

The Curriculum at Maybury Primary School

Our Learning Philosophy

At our school we believe that “everyone is a learner and every experience is a learning opportunity.” Children are encouraged to develop a love of learning through meaningful, engaging and creative learning experiences.

Our children come from a wide range of backgrounds and we are a truly multicultural and diverse school community where all pupils are equally valued. We celebrate similarities and differences and use children’s experiences to deepen and extend their understanding about each other and the world in which they live. Children’s learning in each term is supported by exciting and inspiring trips both in the local area and further afield. In addition to this we organise regular visits from artists, performers and visitors. These experiences help bring learning to life and make it memorable for our children. Our children learn about learning through a metacognitive approach. They are encouraged to work in pairs, small groups and whole class situations and to talk about and analyse their own learning. In this way we help them to understand how they learn best and what they need to do to extend their learning. We encourage children to be independent thinkers and to adopt investigative and problem solving approaches to challenging learning situations.

Values Education



Our curriculum is underpinned by a strong values based ethos which helps our children understand about their responsibilities to themselves and others. We have high expectations of all our children and encourage them from the outset to be aspirational and self-reflective individuals.

OFSTED (2015) “The school promotes a very strong set of positive values in everything it does. It prepares pupils for life in modern Britain very successfully. “

Accessibility and Support

Our highly qualified staff use their expertise to skilfully scaffold and support children's learning across all curriculum areas. Children are carefully observed and assessed at ongoing and regular intervals to ensure that the learning opportunities we provide are relevant and responsive to individual needs. We utilise a number of targeted interventions and adaptations to the curriculum in order to present our children with additional challenges or support as appropriate. These focused interventions include Reading Recovery, Better Reading Partnerships, Talking Partners, Girls and Boys Writers Clubs, social skills groups, Early Literacy Support and literacy interventions using Fischer Family Trust materials.

Parental Involvement

We value and encourage parental involvement and the benefits this has for children's learning and development. We fully support our parents through focused parent workshops where we model how we teach children and show parents how they can best promote their child's learning in specific areas. We are currently working to achieve the 'Leading Parent Partnership Award' which evaluates the schools effectiveness at working closely with it's parents and it's community.

OFSTED (2015) *"The school has developed very good relationships and communication with parents. As a result, parents feel very well supported and have very high levels of confidence in the school. "*

Each class has a dedicated page on our school website with ideas and strategies for parents on how to support their child's learning at home. In the foundation stage classes parents are invited to complete 'Proud Clouds' to share and celebrate their children's learning achievements at home. All children have home reading records and we encourage parents to make comments in these.

We hold regular parent/teacher meetings to inform parents about their child's progress and to share individual targets. We also have parent drop once a month for the parents to look at their children's learning in books and through displays in the classrooms. We are also fortunate to have a full time, bilingual, home/school link worker who works closely with our families.



Learning in the Foundation Stage

Learning in the Early Years at Maybury is informed by the Foundation Stage curriculum guidance (2012) and builds upon what our children already know and can do. It recognises and provides for children that have different starting points from which they develop their new learning. The curriculum is structured into seven distinct areas of learning. There are three prime areas: Communication and Language, Physical Development and Personal, Social and Emotional

Development. In addition to this there are four specific areas, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. Essential to these areas of learning are the ways in which children learn: through playing and exploring, active learning and creative and critical thinking. Many of the activities that take place incorporate more than one area of learning.

OFSTED 2015 *“Children’s behaviour is outstanding. They demonstrate very high levels of engagement and concentration, and use their time extremely well. Children behave very well towards one another and use the early years resources with care and respect. “*

Research has shown that young children learn best through exploration and play and by building on personal interests and experiences to motivate and encourage them. At Maybury we deliver learning for all of the areas through: purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Children and adults engage in exploratory, practical and hands on active learning, where creativity and independence are developed, supported and extended and all areas of learning and development are implemented. Our learning experiences take place both indoors and in our outdoor learning classrooms





At Maybury our EYFS practitioners are skilled in observations, knowing that what is seen, heard or done informs the next steps to each child's learning. The observations gathered, are collected into their individual 'Learning Journeys'. We hope to collaborate with you on finding evidence which supports your child's learning to place in their 'Learning Journeys' as learning takes place at home and at school.

We measure the progress and success that children make towards the Early Learning Goals continuously during the foundation year. Their achievements are reported to parents at the end of the Foundation Stage as they move into Year 1.

