

**Hunslet Carr Primary School  
SIA Meeting with the Curriculum Leader  
25<sup>th</sup> May 2021**

**What was involved in creating the curriculum vision?**

The initial intention was to create a curriculum to raise the profile of all NC subjects, as when Ofsted last came to the school, we were working a narrowed curriculum to boost reading, writing and Maths. The children of Hunslet Carr needed a broad and balanced curriculum, using cross curricular planning and delivery. The lack of life experiences, the lack of seeing the world beyond Hunslet and the worrying levels of language poverty in most children needed to be addressed from the moment children entered the school. Consistent and progressive skills and content needed to be easier for the teachers to manage and deliver and for the children to enjoy and internalise at the same time.

**Timeline of how your curriculum came about?**

The previous curriculum leader was at Hunslet Carr for just 6 months, until just before the first Covid lockdown in March 2020. In September 2020 I became the curriculum leader. At that time, a book scrutiny was done in all subject areas. This showed the lack of curriculum content, as topic books were not full. The curriculum was too narrow, due to the emphasis on English and Maths so that outcomes would increase.

At that point the HT and SLT met with me to review the intent vision and to begin designing the Hunslet Carr curriculum. Teaching weekly subjects (during the previous 6 months) made learning disjointed and this led to shallow understanding and lack of retention. Deeper understanding and remembering of content was needed. In some year groups a HLTA used to teach one subject for the whole time. This meant that the teachers didn't have a full understanding of their year group's curriculum.

In response to the above situation it was decided to organise the curriculum subjects in a more meaningful and thorough way.

- Subjects taught weekly = English, Maths, Science, PSHE, RE, PE
- Subjects taught fortnightly (from September 2021) = computing, music and Spanish
- Subjects taught via topic every fourth week = History, Geography, Art and DT

N.B. during the topic week, Science and RE are replaced by other subjects

This means that over a four week cycle, all subjects are taught and the correct content is covered.

In KS1 and KS2, there are three topics each year with a main education driver of either Science, History or Geography.

At the beginning of a topic there is always a 'big question'. For example in Y2 one of the big questions is; "Where were the fire engines during the Great Fire of London?"

This means the assessment at the end of the topic can be based on this question. Also a specific, year group, vocabulary mat is sent home at the beginning of the topic, to engage adults at home in the learning content.

*From all of this planned organisation, booklets have been made to aid the teachers' knowledge and understanding of the topic. They contain so much information about National Curriculum content, skills progression, subject links and assessment support.*

### **How does the motto of the school fit in with the intent and the implementation of the curriculum?**

The school motto is "High expectations, Caring, Positive Attitudes, Successful" (HCPS). This motto was at the forefront of all discussions with stakeholders, when staff were designing the curriculum. It is very visible around school, on school documents and in each topic booklet, where curriculum subject links can be found.

In Year groups teams, teachers are given one days release time in the term before the topic is due to be taught to fully understand the topic, the objective of the topic, the links it has to other subjects and time to organise activities to hook the children's interest, including trips or visitors to the school.

Over the course of a term there will be at least 3 topic weeks and in PPA the week before topic week, staff plan together to ensure consistency between the two classes in each year group. When year group teachers work together to create their timeline for the week ahead they reduce their workload.

### **How does the commitment to the disadvantaged fit into the curriculum?**

The regularity and routine provided by such tight curriculum planning means that topic based, subject led learning is much more aligned to our English Curriculum. This has two main benefits. The first is that these lessons happen in the mornings where we find the children are fresher, so make more progress. The second is that by reading and writing around the topic, children are over learning.

Vocabulary development is given a high priority in all subject areas and disadvantaged children (inc' SEND) are included in all lessons, therefore developing their own language skills. There is more adult support in lessons, because the TAs are more present due to less, separate intervention. All subjects are given the same importance. Due to an emphasis on learning where we can find different subjects in real life; children are vocalising their learning better and more meaningfully.

