

Poulner Junior School

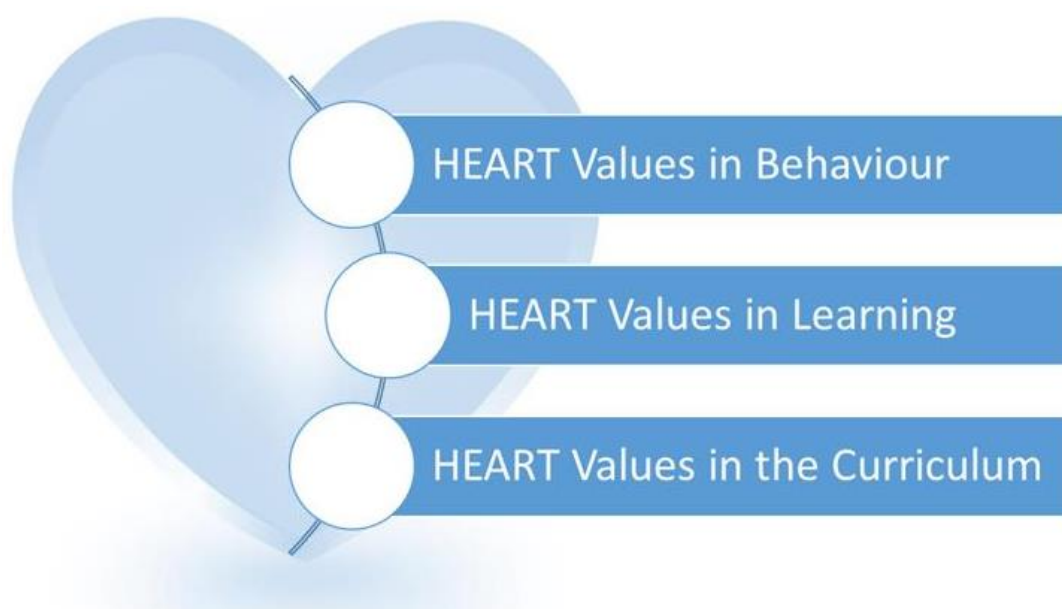
Curriculum Intent Statement

Our vision explains who we are as a school within our community and why we are here:

Children will learn in an environment where they will reach their academic potential and thrive as happy, resilient, confident members of the community. As they move towards adulthood, they will grow into valued and supportive global citizens.

Poulner Junior School welcomes all children, we pride ourselves on being fully inclusive.

We have been in a cycle of curriculum change and enhancement over the past two years. We have developed our own bespoke approach to the curriculum, taking the key skills and knowledge and underpinning each of these with a Core Heart Value that links to the unit and gives it a greater sense of purpose.



HEART stands for Honesty, Excellence, Attitude, Respect and Thoughtfulness and these Core Values have been carefully and purposely woven into all aspects of school life and expectations.

In Foundation subjects these Core Values support the assessment of the child's learning, not just in skills and knowledge but in wider life skills and application.

Our curriculum is underpinned by our Vision. We aim for all members of our school community to be given the environment where they will ***reach their academic potential and thrive as happy, resilient, confident members of the community*** - our broad curriculum provides opportunities for all to achieve this. The pursuit to help all children to thrive is underpinned by a strong belief in the importance of strong mental, confidence in themselves and opportunities in a variety of ways to enable them to learn resilience, growth mind-set and success.

An understanding of being a global citizen is vital in tending to their spiritual development, appreciation of others, and encouraging them to protect the environment for future generations. Help each other flourish in the journey to the fullness of life with an assessment system that measures the acquisition of life skills.

One of the primary reasons Poulner Junior's has chosen to shape its curriculum is because it emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts.

During our curriculum review, we found that children were motivated and excited to learn. We questioned whether life skills required for the next stage of their learning journey and the world of work were actively promoted and measured. Key skills and qualities are taught through the HEART Learning Values and activities to promote and refine these skills such as **H**onesty in your own learning, **E**xcellence in producing your very best each time you try, an **A**ttitude that reflects an open mind-set and creativity, **R**espect of others ideas and how they view learning and the **T**houghtfulness to how they could evaluate and develop their learning further are now fully embedded and assessed through our curriculum. We regularly use subject specific knowledge acquisition questions to help subject leaders and teachers measure the impact their teaching is having on their pupils' learning. We aim to provide opportunities to ensure pupils acquire knowledge and understanding of concepts which they can retain long term.

