



SUPREME START INDEPENDENT SCHOOL

Curriculum Statement & Principles

CURRICULUM STATEMENT

Supreme Start School is a special day school in Oldham, helping young people overcome social and emotional barriers to learning. We provide quality pupil led, thematic and innovative education for pupils aged 5 to 11. Pupils who attend our school present a wide range of needs including SEMH, Autism, ADHD. As a small provision, we aim to tailor our core offer to suit the aptitudes and interests of our individual pupils.

Rationale

Our curriculum offer, leads with therapeutic intervention and blends with core curriculum subjects. Our primary curriculum has been designed to meet the specific needs of pupils that attend Supreme Start School, who for the vast majority, have had negative experiences of school, learning and the curriculum and become disengaged. All our pupils have an Educational Health Care Plan, and many have . There is a clear intent to ensure that our curriculum encompasses the four core aims listed below:

Aims

We aim to ensure that when our pupils leave, they.

- Have the skills, knowledge, and confidence to thrive in their next educational placement.
- Understand how to live healthy, independent lives.
- Are resilient, confident, and happy learners, having made progress from their starting point.
- Have a purpose and can voice their educational direction.

Curriculum Intent

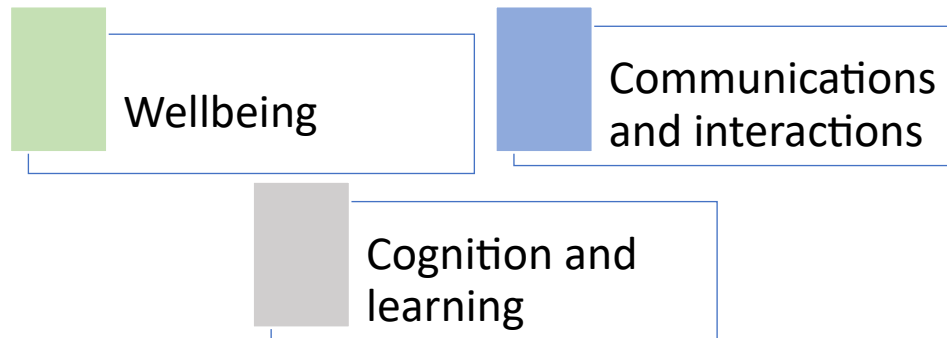
Our curriculum intent outlines why the curriculum has been constructed in this way. It incorporates our curriculum rationale and our key aims, and it has been developed in response to THREE key questions.

- What do we want a SUPREME START SCHOOL pupil to 'look like' when they complete their primary journey?

- What do our pupils need to succeed?
- Is our curriculum sufficiently flexible and individualised to ensure that each pupil has a rich and equitable end goal, which enables them to reach their full potential?

To meet the future needs of our pupils, the curriculum has been developed around THREE strands.

Wellbeing; communications and interactions; cognition and learning.



Furthermore, for our pupils to be successful and achieve our aims, we must ensure that learning is underpinned by the teaching of the key skills of the core curriculum.

Wellbeing

Wellbeing combines both physical and mental wellbeing. All pupils need regular focussed support to develop their awareness and understanding of how to lead healthy lives. All our pupils need access to specific therapeutic interventions as part of the provision that is offered to them. The SEMH needs of our pupils create the greatest barrier to their learning. To overcome these barriers, we take an approach that encompasses the six Principles of Nurture and is trauma informed:

- Pupils's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of pupils.

To do this we will.

- Support the implementation of our SEMH curriculum through three key aspects of the school day: nurture breakfast, social dining and social times with staff who model, facilitate, and reinforce positive social skills in a structured safe environment.
- Support our pupils to be active and contributing members of the community both at school and beyond.
- Guide our pupils to become individuals who can live safe, healthy, and fulfilling lives.
- Provide the best therapeutic provision to support and protect the mental wellbeing of our pupils.
- Offer high quality professional support for pupils who demonstrate a range of mental health/behavioural concerns.

- Support our pupils to develop a good understanding of their emotional wellbeing and regulation.
- Ensure our curriculum reflects the importance of the balance between academic and the wellbeing of our pupils.
- Include dedicated time for targeted support towards IEP targets and use Social and Communication Time to support pupils varying SEMH/Communication needs.
- Support pupils to recognise the physiological symptoms of their emotions within themselves as well as an awareness to perceive emotions, control reactions and express their feelings.

Communications and Interactions

The pupils who attend SUPREME START SCHOOL are vulnerable with communications and interaction challenges. Our curriculum will equip each young person with the skills and knowledge that will allow them to successfully communicate their feelings, though Supreme Start School and actions both in and out of the school community.

To do this we will.

- Language opportunities through visits from speech and language therapists and modelled language from adults led activities.
- Support pupils to develop self-awareness and social, life and independence skills.
- Provide safe and trusting environments for pupils to develop relationships with peers and adults.
- Empower our pupils to find and use their voice to communicate and be heard.
- Support our pupils to be able to successfully communicate and interact with others using both verbal and nonverbal communications.
- Provide social stories to reduce social and communication anxiety.
- Provide outdoor learning opportunities and experiences which enables problem solving, team building and further linguistic benefits.

Cognition and learning

With a small school population, our pupils need regular experiences of life learning opportunities. Our curriculum coverage enables us to provide a stimulating and meaningful context for our pupils to develop fundamental skills, knowledge and understanding. We aim to equip our pupils with the confidence and the ability to learn for oneself to cope within our ever- changing technological world.

To do this we will:

- Ensure that we are meeting the needs of all our learners, enhancing their social and academic development.
- Ensure that our curriculum is 'contextualised and 'hands on' linking real life to learning.
- The curriculum at Supreme Start School is progressive in skills and knowledge and promotes learning experiences needed to maximise learning potential.
- Has high expectations of pupil's academic and behavioural outcomes.
- Ensures that pupils work towards achieving the outcomes as defined in their Education, Health, and Care (EHC) Plans and accomplishing our school goals of ensuring our pupils are ready for their next steps in education.
- Use high quality texts to develop reading, writing and cultural capital.

- Is broad and balanced, filled with enrichment and experiences which embody cultural capital and provide opportunities to apply or experience learning.
- Is continually assessed with personalised targets, to close gaps whilst moving pupil's learning forward.
- Support our learners to make connections across the curriculum whilst maintaining the integrity of the key element of each subject.
- Ensure our pupils recognise, celebrate, and encourage diversity.
- Raise awareness of global issues and their impact on the future so that our pupils can contribute to society.
- Ensure that every student is provided with a solid foundation to develop and maintain the knowledge, understanding and skills to take a valuable, confident, positive, and active place in an ever-changing British society following the UNICEF Rights to Respect. We place a distinct emphasis on developing and maintaining key social and personal skills in a supportive and productive learning environment.
- Develop each young person's self-awareness by increasing their knowledge of their strengths so they can see themselves positively, identify their areas of interest and understand how they relate to others.
- Promote a culture of 'Its ok to make mistakes and let's try this again...' in a safe space, where many of our pupils suffer from performance anxiety.

Implementation

The curriculum needs to be clearly set out to show how the intent will be implemented. Wellbeing; communications and interactions; cognition and learning along with the national curriculum core areas of learning through all aspects of the therapeutic offer and curriculum to ensure that our pupils are prepared for life after SUPREME START SCHOOL. We use evidence-based practice to identify the unique needs, difficulties and learning skills of each pupil, then provide personalised learning experiences and plans.

