



GREENWOOD
ACADEMIES TRUST



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 - Newark Hill Academy

At the Newark Hill Academy our vision is to create a primary academy that encourages its children to be prepared for the next stage of their school career as well as equipping them with skills for life.

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.

Aims

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

Academy Expectations

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

Implementation

Effective Teaching

At The Newark Hill 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 Example Primary 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;
- Achievement 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 ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', ICT suite, hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

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 after school activities and clubs which enhance and extend the basic curriculum;
- All Key Stage 2 children have the opportunity to attend an annual residential visit of at least 2 nights.
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ a 'Home School Liaison Officer' as a 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

EYFS Curriculum

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

These areas are:

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

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

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

English

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

We use Read, Write Inc resources to deliver our bespoke phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children develop fluency by being heard read individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. We have a Writing Champions board to celebrate the high standard of writing across the academy.

Handwriting and specific grammar learning are incorporated into the English lessons.

A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day, author visits, reading cafes and a Master Librarian Programme for older pupils.

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 Newark Hill Academy, we believe that Problem Solving is the heart of every Maths unit.

Our teachers ensure that mathematical skills are taught every day following our bespoke Maths Mastery Learning Journey approach. The phases in our Learning Journey ensures that we plan in a logical order to ensure that children develop a deep understanding of the mathematical concepts that are taught and are able to make clear connections.

There is a clear focus when planning to include concrete model and images to support children's understanding of number; teachers are encouraged to include practical lessons in their learning journey. 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.

Our children understand the importance of mathematics and how and why it may be used in real life context. Each unit is planned with an engaging context as a 'hook' to engage the children which is linked to the Topic (cross curricular links). There are opportunities throughout the Maths journey for the children to reflect on their learning; this is to encourage our children to be confident in numeracy so they can apply the skills that they learn to a variety of problems.

At Newark Hill Academy, we strongly believe in developing Mastery through whole class

teaching. Lessons are planned using the 'Differentiation by Depth' strategy. In every lesson, all the children are given the opportunity to build on their knowledge, skills and understanding as they engage with problems at different depths. Teachers plan for Intelligent Practice- this type of practice supports children to build conceptual understanding, at the same time as developing procedural fluency. We believe this is the type of practice all pupils need to develop sustained mathematical learning.

Carefully structured questioning, combined with exercises that employ variation, provide children with the opportunity to practice calculation whilst, at the same time, encouraging the children to think about the relationships within the maths, thus deepening conceptual knowledge and helping them build mathematical connections. These questions probe the depth of pupils' understanding, enabling all pupils to be challenged within the context of whole class teaching because we believe they can be answered at different levels of sophistication. All pupils benefit from such questions because they encourage pupils to engage with and understand concepts more deeply.

There are extra activities throughout the year to promote mathematics. 'Solve It Week' is planned each year which is week purely dedicated to problem solving in a fun and exciting way.

National Curriculum Mathematics Programmes of Study:

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

Science

At Newark Hill Academy, we believe that Science should stimulate and excite children's curiosity to understand the world around them. We offer all of our children opportunities to increase their knowledge and develop their skills by encouraging them to be inquisitive: learning through an enquiry based approach. Immersing our children in practical investigations, they are actively encouraged to raise and find answers to their own questions. Through Working Scientifically, children will learn to embed the skills of observing, measuring, classifying, hypothesising, fair testing and interpreting results.

Teaching of scientific terminology will be taught in every lesson to encourage the use of a wider range of vocabulary. We are keen for our children to develop an understanding of how improvements in scientific knowledge and technology will impact on their life and 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

Creativity can be used in many different ways to support children's thinking patterns particularly with problem solving, therefore art and design are a key focus within Newark Hill Academy. Diversity is explored in many areas across the curriculum and art is no exception. From EYFS to Year 6 we endeavour to explore history, the world around us, written texts and mathematics with artistic skills that encompass art as a whole. This includes artist research, collage, drawing, painting, recording in sketchbooks, textiles, sculpture and digital media. Children need relatable art that infuses skill with the confidence to make the first mark on the page. Sharing opinions is encouraged through discussions as well as analysing artists' work including their own creations. We have now introduced an annual Art Week which explores different topics each year. Each child has the opportunity to explore and develop different artistic skills and there is a buzz that encompasses the school. Each year group has a creative day for each new topic they undertake and art is infused within each one.

Design is equally important across our school and children are given a wide range of opportunities that encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles (including sewing) and ingredients, according to their characteristics. Children learn how to sew with a variety of stitches; cook and prepare ingredients at different levels, including historical cookery; design, make and evaluate with accuracy from Year 1 to Year 6; effectively use woodwork to create products with working mechanisms and look at key features that need to link together to create fully functioning products.

National Curriculum Art Programmes of Study

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

Drama

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

Computing

At Newark Hill Academy we strive to provide a high-quality computing education that equips our pupils to use computational thinking and creativity to understand and impact a changing world. Our approach is to integrate computing skills and learning into all lessons: the use of laptops and other hardware such as cameras and iPads are as much part of our learning tools as pencils and pens. The use of virtual reality allows our pupils to explore the world on a new level and broaden their experiences while expanding their creativity. Pupils progress their computer coding skills from exploration in early years, to following and creating simple algorithms in Key Stage 1 through to more complex coding and building of small robotics in Key Stage 2. Alongside teaching computer science we also ensure our children have good knowledge and skills using Microsoft programs to ensure our pupils are best prepared for future careers.

Although we teach online safety in discrete lessons, it is also taught regularly in everyday situations and across subjects to ensure pupils learn how to use technology safely and

respectfully, particularly focusing on the safe use of the internet. Pupils are taught to keep personal information private and identify where to go for help and support when they have concerns about content or contact on the internet.

