



# Collingwood Primary School

## School Aims and Curriculum Policy

Staff consulted: December 2019

Ratified by the Governing Body: January 30 2020

Review Date: Autumn 2023

### **Our Staff and Governors' Vision Statement**

At Collingwood children and adults work together in a safe, well disciplined, exciting environment where all pupils feel valued and are expected to make good or outstanding progress. Our staff, pupils and parents have high expectations and ensure that pupils produce work of increasing quality, develop their individual strengths, achieve their personal goals and challenges and realise their full potential as lifelong learners and responsible citizens in our global community.

*"We live our lives with arms and minds wide open"*

At Collingwood Primary School we aim:

- to provide a safe, caring and supportive environment which will enable all children to develop their individual talents, realise their full potential and feel confident and secure.
- to provide a structure of discipline, within which children are encouraged to adopt a caring, responsible attitude towards others in the school and the whole school and global community where discrimination is tackled.
- to provide, within the framework of the National Curriculum, a broad and balanced education, ensuring continuity and progression through on-going assessment.
- to encourage pupils and staff to have high expectations of achievement and responsibility and foster in children a positive attitude towards producing work of increasing quality.
- to recognise that children learn best in different ways and to respond to these individual needs with a variety of approaches.
- to provide equal opportunities of learning and experience for girls and boys.
- to develop children's understanding of, and respect for the beliefs and customs of a multi-cultural community.

- to foster children's emotional development, helping them to acquire a sense of wonder and the skills to express their feelings and ideas.
- to develop confidence and a sense of achievement through a balanced programme of physical activity.
- to foster positive communication and co-operation between parents and school, based on a three-way partnership of teacher, parent and child.

### **Our Curriculum**

The school curriculum comprises all learning and other experiences that each school plans for its pupils. Collingwood pupils follow the National Curriculum in England which all Maintained schools in England are legally required to follow and the Programmes of Study published by the Secretary of State which can be found at [www.gov.uk/dfes/nationalcurriculum](http://www.gov.uk/dfes/nationalcurriculum). *"Every state-funded school must offer a curriculum which is balanced and broadly based" and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life."*

*National Curriculum England*

Collingwood Primary School's Governors are responsible for monitoring the curriculum. Governors visit the school regularly, to discuss delivery and implementation of the curriculum with subject leaders and other staff. In addition, governors also receive detailed reports from each subject leader at least annually and observe pupils and teachers at work. Curriculum development, training and financial priorities linked to the curriculum are frequently discussed at Governor's meetings.

### **Teaching Methods**

Each teacher is responsible for teaching their own mixed ability class but groups within classes and Phases are often used to enable teachers to suit learning to differing abilities. We use a balance of methods including whole class, group and individual teaching as appropriate. Teachers meet at least weekly to discuss learning outcomes and plan programmes of learning in line with the whole school agreed progression in each subject. In this way we ensure that the focus is on progression and continuity for all.

### **Staff Training**

In order for staff to be conversant with current educational thinking and good practice, including health and safety, we organise a full programme of training throughout the year. This may take the form of staff-meetings and INSET days, work shops, conferences, courses and visits to work with staff from other schools. There is an on-going sharing of ideas and expertise between schools across the town, Essex and Nationally.

During every child's time at Collingwood we offer:

- Participation in a class work celebration assembly (annually)
- An opportunity to take part in a performance or presentation to a live audience (at least annually)
- A residential trip (usually Year 6)
- An opportunity to become a Playleader/Learning Ambassador/Eco-Team Member. (at least annually but some are termly)
- Participation in PE lessons run by a qualified Sports Coach. (weekly)
- Participation in swimming lessons. (usually Year 3)
- An opportunity to take part in Forest Schools/outside activities.
- Participation in a trip to the local area and beyond.
- Opportunities to join before/after school clubs.
- Opportunities to take up individual music tuition eg guitar or keyboard etc. (all year groups)

- An opportunity to invite a relative to Class Lunch/mother's Day/Fathers Day/Special Person Lunch. (3 x annually)
- Access to online storage of work which can sometimes be viewed at home.
- Home use via password access to learning Resources in maths and English etc.
- Opportunities to participate in educational visits/first hand experience/meet with expert/visitors during lesson time. (all ages at least annually)
- Regular opportunities to develop resilience and independence.
- Choice in some elements of learning.

### **Our Curriculum Intent and Implementation**

Our curriculum is designed to meet the requirements of the National Curriculum whilst enabling *all* pupils to make good progress from their vastly differing starting points. Our pupils receive broad and balanced sequences of learning that progressively build on knowledge, skills and vocabulary so that pupils of all abilities achieve well. We aim to "Live our Lives with arms and minds wide open" and live by our REACH Values.

