

Round Hill Primary School Curriculum Statement



This curriculum statement is unique to Round Hill Primary School. It is underpinned by our Round Hill Value Statements, our approach to Teaching and Learning and our vision for an inspiring curriculum.

At Round Hill we have a predominantly skills-led and knowledge-engaged curriculum.¹ It is designed around skills, learning behaviours and 'knowledge' such as resilience, a growth mind-set and perseverance. Our curriculum has these skills as explicit intentions rather than by-products of the curriculum. We place emphasis on cross-curricular teaching than in a knowledge-led curriculum in order to make the curriculum relevant and meaningful to pupils, and for putting knowledge into context.

At Round Hill we have developed a child centred themed curriculum that is innovative, broad and varied. It enables children to be **Reflective** using their sparkling imaginations, fertile minds and creativity. We develop the children's individual abilities, interests and potential. We do this by a variety of teaching methods and by taking account of children's different learning styles and starting points. We also take note of what interests and motivates children, and adapt our lessons and curriculum to accommodate this.

We have a cross curricular themed topic curriculum that has been created by the staff. It is a tailor made themed curriculum that is unique to our school and children. Our vision and our values are at the heart of our learning. Creativity is embedded into everyday teaching and learning. The thematic topics are underpinned by research into effective teaching pedagogy.² These strategies allow our distinctive curriculum to be effective:

1. Ensuring the right CLIMATE FOR LEARNING
2. Understanding is enhanced by MAKING LINKS TO PRIOR LEARNING
3. Developing a rich VOCABULARY
4. Children should thrive on healthy CHALLENGE
5. Children learn because of high quality EXPLANATIONS
6. Learning is developed because of skilful QUESTIONING
7. Learning is enhanced because of effective MODELLING
8. Learning is secured by appropriate PRACTICE
9. Children make progress because of effective FEEDBACK
10. Enhancing learning because of promoting METACOGNITION
11. Understanding is deepened by teaching for MASTERY
12. Children become motivated because of ACTIVE LEARNING

In school the children learn through a themed topic approach based on our locality with an emphasis on first hand experiences. Each topic has exciting memorable experiences. Usually each topic is accompanied with a school trip or a final event that is central to the children's learning experience. In addition to this they will have a series of memorable learning experiences. This includes: visitors into school, themed dressing-up days, project work, an assembly or a recreated experience in school.

We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks by being **Daring**. We develop their ability to think independently and enabling them to transfer their learning to all aspects of their life; **Dreaming** and preparing them for the future. We actively teach the skills needed to be a successful learner and reward these in our "Mentions Assembly."

We believe that quality learning takes place through real life experiences. Wherever and whenever possible we take our learning outdoors engaging in field work, outdoor pursuits and hands on scientific enquiry at every opportunity. **Persevering** when things don't go well and learning from our mistakes. We try to include creative activities such as drama to motivate the children.

Almost all our writing experiences are done through the theme of the topic to make them meaningful. Some mathematical work is done through the topic theme, but not all of it. The foundation subjects are taught in themed topics which have a geographical or historical focus.

To enable creativity, we link as much as of the topic with art, design and the creative arts. Specialist music

¹ [OFSTED - Curriculum Development in Primary School](#)

² [Rosenshine's Principles of Instruction](#)

teachers deliver music lessons to classes, groups or individuals. Classes take part in termly **Together** in 'Celebration Assemblies' which are performed in front of parents.

Round Hill Core Values:

Round Hill Primary School intends to develop a certain type of learner based on our **core values**:

Value	Key Phrase	Value Statement
Reflecting	"We learn from our mistakes."	At Round Hill, we take control of our learning. We reflect on our success and look for exciting new ways to improve. We embrace the importance of making mistakes as part of the learning journey. We adopt a Growth Mindset in our learning and believe in our ability to improve over time.
Daring	"We are unique."	We encourage all members of our community to be proud of what makes them unique and empower them to explore new solutions to challenges. We encourage our staff to explore varied teaching methods and strategies to support all pupils to succeed.
Persevering	"We keep trying, no matter what."	We thrive when presented with a new challenge. We recognise challenges as a new opportunity to learn and better ourselves. We listen to our peers and value feedback because it supports our growth. We recognise challenge as an exciting part of the learning journey and show resilience when we are searching for a solution.
Dreaming	"We aim high."	We love learning; we recognise that we can all learn and that none of us have stopped developing and learning.
Together	"Together Everyone Achieves More"	We are part of a TEAM where we achieve more by working together.

