

School Context

We are a four-form entry school in the Sparkhill area of Birmingham, educating over 800 pupils from age 3 to 11. Most of our pupils live in close proximity to the school and many of our families live in multi-generational households. There are currently over 15 different ethnic groups represented in the school with over 20 languages spoken. Most pupils are either from Pakistani or Bangladeshi backgrounds and just over half speak English as an additional language. Although statistically we have a lower proportion of pupils with EAL in comparison to other schools in the area our pupils join us with low starting points in communication, literacy and language. The number of pupils with a special educational need is above that of national levels. The number of pupils in receipt of pupil premium funding is over 35% however this does not reflect the low income experienced by many of our working families. Sparkhill remains one of the lowest average income wards in the city and is in the top 20% of most deprived areas nationally.

Our school comprises of three buildings, each built in a different century; the only three century school in Birmingham. There are extensive grounds and outdoor facilities to enhance outdoor learning and sporting opportunities, including a Forest School.

Mission & Values

For pupils to understand that **there are no limits to what they can achieve**. We do this through our core values:

Achieving Excellence – Pursue excellence in all areas of life.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- display an ethic of excellence; understand that they need to **work hard** to achieve their goals, that success doesn't come instantly, and mistakes are part of learning.
- be life-long lovers of learning.
- have gained the essential knowledge and skills in all curriculum areas so they can access the KS3 curriculum and are set up well for future academic success.
- have high aspirations for themselves, for their community and the wider world. They are ambitious and motivated to pursue excellence in all areas of their lives.

Social intelligence - Have self-worth and act with confidence, empathy and integrity.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- **be kind** individuals, showing empathy to themselves and others.
- have developed a strong sense of their own identity; knowing who they are, where they come from and valuing their own worth.
- consistently display resilience and perseverance; overcoming challenges and modelling a growth mindset.
- be strong communicators, demonstrating ability to actively listen to others as well as be able to express themselves, their emotions, needs and wants.
- have the self-confidence to interact in a range of social situations.

Ethical lives - Make decisions about daily life based on strong ethical and moral values.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- **make good choices** for themselves, their community and the wider world.
- know how their actions can impact positively on others in the short and long term.
- understand global environmental issues and demonstrate respect for the natural world.
- be implicitly motivated for the greater good and have a clear sense of moral purpose.

Curriculum Vision

Our school mission and values form the drumbeat of day-to-day life at Greet. They are the driving forces behind our curriculum design.

Our curriculum has the pupils of Greet at its heart. It is rooted in our school, our families and our local community whilst ensuring learners are also taught about national and global issues. We endeavour to give our pupils a strong sense of their own identity and their place in the world, and to respect the same for others. They will know the story of humankind, its place in history and how they can have a positive impact on the future, so they are fully prepared for the challenges of the 21st Century.

We take our pupils on an exciting voyage of discovery during their time with us. This journey starts as we learn together about themselves, their families, their homes and our school, before gradually travelling further afield; from Sparkhill, down the Stratford Road into Birmingham... and beyond! As the pupils grow and we travel further away from Greet in distance we also travel further away in time. Through the literature we read, our curriculum units and our trips and experiences, learners explore Britain and the wider world, finding out about significant people, places and events from the past and present. Pupils remember what they have learnt during their time with us because they have made a connection between their learning and their lives.

We believe pupils learn best, and remember what they've learnt, when they are interested, and their imagination is sparked. Our curriculum encourages learners to actively engage in their own learning through exploration, asking questions and being curious. Our curriculum is fun, exciting and memorable.

Knowledge is important and acquiring knowledge is empowering. We have carefully selected the key knowledge our pupils need to build the foundations of future academic success. This academic learning is underpinned by a strong emphasis on relationships, personal development, social skills and emotional understanding so that we create a safe environment with high challenge, high expectations and high trust for every learner.