Our team work together to ensure the learning is relevant and purposeful, ongoing, and progressive and that all pupils are fully engaged and curious in their learning. All teachers differentiate appropriately considering the pupil's EHCP needs, past educational experiences and plan according to the pupil's starting and emotional point. Staff implement curriculum ensuring that no pupil is left behind.

How is 'wellbeing; communications and interactions; and cognition and learning' delivered across the key stages?

KS1

- Supporting pupils to develop an understanding of their strengths.
- Growing knowledge of different industry and career paths irrespective of gender, visits, speakers, imaginative play
- Developing external learning opportunities
- Developing an understanding of world issues and diverse cultures through PSHE, other school links, trips, and visits
- Healthy eating, food/cooking, enrichment activities, mindfulness and relationship,
- Therapeutic offers
- Therapeutic approach to positive behaviour management
- Support pupils to think about their own learning (metacognition)

KS2

- Developing good decision making through a range of scenarios where pupils are expected to make decisions and then explain them.
- With support, pupils take ownership of their EHCP plans, actions, and targets.
- Explicitly show them the knowledge and skills they have gained.
- Support pupils to think about their own learning (metacognition)
- Help pupils to know their strengths and weaknesses and not be frightened to make decisions.
- Growing understanding of world issues and diverse cultures through PSHE, pupil forums, trips, and visits
- Healthy eating, food/cooking, enrichment activities, mindfulness, relationship, and sex education,
- Group Therapeutic offers
- Understand themselves and taking responsibilities in making the right choices.
- Understand the notion of interdependence in an increasing complex society.

Impact

The progress of pupils within and across lessons is routinely evaluated using the curriculum frameworks to make judgements. This information is used to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly. Teachers provide Subject Leaders with timely summative information about the outcomes of pupils in their class. Pupils are assessed in Reading, Writing and Maths at either at the end of each half term or on entry into school (Baseline assessment)

More broadly, our impact is delivered with a focus on four key components.

Outcomes	<p>Pupils leave Primary as:</p> <ul style="list-style-type: none">• Independent and inquisitive learners.• They demonstrate positive attitudes to their learning, embracing challenge and exhibiting resilience and perseverance.• They have a secure understanding of the fundamental skills in reading, writing and maths.• They are ambitious and take pride in all that they do.• They are confident and responsible citizens who contribute to and demonstrate an appreciation of the world they live in.• They are compassionate and caring, demonstrating high levels of respect for other.• They are articulate; demonstrating the ability to question, debate and challenge
Transition	<p>New pupils have a bespoke transition package that is developed on arrival and in discussion with themselves, parents/carers, and other involved professionals.</p> <p>Pupils leaving Supreme Start School following Year 6, have a bespoke transition package developed for them. We work closely with all those involved to ensure the smoothest possible transition takes place and that this is successful.</p>

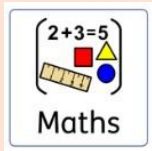
Outreach	As part of our enrichment programme, we regularly take pupils out into the community to attend a variety of character-building activities. We invite visitors from a number of professions in to talk to pupils and to help inspire them for the future linked closely with our secondary vocational pathway.
Working with Parents	We encourage parents to visit whenever possible and to attend the annual review meetings. Parents are provided with updates on progress in the termly report that comments on all areas of the curriculum and includes learning targets for the term ahead. We also hold Parents Evenings to give an opportunity for dialogue between young people, parents, education staff and care staff.

This is how we measure the success of our curriculum intent and implementation, and it is based around a variety of criteria including.

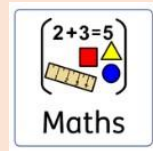
- Pupil voice
- Academic progress
- Qualitative Data (confidence, self-esteem)
- Attendance
- Engagement
- Progress data
- What parents/carers say about us
- Pupils are engaged, happy and confident.
- Policies

Scheme/curriculum overview

Scheme/curriculum overview	
Subject	Curriculum followed
English	Literacy Tree
Phonics	Twinkl Phonics
Handwriting	Twinkl Handwriting
Spellings	Twinkl Spelling
Reading	Twinkl Rhino Readers Literacy Leaves
Maths	White Rose
Science	Kapow
History	Kapow
Geography	Kapow
Design and Technology	Kapow
Art	Kapow
Computing	Kapow
Music	Kapow
P.E	Twinkl Move P.E
R.E	Kapow



Supreme Start School Maths Intent Statement



Intent

Mathematics is vital for the life opportunities of our pupils. We believe that all our pupils can succeed at maths and want all our pupils to enjoy mathematics and have a positive attitude towards it. We foster a positive 'can do' attitude and we promote the fact that 'We can all do maths!'

We aim to provide a high-quality mathematics education, by providing pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach.

We believe there is no ceiling to learning and teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through a broad range of activities and problems.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Have a sense of enjoyment and curiosity in mathematical learning.
- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and real-life scenarios.
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently, and accurately to be successful in mathematics.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout Maths lessons from Year 1 through to Year 6. Pupils will experience numbers in a range of contexts, including numerical, concrete physical representations, pictorial representations, and abstract concepts.

- We teach the National Curriculum through White Rose scheme. White Rose provides the long term overview of the teaching sequence and day to day short term plans. We use their mixed aged, episodic, spiral schemes of learning to support our mixed aged classes. Teachers annotate against these plans to ensure that the learning opportunities are relevant to the needs of their whole class/individuals.
- Daily Maths sessions (four) allow teachers to regularly recap and extend learning of areas in Maths which have been taught already. Pupils work independently where possible but have the opportunity for 1:1 guidance if it becomes apparent that they have not understood something being covered through these sessions.
- Most sessions begin with teacher modelling, practise work before working independently.
- Developing reasoning skills, particularly through the use of talk frames and vocabulary prompts is a key aspect of the pupil's learning.
- Fluency sessions (5 minutes, teacher led) take place from Yr.1 to Yr. 6 before their daily maths session. This enables pupils to practice retrieving key information from their long -term memory to use in their working memory and to make links between learning and to secure fluency.
- Classrooms are well resourced, and manipulatives used daily to help pupils deepen their understanding, make links, support, or strengthen their learning.
- Half-termly newsletters are sent home to ensure that parents/carers understand the learning opportunities that their pupils have within Maths, giving them a chance to discuss further at home.

*Please see the Maths curriculum long term plan **Inclusion and Wider Engagement***

- Annually, the pupils celebrate the NSPCC Number Day to promote Maths and number.
- Life-long skills will be developed in more 'topic-based' areas of Maths too, such as time-telling, working with weights & measures, and understanding statistics. These will be taught as discreet skills and concepts to understand, whilst also applying them to cross-curricular projects such as through science investigations, recording

competitions in PE, handling ingredients and resources in DT projects, data-handling packages in Computing and understanding dates and chronology in History.

Impact

How we measure the effectiveness of our Maths Curriculum.

- Maths is monitored via 'Book Looks' and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.
- Throughout lessons, questions are asked that revisit key facts and important information. Regular recall of such facts helps pupils commit them to their long-term memory, ensuring they will retain the 'sticky' knowledge' for the end of KS2.

At Supreme Start School, our pupils will have:

- Developed a love of Maths and become curious and confident in handling numbers, shapes, statistics, measures, and money.
- Become fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- The skills and have the resilience to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Become able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Shown Mastery of the subject in multiple ways, using the correct mathematical language to explain their ideas and can independently apply the concept to new problems in unfamiliar situations.

By the end of Year 6

- We aspire that pupils will have developed a bank of efficient and accurate skills that can be used to calculate effectively which will have been underpinned by the C-P-A process.
- Pupils will be able to apply these calculation skills and understanding of other areas to become confident and resilient problem- solvers with the ability to reason and articulate their ideas mathematically.



