

INTENT

Curriculum Statement:

Our Approach to Teaching and Learning is based upon the values we uphold. Respect, integrity, resilience, responsibility and acceptance underpin our ethos as does the development of the whole child. It is the intention of our teachers and leaders that we provide a broad and balanced curriculum which allows all children to be successful individuals in a rapidly changing world: Our curriculum intentions are defined in our INSPIRE Curriculum framework.

The INSPIRE Curriculum encompasses the design principles outlined in the Harmony Trust curriculum statement:

- *Relevant, considering children's interests, varied, inclusive, context appropriate*
- *National curriculum coverage, age appropriate, challenge and high expectations*
- *First-hand practical enrichments & wider opportunities*
- *Communication, language and literacy is the golden thread that runs throughout the curriculum*
- *Reading is prioritised from an early stage including the teaching of phonics within and around the curriculum*
- *Fluency, problem solving and reasoning to enable application*
- *Life skills and character development*
- *Developing self-regulating learners*
- *Opportunities to experience success in different subjects & different skills and to share their learning with others*
- *Effective use of resources & technology to enhance learning opportunities*
- *Informed by evidence, research and pedagogy*

We have used our autonomy to match our curriculum to sensitively reflect our local context, history and culture and takes a local to global approach.

The curriculum has been well designed so that throughout their time with us, pupils benefit from a variety of learning experiences designed to deepen their knowledge and understanding of the world and acquire and refine transferable skills to equip them with firm foundations for their entire learning journey.

Deep rooted in all learning is **quality first teaching** interlinked with **high quality provision** which is delivered by **highly skilled practitioners**. Expert leaders guide the teaching of knowledge, skills and conceptual understanding, shaped by the needs of our children. From experience, we know that a consistent approach to high quality teaching and learning will lead to a high quality education throughout the whole school. We provide high quality professional development opportunities as we believe that this is the most important factor in enabling high quality teaching which leads to improved outcomes for all. Our whole strategy is based on knowledge of how children learn and is underpinned by relevant research and evidence.

'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.'

Alex Quigley, Closing the Vocabulary Gap.

- Learning should be engaging and provide opportunities for application in an inspiring and creative way. We will adopt innovative teaching approaches and utilise every learning opportunity. Every child should be given opportunities to achieve their optimum potential and be ready for the next stage in their learning journey by developing learning behaviours for a lifelong love of learning.
- We believe that language and vocabulary are essential for success at all stages of our lives. Whilst we recognise that for our pupils who make up the significant proportion of EAL learners in our academy, we know that purposeful vocabulary acquisition which can be applied across a range of contexts is necessary skill for all. Therefore **every lesson is and will be a language lesson across the whole curriculum.**
- Reading has been and will continue to remain our highest priority. We know that attainment in reading is a key indicator for success in other curriculum areas and for later life. Through the Read Achieve Succeed Strategy, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and as a learning strategy.
- As a teaching and learning team, we are very aware of the challenging context of our academy and the barriers lots of our children and families face. We aim to improve our pupil's cultural capital through the curriculum by providing children with a broad range of activities and experiences. As well as the subject-based curriculum, The Harmony Pledge is the curriculum designed to develop character competences and raise aspirations so that children become lifelong learners and Believe, Achieve and Succeed. As the aims of the National Curriculum for England state, *"The national curriculum is just one element in the education of every child."*
- Further enhancements are made to broaden and deepen our curriculum: A variety of afterschool clubs which cover a range of activities (sporty, creative and pastoral), expert peripatetic practitioners who deliver music and PE, trips to places of interest linked to topics studied in class, visitors to enrich the learning sequence and a range of additional experiences as we deliver the ten points of The Harmony Pledge.

IMPLEMENTATION

As a teaching and learning team we have collectively agreed that we will:

