



George Tomlinson Curriculum Statement

1. Our Intent

Our vision is to inspire and nurture all children, through creativity and high expectations, to have limitless aspirations for their future and an enduring life-long love of learning: this is at the heart of all our teaching and learning. In order to prepare our pupils for their continued journey through life we provide a broad and balanced curriculum that develops personal empowerment and cultural knowledge meeting the needs of all our pupils.

Our curriculum from Nursery through to Year 6 has been carefully developed to:

- Encourage children's imagination and originality
- Enable all children to be active partners in their learning
- Provide child-centered learning with many first-hand experiences
- Ensure equal representation of our school community, with regards to gender, ethnicity and culture
- Allow children to make links and apply their learning across the curriculum
- Develop relevant, life-long learning skills, (resilience, determination, independence, tolerance, self-confidence and self-reflection and self-motivation)
- Promote pupil and staff well-being and happiness
- Develop oracy and opportunities to verbalise learning and become articulate communicators
- Ensures physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude towards learning
- Incorporate a range of creative teaching strategies and learning styles throughout the curriculum
- Involve parents, carers and the wider school community to work collaboratively to enhance pupil experience and learning
- Celebrate the diversity and utilise the skills, knowledge and cultural wealth of the community
- Support the children's spiritual, moral, social and cultural development
- Extend children's involvement into the local community and beyond, developing their understanding of environmental and global issues
- Ensure all our pupils become confident and effective readers with a clear understanding of how reading impacts on their ability to process their learning and enhance their communication skills
- Ensure pupils have the skills required to gain more knowledge and understanding of the world around them and build on what they already know.
- Enable all SEND children, regardless of need, to access our curriculum in its entirety, giving them the self-confidence to succeed.



- Supports EAL children to access all learning successfully
- Is ambitious for all learners

2. Implementation

The curriculum at George Tomlinson provides thorough coverage of the skills, concepts and knowledge set out in the 2014 National Curriculum programmes of study (Years 1 to 6) and the Early Years Foundation Stage Framework (Nursery and Reception).

At George Tomlinson we provide a highly inclusive learning environment where all children are helped to achieve their potential. The curriculum is designed so that those who are most able are challenged and are given opportunities for greater depth and mastery and those who need support to access the curriculum are given it or those with a high level of SEND have a curriculum designed to meet their needs.

Subject leaders play an important role in the implementation of the curriculum by leading a cycle of monitoring, evaluation and review to ensure continued improvement. Subject leaders are given training to develop their knowledge, skills and understanding so that they can support across the school.

Beyond the Classroom

The curriculum provides children with memorable and inspirational experiences; in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The school is committed to ensuring all learners have access to outstanding quality educational experiences beyond the classroom walls. A timetable of extra-curricular activities is offered by the school to extend children's experiences and support with their learning. Our edible playground and hens offer children a lively, engaging and multi-sensory approach to learning about growing plants, eating healthy foods and caring for animals, as well as having a positive effect on children's moods, self-esteem and mental health. Exciting trips provide memorable experiences for pupils, with the opportunity to go on our annual trip to France or the challenge of climbing Mount Snowdon and a week on a working farm in Gloucester.

Oracy

Oracy is the ability to communicate effectively and is a key life skill. At George Tomlinson we believe it is the golden thread that weaves together all teaching and learning: speaking and listening underpins everything we do, in every aspect of the curriculum. In order to elevate the status of speaking and listening and to develop a whole school culture of oracy, our school has joined the National Oracy Pioneers Programme developed by School 21 and Cambridge University. Using the skills framework they have developed, we plan ambitious opportunities for oracy throughout the curriculum. Central to good oracy is a dialogic



classroom: a classroom rich in talk. Teachers have high expectations for speaking and listening skills which are explicitly taught, scaffolded and modelled for children. Children are then given the opportunity to apply these skills in their learning as well as writing and performing 'spark speeches' annually.

Sport

Sport has a high profile in the school and specialist sports coaches teach across the whole school. The school sports reporters ensure the school is kept up-to-date with any sporting news through our George Tomlinson TV (GTTV). Sports ambassadors act as role models and the school excels at inter-school and inter-borough competitions which are highly inclusive and cover a wide range of sports. The school has been awarded the School Games Gold Award and expects to be one of the schools to achieve Platinum.