Supreme Start School Science Intent Statement



Intent

It is our intention that every pupil, irrelevant of needs, develops such a passion for science that they harness their natural excitement and curiosity and in turn this aspires them to pursue scientific enquiry. We wish that every pupil is excited by scientific ideas and wants to learn to explain and analyse phenomena, make predictions, and solve problems. We encourage pupils to be inquisitive throughout their time at Supreme Start School and beyond.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Have a healthy curiosity about our universe and promote respect for the living and non-living.

- Acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills.
- Apply their knowledge of science when using equipment, conducting experiments, building arguments, and explaining concepts confidently and continue to ask questions and be curious about their surroundings.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- We aim to provide all pupils with a practically led curriculum, driven through the essential scientific enquiry skills to deepen their scientific Knowledge.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout Science lessons from Year 1 through to Year 6.

- Our skills-based progression allows for teachers to be clear of end goals, build on what has been taught previously and ensure complete coverage of the curriculum.
- Full coverage of the National Curriculum involves adapting and extending the curriculum to match all pupils' needs.
- Science is taught discretely once a week using **Kapow's Primary Science** scheme which is a spiral curriculum with essential knowledge and skills revisited with increasing complexity. Due to our mixed year classes, science units are taught on a two-year rolling programme. This ensures progression between year groups and guarantees coverage.
- The curriculum identifies the following strands:
 - ✦ Scientific Knowledge and understanding of:
 - Biology- living organisms and vital processes.
 - Chemistry- matter and its properties.
 - Physics- how the world we live in works.
 - ✦ Working scientifically- processes and methods of science to ask questions about the world around us.
 - ✦ Science in action- uses and implications of science in the past, present and for the future.
- Each year group has a 'Making Connections' unit that delves beyond the essential curriculum, assimilating prior knowledge and skills to evoke excitement and to provide additional method of assessing scientific attainment.
- Working scientifically is integrally taught within all lessons. There are opportunities each term for pupils to develop their investigative skills focusing on different aspects of enquiry.
- At the start of each science unit, the pupils are given a knowledge organiser to help guide them and deepen their understanding of the topic being covered. Each knowledge organiser is linked to a famous scientist. *Please see the Science curriculum long term plan*

Inclusion and Wider Engagement

- Science is taught in many different contexts throughout all areas of the curriculum. For Example, through English, i.e. Writing a biography of a famous scientist's life/ writing a letter to a local politician regarding the closure of a park.
- Celebrate science through British Science Week.

Impact

How we measure the effectiveness of our Science Curriculum.

- Science is monitored via 'Book Looks' and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.
- Throughout lessons, questions are asked that revisit key facts and important information. Regular recall of such facts helps pupils commit them to their long-term memory, ensuring they will retain the 'sticky' knowledge' for the end of KS2.

At Supreme Start School, our pupils will have:

- Completed a quiz after each unit and a knowledge and skills catcher, which can be used to provide a summative assessment. Opportunities for pupils to communicate using scientific vocabulary also forms part of the assessment process in each unit.
- The foundations for understanding the world that they can take with them once they complete their primary education.
- An introduction to the possibilities ahead of them in the field of science.

By the end of Year 6

- We aspire that our pupils progress to secondary school with the enthusiasm to want to know more about the world and the skills to enable them to work scientifically at a deeper level.
- We provide pupils with the foundations and knowledge for understanding the world, aiming to ignite their interests in a range of science-based subjects, promoting STEM subjects so that pupils learn about the possibilities for future careers in science.



Supreme Start School Computing Intent Statement



Intent

At Supreme Start School, we value Computing as an important part of the pupil's entitlement to a broad and balanced curriculum and believe that a high quality Computing education equips pupils to use computational thinking and creativity to understand and change the world.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Have the opportunity to analyse, order and solve problems which will provide them with the skills to become digitally literate, a skill which we see as vital for our pupils to possess to be successful in their future careers.
- Be given the opportunity to unlock and explore their innate digital creative potential and develop their digital confidence, competence, and curiosity.
- Understand key concepts related to e-safety and know how to be digitally safe.
- Learn about key people who have significantly shaped our lives because of digital innovation and use this as a foundation to express their own digital creative ideas.
- Become independent and critical thinkers, who can 'think outside the box' and have the creative digital confidence to take risks.
- Develop reflection skills and understand this is part of the creative digital process.

- The three main areas of our Computing curriculum are:
 - ✦ computer science
 - ✦ information technology
 - ✦ digital literacy
- The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Our curriculum aims to help pupils with the understanding of Computer Science. We believe that a high-quality Computing curriculum builds on this knowledge and equips pupils to use information technology to create programs, systems, and a range of content.
- Computing also ensures that pupils become digitally literate and can use, and express themselves and develop their ideas through, information and communication technology.
- Being digitally literate means pupils are suitably skilled for the workplace and are active participants in a digital world.
- We ensure that all pupils, wherever they start in life, have a high quality cultural education as we believe this should be a right, not a privilege.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout Computing lessons from Year 1 through to Year 6.

- We have chosen to implement the Kapow Computing Scheme of work which delivers the requirements of the National Curriculum through half termly units.
- We plan by using the Kapow mixed-age scheme of work on a two year rolling cycle which embodies the knowledge, skills and vocabulary that are essential for each year group. This ensures consistency and progression throughout the school.
- All teachers are trained and receive ongoing support and CPD through Kapow.

Inclusion and Wider Engagement

- Computing has deep links with mathematics, science, and design and technology and provides insights into both natural and artificial systems.
- We plan trips, visits, invite speakers in to provide first-hand learning experiences to support and develop life-skills.
- We recognise that to have impact, the planned cultural capital must be clearly linked to current learning, so it can be acquired and applied to what pupils already know.

Impact

How we measure the effectiveness of our Computing Curriculum.

- As there are no national standards for Computing, we assess the subject holistically and over time. To do this, we use our school's Computing progression map to assess progress. Teachers use this information to inform future lessons; ensuring pupils are supported and challenged appropriately. This data is analysed to inform and address any trends or gaps. Final end of year assessments are made using teacher judgements. Teacher judgements are based on progress made in class, work completed by pupils and by using the Computing progress maps.

At Supreme Start School, our pupils will have:

- Developed strong skills, knowledge and understanding of Computing as outlined by the National Curriculum, the school's Computing progress map and be able to transfer their learning in school and beyond.
- An understanding of the concepts of computer science, including abstraction, logic, algorithms, and data representation.

- Developed the ability to analyse problems in computational terms and have repeated experiences of writing computer programs to solve problems.
- Evaluated and applied information technology analytically to solve problems.
- An understanding why e-safety is important and know how to be digitally safe.
- Have confidence and competence using ICT.
- Reflected on their learning and use this to influence the decisions they make now and, in the future,.

By the end of Year 6 a pupil can:

- Use a range of applications to create and edit a range of digital content e.g. video editing and green screening.
- Demonstrate the responsible use of technologies and online services and knows a range of ways to report concerns.
- Design criteria to critically evaluate the quality of solutions. Using these criteria to identify improvements and can make appropriate refinements to the solution.
- Identify that there is a range of operating systems and application software for the same hardware.
- Recognise and understand the function of the internal parts of basic computer architecture.
- Understand that digital computers use binary to represent all data.
- Design, write, debug and then code algorithms, that:
 - ✦ Include a range of operators and Boolean expressions.
 - ✦ Demonstrate an understanding that a solution can be solved using different algorithms.