This brief curriculum statement should be viewed alongside our more detailed Curriculum Plan and the Teaching and Learning Policy.

Context

The teaching team at Round Hill are privileged to serve a diverse community with children who come from a wide range of socio-economic and cultural backgrounds.

The teaching team understand the unique nature of the school and have identified the following issues facing the school. Some of these 'features' are generalisations and there are, of course, always exceptions to the rule. Quantities are approximate and based on professional judgement as specific numbers will change from week to week.

Features of our School

- The majority of our children and their parents/carers engage with learning
- Many of our pupils have a wide range of life experiences
- A small minority of children come from families, who don't value good attendance or academic success
- A significant number of our children are articulate. Most of our pupils are receptive to developing their vocabulary
- Our diverse intake means that an increasing number of children enter school with a limited vocabulary
- We celebrate the diversity of our school community and are aware of the needs of children with English as an Additional Language
- Most of our families demonstrate high aspirations for future academic success and future employment
- The involvement of parents and carers is generally good
- Some children receive so much support from home that they can sometimes struggle to cope with

setbacks or find ways of solving problems for themselves. Some children are therefore reluctant to take risks.

- Some children find it hard to self-regulate
- Some children are used to being able to obtain possessions easily and don't always care for resources or understand the need for re-using and recycling
- Some children enjoy a wide range of experiences out of school and therefore become passive unless constantly stimulated
- Some children come from families where both parents work long hours and have little time for interaction
- The school is located with a postcode that means it does not always access the number of funding streams or levels of social support enjoyed by other schools
- Children and staff are housed in a building that requires constant maintenance and presents numerous challenges; including limit space and constraints of the building design and layout

Intent

The staff have devised **Curriculum Maps** to deliberately plan which parts of our curriculum should be covered in more depth. This could mean covering concepts, skills or knowledge more than once in a variety of different ways within a year. It also means deliberately returning to areas of learning in subsequent years. The school's approach to teaching for **mastery** supports this in depth learning.

Implementation

Although the table below is by no means exhaustive, it demonstrates how we address some of the identified features of our children detailed above through specific features of our curriculum.

Features facing the school	How our Curriculum and Teaching addresses the features of our school
Limited vocabulary and/or receptive to new vocabulary	<ul style="list-style-type: none"> • Focus on the teaching of reading which and the acquisition of vocabulary • Use of knowledge organisers for many subjects • Use of Talk for Writing (T4W) is a good example of how we apply Rosenshine's Principles in the classroom and further develop children's vocabulary and language patterns
Children with EAL	<ul style="list-style-type: none"> • Celebration of diversity • Dedicated staff on the staff structure to encourage access to the curriculum and to support teaching staff with EAL resources and provision • Focus on vocabulary acquisition through knowledge organisers • Use of response partners so children learn from each other • The translate feature on Class Dojo to support children and parents • The Achievement for All (AfA) mind set of valuing, listening to parents and working with them to enhance the learning of their children is vital for the continuing progress of the target group and one which when used with all children add greatly to the quality of the school experience and their learning too.

