

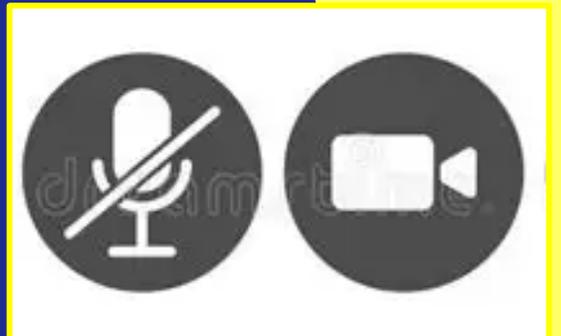
OWSLEBURY PRIMARY SCHOOL PARENT FORUM

WEDNESDAY 25TH FEBRUARY 2026
5-6PM

UNDERSTANDING OUR CURRICULUM
AND EXPECTATIONS



Please mute your
microphone and turn
on your camera.



WHY WE ARE HOLDING THIS FORUM

Following recent parent survey feedback, this session will focus on:

- What your child is learning in school
- How learning builds across the year
- What we mean by high expectations
- How we can communicate learning more clearly

PURPOSE & BOUNDARIES (VERY IMPORTANT)

This forum is:

- Whole-school focused
- About curriculum, expectations and communication
- A chance to share constructive feedback
- A space for respectful discussion

This forum is not:

- A discussion about individual children
- A complaints meeting
- A decision-making vote



OUR SCHOOL IMPROVEMENT PRIORITIES

PRIORITY 1 | LEADERSHIP & SUSTAINABLE GROWTH

STRATEGIC OBJECTIVE: To establish strong, forward-thinking leadership that drives continuous improvement, ensures accountability at all levels, and secures the school's long-term sustainability through financial stability, strategic planning, and increased pupil numbers.

PRIORITY 2 | TEACHING, LEARNING & OUTCOMES

STRATEGIC OBJECTIVE: To secure rapid and sustained improvements in the quality of teaching and learning, ensuring a well-planned, knowledge-rich curriculum that leads to significantly improved pupil progress and attainment across all key stages.

OFSTED 2022: Leaders have not made it clear how staff should check what pupils know and remember in some foundation subjects. This means that teachers do not always know if pupils are making the intended progress through the curriculum. Leaders need to make sure that teachers check that pupils have learned the taught curriculum well enough.

OFSTED 2022: Leaders have designed the wider curriculum but have not taken into account that learning starts in the foundation stage. As a result, the youngest children are not well prepared for key stage 1. Leaders need to ensure that they have identified the knowledge that children in Reception need to know and remember.

PRIORITY 3 | INCLUSIVE, SAFE & SUPPORTIVE ENVIRONMENT

STRATEGIC OBJECTIVE: To foster a respectful, inclusive, and safe culture where all pupils are known, supported, and able to thrive emotionally, socially, and academically—regardless of background or need.

PRIORITY 4 | INSPIRING FUTURES: ENRICHMENT & COMMUNITY ENGAGEMENT

STRATEGIC OBJECTIVE: To broaden pupils' horizons through rich enrichment, outdoor learning, and strong community partnerships, building character, aspiration, and meaningful home-school collaboration.

WHAT YOUR CHILD IS LEARNING

Knowledge-rich curriculum

Clear progression

Foundation stage to KS2 alignment

Focus areas of development this year: History & Geography development (Priority 2.3)



