

## Curriculum Overview

### PRIMARY PHASE

#### Early Years and Foundation Stage

We recognise the importance of parents as partners and we are committed to the development of strong home/school links throughout a child's education. Through play and activities, children learn about teamwork, decision making, problem solving and communication. They are supported in making friends and learn about care, respect and consideration for others; providing a strong focus on social skills and social interaction. The emphasis on PSHCE continues throughout their time at Serlby Park Academy. Nursery and Reception children follow a learning day based on the Statutory Framework for the Early Years Foundation that covers Language and Literacy, Mathematical Development Knowledge and Understanding of the terms Physical Development, Creative Development and Spiritual Development

#### Key Stage 1 and 2

At Serlby Park Academy the new National Curriculum is delivered to pupils in Key Stage One and Two in an engaging and purposeful way where there is a seamless link from Early Years to Key Stage 1 then to Key Stage 2. We have three 'curriculum drivers' that underpin our teaching of the curriculum that we strongly believe allow our pupils to make the best possible gains in learning and being prepared for the wider world. These drivers are: 'Active & Outdoor' learning, 'SMSC' (social, moral, spiritual and cultural learning) and 'Talk for Learning'. Our pupils' also play an important role in designing our curriculum and each term they have the opportunity to have their say about what is taught. Children are also asked to review each term's topic to inform teachers planning the next time it is taught.

The Academy curriculum offers opportunities for discovery, which allow the development of children's knowledge, understanding and skills in language, literature, mathematics, creative development, physical development and personal and social skills. We ensure our children acquire good computing skills through specific computing lessons and the use of the latest technology in the classroom. We emphasise the children's research, organisational and reporting skills so they develop their self-confidence as independent learners. To the same end, as they mature, children are encouraged to take a more active role in planning their own programmes of work in preparation for their Secondary education.

Our children are encouraged to be creative, independent and reflective thinkers leading to self-motivated learning. The cross-curricular thematic approach to learning will continue in Key Stage 2 with a gradual move to include specialist subjects.

Children's hard work does not stop at the end of the school day! As well as children's weekly homework, each new topic has a 'creative homework' linked to topic. This allows pupils to continue their learning at home and provides opportunities to involve parents in the curriculum.

### English at Serlby Park Academy

At Serlby Park Academy we aim to provide opportunities for learning that develop the children's ability to become effective communicators through skills such as listening, speaking, reading, writing and phonics. We have daily reading lessons which focus on the key skills of reading. Writing is primarily taught through Talk for Writing. In addition, regular spellings and phonics lessons are taught where children learn sounds in words and spelling patterns and how to apply their knowledge in reading and writing activities. The teaching of Literacy is also done through the topics the children are learning to make it creative, fun and meaningful.

### Approach to Reading

At Serlby Park Academy we use the Read Write Inc (RWI) programme to get children off to a flying start with their literacy. RWI is a method of learning centered round letter sounds and phonics, and we use it to aid children in their reading and writing.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using RWI to read the children will:

Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts

- **learn to read words using Fred Talk • read lively stories featuring words they have learned to sound out**
- **show that they comprehend the stories by answering questions.**

When using RWI to write the children will:

- **learn to write the letters/letter groups which represent 44 sounds.**
- **learn to write words by saying the sounds in Fred Talk • write simple sentences • compose stories based on picture strips**
- **compose a range of stories based on writing frames.**

Below is a link to a video clip which shows the programme in action and explains everything, especially 'Fred talk'!

<http://www.oup.com/oxed/primary/rwi/aboutrwi/video/>

Below is further information on how you can support at home and most importantly a useful guide on how to pronounce each sound!

[http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/rwi/rwi\\_parent\\_faqs.pdf?region=uk](http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/rwi/rwi_parent_faqs.pdf?region=uk)

Please also look at the Oxford Reading Owl on <http://www.oxfordowl.co.uk/>

## Talk for Writing

Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. **Talk for Writing, developed by Pie Corbett supported by Julia Strong, is powerful because it is based on the principles of how children learn.**

Talk for writing is taught in 3 stages called the 3 I's, imitation, innovation and invention. The stages are explained below:

### The imitation stage 1

Once the teacher has established a creative context and an engaging start, a typical Talk-for-Writing unit would begin with some engaging activities warming up the tune of the text, as well as the topic focused on, to help children internalise the pattern of the language required. This is often followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. This stage could include a range of reading as-a-reader and as-a-writer activities. Understanding the structure of the text is easy if you use the boxing-up technique and then help the children to analyse the features that have helped to make the text work. In this way the class starts to co-construct a toolkit for this type of text so that they can talk about the ingredients themselves – a key stage in internalising the toolkit in their heads.

