



## Whitehouse Primary School

### Information Newsletter

#### Curriculum

Every state school must provide a curriculum which is broad and well-balanced. The National Curriculum in England provides part of this requirement. Schools are also required to make provision for a daily collective worship and teach RE. All local-authority-maintained schools in England must teach the programmes of study which form the National Curriculum.

The new National Curriculum in England was introduced in September 2014 for all pupils in Year 1, Year 3, Year 4 and Year 5. In September 2015 the curriculum was also applied to pupils in Year 2 and Year 6.

The core national curriculum subjects are: English, Mathematics, Science, Physical Education. The remaining subjects are: Art and Design, Citizenship, Design and Technology, Geography, History, Computing, Ancient/Modern Foreign Languages, PSHE and Music.

For each subject and for each key stage, programmes of study set out what pupils should be taught, and attainment targets set out the expected standards of pupils' performance. Schools choose how they organise their school curriculum to include the programmes of study.

In our school we have a nursery (am and pm sessions) and 2 reception classes (class 1 and Class 2) which are referred to as the **Early Years Foundation Stage**. We have 2 classes in Year 1 (Class 3 and Class 4) and 2 classes in Year 2 (Class 5 and Class 6) and these are referred to as **Key Stage One (KS1)**. We have 2 classes in Year 3 (Class 7 and Class 8), 2 classes in Year 4 (Class 9 and Class 10), 2 classes in Year 5 (Class 11 and Class 12) and 2 classes in Year 6 (Class 13 and Class 14) all of these are referred to as **Key Stage 2 (KS2)**.

Further details on the curriculum and information on the programmes of study can be found at: <https://www.gov.uk/national-curriculum/overview>

#### The Whitehouse Curriculum

In the Early Years Foundation Stage (EYFS), the children have access to indoor and outdoor leaning activities with a focus on exploration and discovery in self-initiated play. There are also times during the school day with more direct teaching of reading, writing and maths with individuals, groups and whole classes.

In KS1 and KS2 many English and Maths lessons are taught on a morning and children usually have 5 lessons of each every week. English lessons will be a combination of spellings, punctuation and grammar, reading and creative writing. Maths lessons will be a combination of learning the



basic four rules of number (adding, subtracting, multiplication and division) along with problem solving, geometry, measurements and statistics. Science is also taught regularly each week and the children will study a topic such as plants, animals, materials, scientific processes. Many of the lessons are enquiry and discovery based learning alongside more formal teaching of scientific concepts and knowledge.

We try to give all our children enrichment opportunities and this would include learning a musical instrument either ocarina, recorder, drums, guitar, keyboard or ukulele. They also have the opportunity to take part in many performances and even a talent show at the end of the school year. We engage the services of a singing teacher who comes into school and the children have a least one singing lesson per week. Many of these enrichment opportunities encompass the music and arts aspects of the curriculum. For further information see the school website.

Other enrichment opportunities at Whitehouse are, the International Week and Cultural Studies week which enable the children to study in detail one area of the UK and one area of the world in detail each year. This would allow the children to build up a good general knowledge of countries and cultures of the world. This enhances the Arts and Geography programmes of study. The study weeks also bring in aspects of British Values which schools are expected to teach.

We also have a Science Week each year where the children across school study Science with a whole school focus. This year the children will be looking at all aspects of Space in a cross-curricular way.

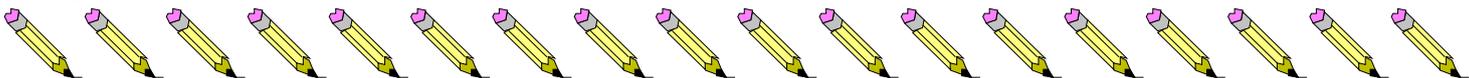
Pupils in Key Stage 2 are expected to study changes in Britain from the Stone Ages through to beyond 1066 as well as study a local area in depth. At Whitehouse we have chosen to study the City of York over years 3, 4, 5, and 6. This would give the pupils an in-depth study of a local area, it is close for school visits as well as being a popular place for parent/carers to take the children for days out.