CURRICULUM OVERVIEWS

Morestead Class Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fairytales Once Upon a Time	The Arctic Frozen Lands	Great Fire of London London's Burning	Castles Kings and Queens	Africa Fairtrade	Recycling Our Wonderful World
Hook	Dress up day	Sleeping bags and hot chocolate	Tudor houses	Dress up day - Knight School	Bake off	Rubbish everywhere
Enrichment				Trip- Portchester Castle	Synagogue/ visitor	
Celebration	Parent Celebration	WWF shop	GFoL workshop in school	Trip	Fairtrade cafe	Recycling workshop in school
Class Book				Magic Treehouse: Castle of Mystery by Mary Pope		
Cross-curricular writing	Y1- Labelling map/plants Y2- Information leaflet (Science)	Setting description poem (Geography)	Diary (History)	Story- Literacy Shed (History)	Instructions (DT- Hook/ Celebration)	Persuasive Poster (PSHE- Hook/Celebration)
Science	Plants (Y1)	Materials	Materials	Plants (Y2)		
Longitudinal Study	How do the trees change?					
Computing	Technology around us	Creating media - digital painting	Beebots	How a bank/supermarket/library work	Coding -Scratch Junior	Data and information - grouping data
Art		Arctic Landscapes (Ted Harrison) Paintings/collage			African pattern Drawing/print	Recycling Sculpture
DT	Textiles- puppets		Mechanism-Making Fire Engines	Structure- Homes (Castles)		
Geography	Location Knowledge	Human and physical geography			Place knowledge	
History			Events beyond living memory - Great Fire of London	Events beyond living memory/Lives of significant individuals - Castles		Changes beyond living memory - Schools
Music	I wanna play in a band		Round and round	RRR	Zootime	Performance
PE	Fundamentals Team Building	Sending and Receiving Dance	Gymnastics Fitness	Athletics Striking and Fielding	Invasion Games Net and Wall Games	Target Games Ball Skills
PSHE	Me and my relationships	Rights and responsibilities	Keeping myself safe Anti-bullying	Being my best	Rights and responsibilities	Keeping healthy
RE	Thankfulness Christianity	Remembering Judaism	Light Judaism	Sad and Happy (Easter) Christianity	Special Places Judaism	Story Christianity

Available via our website on each class page or via Curriculum page: [Owslebury Primary School – Curriculum](#) . You can have a paper copy at your request.

KNOWLEDGE ORGANISERS

Year 5 & 6 History – Ancient Maya Civilisation Knowledge Organiser

Key Vocabulary

Agriculture: farming; growing crops or rearing animals.

Astronomy: the study of space, planets and stars.

City state: a city and its surrounding area which has its own ruler.

Code: a book written by the Maya using one long sheet of paper.

Glyph: a symbol used in writing.

Hierarchy: a system that ranks things, often in order of power or importance.

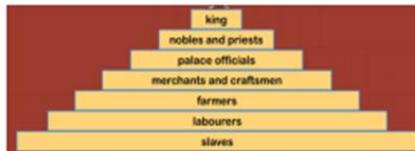
Maize: a crop, known as corn.

Sacrifice: giving up something as an act of worship.

Settlement: a place where people live and build homes.

Temple: a building devoted to the worship of a god or gods.

The Maya were an ancient civilisation in Mesoamerica (Central America) that existed from 2000BC to approximately 1697AD. They were considered an advanced civilisation due to their many achievements.



What did the Ancient Maya believe?

Religion was very important to the Ancient Maya, evidenced by their impressive temples. The Ancient Maya worshipped their kings like they were gods but they also worshipped their ancestors and a range of different gods and goddesses.

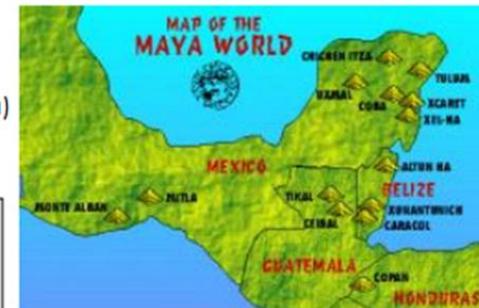


How was the Ancient Maya society structured?

Like many ancient civilisations, a clear social hierarchy formed. The Maya lived in many city states and each city state had its own ruler.

What was daily life like?

Ordinary Maya citizens lived in one room houses built from mud and timber. Men were responsible for providing for their families, women would prepare food and clothes and the children would learn these skills from their parents. Maya people would eat meat as well as their own grown crops, but maize was their staple food. The cacao bean was used to make a drink for the ruling classes.