The assessment of these HEART Learning Values supports the HEART Curriculum Values taking into account how we develop pupils' language and cultural capital and a wider understanding of fundamental concepts that underpin the world in which we live. It is very important that our pupils appreciate the wealth of experiences and opportunities that life presents, knowing that not everyone has a chance to experience these and making sense of the past to understand the present and future opportunities. Each year group has trips, visitors and a wide range of extracurricular opportunities including a residential visit.

Year 3 take part in a local overnight camp, Year 4 experience a historical day and overnight visit, Year 5 are challenged to undertake a two day/one night mini expedition and Year 6 undertake a four night Outdoor Adventure week in Osmington Bay. Throughout the four years the children experience a wide range of exhilarating, challenging and memorable activities that help them to develop a positive mind-set and sense of achievement for the challenges and opportunities that lay ahead of them in life.

As a community school we use the curriculum to find ways to explore pupils' spiritual, moral, social and cultural development. We welcome children from all backgrounds and faiths and we feel that our curriculum should reflect opportunities for them to share moments and experiences throughout the year that are important to them.

Subject leaders ensure that all pupils can access the curriculum especially the most disadvantaged and SEND pupils. Where we see potential barriers we work hard to find adaptations and solutions that ensure all children reach their potential academically and thrive as happy, resilient, confident members of the community.

Implementation Statement

We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued. We care for and support all children so that they can reach out to help others thrive in their journey to achieving their dreams and aspirations.

The curriculum at Poulner Junior School consists of many planned experiences in school and out: lessons, topic days, school council, assemblies, clubs, sports, Hook experiences, trips and visits, workshops, residential camps, fund raising, and community work. Outcomes may be designed to meet the requirements of the new National Curriculum, but also to develop the skills needed for learning and for life, focusing on the whole child and recognising the importance of all aspects of a child's life.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. In order to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, support and extension opportunities as well as the links to the HEART Curriculum concepts and other core subjects. These topics are designed with the end in mind, working towards a final project, performance or parent outcome event.

Teachers then translate these plans into smaller units – half term, weekly, daily plans where the specific needs of the learners are addressed. Through carefully planned Assessment for Learning tasks, we assess children's needs and measure impact on progress and attainment and, as such, teaching is carefully tailored to meet the needs of all the children.

The aspirational outlook and vibrant curriculum combine with a commitment to cherishing each individual, enabling all pupils to thrive as individuals and members of our school community.

Special Educational Needs and Disabilities

At Poulner Junior School we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social, sporting and academic life of the school. We aim to provide educational experiences that take into account the individual needs of children, appropriate to their level of ability.

We work closely with families and all staff to ensure we can identify and support any child where special educational needs have been identified. We use appropriate strategies and expertise to support those children not making the expected progress. These interventions become increasingly personalised as children go through the school.

The school SENDCo is responsible for monitoring and organising the support for those children who have an EHCP and those children who are on the Special Educational Needs register and monitoring list. Class teachers are responsible for the daily teaching and learning of every pupil in their class. All teaching should be aimed at moving those pupils with special educational needs on to their next steps in a way that motivates them and ensures they feel confident and proud of their achievements.

English

English is a vital subject in our curriculum because the ability to communicate effectively, both verbally and in writing, and to comprehend the spoken and written word, lies at the heart of success, not only in all areas of the school curriculum, but in the world of work and in most aspects of everyday life. Our aims in teaching English are that all children will:

- develop the necessary skills to use the English language confidently, appropriately and accurately, to the best of their ability and in order to enjoy life in all its fullness;
- be able to speak clearly, fluently, cogently, using kind words;
- be able to listen to the spoken word attentively with understanding, pleasure and empathy, seeking and illuminating the goodness in others;
- be able to read a range of materials fluently and with understanding, for enjoyment and for information, using literature as a source for widening boundaries and learning about life in all its fullness;
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently.

Speaking and Listening

We believe that progress in all areas of the curriculum is accelerated when children learn with and from each other. Opportunities to develop as speakers and listeners abound in the teaching of all subjects and in all aspects of school life. Examples of opportunities to develop these skills range from assemblies, where children listen to guest speakers and teachers in a relatively formal setting, to lunch times, where children are encouraged to enjoy conversation whilst dining with friends from across their year group.

Active-participative approaches are taken to teaching, so that pupils explore ideas in class discussions or in small groups, in order to consolidate knowledge and understanding. We acknowledge that the opportunity to speak about a subject assists a pupil in their writing about that subject. Opportunities for drama and public speaking arise both within and outside of the classroom, and these include speaking during Harvest and Easter for Years 4 and 5 in front of the entire school and parents, and annual plays for Years 3 and Year 6.

