



# Grove Academy

## Teaching, Learning and Assessment Policy

|                             |                            |
|-----------------------------|----------------------------|
| <b>Committee</b>            | <b>Challenge Committee</b> |
| <b>Approved on</b>          | <b>January 2022</b>        |
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| <b>Updated reviewed on:</b> |                            |

**Grove Academy**  
**Teaching, Learning and Assessment Policy**  
**‘Where every child does matter’**

**Introduction**

We have the highest expectations for the success of our pupils and for their excitement in learning. We are ambitious in providing our children with the knowledge, skills and learning behaviours required to become successful life-long learners.

**Ethos**

Grove Academy instils in its pupils the belief that everyone can achieve, regardless of their background. We do this by delivering two key strands of activity, which are brought together under the banner of character education. These are the school rules (behaviours that are promoted in school – Be Ready, Be Safe, Be Respectful) and our MAGIC (traits that children are encouraged to develop and demonstrate). We want our children to ‘live’ the academy’s MAGIC learning behaviours: **M**otivation, positive **A**ttitude, **G**umption, **I**ndependence and **C**ommunication, which are intertwined within our MAGICal curriculum. We want our children to demonstrate a love of learning so that they are eager to contribute to all aspects of school life.

**Aims and Objectives**

We will:

- Promote our vision to the very highest standards of academic success by ensuring the pitch of our teaching is such that it stretches the understanding of all pupils
- Ensure consistency across year groups and subjects and allow the pupils to systematically build on their prior learning
- Ensure all children are inspired, to use their **M**otivation, positive **A**ttitude, **G**umption, **I**ndependence and **C**ommunication in their learning
- Ensure all children are inspired, motivated and engaged by learning which is presented in context
- Ensure that pupils have the opportunity for high pitch, deep practice of core skills
- Ensure that there is a highly effective feedback loop allowing pupils to self-regulate their learning and that there is high quality feedback from teachers and other adults to move learning on.
- Ensure that our teaching meets the expectations set out in the National Curriculum (2014).

**We want children to:**

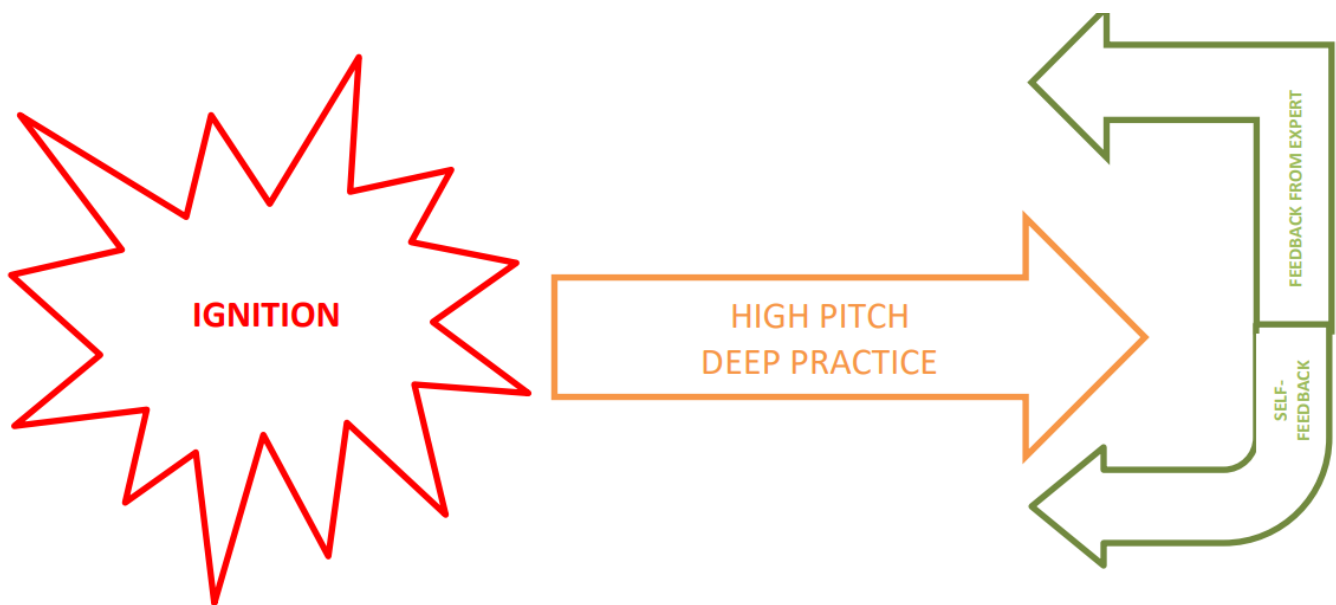
1. **Be inspired to learn:** to receive a curriculum that is exciting and relevant to them
2. **Be challenged with high pitch questioning,** resources; work and assessments to ensure that pupils of all abilities make accelerated progress
3. **Have adequate opportunity for ‘deep practice’** in order to embed and develop skills and knowledge through the development, during their time at the school, of the skills required to work independently for significant periods of time – whilst supported by resources that ensure they know how to succeed in their learning
4. **Benefit from effective feedback from an expert:** their teacher, teaching assistant or other appropriate adults – focused on moving their learning on and developing feedback that pupils respond to
5. **Benefit from effective self-feedback:** have a clear idea of how to improve through modelling and success criteria
6. **Benefit from high quality publishing:** to understand how to produce high quality work that they value

**Learning Motivation**

We believe, in line with the work of Professors K. Anders Ericsson and Professor Carol Dweck, that learning is a result of:

- **IGNITION** – that pupils have to be inspired to learn and excited by their learning
- **HIGH PITCH DEEP PRACTICE** – that provided the inspiration is personal and powerful enough, pupils will be prepared to work for much longer at something that is much harder

- FEEDBACK FROM AN ADULT – that any adult can help a child look for the one thing that will improve their work immediately
- FEEDBACK FROM THE CHILD –that if pupils know what “better” looks like through modelling and success criteria they will be able to improve their work



### Effective Teaching

At Grove Academy, we maintain an objective and rigorous focus on raising standards in order that all their children receive high quality teaching every day. All staff have a duty to be aware of, and strive to meet the teaching standards and latest Ofsted criteria. All staff are committed to going the ‘extra mile’ and providing for every child, the best possible environment for learning. We promote a calm, safe, learning environment underpinned by a positive behaviour policy and nurturing ethos. Although learning aims to be active, fun and collaborative, children are taught how to return to a place of calm reflection and manage their own emotions.

### Planning

Planning across the curriculum is creative, carefully mapped out and meets the requirements of the National Curriculum. With support and guidance from the Senior Leadership team, clear objectives and learning intentions are designed to enable learners to acquire relevant subject knowledge, which underpins the application of skills. These skills are progressively planned across each year group and subject area. We recognise that planning is essential to the delivery of high quality teaching and effective learning. Staff are expected to be flexible and adapt planning as the need arises, in response to formative and summative assessments, ensuring the curriculum is accessible to all children.

### Curriculum

***Teach to the top, curriculum planning from Walk Thrus 2 page 68***

- The school closely follows the expectations set out in the National Curriculum (2014) including adherence to the programmes of study for each year group
- Teachers use these objectives and the academy’s knowledge organisers to plan their lessons and set the success criteria for pupils.
- Teachers in all year groups will assess pupils’ attainment against the objectives set out in the programmes of study.
- The Senior Leadership team monitor the outcomes in pupils’ books weekly to ensure that the curriculum objectives are being met

## **Marking and feedback**

During any lesson Teachers will:

- Provide instant feedback to pupils through live marking and verbal feedback
- Address misconceptions by providing mini plenaries and same day, in-class interventions
- Mark all books following the school marking policy
- Address transcriptional errors
- Leave next steps, challenges or 'fix its' for every child, ensuring marking improves learning and outcomes.
- Mark draft writing in depth leaving clear steps for pupils to improve their writing.

## **Fix-it Time**

- Every morning, there is dedicated fix-it time for 15 minutes. During this session, the children revisit previous learning and correct misconceptions that their teachers have identified. If there are no misconceptions to address, then teachers set extension challenges.
- During a half term where science is the focus for learning, then teachers will revisit history and geography overlearning from the academy PowerPoints, to ensure that this knowledge is retained.

## **Outcomes**

During any lesson children will:

- Write the date and learning objective neatly in their books by the margin and underline with a ruler
- Write one number per square in maths books and show their working out
- Stick work in neatly and straight, ensuring no parts are sticking out.
- Use pencil when drawing pictures, tables and 'S' plans in their books.
- Use rulers when drawing lines, tables, shapes or graphs.
- Write on the left page and complete their 'Fix its' on the right page.
- Ensure letters and numbers are formed correctly, use their best handwriting and accurate layout of formal written methods of calculation.
- A learning objective and date in Art and Design and Design and technology will be printed out and stuck in the book

## **Assessment**

Our expectation is that all staff should know every individual child's starting point, use this information to accurately plan, and teach for their needs. This will enable all children to make at least strong progress over time. Where there are gaps in learning and the need to make accelerated progress is identified, additional resources are allocated to ensure standards improve rapidly.