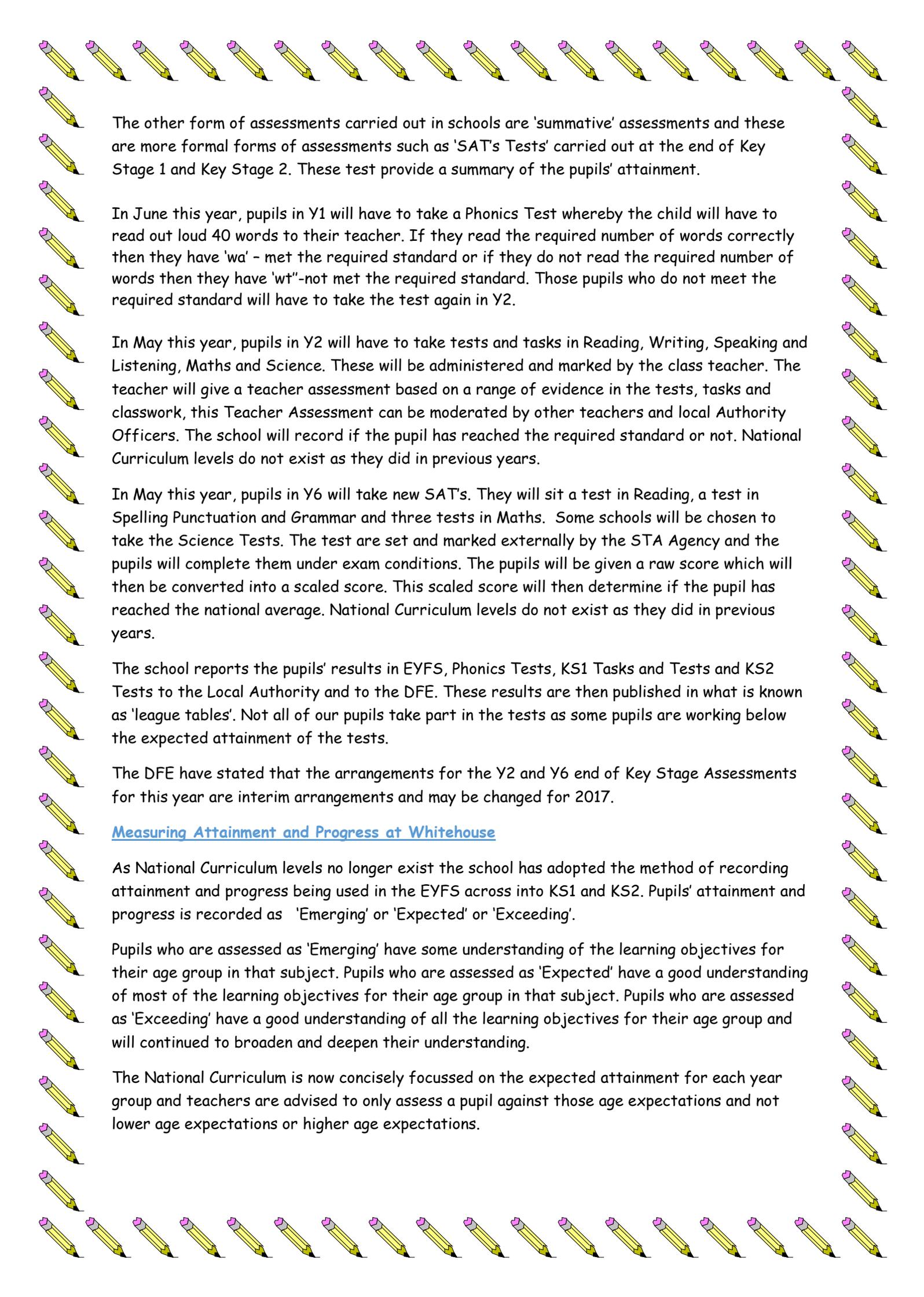
Further details of the curriculum for each year group can be found on the school website under 'Curriculum' on the home page. We know that many of our parents/carers are very interested in what their children are learning in school and like to support them at home so this is where you can find further information to do this.

### Assessment

In order to measure the progress of our pupils, the teachers are engaged in many forms of assessment during the academic year. Some of these assessments will be daily and will be 'formative' which means it informs the teacher about what a pupil can do and can't do at a point in time. These could be spellings, times tables, writing and reading activities or even a topic quiz.

When it is identified that a pupil is not making progress in a specific area then they may be referred for 'diagnostic' assessments. These are more detailed assessments of a pupil's skills in processing in Literacy and Numeracy. Information on the diagnostic assessments are shared with parent/carers and a more bespoke programme of work or additional support would be put into place for the pupil.