National Curriculum Computing Programmes of Study:

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

Modern Foreign Language

Our approach to teaching French in Year 3 to Year 6 is to make learning fun, focusing on speaking and listening skills as a precursor to more formal reading and writing skills at second school. The lessons include lots of games and multi-sensory learning to encourage memory of new words and phrases. These memory techniques can then be applied to other areas of the curriculum such as English spelling and grammar. It also involves learning about French cultures and society, helping to provide a window on other cultures and customs. Young learners 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.

As well as having discreet lessons on French once a week, we also integrate foreign language into continuous provision through displays and classroom resources eg, Date chart.

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 in chants and rhymes. Assemblies will also provide an opportunity to practise singing across the school. Pupils will also be taught to play a variety of instruments musically, with a focus on brass in Year Four and percussion in Key Stage One. We encourage listening to a wide range and genres of music in cross curricular settings. 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 concentration.

The Charanga online programme will support our teaching of music across the school.

National Curriculum Music Programmes of Study:

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

Physical Education (PE)

P.E. will be taught by school staff as well as specialist teachers across all year groups. PE sessions will be taught in both indoor and outdoor settings for Reception and Key Stage 1. They will focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Key Stage 2 pupils will also take part in lessons inside and outside across a variety of sports. They will build on the skills learnt in Key Stage 1, with additional focus on communicating, collaborating and competing with each other. They are encouraged to participate in team games within lessons and will be given opportunities to represent the school. In addition, Key Stage 2 pupils will have swimming lessons for half a term each year. 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, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating.

National Curriculum PSHE programmes of Study

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

Religious Education

Since the implementation of the new Agreed Syllabus for Religious Education 2018 by Cambridgeshire County Council, approved by the Standing Advisory Council for Religious Education (SACRE) which is the legal basis for religious education in Peterborough. We at NHA have devised our Syllabus to promote diversity and respect towards different religious, cultural and social values from EYFS to Year 6 to further their understanding of the multi-cultural society in which we live in. Religious Education is taught on a weekly basis with the skills coverage from the AT1 and AT2 Statements. Each year group map out their journey for the academic year by composing open ended 'BIG QUESTIONS' for pupils to try and answer at the beginning of the learning journey and towards the end to measure what they have learnt. Teachers carefully plan cross-curricular sessions to develop pupil's knowledge and understanding of worldly religions such as Christianity followed by other religions. Here at NHA we deliver up to 60% of teaching Christianity and 40% of other worldly religions, such as Islam, Hinduism, Judaism, Sikhism and Buddhism. Pupils will have a secure knowledge of: the people, stories and traditions that influence beliefs and values practices and ways of life, forms of expressing meaning, identity, diversity and belonging, meaning purpose and truth, values and commitment. They will achieve this through asking and exploring a range of answers to questions about life, individuals and society. We aim to develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions. 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.

Years 1-6 will enjoy a first-hand experience of visiting a religious place of worship- St Mary's Church whom we have made close links with over the years. Reverend Michael enjoys visiting NHA during Harvest and delivering his speech.

Religious Education DfE Guidance

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

Geography

At Newark Hill Academy, Geography forms an important part of the curriculum where pupils can become engaged in their learning, whilst developing key skills. We use exciting and motivating topics in order to deliver the relevant Geography subject skills and understanding. It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world around them. As well as equipping our pupils with knowledge about physical and human processes, our teaching also enables the development of key geographical skills. These skills include; collecting and analysing data, using maps, globes and photographs, and communicating information in a variety of ways. All of this is not only achieved through classroom experiences, but also through the use of fieldwork opportunities and educational visits.

Geography Programmes of Study:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

History

We use topics to inspire pupils' curiosity to know more about the past, equipping each child to think critically and develop perspective and judgement, through the study of a broad range of historical events and periods. Our history curriculum is carefully balanced and planned to be age appropriate across the years and is taught cross-curricular, in order to enable children to understand the complexity of people's lives; explore the process of change and value the diversity in the world. It is important to us that art, music, English and where appropriate maths and science are linked in history teaching. Some examples of incorporating history into other areas of the curriculum include, Year 2 building houses in design and technology after learning about the Great Fire of London; Year 4 writing in runes when investigating Britain's settlement by Anglo Saxons and Scots and Year 6 creating silhouette art of iconic landmarks in London, during the Blitz, in the Second World War. Our history topics give our children the knowledge about significant historical events, people and places in our own locality, as well as in the wider world. Historical inquiry also provides further opportunities to learn about people and cultures, in order to give every child the opportunity to question and explore the world, ensuring that they are gaining the knowledge and skills for future learning and employment, enabling them to succeed in life.

History 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.

Trips and Visits

- We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year.
- The trips are directly linked to our topic work for example an 'Animals around the World' topic may include a trip to Woburn Safari Park in order to allow children to see African animals in an environment replicating their true habitat.
- We organise residential trips for our Key Stage 2 children and all children are able to visit any/or all centres that include: York City, Horstead and PGL Caythorpe Court. These consist of two nights stay over.

Workshops and specialists

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies eg the *M&M Productions* and *History off the Page*.
- We undertake an audit of parental skills each year and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a parent.

Themed days and weeks

- We also have themed days and weeks throughout the year eg *Religions around the World and Arts Week*

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 a digital Newsletter each Friday to inform;
- Holding regular Parent's Evenings;
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Teacher assessment forms sent home twice a year and one annual report at the end of each academic year.

Impact

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

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

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

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