

## SHERWOOD JUNIOR SCHOOL

### OUR CURRICULUM

#### September 2024

We have spent a significant amount of time reviewing and improving the curriculum at Sherwood, so that we meet all statutory requirements in the National Curriculum and Nottinghamshire Agreed Syllabus, whilst also making sure we meet the specific needs of the children at Sherwood Junior School.

We have re-organised our curriculum themes and topics making sure they fit together in a more cross curricular way, and our progression maps make sure we are very clear about the specific skills and knowledge children should be focussing on. Linking everything back to the National Curriculum, we have also streamlined exactly what we teach so that there is no time slippage.

Setting aside time for staff to work together as class teachers and subject leaders has been crucial, and collectively we have a clear overview of what we do, when and why. We look at the quality of what we do through regular monitoring such as looking at books, talking to the children and reviewing the classroom provision. Our Governors are invited to do this monitoring with us so that they know exactly what we do, and if necessary, can challenge us to do it even better.

We all follow the same type of timetable at Sherwood, and this usually means the children learn maths and English in the mornings and other curriculum subjects in the afternoons. Each term the year group will have a theme/topic to make connections between different subjects to build a more integrated understanding. Some subjects might not 'fit' into these topics and then we will teach them separately – this may include subjects such as French and RSHE.

#### Intent – what do we want to achieve with our curriculum?

We want our children to:

- Be inquisitive, confident individuals with a positive attitude to **life-long learning** which will support them through their education and life beyond school.
- Leave Sherwood having **achieved their full potential** in reading, writing, maths and the rest of the curriculum.
- Have experiences both inside and outside Warsop to **broaden their learning opportunities**.

We understand that some of our children find coming to school very hard, and sometimes they have very tricky things to cope with at home. Alongside all of the above we also want to support these children and their families to make sure that they are not disadvantaged by circumstances, and to make sure that they have every opportunity to flourish at Sherwood.

## Implementation – how are we doing it?

We focus on maths and English every single day through:

- Separate English and maths lessons
- Daily guided reading lessons
- Support (sometimes called interventions) from our team of TAs for children who aren't achieving as much as we would like them to
- Regular practice on 'the basics' – for example, times tables, arithmetic skills, spellings
- Weekly reading with children who are reluctant to open a book
- Easy organisation of our reading books so that everyone understands them
- Reading a class book as often as possible
- Using practical resources in maths to help the children learn and understand
- Lots of reminders and words in classrooms and around the school to help learning and remembering things
- Making sure the children have lots of opportunities to 'problem solve' (use their knowledge in different contexts)

We teach our wider curriculum through:

- Making sure that the children cook every term
- Making sure that every child leaves the school on a trip every term
- Inviting visitors into school (for example, year 3 talking to a former miner from the local community, year 6 Greek day led by an outside provider)
- Having themed days to really understand and learn about something (for example, Bastille Day)
- Inviting parents into school at every opportunity (for example, Mother's day and Father's day breakfasts, learning showcases, workshops for parents so that they can support children at home)
- Giving every child the opportunity to experience a residential
- Adding extras to our curriculum (for example, chicks in science)
- Making sure there are a wide variety of clubs for everyone every term, including sports competitions
- Joining in with events in our local community (for example, singing at local care homes, taking part in the Remembrance parade)
- Linking as much as possible to real life (for example, electing our School Council)
- Raising money and supporting local charities

We organise our curriculum by:

- Following agreed long term plans (headlines), medium term plans (detail) and short term plans (class and children specific)
- Sometimes following a published scheme (for example White Rose Maths or Charanga in music) and sometimes developing our own progression maps of learning

- Linking learning together as often as we can so that it makes sense (for example weighing in cooking, measuring in DT)

We make sure all children can learn by:

- Offering 1:1 and group support work for when some children find being at school difficult or overwhelming, both for their learning and emotional support.
- Making sure we have a consistent way to manage behaviour across the school which is focused on celebrating everything positive about our children
- Working closely with parents to make sure we all know what, why and how (for example through workshops and weekly newsletters)
- Sharing and celebrating as many successes as possible (for example, weekly tea party, golden tickets, using Marvellous Me)
- Creating a calm and positive environment across the school
- Providing 'leadership' opportunities for our children (for example sports leaders, friendship ambassadors and school council)

#### **Impact – what difference are we making?**

- Behaviour across the school is good – both in lessons and on the playground. Any incidents are dealt with quickly, fairly and in line with our behaviour policy.
- The children's attitudes towards learning are positive and enthusiastic.
- We are working in partnership with parents in a positive, open and trusting way.
- Children have a wide range of experiences.
- When we go on our trips, feedback from other adults is always incredibly positive about Sherwood children's behaviour, politeness and manners.
- Our year 6 children feel well prepared for secondary school (as part of their transition work).
- Progress in reading, writing and maths, and for different groups of children in school, is rigorously monitored and appropriate interventions or adaptations are implemented to meet the needs of our children.