



**Ashfield Junior School**

**Curriculum Overview**

**Current Version- 2019-20**

## **INTENT**

Ashfield Junior School's curriculum is built around the two main principles of developing **global citizenship** and a **growth mindset** in our pupils.

These principles were chosen following 12 months of research and evidence gathering into what were essential skills for our children to develop. West Cumbria is an area of the UK that can find itself isolated and 'cut-off' from events and life in other parts of the country and the wider world. Our pupils often don't get to experience a variety of cultural events and are not exposed to living alongside people of different backgrounds, cultures and faiths. This is the rationale for having 'Global Citizenship' at the centre of our curriculum. This coupled with an exposure to high quality texts ensures that our children develop a range of cultural experiences that will go on to benefit them throughout their lives.

West Cumbria is also a prominent area for the development of energy technologies. Often termed 'The Energy Coast' there are many opportunities for employment in 'clean' and nuclear energy. These employment opportunities also lead to further prospects beyond the local area. However, alongside this the area also suffers from high deprivation, low aspiration and low levels of access to higher education. This was the rationale for focusing on Growth Mindset and raising aspirations as well as resilience. This in turn has led us to develop our **STEM** provision to support the development of these particular skills. During 2017-2018 we used specialist Science teaching across school which we are now embedding with all staff through a structured training programme. Links with local STEM groups also allows us to deliver enrichment activities.

## **IMPLEMENTATION**

Building resilience, perseverance and a 'can do' attitude where the children are not afraid to make mistakes is at the centre of the way we plan and deliver our curriculum. Throughout all subjects we also focus on how we can improve the children's understanding of the world we live in and their place as '**Global Citizens**'. This is achieved through choosing character strengths to focus on each half term, using CDEC, GLP and Oxfam resources and guidance to give a global focus to our planning and teaching the values of **tolerance, respect, democracy, rule of law and individual liberty** (often termed British Values) through our curriculum.

The children are expected to actively contribute to the school and local community as well as thinking about their wider responsibilities as a member of the global community. You will often see references to the United Nations Sustainable Development Goals around our school and the children develop their thinking through a integration of these goals into curriculum planning. Goals are used as a whole school focus each term and we link these to whole school events. Many of our enhancement activities are built around these goals through an active Global Goals group.

The school has two Global Schools lead teachers who lead on these developments and support all staff to enhance their provision.

The Jigsaw PSHE scheme is used to ensure our pupils develop the personal and social skills that help them to develop good self-esteem and relationships with others alongside healthy lifestyles and **wellbeing**. We were a pilot school for the Family Jigsaw scheme in 2016-2017 and this is something we are continuing this year through our own individualised programme of support. This helps us to support children and families in the transition from KS1 to KS2. Kidsafe sessions are then delivered throughout Y3-Y6 to ensure the children develop the skills and understanding they need to keep themselves safe. Y5 & Y6 then also receive input from NSPCC and Y6 have also use 'Real Love Rocks' to improve their understanding of keeping themselves safe online as they move into the next phase of their life. Discovery RE is also used to ensure our pupils develop an understanding and tolerant attitude to people of all and no faiths. RE themed days take place every term and often an expert visitor is invited to school to teach the children about a variety of faiths. We mark a range of religious festivals throughout the school through celebration events e.g. for Diwali, Eid, Christmas & Rosh Hashanah.

To support our children adopt **healthy lifestyles** they have 2 sessions of PE each week both using the indoor and outdoor space. Year 4 attend weekly swimming lessons for 2 terms and Y6 access water safety sessions. A specialist member of school staff delivers high quality sessions that both develop specific skills and encourage the children to enjoy being active. Where appropriate this learning also links to the topic being covered. To enhance this provision the children also have many opportunities to take part in inter-school and County competitions for sports such as tennis, hockey, football, gymnastics, dodgeball, bowls, orienteering and swimming. In school and out of school performance is celebrated in weekly assemblies and a Sporting Achievement board in school allows the children's performance to be acknowledged by others throughout the school year. In 2017 & 2019 the school won the Workington Year 5 & 6 Football Cup and the Workington Large Schools swimming gala 2017-2019 and our tennis players reached the County finals 2018 & 2019. More recently there has also been success in the Workington Schools Bowling Cup. Staff from Ashfield also organise and run an annual Workington Girls Football competition. The children also have access to an outdoor classroom and woodland area within the school grounds that can be used for a variety of outdoor learning experiences. In 2018-2019 we introduced Forest Schools to the curriculum in Y4. 2019-20 sees us extend this programme to Y3 as well.

