



Curriculum - Teaching and Learning Policy

Intent

At Thrunscope Primary and Nursery Academy we...

- Guide our pupils towards becoming assured learners, ready to tackle any challenge they may face and to be thoughtful, respectful members of society instilling our academy ethos "Let children **S.H.I.N.E**" with values such as: **S**kills and knowledge, **H**onesty, **I**nitiative, **N**ever giving up and **E**mpathy.
- Aim to provide **all pupils** with an inclusive curriculum that is rich in vocabulary and well-chosen knowledge which promotes their development and prepares them for the opportunities, responsibilities and experiences of life in our local area and beyond.
- Aim to use assessment for learning strategies daily to provide pupils with immediate feedback to ensure they reach their full potential.
- Aim to ensure children's physical and mental wellbeing are valued; adopting a flexible/personalised approach to timetabling to ensure that we can meet and respond to all pupils' needs.
- Aim to achieve a balanced approach to the curriculum with high expectations in all curriculum areas so pupils achieve well rounded, full and happy lives.

Our Early Years provides the foundations on which our KS1 and KS2 curriculum builds upon. Our continuous provision has been carefully designed with S.H.I.N.E and the following intentions:

- To build self-esteem and confidence;
- To build resilient, determined and independent learners;
- To promote depth of learning in the prime areas;
- To create decision makers and risk takers;
- To enable children to develop a love and respect for the natural environment;
- To allow children to follow their own lines of enquiry and interests;
- To enable deep planning, thinking and organising;
- To build innovators.

We have chosen to devise our curriculum in line with the knowledge and skills promoted in both, the National Curriculum and the Early Years Foundation Stage Framework as this suits the needs of our pupils.

Implementation

In Early Years, during *COOL* (choose our own learning) time, the children have unlimited, free access to the indoor and outdoor provision.

We have areas of continuous provision that are purposefully designed to meet the children's needs. These areas grow and develop throughout the year with the children using the space. These areas include:

- Indoors: school role-play, writing, reading, puppets, water, sand, craft, blocks, construction and small world
- Outdoors: transition/changing, sand, gravel, den building, building, water, mud kitchen, gardening, minibeasts, music and movement and loose parts.

A daily adult led focus serves to give children new ideas and starting points for their continued interests and lines of enquiry.

Planning is done on a daily basis so that children's interests can be followed in the moment when they really matter and enhancements to provision are also made fortnightly to support the text that we are reading together.

Transitioning on from early years, subject leaders work closely with the Early Years Lead to ensure their subject progresses on from the Early Years framework into the primary stages of pupils' education. Subject leaders contribute to a long-term curriculum coverage overview and develop a medium-term plan, per subject. These medium-term plans outline their subject's objectives, knowledge, skills and end points. Teachers work in teams to produce a medium term topic plan which delivers the following to their Key Stage and individual classes:

- A topic rich in knowledge and vocabulary;
- An on entry 'hook' to enrich the topic and engage pupils;
- An exit outcome to demonstrate pupils' subject knowledge and applied skills;
- Regular use of retrieval practice and assessment for learning opportunities;
- ****Wider opportunities to promote pupil development, responsibilities and experiences of life in their local area and beyond e.g. visitors in school, class trips and/or residential visits.**

Knowledge Organisers, Working Walls and Topic information with Key Vocabulary for parents

Each term, teachers provide parents/carers with an overview of their child's topic which includes key vocabulary we wish the child to know; giving them the opportunity to explore these words at home prior to the beginning of the topic. Throughout the teaching of the topic, teachers will use a variety of teaching strategies to engage pupils' understanding of these key words. Teachers may choose to use Knowledge Organisers, related to specific subjects/contexts to further develop pupils' knowledge, understanding and recalling of facts. In addition to this, teachers strive to embed key knowledge and vocabulary into pupils' long-term memory using a working wall to sequence knowledge over time whilst underpinning a variety of retrieval practice techniques.

Quality not Quantity

There is an emphasis on quality across our curriculum. 'Fewer things in better quality' is a focus in classrooms and allows us to develop a depth of learning, provide effective retrieval practice and respond quickly to misconceptions through the use of our diagnostic approach to marking and feedback. We believe in developing a scaffolded learning approach so every child is challenged and supported to a secure foundation of understanding. We recognise children grasp learning in different ways and at different speeds and our practice reflect this. We promote the use of vocabulary and value its importance and necessity to improve pupils' knowledge and its power to enable pupils to achieve across all aspects of the curriculum.

