

CURRICULUM STATEMENT September 2016, including reference to Assessment.

Sutton Green Primary School is committed to meeting the requirements of the new primary curriculum that was introduced in September 2014. Staff working in our Reception class use the Foundation Stage Curriculum (0-5) with guidance from Development Matters.

We have updated our schemes of work to reflect the content and challenge of the new curriculum for each year group. Teachers have received training in the key areas of curriculum change with a particular focus on maths, literacy and computing. We are now teaching French to KS1 and KS2 pupils.

We will continue to make provision for the teaching of PSHCE, and our approach to the teaching of PSHCE is referenced in our Sex & Relationship Policy. This includes reference to the teaching of British Values through the curriculum and the Prevent Agenda, along with developing Global Education. The teaching of Spiritual, Moral, Social and Cultural Education is also threaded throughout our curriculum teaching, and links to our teaching of PSHCE and RE. We use the Locally Agreed Cheshire Scheme of Work to teach Religious Education and the school holds daily acts of Collective Worship.

We will continue ensure high quality learning experiences that include thematic learning. This includes visits and events linked to key cross-curricular learning.

Information on what each class is studying on a termly basis is shared in newsletters to parents, and it is also posted on class pages on the website.

In literacy, we teach phonics in year groups according to Year group requirements as outlined in the National Curriculum. We also use 'Letters and Sounds' guidelines and resources to deliver and supplement the Statutory requirements. We use web-based resources including 'ictgames.com', 'bbcbitesize' and 'phonics play'. Our teaching staff are constantly looking for new programs and sites to supplement the learning of our pupils. Children across the school also have differentiated spellings or phonemes that may be linked to homework activities. For reading, all children are supported with structured guided reading sessions and individual reading with a member of staff or a parent volunteer when appropriate. We use a range of reading resources to teach reading including a variety of reading schemes which are collated to make a school scheme to provide a wide range of books. The school uses the 'Talk for Writing' approach across the school and there is an emphasis on developing children's effective use of language to impact on the reader. Children are also taught to use appropriate grammatical terminology linked to the revised national curriculum.

In maths, children in Y1, Y2, Y3 and Y4 are using 'Singapore Maths' materials and staff in other year groups may also use some specific strategies originating from the Singapore methodology e.g. Singapore Bar method. We

use Singapore Maths content along with a range of additional resources and materials to teach maths across the school, and there is particular focus on children learning times tables and number bonds, acquiring the correct mathematical vocabulary and using maths to solve problems in a variety of contexts.

Assessment

The school will continue to ensure that achievement and progress of all learners is tracked. The school has developed its own system to review progress made by each year group. This is measured against pupils working towards, achieving or exceeding national expectations. Staff assess against detailed criteria to review progress. A range of materials are used, including specific reviews using Singapore Maths materials, and descriptors for reading, writing and maths.

The school also tracks progress from KS1 to KS2 and references this to a points system that enables us to measure progress towards meeting end of Key Stage Expectations. We also use FFT Aspire target setting materials and note trends in attainment referenced to Raise on Line or Dashboard reviews.

In our Reception Class (EYFS) we use 'Development Matters' to track progress toward meeting end of year Early Learning Goals. Staff record using paper tracking systems, independent work folders for each child alongside the electronic Orbit assessment system. Staff will complete a baseline using Development Matters in Autumn 2016.