This map shows the modern countries that the Maya once occupied, as well as the locations of the key Maya cities.

What were their achievements?

The Maya were an advanced civilisation who communicated using their own language (Mayan), had a written form of communication (glyphs), developed one of the most advanced complex numerical systems of their time and invented their own calendar, among many other things.



2000BC

Civilisations first begin to emerge.

1100BC

The hunter-gatherers begin to settle on the Pacific Coast.

800BC

Farming begins and a basic trade system develops.

700BC

Maya writing begins developing.

100BC

The first pyramids/temples are built and cities begin forming around them.

250AD

The Classic Era begins. Astronomy, mathematics and architecture are all developing.

800-925AD

Chichen Itza becomes the most powerful city.

1000AD

The Maya civilisation begins to decline and leave the cities. In the 1500s, the Spanish begin to colonise here.

STICKY KNOWLEDGE & RETRIEVAL PRACTICE

20.1.26
I can calculate the area of triangles

✓ 166 ✓	✓ 20 6	10 great! 10 Amazing
✓ 29 ✓	✓ 7 7	
✓ 316 ✓	✓ 40 6	
✓ 430 ✓	✓ 18 9	
✓ 521 ✓	✓ 55 10	

1) $15 + (6 \times 6) = 51$ ✓
 $15 + 36 = 51$

2) $(4 + 5) \times (3 + 6) = 91$ ✓
 $9 \times 9 = 81$

QUIZ How good is your sticky knowledge?

The Great Fire of London took place in 1766. TRUE FALSE

People say the fire started when a candle got knocked over. TRUE FALSE

It is thought that the fire spread quickly because houses were very close together. TRUE FALSE

Challenge: Write your own fact.

The monument was built in memory of the great fire

Retrieval task...

Which of these calculations are best suited to a column method and which could be better calculated mentally?

164 + 36
237 + 156
349 + 84
120 + 130

Use column addition	Use mental strategies
164+36 237+156 349+84	120+130

Retrieval Quiz 11.2.20

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Whose diary is an important source of information about the fire?

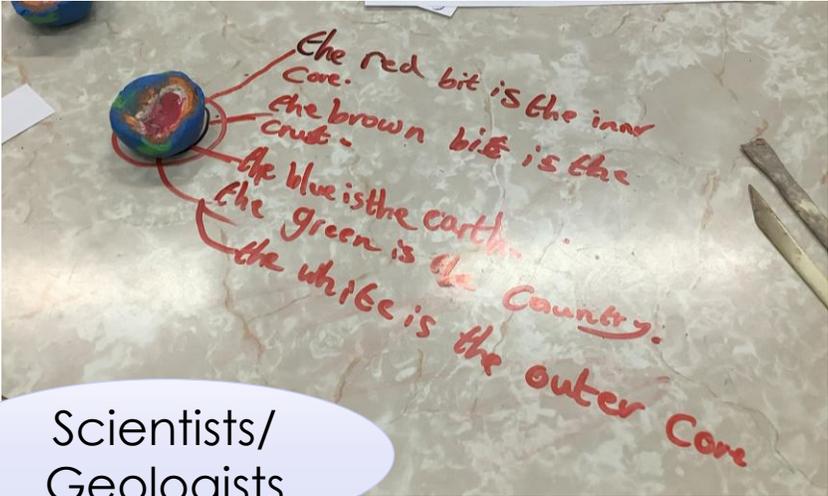
a. Samuel Pepys ✓
b. Sir Christopher Wren
c. King Charles II