**At Grove Academy, we use the following ways to make accurate judgements:**

- **Formative** – the information gained from assessment through marking or discussions with pupils; this informs the next learning experience.
- **Diagnostic** – finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired. Therefore preventing pupils making the expected progress across the whole subject area.
- **Evaluative** – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- **Summative** – we complete systematic recording of information, which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

Assessment is carefully monitored and challenged, through a robust triangulation process. This includes pupil progress meetings, observations, pupil discussions and book checks. This links to staff appraisals and school improvement planning. We report to and are held to account by Trustees, Governors and other stakeholders on our standards compared to national outcomes. We report clear and timely information to parents about how well their child is progressing and how well their child is achieving in relation to the standards expected. Parents are given guidance about how to support their child to improve.

## **Curriculum Intent**

At Grove Academy, our exciting and empowering curriculum is designed around quality texts by inspiring authors. We are ambitious with our curriculum intent and aim to develop independent and curious learners. We aim for every child to understand success and acquire the skills to achieve in ways that are meaningful to their own lives, in order to equip them for secondary school and to be healthy, happy citizens of the future.

Within our diverse school community, we celebrate and welcome differences and recognise every child as a unique individual. Our academy believes that every child has a talent. As a staff, it is our role and responsibility to lay the foundations of lifelong learning allowing all children to aim high, unlocking their full potential.

## **Curriculum Aims**

- To ensure all children can read to the expected standard to ensure they can access all elements of the curriculum.
- To provide children their curricular entitlement and ensure it is purposeful, relevant and accessible for all.
- To provide **MAGICAL** learning opportunities for all children.
- To provide opportunities for the application of skills and understanding.
- To promote application of speaking, listening, writing and fluent mathematical skills
- To support children's knowledge of themselves and others (Social, Moral, Spiritual and Cultural)
- To promote a healthy lifestyle and ensure well-being and safety for all

## **We would like children to:**

- Speculate, imagine, see possibilities and solve problems
- Ask 'What if...' questions
- Visualise alternatives, think from different perspectives
- Make connections and apply their learning
- Question and challenge
- Reflect critically to review progress and make perceptive observations
- Share and develop ideas together
- Promote reasoning and argument

## **Impact**

We endeavour for pupils to leave Grove Academy with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be.

# **Maths**

## **Intent**

At Grove Academy, we believe that Maths is a skill for life. Through the teaching of maths, we intend to provide a curriculum that caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future. We aim to prepare them for a successful working life. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, deepening understanding and reasoning.

Pupils working at Greater Depth are required to explore maths in more depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete, pictorial and abstract form wherever suitable. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience, flexibility, curiosity and determination as necessary steps in learning.

## **Implementation**

Every class follows the White Rose scheme of learning, which is based on the National Curriculum. Lessons may be personalised to address the individual needs and requirements for a class but coverage is maintained. In order to further develop the children’s fluency, reasoning and problem-solving, we use Deepening Understanding which correlates to the White Rose lessons and further develops children’s understanding of a concept and the links between maths topics.

We implement our approach through high quality teaching delivering appropriately challenging work for all individuals. To support us, we have a range of mathematical resources in classrooms including Base 10, place value grids, part – whole representations and counters (concrete equipment). As children develop as mathematicians, there is a progression from them using concrete equipment to images and diagrams (pictorial), moving to abstract methods. Abstract maths relies on the children understanding a concept thoroughly and being able to use their knowledge and understanding to answer and solve maths without equipment or images.

Through our teaching we continuously monitor pupils’ progress against expected attainment for their age, making formative assessment notes where appropriate; end of unit assessments are also completed and used to inform teaching. Summative assessments are completed at the end of each term; these results form discussions in termly Pupil Progress Meetings. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child.

**Long, medium and short term teaching structure (mathematics) (Years – 6)**

**Mathematics (long term)**

- At Grove Academy we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group
- The Mathematics subject leader ensures, through weekly monitoring, that the expectations are sufficiently high to match the curriculum; use the appropriate methods prescribed in the programmes of study and ensure the breadth and depth inherent in a broad and balanced curriculum
- These expectations supplement our planning to address misconceptions and gaps in knowledge from previous years

**Mathematics (medium term)**

The national curriculum objectives are broken down into small steps each half term and we use the White Rose termly schemes of learning to inform teachers’ planning. Each week there will be:

- Five maths lessons which focus on practice and fluency at the start of the lesson, moving to the use and application of mathematics towards the end of the lesson. We use reasoning and problem-solving questions to deepen children’s understanding and enable them to apply their learned knowledge and skills, often in real-life contexts.
- In each classroom there will be challenge activities available, these are selected questions from the Power Maths workbooks

**Mathematics (short term)**

At Grove Academy, we structure our daily mathematics lessons to allow for inspiration, ‘deep practice’ and effective feedback with a continued focus on high-pitch questioning.

Our daily mathematics lessons are structured as follows:

| <b>Maths (55 mins)</b> |                                |                                     |
|------------------------|--------------------------------|-------------------------------------|
| <b>Time</b>            | <b>Structure</b>               | <b>What this involves</b>           |
| 5 mins                 | Overlearning                   | Revisiting previously taught skills |
| 5 mins                 | Vocabulary                     | Unit vocabulary is revisited        |
| 15 mins                | Explanation & Practice session | Teacher Input<br>Teacher model      |

|         |                          |   |
|---------|--------------------------|---|
|         |                          | Children practise   |
| 15 mins | High pitch deep-practice | Children to complete applying the learnt skill through application, deepening understanding and reasoning questions |

**Flashback 4 - Overlearning (5 mins)**

***Retrieval practice from the learning scientist six strategies walk thru 2 page 22***

***Quizzing from Willingham’s ideas about fluency and drilling Walk Thrus 1/2 page 112/116***

Teachers use the maths overlearning powerpoint to ensure that children regularly revise learning from previous units of maths (previous lessons, previous units from that year group and knowledge from the previous year groups.) This is recorded on individual whiteboards and used for assessment for learning purposes.

**Vocabulary**

- Unit vocabulary is taught and revisited each day to enable children to use it confidently and in the correct context

**Explanation & Practice session (15Mins)**

- ***Motivate stimulate curiosity and frame learning from Shimamura’s Marge model Walk thru 1 page 26***
- ***Present new material using small steps/ provide models/provide scaffolds from Rosenshine’s principles Walk thru 1 page 20***
- ***Scaffolding/questioning/guided practice from Rosenshine’s Walk Thru 1 page 20***

- This session will introduce the learning objective
- The focus is on modelling, practice and addressing misconceptions
- The sessions will include:
  - o Examples of the topic on the Interactive Smartboard
  - o Pupils practising on individual whiteboards
  - o Teachers modelling correct strategies & equipment
  - o Assessment for Learning of misconceptions and ‘re-practice’
  - o Teachers providing ‘Steps to success’ (success criteria)

**High pitch deep-practice**

***Independent practice from Rosenshine’s Walk Thru 1 page 22***

- Pupils working through mathematical problems and questions
- These questions will focus on developing individual knowledge, but can involve paired work and group collaboration
- Pupils will develop further and apply their skills through deepening understanding, reasoning and justification questions

**Times Tables**

Pupils are provided with 10 minute lessons four days a week to practise learning and applying their times tables. Year 4 pupils complete one lesson per week on computers, in preparation for the end of year Maths Times table check.

| Monday | Tuesday  | Wednesday | Thursday |
|--------|----------|-----------|----------|
| Teach  | Practise | Teach     | Practise |

Every Friday all pupils are given a 10 minute session to complete a 12 x 12 times table grid and this is recorded by the teacher. In order to advance individual children’s maths skills in school and at home, we utilise Times Tables Rock Stars for multiplication practise, application and consolidation.

## **Impact**

- Children's progress in maths is tracked through termly, summative assessments. Data from these is analysed to ascertain areas for whole-class improvement and feeds into planning, as well as identifying groups of learners who may require targeted support.
- All children will be able to talk positively and enthusiastically about maths, using acquired vocabulary, their learning and will take pride in their work.
- children will be open minded, flexible and logical about problem solving and have the skills to use methods independently.
- Children will demonstrate a quick recall of facts and procedures, including the recollection of the times table.

## **English**

### **Intent**

At Grove Academy, we strive to help our children write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair, regardless of background, ability or gender. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim for our children to apply all of these English skills to all areas of the curriculum. We aim to teach ambitious vocabulary that can be applied in their learning. We strongly believe that a quality piece of writing can only be developed by providing children with a rich curriculum and wider opportunities which will ignite their interest and give them a context and purpose to write for.

### **Introduction to Writing at Grove Academy**

We teach a non-fiction genre and link this to the curriculum topic (either a science unit or history/ Geography unit) and produce two fiction writes in a half term. Guided reading is taught alongside writing, using the text as an inspiration. Lessons are carefully planned to ensure reading lessons teach reading skills and writing lessons teach writing skills and these lessons intertwine with each other.

This enables children to get a real understanding of the topic they're learning and the key vocabulary needed for a deeper understanding, so this can be applied in context. We then move on to fiction writing, as vocabulary taught will support this writing. We use excellent examples of writing. From these we teach the pupils grammatical skills they will need to write in a similar style. The children imitate and innovate writing before becoming independent writers with their own writing style. It is an expectation that a minimum of two final writes are completed each half term, which are published to a high standard. These are assessed using our writing grids.

