



# CURRICULUM OFFER

# Statement of intent

At Archibald Primary School, our '**Big Picture Curriculum**' inspires children and creates an enthusiasm for learning. By focusing on the development of children's knowledge and skills across all primary subjects, we ensure that all pupils are ready for the next stage of their learning. A 'can-do' attitude, reflected in our motto 'Believe and Achieve', builds resilience and encourages a positive mindset that supports pupil well-being and happiness. Celebrating cultural diversity, encouraging respect and building a sense of community is also fostered through our curriculum design.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that allows them to explore the breadth and depth of the National Curriculum.
- Enable pupils to develop a rich and deep subject knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Allow the children to learn within a coherent and progressive framework.
- Learn new skills through a variety of interesting learning contexts.
- Experience the challenge and enjoyment of learning.
- See clear links between different aspects of their learning.
- Demonstrate and improve their creativity.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Understand the purpose and value of their learning and promote a positive attitude towards it.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote the learning and development of all our pupils, developing their independent learning skills and resilience, to equip and prepare them for their next stage of their education.

## **BELIEVE AND ACHIEVE**

Our intention is for pupils to experience a knowledge rich curriculum which is at least as ambitious as the National Curriculum. To facilitate this, we have recently undertaken a large-scale review of our curriculum. A yearly cycle of curriculum review meetings has been created to ensure that we have a high-quality curriculum that continues to develop and improve over time. In our curriculum review meetings, we are keen to explore the coherence of the curriculum as a whole and within each subject and explore the sequencing of lessons and progression throughout the curriculum to ensure this is well planned and documented.

Being part of Endeavour Academies enables us to work closely with Macmillan Academy subject leaders and draw on their subject expertise. Staff meet regularly to share curriculum plans and for collaborative training. Macmillan Music and PE staff deliver lessons to Archibald pupils. The Greater Depth Maths project has been very successful in engaging Year 6 pupils.

This collaboration has helped us to plan a curriculum that builds on the prior learning in a progressive way through improving our subject leader's knowledge.

## Spiritual, Moral, Social and Cultural Development

The Spiritual, Moral, Social and Cultural development of the pupils in our school is not a discrete subject that is taught explicitly but an aspect of learning that is present in lessons and behaviour in school.

Pupils will:

- Explore beliefs, experience and faiths, feelings and values.
- Enjoy learning about themselves, others and the surrounding world by using imagination and creativity helping to reflect on experiences.
- Recognise right and wrong and respect the law as well as understanding choices and consequences.
- Investigate moral and ethical issues and offer reasoned views.
- Appreciate cultural influences
- Appreciate the role of Britain's parliamentary system.
- Participate in culture opportunities.
- Understand, accept, respect and celebrate diversity.
- Use a range of social skills to participate in the local community and beyond.
- Appreciate diverse viewpoints.
- Resolve conflict.

## Fundamental British Values

At Archibald Primary School we help our children to develop British Values to ensure that they leave school prepared for life in modern Britain.

Both within our curriculum and the wider life of the school we strive to ensure, "...children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background" (Lord Nash).

The British values we actively promote are:

- Tolerance and respect - To respect and tolerate the opinions or behaviour of others.
- Individual liberty - Be free to express views or ideas.
- Democracy - Be part of a system where everyone plays an equal part.
- Rule of law - Learn that all people and institutions are subject to and accountable for their actions and behaviour.

Examples of the understanding and knowledge pupils are expected to learn include:

### **An understanding of how citizens can influence decision-making through the democratic process**

- We ensure all pupils within the school have a voice that is listened to, and we demonstrate how democracy works by actively promoting democratic processes using vehicles such as a school council whose members are voted for by the pupils (As part of our Democracy Week - see below). Our School Council is involved in decision-making at many levels within the school community and has a direct impact on our school community, with regular updates for our school community provided on our school newsletter and updates to the School Council Communications Noticeboard.
- The school council actively encourages pupils to actively engage in fund-raising activities and are given the responsibility of independently selecting charities to support. They select local, national and international causes to support.
- Each year we hold a **Democracy Week**. There are two elements to our Democracy Week. Pupils get opportunity to vote for the candidates they would like to represent them in our School Council. Candidates present speeches and videos in special assemblies, and create posters and promotional material to try to win votes on the

election day. Pupils in Reception – Y5 also learn about the democratic process and history through a range of planned activities during the week.