In seeking to remove any barriers to learning that might hinder or exclude pupils we:

- Set appropriate learning outcomes.
- Prioritise "self-challenge" and "Personal Best" with *all* pupils.
- Respond to children's diverse learning needs
- Provide other curriculum opportunities outside of the National Curriculum particularly those which appeal to pupils' own interests.

Our Approach is underpinned by:

- Staff and Governor's ambition that *all* learners will make good progress.
- Foundational and Conceptual learning (ie learning facts and developing key skills before applying these in other contexts)
- Focus on fluency in reading and recalling factual information in maths and spelling.
- From their different starting points our learners need:
- A curriculum that is interesting and enjoyable and includes pupils' own ideas and local contexts.
- Targeted intervention based on individual learner's needs.
- A range of active learning experiences in and outside school.
- A "Growth mindset."
- Intentionally planned speech and language development including development of a rich and broad vocabulary.
- Intentionally planned opportunities to enjoy listening to stories.
- Parent engagement in learning.
- Regular Opportunities for all pupils to be leaders and take on responsibilities.

### **How we teach Maths**

At Collingwood we follow the White Rose Maths scheme of learning, teaching across three terms in blocks to deepen understanding. Teachers draw on a range of resources we have available to create the best possible learning environment for our pupils, moving the children from the stages of concrete to pictorial and lastly to abstract. Consolidation weeks are also built into each term to revisit outcomes that have been identified as needing further development.

Fluency in maths is a priority, with daily fluency sessions incorporated into maths lessons. 10 Minute Maths takes place in every classroom each day, and aims to develop the fluency and recall of mathematical facts and allow children to see links in their learning, e.g. the relationships between the 2x, 4x and 8x multiplication tables.

Reasoning is a part of every lesson, and the use of 'Prove it' boards, enables the children to verbalise and discuss their understanding. Displays and resources in classrooms allow children to 'explore' maths, then for 'clarification' to take place, and lastly the children's 'application' of their learning. Teachers are encouraged to use innovative and creative lesson formats to engage pupils  
We make use of Times Tables Rockstars and other online subscriptions to support the learning of maths at home and at school. Ask your child what their current 'Rock Star' status is!

*Our Maths Mastery Statement and other useful maths documentation including long term progression plans for each Year Group and our Calculation Policy can be found on the Curriculum page of our school website; [www.collingwoodschool.net](http://www.collingwoodschool.net)*

### **English at Collingwood:**

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **How we teach phonics and reading:**

We teach phonics as the main method for children to learn to read. Phonics is taught daily throughout EYFS and Years 1 and 2 and later if required, in a systematic, multi-sensory way. our pupils learn sounds (phonics) by singing, moving, listening, writing, repeating, using letters, making shapes in the air, looking at pictures, playing games, using computers and as many other ways as possible using their 5 senses. This is vital because children learn differently. Close monitoring by staff ensures continual diagnostic assessment. If children fall behind, they are given intervention (specific small group or 1:1 support).

What will this actually look like? Collingwood uses a programme, published by the government, available free to all schools, called "Letters and Sounds". We also use an internet based resource called "Phonics Play" which can be found on our pupil pages for parents and pupils to use at home.

Is this the only way that children are taught to read? Absolutely not! Phonics is the first step in helping children to crack the code of reading and writing. However, children also need to be able to recall words that can't be decoded easily and also to be able to understand and engage with what they read and to be able to do this when reading at speed. (fluency)

Comprehension skills are developed through discussion, with adults, individually and in small groups or as a class. Adult led "Guided Reading" sessions take place regularly (based on Rigby Star) for younger pupils with more whole class sessions (sometimes using "VIPERS") as children get older.

Individual reading, (see book bands colours used until pupils become fluent readers), Paired Reading and "Reading Buddies" are also used throughout the school where children read the same book with or without an adult.

Our 3 O'Clock Read happens across the school every day (unless during P.E.) and is specifically aimed at widening and developing pupils understanding of vocabulary.

Over the course of each term children read many different genres of text and learn at least one, one off by heart using actions, sound effects and drama.

*Our Reading Colour Bands along with useful information for parents on reading and spelling can be found on the Curriculum page of our school website; [www.collingwoodschool.net](http://www.collingwoodschool.net)*

*The reading statements your child is expected to meet by the end of the academic year are in all pupil's communication books.*

### **How we teach writing.**

Writing is taught in many lessons other than English. We use "Cold Tasks" at the beginning of a new genre of to assess what children can already do and "hot tasks" at the end to evidence how much progress they have made. In between, we analyse texts, looking at structure, vocabulary, grammar, spelling, punctuation, genre specific features and effectiveness. Children generate then use "success criteria" to self-assess and "purple polish" (improve) their own and each other's writing noting what is "tickled pink" (good) and "green for growth" (needs developing).

Over the course of each term children write many different genres of text and are often given the opportunities to writing their own text based on what they have read.

