



BISHOP CREIGHTON ACADEMY



Curriculum: Intent, Implementation & Impact Statement

Written: July 2019

Review Date: Sept 2022

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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 – Bishop Creighton Academy

At the Bishop Creighton Academy, we hope to develop independent and successful learners who are confident and eager to come to school each day, with a passion for learning and achieving. Our aim is to ensure that every child will leave the Bishop Creighton Academy with the skills, knowledge and confidence to succeed in the next steps in their education and future lives.

Whilst we acknowledge the crucial role that schools play in a child's development we believe that the most important teachers in a child's life are their parents, as such strong partnerships with home and the academy are crucial.

We also believe that education is about more than just academic success and, as such, aim to develop the whole child by providing a broad and balanced curriculum and wide range of experiences and enrichment activities throughout the year.

Our aims

We will support all our children to:

- Achieve their full potential as rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Be active contributors to the school and the wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging toward the school and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

To achieve this we will provide:

- A happy, healthy, safe and secure environment
- High quality teaching across the whole curriculum
- A rich, challenging, relevant and engaging curriculum
- A wide range of extra-curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partner in the education of their children and the life of the school
- School leadership focused on continuous improvement
- Effective management systems which support the drive to raise standard

Implementation

Effective Teaching

At the Bishop Creighton 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 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 the Bishop Creighton 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 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;
- 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.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and technology developed to allow children to work independently and successfully;
- Make effective use of other learning spaces
- Displays to be a mixture of celebration of children's work, supportive resources and information.

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;

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;
- use of technology
- presentation and drama;
- 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

At the Bishop Creighton Academy, our curriculum offer is broad and balanced, it aims to;

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.

We take a thematic approach to learning that allows pupils to use and apply skills and to develop links between subject areas. Our pupils learn through relevant experiences and are able to make connections between all their learning and also still meet the individual requirements of different subjects as outlined in the National Curriculum and Early Years Foundation Stage curriculum.

We endeavour to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach that encourages pupils to be independent and responsible citizens. We use the Edison Connected Curriculum to support our thematic cross-curricular approach.

We make provision for personal, social, health and economic education (PSHE) .

Age Year group	Key Stage 1 5 - 7 Year 1 & 2	Key Stage 2 8 - 11 Years 3, 4, 5 & 6
Core subjects		
English	*	*
Mathematics	*	*
Science	*	*
Foundation subjects		
Art & design	*	*
Computing	*	*
Design and technology	*	*
Languages	<i>n/a</i>	*
Geography	*	*
History	*	*
Music	*	*
Physical Education	*	*
Religious Education	*	*

EYFS Curriculum

In the Foundation Stage (Reception year) children follow the Early Years Foundation Stage Curriculum 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.

There are seven areas of learning and development that are taught in early years. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development.

Children are also taught in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

In planning and guiding children's activities, staff reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each area of learning and development is taught through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Activities are planned for, taking account of the children's interests where possible.

English

Our overarching aim for English, is to promote high standards of language and literacy by equipping our 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.

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

Reading

We aim to develop pupils' competence in the dimensions of;

- word reading
- comprehension (both listening and reading)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination.

We prioritise reading across our curriculum offer.

Phonics

The systematic teaching of phonics has a very high priority throughout the Foundation Stage, Key Stage 1 and beyond. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be confident readers who are able to comprehend. We also value and encourage the children to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting, and blending skills. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. By acquiring these skills, children will become confident readers who will achieve great things as they progress through school.

Evidence has shown that a structured approach to the delivery of phonics is the most effective. We have therefore chosen to follow the **'Bug Club Phonics'** accredited scheme to support our delivery. **Bug Club Phonics** supports development of early reading and writing skills and provided a child centred approach to early learning and encourage and develop children's reading skills in an active and exciting way.

Phonics is taught daily in sessions of 40 minutes to all children in Foundation Stage and Key Stage 1; this supports consistency across the key stage and adopts a multi sensory approach that ensures progress for all children. Year 1 & 2 are taught in Phase sets. Extra support is provided to those in Year 2 who have not passed the phonics screening in Year 1 and interventions are planned for those children who are working below expected levels. Staff systematically teach children the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Children have regular reading sessions with an adult where we ensure the pupils are regularly practising and applying their phonics knowledge. Teachers regularly assess the children's phonics knowledge using the Bug Club Phonics assessments. These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books matched to their current phonics level which they are encouraged to read regularly at home. Intervention continues in Key Stage 2 for pupils who have not secured the phonics screening check at the end of KS1 or for those children who arrive with limited English.

Writing

Our programmes of study for writing at key stages 1 and 2 consist of two key dimensions

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

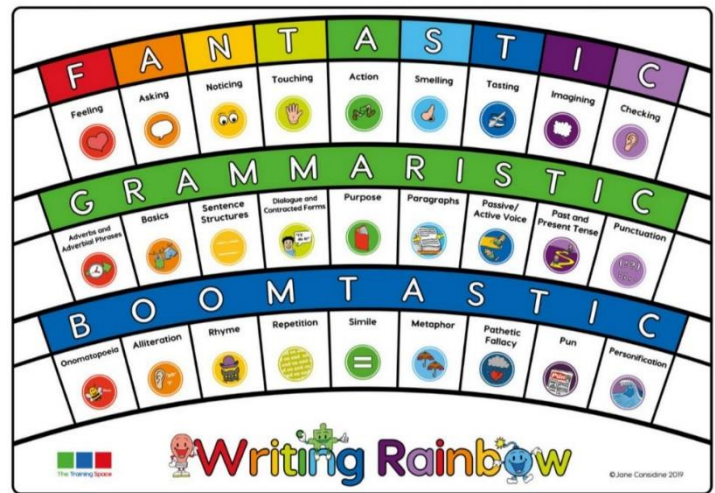
We aim to develop pupils' skills in these two dimensions. In addition, pupils are also taught how to plan, revise and evaluate their writing.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

