



**GREENWOOD
ACADEMIES TRUST**

Skegby Junior Academy



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:
 - Higher achieving pupils
 - 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 pupils' 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 is taught systematically and definitions 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'.

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 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.

Appendices – Individual Subject Statements

Appendix 1

English

Subject Intent

Here at Skegby Junior Academy, we believe that our quality English curriculum will develop our children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We have created a curriculum that encourages pupils to become enthusiastic and engaged with English. We want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. Through our English curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in their future life, after their time at Skegby Junior Academy.

National Curriculum Aims for English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Subject Implementation

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 and class teachers

monitor this weekly. Speed reading is implemented throughout the school to support those who need to develop the pace of their reading. To encourage and develop a love of reading, for daily dash, the teacher prepares a question, linking to the reading domains about their class novel before reading more together.

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 becoming fluent, independent writers, we use short burst writing weekly. In these lessons, we provide a wide range of activities including use of film, imagery and music to then model, share and guide writing through peer editing and discussion. We identify gaps of learning which are then immediately addressed in the following lesson in order to ensure progress occurs. 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>

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.

Appendix 2

Mathematics

Subject Intent

Here at Skegby Junior Academy, we believe that Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives. Therefore, mathematics forms an integral part of our broad and balanced curriculum, taught throughout a variety of subject areas, where we endeavour to ensure that children develop an enjoyment and enthusiasm for maths that will stay with them throughout their lives and empower them in future life. With this in mind, the intent of Mathematics at Skegby Junior Academy is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately. We value a maths curriculum that is creative and engaging, enabling all children to experience hands-on learning when discovering new mathematical topics, and allowing them to have clear models and images to aid their understanding. All children are challenged and encouraged to excel in Maths. Arithmetic and basic maths skills are practised daily and the different areas of learning are revisited throughout the year, to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.

National Curriculum Aims for Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Subject Implementation

At Skegby 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, PiXL and Third Space Learning. They also use cross-curricular opportunities to develop pupils' mathematical fluency and show understanding of how maths is used in the wider world. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work.

Whilst Mathematics is taught through daily stand-alone lessons, we also want to ensure there are opportunities to apply mathematics in different contexts, including through our Forest school and in our continued provision (additional study and challenge areas, as well as Purple Pounds in Y6). We teach a learning challenge curriculum which promotes a love of learning and teaches children to become independent learners with enquiring minds. As part of this, Maths is also taught through Geography, Science, History, PE and the Arts. Each lesson is encouraged to be taught over two days

to ensure that fluency and reasoning has been consolidated and misconceptions are addressed within the lesson. 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 'fluent in 5' session to develop mental maths skills and address gaps from previous areas that have been taught. 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. Throughout the year, we revisit areas of the curriculum to ensure children have retained what has been previously taught and they can apply the skills in different settings. There is a clear calculations policy to support children to learn the different methods of the four operations. The intention is to support each child to move towards standard written methods (as set out in the policy) as soon as they are ready rather than when in a specific year group. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *Numbers Day* and *My Money Week*.

National Curriculum Mathematics Programmes of Study:

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

Appendix 3

Science

Subject Intent

Here at Skegby Junior Academy we recognise the value that an inspiring science curriculum can have in developing a passion for learning in all children. We believe that learning begins with curiosity, which is reflected in our use of 'Big Questions', which encourage children to develop their own questions linked to topics of study. This is based on the principle of greater learner involvement in their work.

As well as raising cultural capital in scientific understanding, our science curriculum intends to extend opportunity, raise aspirations, open children's eyes to the world beyond their immediate environment, enable our children to live happy, healthy and productive lives and inspire children to learn more. This utilizes the academy's SMART values and 5Rs, which support the growth of each child.

Our science curriculum aims to inspire a generation of critical thinkers and scientists. It has a focus on introducing, understanding and using scientific vocabulary within a framework of structured learning that allows children to consolidate and build on previous learning. The children are given the opportunity to explore, investigate and discuss scientific principles (working individually, in pairs or groups), allowing them to develop their own understanding of the world around them and how their curiosity can improve this. The science curriculum focuses on thought processes, understanding and discussion, thus allowing all children to make significant progress.

The skills learned in science also help with learning across the curriculum: links are made to maths, D&T and IT, as well as science being explored in our English curriculum.