As a Rights Respecting School, articles are incorporated across our curriculum to build confidence within learners. Through discussion of big questions and lesson questions in humanities and science units of work we encourage our pupils to use their voice, raising awareness of injustice in the world, including those which are pertinent to their community.

Curriculum Aims

Through our curriculum we want our pupils to:

- gain a deep knowledge across the curriculum so they are ready for the next stage in their educational journey.
- be confident communicators: they are active listeners; can use language to process and make connections with their learning; can confidently articulate in a variety of situations and platforms.
- have a genuine love for reading; pupils learn to read and read to learn.
- experience the awe and wonder of the world and the creative achievements of humankind through music and art.
- know that the future of the planet is vulnerable and make choices to live their own lives, so they positively impact future generations.
- know what they enjoy, are good at and want to pursue as they continue their education. This might be a passion for writing, a talent for maths, a gift for music or a skill at a particular sport.
- celebrate the diversity of their communities, modern Britain and the World so that they are able to understand, show respect and succeed as adults demonstrating British Values.
- be able to self-regulate; identify, understand and manage their own emotions so that they can recognise emotions in others & respond appropriately.
- understand the importance of looking after their own physical and mental health.
- know how to keep themselves safe, know when things are not right and can seek help. This includes online platforms.
- be able to take safe risks in learning and play so they consistently display perseverance and resilience.

Carefully Sequenced Curriculum

Our curriculum is carefully sequenced to guarantee progress for learners. We apply the following '3-C' principles when designing our units of work:

Coherent

- Content is arranged sequentially and logically, and where appropriate, in an order associated with age-related progression.
- There is a clarity of purpose which teachers and pupils understand, and which focuses on substantive and disciplinary development within each subject.

Connected

- There is a balance between subject specific knowledge and broader conceptual connections.
- Key concepts are revisited in a range of contexts; within a year group, across year groups and across subjects.

Cumulative

- Builds on prior knowledge and experience so that pupils acquire strong well-connected schema, revisiting key concepts and ideas.
- Learning is spaced within a year group and across year groups to support retrieval and memory.
- There is an understanding of the need to have the basic building blocks in place to build fluency, critical thinking and problem-solving. These are the foundations that will lead to deeper understanding and engagement with big ideas.

To ensure our curriculum offer is coherent, connected and cumulative we have selected a number of published schemes of work. These schemes form the basis of our curriculum but we have personalized for our school and our context.

Curriculum Area	Published Scheme
Mathematics	Power Maths
Phonics & Spelling	Read Write Inc
History Geography Science Art Design & Technology	Cornerstones
Computing	Purple Mash
Physical Education	Merton
Music	Charanga
Modern Foreign Languages – Mandarin	Chinese Made Easy for Kids
PSHE	Discovery
Religious Education	Plan Bee
Emotional Development	Zones of Regulation

Wider Curriculum Threads

To further support our history, geography, science, art and design and technology units in remaining coherent, connected and cumulative we have woven the following golden threads through units. These golden threads are repeated and revisited across year groups, and from Nursery to Year 6. The golden threads come from our school values.

ACHIEVING EXCELLENCE	
Civilisation	Innovation
<p>We want our pupils to understand what it means to be human and how human behaviour and endeavour has shaped the world. Through our curriculum the pupils learn about the development of civilisation from the stone age to the present day. Pupils learn about significant people, places and events and how they have shaped the world we live in. We explore how people and places have changed over time, understanding how and why things are the same or different, and why it is vital that as humans we must continue to learn from the past.</p>	<p>We want our pupils to have a developed understanding of how modern-day society has been shaped. Through our curriculum pupils learn about the importance of investigation and creative process, and how these have led to significant change in the world. We explore the impact of intellectual, cultural, technological and social advancements through the ages, enabling our pupils to make positive contributions in their future lives.</p>

SOCIAL INTELLIGENCE
Identity
<p>We want our pupils to celebrate themselves and their own uniqueness. Through our curriculum pupils learn about inspiring people, and places in their locality so that they can feel proud of who they are and where they come from. We explore our surroundings, our values and our past. We teach pupils that they can shape their own future and that it is okay to be who they are.</p>

