



Vision:

Grange Primary School is a special place where we grow and nurture enthusiastic and courageous learners. We have our own distinctive 'feel', which makes us unique. This is best summed up by our core values of Love, Hope, Co-operation, Respect, Resilience, Confidence and Responsibility, as chosen by our children and staff.

Happy, safe, and respected children thrive in life! We aim to ensure our children flourish at Grange, therefore promote a friendly, safe, and caring environment, with positive relationships which promote respect for each other.

The partnership between home and school is a vital part of a child's success and at Grange we uphold that. We encourage parents to take an active role in their child's learning, and greatly value their contribution to the school life.

Context:

Local area: The school location deprivation indicator is in quintile 5 (most deprived) of all schools.

Ethnicity: The school has 15 out of 17 possible ethnic groups. Those with 5% or more are:

- 33%: Black or Black British - African
- 14%: White - British
- 8%: Black or Black British - any other Black background
- 5%: White - any other White background
- 31%: Any other ethnic group

Curriculum Intent

'Grange Primary Values' underpin all that we do in school, fostering resilience, confidence, independence and responsibility. We value the core subjects which underpin learning but promote science and foundation subjects within an integrated curriculum.

We are passionate about delivering a broad and balanced curriculum in line with the school ethos and reflective of our school's unique characteristics so our children experience:

- A curriculum that has knowledge and vocabulary at the heart of their learning
- A rich curriculum that enables pupils to see the world from a wide range of Perspectives
- A curriculum where knowledge underpins and enables the application of skills
- Opportunities to embed basic skills and express knowledge in a variety of ways before moving on
- Developing resilience, perseverance, challenge and support so they have the confidence to aim high and aspire to more
- A curriculum which is creative, broad and balanced
- Opportunities to delve deeper into their learning, building on skills progressively each year
- A curriculum that responds to findings from pupil feedback and school data to ensure it is bespoke to their needs and reflects the ever changing world, locally and globally

- A curriculum that helps children to know how to live healthy lifestyles – both physically and mentally. Physical and mental wellbeing are prioritised within our curriculum allowing children opportunities to exhibit spiritual, moral, social and cultural understanding.
- Spiritual, moral, social, and cultural experiences threaded through all we do which will equip them with all they need to face any future
- High expectations in speech, language and communication strengthen children's ability to learn at a deeper level, allowing them to articulate their learning, *demonstrating quality thinking and application of skills and knowledge.*

Curriculum Implementation

Our vision statement sums up the expectations fostered at our school. We have a belief in Quality First teaching that in almost all cases and circumstances a child can be supported to reach age related expectations in Reading, Writing and Maths.

We have a clear set of steps to identify SEN children and clear interventions processes which ensures we address any identified gap in learning at the earliest opportunity through robust assessment. We value a knowledge led curriculum which we aim to develop children's thinking and reasoning.

We use the National Curriculum to ensure every teacher teaches the knowledge and understanding appropriate to their class and age group. The Framework has been broken down into objectives to ensure there is clarity for the teaching staff on coverage.

1. Maths teaching follows the White Rose maths Mastery Programme. We are members of the Maths Hub and work closely with professionals from the National Centre for Excellence in the teaching of Mathematics (NCETM). We use additional sources which offer supportive and extension materials: Maths Wizard, Mathletics, White Rose Maths, Third Space materials and others.
2. Writing and SPAG teaching follow a text-based approach with many teachers using The Literacy Curriculum and Dramatic Progress in Literacy (DPiL) scheme of work to support their planning and delivery of English lessons. Both planning schemes offer learning which is based on a creative book-based approach to learning. Many lessons include the use of the children's senses, movement, drama, and first-hand experiences, making it cross-curricular, allowing work in length and depth. We immerse and work from high quality texts which offer opportunities for children to extend their language opportunities. We are a word rich school; vocabulary is celebrated, and new vocabulary is taught each week. A 'word of the week' is celebrated across the school and children receive 'dojo' house points when new taught words are spoken or used in writing. Parents are encouraged to use the word of the week at home, and this is shared each week on our newsletter. Word of the week posters are displayed in class on the English working walls. Language acquisition is a key priority especially after the effects of COVID.
3. Reading is taught with a clear structure and pace to engage the students and foster a love of reading. The approach involves daily sessions incorporating whole class modelling prior to the children applying key skills through partner work and

independent reading. In KS2 the focus is on teaching key comprehension skills: Predicting, Making connections, Asking questions, Evaluating, Inferring, Summarising and Clarifying. Set structure of 45 minutes for KS2 involves a dedication of 30 mins spent on actual reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems.

