



Overall Curriculum Statement

for Northern Parade (Federated) Infant & Junior School

Setting out the curriculum that we have selected as most appropriate for our pupils, that will support them to achieve our vision and aims, as our mottos state 'Eager to learn ~ live to learn'.

Intent

For our pupils, most of whom have been born and brought up in and around the urban and densely populated area of the city of Portsmouth, we believe that it is important that they develop the knowledge, skills and understanding of what is often known as the 'basic skills' (being literate and numerate), in order to prepare them for the next stage of their education and their future lives.

If we focused on this solely, it would be doing our pupils a disservice, as they require so much more from their education with us. The curriculum needs to build basic skills and positive learning attitudes (e.g. resilience, challenge), as well as good health and well-being (both physical and mental). This will enable them to satisfactorily access other areas of the curriculum and develop interests that may inspire them or provide them with career opportunities. We value our local heritage and culture: notable authors Charles Dickens, Sir Arthur Conan Doyle, local significant places such as Portsmouth Historic Dockyard, the Spinnaker Tower, Portchester Castle, the woods on Butser Hill and recognise the importance of cultural capital whilst also acknowledging the diverse profile of the city.

Our curriculum and the timetables it drives therefore, do unapologetically need to focus on basic skills development but our staff work hard to ensure that teaching and learning is conducted within exciting and meaningful contexts, regularly taught by subject specialists for Music, PE, Dance and Science as well as an Eco Ranger. This is enhanced by our development of metacognition through our learning values, for our pupils need to learn about learning in order to build character and become better learners. The dragon values of Creativity, Challenge and Resilience embody this in particular and to promote it we need our curriculum design to allow our pupils to make connections, to try ideas out & learn from mistakes. We recognise that our children live in a fast changing and engaging world of technology, so use iPads in school and homework through this media (Reading Buddy and MyMaths).

Also, without a focus on the development of character, our pupils will not possess the attitudes and dispositions that will enable them to learn and benefit from our curriculum offer, hence we utilise our school learning values and enhance the curriculum with a wide range of extra-curricular opportunities from visits and visitors, to before/after-school clubs and opportunities to take on additional responsibilities.

**TEAMWORK
TRIO**



**RESILIENT
RUBY**



**INDEPENDENT
ISAAC**



**CHALLENGE
CHARLIE**



**CREATIVE
CHRISTOPH**



Implementation

Although both schools are academies, and are therefore not bound by the requirements of the Programmes of Study of the Early Years Foundation Stage Curriculum and 2014 Primary National Curriculum, we consider that it would be foolish not to consider these, especially when national assessment and testing is conducted against these.

Consequently, we have designed a curriculum which does focus on discrete teaching and learning in English and Maths (see separate curriculum statements for each of these two core subjects for more detail), and then weaves these subjects into topics and themes where there are purposefully planned opportunities for pupils to apply them within other areas of the curriculum e.g. opportunities for writing, mathematical tables and graphs. Repeated practice is valued, we want our pupils to learn more and also remember more. Unless learning is memorable it will not become part of our pupils' long-term memories and therefore of far less use to them. Hence, a genre of writing which is taught in English is planned to be revisited within a topic, when it will not be taught as such but pupils will have a meaningful context in which to practise and apply their knowledge of it.

We must never under-estimate the capabilities of our primary age pupils and therefore we use both the passion and subject knowledge of our teachers to plan and lead the teaching and learning of foundations subjects e.g. our Music, PE, Dance and Science specialists plan lessons and demonstrate specific techniques to staff and pupils, which directly impacts on the quality of the standard of work produced, skills developed and pride. This approach is used in other subjects and is becoming even more so as the two schools work together with two other local schools who are also part of King's Group Academies, in addition to local network groups. It is raising standards in the quality of education as staff share their specific curriculum expertise.

When we are clear about the content, knowledge and skills that we are teaching, we can then assess our pupils' progress in each subject. In this way we can make accurate assessments, track progress and plan for next steps in learning, as well as report to parents. Our annual reports to parents are being reviewed to ensure that we report not only on coverage but attitudes, attainment and achievement. Pupils are given the opportunity to acknowledge their achievements and set themselves future goals.

Impact

Northern Parade Infant School has had inconsistent results in recent years not only in the nationally reported subjects of English and Maths but in other subjects across the wider curriculum. Cued articulation, phonics and early reading taught robustly are now having an impact on our Good Level of Development which is nearly in line with the national average and our 2019 results for the Yr 1 Phonics Screening Check. Successful curriculum impact in subjects such as the Arts are evidenced by the work towards recognised accreditations, competition successes (Sport) and participation in the wider community (Music and Dance performances).

Northern Parade Junior School initially found the move to the more rigorous demands of the 2014 Primary National Curriculum a challenge and KS2 SATs results have been well below national averages. Since then, a more structured approach to the teaching of English and Maths, coupled with the careful use of commercially produced schemes of work (e.g. Numicon and a Maths mastery approach) has helped to provide teachers with the subject knowledge and progression required to plan and teach more effectively. This has impacted positively on pupil results in mathematics. One area where the school has always excelled is in sporting prowess. Our pupils are extremely competitive and we are building upon their physical skills which are often developed outside of school in clubs and teams, to represent the school but also to further improve our P.E. curriculum.

Since, 1st February 2018, when Northern Parade Infant and Junior Schools joined the same Multi Academy Trust as two other local schools we have been able to begin to plan a much more consistent, cohesive and progressively sequenced curriculum from Yr R to Yr 6. This can only support our pupils in their learning and therefore impact on future results.

November 2019