Impact

In Early Years, the impact of our curriculum will be seen in the following ways:

- Children are deeply engaged in their choice of activity;
- Children make plans as they know what materials are always available to them;
- Children repeat experiences, they add to their knowledge and try new ideas to build on this knowledge and start new lines of inquiry to confirm their thinking;
- Children play with others collaboratively and supporting each other's ideas;
- Children have their own ideas, think for themselves and are naturally driven to find out for themselves;
- Children achieve exceptionally well in the prime areas of learning;
- Children enjoy learning and S.H.I.N.E;
- Children are passionate about the natural environment;
- Children that are logical thinkers and problem solvers;
- Resilient children that understand that their first attempt is not always the best but that is not failure - it is learning;
- Good progress and achievement in all areas of learning.

As children transition on from early years, into KS1 and then KS2, our curriculum impact will continue to build upon early years and you will see:

- Children who are engaged and keen to learn;
- Children who feel safe to fail and are resilient;
- Children who know how to improve and develop their skills;
- Children who are determined to succeed;
- Children who are supportive and respectful of each other;
- Children who can recall knowledge;
- Children who demonstrate a good use and understanding of vocabulary;
- Children who are aspirational;
- Children who enjoy and S.H.I.N.E during wider opportunities;
- Children who value their education and can see the 'bigger picture';
- Children who are making positive contributions to their academy and society;
- Children who are making good progress both personally and academically.

All staff aim to use all non-core subjects to contribute to the development of core knowledge through an emphasis on reading. All staff expect and maintain high standards in all subjects and pupils' attainment and progression are expected to be consolidated through non- core subjects via cross curricular work.

Assessment for Learning

At Thrunscoe we adopt a flexible/personalised approach to learning and we use a variety of teaching strategies to ensure that every child makes the optimum amount of progress and to ensure that all learning needs are tailored for in lessons.

During lessons, pupils work towards an **objective (WALT: We Are Learning To)** and use **success criteria** to guide them as they learn and achieve. The success criteria is on display throughout each lesson and colour coded orange, green and purple so pupils are able to visually see where they are achieving in the lesson i.e. Orange (I know/I can), Green (I can/I apply) and Purple (I challenge). The pupils will self-assess against this colour coded criteria. Teachers and support staff will **verbally** offer pupils support and feedback on how best to improve, using assessment for learning strategies throughout each lesson. Teachers will then assess pupils against the colour coded success criteria

Teachers then use this assessment to plan next steps for pupils; adding support or challenge within the teaching sequence. There is no expectation for teachers to write written feedback in books. Books are marked with ticks, stickers, stamps, words of encouragement and assessment colours used to inform pupils if they have achieved orange, green or purple in the success criteria.

At the end of every term (3 times per year) teachers will assess pupils RWM and GPS and they will input pupil progress data into an online system called 'Otrack' and they will use this data to produce a document named 'Standards Form'. The 'Standards Form' serves as a tool to analyse data and produce clear next steps for all pupils including vulnerable groups. Teachers will also write an evaluation of interventions pupils have been a part of and the impact they've had on pupils' progress and how they plan to move pupils' learning forwards in the upcoming term. Pupils' learning and progress in non-core subjects is also assessed. Teachers use pupils' books, low stake quizzes and other retrieval practice techniques to measure if a child has met the learning objectives in the success criteria and outlined in the subjects MTP and if a pupil is working at, above or below the expected standard for that subject.

As a result of our effective use of AFL, we provide suitable learning opportunities for all children, in all subjects, by matching the challenge of the task to the ability and learning needs of the children.

We achieve this in a variety of ways by:

- Colour coding the success criteria
- Grouping and/or setting pupils by ability and providing differentiated tasks
- Providing open ended tasks to elicit a variety and/or depth of response.
- Providing equipment and clear instructions to nurture independence
- Group work to allow collaboration and develop thinking skills.
- Providing practical opportunities for kinaesthetic learners.
- Providing visual stimuli and artefacts to promote interest.
- Utilising Teaching Assistants to support and/or extend pupils' learning
- Communicating with the SENDCOs who will support teachers monitoring and addressing pupils' additional needs
- Subject Leaders and SENDCOs working together to agree teaching and learning strategies which will best support SEND pupils across the curriculum.
- Planned Curriculum Enrichment and wider opportunities enabling subject experiences beyond the classroom.

Curriculum Monitoring

Here at Thrunscocoe, we endeavour to effectively monitor impact and respond to the needs of our pupils. Therefore, our curriculum is monitored and reviewed termly. Our curriculum monitoring cycle adopts a tiered approach:

- Key Stage Leaders hold termly meetings to review the previous term's topic, content coverage and pupil progress; they then use this time to create Medium Term Plans for the next term;
- Each subject has a subject leader who is there to support staff with resourcing, subject knowledge, planning, reporting to governors and general queries. Each subject leader will timetable a review of the learning in their subject in a range of ways which may include; collecting work samples from pupils to show progression across each key stage in their subject, work scrutiny, learning walks, pupil interviews, lesson observations and/or data analysis.
- Subject leaders will arrange staff meetings for teachers to informally share pupils learning, to magpie good practice and to offer training in their subject.
- The SMT will formally observe teaching and take informal learning walks to follow a focused line of enquiry three times per academic year.

