



GREENWOOD  
ACADEMIES TRUST

Curriculum:  
Intent,  
Implementation  
& Impact  
Statement

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&

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# Intent – Greenwood Academies Trust

## GAT Primary Curriculum

Central to the curricula in our academies are the fundamental principles that a curriculum should be:

- of quality
- contextualised to reflect the community of the academy
- developing core transferable knowledge and skills
- securing progress in the core areas of reading, writing and mathematics
- broad and balanced
- meeting the expectations set out in the National Curriculum (2014)
- exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.

As we work across a diverse number of regions our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.

We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this, we expect our academies to continually review the effectiveness of their curriculum.

# Intent – Queensmead Primary Academy

*We want our school to be a place where we are safe to learn, have fun and work hard. A place where we are kind and mindful of everyone and have positive attitudes for our bright futures.*

At Queensmead Primary Academy our vision is to ensure that we encourage our children to work hard in their learning whilst having fun. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving in order to prepare them to embrace their bright futures.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices and providing a wealth of opportunities to enrich their life experiences.

By working with our families, we create an aspirational environment and academy community where everyone is valued and successes are celebrated.

## **At Queensmead Primary Academy, we support all our children to:**

- Achieve their full potential as rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Be active contributors to the academy and the wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging toward the academy and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

## **To achieve this we will provide:**

- A happy, healthy, safe and secure environment
- High quality teaching across the whole curriculum
- A rich, challenging, relevant and engaging curriculum
- A wide range of extra-curricular opportunities
- Opportunities for pupils to play a part in developing their academy and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the academy
- Opportunities for parents to be active partners in the education of their children and the life of the academy
- Academy leadership focused on continuous improvement
- Effective management systems which support the drive to raise standards

# Implementation

## Effective Teaching

At Queensmead Primary Academy we believe that the key to ensuring all pupils meet their potential lies in effective teaching which provides exciting and engaging opportunities for learning via a curriculum matched to pupils' needs. High standards and expectations are fundamental along with a thorough and personal knowledge of our pupils' academic and other needs.

High expectations of progress apply equally to children working above, at, or below age-related expectations, including those identified as having special educational needs. There is an expectation of participation, fulfilment and success; teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress.

There are clear, responsive plans to support those who are struggling to maintain trajectory.

Effective teaching practices at Queensmead Primary Academy see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

### 1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

### 2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in understanding how to improve and progress;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;

### 3. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- A range of assessments are used effectively;
- Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation

### 4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Interventions are evaluated and relevant adjustments are made;

- SLT and teachers regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

## **5. Learning environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and computing developed to allow children to work independently and successfully;
- A range of additional spaces are used to support exciting and engaging learning opportunities – 'outdoor classroom', tiny forest, wildlife area, pond, studio, hall space;
- Displays are a mixture of celebration of children's work, supportive resources and information.

## **6. Curriculum organisation**

- The curriculum is designed to cater for the academic, personal, social and emotional needs of our pupils;
- Underpinning the whole curriculum is the Route to Resilience programme with a focus on building pupils' character, aspirations and self-worth- this is the 'golden thread' woven throughout the Academy;
- Foundation subjects are organised into concurrent , whole school themes planned across the three terms to ensure progression in skills and knowledge.

## **7. Extended curriculum**

- The academy offers a range of 'extra-curricular' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all and actively promote engagement from disadvantaged pupils;
- Access to other services is provided or arranged, including health and social services.

## **8. Supporting children's wider needs**

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- An inclusion/wellbeing mentor supports families in need.

## **Effective Learning**

We offer opportunities for children to learn in different ways including:

- investigation and problem solving
- open ended tasks
- outdoor learning
- reasoning
- research and finding out, with independent access to a range of resources
- group work, paired work and independent work
- effective questioning
- presentation and drama
- use of computing
- visitors and educational visits
- creative activities, designing and making
- use of multimedia, visual or auditory stimulus
- participation in physical or athletic activity
- homework
- extra-curricular clubs and activities

# Our Curriculum

## EYFS Curriculum

In Nursery we work to Development Matters. The framework Prime Areas: CL, PSED & PD, and Specific Areas: Literacy, Maths, UW & EAD.

In Reception, we follow the Early Years Statutory Framework which became effective as of September 2021. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and supports children to develop key life skills such as independence; innovation; creativity; enquiry; analysis and problem solving.

## English

The effective teaching of reading is at the heart of our curriculum: at Queensmead Primary Academy, we believe that all our children can become fluent readers and writers. We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the Little Wandle Revised Letters and Sounds Progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

The systematic teaching of reading underpins our reading curriculum. A range of comprehension strategies are taught to all pupils to support their understanding and comprehension of texts and their ability to confidently approach any new vocabulary. Across the academy, children are heard reading as individuals and in groups. Shared and guided reading sessions use a range of fiction, non-fiction and poetry texts to develop the children's word recognition, fluency, prosody and comprehension skills. Parents are given clear expectations about reading at home and our pupils are encouraged to read for pleasure and to read widely.

