

PRIMARY CURRICULUM

taking our pupils on a journey



2024 - 2025

CONTENTS

01.
intent
02.
implementation
03.
impact
04.
numeracy
05.
literacy
06.
pshe
07.
foundation
08.
wider curriculum

At Pine Green Primary, the National Curriculum provides a starting point and framework for our broad and balanced curriculum. We operate a carefully designed ‘all-through’ curriculum which is designed to support pupil needs and ensure continued progress in learning, developing the skills that pupils need for Key Stage 3 and for life beyond.



Many of our pupils have already had negative experiences in education and have significant gaps in their schooling; failure has become a negative, anxiety-filled concept which can inhibit their desire to learn. Therefore, we must nurture a love for learning by offering each pupil an engaging, creative, multi-sensory and well-sequenced curriculum, where making mistakes is seen as a positive part of learning and where opportunities are given for each pupil to access learning from their own, individual starting points.

We seek to build ‘behaviour through learning with our STARS behaviours that interwoven into the very core of the classroom experience. Students are encouraged and reward for engaging in acceptable and appropriate classroom behaviours, entwining academic and SEMH learning in order to develop each child holistically. We purposely aim to cultivate curious, confident, independent and resilient students, who take appropriate risks within their learning.

Within the Foundation components of our curriculum, we also seek to develop an awareness and engagement with local and national communities understanding that our students may not have engaged with society in purposeful and beneficial ways. In Primary, our students first experience the four ‘C’s (Culture, Communication, Conflict & Conservation) which continue into secondary and provide students with a means of developing a beneficial world view.

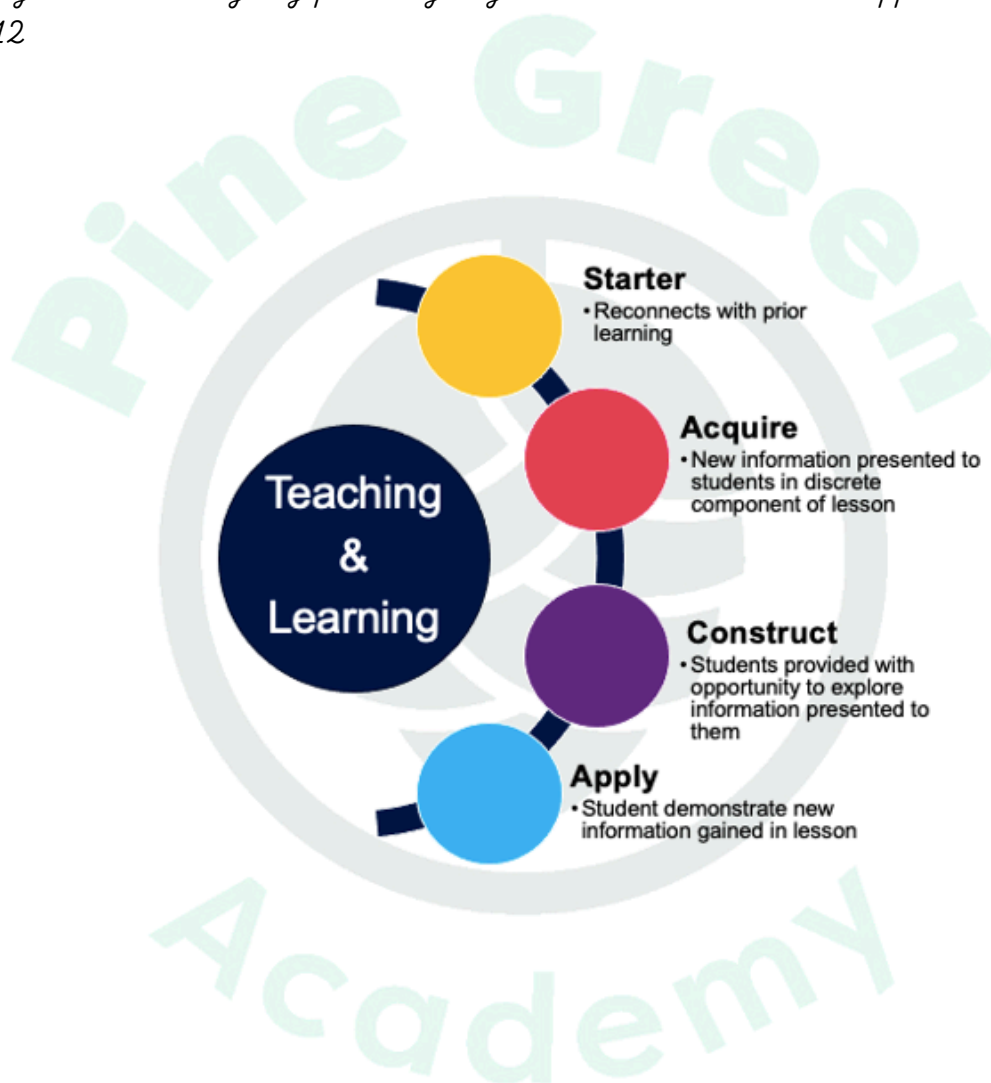
For our pupils, progression is not merely measured by movement up a ladder of skills and knowledge. Lateral progression is important in being able to apply the skills and knowledge that have been learned e.g. to different contexts, and situations with less scaffolding and support, with different people and in different environments. Retention of the foundation fundamental skills and knowledge to embed into the long-term memory is also important - to know more, do more and remember more. This is promoted through integral retrieval practices throughout the curriculum.