## **IMPLEMENTATION (Whole school)**

### **Writing (long term):**

- Both fiction and non-fiction genres are planned carefully throughout the year with important non-fiction genres re-visited annually.
- We cover the objectives set out in the National Curriculum 2014 programmes of study for English.
- Genres and ignition days are linked to history, geography or science units throughout the year.
- Writing is linked to reading lessons and sometimes the half termly class novel

### **Writing (medium term):**

Each genre lasts for two to three weeks with each block moving through the following sequence:

- Pre-writing (teaching key vocabulary)



- Writing skills (year group expectations are taught)
- Planning
- Drafting
- Revising
- Editing
- Published writing

### **Class texts**

Every half term we use a high quality non-fiction and fiction text linked to the curriculum topic. All of the English work is then planned and delivered through the context of the books. A class text approach is embedded to ensure cross-curricular links are clear, to engage and stimulate children’s enthusiasm for learning and allow them to further embed key skills. Through daily shared reads, using these texts, teachers model how to use and apply ‘In the moment of Reading’ skills. These skills can then be applied in children’s independent reading.

### **Writing (short term)**

#### **Lesson structure**

We believe that children produce great writing when they are immersed in and inspired by a high-quality text.

| Writing sequence |  |  |   |   |   |
|------------------|--|--|---|---|---|
|                  | Day 1  | Day 2  | Day 3   | Day 4   | Day 5   |
| Week 1           | English hook<br>(video clip or similar)<br><br>Share purpose and audience<br><br>Share good example (full)<br><br>Vocabulary focus   | TiP ToP<br><br>Paragraph focus (skills)<br><br>Teacher to model planning for structure<br><br>Children to plan for structure | Skill lesson (including oral rehearsal and developing vocabulary)<br><br>Teacher to model writing using the skill<br><br>Application of skills through extended writing | Skill lesson (including oral rehearsal and exposure to vocabulary)<br><br>Teacher to model writing<br><br>Children to write (application of skills) | Teacher to model writing (create and share success criteria and use class plan)<br><br>Children to create draft (section 1) |
|                  | Day 6  | Day 7  | Day 8   | Day 9   | Day 10  |
| Week 2           | Revising (compositional) children respond to written feedback<br><br>Editing (transcriptional) Children to improve spellings and grammar<br><br>Skill lesson (including oral rehearsal and | Teacher to model writing (create and share success criteria and use class plan)<br><br>Children to create draft (section 2)  | Revising (compositional) children respond to written feedback<br><br>Editing (transcriptional) Children to improve spellings and grammar                                | Publishing (ensure there is a purpose for publishing)   | Publishing (ensure there is a purpose for publishing)   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| developing vocabulary)                         |  |  |  |  |  |
| Teacher to model writing using the skill       |  |  |  |  |  |
| Application of skills through extended writing |  |  |  |  |  |

Every lesson starts with a warm up as follows:

**Warm up (over learning)**

***Retrieval practice from the learning scientist six strategies walk thru 2 page 22***

***Quizzing from Willingham’s ideas about fluency and drilling Walk Thrus 1/2 page 112/116***

- Children revise previously taught skills
- Children use unpunctuated texts to revise previously taught punctuation skills
- Children practice editing and improving
- This work is evidenced in English books

**Grammar and Punctuation skills lessons include:**

- This session will introduce the learning objective
- Differentiated reading booklets (used in Guided Reading) are used to identify key skills in context
- The focus is on modelling, practice and addressing misconceptions
- Children are taught a variety of age appropriate skills, which are linked to the genre being taught / misconceptions
- Children are provided with word banks to help them develop higher tier vocabulary
- Children are given opportunities to play with words, sentences and develop sentences through oral rehearsal and written practice.
- Scaffolds are provided, to ensure all children can achieve the learning intention.

| <b>Writing skill lesson (teach and invite)</b> |                  |  |
|--|------------------|--|
| <b>Time</b>                                    | <b>Structure</b> | <b>What this involves</b>  |
| 5 mins   | Overlearning     | Revisiting previously taught skills  |
| 5 mins   | Input            | This is where the teacher will teach about the skill being taught. For example if an adverb lesson – what is an adverb?                            |
| 5 mins   | Oral practice    | Children are supplied with a word bank and sentences. They practise using different words in the sentences and orally rehearse building sentences. |
| 5 mins   | Feedback         | Children share their ideas and they are discussed as to which are appropriate or not   |
| 10 mins  | Teacher model    | Teacher to model writing using the learnt skills and children to feed into the good example (this could be from a picture source)                  |
| 5 mins   | Planning         | Add key words to planning format   |
| 15 mins  | Application      | Children to write applying the skill taught from that day.   |

**Planning lessons**

We believe that planning is an important skill and a key component in creating high-quality writing. We also think that planning is a skill that has to be taught discreetly. At Grove Academy planning lessons focus on two distinct areas: 'planning for vocabulary' and 'planning for structure'.

| <b>Writing planning lesson (planning for structure) - Ideas party</b> |                  |   |
|---|------------------|---|
| <b>Time</b>   | <b>Structure</b> | <b>What this involves</b>   |
| 5 mins  | Overlearning     | Revisiting previously taught skills   |
| 5 mins  | Input            | This is where the teacher will teach about paragraphs (TiPToP).   |
| 5 mins  | Oral practice    | Children complete an activity around paragraphs and have time for oral discussion to generate their ideas around what they would include in the structure of their writing. |
| 5 mins  | Feedback         | Children share their ideas and they are discussed   |
| 10 mins   | Teacher model    | Teacher to model creating a class 'S' plan for structure  |
| 20 mins   | Application      | Children to create their plan for structure   |

### **Planning for vocabulary**

- Key vocabulary is taught and revisited each day (in the skills lessons) to enable children to use it confidently and in the correct context.
- From these lessons, children are encouraged to select vocabulary and add to their writing planning tool
- Key vocabulary is displayed on working walls and be visible and legible for all pupils to use.
- The English working wall in each classroom will also include key vocabulary for the topic
- These working walls will change every three weeks (as the genre changes), be kept up-to-date and attractive.

### **Planning for structure**

- Teacher to model creating a plan for the writing, this to be displayed on the working wall throughout the unit, and used as a teaching tool
- Pupils work individually to build up a plan for their writing. 'S' plans or box plans are used, depending on the genre
- The layout follows a timeline so that pupils understand the plot for fiction or the structure of the non-fiction genre. This can be altered for age-appropriate reasons ie. Introduction of flashback or 'in media res'.
- Children add to their plans as they learn new skills or vocabulary
- Planning is done on a sheet, trimmed and the stuck into books after a draft write (so they are easy to access during subsequent writing lessons).
- Children have opportunities to orally practice building sentences using their plan

### **Draft writing lessons**

#### ***Independent practice from Rosenshine's Walk Thru 1 page 22***

| <b>Writing drafting lesson</b> |                  |   |
|--------------------------------|------------------|---|
| <b>Time</b>                    | <b>Structure</b> | <b>What this involves</b>   |
| 5 mins                         | Overlearning     | Revisiting previously taught skills   |
| 20 mins                        | Teacher model    | Teacher to model writing a draft referring to the class s plan and working walls/ knowledge organisers for structure. |
| 25 mins                        | Application      | Children to write their draft   |

At Grove Academy, we believe that pupils' writing benefits from high-pitch, inspiring teaching with the opportunity for extended writing opportunities to apply learned skills. Writing lessons across the school follow a standard structure (with age appropriate parameters) so that pupils benefit during transition periods and to ensure that best practice is consistently shared across classes and year groups. Each drafting lesson includes:

- Children orally rehearse their writing, from class 'brain dumps' and individual planning tools. They should rehearse sentence structure, organization, cohesion and vocabulary as they go along

- The learning objective and success criteria will be shared with pupils (no more than 2 to 3 minutes) so that pupils know what they are learning and to help with self-assessment. **As a general rule, 'carpet time' is to be kept to a minimum, with pupils learning through practice.**
- The teacher will model the day's writing activity against the success criteria. The teacher will do this in real time, rather than pre-prepare the model, so that pupils can see the way that the teacher overcomes difficulties and so that they can contribute ideas. The model is to be written at a very high pitch, with stretching vocabulary, so that it is inspirational to pupils. (no more than 7 to 8 minutes). **This model to be removed during children's independent writing.**
- Success Criteria will be stuck in books for a draft write so that pupils can self-assess and know what is expected of them. Success criteria will be adapted based on the needs of the children. Although these sheets may share features, there will be a base level of success criteria for the lowest ability pupils (based on the year-group expectations set out in the National curriculum). There will then be extra levels of challenge for those who need it. Success criteria will be adapted based on the children's ability, and may be personalized for individual children. The success criteria will be visible to all pupils on the classroom working wall.
- Scaffolding such as knowledge organisers, pictures and word banks are available to support those children who may need it. Picture and word bank scaffolds should be stuck into English books to support assessment.
- Pupils will start their writing task by writing the date and title. The draft is completed on the left-hand page of the exercise book.
- The pupils will then be given the opportunity to write at length for an age-appropriate amount of time. Our school defines this as:
  - Years 3 & 4: 25 minutes
  - Years 5 & 6: 30 minutes
- The teacher will regularly stop different groups of learners for a mini-plenary. All lessons to include Assessment for Learning techniques to ensure pace & ensure that misconceptions are dealt with and in particular, opportunities are taken to extend all groups into unknown learning. The aim of the mini-plenaries is:
  - to provide an extra level of adaptive teaching – in particular as a method of stretching the highest ability pupils
  - to magpie ideas for pupils to use in their own writing
  - to share examples of sentences to provide a peer model for writing
  - as an opportunity for self and peer assessment against the success criteria
  - as an opportunity for pupils to refer to their individual targets
- detailed written feedback is provided after the draft write to enable children to focus on aspects for improvement, these should address BOTH transcriptional (spelling, grammar and punctuation) elements and compositional elements (e.g. improving word choice, sentence structure, order and cohesion)