Sports on offer at George Tomlinson: (basketball, football, Netball, handball, tag rugby, hockey (Tennis, badminton, volleyball, Gymnastics FUNS activities / Agility, Balance and Coordination, athletics, cricket, rounders and swimming. In addition there are extra-curricular sports clubs.

Project Based Learning

History, Geography and much of the Art and Design, Design Technology and Computing curriculum are taught through enabling a project based learning approach, fostering each child's curiosity and interest. Through project based learning, children drive forward their own learning following their interests. They have the potential to acquire deep knowledge and skills through active exploration and immersion into real world challenges and problems.

They know the bigger picture of their learning and work collaboratively in groups on projects, constantly improving drafts. By the end of each unit, students create a 'beautiful product' which is presented to a real audience. We want our pupils to create work that is lifted out of the exercise book and is well above what is usually expected of children in primary schools. The projects are accessible to all pupils and by giving pupils more ownership they can provide boundless opportunities on what can be achieved. Past projects have included; Creating and Scottish golf course, a Mayan Farmers Market and an Egyptian Museum.

Maths

At George Tomlinson we use a mastery approach to the teaching and learning of maths. To support our teaching of this approach we primarily use *Inspire Maths* resources.

In our maths lessons, the children all work on the same topic together, moving from the concrete, through to the pictorial and then abstract in order to gain a deep understanding of mathematical concepts and solve problems. Children who grasp concepts quickly are



challenged to gain a deeper understanding of the current topic. In order to support struggling learners to succeed in maths, staff may pre-teach key concepts or practice same-day intervention.

In addition, we believe number fluency is essential in order to reduce cognitive load when solving problems. We therefore help to develop fluency through strategies such as *Five-a-day* and *Rainbow Maths* which is a target reward system to develop rapid recall of maths facts and times tables. Key concepts and prior learning are revisited at the beginning of every lesson to secure learning.

Phonics

At George Tomlinson, we place a high priority on children acquiring a sound grasp of the phonics system and being able to apply this when reading and writing. From Nursery to Year 2. We follow a synthetic phonics programme where children are rapidly taught the skill of decoding. Interventions and catch ups are provided across the school for example children who join the school with little or no English or have SEND needs immediately begin a phonics programme.

English Reading

At George Tomlinson, we recognise that reading is a gateway to learning, therefore reading has a high profile within the school. In the Early Years and Year 1 children are taught reading through a combination of a synthetic phonics programme and a daily scripted reading programme similar to Daily Supported Reading (DSR). Once children come off DSR they begin to follow the Destination Reader approach to reading. This approach helps to develop children's understanding of texts through explicitly teaching them strategies to develop their comprehension skills through the use of high quality ambitious texts. Children engage in discussions and are taught to read for meaning and fluency and develop a lifelong love for reading. Initiatives such as, after school book clubs, the Olympics Reading Challenge and the school Reading Ambassadors also, the enchanted forest school library and Harry Potter themed book shed in the playground promote enjoyment for reading. Children take home reading books matched to their ability along library book based on their interests. Parents play a significant part in supporting reading at home and in school with parent reading mornings and DSR support, and 1:1 reading with volunteers is set up for children who benefit from additional support.

English Writing

Where possible, English reading and writing lessons are linked and the same texts are used. This means that children get a rich and full experience and gain an understanding of the links between reading and writing. English writing is taught through engaging texts often incorporating CLPE's resources and *Talk for Writing* strategies to help children develop their



language skills. A range of genres are covered and there is a clear progression of skills taught. Writing composition is a process that we teach in phases along with the underlying strategies. Strategies are carefully modelled and practiced and pupils learn the features and conventions of different genres. Purpose and audience are considered and children are given a reason to write, resulting in a published piece of high-quality writing. Grammar, Punctuation and Spelling sessions are embedded into all English lessons alongside handwriting and spelling practice. Whole school memorable experiences, such as *Alien Egg Day*, and *Brother's Grimm* immersive theatre give children further exciting stimuli for writing.

Science

Our school ensures that children have access to an enquiry, skills and knowledge based learning curriculum, where the children consider big questions and the process of how to answer them through investigations. Additionally, they acquire key skills and knowledge through well-honed and purposeful activities which keep the children engaged and give them a sense of awe and wonder about the world.

Enquiry plays a huge role in their Science learning, such that whether they are learning about Plants, Forces, Teeth, Electricity, or Space, they are continually able to ask questions, and answer them scientifically. The children develop a rich scientific understanding and vocabulary through this practical work, as well as through Science linked trips.