For each pupil, their next step will be based on their assessed previous skills and knowledge rather than on their age or year group; it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised.

Learning Means the World and Awareness Fridays provide the opportunity for pupils to access many enriching creative learning contexts gaining cultural capital and promoting British Values. Other wider enriching opportunities are provided through school-wide projects linked to citizenship such as Comic Relief and MacMillan Coffee Morning.

Pine Green provides quality-first teaching based and we use a teaching a learning model based on established learning theory.

"Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support" Rosenshein 2012



Teachers baseline pupils' numeracy and literacy skills on arrival and pre-/post units of work and also assess social and emotional abilities. Teachers work with care-givers and other professionals to target the next key steps in priority areas as well as in all areas of the curriculum. Teaching is thus informed by planned and sequenced knowledge and skills.

Strategies that each pupil needs to access the curriculum and engage to achieve and make progress are identified on an individual basis.. These include: targeted interventions, structured visual support, multi-sensory delivery, repetition, retrieval practices, chunking using task/now and next boards, etc. Teachers use a range of strategies to support pupils to learn and retain information. In partnership with care-givers, health professionals and external agencies, programmes may be implemented or integrated into the school day balanced with the educational access to the wider curriculum e.g. art/music therapies

At Pine Green Primary, we recognise the importance of pupils having a rich and deep web of knowledge.

A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned. Spielmann, 2018

The aspiration for all pupils who attend Pine Green Primary is that they achieve their full potential in all aspects of their development. All pupils who attend our setting have SEMH difficulties and some have additional needs. Staff work in a very systematic way to ensure all pupils have every opportunity to achieve.

The outcome of the curriculum is highly individual. All achievement and progress, academic and/or social, is celebrated. Progress for our pupils can be demonstrated by:

- Our pupils are happy, safe and have their needs met
- Pupils making progress towards/achieving their intended outcomes within the EHCP annual meetings
- Pupils making progress towards set outcomes based on initial and periodic assessments (academic and behavioural)
- Pupils achieving external accreditation (where appropriate) e.g. SATs, swimming certification, etc.
- Pupils transferring learnt skills and using them in a wider range of contexts
- Pupils happily accessing education and wanting to learn
- Pupils becoming increasingly resilient
- Pupils learn to embrace difference and diversity and learn to be respectful to all
- Pupils leave as confident, independent, risk-taking, problem-solvers
- Combined universal and targeted interventions result in pupils thriving socially, emotionally and mentally
- All pupils have a voice and feel heard
- Personalised intervention means that we can narrow gaps and/or identify needs and implement appropriate support
- Pupils are ready to transition to the appropriate Secondary setting