*Our writing and grammar progression plans can be found on the Curriculum page of our school website; [www.collingwoodschool.net](http://www.collingwoodschool.net)*

### **How we teach spelling.**

Spelling patterns are taught and used in lessons weekly. ("No Nonsense Spelling" and National Curriculum exception words and age related spelling lists). Pupils from Yr 1 upwards complete weekly spelling tests containing a number of words relating to both the current pattern and high frequency/exception words. There is an emphasis on pupils ability to recall and retain spellings.

*Words to be read and spelt by each year group other useful maths documentation including National Curriculum spelling lists and information on supporting pupils at home can be found on the Curriculum page of our school website; [www.collingwoodschool.net](http://www.collingwoodschool.net)*

### **How we teach Handwriting.**

Pupils are taught "upstroke" from EYFS, enabling easier joining in later years. "Letterjoin" is used in KS1. <http://www.letterjoin.co.uk/>

### **How parents can support their child at home:**

We expect all children, right up to Year 6, to read regularly to adults at home, and bring their book bag to and from school. As children get older it is increasingly important to discuss the *exact* meaning of new vocabulary and to question children so that they "*read between the lines*" and make interpretations and predictions rather than simply saying the words on the page correctly. Show your child that you read for different purposes (eg to find directions, instructions, information and for pleasure) and talk about your own likes and dislikes when reading.

*Our Homework Policy can be found on the Curriculum page of our school website; [www.collingwoodschool.net](http://www.collingwoodschool.net)*

### **How we teach Science**

The National Curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

At Collingwood we believe that our Science curriculum gives our children a range of opportunities to use their natural curiosity to help them understand and question their world. We aim to deliver a balance between factual knowledge and the skills of investigation, prediction, analysis and enquiry so that children make progress in their understanding of processes and factual recall and are confident and well prepared for both secondary school and later life.

- [Science progression at Collingwood](#)

### **How we teach Computing**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

We aim for all children to be efficient users of technologies as tools for learning. Computers including Chromebooks, I pads and Laptops are used to enhance learning across the curriculum as well as being taught as a discrete subject. Children are taught to code and debug (writing and fixing algorithms for computers) from a young age using programmable beebots, apps and programs like Scratch and Scratch Jnr. which can be accessed at home. In this ever changing world, we are constantly changing how we teach children to use the internet safely and responsibly exploring issues through discussion and with the help and support of professionals and experts who we invite into school. Current advice for parents can be found on the "e-safety" tab of our school website. (top right)

- [Computing Progression at Collingwood](#)

### **How we teach PE**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

We believe that it is vital for all children to learn about the importance of leading a healthy and active lifestyle and develop the essential life skills of team work, leadership and the ability to compete, persevere and celebrate winning and accept losing, through the enjoyment and participation of sport. We aim to give our pupils opportunities to try a variety of activities leading to continued participation in later life.

All pupils from Years 1 - 6 participate in at least one weekly PE lesson led by a specialist sports coach. There is also a sports coach every lunchtime who encourages pupils to participate in active pursuits ranging from Bollywood dancing to kickboxing. All pupils participate in the Daily Mile which was implemented when we realised how few pupils attend sports clubs other than football and swimming outside school. Our children take part in many cross phase, cross school and cross Essex sporting events through our sports Partnership Arrangement with William De Ferrers School. Children (usually in Yr 3) participate in weekly swimming lessons at the Secondary School's pool.

During KS1 (EYFS- Yr 2) children focus on developing key skills such as throwing and catching, running, balancing, performing sequences of movement etc During KS2 (yrs 3-6) pupils develop and refine these skills and apply them to different games/sports eg football, tennis, Tag-Rugby, athletics, dance, gymnastics etc and begin to develop tactical and teamwork skills. Our curriculum is based on the Val Sabin schemes for gym, dance, games and Athletics.

- PE progression at Collingwood

### How we teach History and Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: 1. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

See link to My Learning on our school website [www.collingwood.essex.sch.uk](http://www.collingwood.essex.sch.uk)

2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

In geography children learn about and consider the importance of physical, natural and human features. Factual recall of place and feature names begins with the United Kingdom for younger children and grows over time to include those in the wider world. In History, events are taught in chronological order. Children learn about significant people and events and the influence they have on society. Children are encouraged to question how we know what life was like and consider the reliability of evidence. History and Geography are often taught separately but can be linked as both are designed to have a "local" aspect as we recognise that many of our pupils are not aware of the significance of events and places in their immediate locality.

- [History and geography progression at Collingwood](#)

### How we teach Art and Design

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

As children move through the school, they learn to appreciate and develop their skills in drawing, painting and sculpture, using a range of media. In Design & Technology children learn to problem solve creatively. They learn how things work, create designs and develop their own ideas and make products to a given design brief, using tools, then analyse and give each other feedback on their outcomes.