We actively take part in Safer Internet Week, Anti-Bullying Week and Children's Mental Health Week to promote these key issues with both our pupils and families.

Our **English** curriculum is based around one key text per term that links to our topic areas. In this way many of the curriculum areas are brought together and linked with literacy skills being transferred and developed throughout different subjects. Much of the children's written work is linked to their topics, often relating to concrete experiences and real purposes. Pupils are often consulted when choosing texts and topic focuses as their learning needs, interests and motivation are central to the planning process.

Spelling, grammar and punctuation skills are then taught explicitly through our No Nonsense Spelling & Grammar resources, SPAG.com and Spelling Frame and are incorporated into the children's independent writing. Alongside the reading around topic areas and the children's own reading books we use Project X Comprehension Express to teach explicit reading skills. The

whole school stops what it is doing at 3pm every day to enjoy a class book together. Fortnightly rewards are also presented to children maintaining a good level of reading at home.

Any pupils needing additional support with English are identified and have access to Fresh Start, No Nonsense Phonics and IDL interventions to help with specific issues. York Reading Assessments & Salford Reading tests are used to help us identify these pupils.

Our **Maths** curriculum focuses on the development of key skills with the time and opportunity to consolidate these and apply in problem solving contexts that use the children's ability to reason and explain. To support this we use a range of planning materials such as White Rose Hub and Focus and resources to ensure all pupils have the chance to explore and develop their skills we use concrete apparatus throughout school, in particular Numicon and Dienes. The process of maths being concrete then visual then abstract is vital in the learning process and ensures that our children get more chances to really consolidate and understand basic principles before moving forward. For those pupils needing extra support, maths intervention groups are in place in all year groups. Immediate intervention is also given within and at the end of lessons where needed. All pupils are expected to access TT Rockstars online at home or at school to improve their rapid recall of times table facts and related division. Various special themed days take place throughout the year and we take part in an annual national event which we won in 2016 and 2017.

Texts and topics are chosen to enhance the children's **cultural awareness** alongside the work they do for History, Geography, Art, Design & DT. Our global emphasis means that work is often linked to current global issues such as Fairtrade when looking at Healthy Eating in Y3 or water consumption when studying Rivers in Y5 as well as introducing the children to cultural opportunities they may not get outside school. All year groups use educational visits to enhance their curriculum provision as well as residential visits to promote citizenship, wellbeing and social skills. Teachers link all topic areas to the UN SDGs and we regularly refer to these in lessons. This gives the children a direct link between their learning and current global issues. Pupils in Year 5 & Year 6 also have the opportunity to produce, present and perform work for the Arts Award. Our new music provision is progressive in skills, exposes children to different genres and eras of music as well as having all children learn to play an instrument and progress into learning about written music notation. We use music to explore global goal themes. The children also have the opportunity to develop their use of an additional language through fortnightly French sessions. Homework is delivered through termly projects that focus on knowledge, skills and character. Our aim is that family members work alongside the children with these projects which enhance the work that pupils do in school and help to embed a curiosity for learning.

Cognitive Ability Tests are carried out on entry in Y3 to help us to ensure that we have a good understanding of the pupil's strengths and areas to develop. This allows us to plan our curriculum delivery accordingly to meet the needs of individual pupils. This information is also shared with parents to ensure that strategies can be utilised at home as well as school.

## **IMPACT**

This year we are developing our work around skills progression in all subjects. This work has already been embedded in English & Maths and this year has begun in Science, History & Geography. This allows us to ensure that pupils are meeting age related expectations in all areas of the curriculum and prepares them well for secondary school. This year we are also developing work alongside some of our main feeder secondary schools to ensure the pupils have effective transition in all curriculum areas.

Assessments are used to ensure that we effectively track and monitor the progress pupils during their time with us. Formal assessments are carried out twice a year in reading, writing, grammar/punctuation & spelling and maths. This information is used alongside teacher assessment in these areas. Teacher assessments are also carried out for all other subject areas mid-year and end of year. This assessment information is then used by teachers to identify pupils who may need some additional or different provision and identify gaps in learning for future planning. Regular monitoring and evaluation takes place throughout school by subject leaders to ensure that work across all areas of the curriculum is of a good or better standard. This work ensures that we keep a close eye on the impact of our teaching and allows us to reflect on any changes that may be needed.

Our curriculum ensures that our children develop personally, socially and academically acquiring skills relevant to both the local, national and global society that they will grow up in. Our main aim is to ensure that these skills help them to then make a positive contribution to their communities as they go on to secondary education and adulthood.