	Key Questions
EYFS	How can we vote for what we want to do? – practical work
Y1	Who was Emmiline Pankhurst? Who was Emily Davison? Why are they important? What did the suffragettes want to achieve? What actions did they take? Were these good choices? Did they achieve their aims?
Y2	What was the Gunpowder Plot? What is the Magna Carta and why is still important today?
Y3	What is Democracy? What is a general election and what happens when there is a general election? What is the Magna Carta? Can I write my own Magna Carta
Y4	What is democracy and how does it compare to Communism? Why I would be a good prime minister? - Persuasive writing
Y5	What and where is parliament? How do you become an MP? What do MPs do? Who were the suffragettes and what did they achieve?

**An understanding that the freedom to hold other faiths and beliefs is protected in law**

- We are fortunate that our school is a large multi-cultural school and we encourage our pupils to be proud of and celebrate their differences. We promote tolerance and respect for other faiths and beliefs through our locally agreed Religious Education syllabus. Children also have the opportunity to learn about other faiths and beliefs through their wider learning within learning contexts.

**An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour**

- In addition to promoting tolerance and respect for other faiths and beliefs we actively promote a culture that does not accept prejudicial, discriminatory or bullying behaviour, whatever the reason for its motivation. We participate in anti-bullying week and have achieved the BIG Award.
- Our curriculum gives children opportunities to discuss national and international events from a moral and social viewpoint and to learn about different traditions and cultures. These opportunities add much to the pupils’ spiritual, moral, social and cultural development and awareness.
- Archibald Primary follows the principles of a level 1 Rights Respecting School

**An understanding of the importance of identifying and combating discrimination**

- Children in school regularly take part in anti-bullying activities and we use Personal Social and Health Education lessons to promote positive behaviour.
- We promote a harmonious school where many different groups and individuals learn with and about each other. Where possible, we utilise the diversity of our school community to drive our work in celebrating difference.

## Wellbeing

We strongly believe that:

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
- The culture, ethos and environment of our school influences the health and wellbeing of pupils and their readiness to learn.
- A positive association exists between academic attainment and physical activity levels of pupils.

Through our curriculum we want our pupils to become confident individuals who are able to live safe, healthy and fulfilling lives and are successful learners who enjoy learning, make progress and achieve. In order to impact positively on pupil wellbeing we:

- Teach pupils to recognise and celebrate that people are good at different things.
- Teach pupils how to build respectful friendships and encourage others to do so.
- Provide opportunities for pupils to reflect and think mindfully about their learning.
- Encourage pupils to follow their own interests and be themselves.
- Ensure pupils learn how to respect themselves and others.
- Develop pupil's self-esteem and confidence in their own abilities.

## Pupil Voice

Our approach to pupil voice ensures a whole-school commitment to listening to the views, wishes and experiences of all pupils. It means placing value on what they tell school staff about their experiences.

We strive to provide opportunities for pupils to share their experiences, views and hopes about their school. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school and at home. They need to know that what they say is valued and will be listened to and considered. In our school this means that pupils are provided with opportunities to:

- Make a positive contribution to the school and local community.
- Explore ways of becoming an active citizen.
- Say what they like and dislike about their learning.
- Articulate what they have been learning and what they are proud of.
- Take part in age-appropriate discussions.
- Make choices about things that are important to them.
- Take part in democratic activities across the curriculum.
- Express their opinions on a range of different topics and issues.

## The Importance of Reading

Our reading curriculum is a key driver for a whole school curriculum as we recognise reading as a key life skill which underpins many areas of the curriculum.

The English Scheme of Work is based on the National Curriculum for KS1 and KS2 as well as the EYFS Curriculum. The reading curriculum is underpinned with the work A. Taylor produced regarding objectives to be taught in each year group which helps ensure continuity and progression of reading skills as pupils move through the school.