The other form of assessments carried out in schools are 'summative' assessments and these are more formal forms of assessments such as 'SAT's Tests' carried out at the end of Key Stage 1 and Key Stage 2. These test provide a summary of the pupils' attainment.

In June this year, pupils in Y1 will have to take a Phonics Test whereby the child will have to read out loud 40 words to their teacher. If they read the required number of words correctly then they have 'wa' - met the required standard or if they do not read the required number of words then they have 'wt' - not met the required standard. Those pupils who do not meet the required standard will have to take the test again in Y2.

In May this year, pupils in Y2 will have to take tests and tasks in Reading, Writing, Speaking and Listening, Maths and Science. These will be administered and marked by the class teacher. The teacher will give a teacher assessment based on a range of evidence in the tests, tasks and classwork, this Teacher Assessment can be moderated by other teachers and local Authority Officers. The school will record if the pupil has reached the required standard or not. National Curriculum levels do not exist as they did in previous years.

In May this year, pupils in Y6 will take new SAT's. They will sit a test in Reading, a test in Spelling Punctuation and Grammar and three tests in Maths. Some schools will be chosen to take the Science Tests. The test are set and marked externally by the STA Agency and the pupils will complete them under exam conditions. The pupils will be given a raw score which will then be converted into a scaled score. This scaled score will then determine if the pupil has reached the national average. National Curriculum levels do not exist as they did in previous years.

The school reports the pupils' results in EYFS, Phonics Tests, KS1 Tasks and Tests and KS2 Tests to the Local Authority and to the DFE. These results are then published in what is known as 'league tables'. Not all of our pupils take part in the tests as some pupils are working below the expected attainment of the tests.

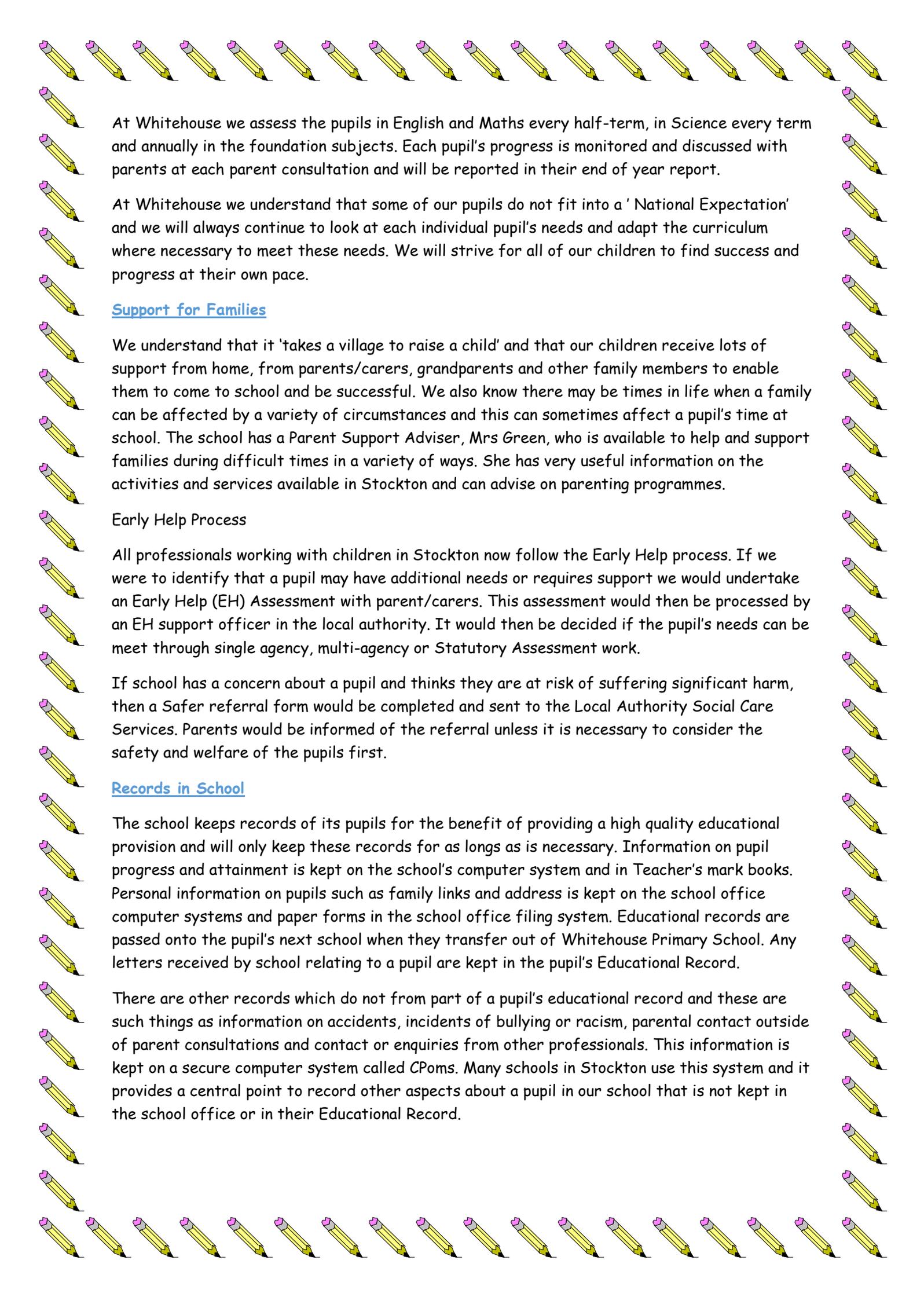
The DFE have stated that the arrangements for the Y2 and Y6 end of Key Stage Assessments for this year are interim arrangements and may be changed for 2017.