**Supreme Start School
English – Writing
Intent Statement**



Intent

At Supreme Start School, we believe that English and communication are key life skills. Through the English curriculum, we will help pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. All the skills of language are essential to participating fully as a member of society.

We want pupils to enjoy and appreciate literature and its rich variety.

English is:

- at the heart of all pupil's learning.
- enables pupils both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings, and ideas, giving this order and meaning.
- is central to pupil's intellectual, emotional, and social development so has an essential role across the curriculum and thus helps pupils' learning to be coherent and progressive.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Develop their love of literature through widespread reading for enjoyment.

- Be equipped with a strong command of the spoken and written word,

The national curriculum for English aims to ensure that all pupils:

- Be effective, competent communicators and good listeners.
- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Foster an interest in words and their meanings and develop a growing vocabulary in both spoken and written form.
- Understand spelling conventions.
- Use grammar and punctuation accurately.
- Develop powers of imagination, inventiveness, and critical awareness in all areas of English
- Acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Enjoy and engage with and understand a range of text types and genres.
- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout English lessons from Year 1 through to Year 6.

Writing

We teach Writing by following the Literary Curriculum (Literacy Tree). The Literary Curriculum is a complete, thematic approach to the teaching of primary English that places pupil's literature at its core.

The Literary Curriculum immerses pupils in a literary world, therefore creating strong levels of engagement to provide meaningful and authentic contexts for primary English. Pupils become critical readers and acquire an authorial style as they encounter a wide- range of significant authors and a variety of fiction, non-fiction, and poetry.

The Literacy Tree is a whole school approach which we adopt from Key Stage 1 which. provides complete coverage of all National Curriculum expectations for writing composition, reading comprehension, grammar, punctuation, and vocabulary. All units of work lead to purposeful application within a wide variety of written outcomes.

Spoken language.

The national curriculum for English reflects the importance of spoken language in a pupil's development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At Supreme Start School, we ensure the continual development of pupil's confidence and competence in spoken language and listening skills. They should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

They must be assisted in making their thinking clear to themselves as well as to others. Teachers ensure that all pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Handwriting:

Handwriting is taught in KS1 and KS2 and follows the Twinkl Handwriting scheme, 'Journey to Cursive'. This is a planned sequence of lessons to help teachers ensure they have progressively covered the skills required to meet the aims of the National Curriculum. The scheme intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This in turn will help support their composition and spelling.

Spelling, Vocabulary and Grammar and Punctuation

The two appendices - Spelling and Vocabulary, Grammar, and Punctuation - give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance a pupil's vocabulary arise naturally from their concept that they have previously been taught in order to recall that knowledge. Spelling is taught using the order from 'Twinkl' programme. Pupils are encouraged to develop and use a range of strategies for learning new words.

Inclusion and Wider Engagement

- English has numerous cross curricular links to all subject areas such as:
 - ✦ Writing explanatory texts and non-chronological reports for Science.
 - ✦ Persuasive writing for Geography.
 - ✦ Instructions/ Recounts for History/ D+T
 - ✦ Celebratory SMSC days

Impact

How we measure the effectiveness of our English Curriculum.

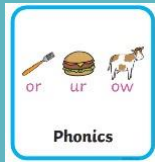
English is monitored via 'Book Looks' and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.

Throughout lessons, questions are asked that revisit key facts and important information. Regular moderation to support teacher judgements and a cycle of monitoring, evaluating, and reviewing.

Monitoring of pupil's progress from year to year ensuring all pupils are making good progress from their starting points.

By the end of Year 6 a pupil will:

- Leave school as a confident writer, with the knowledge and understanding of all aspects of writing.
- Enjoy writing and view themselves as effective writers.
- Have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.
- Have a wide vocabulary that they use within their writing.
- Leave school being able to effectively apply spelling rules and patterns they have been taught.



Supreme Start School Phonics Intent Statement



Intent

At Supreme Start School, we are passionate about ensuring that all pupils become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier.

We follow the Twinkl Phonics scheme so that our pupils:

- Are taught a coherent sequence of lessons that builds upon prior knowledge.
- Are introduced to phonemes, sounds & graphemes, and letters systematically.
- Develop and apply blending and segmenting skills for both reading and writing.
- Are provided with opportunities to apply their phonic knowledge when reading and spelling.
- Are exposed to and taught phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes.
- Explore spelling patterns and grammar, alongside developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.
- Develop confidence, resilience and engagement in phonics lessons and a love for reading and writing.
- Can access a targeted intervention programme in Key Stage 2 (Codebreakers), if our staff feel that this is required.

Implementation

Teaching and Learning

Our Phonics curriculum is taught:

- Using the Twinkl Phonics Progression Map sets clear expectations for pupils' progress within the Twinkl Phonics Programme
- Through a clearly defined structure to the teaching and delivery of phonics
- Through direct teacher-led lessons that enable all learners to develop and apply new skills,
- Through lesson presentations, stories, games and additional texts that are carefully planned to allow pupils to apply and practise phonics skills.
- Through using Twinkl Teacher guides for each stage, which allow teachers and support staff working with our pupils to feel confident in their own subject knowledge, and knowing that they are fulfilling the national phonics criteria

Impact

How we measure the effectiveness of our Phonics Curriculum.

Phonics is monitored via 'Book Looks' and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.

At Supreme Start School, our pupils will:

- Have an enjoyment of reading and writing.
- Have skills and knowledge that demonstrates a systematic and progressive approach to the teaching of phonics.
- Demonstrate fluency when reading, using segmenting and blending as key tools to success.
- Be able to read and spell common exception words accurately.
- Use alternative spelling choices correctly and apply these in their writing.



Supreme Start School Reading Intent Statement



Intent

At Supreme Start School, we are passionate about ensuring that all pupils become confident and enthusiastic readers and writers. Not only do we want to create accomplished and able readers, but more importantly we want to instil a love of reading that will stay with our pupils throughout their lives – reading is an adventure that never ends.

- Supreme Start School puts reading at the heart of the curriculum. We believe that reading is a key tool for life.
- Our aim is to deliver a curriculum that enables our pupils to be ready for the next stage of their education at the end of each phase and to be 'secondary ready' when they finally leave us at age 11.
- We teach pupils to become confident and competent readers by learning how to word read and by developing comprehension skills which they can apply across the curriculum. Parents are actively encouraged to be involved in their pupil's reading journey throughout their time at school.
- Our goal is for all pupils to reach their full potential in reading. Additional support and intervention are given to those pupils who are working below age related expectations.

Implementation

Teaching and Learning in KS1

- Early reading is prioritised in KS1 and is underpinned by a coherent and systematic phonics scheme.
- Phonics is taught through daily phonics lessons (four times a week) which are short and pacy using the Twinkl Scheme approach that supports the learning of the phonemes and corresponding graphemes. The pupils then apply their learning in a meaningful context through a range of carefully planned activities. As well as being encouraged to practice their sounds in phonics lessons and at home, the pupils read their phonics book with an adult in school each week to further consolidate their learning.
- Parents are encouraged to be a part of their pupil's reading journey and are invited to attend several phonics and reading workshops so that they are fully equipped to support their pupil at home and promote a love of reading.
- Pupils have access to a wide range of quality texts and are given an age appropriate, decodable phonic based reading book and a free choice library book. Library books have been carefully selected to promote a love of reading and are to be enjoyed together with an adult. The pupils can select a book that sparks their imagination and sharing these books aims to promote comprehension skills by discussing the pictures and the text that is read to them. We believe shared reading together is a powerful way of having extended conversations with pupils, extending their vocabulary, and offering pupils interesting things to investigate. It also introduces them to early reading skills such as reading from left to right and page sequencing.