ALL-THROUGH

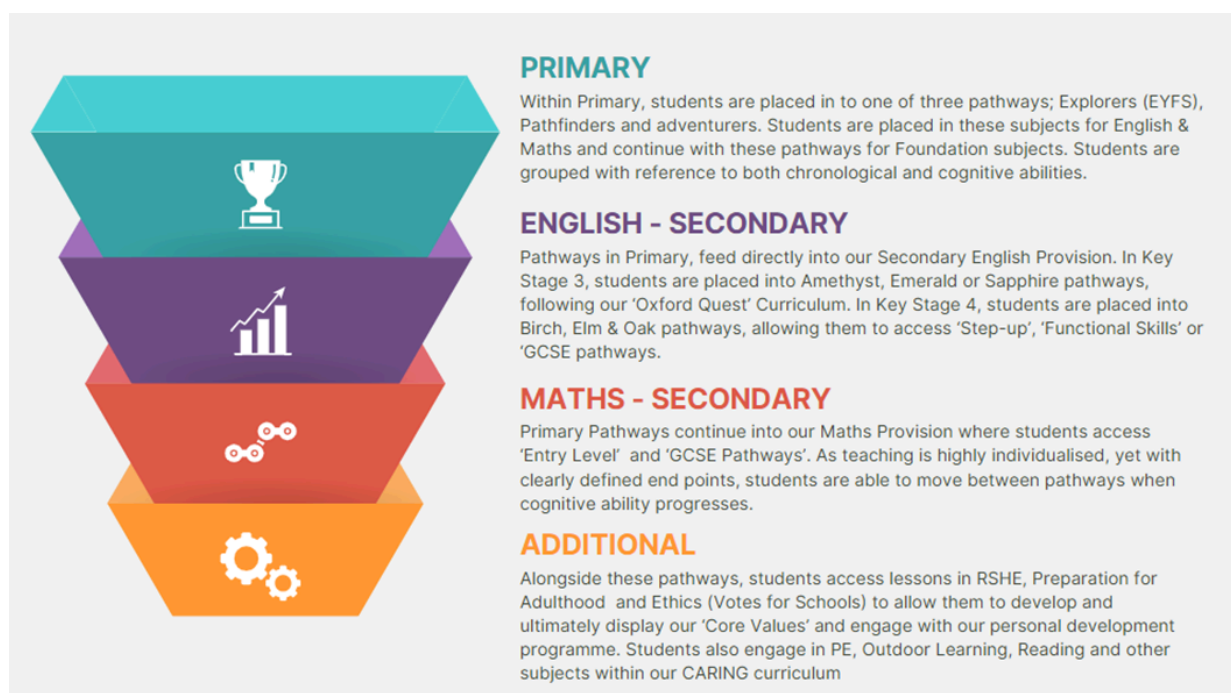
At Pine Green Primary, we offer an 'all-through' curriculum to ensure learners excel. In offering an all-through curriculum, we recognise that the difficulties that our young-people face and embrace a model that encourages sustained progress alongside providing individualised learning and support.

A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned. Spielmann, 2018

Our 'all-through' curriculum provides students with a number of consistent subjects which continue all the way through Key Stages 2, 3 & 4 and are assessed against a common framework based on national-curriculum levels and latterly entry-level, functional skills and GCSE.

Students study the core subjects of English, Maths and Science. Alongside these core subjects, students access a 'reading' curriculum throughout Key Stages 2, 3 & 4 to ensure students develop appropriate phonics skills and reading ages.

Over the next few pages, you will develop an understanding of the published curricula we use with our students, from Pearson's Power Maths and Wordsmith (English) curricula to curricula that are continue and build upon knowledge in our Secondary phase.



NUMERACY

At Pine Green Primary, we believe in developing mathematicians who can apply their knowledge both in practical and real-life situations. Pupils will develop their ability to reason, calculate and problem-solve.

Maths is taught throughout KS2 and this includes teaching the numeracy skills usually gained in early development but, for a variety of reasons, are gaps in some of our pupils' experience. The areas of number, shape/space and measure, using and applying are also covered as per National Curriculum.

Pupils access their learning through Power Maths, a mastery programme “designed to spark curiosity and excitement and nurture confidence in maths including the necessary sequencing to ensure knowledge-rich learning”. Teachers adapt and personalise lessons to suit their pupils' needs and it links seamlessly with the Secondary White Rose Scheme.

Power Maths follows this basis:

Power Up fluency task to check prior learning, consolidate number facts and start learning with the confidence that our pupils ready need. The *Discover problem*, allows pupils to learn the skills of sharing and exploring through focused questions leading on to problem-solving through an interactive *Share activity*. The *Think Together* section drives the concrete problem through the pictorial and abstract stages showing clear progression. The *Practice* section gives pupils the opportunity to apply and rehearse what they have learned. A *Reflect* section helps pupils to do just that. Pupils look back at what they feel they have learnt individually and helps them to consolidate their learning.

Teachers adapt this process to the needs of their pupils to ensure that each pupil can access Maths in a way appropriate to their learning.