### Measuring Attainment and Progress at Whitehouse

As National Curriculum levels no longer exist the school has adopted the method of recording attainment and progress being used in the EYFS across into KS1 and KS2. Pupils' attainment and progress is recorded as 'Emerging' or 'Expected' or 'Exceeding'.

Pupils who are assessed as 'Emerging' have some understanding of the learning objectives for their age group in that subject. Pupils who are assessed as 'Expected' have a good understanding of most of the learning objectives for their age group in that subject. Pupils who are assessed as 'Exceeding' have a good understanding of all the learning objectives for their age group and will continued to broaden and deepen their understanding.

The National Curriculum is now concisely focussed on the expected attainment for each year group and teachers are advised to only assess a pupil against those age expectations and not lower age expectations or higher age expectations.



At Whitehouse we assess the pupils in English and Maths every half-term, in Science every term and annually in the foundation subjects. Each pupil's progress is monitored and discussed with parents at each parent consultation and will be reported in their end of year report.

At Whitehouse we understand that some of our pupils do not fit into a 'National Expectation' and we will always continue to look at each individual pupil's needs and adapt the curriculum where necessary to meet these needs. We will strive for all of our children to find success and progress at their own pace.

### Support for Families

We understand that it 'takes a village to raise a child' and that our children receive lots of support from home, from parents/carers, grandparents and other family members to enable them to come to school and be successful. We also know there may be times in life when a family can be affected by a variety of circumstances and this can sometimes affect a pupil's time at school. The school has a Parent Support Adviser, Mrs Green, who is available to help and support families during difficult times in a variety of ways. She has very useful information on the activities and services available in Stockton and can advise on parenting programmes.