a) Samuel Pepys was a writer in the line

DISCIPLINARY THINKING



Artists



Scientists/
Geologists



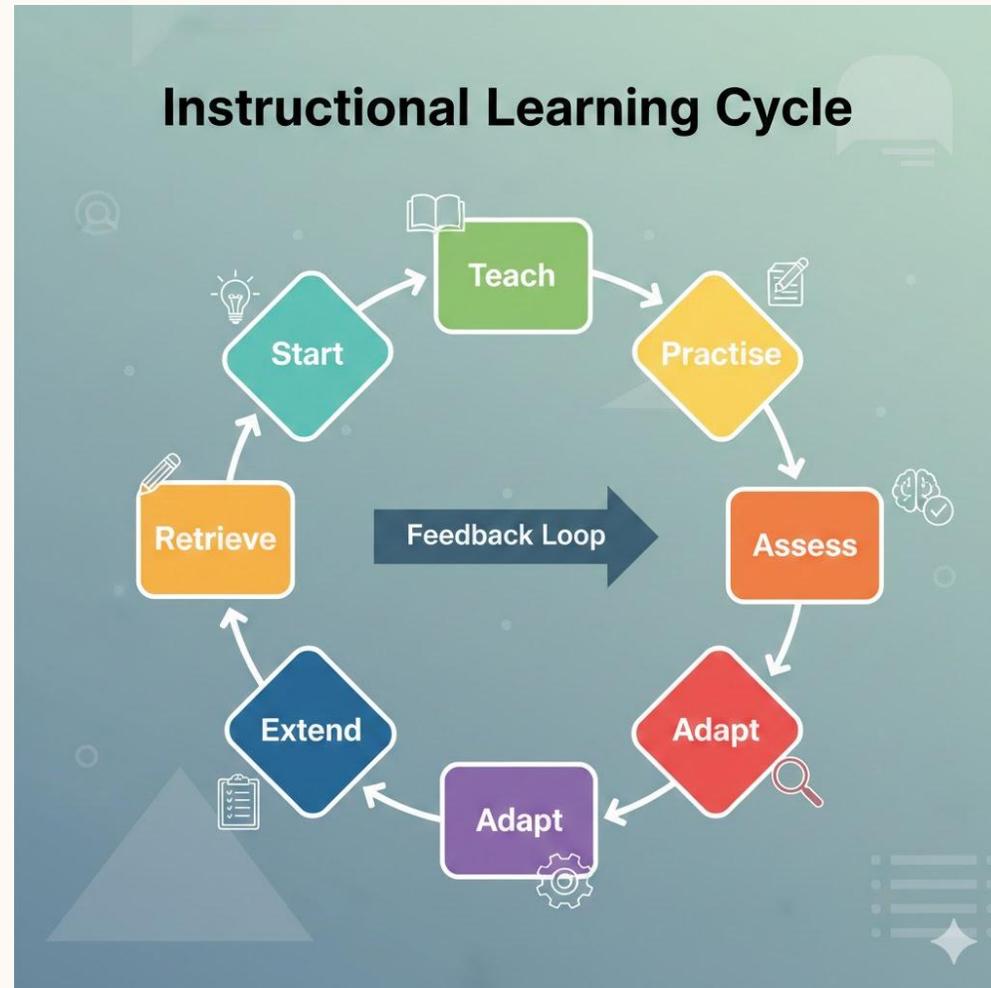
Historians



Geographers

HOW LEARNING BUILDS ACROSS THE YEAR

- Backwards planning from end-of-year goals
- Termly milestones
- Data drop analysis across the year
- Intervention cycles



WHAT DO WE MEAN BY “HIGH EXPECTATIONS”?

High expectations means:

- Everyone can achieve
- Quality presentation and handwriting
- Full sentences and academic vocabulary
- Reading frequently
- Editing and improving work
- Resilience and independence

Parent survey from Summer 2025: only 43% felt school supports academic progress “very well”

This has become Priority 2.5 benchmark.