### Revising lessons

#### ***Redrafting from Questioning and Feedback section Walk Thrus 2 Page 106***

| <b>Writing revising (compositional) and editing (transcriptional)</b> |                  |  |
|---|------------------|--|
| <b>Time</b>   | <b>Structure</b> | <b>What this involves</b>  |
| 5 mins  | Overlearning     | Revisiting previously taught skills  |
| 5 mins  | Skill input      | Teach a skill (misconception)  |
| 5 mins  | Oral practice    | Children complete an activity around paragraphs and have time for oral discussion to generate their ideas around what they would include in the structure of their writing.  |
| 5 mins  | Feedback         | Children share their ideas and they are discussed  |
| 10 mins   | Input            | This is where the teacher will model amending draft writing. This will focus on the written feedback to improve compositional elements (revising) and editing grammar and spelling (using the working wall and feedback) |
| 20 mins   | Application      | Children to revise and edit their own work from written feedback   |

We believe that feedback generated from the teacher must suggest improvements that could be made to improve the writing outcome. This will focus on compositional and structural improvements. From this feedback children will:

- practise editing class examples of work (during warm ups)
- receive general oral feedback as a class on how they can improve their work and do this independently
- Respond to teacher comments and improve their work (sentence structure, vocabulary choices, paragraphing,
- add in passages to improve their content

### **Editing lessons**

***Redrafting from Questioning and Feedback section Walk Thrus 2 Page 106***

We believe that the editing and improving of writing is an important skill that must be taught discreetly and that improves not just the piece of writing that is being edited, but also future writing by embedding good practice and providing strong self-feedback. Editing is completed on the right-hand page in the exercise book. In an editing lesson:

- Pupils will edit directly against the success criteria and teacher feedback
- Pupils will record where they have met the success criteria (dot, line cross)
- Pupils will improve their work (vocabulary choices / grammar / spelling)

### **Publishing lessons**

At Grove Academy, we believe that publishing is the best way of:

- Ensuring pupils' work is in context
- Practising important presentation / handwriting skills
- Practising further editing and proof-reading skills
- Providing a reason to produce exceptional work
- Sharing work amongst pupils and with visitors

Children publish their writing to a high standard using a range of presentational tools to enhance, such as:

- Borders
- Shaped / coloured / textured paper
- Illustrations
- Double page spread for non-fiction
- Lift the flaps, fact boxes, etc.

Teachers will assess every published piece using the Grove writing grids.

### **Handwriting and Spelling**

Children are taught spelling four times a week using the No Nonsense spelling scheme. Spellings are taught in units, and each unit should follow the sequence:

- Revise prior knowledge linked to the new strategy or convention
- Teach a new convention / strategy
- Time to practice the new convention / strategy through word and sentence level activities – these should be fun!
- Apply the new convention / strategy into a paragraph of writing

Spellings are sent home weekly to practise.

Daily handwriting lessons are a priority in lower key stage 2 to ensure children have a legible, cursive handwriting style. We celebrate the success of children achieving their pen license in year group celebration assemblies every week.

## **IMPACT:**

- Children's progress in writing is tracked through formative assessments at the end of every writing unit. A summative judgement is decided at each assessment point, using the evidence from each writing unit. Data from these is analysed to ascertain areas for whole-class improvement and feeds into planning, as well as identifying groups of learners who may require targeted support.
- Children will develop age-appropriate skills in speaking, planning, drafting, editing, publishing, spelling, grammar and punctuation
- Children recognize an increasing range of genres, and can write these with a confident understanding of audience and purpose
- Children are confident and competent writers, and enjoy writing for a range of purposes
- Children take pride in their published writing and this is celebrated.

## **Reading**

### **Intent**

#### ***Alex Quigley, Developing reading fluency in Walk Thrus 2 page 80***

By the time children leave Grove Academy, they will have read, listened to and been inspired by a selection of the greatest children's stories ever written. Regardless of ability, gender or background, all children will know, understand and have the confidence to discuss a broad range of high-quality texts and vocabulary to cultivate a love of literature. We have high expectations for all children and expect our children to leave primary school as avid readers. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We aspire for our children to read fluently and widely and able to express preferences and opinions about the texts that they read. We aim to expose our children to a wide range of vocabulary so that they able to decipher new words and then use them when speaking both informally and formally.

### **Implementation (whole school)**

#### **Reading - Long Term:**

#### ***Coherent Mapping, Curriculum planning from Walk Thrus 1 page 54***

- At Grove Academy, we believe that exceptional reading comes from solid decoding skills, an opportunity to spend a considerable amount of time developing fluency, learning and practising reading comprehension skills and discussing the highest quality literature.
- We follow the National Curriculum (2014) programmes of study for reading and the expectations therein, which we have set out lesson by lesson detailing the skills to be taught to ensure progression
- Opportunities to read, share and discuss books are built into the school timetable. In addition to reading lessons every morning, every phase has a new class novel each half term (see Yearly Overviews) which is shared for at least 10 minutes during every school day.
- Continued emphasis is placed on providing access to high-quality texts (many from the Stoke 100 Reads book list – see appendix) and discussion across an increasing range of genres – including writing from both classic and modern literature – that is age-appropriate yet challenging. When selecting texts, teachers should seek to make cross-curricular links to other subjects where possible, thus helping to deepen children's understanding and vocabulary; however, this must not come at the expense of facilitating access to high quality children's literature.

#### **Reading – Medium Term:**

#### ***Sequence concepts in small steps, curriculum planning from Walk Thrus 1 page 52***

In reading we focus on a non-fiction text linked to the history / geography or science topic; followed by a unit on a fiction text. Work is planned during each unit to cover the following progression of skills:

- Decoding, fluency and accuracy
- Reading skills including vocabulary (In the moment of reading)
- After the text (Comprehension questions)
- Reading for pleasure (enjoyment and frequency of reading)

The In the moment of reading skills are matched to each lesson as appropriate depending the text / genre.

**Reading – Short Term:**

Guided reading lessons are delivered with a whole class approach. They are taught four times a week for 30 minutes (Monday – Thursday). Lessons adopt the following structure, with teachers adapting to the needs of their class: All work (skills based or comprehension based) is recorded in individual reading journals. Teachers should review the work completed for each lesson and provide feedback in line with the school’s marking policy. On a Friday, each child completes a comprehension not linked to the topic.

**Lesson structure**

| Reading sequence (fiction) |   |  |   |   |  |
|----------------------------|---|--|---|---|--|
|                            | Day 1   | Day 2  | Day 3   | Day 4   | Day 5                                      |
| Week 1                     | Prediction/ asking question/ inference from pictures<br><br>Share good example (full)<br><br>Teacher to model reading   | Teacher to model reading the good example<br><br>Children to use <b>repair strategies</b> - focus on key vocabulary – build glossary, use dictionaries, match words and pictures etc | Reading for fluency (teacher to model a section)<br>Children to read flowing teacher modelling with a focus on a fluency skill<br><br>Asking questions and making predictions | Reading for fluency (teacher to model a section)<br>Children to read flowing teacher modelling with a focus on a fluency skill<br><br>Visualising and background knowledge - children to draw around the text | Reading comprehension (not linked to text) |
|                            | Day 6   | Day 7  | Day 8   | Day 9   | Day 10                                     |
| Week 2                     | Reading for fluency (teacher to model a section)<br>Children to read flowing teacher modelling with a focus on a fluency skill<br><br>Using inference/ making links | Reading for fluency<br><br>Reading comprehension linked to the text (retrieval questions)  | Reading for fluency<br><br>Reading comprehension linked to the text (inference questions)   | Reading comprehension linked to the text (summerising/ evaluating)<br><br>Book reviews (at end of unit)   | Reading comprehension (not linked to text) |

**Overlearning**

*Retrieval practice from the learning scientist six strategies walk thru 2 page 22*

## Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116

Teachers revisit vocabulary and misconceptions from the previous day.

### Fluency and accuracy

The teacher regularly models reading texts to the children, using intonation, pausing at punctuation and modelling 'In the moment of reading' strategies. Children are encouraged to read the same text and focus on the skills the teacher has modelled, until they can read with accuracy and fluency. We use a range of strategies, such as timed reads and paired reads to support this.

We teach this to ensure children:



- Have good accuracy (95%+)
- Have automatic decoding
- Can spot their own errors and can self-correct
- Can read in phrases
- Have automatic fluency

We focus the teaching and practice around the following areas to develop fluency.




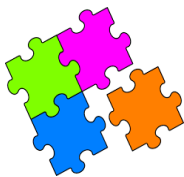
- **Phrasing** – How well are words grouped together into meaningful units of language?
- **Intonation** (expression) – How well does the reader vary their tone, pitch and volume?
- **Pausing** – How well does the reader use the punctuation of the text and the layout of the print (e.g. line layouts)?
- **Rate** – What is the pace of the reading like? Does the reader speed up and slow down to reflect the meaning of the text?
- **Stress** – How well does the reader vary the emphasis they put on words to reflect meaning?
- **Integration** – How well are all these aspects being used together?