Numbots & TT Rockstars are real hits! They support our pupils with their addition, subtraction and times tables, adapting to the unique needs of each individual using games that bring rewards, which in turn bring the rewards of improved knowledge and skills.





At Pine Green Primary, literacy is central to progress - academically and socially/emotionally. Pupils in our setting are taught the importance of literacy including the key skills of: reading, writing and oracy that permeate the curriculum. Many of our pupils arrive with significant gaps. Our core aim is to enable every child to read with fluency, understanding and enjoyment and to communicate effectively both orally and in written form whilst developing an understanding of grammar, punctuation and spelling.



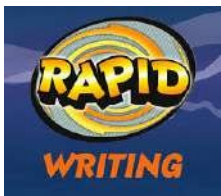
We use Bug Club Phonics to teach synthetic phonics. In a fun and engaging manner, the Bug Club Phonics programme offers a comprehensive phonic development package that can be completed in a few months or extended to a longer period of time to suit the individual pupil.



Bug Club is our core reading program. The aim is to develop confident and motivated readers. Bug Club gives the flexibility to differentiate reading instruction and to track progress in real time. Here any errors or misconceptions can be corrected. Also, it highlights what each individual pupil is understanding and also their individual struggles.



Wordsmith seamlessly combines reading for pleasure and grammar skills seamlessly. Pupils explore and enjoy language as they learn.



Rapid Writing is used as core for some pupils and as an intervention for others. It supports and scaffolds writing, helping pupils to enjoy and take pride in their finished work. From spelling and punctuation tasks, to sentence structure and writing for different genres and text types, Rapid Writing Logs help pupils tackle and improve all areas of their writing.



At Pine Green Primary, it is our intent that all children will become ‘lifelong learners’. That each and every pupil will develop in confidence and ability to develop their skills, understanding and awareness when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We share a cohesive vision to help children to understand and value how they and others fit into and contribute to the wider world around them.

We use SCARF's whole-school approach to promote positive behaviour, mental health, wellbeing, resilience and achievement.

The SCARF themes of: SAFETY, CARING, ACHIEVEMENT, RESILIENCE and FRIENDSHIP promote focus, continuity and progression. Across a two-year curriculum cycle map, we carefully select units taken from the following whole school themes which are both progressive and interlinked:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Doing My Best
- Growing and Changing



SCARF and British Values

SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education, both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World foster and develop pupil's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process. These are particular issues with which our pupils can struggle.

SCARF and SMSC

SCARF provides a strong foundation for pupil's spiritual, moral, social and cultural education (SMSC) and development. Pupils' spiritual, moral, social and cultural development are a core part of this.

At Pine Green Primary, we aim to offer a curriculum that is experiential, engaging, and highly relevant, and focuses on developing the child's learning through enquiry. Our creative approach is designed to nurture our pupils so they are better able to follow instructions, develop a robust work ethic and become confident, well-rounded individuals.

Through Dimensions Learning Means the world, we have implemented a cohesive, sequential curriculum model built around human flourishing. We aim to offer high-quality teaching and learning for all our pupils that highlight the importance of human creativity and achievement and lead to the development of educated citizens within our own community and on a wider national and global scale. Raising aspirations and developing pupils' interests is at the heart of this.

We seek to be a pupil and people-centred school, to act with integrity, to be innovative in a creative and forward-thinking way and break down barriers to learning. We will be relentless in our pursuit of excellence, which has the power to change lives.

This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-

- Culture
- Communication
- Conflict
- Conservation

Communication

At Pine Green Academy we feel that communication underpins everything we teach. Many of our pupils have missed out on the opportunity to learn the basics of communication in the early years, therefore these are the skills we seek to teach in order for them to progress to the next stage. We believe that it is so important that are pupils understand how to communicate appropriately and are able to explain how they are feeling and avoid using inappropriate behaviour as a form of communication.

Culture

As a school, we believe that pupils are all different, all equal, and all should be valued. Unfortunately, many of our children have limited personal exposure to, and experience with, other cultures. We want to break down barriers and ensure our pupils fully appreciate and embrace cultural diversity, learning about and experiencing a range of different cultural backgrounds.

Culture (contd)

With a climate of openness and acceptance, we want them to value diversity, challenge racism and stereotypes, understand the roots and importance of cultural heritage and behave in a respectful and tolerant way towards others, regardless of faith, ethnicity, or background. We actively and explicitly promote cross-cultural friendship, respect, tolerance and understanding in this core area of our curriculum.

