the beauty of the world around them.

### **Art**

The aim of art at Hinckley Parks is to give the children the opportunity to use a wide range of materials and art mediums to create their own pieces of artwork. They are taught the skills and techniques, including digital media to produce individual and group pieces of work. The children are also given the opportunity to discuss and make comments on their own work, the work of their peers and other artists or crafts people. They have the opportunity to learn about a wide range of artists and crafts people and draw inspiration from them for their own work.

### **Design Technology**

The aim of 'DT' is to encourage the children to look at the world around them and investigate the use of structures and mechanisms such as bridges, gears or levers etc. and to develop the children's skills in becoming designers and inventors. This is linked to the STEM work taking place in science. The children will use their experiences in drawing, sketching, observing, constructing and problem solving to create models and final products which will develop their understanding of structures and construction. The children are taught how to use tools and materials safely and economically.

## Music

Hinckley Parks offers opportunities for children to develop their talents during class music lessons, where composition, singing and appreciation across many musical genres is experienced. Pupils have an opportunity to learn and understand musical components and to experience a variety of musical instruments and musical styles. There are additional opportunities for children to participate in private instrumental lessons from fully certified and experienced instructors during the school day. The children perform in assemblies and concerts, both within the school and at other locations. We have a school choir which performs locally for the aged, and also takes part in national concerts.

## Languages

Children from Year 3 – 5 have French taught to them on a weekly basis however informal use of different languages is encouraged from FS and KS1. This includes learning vocabulary, leading to structuring sentences that can be used in everyday talk. In addition, children across the school learn about the cultural elements of different languages, during an annual focus day. They develop their skills through games, songs, rhymes, stories and role-play and through fun and varied lessons, and in addition, pupils are encouraged to use French informally within lessons where possible, for example responding to simple classroom requests or using the numbers. Children also have the opportunity to develop their skills through extra-curricular clubs run throughout the Autumn term. Posters around the school and notices also support the teaching of French to help familiarize children with the language. In Year 5, pupils are also taught Mandarin by a specialist teacher.

## Physical Education

The aim of physical education is to promote physical activity and healthy lifestyles. With this in mind, children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. This links very strongly to our values-led curriculum. Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children have swimming lessons in Year Five.

We believe physical activity helps pupils to maintain a healthy mind as well as a healthy body, therefore we encourage all pupils to live an active lifestyle. Pupils and families are encouraged to come to school in a sustainable way, such as on foot, scooter or bicycle. We expect all lessons across the curriculum to have an element of active learning, and if learning is slowing, teachers may add in a short spurt of physical activity in order to re-energise and get pupils back 'on track'.

The school has recently raised the profile of sport, and now provides a large number of extra-curricular activities both at lunch time and after school, ranging from Cheer Leading to traditional sports such as football. Where possible, sportsmen and women who have achieved in their area are invited to support or coach a session in order to inspire the children. The school takes part in a variety of inter-school competitions throughout the year, and holds a very well-attended family sports day.

## **Other Aspects of the School Curriculum**

### Extra-Curricular Activities

Providing clubs and extra experiences is something that Hinckley Parks is passionate about. Our aim is for every pupils to discover their talent by the time they leave primary school, which is why we believe in

offering a vast range of clubs, catering for as many pupils and choices as possible. We would like to be able to say that 100% of pupils have taken part in at least one school club each year.

We provide a large range of activities, including football, gymnastics, cross country, cheer leading, Lego, multi-skills, netball, cookery, drama and Scrabble to name a few! Such activities are run voluntarily by the staff and are dependent, at any time, on the interests and enthusiasm of individual teachers with the co-operation and assistance of parents and the availability of outside providers. We also engage outside providers to deliver clubs such as drama and cookery, where a charge will be incurred to cover the costs of materials used or the provider.

### Religious Education

Religious Education is a curriculum entitlement for all children and Hinckley Parks follows the 'Leicestershire Agreed Syllabus for Religious Education'. RE at Hinckley Parks makes space for all pupils to explore their own beliefs, values and traditions, and those of others, in engaging ways, with the aim of supporting children to develop positive attitudes of respect towards people from all religions and worldviews. They take part in debate and discussion so that they can participate positively in society.

In the Early Years Foundation Stage (EYFS) RE is taught discretely throughout the year, following the same child-led approach as the whole curriculum and pupils explore what is special developing a sense of curiosity about others. They also explore special times focusing on Christmas and Easter. In KS1 we focus on the Christian, Muslim and Jewish faiths. Then in KS2 we expand to look at Hinduism, Sikhism, Buddhism and Humanist beliefs. Lessons also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

It is our hope that in promoting and encourage an appreciation of the spiritual and moral aspects of life, pupils at Hinckley Parks will cultivate values such as compassion, empathy, respect and resilience.

### Personal, Health, Social and Citizenship Education

A comprehensive scheme of work covers these very important aspects of the children's education. Topics covered include, 'Growing and Changing', 'Medicines and Drugs', 'Substance Use and Misuse', and 'Rights, Responsibilities, Pressures and Risks'. This is taught through discrete lessons as well as assemblies and class discussions. The school teaches British values through these methods and embeds character skills development such as respect, cooperation, teamwork, resilience and bravery through all curriculum areas. We use the 'Protective Behaviours' materials across the school which teaches children to recognise and manage their own behaviour, as well as understand what behaviours are acceptable and appropriate in order to keep themselves safe. This takes place during the Autumn term.

Sex and relationships education (SRE) is delivered across the school using the 'Spring Fever' materials from Year 1-6. We want our children to be adequately informed about their own development, and able to make sexually responsible choices, ultimately making them more respectful and responsible as adults. The scheme takes into account the developmental stages of the children, and gives a broad vision of sexual health and well-being. It focuses on the core belief that everyone is equal and has the right to make their own choices. *Studies from the Netherlands (Martens et al, 2010) show that well-informed pupils are more open about relationships, find it easier to correct their classmates if they demonstrate undesirable behaviour, and also display improved healthy interactions between boys and girls.*

## Healthy Schools

Researchers at the University of Oxford have found that malnutrition at an early age can have a lasting effect on a child's educational progress, and that if these children were to benefit from the same nutrition as their peers, the learning gap could be reduced by 25%. Here at Hinckley Parks, some of our Pupil Premium funds are allocated to the provision of healthy snacks, and we are actively working towards Healthy Schools 'Bronze' status.

## Impact of the Curriculum

The impact of our curriculum can be seen through academic achievement compared with national outcomes:

- EYFS % of pupils achieving a 'Good level of development' (GLD); **ADD DATA HERE???**
- Phonics Screening Test at the end of Year 1;
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths;
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths.

However, of equal importance, impact of the high quality learning experience we offer – incorporating the National Curriculum, hidden and inner curriculums, and extra-curricular activities – can be seen by the following data:

- Rise in attendance of 2%;
- An almost halving of persistent absence;
- A low level of staff absence;
- 45 new pupils into Y1-6 across the school during Autumn Term.

A further long-term measure of the success of our curriculum is that it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them valuable future citizens.