

# **Sandgate Primary School**

## **Curriculum Rationale**

**2020**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus, and returning to normal educational routines as quickly as possible will be critical to the recovery process. Our curriculum has been reviewed and adapted to ensure that the most important missed content is taught and that all pupils continue to receive a high-quality education that is ambitious and broad.

### **Vision**

All pupils come to our school to be happy and successful.

This has inspired the design of our curriculum so that all children can achieve.

Pupils explore the skills and acquire knowledge to allow them to reason critically, making informed decisions and choices through a curriculum that promotes creativity and curiosity.

Our values and curriculum develop high expectations for every child and empower them to be successful in their own lives and to contribute positively to the local, national and international community.

### **Values**

- Compassion
- Courtesy
- Determination
- Equality
- Friendship
- Respect

Each pupil in years 1-6 has a sticker album that promotes our Sandgate Values. Individuals (past and present) who are known for their compassion, courtesy, determination, equality, friendship or respect are introduced to the children in their learning and in assemblies. Learning about these individuals, and how they have contributed to society in a positive way, guides the pupils in their own lives by:

- Showing them how to be responsible, respectful, active citizens who are involved in wider society.

- Developing their understanding of fundamental British values.
- Developing their understanding and appreciation of diversity.

Pupils demonstrating the above values are recognised by members of staff (currently class based) who complete a certificate describing why they have been awarded a values sticker. Pupils fill their values album as the year progresses.

## Rationale

All pupils at Sandgate Primary receive a high-quality education that is ambitious and broad. All pupils continue to be taught a wide range of subjects that contribute to the filling of gaps in core knowledge. Emphasis in these broader subjects has been placed on reading, writing and mathematics. In light of the current flexibilities in curriculum design, and to ensure that the most important missed content is taught, broader subjects have not only been linked to core knowledge, but have also been allocated to specific terms, allowing for depth of study where pupils can explore the skills and acquire the knowledge that allows them to reason critically and make informed decisions and choices.

	Subjects
Term 1	Mathematics and English Relationship, Sex and Health Education & Online Safety (delivered daily during class assemblies) Physical Education Art or Design Technology History (with evaluative Blooms question) Science (with evaluative Blooms question)
Term 2	Mathematics and English RSHE & Online Safety (delivered daily during class assemblies) Physical Education Art or Design Technology Music Religious Education (with evaluative Blooms question) Science (with evaluative Blooms question)
Term 3	Mathematics and English RSHE & Online Safety (delivered daily during class assemblies) Physical Education Spanish Computing Geography (with evaluative Blooms question)

Term 4	Mathematics and English RSHE & Online Safety (delivered daily during class assemblies) Physical Education Art or Design Technology History (with evaluative Blooms question) Science (with evaluative Blooms question)
Term 5	Mathematics and English RSHE & Online Safety (delivered daily during class assemblies) Physical Education Art or Design Technology Music Religious Education (with evaluative Blooms question) Science (with evaluative Blooms question)
Term 6	Mathematics and English RSHE & Online Safety (delivered daily during class assemblies) Physical Education Spanish Computing Geography (with evaluative Blooms question)

The curriculum continues to promote creativity and curiosity, with, for example, science, history and geography learning culminating in an evaluative Blooms Taxonomy question. Questions for critical thinking develop all levels of thinking within the cognitive domain: the results will be improved attention to detail, increased comprehension and expanded problem solving skills.

These 'big questions' allow pupils to present and defend opinions by making judgements about information, validity of ideas, knowledge or quality of work based on a set of criteria. It is at this evaluative level where pupils are expected to recall all they have learned in order to make informed and sound evaluations. A final emphasis on writing, whether it be revisiting learnt genres or the genre being studied, further promotes the filling of gaps in core knowledge.

Our curriculum has been carefully designed to address the impact of the coronavirus pandemic. Ensuring coherence to the national curriculum by detailing core concepts in the national curriculum and demonstrating progression from year 1 to year 6 allows our teachers to fill gaps in knowledge. Early gap analysis has also allowed teachers to fine-tune their planning to ensure mastery and the teaching and learning of missed core content.

Teaching for mastery remains at the heart of our mathematics teaching. Being and feeling successful in mathematics is maximised if pupils develop a deep and long-lasting understanding of mathematical procedures and concepts, supported by daily practice within dedicated arithmetic sessions to secure fluency.

Getting children reading again has been a central aim of the adaptations to our curriculum. We have designed our timetable to allow more frequent opportunities to develop both independent reading and comprehension skills, with the school library also having been distributed to individual classrooms in order to maximise access to books.

Talk for Writing continues to underpin our approach to the teaching of writing, with Cold Tasks used to baseline children's writing and identify previously missed content.

### **Special educational needs and disability (SEND)**

All pupils at Sandgate Primary School have access to a broad and ambitious curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the earliest opportunity. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to access the curriculum: it may be developed and adapted so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future. Pupils with SEND are involved in all aspects of school life. For some pupils with EHCPs, planning is specifically tailored to personal targets: whenever appropriate, learning is aligned to the curriculum being studied by their own year group.

### **Continued Curriculum Online**

In the event of further local or national lockdown and in response to government guidance, our curriculum is supported by the Google Suite. Through school email accounts, children are able to communicate with their teachers, whilst Google Meet and Google Classroom allow teachers to deliver content, set assignments and give feedback to every child in their class. We have designed a virtual school timetable, which allows continued provision of our curriculum and access for all in the event of partial or complete school closures.