Conflict



Pupils arrive with some established behaviour patterns. Many have learned that physical conflict gets them what they want, and we are determined to change this mindset. For example, our children often do not have the appropriate skills to initiate friendships. They have a lack of social skills and may push or try to hurt someone with whom they would actually like to be friends; they simply do not know how to communicate their intentions. Their first response may often be a physical response to a situation, and we try to explain that there are different ways to sort things out.

We want our pupils to manage their emotional responses well by self-regulation, taking ownership of, and independently dealing with situations involving conflict. At a personal level, we want them to be able to recognise emotions that lead to conflict and deal with these appropriately, understanding that asking for help can be part of the conflict resolution process.

We also want them to also understand the impact of conflict globally, developing an appreciation of others' opinions and perspectives.

Conservation



At Pine Green Academy, having respect for our belongings and our school is so important. Breaking something does not simply mean getting a new one. Teaching our pupils to value property is a major goal. Teaching them the concept and value looking after things and respecting our resources is essential. Many have limited experiences resulting in narrow viewpoints and rigid thinking.

We believe it is our role to teach our pupils the basics of looking after things. This curriculum provides a platform for our pupils to gain an understanding of the role they can play in taking care of our world and the importance of doing so. In turn, we believe that this focus will have an impact on their emotions, behaviour and overall learning.

Conclusion

We are also able to link each one of these 4 curriculum drivers to our key principles in Primary – **STARS**. This is not only linked to our Behaviour Policy and Reward Charts, it is intrinsically linked with the curriculum, too.

Safe: pupils are taught through communication and conflict for example: to be able to say what they need rather putting themselves or others at risk

Targets: In communication, pupils can talk freely about their achievements, celebrating them this boosting their self esteem and the esteem of others

Attitude: This is addressed in culture, where pupils are taught to respect each other and have a positive attitude towards to one another

Respect: This is taught in all of the 4 Cs but particularly in culture. Pupils are encouraged to respect one another's background and opinions. Also, in conservation where we teach the importance of caring for our world

Strategies: Conflict is something that happens in every walk of life, but it is important that we learn how to self-regulate our feelings and emotions and deal with these conflicts in an appropriate manner.

Our curriculum narrative begins with Communication, as this underpins and links to the other three focus areas. We have followed this with Culture, because we believe that understanding identity is so important. Next, Conflict which has a focus on the past,

Curriculum Narrative

We begin with Communication, as this underpins and links to the other three focus areas. We follow this with Culture, because we believe that understanding identity is so important. Next, Conflict which has a focus on the past, specifically learning from mistakes, and finally Conservation which looks to the future and a better, sustainable world.

We also encourage our pupils to have high aspirations by teaching them about human creativity and achievement through additional Competency Units about famous figures that focus on Creativity, Commitment, Courage and Community. This ensures that our pupils receive the broad, well-rounded, balanced curriculum that fills the gaps in the knowledge and skills and promotes progress and positive outcomes.



WIDER CURRICULUM

At Pine Green, there are various enrichment opportunities that take place across school throughout the academic year to support the learning and development of pupils and broaden their experiences and opportunities outside of the classroom. Wider curricular activities include carefully planned activities/days in school, swimming, educational and recreational trips out, visits into the community and visitors into school. Opportunities are planned and offered regularly linked to a class or predominately linked to National Awareness Days or current affairs e.g.



World Book Day

Children in Need

Comic Relief

Sports Day

Pantomime

Exotic Zoo

Mental Health Week

Keep Active

International Women's Day

Deaf Awareness

Safer Internet Day

Crime Prevention

Bullying Day

Coronation Day



INTERVENTIONS

At Pine Green, we recognise that many of our pupils have been failed in other settings because not enough has been done to support their SEMH needs.

School-based interventions have evidence of improving not only pupils' wellbeing but also their mental health and behaviour. Interventions have been shown to improve outcomes including resilience and self-esteem, reduce anxiety or depressive symptoms, and prevent violent and aggressive behaviour. Mental health interventions have also been shown to improve academic achievement. Children and young people's academic achievement and their mental health are inter-related and both are strongly associated with outcomes in later life. Sorgenfrei 2021

Interventions are selected according to pupil need outlined in their EHCPs and staff observation. Interventions range from emotional literacy through to play therapy, as well as a nurture lunchtime group. Interventions Leads focus on emotional and communication difficulties and also sensory and physical needs. The impact of these are measured on a half-termly basis and feeds into the review of EHCPs and reports.





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