Features facing the school	How our Curriculum and Teaching addresses the features of our school
Families who don't value good attendance or academic success	<ul style="list-style-type: none"> • All children can succeed ethos • EAL Champion who has a focus on developing reading and participation in school events for target families • Prioritise showcase events such as class assemblies • Staff taking the time to develop positive relationships with parents • Raise the profile of having good attendance • Creating a Reflective culture that promotes a love of gaining Knowledge • Developing a Persevering attitude • Make learning Relevant by basing it in the real world • Developing Daring and Dreaming by promoting future academic success • Knowing that by working Together, everyone achieves more • A mastery approach and <i>Curriculum Depth Maps</i> that ensure deep learning in certain areas through selected repetition
Children struggle to cope with setbacks or find ways of solving	<ul style="list-style-type: none"> • In the context of topics, we teach Perseverance, Resilience and Resourcefulness • Two residential visits in KS2 to develop Perseverance, a Daring attitude, resourcefulness, independence and self-regulation
problems for themselves	<ul style="list-style-type: none"> • Opportunities for independent research and study • We are currently developing five characters within our strategy for developing metacognition – Reflective Owl, Daring ??, Persevering ??, Together ??, Dreaming ?? • A mantra of 'What do you do when you make a mistake? ... Learn from it' • A mantra of 'I don't know it ...yet.' • The use of a PSHE scheme which promotes learning from real life contexts
Children who do not understand the finite nature of the world's resources	<ul style="list-style-type: none"> • ECO team • Use of Newsround to discuss current affairs • PSHE scheme • Lost property team
Many children enjoy a wide range of experiences out of school and therefore become passive unless constantly stimulated	<ul style="list-style-type: none"> • Making learning Daring by incorporating hooks to engage learners • Use of themed days and events • Effective use of technology • A wide variety of extra-curricular activities • Use the wild area as a Forest School • Use Pupil Premium Grant (PPG) to ensure all children (including the disadvantaged minority) are included in activities that broaden experience
The majority of children want to learn	<ul style="list-style-type: none"> • Have an end purpose to topics to motivate and excite children • Develop metacognition skills so children can Reflect on their learning processes • Promote the highest achievement and good future employment to further development Dreaming (Aspiration) of all pupils • Engage in a celebration in the acquisition of knowledge and a love of learning • Engage in an annual charity election where children present different charities and all pupils vote in a democratic election – developing children's political awareness • Parents visit school to talk about their jobs • Links with Nottingham university

Features facing the school	How our Curriculum and Teaching addresses the features of our school
The school is culturally diverse	<ul style="list-style-type: none"> • In addition to on-going and integral references to the positives of respect for diversity, be a positive part of Diversity Day where this is formally celebrated • Involve parents and volunteers from different backgrounds who can teach children • Mark the features of different religious calendars in the content of school assemblies • Teach French as our MFL • Hold French themed events
The involvement of parents and carers is generally good	<ul style="list-style-type: none"> • Hold numerous events to which parents are invited • Hold learning weeks e.g., Science Week, when parents are invited to contribute. • Day to day parent helpers • Parent assistance with the wider curriculum • There are not only link governors for priorities within the SIP but also link governors for year groups

Teaching and Learning Methodology

The school has carried out thorough research into the most effective teaching and learning strategies in order to ensure a consistent, vibrant and up-to-date pedagogy that will ensure our curriculum is delivered in the most effective way. This is detailed in our constantly evolving Teaching and Learning Policy. The policy describes twelve key features of our approach which are:

- Climate for learning
- Making links to prior learning
- Vocabulary
- Challenge
- Explanation
- Questioning
- Modelling
- Practice
- Feedback
- Metacognition
- Mastery
- Active learning

The curriculum is organised into topics and themes whenever possible in order to encourage children to make links between their areas of learning. Some subjects may be taught through discrete blocked units of work to allow children to study areas in depth.

Impact

The school involves all members of the teaching team to evaluate the impact of our curriculum. This is detailed in the Curriculum Plan and pays attention to the different forms of impact we are seeking. These include:

Outcomes – strategic analysis of internal and external performance data. The school aims for the following:

- attainment is consistently above the national average
- progress scores are positive and put the school in the top 20% of schools nationally
- groups of learners, including disadvantaged groups make positive progress

- children's work in books (as appropriate) is of a consistently high standard in all subjects
- children meet specific 'end points' at different stages in their school career. This system is still waiting to be devised at the time of writing.

Learning Behaviours – a range of information gathered to analyse how children are learning. The school determines whether:

- children can work together
- children reflect in a range of experiences
- children can talk about their learning
- children show a desire to learn
- children do not give up and show resilience
- children can solve problems

Personal Development – a range of information gathered to monitor the personal development of pupils. The school wants to see whether;

- children are polite, well behaved, stand up for what is right and respect others
- children are fit and healthy
- children display a range of talents
- children know how to stay safe
- children are secure, confident and outward looking

Evaluation and Monitoring

The school uses a variety of self-evaluation tools to monitor and evaluate the success and appropriateness of our curriculum. These include observations, learning walks, pupil conversations, surveys, work scrutinies, data analysis and planning scrutinies. An outline of some of the detailed questions used are included in the Curriculum Plan.