



# Curriculum and Learning Statement 2024



## Our Intent

At Overton CE Primary School,

it is our aim that children are encouraged and challenged to develop to their true potential in a vibrant and exciting learning environment. Our vision is to develop an enthusiasm for learning and a desire for excellence to enable the whole school community to achieve their best, making good progress across our curriculum and achieve at least age-related expectations.

This vision is shared by the staff, governors and children and affect all that we do and how we do it! All adults who work in our school mirror our expectations and ethos. The uniqueness and individuality of each child is also a key feature of our curriculum.

At Overton CE Primary School, we continually strive to improve the provision for our children and to develop authentic relationships. It is our aim that children learn from each other and our high expectations for behaviour and learning are shared with them.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the significance of faith, and promotes Christian values through the experience it offers to all its children. Our school Christian values are **Love, Hope and Faith**.

At Overton we are committed to providing relevant, first-hand learning and purposeful experiences for all of our pupils. We aim to allow the children to develop interpersonal skills, to gain those vital collaborative skills and become creative, critical thinkers. We want children to really enjoy their learning and help them become team players as well as valuable members of society as they grow older.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Overton provides a highly inclusive environment. Pupils at all levels are helped to achieve their learning goals. All of our children are challenged and encouraged to expand their skills and knowledge through rich and varied curriculum opportunities. Those who find learning trickier are encouraged and given targeted support or scaffolds or adapted tasks which enable access to the curriculum but maintaining levels of challenge.

The innovative practice across our school provides a strong foundation and opportunities for children to work in teams and develop social skills both indoors and out. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high-quality teaching, supported by targeted, proven interventions where appropriate.

### ***Sport and Outdoor activities***

Sport plays an integral part of our curriculum and pupils are introduced to a huge variety of activities. Traditional sports such as netball, hockey and football are complimented by cricket, running, athletics, tag rugby, dance and gymnastics. Giving sport a focus across Overton has engaged many children including children with SEND. We invest in high quality CPD for our staff and in utilizing the skills of sports coaches and our community to further enhance our provision. Our MUGA (multi-use games area) is used by all the children throughout the year. Professional coaches in tennis, cricket and rugby all contribute to the development of the children's knowledge and skills. All children will experience orienteering, maximising the use of the 10 ½ acres on our site with age-appropriate courses and challenges.

### ***The Arts***

Our school also values The Arts – providing quality opportunities for pupils to share their creative talents. In addition to our Arts Curriculum, our annual Arts Week provides all our children with the opportunity of working with an artist in situ. All of our children also learn to play three musical instruments through our own Music teacher who teaches all children in Key Stage 2. Our established partnership with the Music Service also offers instrumental lessons and opportunities to play in our school orchestra. We provide rich and purposeful opportunities for our children to perform in school, at the local Church and other community events. Our Year 5 children also perform in a theatre working as part of the *Shakespeare for Schools* National Charity and we provide an opportunity for children to participate in *Young Voices*. Each year group work with a theatre group to enhance their learning in History or Geography.

### ***Extended School***

Overton provides the full core offer of extended school provision. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a variety of clubs after school hours and some during lunch times.

### ***Mental Health and Wellbeing***

The mental health and wellbeing of our children is paramount and we use a programme called **HeartSmart** to develop a healthy and positive culture. This drives our Personal, Social and Health Education and enables our community to develop a shared language. We have also embedded Mindfulness strategies across the school to support children to develop their self-regulation. We have a trained THRIVE practitioner who supports class teachers through screening and specific experiences that will support the development of children. Our Emotional Support Assistant, ELSA, supervised by the Educational Psychology Service also support children who may experience difficulties.

Children leave our school with a real sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

At Overton CE Primary we are constantly working towards creating the most effective learning culture which includes:

- Developing growth mindsets
- A shared knowledge and understanding about the learning process
- Promoting, nurturing and challenging learning behaviours



We believe that what applies to children must apply to teachers-we are all learners.

### **Growth Mindset**

The children and staff look at, discuss and explore how the brain “works” as this is central to the notion of mindsets. People with a fixed mindset believe that they are born with a certain amount of intelligence and that it is fixed for the rest of their lives. People with a growth mindset, however, know that intelligence is not fixed and that with time, effort, practice and input they could achieve higher.