### The innovation stage 2

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work. Demonstrating how to regularly read your work aloud to see if it works is important here. This process enables the children to write their own versions through developing their ability to generate good words and phrases and also, hopefully, develops the inner judge when they start to decide why one word or phrase is best. If, during this process a teaching assistant (or in KS2 an able child) flip-charts up words and phrases suggested, these can be put on the washing line alongside the shared writing so when the children come to write they have models and words and phrases to support them. Throughout the shared writing, the children should be strengthening the toolkit so they start to understand the type of ingredients that may help. Once they have finished their own paragraph/s children should be encouraged to swap their work with a response partner. Then with the aid of a visualiser, the whole class can also discuss some of the more successful work. Time now needs to be found to enable the children to give their own work a polish in the light of these

discussions and perhaps to begin the dialogue about what works by writing their own comment on their work for the teacher to comment on.

### **The invention/independent application stage 3**

The teacher now has the opportunity to assess the children's work and to adapt their planning in the light of what the children can actually do. This stage could begin with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. Perhaps some more examples of the text are compared followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing. Typically, teachers work with the children to set 'tickable targets' which focus on aspects that they need to attend to. Again this section will end with response partner and whole class discussion about what features really worked, followed by an opportunity to polish your work. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed. At the end of the unit, the children's work should be published or displayed. The teacher will now have a good picture of what features to focus on in the next unit to move the children forward.

Follow the link to Pie Corbett's talk for writing website to find out more information, Watch Pie use the text map and action strategy and free resources.

<http://www.talk4writing.co.uk>

### **Maths at Serlby Park Academy**

Here at Serlby Park Academy we provide opportunities for all children to access mathematics, whilst enjoying their new learning at the same time. All children are able to access their need to master the curriculum, whilst others focus mainly on the greater depth of mastery.

With reference to White Rose Maths Hub the children focus on the fluency (worded), reasoning and problem solving in order to master the topic being taught. Children are able to 'have a go' at mini challenges to ensure the main body of the independent task is aimed directly at their level of ability. With the use of the same day intervention, the teachers at SPA are able to analyse the children's progress and on the same day act upon it, whilst others move on to a different task to further develop mastery.

### **Bar Modelling**

Bar modelling is a vital pictorial tool, to help children understand a mathematical problem. It is a way of breaking down and finding what the part of the question is missing in order to become complete. This is now being used at SPA and is giving children a helpful way to access their age related mastery problems and being able to see why separate operations are needed in order to solve them.

## Assessment - Primary

### Assessment without Levels

In recent years, the Government has made a huge change in the way that children in schools are to be assessed. This is to tie in with the newly introduced National Curriculum 2014. This is a new way of thinking for schools, and assessment will look very different to how it has done for the past 20 years. The aim of this guide is to hopefully give you some clear information about all the changes that are happening in Education across the country and what that means for the children here at Serlby Park Academy. Before we even think about assessment we need to be clear on what changes The National Curriculum 2014 has brought to subjects that are traditionally assessed.

### Curriculum 2014

So, what are the changes to the curriculum?

#### English

The new programme of study for English is knowledge-based; this means its focus is on knowing facts rather than developing skills and understanding. It is also characterised by an increased emphasis on the technical aspects of language and less emphasis on the creative aspects.

English is set out year by year in Key Stage 1 and two-yearly in Key Stage 2.

Appendices give specific content to be covered in the areas of spelling and vocabulary, grammar and punctuation. These are set out yearly across both key stages.

#### Mathematics

The main areas in the new programme of study for mathematics are called domains. These are number, measurement, geometry, statistics, ratio and proportion and algebra.

Two of these, number and geometry, are further divided into subdomains.

The way that the curriculum is organised varies across the primary age range – every year group has a unique combination of domains and subdomains. There is no longer a separate strand of objectives related to using and applying mathematics. Instead, there are problem-solving objectives within the other areas of study.

Most of the changes to the mathematics curriculum involve content being brought down to earlier years.

### Assessing Without Levels

The DfE announced last year that there would no longer be National Curriculum levels, and that schools would have to set up their own way of assessing pupils.

Under the old levels system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning Mastery and Depth.

Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are unlikely to be emerging at the end of the year may work towards the expectations from the year below.

### Assessment at Serlby Park Academy

At Serlby Park Academy teachers regularly assess their pupils based on whether they are working towards National Curriculum expectations, achieving National Curriculum expectations or working at greater depth within the National Curriculum expectations for their year group.

These assessments are recorded on a year group spread sheet in conjunction with a whole school tracking system called Educater. These data systems allow teachers and members of the leadership team to discuss the attainment and progress of cohorts and individual pupils. Attainment and progress through the National Curriculum, towards Age Related Expectations (ARE), are communicated to parents throughout the academic year at parent evenings and in the child's school report.

