



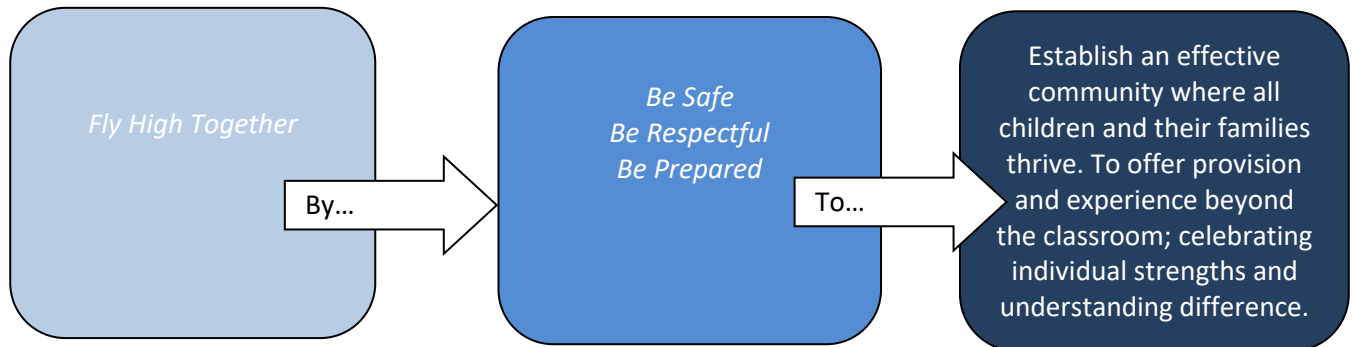
**Swallowdale
Primary School**

SWALLOWDALE PRIMARY SCHOOL

CURRICULUM STATEMENT



SCHOOL VISION, VALUES AND MISSION



OUR CURRICULUM INTENTION

Swallowdale Primary is a thriving community built upon the effective relationships and interactions that happen daily within our school.

Ultimately, we want children to leave Swallowdale well-rounded individuals who have a strong understanding of themselves, their community and the global community. Children from Swallowdale Primary should leave Year 6 knowing more and remembering more. In order to ensure this, the curriculum will be crafted to ensure the following curriculum principles are incorporated consistently:

- Units of work are developed in a progressive manner within each of the National Curriculum's subjects so that children build upon previous knowledge and understanding where appropriate;
- Design of the curriculum aligns to the school's Teaching and Learning Policy to ensure a good understanding of pedagogy and how children learn underpins the curriculum;
- Exposure to a range of quality reading materials which are relevant to the subject matter and age of the child;
- Exposure to an abundance of key vocabulary with opportunity to explore, use and evaluate these;
- Exposure to a range of experiences and enrichment activities where possible;
- Opportunity to develop metacognition skills.

In order for leaders and teachers to effectively plan the curriculum, the school has considered a number of factors to support the design which are outlined below.

Understanding the Local Community:

- In the latest Index of Multiple Deprivation (IMD) this area was ranked **21,269 out of 32,844 in England**, where 1 was the most deprived and 32,844 the least.
- Employment is better than 63% of areas in England.
- Health is better than 80% of areas in England.
- 2011 Census 93.2% of the local ward were White British.
- Average house price in LE13 £215,393 below the national average of £232969.61.
- In the year ending June 2019, the crime rate was higher in Melton than other similar areas.
- The most common incidents of crime are either related to Violence and Sexual Offences; other theft or arson and criminal damage.
- Comparison on the Local Authority Health Profile for 2016-2018; Melton district shows no concerning patterns or data specifically related to children with the majority of all indicators comparable or better than similar areas.



- The Melton Local Plan agreed in 2018 with a focus on more affordable housing; leisure and commercial development; infrastructure including roads and school and finally more jobs.

Implications for our curriculum design:

- Opportunity to learn about diversity and equality;
- Links to locality should be made where meaningful;
- PSHE curriculum needs to ensure children develop a positive understanding of relationships.

Understanding the School's Values

Our school values are important to creating the ethos which we have at Swallowdale and their alignment to the curriculum is an essential part of this. Our School Values are: Be Prepared; Be Respectful and Be Safe.

Implications for our curriculum design:

- Values need to be implemented across the curriculum as well as part of PSHE;
- Children need opportunity to learn about the school values within different contexts.

Understanding the Children's Needs

Analysis and observations from a range of sources, have shown us that there needs to be specific elements designed into our curriculum to ensure that it truly meets the needs of the children. Analysis and observation have shown us the following:

