

SOUTH AVENUE PRIMARY SCHOOL

Curriculum Booklet

Guidance for Parents



We discover, we learn, we grow

SOUTH AVENUE PRIMARY SCHOOL CURRICULUM PHILOSOPHY

At South Avenue we aim to offer a well-balanced and broad based curriculum for all children. Education is not only the academic, but should include all aspects to develop a child holistically. This means encouraging and delivering skills necessary to fit in today's society; being literate and numerate, computer literate, to be able to communicate socially together and to have physical and well-being awareness.

To achieve this goal we will endeavour to allow children to build their knowledge and understanding through topics and themes that will capture their interest and stimulate their imagination. We will encourage explorative play, investigations and tasks (age appropriately) whereby school adults model and scaffold the necessary skills allowing children to be increasingly independent. We encourage collaboration, resilience, creativity, problem solving and risk taking to give them the best possible learning experiences at the start of their learning journey.

This provision will be measured against South Avenue's own Good Level of Development based on the Early Years education system of developing the whole child.

BEFORE YOUR CHILD STARTS SCHOOL

We aim to make the change from home to school as easy as possible for both children and their parents. We work closely with local nurseries and early years settings to build good working relations and ensure a smooth transition. Reception teachers visit local settings to observe and interact with the children. Children are invited to join the class for taster sessions during the summer before they start school. At this time a range of information about the school will be shared with families.

If you have any concerns about your child's physical or sensory development you are asked to contact the SENCO in order to enable necessary arrangements to be made so that your child is able to participate as fully as possible in school activities. The SENCO will then make appropriate arrangements to ensure a smooth transition to school. Additional transition meetings may be arranged with the SENCO and other professionals if needed.



THE FOUNDATION STAGE

The Foundation Stage covers the whole of the early years from birth to 5, and the Reception teachers liaise with local nurseries and preschools. It consists of the areas of learning and development that are split into 3 Prime areas of learning:- personal, social and emotional development, communication and language and physical development and 4 specific areas of learning:- literacy, mathematics, understanding the world and expressive arts and design. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced by the specific areas. Teachers also monitor 3 characteristics of learning:- active learning, playing and exploring, and creative and critical thinking.

Your child will be introduced to daily classroom routines where there will be a balance between teacher directed and child initiated work. The teacher in each of our reception classes is supported by one full time teaching assistant. Teachers and other adults interact with children during play in order to support, extend and assess learning.

The reception curriculum is an active 'hands on' curriculum where children practice and apply emerging skills. Towards the end of the Reception Year the balance between teacher directed and child initiated work will change in order to prepare the children for Year 1 and the start of their learning with the National Curriculum.

On entry, the children will be assessed by the class teacher to find out what each child knows, understands and can do. Throughout the whole of your child's first year, teachers will be making observations, playing alongside and supporting your child against 17 goals. At the end of the year, teachers determine whether children are meeting expected levels, are exceeding them, or are working below the expected level (emerging). These judgements, along with a brief report on the characteristics of learning, are shared with parents and the Year 1 teachers. Assessments and progress are communicated to parents using our Tapestry online resource which parents have access to and can contribute to. This was introduced in 2015 and parents report that this is an exciting way to keep up with the progress and experiences of their child's Reception year in school.

From this baseline an effective plan can be put into place to cater for every child's learning needs. The class teachers will arrange regular meetings with parents to discuss the assessment and the next steps planned for their child.

Children in our two Foundation stage classes also keep a "Love to Learn book". Both parents and teachers write, paste photographs and comment on the child's learning. It has been a great success and wonderful record of a child's experiences during their first year.



LEARNING THROUGH PLAY

Play has a very important place in the education of young children, who develop emotionally and intellectually through play.

The Role Play Area provides opportunities for children to learn to co-operate with others, to organise their play and to act out what they see and experience. Make-believe play, with dressing up clothes, masks, puppets or real life equipment, stimulates the child's imagination, promotes language development and enhances the quality of the child's imaginative and creative writing and improves their motor control.

The role of the adults in the classroom is to interact and play alongside the children, 'scaffolding' their learning by making suggestions, giving assistance if asked to and allowing the child to solve their own problems. Working with their peers and the adults allows the child to achieve more than they may have been able to alone. The child leads the play, and the adults make observations that allow them to enhance the learning opportunities by adding resources, asking questions and allowing the child to explore and challenge themselves. The children lead their own learning, asking their own questions and exploring and discovering new things. This makes their learning personal, fun and engaging. When children are happy, feel safe and secure, and know that their opinions and views are valued, they will be keen to learn, willing and able to concentrate and persevere in their activities.

