

The Quinta Primary School

Curriculum Statement

At The Quinta the curriculum is all of the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the key elements of the National Curriculum but also the wide range of extra-curricular activities that the school organises in order to enrich the experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. At The Quinta we support children to grow into positive, responsible people, who can work and cooperate with others and to understand the world around them and their place within it.

The key questions we considered when designing our curriculum were:

- Why is this important for our children?
- What knowledge do we want children leaving our school to have?
- What personal qualities do we want to instill in our children?
- What are the essential skills that we want our children to have?
- Is it aspirational and challenging?
- How will we support our most vulnerable and slow graspers?
- Does it engender a love of learning through excitement and curiosity?
- Does it allow for natural links between subjects?
- How will it promote diversity, equality and challenge stereotypes and viewpoints?

Intent

(What do we want our curriculum to achieve?)

At The Quinta, we have developed a **bespoke**, knowledge-engaged curriculum with the sole purpose of ensuring **every child** leaves our school with the **deep knowledge**, **skills** and **character** to thrive in the **modern** world and successfully **transition** to continue their educational journey.

Implementation

(How do we achieve our intent?)

At The Quinta, we teach **discrete subjects**. Specialist subject teams have used the context of our **community** and their expert knowledge to ensure that each subject is **progressive** in design allowing children to develop a deeper knowledge every year, building on previous learning and preparing for the next. To see each subjects' scheme of learning and the **golden threads** that are woven through click [here](#).

Content is delivered **consistently** throughout the school on Google Slides and Seesaw to facilitate transition between year groups and **uniformity** between subjects. Here is an example of content for PHSCE - one of our core subjects at The Quinta.

Maths, reading, writing, PE and PHSCE form core threads in our school and are therefore prioritised in our timetable. The **social-emotional development** of our children is vital so they form happy, healthy relationships and contribute positively to society. We believe physical education develops key personal attributes, such as **teamwork** and **determination** while promoting healthy mental and physical wellbeing. Research indicates that children who read are more **intellectually empathetic** and can access a greater range of learning independently. As a result we have placed **reading at the very heart of our curriculum**.

At The Quinta, we use the Read, Write Inc. systematic synthetic phonics programme to teach early reading.

Continuing professional development plays a critical role in ensuring our curriculum is delivered by **highly qualified staff** with **excellent pedagogical content knowledge**. At The Quinta we have regular S.P.A.R.K. (Supporting Pedagogy Assimilating Research and Knowledge) meetings which allow staff to deliver and receive 'bite size chunks' of **CPD** regularly and timely. Here is an example of some S.P.A.R.Ks from meetings.

Both summative and formative assessments are used effectively at The Quinta to identify levels of understanding and identify misconceptions. These are recorded in whole class feedforward books which allow staff to see individual and holistic class needs in order to plan next steps effectively. Children record their learning on Seesaw - an online drive which is shared with parents, parallel teachers, subject leaders and senior leaders. This delivers exceptional transparency, **collaboration** and **communication** of learning.

A fundamental belief at The Quinta is that **every child is challenged, every child is supported** and **every child is nurtured**. We ensure that extension challenges stretch those rapid graspers, having 'going deeper' questions / tasks on each activity. For slow movers, we have 'think about' - tips and advice to help children support themselves first before asking for help. Where additional support is required, extensive plans are written, reviewed with parents regularly and external specialist support is provided. As a school we follow the graduated approach paperwork.

Impact

(How well do we achieve our intent?)

We are currently developing meaningful assessment in foundation subjects to capture how well children retain the key knowledge we intend them to learn.

Our national data evidences how well children develop early reading (Phonics)

Seesaw is the tool that the school uses to **capture the full range of learning** at The Quinta. Content is digitally stored online and can be accessed by all stakeholders across all years including any previous year's learning.

This year we have been creating **bespoke assessments** around a high challenge low threat model. Every subject has a 'Key Knowledge, Key Skills and **Sticky Facts**' summary. This is the explicit information we expect children to carry forward with them into the following years. These are assessed in different ways. For example in science sticky facts quizzes capture the children's **retention of the key information**. Additionally, children devise an experiment to test the rate at which solids dissolve in water in year 5, whilst in year 3 they research the effect temperature has on different materials. In Geography children complete timed orienteering challenges and in PE key measurements are recorded every term eg. 60m, speed bounce and sit and reach. Writing is teacher assessed termly and standardised through internal moderation with subject leaders. External moderation and assessment takes place annually using a national database: comparative judgement and the 'Assessing Primary Writing' tasks. We ensure our moderation has a reliability score of over 0.9 where 0.85 is recommended as high enough for A level. Reading is continually assessed using software such as Reading Plus and Accelerated Reader where speed, lexile measure and comprehension accuracy are quantified. We also termly assess reading comprehension using written assessments for Y2 to Y6 alongside teacher judgements. For maths, teachers use the White Rose end of term assessments to support their judgements. The school completes all Standard Attainment Tests (Phonics, KS1, Y4 MTC, Y6)

The **progressive** nature of the curriculum means that **knowledge is embedded**. This is shown through pupil voice and more recently through termly assessment checks.

We are proud that our children have **fully rounded characters** with a clear understanding of complex values like equality, friendship and trust. We measure this not just by the work our children produce, but in the **behaviours we see each and every day** in all learners on the playground, in the corridor, and in the many roles we give them. They actively take part in the school community and contribute to the wider running and **culture** of the school. Pupil voice questionnaires are also used to quantitatively assess the impact that our curriculum is having on personal development.

Other indicators to the success of our curriculum can be seen in the **competency** shown by pupils when carrying out their **wider roles** for example: school ambassadors, school council, school radio, prefects, school shop, book worms, Year 6 buddies for the Reception children, reading buddies, play leaders, digital leaders, fruit monitors in Year 5. Throughout many of our sporting achievements, including town sports winners it is clear that our children are not only **resilient**, highly motivated to succeed and achieve well, but they always demonstrate sportsmanship.

External validation through different agencies e.g. safeguarding audit team, School Improvement Partner, Ofsted and other venues/organisations regularly evidence the personal and social qualities our students exhibit.

“...warm and trusting relationships that can be witnessed in the pupils' attitudes and behaviour with adults and each other” Ofsted 2017.

“The PSHCE curriculum is a strength of the school...The impact of the curriculum is clear... The behaviour of the children observed to be excellent and the staff were seen to be modelling their expectations of behaviour.” Cheshire East Safeguarding Team Audit 2020

“Quinta is a nurturing school which is striving to support the needs of all their pupils. There is a strong vision for the school and SEND has become high profile. The SEND team is committed and passionate about improving outcomes for pupils and have a good understanding of the needs of the pupils in their care. Pupils are positive about the support they receive in school and talk highly of the staff that support them. They feel safe and cared for.” Leading Schools Consultant SEND Audit 2022

As part of the pupil voice questionnaire and the Local Authority Y6 survey, there is a section dedicated specifically to transition. This quantitatively evidences the positive impact the school's strategies have on the pupils for both internal and external transitions and where results indicate pupils have worries they are addressed through specific, targeted teaching in addition to the PSHCE curriculum. For example, we identified the EYFS to Y1 transition was a significant step and so built in more transition days in the summer term for EYFS children and adapted the Y1 provision in the first half of the autumn term to include more play based learning and additional breaks.

#EverydayExcellence #AuthenticCare #Independence #Opportunity