



The Costessey Curriculum

Intent

At Costessey Primary School we instil ambition for all through **discovery**, **exploration** and **creativity**. We seek to build the academic, social, emotional and economic skills to prepare children to take up their full place in our ever-changing world.

We continually strive to bring **real-life experiences** and opportunities into the curriculum and immerse the children within their current theme and make learning relevant.

Our Knowledge, Skills and Understanding documents are designed to ensure that the skills required of our pupils build year upon year, allowing our pupils to leave KS2 already familiar with the reach of individual subjects and ready to take on the challenge of a subject-based timetable at secondary level.



Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. The main sequence of music objectives is taught during the summer term and is intrinsically linked to each year groups overarching curriculum question. Throughout the year, children are exposed to a diverse array of musical genres during early morning time each day as well as during planned weekly collective worship sessions, allowing for regular listening and appraising opportunities. In each of the discover and explore terms, musical links are exploited and planned for to ensure continuous musical provision. Singing and performance opportunities include singing assemblies, The Nativity and Christmas carol singing as well as an annual end of year 6 show. Whole class instrumental teaching is planned to occur in Y1 (drumming) and Y3 (recorders) and Y4 (glockenspiels). Throughout the children's time at Costessey, they have the chance to experience live music. This has involved, the whole school taking part in a virtual panto, a year group participating in a workshop run by Norwich Chamber Music and children from each year group have experienced what it is like to be part of a rock band!

Medium Term Plans are written by the Subject Leads to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. In KS1, resources from Hamilton and Music Express have been selected and tailored to supplement the personalised planning; in KS2, resources from BBC Radio and BBC Ten Pieces have been selected and tailored to supplement personalised planning. Whole class instrumental units have been drawn from Charanga to support teacher subject knowledge. Year group teams are therefore freed to invest their time in the creation of quality lesson resources tailored to their cohort and incorporating a level of challenge to stretch the more able.

The emphasis on vocabulary will be clear from Medium Term Plans and through the use of Knowledge Organisers for each term.

In music, we aim to grow ambition firstly by immersing pupils in musical experiences to help them develop a personal relationship and understanding of the genres they experience. Through exposure to a diverse range of music from European classical music to African drumming, minimalist American composers to swing, jazz and blues, we aim for each student to find their own personal love of music. Music is introduced in context and with appropriate vocabulary to enable children to discuss and share their listening preferences. Key words such as: composer, musician, director and conductor are explored with the children thus introducing a range of job titles and opportunities.

The daily visual timetable in all classes from Y1 to Y6 informs pupils of what subjects will be studied when. A matching image plus explanation of the activity context in Curriculum Books allows pupils to see at a glance the development of work in each curriculum area. There are separate exercise

books for English, maths, maths meetings and science. All other subject work belongs in the Costessey curriculum Book with the exception of art, which belongs in sketchbooks.

All sessions have a learning challenge question, which children are encouraged to revisit and self-assess against at the conclusion of the session.

For discussion or practical based sessions, the record in books may be photographic, showing the practical activity in progress or an image of the class flipchart / screen to which ideas have been contributed. In this way, pupils will be reminded of the work they have undertaken and be able to talk their way through their complete learning journey.

The beginning of the music unit begins with a short quiz to check prior learning and knowledge of the upcoming unit. These quizzes support teachers to address misconceptions and to ensure planning is adapted to fill any missing gaps in knowledge. Each session then begins with a retrieval task which revisits learning from previous lessons and previous years and is recorded in books.

AfL and the regular revision of activities and resources is an integral part of our teaching. Sticky Knowledge Quizzes (with the key content identified by Subject Leads) are conducted every four weeks. Where pupils show that key concepts are not yet sticking, further activities will be provided to enable them to make the necessary progress.

Teachers will alert subject leaders and the senior leadership to any areas of concern as they arise. Subject leaders will conduct regular book looks in order to be able to provide swift support where necessary, assessing the appropriate level of challenge and adjusting as necessary. Teachers and subject leaders will work together to identify those pupils who would benefit from an additional level of challenge.

Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

'Subject evaluation' days will take place throughout the year, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons where possible.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their pupils are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with work in books.

Work in books will show that children take pride in their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in pupil work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how they know what it is they need to work on next.

The quality of written work in Curriculum Books will be brought into line with the quality of written work in English books.

Pupil work on display in classrooms and corridors will celebrate pupil success and showcase the range of opportunities that Costessey Primary School provides.