ETHICAL LIVES	
Equity	Natural World
<p>We want our pupils to be fair and just, and as adults, live without bias. Through the curriculum the pupils learn about inspirational people who have fought for equality. We explore historical and modern-day injustices and empower our pupils to fight for a better world.</p>	<p>We want our pupils to know that the future of the planet is vulnerable and the way we choose to live our lives directly impacts on us and future generations. Through our curriculum pupils learn about the current fragility of the planet and all its inhabitants. We explore concepts around economic, environmental, and social sustainability enabling our pupils to develop a strong sense duty and care.</p>

Curriculum Implementation

Our curriculum is driven by a team of well supported subject leaders and champions to ensure that learning is well planned, sequenced and tailored to meet the needs of all learners, from Nursery to Year 6. Our curriculum has been designed so that contents, activities and interactions activate learners' curiosity and promotes exploration. Key features:

Investing in Professional Growth

We prioritise the continued professional development of our teaching staff and keep up to date with research informed practice. Our structured CPD ensures teaching staff understand content and subject knowledge. Our

Carefully thought out lesson planning process supports teaching staff to understand the pedagogical content knowledge as well as ensuring consistency across classes.

Implementation Model

Our research informed implementation model is used as the basis for structuring lessons across all subjects. It ensures consistency across classes and that evidence informed practice underpins our approach to pedagogy. Our 6 part plan ensures: each lesson is placed into the big picture of the learning journey; regular retrieval of knowledge; children are explicitly taught new vocabulary; direct instruction through gradual release strategies as well as use of modelling and scaffolds; that teachers continually check for understanding to ensure a high success rate.

Supportive Learning Environments

All staff build strong, positive relationships with pupils in their class, they get to know their classes well and understand how individuals learn, meaning they can tailor lessons for all learners to achieve. All pupils are supported to access the same curriculum.

We manage classrooms to maximise learning opportunities. Our Greet Drum Beat curriculum supports relationship building and provides a consistent framework for behaviour management throughout the school.

We are embedding collaborative learning structures (Kagan) in classrooms so that our pupils learn to work well together and support each other with their learning.

Working walls and displays around school are carefully used to support recall and retrieval of vocabulary and knowledge. They are purposeful in order to support learning. Our curriculum is celebrated around school and all children are represented.

Progression Maps & Knowledge Organisers

We have a progression map for every subject which carefully maps the knowledge and vocabulary from Nursery to Year 6. These cover the requirements of the National Curriculum and ensure clarity for teaching staff. Knowledge organisers ensure that our pupils understand their learning journey and have access to the most important knowledge and subject-specific vocabulary.

A Focus on the Essentials

Communication, literacy and language skills are essential for pupils to access the full curriculum, (including mathematics) make sense of and explore ideas, think critically and creatively and to communicate effectively. Once pupils have mastered these foundations, they are in a better position to tackle the wider curriculum and articulate their learning.

Many of our pupils join us with low starting points in communication, literacy and language. As a result, we place a strong emphasis on:

1. early reading in Early Years and Key Stage One.
2. oracy development and use of spoken language.
3. the explicit teaching of new vocabulary.

Strong Curriculum Design

<p>BIG Question</p>	<p>Each humanities and science unit of work starts with a question. The unit of work is shaped by this question, and it guides the learning that takes place.</p> <p>Learners will be able to answer the BIG question once they have understood the key knowledge and vocabulary of the unit of work. The BIG question requires them to apply their learning to a specific context.</p>
<p>Engage – Discover - Exhibit</p>	<p>Each unit of EYFS, humanities and science work follows this structure:</p>

