



Primary Evolve Academy Curriculum Intent

Intent

Our Curriculum intent is to provide our pupils with academic and vocational learning success. As part of this education we place great emphasis on the development of pupils' pastoral, social and emotional development to enable them to develop as individuals and citizens.

Our Primary curriculum – supports pupils to develop a sense of self to become receptive learners in a nurturing environment.

We aim to provide our pupils with the essential knowledge that they need to be educated citizens. Our curriculum is designed to:

- Promote success
- Develop the self
- Develop social independent skills

We encourage our pupils to work hard and try new things through core subjects, enrichment and occupational studies. We ensure that pupils learning is accessible and achievable. Pupils are challenged and expectations are high. All pupils are set targets that will them achieve accreditation and success.

We encourage reading and Literacy and promote this throughout our curriculum. We work with pupils to develop numeracy in mathematics and throughout the curriculum.

Each subject understands the aims of our curriculum design and provide a range of opportunities to achieve these aims. Subject teachers are highly skilled in delivering the curriculum. Leaders regularly quality assure and review the curriculum. Targeted CPD and moderation ensures high standards and continual curriculum development.

Where identified interventions are delivered to enhance pupils' capacity to access the curriculum. Assessment is regular and thorough and allows for evaluation and progression. We use standardised testing and assessments that enables us to evaluate and plan future learning and intervention.

We promote success, achievement, accessibility and equality for all our pupils so they have the opportunity to succeed in their studies and next stage in education and life

Implementation

Effective Teaching

At Evolve Academy, we embrace a pedagogy of 'Personalised Learning'. 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 expected rates of progress.

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;
- Interventions are evaluated and relevant adjustments are made;

- SLT regularly meet to discuss current and future interventions with staff in Pupil progress meetings, 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', hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

7. 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 that 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;
- 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;

Our Curriculum (See Curriculum booklet for main subject areas) (See Personal Development in each subject area) 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

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 is measured by assessment procedures, which allow us to measure outcomes against all schools nationally and against other Trust Academies.
- Across our trust we use regular and robust triangulated monitoring to evaluate the impact of our curriculum design. Leaders at all levels review learning, talk with our children and stakeholders who provide feedback to move practice forward.
- We ensure that our children's attainment and progress are in line or exceeding their potential. We measure this using national data (where appropriate), our curriculum schemes of learning and monitoring evidence.
- Our curriculum ensures that we develop well-rounded citizens with a clear understanding of values such as resilience, responsibility and friendship. Our new curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights.

- Learning dispositions are developed, leading to success both now and in the future. Children demonstrate greater levels of resilience and motivation, and a growth mind set when faced with different types of challenge. They develop attitudes and dispositions to make a positive contribution to the world. Our daily interactions provide a regular check on this and success across the wider areas of the curriculum reflect this.