National Curriculum Aims for Science

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Subject Implementation

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, with opportunity for the children to use the language in context, and knowledge will be built upon throughout the school.

Pupils will be encouraged to work scientifically and will be able to design and carry out simple tests and experiments using equipment and to gather and record data. The children will base experiments on their own questions, developed through discussion of the 'Big Question'.

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:

[National curriculum in England: science programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/national-curriculum-in-england-science-programmes-of-study)

Appendix 4

Design Technology

Subject Intent

Here at Skegby Junior Academy, we recognise the value that a high-quality design and technology curriculum can offer to our pupils. All pupils are exposed to an exceptional learning challenge curriculum, that encourages them to ask questions and be curious about their learning. Design and technology is purposeful, and connected to their wider learning topics continuing to further their breadth of knowledge as well as their inquisitiveness. Our design and technology curriculum encourages children to practice the 5Rs, it opens their eyes to the world beyond their immediate environment and enables our children to become problem solvers. Our pupils learn about the designed and made world, how things work and learn to design and make functional products for particular purposes and users.

Design and Technology education helps develop children's skills through collaborative working and problem- solving, and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be innovative and are actively encouraged to think about important issues such as sustainability and enterprise.

National Curriculum Aims for Design and Technology

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.
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Subject Implementation

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems, linking directly with our over-arching learning challenge curriculum. 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. Additionally, our whole school half termly programme of designers enables children to be exposed to an especially wide range of high quality design(ers), and become increasingly able to discuss and critique examples of design.

National Curriculum Design Technology Programmes of Study:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Appendix 5

Art and Design

Subject Intent

Here at Skegby Junior Academy, we recognise the value that a high-quality art and design curriculum can offer our pupils as learners and in wider life. Art and design within our academy encourages children to make links to overarching topics through detailed analysis, exploration, making and evaluation. Children's curiosity is nurtured, and they are encouraged to ask questions to explore further. Children are given opportunities to develop and extend skills and an opportunity to express individual interests, thoughts and ideas. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design reflect and shape our history and contribute to culture. Children also become increasingly reflective and confident decision makers.

National Curriculum Aims for Art and Design

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject Implementation

Art has a very important place in our curriculum. We see art as a vehicle for creativity, expression and risk-taking, as well as providing opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching encourages an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. Alongside the teaching and learning in explicit lessons, our half-termly programme of artists exposes children to an even wider range of varied and high quality art work, as well as equipping them with rich vocabulary and analytical skills.

National Curriculum Art and Design Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-stud>

Appendix 6

Computing

Subject Intent

The skills in which we develop as part of our key skills policy have been essential in the past year. Through the teaching of key software and skills, every year to our children, it allowed them to be active online throughout the pandemic and continue with their learning as much as possible. This shows us and the children how important technology, computing and the skills they already have are. We aim to continue to develop these skills year on year and keep the channels of communication and learning online open, such as using Microsoft Teams for homework.

Our curriculum aims to inspire children to be resilient when dealing with bugs in computing code, to be reflective and see their growth and learning within a lesson, to develop relationships with other pupils when working within a group or team on a project, and to always take risks - as our classrooms are safe environments, where mistakes are encouraged, learnt from and corrected.

The skills that are developed, nurtured and taught in Years 3 to Year 6 during our computing lessons are cross-curricular and inspire children to use technology and apply previous skills to something which may be new to them. Knowledge and use of the basic skills software, such as Microsoft Word and PowerPoint, allow children to apply their English skills and develop them. Software such as Microsoft Excel and Tinkercad allow children to apply their maths skills, whether it be creating 3D shapes or using formulas to create spreadsheets; children use their knowledge and apply it in different ways. Using physical computing kits, such as Crumble kits, support and develop scientific learning. Knowledge of circuits are developed and applied throughout the physical computing module, as well as maths when in upper key stage 2, when creating code for projects such as the burglar alarm. In other modules, Art and Design skills are used to create, design and review vector drawings, editing photographs and 3D modelling.

Throughout our curriculum, online safety is paramount. Online safety is weaved throughout our curriculum and is not a stand-alone lesson. Discussions around Online safety, being respectful online and being age appropriate are topics which are discussed consistently and within and around computing lessons.