- We use the Rhino Readers reading scheme which is in partnership with our Twinkl phonics scheme. The scheme is supplemented with books from Oxford Reading Trees 'Floppy Phonics' collection to enable the pupils to consolidate the sounds they are working on in school. This means your pupil will always receive a book containing only the phonics sounds they have already been taught in school, or sounds that they are secure with, to allow them to apply their learning and ultimately, support them in becoming confident and fluent readers.

Teaching and Learning in KS2

- Pupils are taught reading through Literacy Leaves learning sequences. Pupils engage in purposeful, meaningful reading experiences, embedded in a language rich environment with a fantastic range of diverse, reliable texts.
- Planning and teaching is scaffolded to ensure that ALL pupils achieve excellent outcomes despite their decoding level.
- Throughout these lessons, teachers continue to model reading skills, using echo and choral reading, with reading out loud being a core component to ensure that pupils continue to have opportunities to develop their fluency and prosody.

Reading for Pleasure:

Reading for pleasure has many benefits; increased confidence and self-esteem, greater empathy and improved emotional well-being.

- We promote reading for pleasure in the following ways:
 - ✦ Celebrating themed days/ weeks- Example World's Book Day/ Roald Dahl Day, World Poetry Day and other significant events such as International Women's

Day, Black History Month, Gypsy, Roma and Traveller Month etc †
Library visits, Author visits,

Impact

How we measure the effectiveness of our Phonics Curriculum.

Reading is monitored via 'observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.

At Supreme Start School, our pupils will:

- Have an enjoyment of reading and writing.
- Have skills and knowledge that demonstrates a systematic and progressive approach to the teaching of phonics.
- Demonstrate fluency when reading, using segmenting, and blending as key tools to success.
- Be able to read and spell common exception words accurately.
- Use alternative spelling choices correctly and apply these in their writing.



Supreme Start School P.S.H.E Intent Statement



Intent

At Supreme Start School, we recognise the value that a high quality PSHE & Relationship Education curriculum can offer to our pupils and how well it prepares the pupils for the next part in their lives. PSHE & Relationship Education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Keep pupils safe and healthy.
- Build respectful and safe relationships.
- Be positive members of a diverse and multicultural society.
- Be self-aware and compassionate with others.
- Be ambitious and confident.
- Be resilient.
- Operate safely in a digital world.
- Be prepared for changes.
- Be prepared for good economic wellbeing.

Our curriculum is a unique, spiral, progressive and effective scheme of work, preparing pupils for adult life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. It promotes the spiritual, moral, cultural, mental, and physical development of pupils, preparing them for the opportunities, responsibilities, and experiences for later life.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout P.S.H.E lessons from Year 1 through to Year 6.

We have chosen to implement the Kapow RSE and PSHE mixed ages scheme of work.

- 'The scheme aims to give pupils the knowledge, skills and attitudes that they will need to effectively navigate the complexities of the 21st Century. The curriculum covers key areas which will support pupils to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society' (Kapow 2022)

We want our young people to:

- Be safe in the real and virtual world.
- Be healthy and happy.
- Enjoy learning.
- Achieve success and make academic progress in line with their peers.
- Contribute to the school and society. Be prepared for a fulfilling life in the 21st Century as valuable members of society.
- Become good British Citizens.

We want our young people to show:

- Respect
- Responsibility
- Perseverance
- Kindness

Our whole curriculum is shaped by our vision and ethos:

- 'To ensure that every young person is given the opportunity to fulfil their potential in a safe, secure, and stimulating learning environment. To develop a group of people who are cohesive, aligned & passionate about changing pupil's lives.

We teach the National Curriculum, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced.

appropriately to maximise learning for all pupils.

Each area in Kapow is revisited every year to allow pupils to build upon prior learning. The Kapow Scheme is a whole school approach that consists of five areas of learning:

- Families and relationships
- Health and Wellbeing
- Safety and the changing body
- Citizenship
- Economic Wellbeing

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school. Pupils are provided with stories, scenarios and video clips which allow them to engage in real life and current topic in a safe and structured way.

Inclusion and Wider Engagement

- We teach pupils skills within Kapow lessons which pupils can implement in other areas of learning as there are meaningful opportunities for cross curricular links, in particular Online Safety and Science.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling pupils to make links.

Impact

How we measure the effectiveness of our PSHE Curriculum.

- PSHE is monitored via 'Book Looks' and feedback, learning walks and observations, and pupil voice.

At Supreme Start School, our pupils will have:

- A ready willingness and ability to try new things, push themselves and persevere.
- A good understanding of how to stay safe, healthy and develop good relationships.
- An appreciation of what it means to be a positive member of a diverse, multicultural society.
- Strategies to look after their mental health and well-being and understand and manage their emotions.
- The ability to recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

By the end of Year 6

When the full scheme has been taught, pupils will have met objectives set out within the Relationships and Health Education Statutory guidance and can then use their learning within daily lives.



Supreme Start School Music Intent Statement



Intent

At Supreme Start School, we hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. We want our pupils to enjoy, understand, interpret and explore music from different historical periods, styles, traditions and genres.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others,
- Use technology appropriately and can progress to the next level of musical excellence.
- Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout Music lessons from Year 1 through to Year 6. As well as learning through music, songs, and rhymes in all areas of learning, pupils follow the Kapow mixed scheme of work for their weekly music session, which is an integrated, practical, exploratory, and pupil-led approach to musical learning.

All musical learning in this scheme is built around the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation. These dimensions are at the centre of all the learning.

Each unit of work consists of the strands of musical learning which correspond with the national curriculum for music and are organised by:

1. Listening and Appraising
2. Musical Activities • Warm-up Games • Optional Flexible Games • Singing • Playing instruments • Improvisation • Composition
3. Performing

Kapow enables pupils to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The progression of vocabulary for each year group is carefully planned for within our mixed age classes and teaching over our 2-year cycles. Staff also ensure the depth of the interrelated dimensions of music are suitable for the year groups within their mixed age classes and adapt these as required to suit the year groups.

This is organised by:

1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too.
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform Above all,

Inclusion and Wider Engagement

- We bring the power of music into wider school life by:
 - ✦ Making Math memorable.
 - ✦ Using song lyrics to teach poetry.
 - ✦ Playing music to signal classroom transitions.
 - ✦ Singing assemblies
 - ✦ Exploring historical figures and events

Impact

How we measure the effectiveness of our Music Curriculum.

Repeating a musical skill means their progress, throughout the primary school journey, shifts within the spiral. Mastery in music means both a deeper understanding of musical skills and concepts and learning something new; we aim to have given our pupils these skills so that they can go on to enjoy and experience music in the wider world.

At Supreme Start School, our pupils will have:

- The confidence and skills required to independently:
 - ✦ Listen and appraise.
 - ✦ Play musical games.
 - ✦ Create and explore.
 - ✦ Perform
- Developed new musical skills and concepts, and re-visited established musical skills and concepts, as they have progressed along the spiral learning curve.
- Developed an understanding of culture and history through learning about and listening to music from different historical periods, genres, styles, and traditions. **By the end of Year 6**

We aim for all our pupils to leave us with this deeper understanding, but above all, a life-long love for, and appreciation of, music which they can take with them on their journeys.