Early literacy in the foundation stage is taught through games and stories. Children learn to distinguish between sounds and mastery of these phonological skills forms the basis for the teaching of phonics. Children learn that print can be used as a means of communication and begin by learning to recognise and write their own names. We provide children with a wealth of opportunities to develop their spoken English language and communication skills.



OFSTED 2015 "Early years teaching is outstanding. The school uses the extremely rich Nursery and Reception indoor and outdoor classrooms to promote learning exceptionally well. Children's achievement in the early years is outstanding. All groups of children, including disadvantaged children and those who have special educational needs, make rapid progress "

As children progress through the school, there is an increased focus on the explicit teaching of literacy and numeracy skills and knowledge. At the beginning of all lessons the teacher will share the learning objective with children and discuss what they need to do in order to be successful in their learning. All children are given individual targets, which are regularly monitored. The children receive effective and relevant feedback at the end of lessons which celebrates their successes and informs them of their next steps using our 'star' and 'wish' approach. Children are encouraged to respond to the feedback given.

Within any class there will be a range of abilities and teachers plan to ensure that any learning opportunities are carefully differentiated according to the needs of all pupils. This may be through adaptation of the objectives, resources or environment or by differing outcomes. Supporting adults are used in the most effective way to support this learning whilst still allowing children to develop confidence in their own independent abilities.

Literacy

Maybury is a Language rich school. We have a structured and effective system for teaching essential literacy skills such as phonics, spelling and grammar through our **Reading Roundabout and Writers Workshops**. Children learn to write for a range of purposes and audiences. They will learn the skills through different genres including fiction and non-fiction with the emphasis being on writing for a purpose.

Speaking and Listening

We aim for children to become clear, fluent and confident speakers. We provide a range of speaking and listening opportunities, such as, drama, presenting, questioning and the use of 'Talk Buddies'. Teachers also utilise the 'Talk for Writing' approach introduced by the author Pie Corbett. Children are encouraged to articulate their thinking before writing.

Writing

Children are given a range of opportunities to write in both their Literacy lessons and across the curriculum. In addition to this, each month the children complete an unaided piece of work in their 'first day of the month' books. This is then used for assessment, judging if each child is meeting or exceeding age related expectations. This, along with the children's day to day learning and their termly assessments help us to monitor the changing learning needs of children.

Children learn about a range of genres throughout the year. They focus on the key features for each genre and learn the skills to write in that particular genre.

The different genres are then retaught throughout the school, ensuring that there is progression between the year groups.

Writing Workshops

During 'Writing Workshops', children are grouped by ability to ensure that the learning is at the most appropriate level for their needs. This is taught three times a week for 30 minutes in KS2 and every day in KS1, in addition to the literacy session and Reading Roundabout. The main emphasis of this teaching is on phonics and grammar and teachers use 'Letters and Sounds', online 'Phonics Play' activities and 'Jolly Grammar'.

Reading

Maybury is an 'Every Child a Reader' school. We have a specialist reading teacher who delivers our 'Reading Recovery' programme as well as trained support staff who carry out targeted interventions, such as, Boosting Reading @ Primary, Early Literacy Support (ELS) and FFT. School Reading levels are assessed regularly using the Benchmarking materials. Maybury has recently purchased 'Bug Club' through Pearson's which is a finely-levelled reading scheme, which ensures that all children can find books at exactly the right level for them on their personalised website. Our school has a new, well - stocked library and excellent resources to support all areas of the curriculum.

OFSTED 2015 "Teaching is stimulating and effective. Teachers and teaching assistants support pupils' learning well."

Reading Roundabout

This approach is used for half an hour each day in addition to the literacy session from Year 2 upwards. Each class has a number of reading groups and over the five days the groups will rotate in order to complete a range of reading activities by the end of the week. Typically, the learning activities will be:

- ❖ guided reading with the teacher
- ❖ 1:1 reading with support staff
- ❖ handwriting practice
- ❖ comprehensions
- ❖ independent comprehension and exploration of non-fiction reading including computing based research materials.

Handwriting (Foundation Stage and Year 1)

Handwriting is taught using the 'PenPals' scheme which is a multisensory, pre-cursive model. This is introduced in the foundation stage through the use of fine motor skills practice activities.

Handwriting (Year 2 and Key Stage 2)

Children are encouraged to write using the cursive script. Children practice their handwriting in a range of activities throughout the school day including; writers workshop, writing in their literacy lesson, spelling practice and many more.

Maths at Maybury provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

There is a strong emphasis on fundamental and essential skills of number recognition, number bonds and times tables. Children learn mental maths methods to encourage and facilitate rapid calculation. All classes have a Big Count focus at the beginning of the session and the children are expected to rehearse their times tables both at home and at school.