We have whole school worships, class discussions, parent meetings and pupil –teacher dialogues about our mindsets and how we can improve and utilise our strengths.

Research over the years has shown that we all differ as learners, being somewhere on the continuum between a fixed and a growth mindset.

<b>Fixed Mindset (performance orientation)</b>	<b>Growth Mindset (learning orientation)</b>
<b>Intelligence is static. I must look clever.</b>	<b>Intelligence is expandable. I want to learn more!</b>
<b>Avoids challenges</b>	Embraces challenges
<b>Gives up easily</b>	Persists in the face of setbacks
<b>Sees effort as pointless</b>	Sees effort as the way
<b>Ignores useful criticism</b>	Learns from criticism
	
<b>Likely to plateau early and achieve less than full potential</b>	<b>Reaches ever-higher levels of achievement</b>

### **Characteristics of the fixed and growth mindsets**

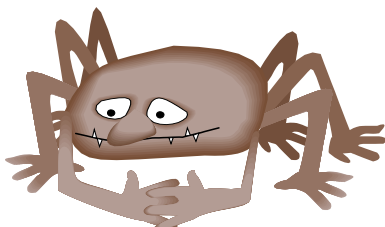
### **Learning Powers**

All children at Overton are encouraged to develop as independent thinkers and learners. Teachers strive to create a climate in the classroom and in the school that cultivates habits and attitudes that enable children to face learning challenges, difficulty and uncertainty calmly, confidently and creatively. We aim to help our children become better learners in and out of school, equipping them with the attitudes to help them in the future. Our children understand that learning can be tricky and they use the concept of the Learning Pit to talk about and reflect on dealing with challenge.

Research shows learning is more effective when children have an understanding of the learning process. Children and adults talk the language of learning at Overton. Our seven learning powers are represented by animals.



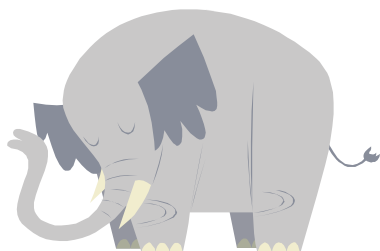
Creativity



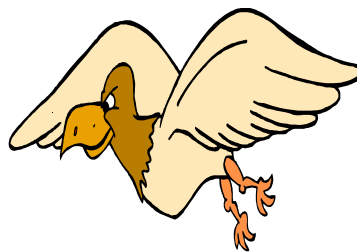
Meaning Making



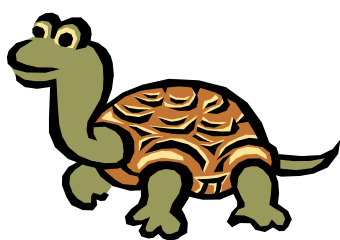
Critical Curiosity



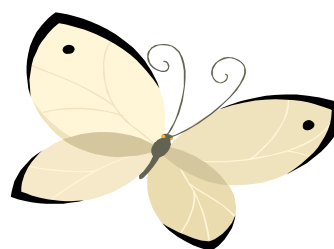
Learning Relationships



Strategic Awareness



Resilience



Changing and Learning

## Implementation

### TEACHING AND LEARNING

At Overton CE Primary, we believe **universal** high-quality teaching and learning is the right of all children and is achieved by:

- Developing children's self-regulation and metacognition through planned opportunities
- Setting high expectations for all and establishing routines that encourage children to be ready to learn
- Taking account of varied life experiences and needs, different starting points and factors such as gender, ethnicity, culture, age, individual needs and ability, giving every learner confidence and belief that they can succeed and raising their aspirations
- Applying our understanding of cognitive science and in particular *Rosenshine's Principles of Instruction*
- Establishing what learners already know then building on previous learning, linking it to prior knowledge
- Setting clear appropriate learning goals which create secure foundations for subsequent learning
- Clear explanations using visual representations to support concepts, knowledge and skills
- Providing examples and teacher modelling showing step-by-step processes
- Working walls providing clear support and examples
- Providing guided tasks to practice new skills and application of knowledge
- Adopting a dialogic approach; promoting and developing high quality discussion and talk in groups or whole class, sharing ideas, reasoning and justifying ideas and building knowledge collectively. *Philosophy for Children* and *Thinking Moves* also provide purposeful opportunities for high quality dialogue and metacognition.
- On-going assessment through questioning, sharing of ideas, prompting for developed responses which informs effective feedback and the next phase of teaching and learning
- Structuring and pacing the learning experience to make it challenging and enjoyable, matching teaching techniques and strategies to meet the needs of all our children
- Inspiring learning through passion for subjects, bringing them alive and making it relevant to the learner's experience and needs
- Using an enquiry-based approach within subjects, topic or themes
- Making individuals active partners in their own learning, helping them to evaluate their work and reflect on how they learn
- Developing learning skills and the necessary personal qualities to become a successful learner through self-discipline, confidence, determination and resilience
- Planning learning through the explicit teaching and application of our 7 Learning Powers

