



# Downlands Community School Curriculum statement - December 2021

(To be reviewed December 2023)

## Introduction

Downlands Community school is a maintained school within Dorset Local Authority. As such, it adheres to the primary national curriculum. Nevertheless, like all schools, Downlands is unique in terms of context, setting and the community which it serves. Therefore, this curriculum statement describes the intent and implementation strategy which has been agreed by staff and governors. It should be read in conjunction with the following linked policies: Teaching and learning; Assessment and Feedback; subject specific.

## Context of the school



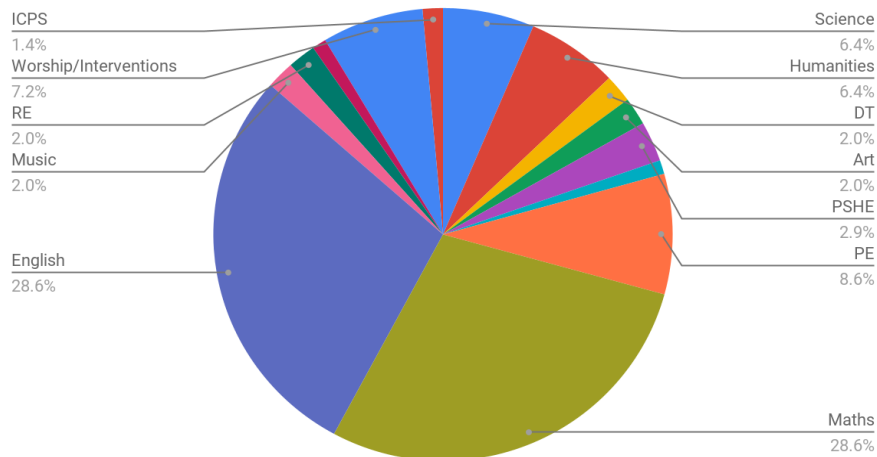
Downlands Community School is situated 'behind the wire' of Blandford Camp - the headquarters of the Royal Corps of Signals. It is also proudly located on the outskirts of Blandford Forum - a Georgian town within the beautiful landscape of North Dorset. The school grounds are extensive and lined with a variety of established trees and important habitats in the form of rare grasses. Mobility within the school is high given that 97% of children are from services families and are subject to frequent deployments both nationally and internationally. As a result, the school enjoys a rich diversity of national and international cultures, languages and accents, with the Nepalese community making up the second most significant ethnic population.



## How do we account for curriculum time?

Our children learn and achieve high standards through a broad and balanced curriculum. Our curriculum offers motivation and challenge, being delivered in creative ways which take into account the context of the school. We want our children to develop a thirst for learning, readying them for secondary education.

Curriculum time



The diagram above and table below are for illustrative purposes only given that a truly integrated and holistic curriculum will make it hard to quantify time spent on certain subjects in any definitive way. Nevertheless, these are the guidelines currently shared with teachers.

Subject	Reckoner	Minutes per year
Science	1.5hpw	3510
Humanities	1.5hpw	3510
DT	6hpt	1080
Art	6hpt	1080
PSHE	40mpw	1560
IT	3hpt	540
PE	2hpw	4680
Maths	80mpd	15,600
English	80mpd	15,600
Music	6hpt	1080
RE	6hpt	1080
MFL	2hpt	540
Worship/Interventions	100mpw	3,900
ICPS	20mpw	780
<b>Total</b>		<b>54540</b>

## How do we plan our curriculum?

Alongside the national curriculum, teachers use the following to help them make short term decisions about lesson design:

- Long term curriculum plans (Appendix 1)
- Medium term subject plans
- Curriculum BASKETS progression document

### Long term curriculum plans

Appendix 1 is the latest version of the long-term plans that are reviewed regularly. They ensure a cohesive yet varied approach between FS and Y6, whilst being mindful of the high mobility rates within the school.

### Medium term subject plans

Middle leaders ensure that medium term plans are available to all class teachers so that they have access to expertly written ideas for subject specific learning, including an awareness of key concepts and knowledge, accurate terminology and skills progression. These plans are also shared and adapting in terms of a coordinated approach with the Blandford Schools Network.

### Curriculum BASKETS progression document

Each school needs to own and shape its curriculum so that it:

- offers a broad and balance education which seeks to develop the whole child;
- reflects its locality in terms of geography, history, employment and important local issues;
- addresses the 'hidden curriculum' which transcends subject disciplines and reflects the values and ethos of the school



To explore the shopping basket analogy, when visiting the supermarket, you might categorise your weekly shop in terms of what you need to sustain you and your family: you need staples such as milk, bread, eggs to survive, so if you came home and had only bought a pomegranate and some face cream, then no one gets fed properly. We want to help teachers to be mindful about which elements of the NC are non-negotiable and choose contexts and approaches for learning that reflect our hidden curriculum.

As a middle leader of a subject in a LA maintained school, we know that we have the national curriculum which is a 'one size fits all' list which is a starting point for schools. However, as leaders within Downlands School, it is right and proper for us to engage intellectually with the national curriculum, so that our curriculum best matches our knowledge of the school community. We use the BASKETS model for engaging with the national curriculum in a thoughtful and bespoke manner.