### **In the Moment of reading**

We use '**In the moment of reading**' to ensure all children have the necessary reading skills to understand the text they have read. Different 'In the moment of reading' skills are taught daily. Key vocabulary is taught and revisited each day, to enable children to use it confidently and in the correct context.

|  |  |
|--|--|
| <p>Repair strategies/<br/>Vocabulary</p>  | <p>Pupils will be taught to discuss key vocabulary to enable them to read the text. They will discuss the meanings of words in context. Children will read the text and use repair strategies to work out the meaning of a word, we use repair strategy bookmarks to help support this. Pupils are encouraged to match words to meanings, draw pictures, count syllables and create actions to help develop understanding of key vocabulary and create working glossaries.</p> |
| <p>Background knowledge</p>               | <p>This enables pupils to make links to their own experiences. This can come from previous books they have read, films they have seen, trips or visits. This could include links to settings, characters, plot, feelings, themes and genres.</p>   |



|   |   |
|---|---|
| <p>Predictions and asking questions</p>  | <p>As we read, we challenge what is happening, our thoughts change direction as the story moves forwards. Throughout the reading process, children will be taught to make predictions and ask questions about new possibilities.</p>                  |
| <p>Using inference</p>                   | <p>Pupils will be taught to read between the lines. Using clues from the text they will infer how characters are feeling without being directly told.</p>   |
| <p>Visualising</p>                       | <p>Pupils will be taught to visualize through creating pictures in their minds or images of events, characters, settings etc from the book. Often children are encouraged to draw images around the text they are reading, to develop this skill.</p> |
| <p>Making connections</p>               | <p>This skill involves making links. Pupils are encouraged to notice important parts of the text and connect them to build basic meaning.</p>   |

### **Comprehension**

- Children are taught different question types, how to identify the type of question and how to answer them.

#### **The question types are:**

- Retrieval
- Inference
- Vocabulary
- Summarise
- Explain

### **Progression**

- Across the year, the amount of modelling that occurs should gradually shift so that children are reading and responding to texts with increasing independence.
- The amount of text provided and challenge for pupils should increase throughout the year. In addition, texts become more difficult in line with year group expectations.

### **Inclusion**

***SEND aim high plan support, curriculum planning from Walk Thrus 2 pg 70***

### **Phonics**

We teach phonics to children with gaps in their learning through the 'Read, Write, Inc' Ruth Miskin phonics programme. It is a systematic, fast-paced approach to teaching phonics. This intervention is used to close gaps in learning quickly. RWI groups are organised into different abilities following half termly assessments. Sessions are focussed on learning missing sounds, applying these in word reading and reading decodable books that match their

phonics knowledge to build confidence with fluency and accuracy. Phonics interventions are delivered to children who did not pass the KS1 phonics screen, or who are new to English.

| Day 1   | Day 2   | Day 3   | Day 4   |
|---|---|---|---|
| Daily speed sound lesson <ul style="list-style-type: none"> <li>Previously taught sounds</li> <li>Green words containing these sounds</li> <li>New sound for that day</li> <li>Green words containing that sounds</li> <li>Spelling with the new sound</li> </ul> | Daily speed sound lesson <ul style="list-style-type: none"> <li>Previously taught sounds</li> <li>Green words containing these sounds</li> <li>New sound for that day</li> <li>Green words containing that sounds</li> <li>Spelling with the new sound</li> </ul> | Daily speed sound lesson <ul style="list-style-type: none"> <li>Previously taught sounds</li> <li>Green words containing these sounds</li> <li>New sound for that day</li> <li>Green words containing that sounds</li> <li>Spelling with the new sound</li> </ul> | Daily speed sound lesson <ul style="list-style-type: none"> <li>Previously taught sounds</li> <li>Green words containing these sounds</li> <li>New sound for that day</li> <li>Green words containing that sounds</li> <li>Spelling with the new sound</li> </ul> |
| Red words   | Red words   | Red words   | Red words   |
| Partner practice <ul style="list-style-type: none"> <li>Story speed sounds</li> <li>Story green and red words</li> </ul>  | Partner practice <ul style="list-style-type: none"> <li>Story speed sounds</li> <li>Story green and red words</li> </ul>  | Third read <ul style="list-style-type: none"> <li>Children to partner read</li> </ul>   | Fourth read <ul style="list-style-type: none"> <li>Children to partner read</li> </ul>  |
| Story introduction.   | Second read <ul style="list-style-type: none"> <li>Children to partner read</li> </ul>  | Questions to talk about   | Questions to read and answer  |
| Modelled teacher read   |   |   | Read words to keep  |
| First read <ul style="list-style-type: none"> <li>Children to read like the teacher</li> </ul>  |   |   |   |

### **Scaffolding in Guided Reading**

- Class texts are written as a booklet, these are differentiated at least three ways within each year group
- Comprehension questions are differentiated to match the text level
- The expectations surrounding the amount of text that children should read, and read independently, is also adapted to suit different learner's needs.
- Children with gaps in their decoding skills are also give additional opportunities to practise this with targeted intervention time (lowest 20%, PP and SEND if required).
- Provision is made for children with visual impairment or other physical difficulties to enable them to access the reading lesson with their peers.

### **Reading for pleasure**

We encourage children to read independently across the curriculum. Reading opportunities are included across curriculum lessons to help promote a love of reading. This is timetables for 20 minutes every Friday before the children go home.

### **Reading at Home**

- We have a wide variety of levelled books for pupils to take home.
- Children who access phonics, take home a phonetically decodable book so they can practice fluency and an age-appropriate book to have an opportunity to read for pleasure.
- We expect each child to read for a period of time (age-appropriate) five times per week at home. Any reading

a child completes is logged onto GoRead (their digital reading diary). We expect parents to read with / talk to children about their books and update Go Read when the child has read and when the book needs to be changed.

- Go Read is checked by staff on a weekly basis and books are changed. This is regularly monitored by the English leader.

### **IMPACT:**

- Children's progress in reading is tracked through termly, summative assessments. Data from these is analysed to ascertain areas for whole-class improvement and feeds into planning, as well as identifying groups of learners who may require targeted support.
- Children should develop skills in listening, oracy and higher-order thinking which allow them to express themselves fluently in class discussions about a range of texts.
- We promote a love of literature and expect that children will understand and appreciate the value of reading.

## **Science**

### **Intent**

At Grove Academy, Our children access a science curriculum that is rich in scientific enquiry and stimulates an inquisitive mind.

### **Our Science teaching offers opportunities for children to:**

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of Science through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.
- Develop the essential scientific enquiry skills to deepen their scientific knowledge.
- Use a range of methods to communicate their scientific information and present it in a systematic, cross-curricular manner, including I.C.T., diagrams, graphs and charts and a variety of written text types.
- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- Develop an enthusiasm and enjoyment of scientific learning and discovery

### **Implementation**

Science is taught and planned following Pzaz and is adapted to meet the needs of all learners. Science is taught every half term and it covers the National curriculum expectations. It is planned in blocks, to ensure that children have an immersive and comprehensive learning experience. Science is progressive and built upon to support retention and recall. Children are encouraged to overlearn prior knowledge and this is clearly outlined on Knowledge Organisers. Learning about key figures will broaden the knowledge of the children by teaching them about a diverse and multi-cultural range of scientists throughout history and their impact on the modern day. We teach explicitly the key vocabulary needed to support the learning from the topic. We send home 'fridge words' every half term to engage parents to help support learning. Children are encouraged to use correct scientific vocabulary through explanations, discussions and written work.

We celebrate and raise the profile of important scientific findings. We celebrate British Science Week annually by completing fun and exciting enrichment activities.

### **Long, medium and short term teaching structure (Science) (Whole school)**

## **Science (long term)**

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The Science subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum, include chemistry, biology and physics and cover all elements of scientific enquiry.
- Science is taught every half term in blocks, which allows children to understand key components to support their conceptual learning.

## **Science (medium term)**

- Science is planned through the use of Pzaz. Pzaz science covers the units of work that must be taught in each year group and builds on prior knowledge.
- We use an ignition experience on the first day of each new half term to spark excitement and exploration around the topic.
- Science is taught over three lessons per week.
- Units consist of a balance between acquiring knowledge and working scientifically: planning experiments, gathering data, scientific enquiry and evaluating experiments.
- Famous scientists are matched to each unit and highlight important historical scientific inventions that have had impact on science today.
- Pre assessments are used to find out what pupils already know about the topic, so that planning can be adapted to meet the needs of all learners.
- Post assessments are used to check the retention of knowledge.

## **Science (short term)**

### **Overlearning**

***Retrieval practice from the learning scientist six strategies walk thru 2 page 22***

***Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116***

Teachers use the science overlearning powerpoint to ensure that children regularly revise learning from previous units of science (previous lessons, previous units from that year group and knowledge from the previous year groups.) This is recorded on individual whiteboards and used for assessment for learning purposes.

### **Lessons**

- Weekly questions are used as the basis of the learning and will be added to the working wall to show the learning journey over the half term.
- A class KWI grid is completed at the beginning of a unit and displayed on the working wall.
- The area of science being taught (biology, physics, chemistry) will be displayed on the working wall.
- Lessons are planned from the Pzaz scheme of work and must allow weekly opportunities for children to work scientifically, including planning experiments, gathering data, scientific enquiry and evaluating experiments.
- Purposeful practical experiments should be planned weekly to support achievement of year group objectives.
- Children are taught how to ask scientific questions and to observe changes over time.
- Key words (fridge words) linked to the topic are sent to parents each half term and are on the topic working wall.
- Unit vocabulary is taught and revisited each lesson to enable children to use it confidently and in the correct context.
- Knowledge organisers are available to support learners in class during all science lessons.
- Reading opportunities must be available in lessons and used as an introduction to the unit and to enhance children's conceptual understanding.
- Teachers will model expected outcomes and examples of working scientifically, asking questions and evaluating experiments.