Terminology used with the Reading Curriculum:

Daily Phonics: We use the 'Read, Write inc.' phonics scheme. We continually demonstrate fidelity to this scheme but add additional opportunities to practise blending skills and prioritise reading.

Reading Practise: this term is used for when pupils are simply reading to build up their blending skills or red word recognition. This is usually done when pupils are reading their

book matched to their phonic ability. Pupils learn, that as readers, this means they are expected to do most of the work in this session. There is much less focus on adults checking comprehension and asking questions.

Guided Reading: an opportunity for staff to lead pupils through a challenging text and help build comprehension. The adult acts as a guide. Reciprocal reading strategies are used here to teach comprehension.

Reading Journal work: is usually a whole class or group activity, where the adult leads the comprehension of the text (reciprocal reading) but there is an expectation of a written outcome and the adult will demonstrate how to answer a particular question type e.g. matching, find and copy or explain.

Interventions: The first step in offering support to weaker readers is to give these pupils more reading practise sessions and more guided reading sessions. Having a clear focus on their blocks to reading will help diagnose the issue. Once a clear idea of what is holding the reader back is understood then the teacher can plan further support which is discussed in Standards Team meetings.

'Reading Plus' is an independent reading/comprehension program that tracks the speed, vocabulary and reading comprehension at an individual level and is used as part of the pupils reading entitlement unless the child is working below ARE. Reading Plus is a KS2 reading strategy

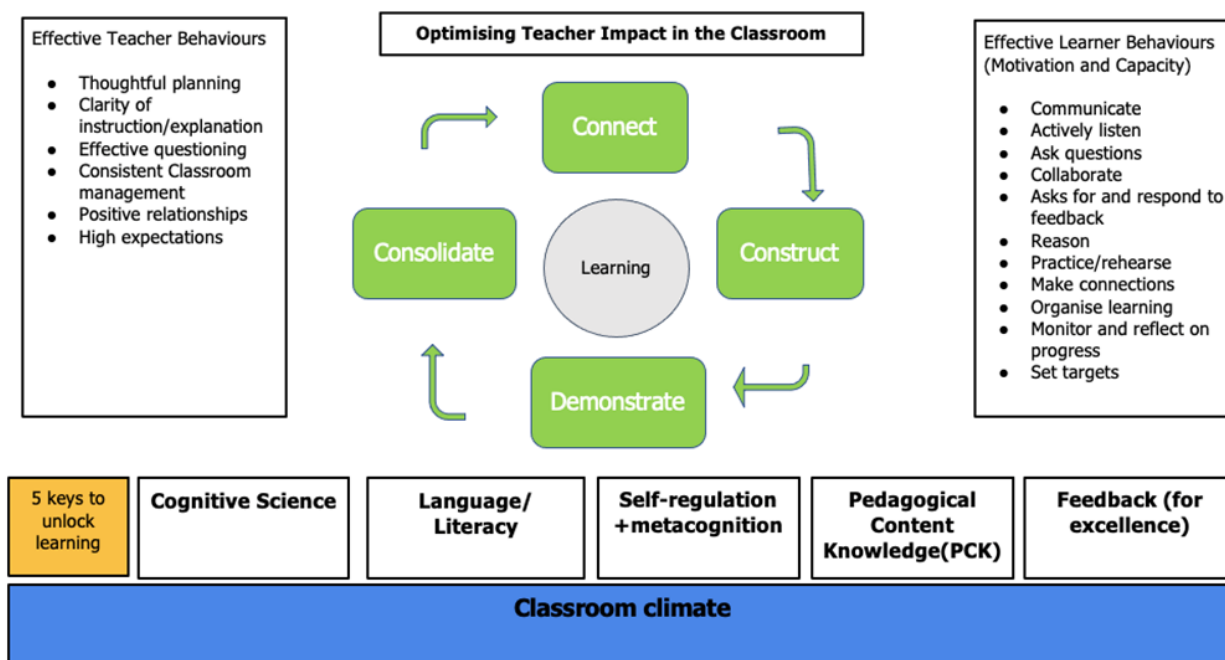
Lexia: is a SEND reading support program available to pupils who cannot access 'Reading Plus' in KS2.