The computing skills and curriculum pathway which is taught at Skegby Junior Academy, pave the way for future learning and skills which are transferrable not only into the wider world, secondary education, but also into the workplace.

National Curriculum Aims for Computing

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- Use sequence, selection, and repetition in programs, work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Subject Implementation

At Skegby Junior Academy we recognise the value that a high-quality computing curriculum can offer to our pupils and the impact it can have on their everyday lives and their futures. All pupils are entitled to a broad and enriched computing curriculum which covers all three strands in an imaginative and uses real life scenarios to create purpose to their learning. Our curriculum gives the children chance to be creative with technology, be hands on with physical computing devices and develop their understanding of how computers work.

We do have a 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.

Our curriculum has been developed so that there are resources available for all levels of pupils. Our higher ability pupils are encouraged to develop leadership skills and explore the activities at a deeper level, whether that be through physical computing, coding or understanding the network systems in school.

Our computing curriculum is designed so that all pupils succeed and enjoy their computing lessons. Lessons are differentiated not only by outcome but also through scaffolding and different starting points. We have developed some lessons to be “unplugged”, which means not on a computer or device. These lessons are there to develop children’s understanding of the subject, for example how data is transferred around networks, before then applying their knowledge to the computer. The lessons encourage all children to be reflective of where they started, to where they are at the end of each lesson as each lesson has time built into the end to discuss what they have achieved and what they found tricky, this then leads into a discussion of how we can do this better next time.

National Curriculum Computing Programmes of Study:

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

Appendix 7

Topic (History and Geography)

Subject Intent

Here at Skegby Junior Academy we recognise the value of that a high quality Geography and History curriculum can offer to our pupils.

Our Learning Challenge Curriculum ensures that all pupils have a greater involvement in their work. It requires deep thinking and encourages learners to work using a question as a starting point. We provide the right balance between both History and Geography and these are weaved throughout the whole curriculum.

All topics start with a 'Wow' factor, to inspire a curiosity and fascination about the world and its people in our pupils, that will remain with them for the rest of their lives.

Geography Lessons equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our History lessons help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. They inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Through our skills-based curriculum we build up a greater knowledge and therefore enrich the learning experience in all our pupils as well as being able to have opportunities to reflect on their learning and review their work as this is seen as a vital part of our children's learning.

National Curriculum Aims

The national curriculum for History aims to ensure that all pupils:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

The national curriculum for Geography aims to ensure that all pupils:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Subject Implementation

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. History and Geography are our main drivers in a themed cross-curricular approach. 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>

Appendix 8

Music

Subject Intent

Here at Skegby Junior Academy, we recognise the value that a high quality music curriculum can develop a passion for learning, curiosity and an appreciation for the world around us, which is a great value to our pupils.

Our learning is reflected through a Challenge Based Curriculum where music is embedded into our topics and continuous provision.

Our music curriculum intends to inspire and enable each pupil to; have confidence to express themselves, question what they hear and experience, extend opportunities, raise aspirations, experience the world beyond their immediate environment, to live happy, healthy and productive lives and to learn more.

Our music curriculum intends to do this by ensuring every pupil has opportunities to appreciate and evaluate music from a variety of genres, cultures and eras through cross-curricular topics and continuous provision. Through learning our pupils will also be able to express themselves vocally, compose their own pieces of music, perform individually and in an ensemble and discover their own style. These support the development of each individual child as well as giving opportunity to demonstrate and embed our SMART values and 5Rs.

National Curriculum Aims for Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Specifically for Key Stage 2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Subject Implementation

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. Singing and expression is encouraged through continuous provision where children listen to a wide range of music genres and composers with concentration and understanding.

Each half term, pupils will experience a different composer or musician through our 'Musician of the Half Term'. This will allow pupils to gain a wider understanding of famous musicians, the music that is available to them as well as the history of music. Pieces of music by the 'Musician of the Half Term' is regularly used in a variety of lessons and activities to create mood, atmosphere and to help thinking, whilst building on the appreciation and exposure to a new musician.

Pupils will also be taught to play a variety of instruments musically and encouraged to compose and play together in ensemble groups. Children will evaluate their own and others music pieces using correct terminology with the understanding of the musical style and intent.

Music lessons are linked to Topic work and will enable pupils to answer the learning challenges in detail with consideration. Pupils will become leaders of their learning, whilst following the skills outlined in the national curriculum.