WAYS IN WHICH YOU CAN HELP YOUR CHILD AT HOME

1. Spend time listening and talking with your child. Encourage them to speak clearly. Always try to answer your child's questions.
2. Help your child to associate books and reading with pleasure by looking at picture books with them, reading stories, sharing songs and nursery rhymes. Always encourage your child to talk about the pictures and stories. If you can introduce them to the local library, in order to borrow a range of books, this would be extremely helpful.

3. Give your child plenty of opportunities to use their hands e.g. scribbling, crayoning, cutting-out, playing with Lego, bricks, jig-saw puzzles. Let them help you in everyday tasks such as laying the table, collecting the shopping or making cakes and dinner.
4. Your child will feel more confident and secure at school if they are able to dress themselves, use a knife and fork, and to go to the toilet unaided.
5. Please ensure that your child gets plenty of sleep at night. Young children use up lots of energy throughout the day, and need quiet time to rest and relax after their day.
6. Be on time to drop off and collect your child. Five minutes is not long for an adult; to a five year old it is an eternity, especially if you are the only child left waiting for a parent /carer. Children can be upset by a change to their routine, and may be unsettled by arriving late.
7. Please try to give your child a little special attention at the end of the school day. I know this is difficult at times, but it is important and can make such a difference to your child's feeling of well-being.

THE CURRICULUM

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.

Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the Academies Act.

South Avenue Primary School, as part of the Fulston Manor Academy Trust, has chosen to use the National Curriculum and Early Years Foundation Stage Curriculum as the basis for its curriculum. We also use the Kent Agreed Syllabus for Religious Education. In addition to this, the school seeks to use innovative and inspiring opportunities to enhance the learning of the children.

At South Avenue Primary School we are continually looking at ways to create more meaningful links between subjects to promote learning by using different teaching strategies and creating a stimulating learning environment.



We are committed to ensure that every child achieves their potential in acquiring the basic skills of reading, writing, spelling and mathematics. A firm grounding in the first years of education means that children can extend the use of these essential skills as they move through the School.

We aim to provide every child with a broad balanced curriculum which caters for the physical, intellectual, emotional and social needs of all pupils. We try to ensure the ethos and general atmosphere of the school is such that all the children feel happy, secure and confident in their ability to succeed and develop as resilient learners. We seek especially to establish a good attitude towards learning and a sense of responsibility towards self and others.

We encourage the children to become independent and responsible by expecting them to perform certain duties as a matter of course - clearing up, caring for equipment, helping and looking after younger and less able children.

LITERACY

Literacy unites the important skills of reading, writing, speaking and listening and drama. All children receive a daily period of dedicated literacy teaching, where they learn a range of skills. During this time, the children acquire word and sentence skills as well as being immersed in a range of text related activities. We use a phonics programme called Letters and Sounds which is taught daily, followed by the No Nonsense Spelling programme, which builds on skills required to become a competent speller. Literacy tasks are differentiated in order to meet the needs of all learners.

LANGUAGE

The development of language plays an important part in our everyday activities, thus it is an integral part of all our learning within the school. We value and indeed emphasise the importance of talk for learning and provide ample opportunities for the children to discuss their experiences and work with their peers, both in paired and group work. Throughout their time in school, a wide range of activities are provided that both stimulate and fully engage the children, including drama, role play and presentations. These activities are designed to develop and increase confidence in speaking and listening. The children are encouraged to listen to others as well as to contribute their own views to given situations. Teachers read a wide range of texts to widen the children's vocabulary and to develop listening skills.

MODERN FOREIGN LANGUAGE

At South Avenue French is our chosen Modern Foreign Language and this is studied across Key Stage 2. The school uses the resource Language Angels to support curriculum delivery and the school is developing links with Ecole Eurvin in Boulogne-sur-mer. Pupils will practise basic conversation, develop a growing vocabulary and learn to read and write in French using a range of fun and interactive methods. Part of learning a different language is to study the cultural background and this is also part of the programme. The school acknowledges that it has a number of pupils who speak English as an additional language and it looks for opportunities for pupils to share their home language in class. School has a range of bi-lingual books in its library.

READING

Our aim is to encourage the children to read for meaning and enjoyment and to experience the satisfaction of becoming a reader in the true sense of the word. The school uses a wide range of books, including selected scheme books - providing an extensive range of reading material.

Our reading activities build on the language and experiences the children bring from home. Staff take into account of the important link between home and school and encourages parents to share in their child's reading. Children learn to read by having books read to them as well as by reading themselves. The discussion around the text is invaluable both in terms of comprehension, engagement and enjoyment. If children have been read to regularly, from a wide variety of books, literary patterns of language will be familiar to them and form a firm foundation for future learning. This process forms part of the strategy of learning to read. In addition to individual reading, children also partake in daily Guided Reading sessions; these sessions are Teacher or TA led on a group rotation. We also use a system for assessment known as Accelerated Reader from Year 2 where pupils are fully involved in the process of tracking, choosing and assessing their own progress within a clear structure.