# Curriculum Teams

<p><b>STEM</b>          Mathematics          Science          STEM          DT          Computing          Link Governor</p>	<p><b>ENGLISH</b>          English          Communication and language          Phonics          Early reading          Library &amp; Reading Plus          Link Governor</p>	<p><b>HUMANITIES &amp; ARTS</b>          Curriculum          History          Geography          Music          Art          RE-          MFL          Link Governor</p>
<p><b>HEALTH &amp; WELLBEING</b>          PHSCE          Mental Health          PE          Character Education          Extended school          Link Governor</p>	<p><b>INCLUSION</b>          Inclusion          SEND          EAL          Behaviour          Link Governor</p>	

## Implementation

Lessons at Archibald are underpinned using the OPTIC (Optimising Teacher Impact in the Classroom) model for teaching and learning which is research based, impact driven and grounded in experience. Pupils need support in making connections and creating schemas within and across subjects. OPTIC provides consistent approaches to teaching across all phases of teaching.



Reading is at the core of our curriculum, and it is our aim that every child can read independently and effectively for meaning from age appropriate texts to access the curriculum as they move through key stages.

## Organisation and Planning

At Archibald Primary School, pupils in the Nursery and Reception Classes follow the Early Years Foundation Stage (EYFS) Curriculum – Development Matters.

Pupils in Year One and Year Two follow Key Stage One of the National Curriculum. Pupils in Years three to six follow Key Stage Two of the National Curriculum.

In KS1 and KS2 there is some subject specific teaching, but most foundation subjects are delivered through learning contexts. We have specialist teachers for PE and music throughout the school. Science is taught by specialist teachers in Y2 – Y6.

Each year group has a curriculum maps for each half term which outlines the content to be taught in each subject. This is supported by subject leader overviews and progression of knowledge documents. We look to aid the pupils in developing schemas as this interconnected background knowledge is crucial for their learning.



# Curriculum Adaptations

We believe that every student has the right to fully access our curriculum as well as the activities and experiences we offer. We adapt our provision for pupils so that all pupils can make good or better progress from their various starting points.

This adaptation of our provision is based on the individual needs of the pupils and is carried out in partnership with parents and carers.

## Nurture Group

Some pupils become part of our Nurture Group either on a full-time basis or through out-reach work which involves pupils spending some time during the week in Nurture group or with 1:1 support in class. Pupils can also be supported through Nurture Group out-reach during break times and/or lunchtimes.

To help pupils regulate, we are a school that promotes the Zones of Regulation.

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides pupils with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once pupils understand their feelings and zones, they can learn to use tools/strategies to manage their different Zones in order to meet goals like completing schoolwork or other tasks, managing big feelings and healthy relationships with others.

The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. The Zones of Regulation underpins and drives much of the Nurture Group and Nurture Group outreach work.

## English Additional Language (EAL) Pupils

Our school is supported by the Ethnic Minority Achievement Team (EMAT) in order to support the transition of new entrants to the UK into education. The curriculum for these students is personalised based on their individual needs. The Bell Foundation assessments are updated each half term and support teachers in devising personalised learning programmes based on identified 'next steps'. Dedicated TA time is given to EAL pupils. Dual signage aids support pupils around school and in the classroom. Archibald also has Language Ambassadors who are pupils of the school that are EAL with a good level of English.

## Pathways

Pupils in Year 4 to Year 6 work in ability pathways: lower, middle and higher. This division enables targeted support and challenge to be provided as appropriate. Pupils in the lower pathways spend more time on improving their maths and English skills which are vital for accessing and supporting work in the rest of the curriculum.

We have strengthened our PSHE provision by increasing time for delivery and re-enforcing content on mental wellbeing.

# The Wider Curriculum

We believe all pupils have the right to take part in the rich and varied experiences on offer at Archibald.

## **School Visits**

We provide financial assistance so that all pupils can take part in educational trips and visits to support their learning throughout the curriculum.