### Early Help Process

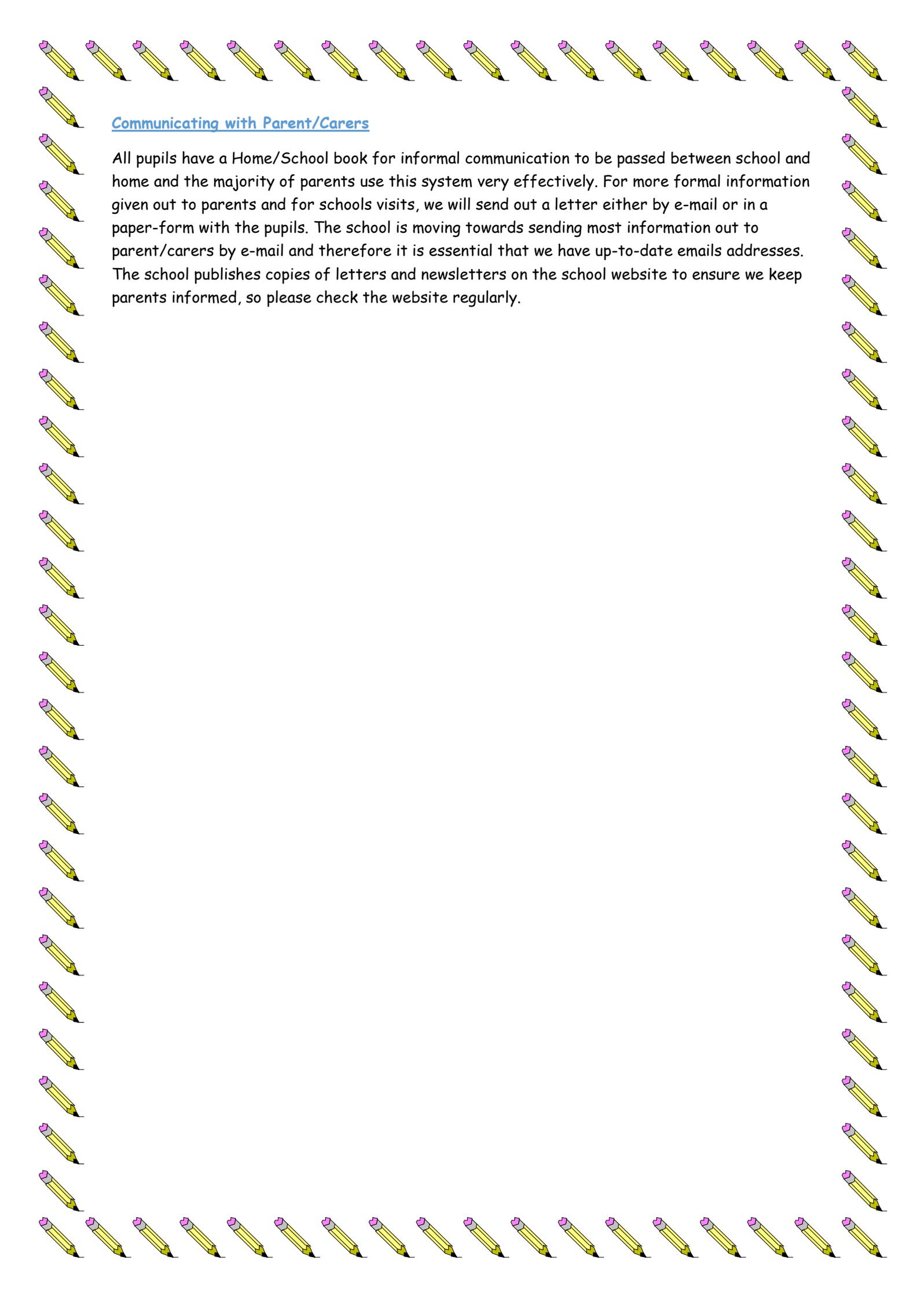
All professionals working with children in Stockton now follow the Early Help process. If we were to identify that a pupil may have additional needs or requires support we would undertake an Early Help (EH) Assessment with parent/carers. This assessment would then be processed by an EH support officer in the local authority. It would then be decided if the pupil's needs can be met through single agency, multi-agency or Statutory Assessment work.

If school has a concern about a pupil and thinks they are at risk of suffering significant harm, then a Safer referral form would be completed and sent to the Local Authority Social Care Services. Parents would be informed of the referral unless it is necessary to consider the safety and welfare of the pupils first.

### Records in School

The school keeps records of its pupils for the benefit of providing a high quality educational provision and will only keep these records for as long as is necessary. Information on pupil progress and attainment is kept on the school's computer system and in Teacher's mark books. Personal information on pupils such as family links and address is kept on the school office computer systems and paper forms in the school office filing system. Educational records are passed onto the pupil's next school when they transfer out of Whitehouse Primary School. Any letters received by school relating to a pupil are kept in the pupil's Educational Record.

There are other records which do not form part of a pupil's educational record and these are such things as information on accidents, incidents of bullying or racism, parental contact outside of parent consultations and contact or enquiries from other professionals. This information is kept on a secure computer system called CPoms. Many schools in Stockton use this system and it provides a central point to record other aspects about a pupil in our school that is not kept in the school office or in their Educational Record.



### Communicating with Parent/Carers

All pupils have a Home/School book for informal communication to be passed between school and home and the majority of parents use this system very effectively. For more formal information given out to parents and for schools visits, we will send out a letter either by e-mail or in a paper-form with the pupils. The school is moving towards sending most information out to parent/carers by e-mail and therefore it is essential that we have up-to-date emails addresses. The school publishes copies of letters and newsletters on the school website to ensure we keep parents informed, so please check the website regularly.