



Severne Primary School

School Overall Curriculum Policy Statement

Our Vision

“We want our children to have roots - the academic foundation, self-confidence and positive attitude on which success in school depends.

We want our children to have wings – the thinking skills, creativity, flexibility, enthusiasm and broad view to soar beyond the commonplace’

A caring environment for children to gain confidence and develop independence.

Mission

The governors and teachers at Severne School aim to create a secure and caring environment in which children can experience success. The value of personal, social and moral development is taught within a broad and balanced curriculum.

Aims

- To provide stimulating activities and tasks,
- To set targets within each year group,
- To develop high expectation of individuals' performance,
- To demonstrate a caring, respectful attitude towards each other within the community,
- To encourage the tolerance of opinions and beliefs.

School Context

Although the school is located in an area of exceptionally high deprivation we do not use this as an excuse for underachievement. For example 59% the pupils are entitled to pupil premium and these pupils make positive progress over time both academically and in their personal and social development.

- Two form entry primary school in the heart of the Gospel Estate with 459 pupils on roll (2019 May Census data).

2019/2020	Total	Boys	Girls
Nursery (FT/PT)	26	14	12
Reception	39	21	18
Year 1	47	20	27
Year 2	60	29	31
Year 3	61	26	35
Year 4	59	27	32
Year 5	62	37	25
Year 6	58	33	25

- From the 2020 October Census, there are 31 different languages recorded as pupils' first language. 38.5% of pupils have English as their first language. 58.4% have English as an additional language of which 24% speak Urdu. The school is in the highest quintile nationally for EAL.
Attainment on entry Nursery September 2019 - from 27 children expectation is achieved at least 36 months EExAT tracker statements in all areas.
10 children achieved in all areas 37%.
However 9 of these attended Nursery for at least one term last year.
1 of the 12 children achieved in all areas 8%.
9 of the 15 children who attended Nursery for at least 1 term last year achieved in all areas 60%.

Audit undertaken in Autumn 20, see individual phase school development plans.

- 59.1% of the pupils are eligible for Pupil Premium.
See Pupil Premium document 2020.
The school is in the most deprived decile nationally.

- SEN provision

SEN Provision- education, health and care plan (code E)	2
SEN provision- SEN support (code K)	32
Total number of SEN (code E and K)	36
No special educational needs (code N)	376

- Pupil Mobility
The school is in the lowest quintile for stability nationally.
- Staffing- Staffing is stable.
- Budget constraints- Three-year forecasts show a reducing carried forward surplus resulting in a forecasted deficit position at the end of financial year 22/23. Schools Financial Services and Birmingham HR are consulting with the school during this year.

GUIDELINES

Curriculum development

Curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements, of the National Curriculum and the changing needs of the school. The coverage of the National Curriculum is organised within continuous, blocked and linked units of work. We have developed a framework plan for each year group. This gives a brief indication of what is taught within each curriculum area. We have developed Curriculum Maps and Schemes of Work based on year group planning, for each area of the curriculum.

Curriculum Objectives

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
- To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks
- To provide opportunities for children to explain the pattern and relationships that form the basis of mathematics.
- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.

- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for question raising in science enable children to use and understand scientific concepts and vocabulary.
- We give children opportunities to experience their own environment and the wider world both past and present through (Geography, History, RE, Art and DT)
- Children' should approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as cooperating within a group.

Curriculum Organisation

Oracy, Literacy, Numeracy and Information Technology are skills that run through the whole of the curriculum. In addition a considerable part of each week is given to teaching Mathematics and English as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities.

Long term planning

We have Curriculum Maps for all subjects. These maps identify knowledge, skills and understanding, and the progression of learning throughout the school.

Medium term planning

Subject co-ordinators plan termly or half termly to identify learning objectives that link to the National Curriculum and the schools Curriculum Framework. They organise Schemes of Work to indicate: activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities.

Short term planning

Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis.

Teaching Approaches

Teachers employ different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning.

Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life.

Staff Roles and Responsibilities

Staff have responsibility for a curriculum area to implement policy, monitor development and assist in the planning of the curriculum. The assistant head teacher will monitor the whole curriculum across the key stages for consistency. Joint planning and moderation of children's work- In addition to this further monitoring is conducted through focused classroom visits by the Headteacher/subject Leaders:

- Governors are regularly invited to participate in observing the prioritised curriculum areas in order to make 'Curriculum Committee' evaluations of our success especially in Deep Dives carried out by the School Improvement Partner and Headteacher and through Governors 'paired' to specific year groups.