Supreme Start School P.E Intent Statement



Intent

At Supreme Start School, we aim to develop a love of sport and physical activity in all pupils and inspire them to become lifelong active people when they leave KS2. We want all pupils to develop and improve the fundamental skills needed to access all physical activity such as invasion games, gymnastics, or dance. Due to the small provision, links with other schools and 'Oldhamactive' will give our pupils the opportunity to play group sports and participate competitively in sporting competitions.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Understand the importance of healthy competition against either themselves (personal best) or other pupils, the importance of an active and healthy lifestyle and the role that physical activity plays in achieving this, how to swim, basic survival skills in water and life skills such as teamwork, independence, and resilience.

Twinkl Move offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The Twinkl Move scheme of work ensures that pupils have a varied and well mapped out PE curriculum, providing the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these.

In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport, and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every pupil the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform, and evaluate. These elements are always clearly identified both in lesson plans and on progression maps.

Implementation

Teaching and Learning

- We implement this intent by ensuring Quality First Teaching throughout P.E lessons from Year 1 through to Year 6.
- Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.
- Indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans and Traditional Tales. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding.
- The high quality and consistent approach to PE teaching, which is a feature of the Twinkl Move PE lessons, should significantly improve attainment in knowledge and skills in PE. The impact of using the full range of Move resources, including display materials, will increase the profile of sport, PE, and physical activity across the school. With technical PE vocabulary displayed, spoken, and used by all learners, the learning environment will be more consistent across both key stages. **Inclusion and Wider Engagement**
- P.E supports cultural development by giving pupils the opportunity to explore dances and learn games from different traditions and cultures.
- Fitness activities using Joe Wicks
- Sports Day
- Sensory Circuits
- Active Playtimes
- Active Wordsearches
- Yoga

Impact

How we measure the effectiveness of our P.E Curriculum.

Throughout lessons, questions are asked that revisit key facts and important information. Regular recall of such facts helps pupils commit them to their long-term memory, ensuring they will retain the 'sticky' knowledge' for the end of KS2.

Attainment and progress can be measured using Twinkl Move assessment spreadsheets.

By the end of Year 6 a pupil can:

P.E

- Use running, jumping, throwing, and catching in isolation and in combination.
 - Play competitive games and apply basic principles suitable for attacking and defending.
 - Develop flexibility, strength, technique, control, and balance.
 - Perform dances using a range of movement patterns.
 - Take part in outdoor and adventurous activity challenges both individually and within a team.
-
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

- Swim competently, confidently, and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water based situations.

At Supreme Start School , all pupils receive weekly swimming lessons.



Supreme Start School History Intent Statement



Intent

At Supreme Start School, we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.
- Appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.
- Appreciate the many reasons why people may behave in the way they do, supporting pupils to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.
- Build their understanding of chronology, making connections over periods of time and developing a chronologically secure knowledge of history.
- Develop an understanding of how historians study the past and construct accounts and the skills to conduct their own historical enquiries.

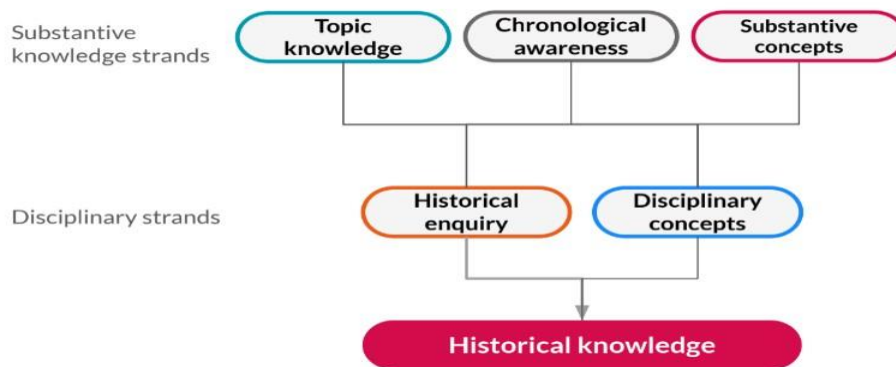
Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout History lessons from Year 1 through to Year 6.

To prepare pupils for their future learning in history, we have chosen Kapow's Primary History Scheme to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society, and culture.

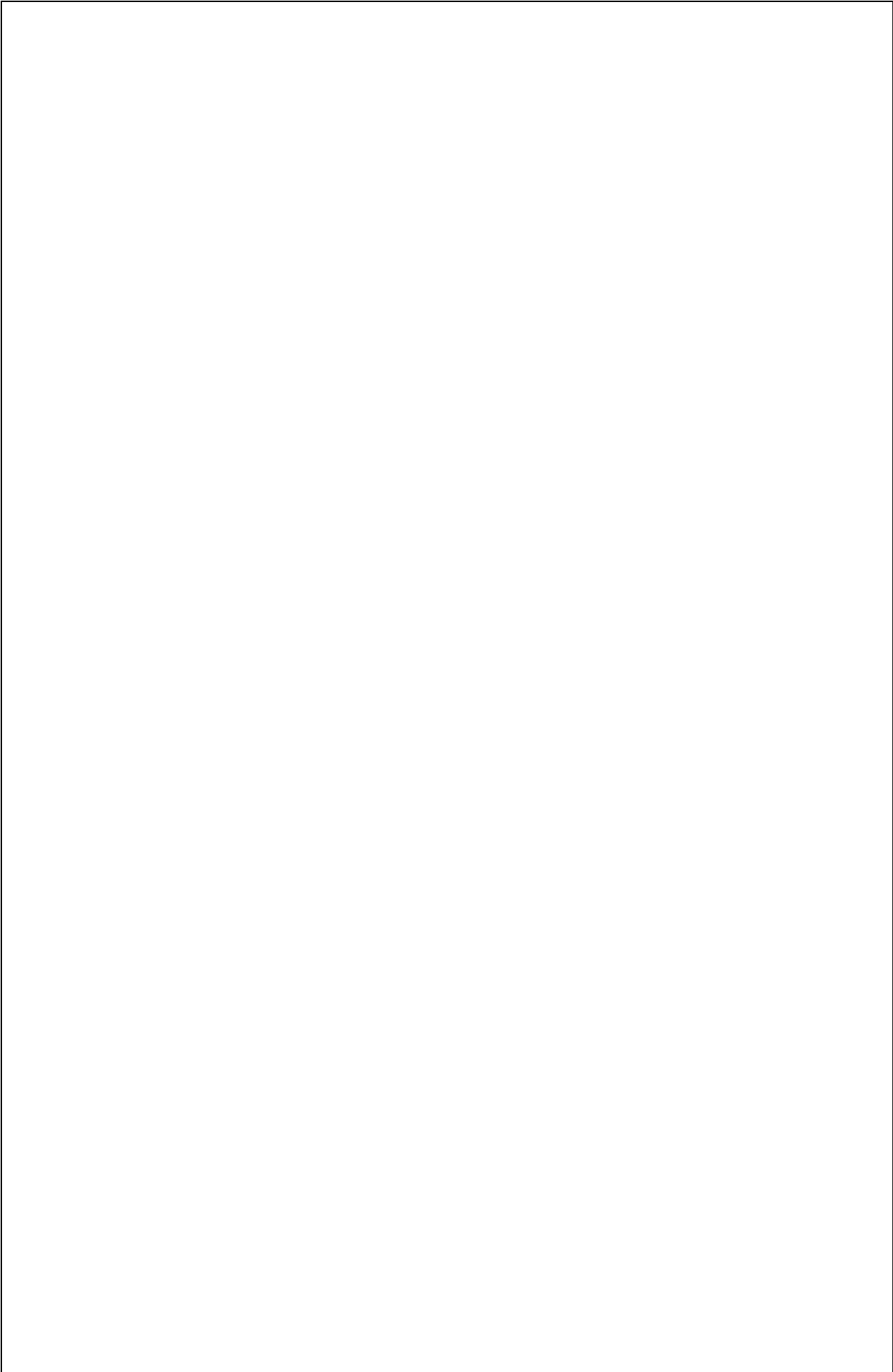
To meet the aims of the national curriculum for history and in response to the Ofsted Research review into History, Kapow Primary have identified the following key strands:



The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our history units to create engaging and enriching learning experiences which allow the pupils to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow pupils to explore the place in time of the period they are studying and make comparisons in other parts of the world.

