



Curriculum: Intent, Implementation & Impact Statement

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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 – Skegby Junior Academy

At the Skegby Junior Academy our vision is to create a primary academy that provides an inspiring education, in a happy, safe and secure environment where all children can achieve their full potential, in order to succeed in our ever changing world. 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 create an aspirational environment and academy community where everyone is valued and successes are celebrated.

Curriculum Aims

- To provide opportunities for all pupils to learn and to achieve
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

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.

Values

- The curriculum is underpinned by a set of values and key skills.

Our SMART Values

Successful People

Motivated

Active and Healthy

Ready to Learn

Teamwork

Our 5 Rs

Resourcefulness

Resilience

Relationships

Reflective

Risk Taking

Implementation

Effective Teaching

At Skegby Junior Academy 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 teachers' 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 Skegby Junior Academy see 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, work independently and develop the 5 Rs;
- 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 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 (formative and summative)

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- 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;
- The Senior Leadership Team regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

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', study areas, group rooms, hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information;
- A consistent approach across all classes.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - *Gifted and talented*
 - *Pupils with special educational needs and disabilities*
 - *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;
- The wider community (sports coaches, outside providers etc) 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;
- Part of the SENDCO'S role is to be the first point 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 ICT;
- 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

The Main Principles

- The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using the big question as the starting point, followed by a breakdown of questions for each session.
- Each topic starts with a 'WOW factor', in order to inspire and hook the children into the topic.
- This is followed by a pre-learning task ensuring that learners are directly involved in the planning process-helping to bring out what learners already know; what misconceptions they may have and what really interests them.
- Using the information gained from pre-learning tasks and the school's context, a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question.
- Throughout the build-up of each topic, a knowledge bank is displayed in the classroom and vocabulary and their meanings added as the topic progresses.
- The subsidiary learning challenge is normally expected to last for one week but this does not need to be the case. The important point is that the learning challenges need to make sense to the learners and be something that is within their immediate understanding.
- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with our 5R's principle where reflection is seen as a very important part of individuals' learning programme. Therefore, continual opportunities for learners to reflect frequently, with a good level of learner autonomy evident.
- Finally, we give pupils the chance to shine – by using their skills to share and present in a variety of ways to a wider audience. This may be to the rest of the class, another class, through an assembly or to their parents, in our 'open afternoons'.

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 current topics and 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. Our pupils are encouraged to read for pleasure and to read widely.

Guided reading sessions cover both fiction and non-fiction books. Each week there is a whole class text as a focus and the reading content domains are taught through *think aloud clouds* and comprehension activities. Guided reading therefore develops both the ability to read and comprehension skills. Parents are given clear expectations about reading at home.

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 being fluent, 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 use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Discrete handwriting lessons are taught in lower Key Stage Two and in Upper Key Stage Two, handwriting sessions are incorporated into the English lessons.

A range of extra activities are used to promote literacy within the school including World Book Day and author visits.

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 the Segby Junior Academy we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught every day; their planning is supported by White Rose Maths. They also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy 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.

In each lesson children complete a daily assessment, practise a taught skill, use their skills to problem solve and take part in a reasoning activity. There is also a short, daily CLIC maths session to develop mental maths skills. We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. There is a clear calculations policy to support children to learn the different methods of the four operations. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *World Maths Day* and *Numbers Day*.

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 Skegby Junior 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.

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.

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.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-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. Our curriculum provides opportunities to perform to wider audiences through assemblies, productions 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 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 Trusts Basic Skills Policy is followed in order to develop areas such as, keyboard skills, saving and printing work. Children also 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.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-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.

National Curriculum Music Programmes of Study:

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

Physical Education (PE)

PE is delivered by a Class Teachers. Our PE sessions are indoor and outdoor. 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. We may also visit other facilities including the local swimming pool. Swimming takes place in a two week block at the end of the academic year; years 3 to 5 swim daily for two weeks. Year 6 are assessed and all children who have not met the required standard take part in *top up* swimming during this fortnight.

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

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-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.

We encourage a cross-curricular approach to the development of PSHE skills and understanding. Pupils learn about similarities and differences between people and cultures. They learn about 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 and the activities that take place in our Forest School. Each year the Life Education Bus visits school and all children take part in a PSHE session relevant to their year group.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

We follow the Nottinghamshire Agreed Syllabus for Religious Education and this is supported by the Discovery Scheme. 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-non-statutory-guidance-2010>

Topic

We use topics to deliver humanities subject skills and understanding. Our topic programme (Focus Challenge Curriculum) is carefully balanced and planned to be age appropriate across the years. Topic plans 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-geography-programmes-of-study>

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

Forest School

The aim of our Forest School is to develop a life-long love and understanding of the natural environment, whilst developing the core purposes of the Forest School ethos, namely, development of self-esteem, confidence and social skills. Through carefully planned activities,

children from all year groups take part in Forest School each week to excel in areas of their personal, academic and spiritual development.

We operate our Forest School on our site and once a term on the Teversal Trail. Our Forest School was created by the staff and children and is organised into separate learning zones. The area contains a pond and pens for our chickens and rabbits. The Academy employs a Forest School Teacher to deliver the sessions and a member of SLT holds the Forest Schools qualification and oversees the whole learning experience.

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.

Visits

- We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of each new topic.
- The trips are directly linked to our topic work for example a topic about the Stoneage may include a trip to Creswell Craggs.
- We organise residential trips for our Year 5 and 6 pupils. Children spend two nights away in a local centre.
- Years 3 and 4 visit the Mill Base Adventure Centre to take part in more adventurous physical activities.

Workshops and Visitors

- Each year group will take part in a variety of workshops throughout the academic year.
- Visitors are invited into the Academy on a regular basis to support our learning. This may include a visit from an author or a musician or visitors from a variety of careers to support our careers programme.
- The children also enjoy visits from theatre companies and these visits often include class workshops.
- The Academy has strong links with DHL and Primary Futures.

Themed days and weeks

- We also have themed days throughout the year eg a careers day based around *Dreams and Aspirations* or a whole school science day.

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 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 half termly curriculum newsletter outlining the learning that will take place during the coming weeks;
- Holding regular Parent's Evenings;
- Inviting parents to assemblies, show cases and productions;
- Inviting parents to work alongside their children during Forest School and on theme days;
- An annual report is sent home at the end of the 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:

- 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.