### **B**ehaviours

Think of how children in each phase will be **acting** whilst learning about a particular subject. Consider the following:

- Working with their peers
- Interacting with staff
- Becoming more independent
- Solving problems (ICPS)
- Practising and improving (Growth Mindset)
- Questioning

### **A**ttitudes

Identify how you want your children to **think** and **feel** whilst they are learning about a particular subject. Consider the following:

- Respecting opinions (RRS)
- Learning from mistakes and misconceptions (Growth Mindset)

- Showing curiosity and interest
- Being aware of local and global perspectives (RRS)
- Responding to feedback (Growth Mindset)

### Skills

Think of what children in each phase will be **doing** whilst learning about a particular subject. Consider the following:

- Developing the key subject specific skills needed to be ready for secondary education
- Processing and presenting information, including literacy and numeracy skills
- Being creative
- Evaluating learning (Self- and peer-assessment)
- Speaking and listening, using target language and phrases
- Phrasing their own questions

### Knowledge

Think of what children in each phase will need to **know** whilst learning within a particular subject. Consider the following:

- Key components of the national curriculum that you will ensure that children retain for their next phase in learning
- How knowledge will be organised as a pre-teach or revision strategy using schema or knowledge organisers to help pupils
- Overlearning and low stakes testing
- Adapting the curriculum offer where a pupil's mobility causes repetition or gaps to occur

### Experiences

Think of what children in each phase will **participate in** or be **exposed to** in order for learning to be meaningful and enduring within a particular subject. Consider the following:

- Key resources that are available in school and should be used
- School Site opportunities for enhancing the learning
- Local opportunities for enhancing the learning
- Local expertise and visitors which could enrich learning
- Topics or themes for contextualised learning, especially with local dimension
- National contexts to enhance the learning (Cultural capital and British Values)

### Technology

Think of how children will **use or appreciate the role of IT or innovation** within a particular subject. Consider the following:

- Key resources that are available in school and should be used
- How IT and innovation are improving understanding of the subject
- How IT and innovation are supporting key skills needed for a particular subject
- How IT and innovation are improving efficiencies or improving equality of opportunity within a subject (SMSC and citizenship)
- How the internet and metaverse can enhance learning experiences

### Sustain

Think of how children will **develop as lifelong learners and skilled citizens** in relation to this aspect of the curriculum. Consider the following:

- Preparation for lifelong learning of this subject
- Engaging interest in enduring themes, including local contexts
- Understanding links to the real world and careers, including local dimension
- Generating a love of wider reading and research
- Understanding responsibilities and ethical dimensions (RRS)
- Developing as an informed local and global citizen

## **How do we assess impact across the curriculum?**

A range of assessment strategies are used across the curriculum and different phases of the school. Fundamentally, formative assessment strategies or 'Assessment for Learning' (AfL) methods are the most frequent and commonly applied - further information can be sought from our whole school Assessment and Feedback policy. However, in essence **AfL methods** will include:

- Judging the quality of learning outcomes linked to learning objectives. This will be led by the teacher/teaching assistant or sometimes be pupil or peer assessed, especially when accompanied by careful scaffolding and success criteria
- Skilful and planned questioning and gauging of pupils' verbal responses

Other **summative assessments** may include:

- Rich, open-ended assessment opportunities which elicit independent pupil outcomes, focussed on a narrow range of the curriculum. For example a 'big write' task in English or part of an investigation report in science
- Reading comprehension questions
- Practical tasks or performance. For example, performing a song practised in music lessons or performing a dance at the end of a unit in PE
- Low stakes testing on vocabulary, facts and knowledge. These may be generated by teachers or be via online software such as Times Tables Rockstars for maths. Another example is regular spelling tests.
- Summative topic tests used commonly in mathematics (White Rose Maths)
- Practice and actual national tests to judge performance against age related expectations in reading, GPS and maths, in Y2 and Y6

**Diagnostic tests** are also used

- Reception baseline
- Reading fluency
- Multiplication tests (Y4)

The school will also develop and use Knowledge organisers to help children to organise their learning and to signpost the fundamental facts and knowledge within a certain topic of the curriculum.

### **Milestone assessments evidence on e-learning platform**

Many of the summative assessments and diagnostic tests will be captured digitally and presented in the 'Milestone Assessment' folder so that parents can access them online. They will also form the basis for qualitative and quantitative judgements made in the baseline and summative written reports to parents

### **Reporting to parents**

All parents received two written reports and have the opportunity to attend to separate parent consultations whereby their child's achievement in relation to all areas of the curriculum will be reported. A baseline report aims to provide parents with key indicators in relation to literacy and numeracy in order to highlight where there are gaps and generate an ongoing conversation about the support needed in school and at home. Both the baseline and summative report will provide grade descriptors in relation to the following student skills:

- Independence
- Growth Mindset
- Peer relationships and problem-solving
- Creativity

They will also indicate additional interventions from school staff and external support agencies where relevant.

Summative reports will indicate a child's attainment in reading, writing and maths. The possible outcomes are: Greater Depth (GD); Age related expectation+ (EXP+); Age related expectation (EXP); Working towards+ (WT+); Working towards (WT); Below age related expectation (BLW).