- All work is recorded in a child's science book.
- The pre-assessment is stuck into a child's book at the beginning of a topic unit and the post assessment is stuck into a child's book at the end of the topic unit. Both should be marked.

## History

### Intent

Our history provision develops a passion for history and an enthusiastic engagement in learning across the year groups. Our pupils will explore the past, building on previous learning, developing their own historical curiosity and understanding of why the past can be interpreted in different ways. They will enjoy learning about a range of periods from history, gaining an understanding of a variety of historical concepts, processes and chronology. They will learn to challenge their own and other's views and preconceptions through appropriate and accurate historical enquiry; using a range of sources including quality teaching, trips, visits and themed days.

### Long, medium and short term teaching structure (History) (whole school)

#### History (long term)

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The History subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum, and include understanding key concepts (such as trade, empire, invasion), substantive knowledge (people, events, dates), disciplinary knowledge (how historians learn about the past) and chronology.
- History is taught for two half terms in blocks, which allows children to understand key components to support their conceptual learning.
- History units across each year group are chronological and build on prior knowledge.

#### History (medium term)

- History is planned using Focus Education alongside BBC Bitesize.
- We use an ignition experience on the first day of each new half term to spark excitement and exploration around the topic.
- History is taught over two lessons per week.
- Weekly questions are used as the basis of the learning and encourage children to understand key concepts, substantive knowledge, disciplinary knowledge and chronology.
- Pre-assessments are used to find out what pupils already know about the topic, so that planning can be adapted to meet the needs of all learners.
- Post-assessments are used to check the retention of knowledge.
- The pre-assessment is stuck into a child's book at the beginning of a topic unit and the post assessment is stuck into a child's book at the end of the topic unit. Both should be marked.

#### History (short term)

*Retrieval practice from the learning scientist six strategies walk thru 2 page 22*

*Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116*

#### Overlearning

Teachers use the history overlearning powerpoint to ensure that children regularly revise learning from previous units of history (previous lessons, previous units from that year group and knowledge from the previous year groups.) This is recorded on individual whiteboards and used for assessment for learning purposes.

### **Lessons**

- Weekly questions are used as the basis of the learning and will be added to the working wall to show the learning journey over the half term.
- Lessons are planned from Focus Education and BBC bitesize and over the half term must allow opportunities for children to ask questions, research, acquire knowledge and developing perspective and judgement.
- Children are taught how historians learn about the past and when, who and where events occurred.
- A class KWI grid is completed at the beginning of a unit and displayed on the working wall.
- Previously taught history units will be displayed on the working wall on a chronological timeline.
- Key words (fridge words) linked to the topic are sent to parents each half term and are on the topic working wall.
- Unit vocabulary is taught and revisited each lesson to enable children to use it confidently and in the correct context.
- Knowledge organisers should be used in every lesson to support learners in class during all History lessons.
- Reading opportunities must be exploited in lessons and used as an introduction to the unit and to enhance children's conceptual understanding.
- Teachers will model expected outcomes and examples of asking questions and research.
- All work is recorded in a child's topic book.

## **Geography**

### **Intent**

Our geography provision is designed to develop a curiosity and fascination about the world and its people that will stay with them long beyond their time at school. We will ensure the progressive development of geographical concepts, knowledge and skills; enabling the children to develop a love for geography. Geography teaching at Grove will develop the children's knowledge of their local community, and what makes ~~them~~ it unique and special. In addition, they will develop their knowledge and understanding of the wider world and enjoy learning about how people live in different locations.

### **Implementation**

Knowledge is taught through an enquiry driver. This driver consists of a main topic question and weekly questions, that the children answer through our blocked units. Knowledge is consolidated and built upon each week to support retention and recall and is clearly outlined on Knowledge Organisers. This ensures that by the time children leave our school they have learned, and are able to recall and apply the key information that we feel is important in order for them to be successful in the future. Carefully planned visits, activities, community links, skill workshops and life experiences enhance the learning of our pupils and develop their understanding of how they can contribute to the community and society.

### **Long, medium and short term teaching structure (Geography) (Whole school)**

#### **Geography (long term)**

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The Geography subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum, and include understanding substantive knowledge (place and locational knowledge, human, physical and environmental knowledge and geographical skills) and disciplinary knowledge (encouraging children to think geographically).

- In every year group, one Geography unit is taught discretely, and key geographical skills are also taught and revised alongside History for two half terms; which allows children to broaden their geographical knowledge and to make comparisons.
- Geographical units across each year build on prior knowledge.

### **Geography (medium term)**

- Geography is planned using Focus Education.
- We use an ignition experience on the first day of each new half term to spark excitement and exploration around the topic.
- Weekly questions are used as the basis of the learning and encourage children to understand key concepts, substantive knowledge and disciplinary knowledge.
- Pre assessments are used to find out what pupils already know about the topic, so that planning can be adapted to meet the needs of all learners.
- Post assessments are used to check the retention of knowledge.
- The pre-assessment is stuck into a child's book at the beginning of a topic unit and the post assessment is stuck into a child's book at the end of the topic unit. Both should be marked.

### **Geography (short term)**

#### **Overlearning**

***Retrieval practice from the learning scientist six strategies walk thru 2 page 22***

***Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116***

Teachers use the geography overlearning powerpoint to ensure that children regularly revise learning from previous units of geography (previous lessons, previous units from that year group and knowledge from the previous year groups.) This is recorded on individual whiteboards and used for assessment for learning purposes.

#### **Lessons**

- Weekly questions are used as the basis of the learning and will be added to the working wall to show the learning journey over the half term.
- Lessons are planned from Focus Education and over the half term must allow opportunities for children to ask questions, research, acquire knowledge and develop geographical concepts.
- Children are taught how to read maps, conduct field work and exemplify geographical concepts.
- A class KWI grid is completed at the beginning of a unit and displayed on the working wall.
- A large class map will be displayed in each classroom and referred to when discussing locations, seas, continents and rivers, during any subject.
- Key words (fridge words) linked to the topic are sent to parents each half term and are on the topic working wall.
- Unit vocabulary is taught and revisited each lesson to enable children to use it confidently and in the correct context.
- Knowledge organisers should be used in every lesson to support learners in class during all Geography lessons.
- Reading opportunities must be exploited in lessons and used as an introduction to the unit and to enhance children's conceptual understanding.
- Teachers will model expected outcomes and examples of asking questions and research.
- All work is recorded in a child's topic book.

## PE

### Intent

At Grove Academy, we recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes attitudes towards a healthy lifestyle. Thus enabling them to make informed choices about physical activity throughout their lives. We aim, regardless of, gender, ability or background, for children to develop skills that are transferable to – or contextualised within other curriculum areas. Varied opportunities will provide enjoyment for all and will in turn develop paths for their future

### Implementation

We follow the Power of PE scheme of work to teach PE. The Scheme supports all the requirements of the National Curriculum. In the scheme each year group works towards the development of key areas, these key areas are outlined in the 'P.E Outcomes'. Throughout the academic year, the activities delivered are designed to allow children to develop their performance in all of the relevant P.E Outcomes areas. Every lesson plan suggests what 'P.E Outcomes' to focus on ensuring a broad and balanced P.E curriculum is delivered.

### Long, medium and short term teaching structure (PE) (whole school)

#### PE (Long term)

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The PE subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- PE is taught every half term in units.

#### PE (medium term)

- PE is planned using the Power of PE scheme, which links directly to the National Curriculum.
- Two hours of PE is taught per week.
- Each PE unit is broken down into 6 lessons and these are progressive and build/ develop skills

#### PE (short term)

- Lessons begin with overlearning of knowledge from previous lessons and year groups
- Children complete a warm up activity
- Children are introduced to a skill
- Children develop the skill through progression activities
- Children apply the learnt skill in a competitive game.

## Art and Design

### Intent

At Grove Academy we value Art and Design as it gives children of all abilities and backgrounds opportunities to use their creative imagination and practical skills to achieve their potential. Our high-quality Art and Design education engages and inspires children, equipping them with the knowledge and skills to experiment, invent and create their own works of art. They should also know how Art and Design contributes, shapes and reflects our history. Children will learn about a range of artists and craft makers and have opportunities to design and create a broad range of artwork.

### Implementation



Our Art and Design curriculum links to the topics that we are covering each half term, allowing children to become further immersed in the period of time or topic they cover and gain deeper understanding of the artwork and techniques used during that period. This ensures that children are taken on an exciting journey of Art and Design through time enabling them to see how art has developed through the ages and gain an understanding as to how various elements including tools, materials, techniques and styles have evolved. Children will develop this appreciation through studying and exploring a broad range of artists and craft-makers and consider the differing cultures, resources, experiences and senses of beauty. Through the Art and Design teaching sequence, lessons will provide children with the opportunity to experiment, explore, plan, create final pieces and evaluate and present their work.

### **Long, medium and short term teaching structure (Art and Design) (whole school)**

#### **Art and Design (Long term)**

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The Art and Design subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- Art and Design is taught every half term in blocks, which allows children to understand key components to support their conceptual learning.