4. Phonics is planned from the Little Wandle. We follow the “Little Wandle Letters and Sounds” synthetic phonics programme to teach phonics across Early years and KS1. Children have discrete phonics sessions every day. In Nursery, children focus on Phase 1 phonics (listening and differentiating between sounds and noises, environmental sounds as well as beginning to develop the key skill of blending sounds together). In Reception, Phase 1 continues however the children are also introduced to Phase 2 and 3 (in the autumn and spring terms) moving on to Phase 4, in the summer term. There are targeted interventions for children who are not meeting age-related expectations. Children are encouraged to read at home every day are assigned books which match their phonic knowledge as well as a book choice for pleasure. We recommend the book for pleasure is read to the children to develop language acquisition.
5. Our Humanities curriculum is broad and balanced and follows National Curriculum objectives. Children learn about ancient civilisations as well as history closer to home i.e. The Victorians, The Windrush. Events in history are celebrated and we often hold themed days where there is an expectation that children learn about a significant event in time i.e. Armistice Day Holocaust memorial day, The Queens Jubilee. The wider world is studied in all year groups and children have the opportunity to learn about different countries as well as places in England. Map studies are completed, and trips are undertaken to explore the world in more detail i.e. Yr. 6 residential to Boxhill. Visits and experiences are planned to ensure children are exposed to the local area, galleries and museums, places of worship areas of significant geographical interest to ensure we provide a curriculum which expands each individual child’s cultural capital. Each topic begins with an assessment of what the children already know and an introduction of language and vocabulary which they will use during the topic. Topic front sheets and stuck into books to begin each topic these are also used as an assessment tool for teachers.
6. Science units are taught discretely to ensure National Curriculum coverage with cross curricular links where possible. We follow the Kent Science Scheme which follows the National Curriculum science objectives. Children are taught a range of factual information as well as core transferable skills such as predicting, hypothesising and recording. Science front sheets are used and discussed at the start of each unit to ensure children understand the skills and Knowledge they are being taught. Assessments are made throughout the year and misconceptions are consolidated in the summer term unit.
7. We work in partnership with the PE School Sports Network to deliver high quality teaching of Physical Education while offering wider sports and competition opportunities to our children. The children are encouraged to join our extracurricular clubs and compete for the school. Swimming is taught across year 4 and more recently in 5 and 6 as a catch up due to COVID.
8. The Arts and DT curriculum offers exclusive opportunities to our children to learn about famous artists, sculptors and gain first-hand experiences. Art and DT are often linked to topics being studied, celebration events and PSHE. Artists and

craftspeople are encouraged to visit and work with our children offering first hand experiences to our children. Children often visit galleries and get opportunities to paint and draw outside of school. Artwork is exhibited annually to parents.

9. Spanish is taught in KS2, we feel that many children enjoy learning to speak another language and by exposing them to a foreign language early in their development, the faster they will acquire the language. Additionally, children at primary school age feel less self-conscious when speaking aloud in another language allowing them to maximise every opportunity to practice their new linguistic skills. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
Children in KS2 have weekly Spanish lessons. Teachers follow a Spanish scheme devised by Rachel Hawkes which enables children to improve both their written and spoken Spanish through engaging, interactive activities. In KS1, as it is not a statutory requirement for children to learn a language, teachers introduce Spanish gradually through the use of songs, listening to stories and starting to use basic greetings using BBC Bitesize and Duolingo online learning platforms.
10. RE is delivered through the 'Southwark RE Syllabus'. The use of the 'big question' begins each unit focussing on the six main religion and beliefs and practises across the world are observed and studied.
11. PSHE is delivered through two different schemes of work to support the teaching of Personal, Health and Social Education. The schemes we use teach the PSHE and RSE curriculum. The Jigsaw curriculum aims to help children know and value who they really are and how they relate to other people in this ever-changing world. Children learn and develop strategies for keeping themselves physically and emotionally safe including road safety, safety in the environment and safety online. The Christopher Winter project teaches about relationships and sex education.
12. We use Switched on computing to deliver the ICT curriculum, to ensure our children develop these computing skills children often use the school iPads or laptops to create published work and presentations as well as a source for research for their class topics.
13. Our curriculum offers support for social, emotional, and mental health needs through: ELSA, EVOLVE, TSW. Sessions are regularly run for parents by outside agencies such as the Nest. Workshops for our pupils are held and supported by Evelina, the school nurse, and our local police force.
14. Music lessons form part of our topic curriculum where children listen to and compose pieces linked to areas of history i.e. year 2 recently watched a performance linked to the great Fire Of London. Songs were taught and children fully participated in the performance. Peripatetic teachers attend the school and teach drumming and singing as well as percussion. Year 5 recently performed at the Festival Hall.
15. Our curriculum aims to nurture and grow confident and responsible learners. In order to achieve this, we also implement additional initiatives like: School Councillors, Year 6 captains, Peer Mediators and Play Leaders

Curriculum Impact

We use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Alongside senior leadership, middle leadership monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development.

Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.

How we know we are successful in this is through:

- Formative Assessment

Research by the Educational Endowment foundation indicates the most effective feedback and marking follows the following pattern:

In-class feedback- we understand feedback is linked to progress and has to be timely to make an impact. In-class feedback is used to support teacher's workload, ensure it is as immediate and timely and specific as possible, and leaves the teacher time to focus on individual identified needs.