Planned Educational Visits to support and enhance the curriculum.	
EYFS	
Y1	Linthorpe Cemetery
Y2	Teesmouth Field Centre National Museum of the Royal navy – HM Trincomalee Stewart Park – Captain Cook Birthplace Museum
Y3	Thorpe Perrow Arboretum
Y4	Roseberry Topping
Y5	Tees Barrage
Y6	Eden Camp

## **Residential Visits**

Each year we plan for two residential visits – a two night residential for Y4 pupils at Carlton Adventure and a four night residential for Y5 pupils at Peat Rigg Outdoor Education Centre. These visits are planned in consultation with experienced instructors from each setting. The activities are led by these instructors supported by Archibald staff. This means that activity programmes can be planned to meet the needs of each group attending. Residential visits are an important element of our wider curriculum as they provide opportunities for creating experiences that enhance pupils' classroom learning, adding opportunities pupils may not otherwise have which is particularly important as many of our pupils have limited access to natural outdoor environments in their day to day learning. They promote the importance of allowing pupils to connect with the outdoor world, and the powerful and inspirational lessons to be learned by getting children outside.

Participating in a residential at outdoor activity centres offers a wide range of diverse and exciting activities for our pupils from developing practical bush craft skills like fire lighting, tracking, foraging and shelter building, to outdoor educational adventures like abseiling, climbing, archery and team games. All exciting and fun activities for pupils to enjoy, but all planned with specific goals in mind – whether it's confidence building for children unwilling or unable to engage with their teachers and/or peers in the classroom, teambuilding to encourage pupils to work together, or to encourage independence and a sense of personal responsibility.

In addition to the physical health benefits, residential visits have a positive effect on children's self esteem and confidence levels, thereby improving their emotional health and well being and offering a unique opportunity for them to claim their independence, make their own decisions and build new friendships.

## **Forest School**

Forest Schools are nature-based communities where trained practitioners nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts. Each year our Nurture Group participates in Forest School activities in a local setting led by trained Forest School Leaders. They attend one day a week for a six week programme.

## RSC

We began our work with the Royal Shakespeare Company in 2011 as an Associate School which led to us becoming a Lead Associate School.

Shakespeare's work is made vivid, accessible and enjoyable for our pupils. The RSC Rehearsal Room Approach is used to begin all pieces of writing not just the exploration of Shakespeare's plays. This enables pupils to understand the world in which the story is taking place, be able to retell the story, discover the characters and exploring the language used.

Every two years, we celebrate our work with the RSC through a whole school special week that culminates with two performances to parents and carers of Shakespeare's plays: EYFS with KS1 and then another performance from all of KS2.

Our work with the RSC was also rewarded by becoming an Artsmark Platinum Awarded School.



**Artsmark  
Alliance**  
Platinum Award



## SPECIAL WEEKS

Throughout each year we have a series of whole school 'Special Weeks' which provide an opportunity for some in depth learning around a planned whole school theme. These weeks often involve opportunities for pupils to learn with or share their learning with other pupils from different year groups.

### **Anti Bullying Week**

This links to our PSHCE curriculum and is used to reinforce key messages around anti-bullying

### **Esafty**

This links to our PSHCE and Computing curriculum and is used to reinforce key messages around how pupils can help themselves to stay safe online. We also plan in signposting and workshops for parents/carers around this important area.

### **WW1 – Why do we Remember?**

This links with our History Curriculum and we use this to mark Remembrance Day, ensuring our pupils are aware of why it is important to remember those who have given their lives in wars, and how we can do this today.

### **Health & Fitness Week**

This takes place every Summer Term and pupils participate in a range of health and fitness related activities, including our annual sports days.

### **Shakespeare Week**

Every two years, we celebrate our work with the RSC through a whole school special week that culminates with two performances to parents and carers of Shakespeare's plays: EYFS with KS1 and then another performance from all of KS2

# Curriculum Transition Points

Transition points within the curriculum can pose a challenge for pupils and the Education Endowment Fund's (EEF) research cites three reasons for this:

1. Lack of curriculum continuity and difficulties adapting to academic challenges
2. Lack of familiarity with school systems, routines and expectations
3. Issues with developing healthy peer networks.