In addition to a universal approach, teachers **adapt teaching and learning** to meet the needs of children through:

- Ensuring all children experience a variety of flexible groupings
- Integration/rotation of activities, whole-class sessions, or split-inputs to groups
- Pre-teaching of content or vocabulary
- Reteaching content following assessment of learning
- Targeted and precise adult support including planned interventions where appropriate
- Additional practice to consolidate and embed knowledge, skills and understanding
- Use of resources to scaffold e.g., writing frames, sentence stems, “*first*” and “*then*” boards, key vocabulary, diagrams, worked and concrete examples
- Adapting modelling and “think aloud”
- Focused and bespoke task design or activities

## **English and Reading**

The enjoyment and lifelong benefits of reading have been central to the learning culture at Overton CE Primary. The Oxford Reading Tree provides a core spine of reading books in the school. We use **All Aboard Phonics** which is a systematic synthetic phonics (SSP) programme completely designed around the new criteria set by the DfE in March 2021.

Children also have access to a selection of banded books to complement their Oxford Reading Tree books in order to provide variety and breadth. Independent reading for sustained periods is encouraged to help children develop fluency and to become self-reliant readers. A selection of supporting phonics-based books ensure books are appropriately matched to children's current reading and phonics level.

A purposeful and structured dialogic approach provides a foundation for learning in English where children's ideas, opinions and growing understanding of texts are valued and shared. Carefully chosen rich texts provide the stimulus for speaking, listening, drama, reading and writing.

Our annual Book Day/Week is always a highlight of the year. A visiting poet, author or illustrator delivers a whole school assembly or workshop and then visits every classroom to work with the children on a project for the week.

Children's reading skills are developed through focused guided and reciprocal reading sessions with the teacher and whole class discussion. Knowledge, skills and understanding are then further complemented through a read-aloud curriculum, with each year group having a specific selection of books to be read to them.

## **Maths**

We use White Rose Maths curriculum programme and resources which is designed to provide children with a solid foundation in mathematics. The primary curriculum puts a significant emphasis on progressive mathematical skills so curriculum content has to be well sequenced in order to promote a depth of understanding.

The aim of this program is to ensure that students are able to think mathematically and solve problems with confidence. The aim is for young mathematicians to become:

- Confident and able to recall and apply mathematical knowledge in different contexts
- Able to explain their methods and thinking processes and apply skills in context
- Fluent in different areas of maths
- Efficient in applying problem-solving and reasoning skills
- Independent thinkers
- Aware of the Maths/ concepts/ process they are learning

White Rose Maths helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development.

Reception and Key Stage 1 also participate in the *NCETM's Mastering Number* programme. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.



## **Religious Education and Personal, Social and Health Education**

*Living Difference IV* is the new agreed syllabus for religious education for use in all Hampshire maintained schools. We will be planning and implementing the syllabus from January 2022 onwards. *Living Difference IV* describes an approach for teaching, seeking to explain the educational value not only of children engaging with new material intellectually, but also of them becoming better able to discern what is desirable for their own lives, and with others, for the world.

Informed by current educational research, as well as research into religion and worldviews, it builds on the approach to religious education used in Hampshire, Portsmouth and Southampton since 2004. This revision demonstrates the ongoing and fruitful partnership that exists between the four authorities, ensuring a syllabus capable of securing high-quality religious education for all children and young people who encounter it, at this point in history.