	<p>Engage – firsthand experiences to hook the pupils into their new unit of work. It might be a trip, visitor or an exciting lesson that sparks curiosity. Pupils are introduced to the unit and the BIG Question.</p> <p>Discover – pupils improve their knowledge and understanding of the unit of work. They may develop and practice new skills. They might ask and follow enquiry questions of their own.</p> <p>Exhibit – pupils answer the BIG Question and produce a piece of work to demonstrate that they have understood key knowledge. Produced pieces can be written, performed, presented or made. They are collated in pupil exhibition folders that every child takes with them as they move through the school.</p>
Knowledge	These are the essential pieces of knowledge that learners must understand to be able to answer the BIG Question. They ensure coverage of the National Curriculum and progression within and across year groups. They are not just facts to be learnt but must be understood.
Entitlements	These are the planned experiences that every child is entitled to receive. The experiences may be visitors, trips or encounters related to the unit of work which support learners to have a diverse range of learning opportunities.

Enrichment Curriculum

All pupils at Greet are given the opportunity to access a range of enrichment activities:

- Lunchtime clubs including gardening, lego, computing and craft
- Sports tournaments
- Royal Ballet workshops
- Instrument lessons from Birmingham Music Services
- Performing Arts opportunities - Greets Got Talent, class performance assemblies, school choir, weekly singing assembly, after school clubs
- A timetable of weekly after school clubs run by teachers

Home School Learning Partnership

- Curriculum Explorers – activity passports for each year group with a range of challenges to complete.
- Home learning projects are sent home at the start of each unit of work so pupils can learn at home with their families.
- Parent workshops are held half termly in school.

Forest School & Outdoor Learning

- Forest School – EYFS & Y1
- Science & Kitchen Garden - Y2 & Y3
- Character Education through Commando Joe – Y4, Y5 & Y6

OPAL Playgrounds

Through The Outdoor Play and Learning (OPAL) Primary Programme we provide quality opportunities for play. Research shows that play contributes to pupils physical and emotional health, well-being, approach to learning and enjoyment of school.

Curriculum Delivery

EYFS

The Early Years Foundation Stage at Greet is taught through a thematic, play based, curriculum. We teach the seven areas of the Early Years curriculum:

Prime Areas	Specific Areas
Communication & Language Physical Development Personal, Social and Emotional Development	Literacy Mathematics Understanding the World Expressive Art & Design

We ensure there is a mix of child and adult-initiated learning opportunities across both the prime and specific areas. All pupils develop and learn at different rates and so our Early Years curriculum is purposefully flexible to meet the needs of all learners and of course takes into account individual interests. Our Early Years teaching staff use interactions and observations to plan next step learning for pupils.

The Characteristics of Effective Learning underpin our curriculum. Through an enabling and well-planned environment, we ensure we provide meaningful opportunities for playing, active learning, creating and thinking critically. As pupils utilise and develop these characteristics, they become effective and motivated learners who demonstrate high levels of well-being and involvement.

We follow the Development Matters four guiding principles, focusing on the aspects of 'unique child', 'positive relationships' and 'enabling environments', which lead to 'learning and developing'.

KS1 & KS2

Once the pupils enter Year 1 subjects are taught discretely to ensure the integrity of subject-specific knowledge and skills remains intact. This enables our pupils to think as 'historians', 'geographers' and 'scientists'. They are clear about the focus of the lessons they are in and the subjects they are learning. Connections across subjects are made where it is appropriate and where it supports pupils to know more and remember more. This approach reinforces our '3-C' principles.

See our subject one-page overviews for subject specific vision statements and implementation models.

Assessment & Impact

We use assessment to generate information which can be used to make decisions about learning leading to improved outcomes. We do this in multiple ways:

- Verbal feedback to pupils in lessons
- Following our whole school marking & feedback policy
- Self and peer assessment
- Low stakes quizzes
- Multiple choice questions
- Spaced practice and retrieval practice
- High quality questioning
- Each unit has a response task to let pupils answer their unit big question
- Teachers adapt weekly planning as required to support all learners
- Termly parent consultation meetings to share back learning progress
- Curriculum leaders carry out half termly subject reviews