

Samuel Cody School

Primary Curriculum Statement

“All different. All equal. All Achieving.”
(Samuel Cody School vision statement)

The Samuel Cody Primary Department has a broad and balanced curriculum including the National Curriculum programmes of study and the Early Years Foundation Stage framework.

Intent

The Samuel Cody Primary Department curriculum aims to:

- Provide a broad and balanced education for all students that is well planned and delivered.
- Develop skills so that students are ready and motivated to learn.
- Enable students to gain essential knowledge and skills for their future.
- Support the students’ spiritual, moral, social and cultural development.
- Support the students’ mental health including developing appropriate emotional literacy skills.
- Support the students’ physical health including the use of the outdoor environment and the gaining of knowledge about living a healthy life.
- Ensure that learning objectives and activities are well planned following a robust assessment and meet the needs of all students whatever their needs.
- Give students’ plenty of opportunities to deepen their knowledge and skills by applying them in a variety of contexts.
- Ensure students have the understanding and skills to manage their own emotional needs and be positive about themselves, their learning and their opportunities.
- Support students in working towards independent learning and the development of life skills in all curriculum subjects.
- Ensure that the students have opportunities to use their knowledge and skills outside of the school in the local community via regular educational visits.

Implementation

The Samuel Cody Primary curriculum is made up of the following components:

- English, Communication and Phonics
- Mathematics
- Topic – including;
 - Art
 - Design Technology
 - Geography
 - History
 - Music
 - Science
- Computing
- PE

- PSHE (including Life Skills and Circle Time)
- RE
- Outdoor Learning 'Forest Schools'

The Foundation Stage students (Reception year) follow the Early Years Foundation Stage (EYFS) Framework. The Primary curriculum for Key Stage 1 and 2 includes the National Curriculum programmes of study at the appropriate point of students' learning. Programmes of study for Topic include National Curriculum subjects in History, Art, Geography, Design Technology, Science and Music. In English, Communication and Phonics and Mathematics, students' progress through the class Long-Term plan which includes appropriate elements from the National Curriculum.

There are regular reviews of the curriculum to ensure outstanding practice is embedded throughout the department, student progress is monitored closely and changes in national and county advice considered.

Key points of implementation

- Each class has an individually planned timetable that includes all elements of the curriculum with an emphasis on more formal teaching of English, Communication and Phonics and Mathematics in the mornings and more creative, Topic based lessons in the afternoons.
- English, Communication and Phonics is given a high profile and specialist approaches are used in communication across the whole curriculum (see Appendix 1).
- There is a rolling programmes of themes in each curriculum area (see Appendix 2) to ensure breadth of study.
- Through departmental meetings, teachers work together to outline key learning outcomes and activities for each half term, including educational visits.
- Teachers use individual student and group assessment to write their Medium-Term Plans for English, Mathematics, Topic and PSHE using the National Curriculum and in-school based Long-Term Plans.
- Teachers plan for individual lessons, following the agreed school format. This includes the structure of the lessons, learning objectives, adaptations for different students, activities and identified opportunities for individual pupils.
- Teachers plan a teaching input for all students but this may be delivered in a variety of ways.
- Specific groups or individual students may access programmes where assessed as necessary and particularly for Pupil premium children.
- Opportunities are given for structured and purposeful play throughout the school and specific play targets identified for students where relevant.

Forest School

The curriculum includes access to lessons outdoors in which the school environment is used to support all curriculum areas. This aims to:

- Make good use of the outdoor space so that children can learn to work on a larger, more active scale than is possible indoors.
- Provide a secure environment where they can take risks and learn how to be safe.

- Encourage children to care for their environment and anything that lives within it.
- Provide opportunities to work collaboratively with enthusiasm and perseverance.

Computing

The Computing curriculum offers students the opportunity to develop skills in three main areas:

- Computer Science – understanding how computer systems work and how to use this knowledge through programming and sequencing.
- Digital Literacy – using IT equipment for communication: photographs, videos, blogging, recording voice etc.
- IT and E-Safety – understanding different types of hardware and software, knowing how to keep safe online.

The National Curriculum aims are used to plan Computing lessons where children are able to learn new IT skills and apply them. There are also opportunities for children to use these skills in other curriculum areas. Children are taught fundamental e-safety rules and these are revisited every half term, as well as being taught explicitly once a year for a half term. The children have access to a wide range of ICT equipment to support their learning, including; computers, iPads, programmable robots and interactive whiteboards. (See Appendix 3)

RE

The RE curriculum follows guidance from the Hampshire agreed syllabus 'Living Difference III'. Students are all given opportunities termly to study different religions based on their Key Stage;

- EYFS and Key Stage 1 – Christianity and Judaism
- Lower Key Stage 2 – Christianity and Hinduism
- Upper Key Stage 2 – Christianity and Islam

This ensures that all students are being taught 3 differing religions alongside Christianity throughout their time in the Primary department (see Appendix 4).