If you would like more information on the syllabus, click on the link below to take you to Hampshire County Council's *Living Differences IV* curriculum page

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/living-difference-re-syllabus>

Click [here](#) to read our policy on RE which also includes information and the process on the right to withdrawal from Collective Worship.

*HeartSmart* was launched across the whole school in 2019 and is a systematic approach to develop children's resilience, wellbeing and healthy relationships. It is a fundamental aspect of our PSHE provision. It stresses learning how important, valued and loved we are and explores the importance of others and how to love them well. It develops understanding how to process negative emotion and choose forgiveness to restore relationships. It supports our RE curriculum and is one of the Church of England's recommended resources. *HeartSmart* also meets the requirements of the new statutory Relationships and Health Education curriculum for primary schools. Click [here](#) to see our policy on Relationships and Sex Education and how *HeartSmart* supports.

### **Other Curriculum subjects**

All curriculum subjects have schemes of work which include the core knowledge, concepts and understanding to be taught and learned. Subject-specific skills are developed within each unit of work. These skills are taken from whole school progression of skills planning documents. Knowledge organisers are used where appropriate to show the key learning in a topic and to aid retrieval and recall of knowledge.

Our schemes of work will utilise enquiry, first hand experiences, collaborative learning, direct teaching and opportunities to recall prior learning and links to current content. Where appropriate and feasible, we complement all topics with visits using the local environment or invite visitors into school to support the children's studies. Class teachers share planned learning with parents via our newsletters and through regular updates on the class pages on our website.

To engage our children, stimulus or hooks provide a purpose for learning and encourage them to find out more. Visits, links with other schools and theme days are built into all of our units. Each term ends with a celebration of learning; for example, an art exhibition, a

class museum, sharing of topic books or a small drama, dance or production for an audience (fellow pupils or their family) to come and see. Each class showcases their learning and curriculum in parent assemblies during the spring and summer terms.

The curriculum is enriched through whole school themed days and weeks. These include: Art week, Book Week, Internet Safety, PE Skills Progression and MFL Days. We also have strong links with a partner school in Uganda to enrich and develop our children's understanding of diversity and culture. We also offer two residential trips in Year 4 and Year 6 and encourage all children to attend.

**An example of our intent in action are our memorable learning experiences or stand-out moments and include:**

**Year R** - Celebrating the festival of Chinese New Year by learning about and following the traditions behind this celebration, such as cleaning the classrooms, working with Chinese residents from our local community to prepare authentic food for a party and performing a Chinese Dragon dance

**Year 1** – Exploring friendship through the storybook “On Sudden Hill”, how different children use different objects as toys and make their own toys from cardboard boxes working collaboratively

**Year 2** –Exploring Victorian times, experiencing being a Victorian child with a trip to a Victorian school and farm

**Year 3** – Immersing in a Stone Age experience after a visit to a local ancient site by cooking and living outside for the day

**Year 4** – Using the experiences of the Polar explorer, Shackleton, to develop their understanding of a different time and place

**Year 5** – Learning and understanding about forces and visiting a local theme park and programming a ride

**Year 6** – Using our outside environment to learn about the scale of our Solar System, visiting a local science museum and designing and making moon buggies

**Staff Development and Monitoring**

We have a carefully planned programme of staff development to enable all staff to develop their knowledge, skills and understanding in order to deliver high quality learning for all our children. We build in time following INSET days for staff to explore, apply and reflect on new learning through Staff Development Meetings and teacher peer action research.

Our Phase Leaders play an important part in the success of our curriculum by leading a regular programme of monitoring, evaluation and review. Children will be taught by teachers and Learning Support Assistants with high expectations, who will plan and deliver a curriculum that is stimulating, pertinent, extends children's understanding of all of the subject areas and ensures high quality learning and outcomes. We deliberately plan memorable learning experiences for the children across each year group and throughout their time at Overton. We also use our fantastic school grounds for a variety of learning experiences including art, athletics, games, geography, maths and science.

We review the key priorities for school improvement annually based on detailed analysis of performance data and rigorous monitoring and evaluation. This ensures that we focus on more deeply specific areas of improvement and that resources and staff development have an impact on the teaching and learning.