- Pupils will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support pupils in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts, and trends over time.
- The Kapow Primary timeline supports pupils in developing this chronological awareness.
- Units are organised around an enquiry-based question and pupils are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.
- Over the course of the scheme, pupils develop their understanding of the following key disciplinary concepts:
 - Change and continuity.
 - Cause and consequence.
 - Similarities and differences.
 - Historical significance.
 - Historical interpretations.
 - Sources of evidence.
- These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, pupils will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set.
- As pupils progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.
- Substantive concepts such as power, trade, invasion, and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.
- The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, pupils progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.
- At Supreme Start School, we alternate between geography and history on a halftermly basis. Therefore, three units of each are taught during the year. This allows for effective coverage of the national curriculum over the two-year rolling programme.



Inclusion and Wider Engagement

- We aim to provide pupils with real life experiences and learn about history in an active and creative way, therefore visitors and educational visits will form a vital part of the curriculum.
- History is taught in many different contexts throughout all areas of the curriculum. For Example, through English, i.e. Writing a biography significant individual/ recounts/ diary writing and Dance.

Impact

How we measure the effectiveness of our History Curriculum.

History is monitored via 'Book Looks' and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.

Throughout lessons, questions are asked that revisit key facts and important information. Regular recall of such facts helps pupils commit them to their long-term memory, ensuring they will retain the 'sticky' knowledge' for the end of KS2.

Kapow's scheme of work enables pupils to meet the end of key stage attainment targets outlined in the national curriculum.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

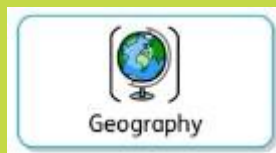
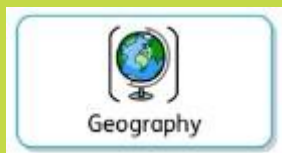
At Supreme Start School, our pupils will:

- Have a range of skills to enable them to succeed in their secondary education.
- Be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question.
- Be critical and analytical thinkers who can make informed and balanced judgements based on their knowledge of the past.

By the end of Year 6

By the end of year 6 a pupil can:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies, and the achievements of mankind.
- Develop a historically grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society. Form historical arguments based on cause and effect, consequence, continuity and change, similarity, and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for history.



At Supreme Start School, we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world, thinking like a geographer. We want pupils to develop the confidence to question and observe places, measure, and record necessary data in various ways, and analyse and present their findings. We hope to shape our pupils into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Build an awareness of how geography shapes our lives at all levels and over time.
- Encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Kapow Primary's geography scheme of work has a strong focus on developing both geographical skills and knowledge. Pupils are taught to think critically, ask perceptive questions, and analyse evidence. In each class, pupils are given the opportunity to develop fieldwork skills. Pupils are enabled to develop a deep interest and knowledge of their own locality and how it differs from other areas of the world. The pupils develop an awareness of environmental issues, humans' impact on the planet and their responsibilities as citizens of the world.

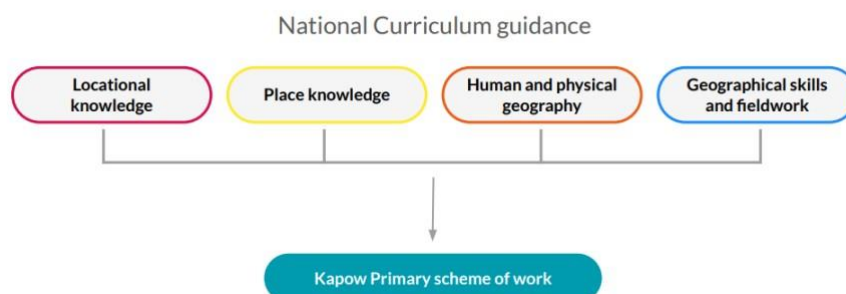
We study our local environment and use our locality to make geography come to life.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout Geography lessons from Year 1 through to Year 6.

The National curriculum organises the geography attainment targets under four subheadings or strands:



We have chosen Kapow's Primary geography mixed age scheme which has a clear progression of skills and knowledge within these four strands. Due to our mixed age setting, the geography units are organised into a two-year rolling programme with Cycle A and B units taught alternately.

Kapow Primary's progression of skills and knowledge document shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Our National curriculum mapping document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.

The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate pupils's understanding of key concepts, such as scale and place, in geography.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the national curriculum. This ensures pupils will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

At Supreme Start School, we alternate between geography and history on a half-termly basis. Therefore, three units of each are taught during the year. This allows for effective coverage of the national curriculum over the two-year rolling programme.

Inclusion and Wider Engagement

- Cross-curricular links are included throughout each unit, allowing pupils to make connections and apply their geography skills to other areas of learning.

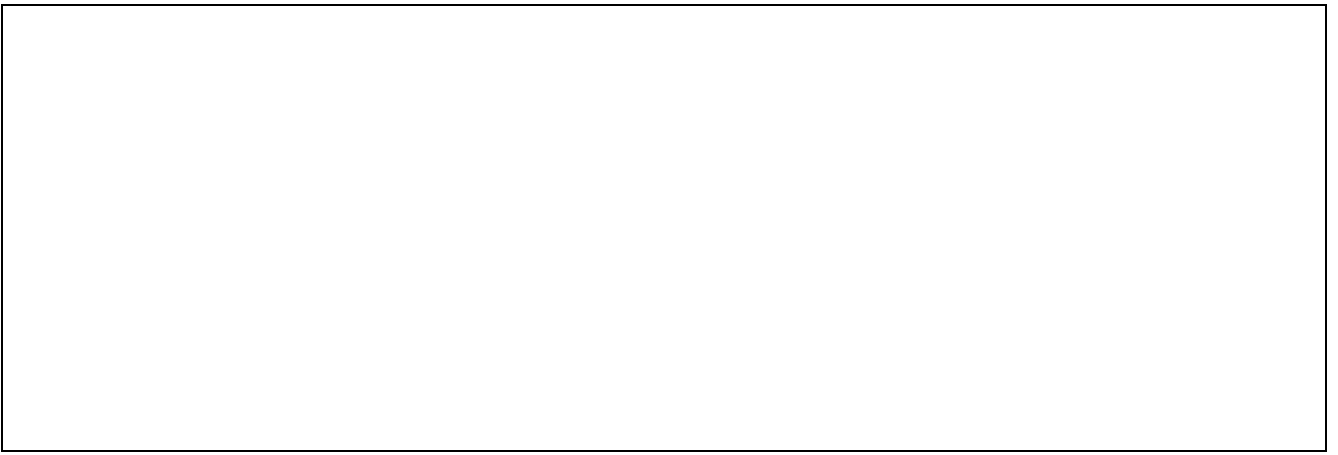
Impact

How we measure the effectiveness of our Geography Curriculum.