- Marking - feedback should direct or refocus the teachers' or learner's actions to achieve a goal. Marking needs to be specific, accurate and clear and staff focus on the learning objective or any failure to achieve age-appropriate basic skills. Staff record (often in their planning) when a child falls behind or needs extension the following day. Any comments are sparing but meaningful and range from: stimulating the correction of errors or improvement of a piece of work, scaffolding the pupils' next steps, providing opportunities for the pupil to think for themselves, commenting on progress over several attempts, providing pupils with the opportunity to respond or peer mark. Agreed procedures with focus on marking:
 - marking criteria is shared with the children on posters displayed in the classroom
 - learning objectives and success criteria are shared with the children and evident in books for all lessons
 - staff mark the success criteria with a highlighter if it is achieved
 - any next step comments focus upon key issues linked to lesson objectives and targets
 - the teacher might also use a 'highlighter' to show examples of success against the learning objective
 - teacher marking is completed in green; children respond to marking in blue
- Next Steps - when appropriate teachers will include formative comment to support a child's progress and direct the next stage in their learning:

- next steps could include questions, reminders, scaffold (an example of what they need to do) example (exact sentences, words, or processes to copy)
 - time is given for children to read comments and make a response including corrections.
- Self and Peer Assessment - children are encouraged to proofread and self - correct, particularly in line with the lesson objective. Self and Peer assessment are completed in blue pen.
- Dialogue- A variety of approaches are taken to marking work. This may be oral feedback from a teacher or TA or include children marking one another's work, self-assessment, one-to-one discussion.
- Corrective teaching assessment - when a pupil has not met the learning objective there is timely support, so they are able to continue on the learning journey with their peers. It is noted in the teachers' planning. It may be addressed straight after the lesson, in the next lesson, by a teaching assistant, in small groups in the lesson or intervention. The misconceptions may be identified during in-class marking, conversations with the child, during the plenary etc. The teacher makes a note how they will address the identified misconceptions or need for extension. They will track and monitor those pupils against their starting points for learning.
- Pre-assessment - all teachers must be aware of pupil's prior attainment (baseline EYFS, KS1 and previous academic year). Through our pre-learning assessments in KS1 and tests in KS2 we aim to pre-empt the difficulties for some pupils. We analyse the information and plan the learning according to individuals and cohorts. Where possible the teaching assistants support teachers and complete pre-learning activities or activities in lessons will be tailored to address the learning gap. This might be re-visiting vocabulary, basic skills needed to access the age-related objective.
- Teaching assistants and interventions - when we identify need, we use both the teaching assistants and teachers to deliver short, focused interventions. Teaching assistants in KS2 are linked to a class but not tied to a class. Most interventions are specific, short and sharp to address the misconception. Some interventions require longer delivery; they are organised to take place at least two times a week for over a period of minimum three to maximum ten weeks.
- Foundation subjects should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied. Sometimes we take photographs to evidence practical work or collaboration skills. These are pasted in the exercise books.
- In the foundation stage, marking and feedback strategies include Verbal praise – effort, perseverance and task focused. We do not praise perceived ability - 'you are clever/bright Stickers and stamps. Written annotations, short narrative

observations, (written) Annotation of work and photographs by staff using the Educater, our school assessment tracking system for the early years.

- Moderation/ Standardisation Outcomes: Maths, Reading and Writing are all moderated internally termly to ensure we make robust judgements, particularly on transfer between key stages. EYFS to Y1; Y2 to Y3. Additional half termly moderations on focused groups of children take place half termly. Cross-school moderation sessions for Y2, Y4 to Y6 take place across the year. Standardisation sessions are also carried out by the LA.
- Summative Assessments:
Ongoing assessments are made each week for all pupils in year 1 – 6 using the Southwark STARR documents. Children also sit termly tests to aid teacher assessment judgments (SATS, PUMA).
End of KS formal summative assessment points:
 - EYFS Profile – June
 - Year 1 Phonics Screening – June
 - Year 4 Multiplication test - June
 - KS1 and KS2 SATS - May
 - Final writing moderations/standardisations sessions take place in June
- Learner Voice – pupil questionnaires, self and peer assessment, school Junior Leadership, learning dialogue in the classroom that encourages self-evaluation.
- Parental Partnership and Feedback – parent/teacher meetings three times a year, parent questionnaires, coffee mornings and workshops, open morning/ afternoons, informal meetings before and after school, school reports are issued once a year
- Data Analysis – internal with SLT, subject leadership, pupil progress meetings, Governors, Local Authority advisors, external data (SATS, phonics screening), EY Baseline Assessment
- Quality Assurance – lesson observations, drop ins, learning walks, book looks, pupil voice, questionnaires
- Positive Attitudes to Learning – children are engaged and inspired by their learning, posing own enquiry questions, taking initiative, co-constructing the learning pathway
- Respect – visibly demonstrated through their school environment, their work, interactions, moral responsibility, spirituality
- Participating in Community – proudly representing their school Junior Leadership, intergenerational events, sports tournaments, musical performances, community events, invited guests

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave us 'secondary school ready' having enjoyed and embraced their learning experiences along the way.