

### Intent:

At Eastfield Primary Academy our curriculum offer gives children the opportunity to understand the world around them through the acquisition of declarative knowledge (*a rich and deep subject knowledge*), alongside procedural knowledge (*learning new skills*) by way of a variety of interesting contexts, whilst experiencing the challenge and enjoyment of learning.

Our curriculum is taught through a pedagogy that offers all children a memorable experience within each topic, at an appropriate point, which then leads the children into problem solving, being creative and communicating their thinking in a variety of different ways, sustaining the children's interests. Woven within this, is a focus on the acquisition of basic skills: reading, writing and maths and providing a curriculum that is language rich ensuring our children can articulate their learning and thinking through both verbal and written communication.

Our children learn about respecting themselves and others through working collaboratively and are given time to reflect and think mindfully about their learning. They are encouraged to take part in democratic activities across the curriculum, expressing their opinions on a range of different topics and issues so that they can make a positive contribution to Eastfield, the local and global communities.

Curriculum enrichment is important to us and we ensure that our children have access to high quality resources, both in and out of the classroom; promoting a sense of pride in all that we do. Trips out and visitors in, ensure that our curriculum is exciting, memorable and we provide experiences that our children do not always have access to; deepening their understanding of the world around them. We welcome parents and carers in at every available opportunity to take part in their children's learning experiences. Our out of school provision allows children to further develop their skills in sport, music, art, DT, computing and forest schools. Links are made with local comprehensive schools and local businesses to ensure that children, particularly across KS2, have an opportunity to think about long term goals, aspirations and career development.

### Implementation:

Our curriculum implementation is underpinned by our 3 main drivers:

- **Pride** - we take pride in ourselves, our environment and in all we do.
- **Collaboration** - we use Kagan structures to support us working collaboratively; what we can do in a team today, we can achieve on our own tomorrow.
- **Understanding** - we use a bespoke curriculum, designed by our subject leaders to provide a vehicle for learning about and understanding the world around us, and this is supported by our Reading and Writing Strategies.

We have a clear long-term plan that identifies each unit plan to be taught on a half termly basis. Units are taught according to the main subject focus; in each half term from Early years to Year 6 the same subject focus is taught, for example in Autumn 1 a geography focused unit is taught and so on. Across the year:

- 2 x History units
- 2 x Geography units
- 1 x DT unit
- 1 x Art Unit

There is also an art or DT based week long unit at the end of each geography and history unit. Each year group follows its own unit plans, ensuring that prior learning is built upon, revisited and progression is clear. Our Writing Strategy is driven by a text, and this is chosen to support and enrich the unit plans, to provide opportunities for our children to use and build upon their declarative and procedural knowledge. Whilst our Reading Strategy's main aims are to develop our children's love of reading, and literal and inference skills using a wide range of texts, it too, provides opportunities for our children to use and build upon their declarative and procedural knowledge as and where appropriate.

### **Subject Coverage:**

Geography, History, Art, Design & Technology, RE and Science are taught through unit plans that have been designed by our subject leaders. Music, PE, PSHE/RSE and Spanish are taught discreetly. Planning for these subject areas is delivered by paid experts and discreet schemes.

**Maths** - we use Pre-tests to identify gaps in children's knowledge (*fluency*) prior to starting a unit of work in Maths. Teaching is directed at closing these gaps in knowledge and then *problem solving* and *reasoning* opportunities are provided to allow children to apply their knowledge in a range of different contexts. Concrete, pictorial and abstract resources are provided to develop, enhance and deepen children's understanding of Maths.

**Computing** - we teach a bespoke curriculum designed by our academy trust in order to cover the three key areas of: Computer Science, Information Technology and Digital Literacy. We teach the curriculum to ensure all children are taught a range of key skills to help prepare them for the fast-changing technological world that we live in. We teach all children to use the internet in a safe and responsible way. They are taught how to deal with inappropriate content that they may come across in their school and home life, and how to report any concerns. However, some unit plans for other subject areas do provide opportunities for children to use their computing knowledge for a range of different audiences/contexts.

**R.E** - The RE leader has designed a bespoke curriculum based on the requirements of the Lincolnshire Agreed Syllabus. The approach is an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the acquisition of declarative knowledge in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered. Our belief is that if an enquiry-based model is used well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy towards people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Across the Early Years the children study Christianity, Judaism and Hinduism. In Key Stage 1 the children study Christianity, Judaism and Islam. In Key Stage 2 the children study Christianity, Judaism, Islam and Hinduism. There is also the opportunity for children to research into Sikhism in Year 3. The whole school has access to a Buddhist visitor each year with an opportunity for Year 4 to visit the Buddhist temple. Each year group has access to a religious visitor or visit per term to enhance their lines of enquiry and help the children to deeply understand and respect the views of the religion that they are studying.

**P.E.** - we deliver a broad range of physical activities to children in Nursery through to Year 6 which aim to inspire children to become competitive, physically confident and lead a healthy lifestyle. We participate in a range of local competitions and afterschool provision is available. Dance is taught by a local dance professional.

**PSHCE** - we use the 'Jigsaw' programme to deliver a comprehensive whole-school approach from Nursery to Year 6 that includes PSHE, emotional literacy, social skills and spiritual development.

**Music** - we currently use a music specialist from our local authority to deliver music tuition across all year groups.

**Spanish** - we use the 'i-languages' scheme of work to deliver a comprehensive approach to Spanish across KS2. It uses Kagan structures to enhance teaching and learning, and support collaboration.

**Science** - The science leader has developed a bespoke curriculum based on the National Curriculum and the needs of our children. This is delivered via the use of unit plans that again, allow for the development of both procedural and declarative knowledge to develop progressively over time.

### **Impact:**

We measure the impact of our curriculum in a variety of ways:

1. Evidence of children's learning journey's in their books.
2. Children and staff assess against clearly identified outcomes for each unit plan. This is recorded in children's Curriculum books. It is a visible record for both children and staff, demonstrating what the children have achieved and what they need to do next.
3. Marking, feedback and children correcting and/or editing their work demonstrates progress within a learning sequence.
4. Children's voice is sought regarding their learning; enjoyment, engagement, pride, opportunities for collaboration, what would make their learning even better etc.
5. Photographs capture hands-on opportunities.
6. Displays within classrooms and across Eastfield showcase children's learning, the experiences and opportunities they have had; progression within a sequence of learning, and across a Phase and/or Eastfield.
7. Summative assessments provide a baseline, mid-year and end of year benchmark of attainment and progress for Reading, Spelling and Grammar from Y1 to Y6. Statutory tests also provide a benchmark for attainment and progress.
8. Monitoring behaviour through incidents recorded in CPOMs.
9. Monitoring attendance; over the past three years our attendance has been above 95%.
10. Subject monitoring - we have a clear cycle of monitoring for staff to share good practice, identify CPD needs and enhance staff practice.
11. Gaps in learning are quickly identified via the use of a ten key questions quiz which allows staff to assess the need for any pre-teaching prior to commencing with any new learning.