- [Art progression at Collingwood](#)

*the progression document for design is under construction*

### How we teach Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- In all areas of the creative arts it is important to develop through discussion, an appreciation of the works of other artists and composers.

Music is usually taught weekly using the Charanga music scheme. Children develop a range of listening, composing, performing and appreciation skills across a range of musical instruments and genres. All children have the opportunity to take up private tuition in guitar (acoustic or electric), piano or keyboard, and other instruments requested. A weekly singing assembly is led by a music specialist and the school participates in various community singing and musical events. Throughout the year children participate in "taster" workshops and dance lessons led by specialists. We provide many opportunities for children to showcase their skills to a live audience, through instrumental concerts, end of year performances, class assemblies, annual performances by every child etc.

 [Music progression at Collingwood](#)

### How we teach Languages

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation



- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

All pupils at Collingwood will learn some basic words in French and other languages spoken by staff and pupils e.g. taking the register, colours and numbers etc.

Children in KS2 are taught French weekly by both our staff and/or those from the local secondary school and through a range of online resources including "Rigolo". This includes the 4 strands of listening, speaking, reading and writing to prepare children well for the secondary school curriculum. Lessons are fun and interactive and develop children's confidence in experimenting with new vocabulary in a different language.

*the progression document for languages for Years 3 and 4 is under construction*

- [Years 5 and 6 Progression in French at Collingwood](#)

### **How we teach Religious Education (RE)/Personal, Social and Health Education (PSHE)/ Social, Moral, Spiritual and Cultural Education (SMSC)**

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. We follow the local authority's scheme for R.E. We aim to develop knowledge and understanding of Christianity, and its contribution to our culture and traditions; and awareness of other religions and respect for differing views. In addition, we aim to encourage an appreciation of the mystery of the natural world and to foster a caring, sensitive and respectful attitude to others, their beliefs, feelings and experiences.

We follow and teach the agreed Essex syllabus for R.E. - Explore, different religions are explored through key themes such as 'Symbols' or 'Celebrations'. We teach children about the major world faiths, beliefs and cultures and learn about the celebrations of many religious festivals.

Our P.S.H.E. lessons develop the knowledge, skills and attributes that children need to keep themselves healthy, safe and prepared for life and work in modern, democratic Britain and our Global Society. This is taught mainly through our whole school values which represent who we are, what we do and what we stand for. We actively promote Respectful relationships and care for others and the environment and British values including mutual respect and tolerance of those with different faiths and beliefs. Almost all children are able to articulate our REACH values, (Respect, Equality, Achievement, Co-operation and Happiness) and are able to say how they apply to the behaviour of children and adults at our school by nominating them for our weekly awards. We provide experiences including exploration of food, clothes, traditions and customs through which children develop a sensitive awareness of their own and other cultures, in preparation for living and working within the wider community. Our aim is for all children to understand that difference is not to be feared or rejected. We use resources which reflect a breadth of cultures and avoid stereotypes and, where possible, involve members of different ethnic communities. In health education we emphasise the importance of healthy eating, hygiene and personal safety including the dangers associated with smoking, drinking, drug taking, solvent abuse, bullying and peer pressure and the internet in particular. Within a broad topic on the human body and its systems, we offer a sex education programme in order to prepare children for the changes of puberty.

 [PSHE Education Programme of Study \(Key stage 1-5\) Jan 2017\\_2](#)

 [RE progression at Collingwood](#)

 [DFE leaflet for parents on Relationships and Sex Education 2020changes.](#)

Further Curriculum Information:

 [The National Curriculum for Primary Schools in England.](#)

 [Information\\_for\\_parents\\_-\\_2019\\_national\\_curriculum\\_tests\\_at\\_the\\_end\\_of\\_key\\_stages\\_1\\_and\\_2](#)

### **E.Y.F.S.**

Our youngest pupils follow the Early Years Foundation Stage Curriculum (EYFS) which is covered by our EYFS and Induction Policy.

There are seven areas of learning and development. All areas of learning and development are important and inter-connected. There are three prime areas: Personal, Social and Emotional Development, Communication and Language, Physical Development. There are also four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are: Literacy, Mathematics, Understanding the World, Expressive Arts and Design  
'Characteristics of effective learning' are also observed to find out the children's preferred learning styles and interests. The characteristics are: Playing and Exploring, Creating and Thinking Critically  
Active Learning

Our E.Y.F.S. curriculum is delivered in a variety of ways including child initiated learning, adult led learning and play based learning. Children have access to high quality indoor and outdoor environments which are carefully planned to ensure each child achieves their full potential.

At the end of the Reception year the EYFS profile is completed for each child. Children are assessed against the 'Early Learning Goals' (ELGs) and those who are working at the 'expected' level or are 'exceeding' these levels in all of the prime areas, Literacy and Mathematics are given Good Level of Development (GLD).