Personal development and Cultural Capital

We aim to provide **all pupils** with an inclusive curriculum that is rich in vocabulary and well-chosen knowledge which promotes S.H.I.N.E; their development and prepares them for the opportunities, responsibilities and experiences of life in our local area and beyond.

Our teaching staff aim to develop and celebrate the whole child. Curriculum enrichment is used to capture children's interests within a topic and to broaden pupils' knowledge. In addition to this, teachers and subject leaders are proactive in providing wider opportunities** which promote subjects or class topics and to give pupils an insight into education beyond Thrunscoe Academy. Children's achievements are celebrated regularly via our website; displays in classrooms and shared areas. **We also timetable 'Topic Showcases' so pupils are able to present their learning to friends and family.

We aim to provide a balanced approach. Our full and rich curriculum, aims to provide a range of experiences to ensure that every pupil at Thrunscoe Primary and Nursery Academy makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to S.H.I.N.E.

Well-being is a vital part of our curriculum to ensure pupils feel valued, proud and are a part of their learning by giving encouragement to ask questions and present their learning to others such as friends, peers, family and/or the wider community** which allows them to share their expertise and developing skills. We aim to ensure pupils are respectful and tolerant members of society, by developing an understanding of different beliefs and cultures; this is reflected in our PSHE (JIGSAW) curriculum as well as our Religious Education Curriculum; the daily expectation modelled by staff and demonstrated by our pupils following our academy values: S.H.I.N.E

Furthermore, **Spiritual, Moral, Social and Cultural (SMSC) development** is the over-arching umbrella that encompasses personal development across the whole of our curriculum. Teachers plan opportunities for pupils to explore SMSC and British Value threads within the topic and/or subjects and pupils demonstrate their knowledge and understanding of these through learning outcomes produced across the curriculum.

We use **VotesforSchools** during timetabled, weekly assemblies to support our SMSC, British Values, and Prevent delivery. VotesforSchools is a voting platform for young people that strives to make a difference in our school, local community, and the wider world, and to highlight the importance of being informed, curious, and heard. We give voters (pupils) the information and opportunity to voice their opinions on relevant and challenging issues. The resources used during assemblies and voting sessions help pupils to develop skills and confidence in oracy, political literacy and participation. A weekly Curriculum Guide, outlines which SMSC, PSHE, British Values and Prevent requirements are being met by their topics discussed in each assembly. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. SMSC is 'at the heart' of our school. It requires pupils to think about the kind of people they aspire to be, the kind of world they aspire to create, and the kind of education they need to aspire in life. Our pupils learn to S.H.I.N.E.

****Homework**

We believe topic homework is essential as it supports and extends the children's learning in the classroom. Half-termly/ termly projects are set for the children. The homework contributes to the overall outcome of the integrated themed topic. Therefore, the children see a clear purpose in their learning at home.

In addition to this, pupils have clear expectations with regard to reading at least three times a week at home, whilst learning designated spellings and counting/times tables. During open afternoons with parents, teachers have the opportunity to discuss with parents how else to support their child's learning at home.

SEND and Accessibility

Teaching staff are proactive in the delivery of a differentiated curriculum to ensure that lessons can be accessed by all pupils and there are learning opportunities and resources available to support and stretch pupil's knowledge and skills. Considerations may be given to the resources used, teaching delivery, tasks given, additional support required and expected outcomes. All pupils are encouraged to enjoy and participate in lessons regardless of race, culture, gender, ability or physical limitations. Our Curriculum Policy works in conjunction with our Accessibility Policy & Plan; making 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010 (Please refer to our Accessibility Policy & Plan for further details) A mutual respect and tolerance for all cultures and abilities will be promoted and celebrated across the academy. (Please refer to our SEND policy for further details regarding our SEND provision)

Assessment and Moderation

(Please refer to our Assessment Policy for details)

Marking, Feedback and Presentation

(Please refer to our Marking, Feedback and Presentation policy for details)

Addendum (Covid -19)

****Subject to Government updates provided in the document 'Guidance for schools: coronavirus (Covid-19)'**

Remote Education Provision

Pupils learn the same curriculum at home as in school, even if the way they learn looks different. We are able to teach the same curriculum remotely as we do in our academy by following our well-sequenced curriculum planning wherever possible and appropriate, making adaptations in some subjects when needed. Our teaching staff have skilfully used the digital education platform, Purple Mash (Y1-Y6) and Tapestry (EYFS), to closely reflect the curriculum and our teaching and learning expectations whilst being mindful of the unique challenges remote learning presents.

For more information regarding our **Remote Education Provision**, please refer to our 'Remote Learning Policy' for details.

Date: November 2021

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