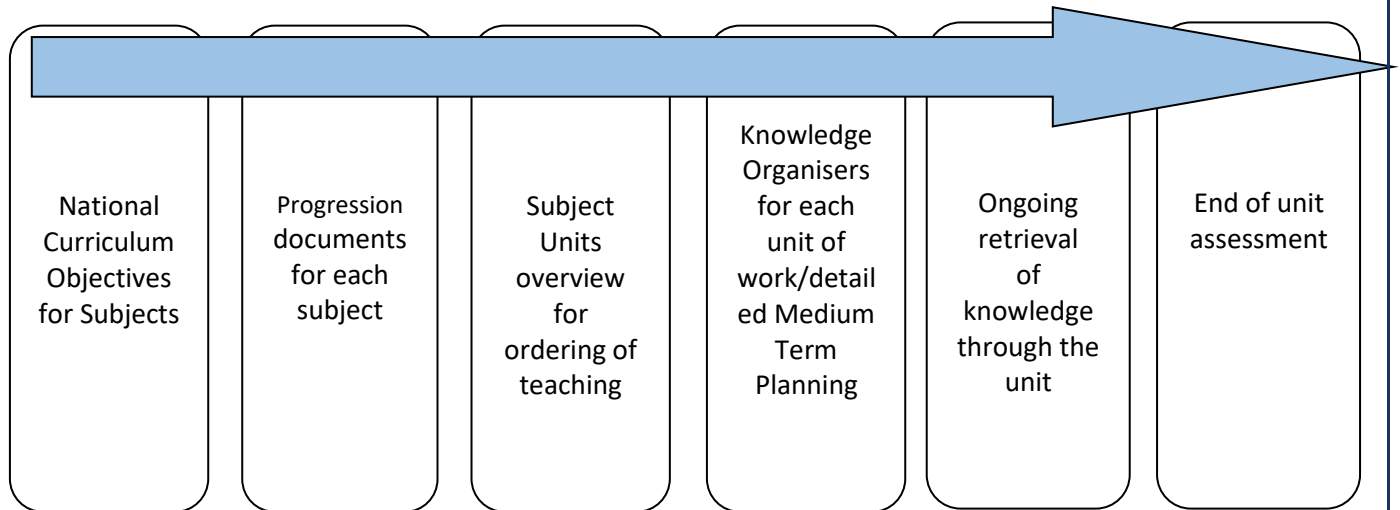
- Some children do not always read widely at home which can also impact on the range of vocabulary which some children present with at school.
- Children are becoming more and more familiar with how to use a range of social media platforms as well as games which can have negative impact upon the children in many ways.
- Children do not always understand their rights but also their responsibilities which they hold not only to ensure their own wellbeing but also those of the community in which they live whether this be local, national or global community.

Implications for our curriculum design:

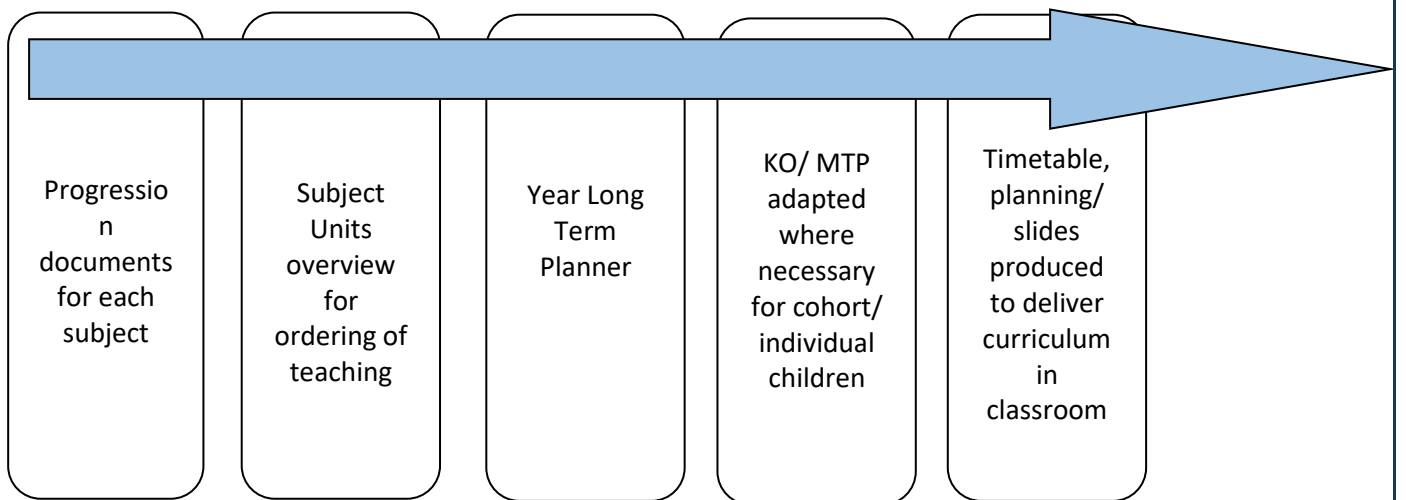
- Reading must take a priority across the curriculum including the specific teaching of vocabulary and meaning.
- E-safety should be taught fluently across the Computing curriculum regularly and part of every unit. The PSHE curriculum will also include e-safety with a focus on the negative impact of inappropriate use for individuals and society.
- The PSHE curriculum will be taught using the Jigsaw scheme as this aligns to the school's values pertinently.
- Curriculum progression documents and knowledge organisers will allow teachers to understand previous learning necessary for a unit of work to commence. Subject Leaders and Teachers may refer to the DfE Recovery Curriculum guidance to prioritise key materials if and when necessary.
- Writing will be taught with specific focus of key knowledge and skills as per the DfE Recovery Guidance. The prioritisation of these during this academic year will result in children writing quality pieces of writing which may vary in length but allow for deliberate practice and consist recall of the skills needed.



Structure of Curriculum Delivery for each subject



Structure of Curriculum Delivery for each year group



Impact of our Curriculum

Through our bespoke curriculum, we endeavour to ensure that all children achieve well in all subject areas regardless of their starting point. We want our children to leave Swallowdale with the academic skills necessary for their future school journey as well as with a strong understanding of how they can journey forward as safe, prepared and respectful individuals. Our children are provided with opportunities to develop their social, personal and emotional skills as well as their independence and resilience. Ultimately, we want all of our children to Fly High. We will evaluate the impact of our curriculum through:

- Ongoing assessment during and post lessons;
- Use of standardised testing for Reading, Grammar and Mathematics;
- Summative teacher assessments across the curriculum;
- Formative assessments in the wider curriculum against key knowledge.