Reading

Excellent library facilities and an abundance of age-appropriate books in all classrooms help engender a love of reading in pupils at Poulner Junior's. Phonics teaching is taught, where needed, in Years 3 and 4 as it underpins our approach to teaching children to decode text. This is supplemented with teaching in all year groups that promotes pupils' abilities to comprehend, summarise and analyse texts. This may be through class led, group guided reading or on an individual basis.

Writing

Active, participative, creative teaching inspires pupils to write, and progress is accelerated through clear, measurable targets, specific to each child. Threaded through the teaching are a range of high impact strategies that include demonstration, modelling, explanation, questioning and discussion. Successful spelling is a key component of effective writing. Weekly spelling tests are heavily supplemented with teaching that enables pupils to investigate and explore spelling patterns and rules. Furthermore, we believe that attainment in spelling in the early stages can be accelerated

when joined handwriting is taught simultaneously with the teaching of digraphs and trigraphs; we encourage our Infant feeder school to teach children cursive handwriting from Reception.

Mathematics

Mathematics is important in everyday life and, with this in mind, the purpose of Mathematics at Poulner Junior School is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately. All children are challenged and encouraged to excel in Maths. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding. Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.

Science

Children are natural scientists, with their eagerness to observe and ask questions. We seek to extend their curiosity about the world, enabling them to develop and evaluate explanations through experimental evidence and modelling. Pupils learn to question and discuss science based issues that may affect their own lives, the direction of society and the future of the world. To encourage children's love of science, we take part in National Science Week each March. Our school wildlife areas enable them to identify and name a variety of common wild and garden plants as well as pond and woodland habitats including deciduous and evergreen trees, drawing diagrams and observing how they have changed over time. Children learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas. Topics range from rocks, magnets, light, sound, gases, space, forces, the human body and evolution.

Geography

The world is truly a diverse and wonderful place! The study of Geography helps our children understand how the world in which we live shapes our lives, and how we in turn shape the world around us. At Poulner Junior's we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; and the formation and use of landscapes around the world. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We hope that in teaching in this way, our pupils become knowledgeable inhabitants of our planet, aware of its diversity and passionate about its protection. In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the

whole school. Geography is taught as part of a termly or half-termly topic, focusing on knowledge and skills stated in the National Curriculum.

Progression is seen in the way children's understanding of location gradually expands throughout the school - comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2, becoming ever more aware of the threats our planet faces, and the role they as citizens of the world have in protecting and shaping our future. Our children should leave our school equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

History

History gives us an understanding of who we are, and where we came from. Our aims are to fulfil the requirements of the National Curriculum for History, equipping pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. We ensure the progressive development of historical concepts, knowledge and skills through careful planning, and aim to inspire in all our pupils a curiosity and fascination about the Britain's past and that of the wider world, including ancient civilisations and empires; In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. In Lower KS2, pupils learn about the history of Britain from the Stone Age to the Norman Conquest, creating a timeline into and around which a wider range of topics such as Ancient Greece and WWII are placed in Upper KS2. History is taught as a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum, to build an in-depth knowledge about a particular period in history, or understand how an aspect of life has changed through time. The History topics frequently form the core of our cross-curricular approach to teaching, support and engaging our pupils with work in many other subjects, including English, Art, and Music and RE. In this way, children are able to gain a richer and deeper understanding of each particular period in time. We aim for our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits. This approach equips our pupils with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Computing

ICT Computers and other IT can help pupils make accelerated progress. We support pupils to develop their skills such as researching, typing, editing and composing/creative skills. Then we use those skills in cross-curricular work. Computer programming, we use various methods mainly based around their use and understanding of Scratch.

PSHE/SRE

PSHE is an ever-evolving subject which responds to the needs of children and society. At Poulner Junior's, we follow the statutory requirements of the National Curriculum but tailor these to the needs of our children with the use of the Thrive approach and Jigsaw units. In PSHE, we believe that Personal, Social, Health Education (PSHE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider community. PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. We aim to

encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring atmosphere. As a school, we promote the use of Values which creates a half-termly focus and underpins our PSHE curriculum. Within our teaching of PSHE we also cover a range of Spiritual, Moral, Social and Cultural (SMSC) teaching in order to prepare our children for life in Modern Britain. PSHE (Personal, Social, Health and Economic Education) is a crucial element of our curriculum at

Developing the skills and attributes to succeed at work, including communication skills and confidence. In addition to our PSHE curriculum, we became a Thrive school in September 2020, this has enabled us to provide a whole school approach in supporting children to secure their emotional stages of development and giving them the tools to become emotional resilient as they grow.