To enable our children to write effectively and coherently, we teach writing using 'The Write Stuff' approach by Jane Considine. This approach is used from EYFS to Year 6 and allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested. 'The Write Stuff' brings clarity to the mechanics of teaching writing. It is introduced through the 'Writing Rainbow', using the three zones of writing.

From 'The Writing Rainbow', symbols are used to support children within their writing journey and to ensure that all children can use them in context as they move through school.



As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons include effective demonstration writing from the teacher and the writing of three high-quality sentences with focus on different lenses from the rainbow. Children are also given the opportunity to 'Deepen The Moment' and add more to their writing using a lens of their choice. Independent writing sequences give children the opportunity to showcase everything they've learnt in their experience days and sentence stacking lessons.

Children will progress through and leave Bishop Creighton Academy being able to;

- Write for a range of purposes including diary entries, persuasion, story to name a few.
- Use their vast knowledge vocabulary to excite, inform or entertain the reader.
- Understand a range of punctuation and the effect it can have on the reader in both writing and reading.
- Understand the various sentence types that can be used to support different genres.
- Spell using their phonetic knowledge and spelling rules put in place.
- Speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

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 Bishop Creighton Academy we recognise the significance of high quality maths teaching and learning that is both challenging and thought provoking. Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. At Bishop Creighton we are striving to ensure all our learners become fluent in the fundamentals of mathematics before reasoning mathematically and then solving 'real life' maths problems in a relevant context by applying their mathematical understanding. We endeavour to ensure that children develop an enthusiastic and creative attitude towards mathematics that will stay with them throughout their lives by providing 'real life' maths opportunities.

At Bishop Creighton Academy we follow a whole school long term plan which covers all aspects of the National Curriculum. Teachers draw on a range of concrete resources we have available to support the development of understanding and create the best possible learning environment for our pupils.

We believe it is important that children do not just focus on getting an answer, but they are able to explain the reasoning behind their lines of enquiry using accurate mathematical vocabulary. We challenge the children to make rich connections across distinct mathematical domains and to use their strong factual and procedural knowledge to help solve problems. By setting mathematics in real life, relevant contexts, children have an opportunity to do this successfully.

Fluency is the fundamental of mathematics, teachers provide children 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. It is paramount for us that children are secure and fluent before progressing on to reasoning. Reasoning is a part of every lesson, and the use of Talking Partners enables the children to verbalise and discuss their understanding, therefore developing their understanding and reasoning skills. It is not a stand-alone skill and is intertwined into daily tasks. Problem solving is injected into all areas of mathematics at BCA and allows children the opportunity to apply their mathematical skills in 'real life' contexts to become increasingly sophisticated problem solvers. Many problem solving activities are linked to current connected curriculum theme topics.

National Curriculum Mathematics Programmes of Study:

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

Science

Our science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils are taught the essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our 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.

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, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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 both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

Our 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.

At Key Stage One, pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

At Key Stage Two, pupils are taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

National Curriculum Art Programmes of Study

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

Computing

At Bishop Creighton Academy we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall, in the day-to-day life of our school. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and supporting pupil's conceptual understanding of new concepts which support the needs of all our pupils.

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.”

Our Computing curriculum aims to develop the heart and mind of every child. Computing teaching at has links with mathematics, science and design and technology and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving, and we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

We teach a curriculum that enables children to become effective users of technology who:

- Are responsible, competent, confident and creative users of information and communication technology.

- Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- Become responsible, respectful and competent users of data, information and communication technology.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can analyse problems in computational terms and have repeated practical experience writing computer programs in order to solve such problems.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Become digitally literate and are active participants in a digital world.
- Are equipped with the capability to use technology throughout their lives.
- Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
 - Have a 'can do' attitude when engaging with technology and its associated resources.
- Utilise computational thinking beyond the Computing curriculum.
- Understand and follow the SMART E-Safety rules.
 - Understand the E-Safety messages can keep them safe online.
- Know who to contact if they have concerns.
- Apply their learning in a range of contexts, e.g., at school and at home.

Our implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2. This provides a broad framework and outlines the knowledge and skills taught in each key stage. We use the Purple Mash Scheme of Work as a basis for our Computing Curriculum. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered whether combined or discreetly.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-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 utilise the Language Angels Scheme for teaching MfL.

National Curriculum Language Programmes of Study

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

We follow the "Charanga" programme to support our teaching of music across the school.

<https://peterborough.charanga.com/classroom-music/scheme>

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 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. 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-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. 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, Chinese New Year, Shrove Tuesday and Eid. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating.

National Curriculum PSHE programmes of Study

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

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Cambridgeshire. Religious Education (RE) is taught to all children. 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>

Theme

We use topics to deliver humanities subject skills and understanding. Our theme programme is carefully balanced and planned to be age appropriate across the years. Theme 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 theme 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. Theme 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>

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.

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 Education Director.

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.