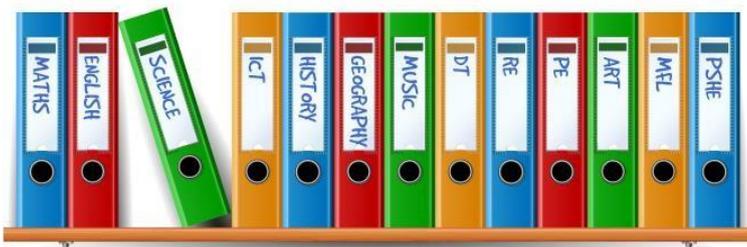




GREENWOOD
ACADEMIES TRUST



Curriculum: Intent, Implementation & Impact Statement

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Authors

Senior Leadership Team

Intent – Greenwood Academies Trust

GAT Primary Curriculum

Central to the curricula in our academies are the fundamental principles that a curriculum should be:

- of quality
- contextualised to reflect the community of the academy
- developing core transferable knowledge and skills
- securing progress in the core areas of reading, writing and mathematics
- broad and balanced
- meeting the expectations set out in the National Curriculum (2014) □ exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.

As we work across a diverse number of regions our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.

We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this we expect our academies to continually review the effectiveness of their curriculum..

Intent – Skegness Infant and Junior Academies

At the Skegness Infant and Junior Academies our vision is to create a primary academy that encourages its children to secure key knowledge, be given real experiences and have the opportunity to apply their knowledge in a range of contexts. A key component of our curriculum development is to ensure that the children can have the opportunity to revisit prior learning, ensuring that key facts and vocabulary are secured.

We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices.

By working with our families, we strive to provide inclusive opportunities and shared experiences within the academies where everyone is valued and successes are celebrated.

As part of the Greenwood Academies Trust we benefit from being part of a wider community. Working within a group of East Coast Academies, the East Coast Curriculum Cluster Group meet to skill share, exchange ideas for curriculum development and provide challenge through moderation activities.

Aims

- Motivate and challenge our children to achieve academic success.
- Partner with families to create an aspirational school community.
- Appreciate the uniqueness of each child and recognise their potential. Support, guide and inspire through excellent teaching practices.

Academy Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.

Implementation

Effective Teaching

At Skegness Infant and Junior Academies, we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Skegness Infant and Junior Academies sees teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers regularly are regularly updated on their child's progress;
- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps. We use the PiXL assessment materials during the year to inform future planning in a very bespoke manner.
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Year group teams regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.
- Use of PiXL supports the delivery of interventions including regular reviews.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', ICT suite, hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.
- Displays have impact in corridors and class environments and support children learning by acting as prompt or interactive displays to stimulate learning

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - *Gifted and talented*
 - *Learners with learning difficulties, including those with speech, language and communication needs*
 - *Learners who are learning English as an additional language*
 - *Boys and girls*
 - *Children who are in care*
 - *Learners with social, emotional and behavioural difficulties*
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

- The academy offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision; Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ an 'Education Welfare Officer' and a 'Family Support Worker' as points of contact for parents and carers.

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of IT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities.

Our Curriculum

EYFS Curriculum

In Nursery and Reception, we follow the Early Years Statutory Framework as set out in the EYFS Handbook 2018 for the Early Years Foundation Stage, published in November 2018 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

English

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically, across the whole curriculum. Our pupils are encouraged to read for pleasure and to read widely, which is celebrated as a whole school.

We use *Letters and Sounds* for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books and cover the key reading domains to develop key skills in reading comprehension. Parents are given clear expectations about reading at home and receive any support needed through parent workshops or close communication with the academy.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. As a school we celebrate their successes on Pobble and give children the opportunity to give constructive feedback to their fellow peers and share their writing with a real audience.

Handwriting sessions are incorporated into the English lessons and can also be as stand alone lessons. A range of extra activities are used to promote English within the school including Themed days such as World Book Day, author visits, use of the outdoor area and trips. Spelling and Grammar are incorporated throughout our English and topic lessons.

National Curriculum English Programmes of Study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

At Skegness Infant and Junior Academies we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught every day in discrete maths lessons or via cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in calculation and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. At least three times per week, there is a short and simple mental maths session. We build on skills and understanding in a step by step and progressive way and continue to embed place value, the four number operations and the understanding of fractional parts in everyday academy life. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *Number Day*. Children have access to a wide variety of resources including things like Numbots, TT rockstars, PiXL times tables and more. These can be accessed as part of homework activities.

National Curriculum Mathematics Programmes of Study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data. Whilst at Beacon Primary Academy, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance.

Visits by specialists such as the Planetarium alongside close links with local secondary schools will enhance the delivery of our science curriculum. We will also have identified reading books to link to our science curriculum to encourage further investigation and engagement.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

We have *Art Days* with a whole school focus on one artist or painting and we include art in our themed weeks.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

We are working towards our Artsmark and hope to receive our award soon.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

Computing

We do have discreet timetable time for the development of ICT skills but as we hold Microsoft Showcase status, our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. Children are part of the E-Cadets programme learning key skills essential for life.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

Modern Foreign Language

From Year 3 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine. We use Duolingo to support and extend teaching.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languagesprogrammes-of-study>

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

The Music Express programme will support our teaching of music across the school.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmesof-study>

Physical Education (PE)

PE is delivered by a Specialist Teacher. Our PE sessions will be both indoor and outdoor for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also complete lessons inside and outside and may also visit other facilities including the local swimming pool, gymnasium at Kettering Science Academy and the 3G pitches. Swimming is introduced to the timetable from Key Stage 2.

We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Trust based competitions.

PE Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-educationprogrammes-of-study>

PSHE

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. All pupils are taught using aspects of the *Jigsaw* programme, *Protective behaviours* and *Philosophy 4 Children (P4C)*.

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Northamptonshire. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

Topic

We use topics to deliver humanities subject skills and understanding. Our topic programme (International Primary Curriculum (IPC)) is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published as part of our long term planning.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geographyprogrammes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmesof-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits

- We plan a series of trips throughout the year for each year group.
- The trips are directly linked to our topic work for example our Time Travellers topic may include a trip to a World War II museum in order to allow children to experience what life could have been like.
- We organise a residential trip for our Year 6 pupils.

Workshops and specialists

- Each year group will take part in a variety of workshops throughout the academic year.

- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies eg the *Planetarium*, *M&M Productions* and a range of visitors to enhance topics and highlight careers

Themed days and weeks

- We also have themed days and weeks throughout the year eg *Roald Dahl Day*, *World Book Day*, *Happy and Healthy Week* and *Enterprise Week* often linking with our local secondary.

The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board) Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The monitoring of the consistent approach to Teaching and Learning at the Example Primary Academy is undertaken by the Primary Education Team, in the main through a linked Senior Education Adviser.

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a fortnightly newsletter;
- Sending home termly curriculum information updates and knowledge organisers;
- Holding regular Parent's Evenings and Termly Learning Conferences;
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Sending home an annual report at the end of each academic year.

Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. As an academy we are striving to raise the expectation of learners and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

The impact of our curriculum should also be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.