## SECONDARY PHASE

At Serlby Park Academy we follow a 2 year Key Stage 3 (Years 7 & 8) and then a 3 year Key Stage 4 (Years 9, 10 & 11). Students have the opportunity to opt and specialise in Year 9 and then some students have a further option choice in Year 11. The students appreciate this as they know their preferences for certain subjects and careers change as they move through school.

In Years 7 & 8 students follow a core curriculum of English, maths and science. They also study both history and geography and enjoy a wide range of creative and technical subjects, ICT and core PE. The allocated amount of time is shown in the table below.

Depending on need we also offer a number of alternative support packages. For example, we follow the Ruth Miskin programme for weak readers. If students require extra support in literacy or numeracy, we will use time from French lessons to support this. Other interventions include; paired reading scheme and nurture groups.

### Curriculum 2017 -2018

Year	Subject	Number of Hours
7 & 8	English	4
	Mathematics	4
	Science	4
	French	2
	Geography	2
	History	2
	Art & Design	1

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Performing Arts	1
Design & Technology	2
ICT	1
Physical Education	2
Total number of hours	25

At the end of Year 8 students opt for subjects that they will study in Years 9 & 10 and they will accredit those subjects by the end of Year 10 (the list of all the option choices is in the table below). They also opt for either History or Geography. During Year 8 students will also discuss the potential of studying French and Triple Science. We work with students and parents / carers ensuring their choices will best match their enjoyment and potential in each case.

In Year 9 we also give more curriculum time to English as they prepare for both literature and language and an additional hour for Maths. The full list of qualifications and time allocation is in the table below.

Year	QAN	Course	Number of Hours
9	60145055 60152461	WJEC Eduqas English Language WJEC Eduqas English Literature	5
	60147003	Edexcel Mathematics	5
	6018758X 60187529 60187578 60187517	AQA Combined Science AQA Biology AQA Chemistry AQA Physics	4
	60180882 60066271 60181606 60304066 60180882	<u>Option 1:</u> AQA Art & Design Edexcel Certificate in Digital Applications AQA Spanish Edexcel BTEC Performing Arts Art & Design	3
	60184103 60180924	<u>Option 2:</u> AQA Geography Edexcel History	3

	<u>Option 3:</u> 60066271 Edexcel Certificate in Digital Applications 60047793 Edexcel BTEC Sport 60047860 Edexcel BTEC Business	3
N/A	Physical Education	2
	Total number of hours	25

Year	QAN	Course	Number of Hours
<b>10</b>	60145055 60152461	WJEC Eduqas English Language WJEC WJEC English Literature	5
	60147003	Edexcel Mathematics	5
	6018758X	AQA Combined Science	4
	60187529 60187578 60187517 60180882	<u>Option 1:</u> AQA Biology AQA Chemistry AQA Physics AQA Art and Design English Maths	2
	60184103 60180924	<u>Option 2:</u> AQA Geography Edexcel History	3
	60180936 60182040 60047860 60047793	<u>Option 3:</u> WJEC Food Preparation & Nutrition Edexcel Music Edexcel BTEC Business Edexcel BTECC Sport	3
	60181576 60180882	<u>Option 4</u> AQA French AQA Art & Design Edexcel Certificate in Digital Applications	3



N/A	Physical Education	1
	Total number of hours	27

In future, at the end of Year 10 students will have accredited two option courses and will re-opt for a third option in Year 11. This design allows the Academy to focus more time on the core subjects in Year 11 and offer more intervention to targeted students to improve their core attainment. The time allocation for Year 11 is in the table below.

Year	QAN	Course	Number of Hours
<b>11</b>	60145055 60152461	WJEC Eduqas English Language WJEC WJEC English Literature	5
	60147003	Edexcel Mathematics	4
	6018758X	AQA Combined Science	4
	60187086 60047860 60047859 60047793	<u>Option 1:</u> Edexcel French Edexcel BTEC Business Edexcel BTEC Performing Arts Edexcel BTEC Sport	3
	60187529 60187578 60182517 60187086 60180882 60047896	<u>Option 2:</u> AQA Biology AQA Chemistry AQA Physics Edexcel French AQA Art & Design Edexcel BTEC ICT	2
	60184103 60180924	<u>Option 3:</u> AQA Geography Edexcel History	3
	N/A	Physical Education	1
	60180936 50045702 60047860 60047896	<u>Option 4:</u> WJEC Food Preparation & Nutrition WJEC Psychology Edexcel BTEC Business Edexcel BTEC ICT	



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