#### **Art and Design (medium term)**

- Art and Design is planned using the national curriculum and links to the topic unit for each half term, building on prior knowledge.
- We use artefacts and good examples of work to engage the children in learning
- One lesson of Art and Design is taught per week.
- The teaching of Art and Design is broken into four main parts: preparation time, skill focus, application and evaluation.
- Famous artists are matched to each unit and highlight significant techniques used over time
- Every child will experiment with, develop an understanding of and become skilful in a range of art techniques including colour, texture, shape, line, space, form and pattern.

#### **Art and Design (short term)**

#### **Overlearning**

***Retrieval practice from the learning scientist six strategies walk thru 2 page 22***

***Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116***

A learning objective and date will be printed and stuck into the top left corner of individual children's sketch books.

#### **Preparation time**

- Children have the time to explore good examples of art work. They are taught to identify features and discuss what they like/ dislike about certain art work.
- Children plan their own ideas, design their own work and discuss this using technical vocabulary.

#### **Skills focus**

- Before moving on to complete their final piece, children explore and practise using different skills.
- During the skill teach, teachers model using different techniques and how to constantly evaluate their work, looking for ways to improve their work.
- To improve their mastery of art and design techniques, over a year children will demonstrate their skills using drawing, painting and sculpture; with a range of materials (for example, pencil, charcoal, paint, clay).
- Children will practise and develop these skills in their sketch books and will evaluate their own and their peers work using the correct technical vocabulary.

### **Application**

- During the application part of a sequence of lessons, children will complete their final piece of work using the skills that they have practised.

### **Evaluation**

- Children will present their final piece of artwork and evaluate it using the correct technical vocabulary.

## **Design and Technology**

### **Intent**

At Grove Academy, Design and Technology aims to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

### **Implementation**

Our Design and Technology curriculum links to the Science / History / Geography topics that we are covering each half term, allowing children to become further immersed in the topic they cover and gain deeper understanding of design and technology techniques. Children learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. Throughout the curriculum, children learn about a variety of disciplines from mechanisms and woodwork to food and textiles. Our curriculum ensures that children can develop the knowledge, understanding and skills to engage in an iterative process of design and making, through a variety of creative and practical activities. Through the Design and Technology teaching sequence, lessons children will plan, experiment with and test materials, explore products, plan, create final pieces and evaluate and present their work. Children learn about a range of architects and designers that have created products that have shaped our world. Children are taught to understand and apply the principles of nutrition and learn how to cook.

### **Long, medium and short term teaching structure (Design and Technology) (whole school)**

#### **Design and Technology (Long term)**

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The Design and Technology subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- Design and Technology is taught every half term in blocks, which allows children to understand key components to support their conceptual learning.

#### **Design and Technology (medium term)**

- Design and Technology is planned using the national curriculum and links to the Science / History / Geography unit for each half term, building on prior knowledge.
- We use artefacts and good examples of work to engage the children in learning
- One lesson of Design and Technology is taught per week.
- The teaching of Design and Technology is broken into three main parts: design, making and evaluation.
- Famous designers are matched to each unit and highlight important products that have shaped the world.
- Every child will experiment with, develop an understanding of and become skilful in a range of techniques such as cutting, shaping, joining and finishing.

## **Design and Technology (short term)**

### **Overlearning**

*Retrieval practice from the learning scientist six strategies walk thru 2 page 22*

*Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116*

A learning objective and date will be printed and stuck into the top left corner of individual children's Design and Technology book.

### **Designing**

- Children will be provided with a design brief and specification.
- Children will explore existing products and think about the features these products can offer.
- Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Children will be taught about the design process and develop their ideas over time.
- Children will draft and improve their ideas until they reach their final design.
- Children will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### **Making**

- Children make their final product.
- Children will develop design skills that they will need to use to complete different products. These skills will include cutting, shaping, joining and finishing.
- Children will use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- During their time at Grove Academy, children apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products like gears, pulleys, cams, levers and linkages; understand and use electrical systems in their products like series circuits incorporating switches, bulbs, buzzers and motors; and apply their understanding of computing to program, monitor and control their products.
- Children will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

### **Evaluating**

- Children will be expected to present their final product and evaluate it against their design criteria.

## **Music**

### **Intent**

At Grove Academy we value music because it is a powerful and unique art form. Music boosts creativity and supports development in social skills, self-discipline and confidence. We provide a music curriculum where children develop a solid understanding of the interrelated dimensions of music through the skills of performing, composing and appraising. We ensure children experience a range of classical, rock, folk, jazz and popular music taken from different times and cultures. We currently have specialised weekly provision in Year 3, teaching ensemble drumming and have specialised provision for a term across years 4, 5 and 6.

### **Implementation**

We follow the Charanga scheme of work to teach music ensuring there is an integrated, practical, exploratory and child-led approach to musical learning. The Scheme supports all the requirements of the National Curriculum. The Charanga Musical School Scheme provides children with week-by-week lessons, lesson plans, assessment, clear progression, and engaging and exciting resources to support every lesson.

All lessons provide the children with an opportunity to listen to at least one new song per session. They will apply their knowledge of the interrelated dimensions of music to different genres e.g. gospel, reggae, blues. Children also listen, appraise and learn about the work of one iconic singer/musician/composer/band (from different times in

history and from different ethnic backgrounds) per term. This helps to build pupils' cultural understanding and knowledge.

### **Long, medium and short term teaching structure (Music) (whole school)**

#### **Music (Long term)**

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The Music subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- Music is taught every half term in units of work with a defined focus

#### **Music (medium term)**

- Music is planned using the Charanga scheme, which links directly to the National Curriculum.
- One lesson of music is taught per week.
- The teaching of music is broken into three main parts: Listen and Appraise, Musical Activities, Perform/Share
- Children learn about iconic singers, bands, composers and musicians.

#### **Music (short term)**

### **Overlearning**

*Retrieval practice from the learning scientist six strategies walk thru 2 page 22*

*Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116*

- Children listen to different music from historical periods to the present day.
- Children participate in musical activities such as:
  - **Games** that embed the Interrelated dimensions of music through repetition
  - **Singing** which is at the heart of all the musical learning
  - **Playing** instruments with the song to be learnt using tuned/un-tuned classroom percussion
  - **Improvising** with the song using voices and instruments
  - **Composing** with the song
- Children Perform and Share what has taken place during the lesson and work towards performing to an audience.
- In Year 3, the children have a 30 minute lesson every week, led by a specialist from City Music School. During this lesson, they learn to play ensemble samba drums.
- In Years 4, 5 and 6, for 1 term, specialist teachers from City Music School deliver the music curriculum for a 30 minute lesson each week. Teachers support this lesson.

## **MFL**

### **Intent**

At Grove Academy, we are committed to creating rich language opportunities through a broad and ambitious language provision. Embracing our children's love of communication, we aim to develop confidence in their skills and to develop a lifelong enjoyment of language. We believe that language learning nurtures a child's curiosity, cultural awareness, empathy and tolerance. At Grove academy, we provide children with the opportunity to learn to listen, speak, read and write in French.

### **Implementation**

MFL at Grove is taught using the 'Salut!' scheme of work, which links to the National Curriculum. Salut! supports the teaching and learning of French as the chosen MFL at Grove. Salut! provides a range of fun and friendly interactive resources to help deliver French lessons.

### **Long, medium and short term teaching structure (French) (whole school)**

#### **French (Long term)**

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The French subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- French is taught every half term in units.

#### **French (medium term)**

- Each unit is designed to be taught over a half-term.
- There are six lessons in each unit.
- Each lesson has two parts (or three if there's a song)
- Each unit covers listening, speaking, reading and writing skills

#### **French (short term)**

- Each lesson teaches new vocabulary and overlearning of vocabulary from previous lessons and year groups
- Each lesson in *Salut!* has a selection of games that draw on listening, reading and memory skills.
- Speaking and writing in sentences is a key part of the Programme of Study. In each lesson, there's a 'Question & Answer' section where the new vocabulary is used in a conversational context.
- Each unit has a song lesson — it's usually the first lesson of the unit. Song lessons have all the same features as a normal lesson, plus a song.
- At the end of each unit, there's a story lesson. This story draws together some of the vocabulary learnt earlier in the unit.
- Children complete differentiated learning. They contain fun activities, and suggest additional exercises for more confident children. This work is complete in French exercise books.

## **PSHE (Personal, Social, Health and Economic Education)**

### **Intent**

At Grove Academy we firmly believe that our Personal, Social, Health and Economic Education curriculum will give our pupils essential skills, knowledge and understanding that they need in order for them to become confident, healthy and independent members of modern society. Alongside our '3D curriculum' scheme, we also use resources from the PSHE Association and resources that support local events to help supplement our curriculum. Our aim is to prepare all our pupils for life in modern Britain, with a deep understanding of the British values of democracy, individual liberty, rule of law and mutual respect and tolerance. At Grove Academy, we aim to ensure that all our pupils develop resilience, communication, teamwork and respect, so that they are prepared for the challenges they may face throughout their life.

### **Implementation**

Our PSHE curriculum is taught through 3 core stands:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

We encourage our children to celebrate their own individuality and the differences between the members of our community. PSHE is taught as a discrete lesson every week, to ensure a consistent approach that builds on prior

knowledge. If issues arise during the day, at playtimes or lunchtime, staff will also take this opportunity to complete more work as necessary. This may be with individual children, small groups or the whole class as needed. Through the sequence of lessons, children will have the opportunity to discuss and debate ideas, reflect on their own way of thinking, and learn to express themselves in a respectful way.