WRITING

Children will be encouraged to write from their very first visit to school. In Reception, early 'play' writing is encouraged by the use made of the role play area (e.g. hospital, taking particulars or shops to make shopping lists) and by the provision of different writing materials. The children are taught the correct letter formation during handwriting lessons. Lower case letters are taught first: a, b, c, in a cursive style, followed by capitals. The children are actively encouraged to write for different purposes, which makes the experience relevant and meaningful. This is further reinforced in Key Stage 2, where class teachers strive to ensure that the children are writing for a 'real' reason. Throughout the school we use the philosophy of 'Talk for Writing' which involves pupils learning through the engagement, modelling, repetition and experimentation of language and structures used in a variety of texts. Pupils really show enjoyment of this method of working and it has been shown to help raise attainment in writing.



RELIGIOUS EDUCATION

Religious Education provides, within the curriculum, a reminder that education concerns the whole person: body, mind and spirit.

Religious Education is taught to **every** pupil registered in the school in accordance with the Kent Agreed Syllabus. It reflects the fact that religious traditions in Great Britain are mainly Christian, whilst taking due account of the teachings and practices of other principal religions in the country. It does not aim to convert pupils to religion.

For all children, Religious Education cannot be seen in isolation, but is an integral part of the daily life of the school. We aim to provide an environment in which children and adults alike show consideration for each other, thereby upholding the values on which Religious Education is based.

In this school each member of staff teaches Religious Education to their own class for the equivalent of an hour a week, using a wide range of strategies and resources.

Parents may request that their child be withdrawn from R.E. lessons. However, we would hope that any parents with any concern about our Religious Education Programme would speak to the Headteacher before withdrawing their child.

COLLECTIVE WORSHIP

The whole school takes part in collective worship twice per week. On the other three days, a time of discussion and quiet reflection takes place within each class. We feel this is an important time to support the children in developing spiritually, morally, socially and culturally.

The chosen themes are appropriate to the children's age and stage of development. We encourage the active participation of the children in a variety of ways, including role-play, drama and stories.

Outside speakers, such as the Family Trust or other local clergy are also invited to lead our Collective Worship at times, and the school has good links with St. Michael's Church in Sittingbourne where it holds key celebrations such as Christmas and Easter Services.

In accordance with Section 25 of the Education Act 1944, parents have the right to request that their children be excused attendance at religious worship or religious instruction. Parents also have the right to withdraw their children from the school for such periods as are reasonably necessary to enable them to receive religious instruction in accordance with their own faith.



MATHEMATICS

Our approach enables everyone to achieve confidence and competence, stretches the 'rapid graspers' and supports any pupils who need different amounts of time to help them grasp new concepts. We emphasise using and applying what they know to increasingly complex situations and making links in their learning. This is known as 'mastery.' In addition, we have daily mental maths lessons, and all children in KS2 are expected to achieve their times tables badges known as 100 Club. We plan for a variety of investigative work in which children can apply the skills they have acquired and develop opportunities for reasoning.

In order to prepare your child for school and to help with pre-number skills, there are lots of things that parents do quite naturally when playing with their children e.g. counting anything and everything, letting them help with cooking, saying number rhymes and playing dice games, allowing them to buy their own sweets, to sort buttons and bricks for shape, size and colour, and above all talking with your child using mathematical language - more, less, bigger, taller, shorter etc. All these activities help to give your child a good start in mathematics.

SCIENCE

At South Avenue Primary School the teaching of Science has a high profile. Science is integrated across the curriculum but is also taught discreetly, giving all children the opportunities to develop vital concepts, skills and vocabulary. Right from the Foundation Stage, we aim to nurture the children's curiosity, excitement and wonder in the world about them through first hand experiences and we emphasise the importance of developing investigative skills. We follow the Kent Scheme of Work which ensures a clear progression of skills and knowledge from Year R through to Year 6.

FOUNDATION SUBJECTS

These include the curriculum areas of Art, Music, Geography, History, Design and Technology. These are generally approached in an integral way, linked to the year group's termly topic, which allows the children to make links between the different areas. These subjects are taught in an interactive way, to allow children to explore new concepts and learn in a way that is meaningful to them. In this way, the children's skills in these subject areas can be encouraged and developed.

COMPUTING

The school is equipped with a wide range of equipment to support computing. Pupils have access to CD players for group listening, digital cameras, microphones, Dictaphones and a variety of programmable toys. We also use have use of laptops and iPads that are used in classrooms and every classroom has an interactive whiteboard used for both teaching and independent learning. It is our aim to help the children become technologically literate and prepare them for the challenge of a rapidly developing and changing technological world. In order to fulfil this aim, we have made, and will continue to make, a substantial financial commitment from the school budget to ensure that the teachers and pupils have access to quality equipment which satisfies the requirements of the computing curriculum and enhances a variety of curriculum areas. Each classroom has access to the internet, and online safety is highlighted to the children regularly. However, it is part of our internet policy to ensure that no child accesses the internet without the supervision of an adult helper.