While most of the research applies to the transition from primary to secondary school, many of these principles still apply to the transitions between other key stages. Archibald has put in place an extensive range of provision to mitigate these potential challenges.

## **Home to EYFS**

Our two-year-old provision offers children in our community a chance to have the best start possible to their education. This follows seamlessly into nursery provision, continues into Reception giving the children full coverage of the Development Matters Curriculum and the steps that lead into this. Pupils joining straight into Nursery are offered a series of 'Stay and play' opportunities.

## **EYFS to Key Stage 1**

Some of our most vulnerable pupils start transition to Key Stage 1 in the term prior to them entering Year 1. These small steps increase over time to ensure the best possible chance of success.

## **Key Stage 1 to Key Stage 2**

This model is replicated for pupils moving from Year 2 to Year 3. This is a much subtler approach as these children change to learn in classrooms on the upstairs corridors. Over the course of the year, the children will walk up to this corridor on numerous occasions (to use the Computing room, to walk to the dining room when it is raining or to PE in the upstairs hall. These small steps all help to make transition smoother. Vulnerable pupils can spend more time in Year 3 in the term prior to their transition.

Every year in the summer term, we hold out Archibald transition day where pupils move up to their new year group for a day and work with the teachers and teaching assistants that they will have in the new academic year.

## **Key Stage 2 to Key Stage 3**

Year 6 pupils spend time at their secondary school during transition days in the summer term. Other opportunities arise over the academic year that enables children to visit and fro teachers from some of the secondary schools which our pupils move to work with them in Archibald.

# Reviewing the Curriculum

At Archibald, we regularly review the curriculum so that it remains ambitious and gives all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

The use of curriculum working parties is commonplace at Archibald. During the 2021-22 academic year we have carried out music, RE and STEM working parties to target the weaker areas of our curriculum. These working party teams met alongside secondary school specialist in the areas of RE and music which provided our curriculum with the subject expertise that it needed to make improvements.

During the 2021-22 academic year, we implemented subject leader reviews of all foundation subjects. We have developed a self-assessment document for subject leaders to use which will identify strengths and weaknesses of the curriculum. This involves a discussion of the self-assessment which identifies strengths, weaknesses and areas of development for the curriculum. These areas of development are particularly important, emphasising the constantly evolving nature of the curriculum design.

- **Mastery** – This aspect of the curriculum is fully embedded within the department and there are some examples of exceptional practice
- **Secure** – Coverage is secure and consistent. There are only minor points of development which leaders are taking action to remedy
- **Developing** – Coverage is present but with limitations and/or weaknesses. Leaders have identified this but there have been limited attempts to remedy it
- **Beginning** – This aspect is either absent or very limited in scope. Leaders have not yet started to remedy any weakness in this area.

# Curriculum Review

		4 Mastery	3 Secure	2 Developing	1 Beginning
1	There is a clear and coherent rationale for the curriculum design				
2	The rationale and aims of the curriculum design are shared across the department and understood by all				
3	The sequencing of concepts and knowledge progression are built into the design of the curriculum				
4	Curriculum coverage allows <u>all</u> pupils to access the content and make progress through the curriculum				
5	Curriculum provides a high degree of challenge for the most able pupils				
6	The curriculum is built on the prior learning of the previous key stage				
7	Literacy is prioritised and there is a shared approach to the teaching of this				
8	The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications				
9	The curriculum is ambitious in the way it links to other subjects				
10	The curriculum prepares pupils for the next key stage of learning in that subject				
11	Home learning is planned coherently and is integrated into the curriculum plan				
12	Teachers have opportunities to develop their own subject knowledge to ensure that the requirements of an ambitious curriculum can be met				
13	Curriculum resources serve the subject's curricular intentions				
14	Assessment is designed thoughtfully and fully integrated into curriculum planning				
15	There is a mechanism to ensure that teachers review the curriculum				
16	Pupil engagement with the curriculum is monitored				
17	<i>The curriculum develops the skills required for employment</i>				

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