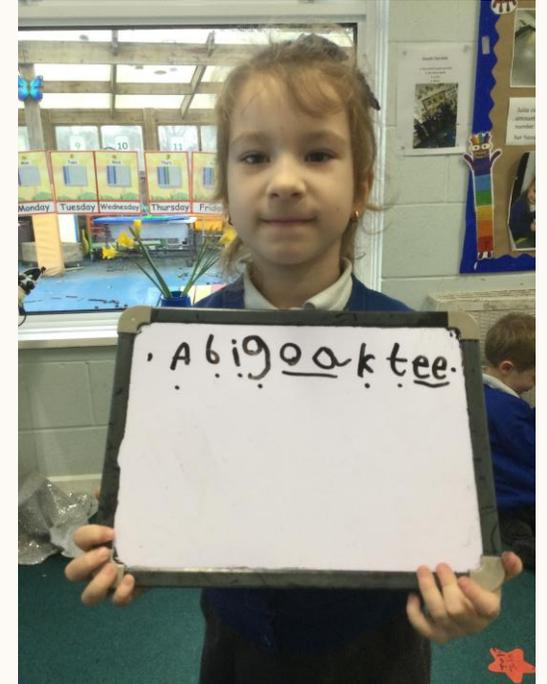
HOW WE CHECK LEARNING

- Retrieval practice
- Low-stakes quizzes
- Book scrutiny
- Moderation
- Standardised tests
- Data meetings



EARLY YEARS & STRONG FOUNDATIONS

- Handwriting focus
- Mastering Number
- Vocabulary development
- Transition into KS1



Strong foundations
in the first years of
school - GOV.UK

INCLUSION & HIGH EXPECTATIONS FOR ALL

- Tracking vulnerable groups
- ILPs with measurable targets
- Reducing gaps
- High Quality Inclusive planning

LINK TO SEND INFORMATION
REPORT FOR FURTHER DETAIL:

[Owslebury Primary School - SEND](#)

LINK TO HAMPSHIRE ORDINARILY
AVAILABLE PROVISION FOR
FURTHER DETAIL:

[Ordinarily Available Provision and
SEND Support | Hampshire CTSH](#)

COMMUNICATION: WHAT WE'VE HEARD

Survey indicates:

- Communication somewhat effective but not consistently clear
- Parents want more clarity about learning

HOW WE WILL IMPROVE COMMUNICATION

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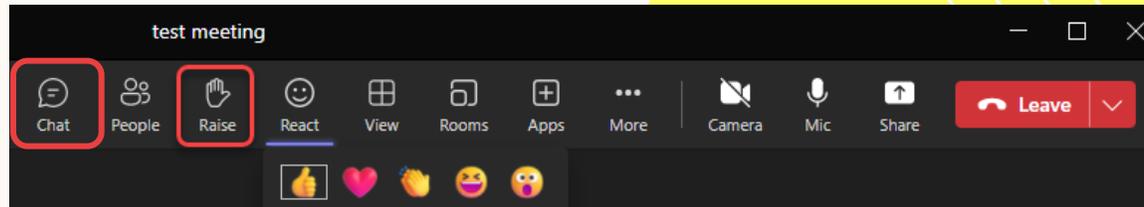
• Practical commitments:

- Brand new school website- launch 27th February 2026
- Clearer curriculum overviews available via website
- Class pages via school website regularly updated
- Knowledge organisers shared half termly via direct email and on website
- Weekly newsletter focus on learning which demonstrates high expectations
- Parent workshops (reading, writing, maths)
- Termly parent forum
- Instagram updates with learning across curriculum
- Parents Evenings involve sharing objectives achieved for individual children

STRUCTURED DISCUSSION

Record responses via the **chat** or use the **raise hand** function to share.

We will record all responses.



REMINDERS:

- Focus on how we improve things for all children
- Keep individual matters for follow-up conversations
- Be respectful and solution-focused
- Share ideas that are practical and constructive
- We may not answer everything immediately, but all themes will be noted

STRUCTURED DISCUSSION

Responses:

What helps you understand what your child is learning?

- We get the most from class pages on website, Parent's Evenings, Stay and Play sessions.
- Having the opportunity to see collective the work, children's books and what the whole class are doing.

What would make learning clearer at home?

- Something informative but not onerous on staff
- Photocopies of work (occasionally)
- If child has struggled- send home learning to potentially fill the gaps in a less pressured environment

What practical communication improvements would help most?