## Impact

*What we hope the impact of our curriculum will be and how we measure it:*

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding national expectations when we consider our children's varying starting points. We measure this carefully using a range of materials. We intend that the impact is that children will be academically, physically as well as emotionally prepared for next part of their learning journey when they start secondary school and in Modern Britain and the world.

Our learners will be confident and happy citizens with a clear understanding of our British, Christian and learning values. Only by really learning what these mean, will our learners be able to develop a character that prepares them for living in our wider community demonstrating tolerance and equality. We measure this not just by the learning our children produce, but in the learning behaviours we see each and every day in all pupils on the playground, in our corridors, when they are representing our school and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff, governors and children from other schools too.

Our children develop behaviours and habits to become effective learners. The impact is seen by how calm our children are, how our children approach every day challenges through their growth mindset and self –compassion attitudes. This can be seen on our playgrounds, in a sports game, even within a disagreement, or in class during a complex learning challenge/investigation/experiment that has been set. The impact will be that our children do not give up until they are proud, they understand that making mistakes are part of the learning process and they are highly motivated to succeed and achieve. Importantly, they are equipped with all the relevant personal, emotional and social skills to do this.

Developing the moral compass of our learners is vitally important to us as a community at Overton CE Primary. Our learners will be motivated by a strong set of values and a personal sense of morality. They will make decisions for the right reasons and in the best interests of their wider community. They will show tolerance, embrace differences, be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the wider world wanting to make a real difference in their own life and to that of others as well.

## Appendix

Through each curriculum area, our aim is to:

Subject	Intent
<b>Art</b>	<ul style="list-style-type: none"> <li>• Provide rich and purposeful opportunities to explore a wide range of the arts and exposure to a wide range of artists</li> <li>• Children will be taught to learn new skills and explore and critique artistic contributions whilst being able to express their own individual creativity</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Provide children with a range of opportunities to develop computational thinking skills which enables them to become confident users of technology in the future</li> <li>• To work independently and collaboratively on purposeful, real-life projects</li> <li>• To develop a deep understanding of the different elements of e-safety to enable them to interact safely and responsibly with the wide world.</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Provide a diverse range of hands-on creative experiences with purposeful, real-life outcomes across a broad spectrum of materials</li> <li>• Children are encouraged to plan, create and evaluate throughout the project experience, to drive their learning independently or collaboratively</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Develop children's love of English through the study of high-quality texts that lead the reading and writing experiences</li> <li>• Use rich dialogic talk to develop their understanding and enjoyment</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Provide an enquiry-based approach to explore different skills required to understand the human and physical features of our world</li> <li>• Develop an appreciation and care of the natural world and our impact on it, making responsible choices</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Develop children's knowledge and understanding of how past events have shaped our world and society</li> <li>• To develop an understanding of consequences which impact on responsible and equitable decision making</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Develop a passion for maths through a mastery approach that provides accessible opportunities for all learners to achieve their potential</li> <li>• Learning focuses on developing numerical fluency instilling a secure use of mathematical language and nurturing problem solvers who are able to think critically and apply their knowledge and skills in a range of contexts</li> </ul>
<b>Modern Foreign Language MFL</b>	<ul style="list-style-type: none"> <li>• Develop a respect for and understanding of other cultures and language through hands-on engaging activities that bring cultures to life</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Allow children to experience a wide range of musical genre</li> <li>• To enable them to listen appreciate, respond and evaluate a diverse collection of styles of music</li> <li>• Provide opportunities to collaborate purposefully using different instruments or vocally towards a performance</li> </ul>
<b>Personal, Social, Health Education PSHE</b>	<ul style="list-style-type: none"> <li>• Encourage children to make healthy choices in relation to their heart and those of others</li> <li>• To celebrate their differences, build their self-esteem and resilience which will they will take with them into adulthood</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Provide a wide range of skills which can be applied individually or collaboratively in a respectful and competitive manner</li> <li>• Recognise the importance of physical exercise and fitness and their link to their mental wellbeing</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Provide an enquiry-based approach to explore and understand different religious and cultures, linking to our own experiences and life so equipping them to live in a diverse society</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for practical science and investigations where children develop their scientific enquiry skills and learn how to apply these independently</li> <li>• To have knowledge, understanding and curiosity about the world around them and make links between tier learning and the world</li> </ul>