- Ensure an ambitious and broad curriculum (creating time to cover the most important missed content due to Covid-19)
- Set high standards of excellence for all pupils in learning, attainment, behaviour and metacognition
- Respond to the emotional well-being and mental health of pupils (always but in particular as a result of Covid-19)
- Prioritise reading to ensure pupils access the full curriculum
- Ensure prior learning is reviewed in all areas of the curriculum
- Ensure key knowledge and concepts are sequenced and modelled explicitly
- Be explicit about what pupils are learning so they know what they are learning/re-learning
- Provide opportunities for pupils to practise what they are learning and show what they understand
- Plan for sequential learning that meets the needs of pupils, with opportunities for pupils to be challenged at all levels
- Use effective questioning techniques to check pupil's understanding
- Develop pupil independence through Engagement Structures and co-operative learning where appropriate
- Ensure teaching assistants are employed effectively and put to best use following the principles outlined in the MPTA Training
- Promote the development of vocabulary, language and communication through oracy, SpeakWell structures, inPrint and structure strips
- Develop a vibrant and stimulating Learning Environment where pupil's learning journey is visibly documented and celebrated
- Assessment of pupils' starting points will inform curriculum planning and address gaps in their knowledge and skills
- Assess pupils effectively using summative and formative assessments, using this data to inform future planning, teaching and learning both at school, and remotely at home
- Attend staff development sessions, taking responsibility for own professional development
- Remain committed to ongoing professional development by ensuring a strong subject knowledge and reading relevant research and literature
- Collaborate with peers across Richmond, Northmoor & Westwood academies
- Provide high quality and safe remote learning which aligns with in-school provision and school curriculum planning
- Value and celebrate learning at home
- Actively promote parental engagement

Teaching and Learning Strategies: Across the curriculum



IMPACT

Assessment Guidance and Schedule

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning.

Why do we assess?

We assess in order to...

- give pupils clear and accurate feedback in lessons on their attainment and progress – linked to success criteria
- clarify the pupils' present understanding and competence and gauge the progress
- assist in the diagnosis and identification of special or additional educational needs
- chart the pupils' progress and achievement throughout the school
- improve the continuity and progression of learning
- ensure continuity and coherence throughout the school and to assist in the smooth transition to other schools
- give the Principal and subject leaders a clear picture of progress and achievement within the school
- provide relevant information to various outside agencies and other key stakeholders when appropriate
- form the basis of clear and accurate reporting of progress to parents
- promote the greater involvement of pupils and parents in the teaching, learning and assessment process

Formative assessment (Assessment FOR Learning) takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.	Assessment For Learning strategies <ul style="list-style-type: none">• Share the L.O. and S.C. with the children• Give positive verbal feedback with next steps identified• Provide opportunities for peer and self assessment• Effective questioning• Pre/post teaching• Effective TA deployment• Plenaries	Marking and Feedback <ul style="list-style-type: none">• Follow the schools Marking Policy and Codes for Marking (see page %%)• Use visual marking codes wherever possible• Mark to the success criteria• Use active marking strategies with the children during the lesson – this has greater impact and will reduce teacher workload• Identify positives and next steps for learning• Use stickers, stamps and smiley faces to reward children's efforts and successes.• Allow 'fix-it time' within the school day for children to respond to marking, edit and correct their work
Summative assessment (Assessment OF Learning) summarises what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.	<ul style="list-style-type: none">• Nursery children will be assessed during the first half term as a baseline assessment and again at the end of each term using the profile sheets.• Reception children will be assessed on entry in September as a baseline assessment and again at the end of each term.• The final year results are recorded on the Pupil Attainment Record. Individual target pupils are identified for action on a continual basis in both nursery and reception.• National curriculum Standardised Assessment Tests are taken at the end of each Key Stage i.e. at the end of Y2 and year Y6. Year One children will also take the statutory Phonics Screening Test in June, children who do not meet the required standard will be assessed again during year two.• Reading, writing and maths grades are moderated by the whole staff and the SLT throughout the year (see yearly calendar) Grades for the other subjects are monitored and moderated by the subject leader and an SLT member at least once per year.	

By the end of each term (December, March and June) every child is given an Age Related grade of attainment in English and Maths. These grades are based on:

- Ongoing teacher assessment
- Some published testing materials: White Rose Arithmetic, HeadStart Reading,
- Accelerated Reader tests and quizzes
- Tracking achievement of objectives on Target Tracker
- Whole school standardisation/moderation sessions

Target Setting

We will set clear targets for learning which will be **Small Measurable Achievable Realistic Targets**.

Writing – (Y1 – Y6) each week 'Big Writing' is marked using a wish. The wish becomes the child's individual target for the next piece of writing. Children need to be given the opportunity to check their target during the week and also at the beginning of the big write session. The target needs to be pertinent to the child but also something that they can work on within the genre. In Nursery and reception children are given oral feedback about their writing and are also given writing prompts through shared writing sessions e.g. hold pencil correctly, letter formation, finger spaces.

Reading –children are set individual targets for reading (N – Y6) which is recorded on the child's individual reading record. During individual reading the target is checked and if the child meets their target this will be recorded. When the child has met the target three times, it will be highlighted in the relevant colour for their year group and a new target will be set. Suggested targets are in the 'Reading Targets' Booklet which is in the class reading file.

Maths –Each class will have a whole class target taken from the relevant Fluent in Five facts. All year groups also should be aware of which multiplication (and related division) facts should be known.