- Newsletter is most useful- the dates for diary/ reminders of PE days
- Celebration assembly- hearing and seeing visible learning
- Class Whatsapp group giving repeated messages from school
- Sharing positives and negatives to keep informed of what has happened during the day at drop off/ pick up

AGREED NEXT STEPS

- Summary of key themes
- What we will do
- What we cannot commit to

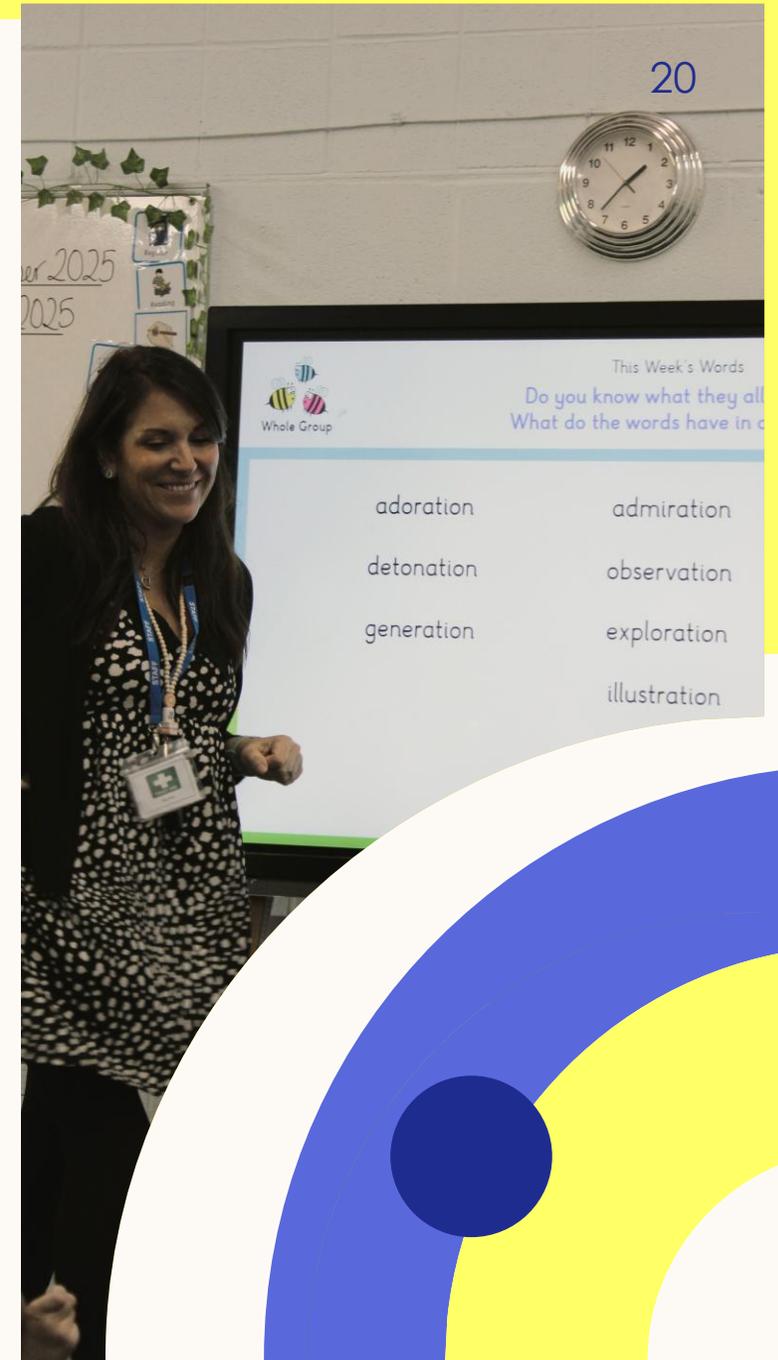
THE BIGGER PICTURE

Where we are now

- Strengthened curriculum structure
- Improved monitoring
- Raised expectations

Where we are heading

- Above national outcomes
- Clear communication
- Strong home-school partnership



THANK YOU

We share the same goal- to achieve the best possible outcomes for every child.