Our Maths lessons are taught in line with the new National Curriculum (2014) The main strands we plan for are: number, measurement, geometry, statistics, ration and proportion and algebra. Maths skills are taught in Maths lessons and then developed across the curriculum. For example, children will be taught how to create graphs in Maths and will then be expected to produce high quality graphs during relevant Science lessons.

In line with the new curriculum, Maybury Primary School has had an increased focus on problem solving. These activities give the children an opportunity to use and apply their Mathematical understanding in other contexts and challenge and assess their mathematical knowledge.

Maybury is a 'Every child Counts' School, we have a specialist maths teacher who provide the 'Numbers Count' programme as well as trained support staff who deliver targeted intervention such as 'First Class @ Number'



Science teaching encourages the skills of enquiry through investigation of everyday experiences. Children are taught to make predictions about what they think might happen and why. They are encouraged to explore and try out their ideas and to discuss their findings. They are taught specific vocabulary to help

them talk about and understand common science concepts.

At Maybury we deliver a high quality science education which provides the foundations for a secure understanding of the world we live in. The children develop an understanding of the nature, processes and methods of science through different types of enquiry that help them to ask and answer scientific questions about the world around them.

The Foundation Curriculum

In each year group children cover the New National Curriculum (2014) through a range of exciting learning experiences. Learning for **Geography, History, Art and design, Design and technology and Music** is taught through a cross curricular approach and themed units of work. At Key Stage 2 children will begin to learn French as an introduction to modern language.



Computing is integral to children's learning across the curriculum. Across the school in each year group we deliver lessons under computing the umbrella headings computer science, information technology and digital literacy.

Children have access to a whole class supply of laptops in addition to iPads, flip cameras, desk top computers, magnifiers, recording equipment and a range of software. Our school subscribes to a number of online resources including PurpleMash, My Maths, Phonics Play, Odizzi and RM Maths. We also have a range of programming hardware and software available to the children to help teach the new computing curriculum in a fun and engaging way such as Scratch, Beebots, Probot and a Makey Makey. We recognise that the use of communication technology is a central part of our children's lives both at home and at a school. Children are taught what to do if they experience cyberbullying and how to keep themselves safe online.

In **Physical Education** children have the opportunity to engage in a variety of team games, gymnastics and dance. Swimming is taught during Key Stage 1 and 2. We have good links with our neighbouring schools and our children enjoy participating in inter-schools matches and activities. We also have strong links with staff at our local secondary school, who support and extend our teaching of physical education.



Religious Education is taught according to the agreed Surrey syllabus. This syllabus promotes tolerance of and respect for people of all faiths, cultures and lifestyles which supports our school's multicultural beliefs. It focuses on teaching the children about all five of the main faiths. We demonstrate this through celebrating festivals from all faiths including Eid, Diwali, Chinese New Year, Harvest, Christmas and Easter. The children are also taught units about comparison and spiritual development which encourage them to reflect on their learning about religion as well as how we can learn from religion.

Personal, Social and Health Education

This is a key learning area which is implicit in all areas of the curriculum but is also taught in a more specific way through focused PSHE sessions. It is supported by our commitment to Values Education and our restorative

approach to managing conflict. We explicitly learn a value each month including respect, tolerance and responsibility which reflects the fundamental British values. Children are given opportunities to make a positive contribution to the life of the school and all children are members of a 'learning team'. We regularly participate in national and local focused weeks and projects such as 'Anti- Bullying Week' and 'E-Safety week' which help children to learn about keeping themselves safe and healthy. Children also learn about others living in challenging circumstances and help to support charitable bodies and causes through national fundraising days such as 'Children in Need' and class 'Enterprise' weeks. Children learn about being part of the school community, local community and being part of the British society. Throughout the school the children learn about right and wrong through assemblies, role play and circle times. In Upper Key Stage 2 children learn about the rule of the law and the British criminal justice system.

After School Learning Clubs

We are lucky to have teachers and teaching assistants who are willing to volunteer their time to run after school clubs. We believe that after school clubs extend the children's learning and offer them further opportunities. At Maybury we provide a wide variety of experiences at no charge to parents. Our clubs are very popular and your child can choose up to three preferences. The clubs are offered on a first come, first serve basis and once full, children are put on our waiting list or offered their second or third choice. We offer a variety of clubs including football, netball and cricket, cooking, gardening, choir, art, recorders, music, ICT coding to name a few!



External After School Learning Clubs

At Maybury we also offer external clubs that children can take part in, such as karate, golf and basketball.