### **Long, medium and short term teaching structure (PSHE) (whole school)**

#### **PSHE (Long term)**

- At Grove Academy, we use the '3D curriculum' scheme to plan the learning of pupils and the expectations for each year group to ensure progression.
- The PSHE subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- We use Picture News and No Outsiders resources to support our assembly delivery, including British Values
- PSHE is taught every half term in units within the 3 strands (Health and Wellbeing, Relationships, Living in the Wider World)

#### **PSHE (medium term)**

- PSHE is planned using the '3D curriculum' scheme and builds on prior knowledge.
- One lesson of PSHE is taught per week, but additional circle times, or group activities may be included if issues arise.
- The 3 strands of Health and Wellbeing, Relationships and Living in the Wider World are broken down into subsections as follows:
  1. Health and Wellbeing:
    - Physical health and mental wellbeing
    - Growing and changing
    - Keeping safe
  2. Relationships:
    - Families and Friendships
    - Safe relationships
    - Respecting ourselves and others
  3. Living in the Wider World
    - Belonging to a community
    - Media literacy and digital resilience
    - Money and work
- Alongside the curriculum, pupils will learn about key important national-events, for example, Children in Need, Remembrance Day, Martin Luther King day and other key dates that celebrate different cultures, religions, traditions, and allow pupils to reflect on their own traditions and why they have them, and to develop a compassionate, respectful and tolerant approach to our community.
- All pupils are encouraged to recognise that we are all different and unique, and that this should be celebrated. Pupils learn that we all have a place in society and can make valuable contributions.
- All pupils have opportunity to reflect on their own actions and decisions, and develop an understanding of consequences.
- The age of criminal responsibility is taught in an age appropriate way.
- Mental health and wellbeing is a key focus, and children are taught ways to improve their mental health and strategies to develop their resilience when things don't go according to plan.
- Our PSHE curriculum enables our pupils to develop an understanding of different cultures and religions, reflect on their own feelings and values, and engage in respectful dialogue with others.
- We allow our pupils the opportunity to consider moral and ethical questions, and their own standpoint. We will encourage our children to understand that there is often not a right or wrong answer, but different opinions or beliefs.
- Our pupils will be taught about the democratic systems in place and why it exists.
- All our pupils will be taught the fundamental British Values: Liberty, Tolerance, Respect, Democracy and the Rule of Law. These values are taught as part of the curriculum, and in assemblies.

- Pupils will learn how their actions can affect the wider world- recycling, sustainability, walking to school etc
- Pupils learn how to keep healthy and well - physically, mentally and emotionally. Healthy relationships are also promoted through the curriculum and assemblies.
- Online safety is taught through the PSHE curriculum, and children learn how their digital footprint is formed and to recognise the dangers of inappropriate online activity.

### **Safeguarding**

Our PSHE curriculum may prompt pupils to make disclosures to staff relating to safeguarding or child protection. Our staff have received the relevant training to report these disclosures to the DSL or DDSL within the academy, so that they can be dealt with according to our Child Protection policy and processes.

### **PSHE (short term)**

### **Overlearning**

*Retrieval practice from the learning scientist six strategies walk thru 2 page 22*

*Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116*

- Lessons are structured so that children are given opportunities to recognise, reflect and respond to a range of topics.
- Floor books are used to gather evidence, and aim to include pupil voice for every child
- A learning objective and date is printed and stuck into the top left hand corner.
- A code will identified next to the LO to show the area of PHSE/SMSC/ BV covered

## **Religious Education**

### **Intent**

At Grove Academy we have adopted the local authority agreed syllabus for Religious Education. We are passionate about Religious Education and the contribution it makes in forming the minds of the future generation. Through our curriculum, our pupils learn about different religions and beliefs in a range of contexts, and explore key questions while considering their own beliefs and values. We aim to equip our pupils with the necessary skills, knowledge and understanding to engage in a positive dialogue with other members of society, reflecting on their own beliefs and ways of doing things, while respecting the views and feelings of others. The three core elements of our curriculum aim to ensure that our pupils can:

- 1) make sense of a range of religious and non- religious beliefs
- 2) understand the impact and significance of religious and non- religious beliefs
- 3) make connections between religious and non- religious beliefs, concepts, practices and ideas studied.

### **Implementation**

Our Religious Education curriculum is taught in half termly units, and is timetabled each week. The agreed syllabus is a 'spiral curriculum' which builds on prior knowledge as it revisits key principles. Pupils work will be celebrated in floor books that reflect the diverse community within our academy. Assemblies complement the RE syllabus, and incorporate our School Prayer.

### **Long, medium and short term teaching structure Religious Education (whole school)**

#### **Religious Education (Long term)**

- At Grove Academy, we use the locally agreed syllabus (2021-2026) to plan the learning of pupils and the expectations for each year group.
- The Religious Education subject leaders alongside SLT ensure, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- The Religious Education subject leaders monitor floor books to ensure coverage, **knowledge and understanding**, pupil voice and **a range of ways of recording learning**.

- Religious Education is taught every half term in units, which allows children to explore a range of religious and non-religious beliefs and revisit key principles as part of the spiral curriculum.
- The curriculum overview is developed alongside infant colleagues to ensure progression

### **Religious Education (medium term)**

Religious Education is planned in half termly units as follows:

#### **Teachers:**

- use the key question/ unit from the yearly overview
- select learning outcomes suitable to the age and ability of the pupils, ensuring all 3 elements are included. *(Make sense of belief, understand the impact, Make connections)*
- select appropriate content from the syllabus so that pupils achieve the intended learning outcomes.
- assess by turning the learning outcome into 'I can' statements- what should pupils be able to know, understand and do by the end of the lesson?
- develop teaching and learning activities to enable pupils to achieve the intended outcomes- consider ways of recording how pupils show their understanding. Floor books contain post it notes, mind maps, photographs, children's work (individual and group) and clearly evidence debate opportunities where children can reflect on their own point of view.

#### **Pupils:**

- are encouraged to ask challenging questions about religious and non-religious beliefs, values and views.
- learn about key sacred texts along with artefacts, and other sources.

### **Religious Education (short term)**

#### **Overlearning**

*Retrieval practice from the learning scientist six strategies walk thru 2 page 22*

*Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116*

- The big question: each unit poses a big question for the children to consider.
- A key text or 'story' underpins most units
  - Pupils are encouraged to engage in healthy, respectful debate in order to allow them to reflect on their own opinions, beliefs and traditions.
  - Work is represented in a floor book every lesson.

## **ICT**

### **Intent**

Grove Academy computing provision aims to equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information in a safe, responsible and respectful manner. We focus on developing the skills necessary for children to be able to use information in an effective way. Our computing curriculum ensures skills are taught enabling children to be confident, creative and independent learners who can stay safe on line.

### **Implementation**

We teach computing using the 'Teach computing curriculum', which is designed by the National Centre for Computing Education (NCCE) and linked to the National Curriculum. The scheme is taught through units of work. These units for key stage 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly. It also ensures that connections are made even if different teachers are teaching the units within a theme in consecutive years.



All learning outcomes are taught through 10 strands:

- **Algorithms** — Be able to comprehend, design, create, and evaluate algorithms
- **Computer networks** — Understand how networks can be used to retrieve and share information, and how they come with associated risks
- **Computer systems** — Understand what a computer is, and how its constituent parts function together as a whole
- **Creating media** — Select and create a range of media including text, images, sounds, and video
- **Data and information** — Understand how data is stored, organised, and used to represent real-world artefacts and scenarios
- **Design and development** — Understand the activities involved in planning, creating, and evaluating computing artefacts
- **Effective use of tools** — Use software tools to support computing work
- **Impact of technology** — Understand how individuals, systems, and society as a whole interact with computer systems
- **Programming** — Create software to allow computers to solve problems
- **Safety and security** — Understand risks when using technology, and how to protect individuals and systems

### Long, medium and short term teaching structure (PE) (whole school)

#### ICT (Long term)

- At Grove Academy, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- The ICT subject leader alongside SLT ensures, through half-termly monitoring, that the expectations are sufficiently high to match the curriculum.
- ICT is taught every half term in units.

#### ICT (medium term)

- ICT is planned using the NCCE Teach Computing curriculum, which links directly to the National Curriculum.
- One lesson of ICT is taught per week.
- There are 6 units of work per year group.

#### ICT (short term)

- Lessons begin with overlearning of knowledge from previous lesson and year groups.
- Lesson objectives are shared.
- Key vocabulary is introduced
- Teacher models key learning.
- Children have time to complete an activity independently.
- Children complete a post assessment at the end of each unit

### Assemblies

| Monday                       | Tuesday            | Wednesday       | Thursday                                 | Friday                         |
|------------------------------|--------------------|-----------------|--|--------------------------------|
| celebration assembly<br>(SC) | BV / SMSC<br>(JBI) | Singing<br>(JO) | Picture news/<br>Current affairs<br>(JS) | Class assembly<br>(PSHE FOCUS) |

## **British values**

The school is committed to providing all pupils with a solid understanding of each British value:

- Liberty
- Tolerance
- Respect
- Democracy
- The rule of law

The British values are celebrated during lessons and assemblies. The children learn about the five British values, their importance and how they have shaped the world. Assemblies are held to provide the children with lessons about each one and all children have a good understanding of each value. The values are recapped upon during every Tuesday assembly to ensure children are encouraged to demonstrate the values.