PHYSICAL EDUCATION

At South Avenue Primary school we aim to teach pupils, through experience, to know the value of participation in physical activities. They will be taught to plan, to improve and to evaluate their own performance and that of others. Children will be given the opportunity to learn safely how to develop strength, endurance and control of their bodies through carefully constructed challenges.

All children follow a balanced programme of study for gymnastics, dance, games and athletics in all years. Junior children will also have the opportunity for swimming lessons. A voluntary contribution is requested for the use of the pool, with an extra charge being made for the use of qualified instructors. Parents will receive prior notification of dates and of the kit requirements.

Healthy competition is encouraged and children in Years 5 and 6 have the opportunity to represent the school in various competitions, including football, cricket, netball, rounder's, etc. All classes take part in our annual inter-house sports day event. Our PE Sports Grant is used in a range of ways to provide specific coaching/expert and wider opportunities in sport.

SEX AND RELATIONSHIPS EDUCATION

We feel that it is important that children grow up to feel confident about themselves and about changes they may experience not only in their bodies, but also in their feelings and relationships with peers and adults. Our Healthy Minds, Healthy Bodies, Healthy Relationships scheme of work draws from a range of high quality teaching resources to support learning about feelings, changes, relationships and managing emotions. At times the school may draw on experts to support curriculum delivery e.g. the school nursing team. In relation to sex education parents will be involved and will be invited to view and discuss any related video programmes before they are shown to the children. Parents have the right to ask that their child be withdrawn from these sessions.

SPECIAL EDUCATIONAL NEEDS

South Avenue Primary School follows the guidance in the government's Special Educational Needs Code of Practice 2014.

Children with SEN have some difficulty or disability that makes it harder for them to learn than other children of the same age. These children will need extra or different help than that

given to their peers. Many children have SEN for some or all of their school life. Most children make sufficient progress through the extra and different help and overcome their barriers to learning and so catch up with their peers. However others continue to need extra support for longer. Under the Code of Practice a graduated approach is used to help children who are not making progress.

Children will need support because of a range of needs. These are categorised under the SEN Code of Practice as, Communication and Interaction (speech and language, ASD, ADHD), Cognition and Learning (Dyslexia), Emotional, Social and Mental Health and Physical or Sensory needs. At South Avenue Primary School we successfully support children with all these different SEN difficulties.

Graduated Approach

When a child has been identified as needing additional help they are placed on the SEN register at **school support**. The class teacher identifies specific targets to focus support where it is needed on a provision map. This will describe how a child is to be supported and who will provide the help.

If a child does not make progress on **school support** the SENCO will meet with the parents and the possibility of asking for advice from outside the school will be discussed. Provision Maps will continue to be used to identify SEN support which will also include the advice given by outside professionals. The amount of support will increase. If the child continues not to make progress over a period of time, compared to their peers and their needs are significant, requiring a lot of extra help, then the SENCO will apply to Kent Local Education Authority SEN Dept to request an EHCP. If the application for a statutory assessment is successful the SEN team will complete a detailed investigation into the child's needs. Following the investigation into a child's needs Kent SEN panel will decide whether or not to issue an Educational Health Care Plan.

At South Avenue Primary School we identify SEN as early as possible. The Class Teachers and consult frequently with the SENCO about their concerns for different children. Parents are invited to share their knowledge of the child and express their views concerning any difficulties.

Class teachers, the assessment manager and head teachers have tracking meetings where children who are not making progress are identified and their needs discussed.

Frequently children are given small group support - these groups have the double advantage of allowing the child to work at the pace they need while enabling an adult to observe and analyse where and why the child is having difficulties. A child can receive small group support without being on the SEN register.

HOMEWORK

The purpose of homework in the early stage of the child's education is to develop a partnership with parents and involve you actively in your child's learning. The main focus of home activities should initially be on literacy and numeracy. Therefore, we ask parents to listen to their child read, or read with them, for between 10 and 20 minutes a day. In addition, we ask parents to play number games and board games, to help reinforce the skills and understanding developed at school.

Children will be given a home learning book and either specific activities in the Early Years linked to weekly learning goals, or a menu of homework tasks based around the class topic from which children can choose their tasks. The tasks set include a range of activities including science, cooking, investigation and art and craft based. They are designed to meet the different learning

styles that children prefer and also pupils report that they love to be able to choose their home learning tasks. Parents have told us that this system enables them to work alongside their children in a more relaxed way.

Alongside the Home learning menu pupils will be asked to read regularly, learn key spellings and times tables practice.

May 2017