### **What is the subject knowledge of the teachers like?**

Strength of subject knowledge differs across the teaching staff depending on the particular subject in hand. The topic booklets attempt to help teachers with any gaps. It is always emphasised that the staff are still learning together. I am having weekly meetings at the moment with the computing and music leaders, planning for September 2021.

Also, I meet with the subject leaders of the topic drivers coming up and go through the booklets to check understanding and to see if anything else needs adding. We are currently devising local/personal golden strands in History (comparing with childhood) and Geography (how far is it from Hunslet?). These will run throughout all topics.

***How has CPD fed into the implementation of the curriculum?***

Training has been done through direct contact with the subject leaders in school CPD time. Also, the focus subject leader was supported by an LA consultant spending time in school to help them to plan NC content with progression eg. PSHE, DT.

Subject leaders are seen as coaches, who will directly support teachers at any point in the cycle. Some subject leadership will change in September 2021. The art leader is going on maternity leave, so the RQT will take art and transition meetings with me are planned. Staff meetings have been dominated by subject CPD, but this has ensured that all teachers share ownership for all subjects and topics.

***How do you ensure that the children apply previous learning to current and future learning?***

Assessment goes alongside the progression maps, because they are built on each year. I make sure that the correct subjects are delivered at the right time. Again, this makes things easier for the teachers in the longer term, because they can refer to the annotated maps and topic booklets.

Book scrutiny shows how teachers adhere to objectives taught during topic weeks. For example, if learning the four countries of the UK is planned to happen in November; then the subject leaders can easily check the occurrence and quality of this learning. S plans show how much the Covid pandemic has disrupted topics, hence causing missed learning.

***How did you approach the wider curriculum during lockdown?***

During the third lockdown between Jan and Mar 2021, teachers made sure that they continued to teach the wider curriculum. Each day the curriculum content was the same for children at home and in school. Teaching focused on Reading, Writing and Maths daily with one additional session of either Spanish, Science, PSHE, RE and PE over the course of the week.

***How do you ensure the children learn the key facts and acquire subject knowledge?***

Vocabulary mats, progression maps, dedicated display space that builds up with topic. The texts used for the Talk for Writing approach are often based on the topic eg. explorers – make Christopher Columbus fact files. Previously it was just facts/knowledge or just skills that were taught separately, but now these are inter twined as much as possible.

***How does the teacher ensure the quality of long term sequential planning and how is this implemented in real terms?***

Next year, planning in all forms, will be passed onto the next teachers, so that they can fill in any gaps.

**How are you checking that children know what they have learnt?**

- The children will attempt to answer the big question at the end of a topic. This will be evidenced in line with year group recording processes and expectations.
- Assessment is being worked on at the moment, but we don't want hundreds of tick boxes. Success criteria is vital to check against and the enquiry approach is best.
- English assessment happens throughout topics, so other subjects can be assessed alongside the child's verbal or written evidence.
- I have researched different systems that other schools use, and everybody does it to suit their children. In the rolling programme with biggest subjects selected.
- In all subjects books will be passed up to the next year group to check coverage and progression. Some books can last through a key stage, when there's not a lot of written work to start with.

**What support is there for non-specialists?**

- I have regular with NQTs and RQTs as part of their early career support package.
- The science leader videoed herself teaching and she sent it to other teachers, as a starting point for discussion and CPD.
- A science 'bible' has been developed and it contains all of the relevant vocabulary and lesson ideas. This is being extended to Geography and it will help leaders who are less experienced.
- There are templates for lessons so that teachers follow agreed teaching methods
- Lesson starters contain a 'flashback moment' when the teacher makes a reference to prior learning.
- During History, Geography and Science starters a relevant picture is the focus of the question "What is happening around us?" This helps the children to see how their learning is tied up in real life situations.
- Vocabulary information in planning documents.
- The plenary session is important to use assessment for learning and this is explained, practised and ideas shared accordingly.