PSHE

The PSHE curriculum is taught within class Circle Times and through individual Life Skills sessions for students. We follow a rolling timetable of covering different aspects of the curriculum on a termly basis.

- Relationships
- Health and Wellbeing
- The Wider World

Staff have access to the PSHE Association for latest updates and guidance on teaching the areas needed at each phase of the Primary curriculum for PSHE (see Appendix 5).

PE

Students engage in a 1 hour PE session weekly. This can be indoors or outdoors depending on the sport being taught. PE sessions cover a range of skills which encourage the children to be using their gross motor skills and developing their listening ability, turn taking and sharing. For PE we continue to follow the National

Curriculum expectations, tailored and differentiated to the needs of the individual students in each class.
(See Appendix 6)

Additional Therapies

Students may have support from a wide variety of outside agencies and therapists. These specialists may set individual programmes for speech and language, sensory integration, physiotherapy or occupational therapy. These are incorporated into the students' regular learning activities and they may also receive 1-to-1 support for these (see Appendix 1).

Assessment and Recording

There is an assessment cycle for the school year when individual students are assessed using Classroom Monitor. This assessment informs future planning and checks student progress.

Assessment outcomes are shared with parents informally if requested or via EHCP Reviews, Parents Evenings and the Annual School Report.

Individual records are kept for each student using the school's agreed format and teachers ensure that they are sent to the next class, or school.

Focused areas for learning are assessed each half term and Reading and Spelling data in particular is assessed and moderated.

Students are given appropriate feedback on their work and progress towards their targets during the lessons.

Curriculum Meetings

Department meetings to discuss the curriculum take place half termly with all class teachers. All areas of the curriculum are discussed during the meeting and ideas are shared for Topic Hooks, Outcomes and trips.

Curriculum meetings also consist of checking through student's workbooks to ensure consistency with marking and setting of Learning Objectives is taking place as well as small group moderating of work with other members of Key Stage staff. Any concerns or questions, ideas for the Curriculum are shared and all staff are encouraged to share with the department to ensure they feel a part of setting the Curriculum.

CURRICULUM POLICY

Amendments for 2020-2021

Following the national lockdown and return to school of nearly all students by July 2020, staff had to consider the impact of lockdown on students and the needs for an adjusted curriculum.

Students' experiences of lockdown have been varied and therefore decisions were made focussing on what is essential for the re-engagement of students with full time learning and what curriculum adjustments were needed for this. Some students had a positive lockdown experience as there were less social and academic challenges on their lives. Many students felt emotionally safe with at home with their families, or at school with familiar staff and activities. However, for other students, lockdown lead

to a loss of structure and routines that they found difficult and others faced social and emotional difficulties at home.

In addition to these varied considerations, there is the ongoing need for students to be separated as far as possible and for the whole school to continue with a high number of additional hygiene procedures.

Therefore, in response to staff discussion and evaluation:

- All structures, routines and visual support systems were firmly in place for the start of term and continue to be of high importance.
- The curriculum currently consists of daily: English & Phonics, Mathematics, Topic (including elements of art, music, RE, History, geography), PSHE within Circle Time and Wellbeing.
- The students are within well ventilated classrooms, but are also given opportunities for additional outside sessions for structured learning as well as for outdoor play.
- Wellbeing has been placed on the timetable within daily Circle Times and also through Golden Time tasks weekly on a Friday afternoon. All students are encouraged to be physically active, try new things and reconnect with their peers and environment to help them feel positive, calm and safe.
- These lessons vary according to the age and ability of students but all focus on improving the students' feelings of emotional safety and belonging.

Student progress across the curriculum continues to be assessed and planned for as normal via Classroom Monitor and Medium-Term plans.

The wellbeing and behaviour of students continues to be assessed individually via Behaviour Plans and Lesson Score Tracking.

The ongoing adjustments to the curriculum will be reviewed in Spring 2022.

Strategies/Agencies used in Primary

Specialist Approaches:

- Makaton Language Programme
- Symbols
- Picture Exchange Communication System (PECS)
- Team Teach
- TEACCH/PAATHS
- "Write Dance"

Specialists visiting school on a regular basis:

- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT)
- Physiotherapists
- Specialist teachers e.g. Visual Impairment
- Social Services

Topics First Year of Cycle

Autumn 1	Amazing Me! (2 Weeks) Space
Autumn 2	Fairytales and Castles
Spring 1	Toys
Spring 2	The Farm
Summer 1	Gardening and Seasons
Summer 2	Transport

Topics Second Year of Cycle

Autumn 1	Amazing Me! (2 weeks) Life Skills
Autumn 2	Countries of the World
Spring 1	Superheroes
Spring 2	The Circus
Summer 1	The Rainforest
Summer 2	Pirates and the Sea