Design and Technology

At George Tomlinson we deliver a creative design and technology curriculum through project based learning where pupils will use their imagination to design and make products that solve real and relevant problems. If it is not possible to teach an aspect of the curriculum through project based learning then it may be taught as a separate subject with cross-curricular links.

Computing

The schools teaches computing through project based learning and supplements it with the Rising Stars Switched On units of work and resources. The flexible units cover programming, computational thinking, creativity, computer networks, communication and collaboration, productivity and online safety. We aim for all pupils to become digitally literate with an understanding of computer science ready for the next stage of their learning as active and safe participants in a digital world.

Mental Health and Well-Being



At George Tomlinson Primary School, we aim to promote positive mental health and well-being for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. Our aim is to help develop the protective factors which build resilience to mental health problems. We follow a curriculum framework that focuses on both well-being and a broader world view. Philosophy for Children (P4C) supports pupils' mental health and well-being: increasing confidence, self-esteem and respect, allowing children to explore their feelings and ideas in a safe and inclusive environment. Throughout the day children will be asked to apply and reflect on their Growth Mind-set and characteristics of effective learning, achievements are celebrated and children are encouraged to feel proud. There are opportunities to share and discuss worries and all children have access to Place-2-Be counselling services.

Children are given tools, such as Zones of Regulation and the Incredible Five Point Scale which teaches them self-regulation skills.

Pupil Voice

Encouraging children to be confident speakers, to understand their rights and play an active part in school life are key aims in our school. We believe the views of our pupils are an integral part of our continual drive for school improvement. Pupil participation in their learning is high: from pupils from *In The Moment Planning* in Early Years to *Project Based Learning* in Years 2 – 6. The curriculum is designed with to encourage pupils to be active vocal participants in their learning and reflects the interests and needs of our learners. For example we have an active school council and a dedicated team of Eco Warriors who have a visible presence around the school. Reading ambassadors and Reading Prefects support children with reading across the school and run the school library. Our school editorial team *Booklookers* produce a termly magazine to promote high quality books, review texts and run writing competitions.

Music

We aim to make music an enjoyable learning experience. Through music they become confident and enthusiastic about appreciating, performing, appraising and composing music for pleasure. We have a music specialist who teaches music alongside the Charanga scheme. The school celebrates and showcases music, song and dance through events such as *GT's Got Talent*, *seasonal concerts*, *Young Voices School Choir* performance at the O2 in Greenwich and our *International Day*. Music classes are offered including recorder lessons, piano, ukulele, guitar and violin and the school band *Rocksteady*.

In The Moment Planning (Early Years & Year 1)



At George Tomlinson we allow children time to follow their interests in a carefully planned, stimulating and enabling environment. Based on the ideas and Theory of Anna Ephgrave, working in this way, allows young children the time for deep learning and the application of that knowledge.

The four overarching principles that underpin and determine the way we deliver the early years curriculum are laid out in the Foundation Stage curriculum as follows:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways (see “the characteristics of effective teaching and learning” paragraph 1.9) and at different rates. (see Characteristics of Effective learning P 1.9). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

3. Impact

The school has developed a broad and balanced curriculum that impacts positively on children’s outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. When children leave George Tomlinson they are they will be ambitious for their futures and prepared and excited for the next stage of their learning journey. They will have the self-confidence and drive to think big for their future. The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills that go beyond the classroom into the wider working world. They have an understanding and tolerance of other faiths, beliefs and cultures, preparing them to be responsible future citizens.

It is through reading that we have a school community whereby pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Their exposure to a wide range of high quality literature enables this to happen. They develop the skills required to gain more knowledge and understanding of the world around them and build on what they already know. Our children develop a positive attitude towards the written word in all formats. They become confident and effective readers with a clear understanding of how reading impacts on their ability to process their learning and enhance their communication skills. Children leave the school as successful readers with a love of books.



The curriculum lends itself to purposeful learning opportunities whereby pupils acquire the knowledge and cultural capital needed to succeed in life; whatever their starting points. Pupils with SEND achieve exceptionally well and make significant personal progress. Due to their exposure to a rich and varied set of experiences beyond the academics children feel confident to explore their talents and interests in the wider world.

Children leave George Tomlinson with an understanding of how to keep themselves safe, including online, and in the wider community, how to make life style choices and how to conduct themselves in a respectable and considerate manor. They know how to make positive relationships, have respect for others and understand how these are linked to promoting good mental health and well-being.