Geography is monitored via 'Book Looks' and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.

Throughout lessons, questions are asked that revisit key facts and important information. Regular recall of such facts helps pupils commit them to their long-term memory, ensuring they will retain the 'sticky' knowledge' for the end of KS2.

Kapow Primary's geography scheme of work enables pupils to meet the end of key stage attainment targets in the national curriculum. The aims also align with those in the national curriculum.



An enquiry-based approach to learning will allow teachers to assess pupils against the national curriculum expectations for geography.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities.

- Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.
- Each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess pupil's understanding.
- Opportunities for pupils to present their findings using their geographical skills will also form part of the assessment process in each unit.

At Supreme Start School, our pupils will:

- Have a range of skills and knowledge to enable them to study geography with confidence at Key stage 3.
- Be able to compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and
- specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the national curriculum for geography.

By the end of Year 6

- After implementing Kapow Primary geography, pupils should leave school equipped with a range of skills and knowledge to enable them to study geography with confidence at Key stage 3.
- We hope to shape pupils into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.



Supreme Start School Art & Design Intent Statement



Intent

At Supreme Start School, we aim to inspire pupils and to develop their confidence to experiment and create their own works of art. Pupils are given every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Pupils are inspired by notable artists and designers and often use their work to guide their own.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Become enthusiastic, curious and independent thinkers through being inspired by specialist artists that challenge and fire their imagination and thinking.
- Be exposed to different perspectives through observation leading them to ask questions and make personal discoveries.
- Be motivated, reflective and resilient learners through the celebration of achievement at a variety of levels.
- Develop confidence in their own abilities by self and peer assessing and listening to advice from others to achieve their goals.
- Be tolerant and responsible citizens through the understanding that everyone is unique and special. In art, pupils have access to cultural richness and diversity enabling them to appreciate and enjoy the arts that enrich lives in the world around us.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout English lessons from Year 1 through to Year 6.

We have chosen Kapow's Primary art scheme of work for mixed year groups(two year rolling programme) which is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing pupils to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- ● Drawing
- ● Painting and mixed media
- ● Sculpture and 3D ○ ● Craft and design

Kapow's national curriculum mapping shows which of our units cover each of the national curriculum attainment targets as well as each of the strands. Kapow Primary's progression of skills and knowledge documentation shows the skills that are taught within each year

group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of art.

Creativity and independent outcomes are robustly embedded into our units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills, processes, key facts and vocabulary.

We alternate between art and design and design and technology on a half termly basis. Therefore, three units of each are taught during the year. This allows for effective coverage of the national curriculum over the two-year rolling programme.

Inclusion and Wider Engagement

- Where appropriate, cross curricular links are used to provide contexts and reference points. Example, exploring patterns in nature (Science), propaganda art in History,
- Visits to galleries, exhibition and installations are encouraged to provide the opportunity for pupils to experience Art.

Impact

How we measure the effectiveness of our Art Curriculum.

Art is monitored via 'Book Looks' and feedback, learning walks and observations and pupil voice.

Throughout lessons, questions are asked that revisit key facts and important information. Regular recall of such facts helps pupils commit them to their long-term memory, ensuring they will retain the 'sticky' knowledge' for the end of KS2.

Kapow Primary's art and design scheme of work supports pupils to meet the national curriculum end of key stage attainment targets.

Kapow's Primary art and design curriculum is designed in such a way that pupils are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make.

By taking part in regular discussions and decision-making processes, pupils will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. A spreadsheet including the learning outcomes for pupils with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each pupil.

At Supreme Start School, our pupils will:

- Produce creative work, exploring and recording their ideas and experiences.
 - Be proficient in drawing, painting, sculpture and other art, craft, and design techniques.
 - Evaluate and analyse creative works using subject-specific language.
 - Know about great artists and the historical and cultural development of their art.
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- Meet the end of key stage expectations outlined in the national curriculum for Art and Design.

By the end of Year 6

After the implementation of Kapow Primary's art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their art and design learning at Key Stage 3 and beyond.



Supreme Start School Design & Technology Intent Statement



Intent

At Supreme Start School, it is our intention to provide pupils with a real-life context for learning. Design and Technology is an inspiring, rigorous, and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth, and well-being of the nation.

Our aim is for all pupils to:

- Know more, remember more, and understand more.
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Learn how to take risks, becoming resourceful, innovative, enterprising, and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

We have designed our Design Technology curriculum so that our learners:

- Develop a creative, technical, and imaginative thinking and the confidence to participate successfully in an increasingly technological world.
- Develop their technical knowledge to design and make prototypes and test their ideas and problem-solving skills.
- Take an interest in the technological processes involved in the products which surround them, and to recognise the contribution of technology to society.
- Are encouraged to critique, evaluate, and test their ideas and products.
- Can select appropriate tools and techniques when making a product and to give them the skills needed to follow safe procedures.
- Find enjoyment, satisfaction, and purpose in designing and making things.

Implementation

Teaching and Learning

We implement this intent by ensuring Quality First Teaching throughout Design and Technology lessons from Year 1 through to Year 6.

We use the KAPOW scheme of work to teach pupils design technology. This provides teachers with week-by-week lessons for each year group in the school, with a clear progression of skills and knowledge that supports all requirements of the national curriculum.

The learning within this Scheme is based on:

- Cooking and nutrition
- Mechanical systems
- Textiles
- Electrical systems
- Structures
- Digital world

Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited with increasing complexity, allowing pupils to revisit and build on their previous learning.

Inclusion and Wider Engagement

- Design and technology lessons provide an opportunity to practise specific subject based skills that are naturally aligned, such as:
 - ✦ Strategic problem solving, numerical skills and measuring in Maths.
 - ✦ Testing properties of materials in Science.
 - ✦ Creative and artistic skills in Art and design.

Impact

How we measure the effectiveness of our Design and Technology Curriculum.

Design and Technology is monitored via 'Book Looks' and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment is discussed, and next steps put into place.

Throughout lessons, questions are asked that revisit key facts and important information. Regular recall of such facts helps pupils commit them to their long-term memory, ensuring they will retain the 'sticky' knowledge' for the end of KS2.

Assessment of pupil's learning in Design Technology takes the form of ongoing monitoring of pupil's understanding, knowledge and skills using key questioning skills built into lessons by the class teacher. Pupil-led assessment such as success criteria and evaluation grids are also used to inform the differentiation, support and challenge required by the pupils. Summative assessment is conducted termly by class teachers and is aimed at targeting next steps in learning.

Design Technology is also monitored throughout the year in the form of collection of evidence (photos), book monitoring, looking at outcomes measured against age-based progression and pupil interviews to discuss their learning. This tangible evidence aids understanding and establishes the impact of the teaching taking place.

By the end of Year 6 our pupils will:

- ✚ Have an excellent attitude towards learning and independent working.
 - ✚ Can use time efficiently and work constructively and productively with others.
 - ✚ Can carry out thorough research, show initiative and ask questions to develop a detailed knowledge of users' needs.
 - ✚ Can act as responsible designers and makers, working ethically, using a range of materials carefully and working safely.
 - ✚ Have a thorough knowledge of which tools, equipment, and materials to use to make their products.
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- ✚ The ability to apply mathematical knowledge and skills accurately.
 - ✚ The ability to manage risks, be resourceful, innovative, and enterprising to manufacture products safely and hygienically.
 - ✚ Have a passion for the subject.

Pupils will be equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as a capable citizen in the wider world.