In addition we run a number of themed days/weeks (Mental Health Day, Anti-Bullying Week and many more). This not only shines a brighter light on the issues and problems but also enables us to equip children and their families with the skills to look after each other and themselves better in an ever changing world.

Religious Education

Religious Education at Poulner follows the current Hampshire syllabus 'Living Difference'. Teachers use this document to support their planning, and several other World Faiths are taught throughout the school. The study of Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another, but aims to foster a curiosity about what it means to be a spiritual person, and respect for people of all faiths and none. RE is an entitlement for all children, but parents have the right to withdraw their child from Religious Education, for whom suitable alternative provision will be made.

Our curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in order to prepare the children for life in Modern Britain.

Design & Technology

Design and Technology is a subject which our pupils are involved in designing and making things from recycled materials to delicious foods. Children are taught to use tools correctly and safely, even create their own products for selling.

Art

In Art, children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay; with our fantastic Art teacher. They are taught the skills and techniques and then given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. We are very proud of our art work at Poulner Junior School and the many projects we undertake.

Physical Education

PE at Poulner creates a culture that aims to inspire an active generation to enjoy PE, encourage each other and achieve. The aim of physical education is to promote physical activity and healthy lifestyles. The school has been a Gold Sports mark School since 2019.

Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Children take part

in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. The children are given opportunities to apply their physical skills through many of their residential experiences. The school has a heated outdoor pool, children have swimming lessons in every year from April- July.

Physical education is seen as key to developing healthy lifestyles in young people and at Poulner Junior's we provide a wide array of opportunities to develop this and sporting skills outside of the normal curriculum time. Regular Extra-Curricular Clubs are very popular and offer a wide variety of sports, including: Gymnastics, Girls and Boys Football, Basketball, Netball, Golf, Dance, Cricket, Rounders, and Athletics. Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds, a sports field, two adventure play trails, skipping ropes and Outdoor Play Leaders, a scheme undertaken by Year 5 children.

Our Year 6 children can choose to become Young Sports Leader where their job is to encourage other children to be as physically active as possible during playtimes.

Music

We enjoy playing and singing music from a wide range of genres, including and enthusing children from Year 3 through to Year 6. Our school choir has gained an excellent reputation over the years and we regularly sing at events in and around the local area. There are numerous opportunities throughout the year to perform to friends and families in school music concerts, productions, assemblies and community events.

A proportion of our children receive peripatetic instrumental lessons during school time on instruments such as keyboard, guitar, drums, violin and flute. Our Year 4 children also take part in 'Listen2Me' sessions, which are run by specialist teachers from Hampshire Music Service.

MFL

At Poulner we provide children with a good start in acquiring a modern foreign language. Our main focus is on French and children will have lots of opportunities in class to develop their spoken, written and listening skills throughout Key Stage 2. Within our rich curriculum, we strive to encourage all of our pupils to develop an awareness of and respect for other countries and cultures.

Impact

How do we measure pupils' progress and attainment?

As a Hampshire Local Authority supported school we utilise the Hampshire Assessment Model which enables us to monitor pupils' progress and attainment across the curriculum and beyond. It's a system that enables us to communicate very clearly with parents, carers and pupils on pupils' strengths and areas for development. It is also supported by the use of the Hampshire Small Steps assessment and planning tool, which ensures that all steps of learning are progressive and achievable for all learners including SEND children. It's a system that can be adapted to ensure that we target teaching and learning in specific areas of the curriculum should that be deemed necessary.

Essentially, pupils' attainment is regularly measured against the key performance indicators (KPIs) for English and Maths which reflect the learning objectives they are expected to achieve in their year group according to the National Curriculum. These KPIs have been

selected very carefully to ensure that success in achieving them truly indicates that a pupil's attainment is in line with national expectations for their year group.

Termly progress reports are shared with parents during autumn and spring, with a full report in the summer term which includes the KPI's and indicates, for each, whether a child is attaining at a level that is in line with (or at) the nationally expected standard, below the national standard, working towards the national standard, or at a level that is beyond the national standard (at greater depth). Parents and carers can see at a glance where strengths lie and where extra work may still be needed.

Developing and assessing Heart Learning and Curriculum Values

We believe that learning and future prospects are enhanced where pupils develop life skills that may not be explicitly mentioned in the National Curriculum. The ability to demonstrate the HEART Learning Values, improves a pupil's efficiency and output at school, and this not only impacts positively on academic results but prepares them to meet the expectations made in the world outside of school. All of our teaching and extra-curricular provision is designed to enable pupil to develop these HEART Learning Values, and we measure their progress and attainment against our HEART Learning Values.