National Curriculum Music Programmes of Study:

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

Appendix 9

Physical Education

Subject Intent

Rationale:

A high-quality physical education curriculum linked to our whole school values (SMART Values and 5R's) promoting health and well-being and personal and social development. It will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically competent and confident in a way which supports their health and fitness and raise awareness of different sports and the opportunities and careers it can provide.

Aims:

- To ensure children develop fundamental movement skills that they can apply across all sports and in life.
- To ensure children are physically active for sustained periods of time.
- To provide children with opportunities to practise and apply skills across a wide range of individual and team-based activities.
- Engage in competitive sport.
- To lead healthy and active lives and to extend this in real life skills (Forest School).
- To expose children to less traditional sports and give them pathways into this.

PE Curriculum Journey across KS2

- Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will have the opportunity to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Subject Implementation

PE is delivered by 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. These will be done in isolation and combination which will be applied throughout different sports. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. We also visit other facilities including the local swimming pool. Swimming takes place in a nine-week block at the end of the academic year; Years 3 to 5 swim once a week for nine weeks. Year 6 are assessed and all children who have not met the required standard take part in *top up* swimming during a nine-week block throughout the year.

We ensure that children have an opportunity to apply their skills to real-life settings such as Forest School and OAA. We also give children opportunity to apply their skills with participation of competitions within the community by involvement in interschool sports tournaments, local authority and Trust based competitions.

National Curriculum PE Programmes of Study:

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

Appendix 10

PSHE and RSE

Subject Intent

Here at Skegby Junior Academy we recognise the value that a high quality PSHE curriculum can offer to our pupils.

Personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos, with the academy SMART values and '5 Rs'. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Our PSHE curriculum has been built with the aim to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental and physical development. Children will be able to develop the ability to tackle the moral, social and cultural issues that are part of growing up. Through our discreet lessons as well as wider cross curricular approach to teaching PSHE/RSE, children are taught how to keep themselves safe, physically and emotionally resulting in the acquisition of knowledge and skills, which enables children to access the wider curriculum. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Subject Implementation

We encourage a cross-curricular approach to the development of PSHE skills and understanding. Pupils learn about similarities and differences between people and cultures. 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. 'Events' such as Bikeability, Parliament week, Swimming lessons (covering water safety) , Careers weeks, Anti-bullying week teach certain aspects of the curriculum on a discreet way. SCARF materials are used to support lessons across the subject.

RSE is taught through all year groups, using SCARF materials to ensure age appropriate content and continuity of knowledge and understanding.

National Curriculum PSHE programmes of Study

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

Appendix 11

Religious Education

Subject Intent

Here at Skegby Junior Academy we recognise the value that a high quality Religious Education curriculum can offer to our pupils.

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

The key aims for religious education are reflected in the two attainment targets.

Attainment Target 1- Learning about religion and belief

Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.

Nottinghamshire Agreed Syllabus Aims for RE

The Nottinghamshire Agreed Syllabus for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognize the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individual and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;

- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Subject Implementation

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>

Appendix 12

French

Subject Intent

Here at Skegby Junior Academy we recognise the value that a high quality languages curriculum can offer to our pupils. All pupils are entitled to learn a modern foreign language and our languages curriculum aims to inspire a generation of linguists, travellers and global citizens.

Through a series of progressive topics throughout the year children develop their French vocabulary whilst learning a variety of grammatical structures. They develop their skills of listening and understanding spoken French, also reading written French and beginning to write their own simple French sentences. The skills learned in French also support learning across the curriculum as learning another language complements English language development.

National Curriculum Aims for Languages

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

Subject Implementation

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 in a different language. They are excited about being able to communicate with someone in a different language. Although often differentiated by outcome, all children can succeed with the languages curriculum, with an emphasis on songs, rhymes and games often best suiting our SEND and EAL learners. Our more able children are encouraged to push themselves by developing their own verbal and written communication, without the reliance on word banks or speaking/ writing frames. We have discreet lessons on the timetable (fortnightly) but we will also integrate the foreign language into the everyday routine, answering the register in French and using our French visual calendars in every classroom.

National Curriculum Language Programmes of Study

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

Appendix 13

Forest School

Subject Intent

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 and following our 5R's.

Subject Implementation

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.