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is taught in meaningful contexts, inspired by exciting, shared experiences, quality texts, visual resources and cross-curricular topics. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically, and spelling and handwriting sessions are taught daily.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing, we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. Targeted planning offers pupils opportunities to express their thoughts, exchange ideas and to develop more sophisticated vocabulary and sentence structures. We provide a wide range of activities to develop children's understanding of the structural and language features associated with different text types, and ensure they recognise the range of purposes that writing can have, e.g. inform, instruct, persuade or entertain. We promote the status of written work by providing regular opportunities for children's writing to be published and read by real audiences.

Drama and other strategies are used to develop oral skills, vocabulary, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. Our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

A range of extra activities are used to promote literacy within the school including World Book Day and author visits.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## **Mathematics**

We embrace the Mastery approach to teaching mathematics. The academy is part of the NCETM Mastering Number Programme for Reception and KS1, focusing on daily, short number sense activities to lay firm foundations in mathematics. Mastering Number is also used as an intervention in KS2, adapted to pupil needs. KS2 Teachers ensure that mathematical skills are taught every day following the 4Ops programme. We also use cross curricular opportunities to develop pupils' mathematical fluency.

Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem-solving. Mathematical talk is essential to conceptual understanding and teachers promote rich pupil-to-pupil discussion as well as between teacher and pupils.

In each lesson there is a short and simple mental maths session. We build on skills and understanding in a progressive way and continue to develop place value, the four number operations and the understanding of fractional parts as a discrete focus. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. To consolidate learning over time, our pupils also complete White Rose Flashback4 questions each day.

There are extra activities throughout the year to promote mathematical skills and thinking including participation in World Maths Day and Numbers Day.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## **Science**

Science is taught as separate lessons but is also linked to our theme work where appropriate. It is our aim to give all children a strong understanding of the world around them whilst equipping them with skills and knowledge through the specific disciplines of biology, chemistry and physics, to help them think scientifically and question what they experience.

The children will follow the national curriculum in a range of scientific topics, including plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance, developing their knowledge and understanding throughout their time at Queensmead Primary Academy. From F1 to Year 6, our pupils will develop their knowledge, through revisiting key areas and building upon previous learning, embedding their knowledge into the long-term memory.

We encourage children to be inquisitive, and we strive to foster a healthy curiosity about our universe, whilst ensuring pupils gain an understanding of scientific processes. We ensure children are equipped with an understanding of the use, and implications, of science today and for the future.

During their learning, children will be exposed to various scientists and their research, linked to the topics covered in our curriculum. They will be able to appreciate advances that have been made in science throughout history and look at future developments.

We aim to equip pupils with the skills to work scientifically, asking and answering their own questions through a range of different enquiries and investigations. We will develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions.

Through links with universities and local hubs, children will be given opportunities to engage in extra-curricular science activities such as exploring our well-resourced outdoor learning environment, visiting science events or museums and presenting science projects to their peers.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

## **Geography**

Our Geography curriculum aims to develop our children's knowledge and curiosity of the wider world, expand their geographical vocabulary and promote high aspirations. Through the study of natural and human environments, as well as physical and human processes, we provide our children with a sense of awe and wonder about the world they live in. As they continue on their Geography learning journey, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our children learn the subject specific language they need to describe, question and discuss the world, as well as their place in it.

National Curriculum Geography Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

## **History**

It is our aim that pupils foster an enthusiasm and curiosity about history and learning about the past through an engaging and varied curriculum, developing skills and understanding which can be applied to any area of history.

Our History curriculum draws from, and makes full use of, the immediate and wider local area, from Braunstone Hall to Bosworth Battlefield, enabling children to develop a deep



understanding of the rich history of their own locality. The history curriculum is carefully planned and structured to ensure that current learning builds on prior knowledge and skills, and that the school's approaches are informed by current pedagogy.

Our topics are informed by the national curriculum and are responsive to children's interests, as well as the context of the local area being embedded in the curriculum. Our younger pupils are provided with opportunities to compare various aspects of their own lives with different historical periods, including significant events and people. Our KS2 history curriculum is organised into an exciting chronological journey from ancient civilisations to World War II, which allows our children to learn about aspects of local, British and Ancient history and develop knowledge of historical events and changes in the wider world.

National Curriculum History Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

### **Art and Design**

Through our art curriculum, children develop their creative imagination, enabling them to communicate what they see, feel and think through a range of tools and media. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

During their time at Queensmead Primary Academy, children are given regular opportunities to experiment, invent and create their own works of art, craft and design. Skills and techniques are taught progressively to ensure that all children are able to learn, practice and develop as they move through the school. We have artist theme weeks with a whole school focus on art.

National Curriculum Art Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

### **Design & Technology**

At Queensmead Primary Academy Design and Technology is taught in an inspiring and practical way. Our DT lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Throughout the learning journey, children are given opportunities to explore and test existing products, make their own design choices, utilise a range of skills during the making process and evaluate their final products. The Design and Technology curriculum ensures that there is an appropriate progression of skills, which are taught over time through different experiences so that pupils are supported to be the best Design Technicians they can be.

National Curriculum Design & Technology Programmes of Study:

[National curriculum in England: design and technology programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study)

### **Computing**

With technology ever-changing, it is important to Queensmead Primary Academy that our pupils are taught computing effectively. Technology is always present in our classrooms so learning how best to utilise its different features is crucial. By the end of Key Stage 2, it is our aim that children are confident and independent computer scientists who can tackle new and familiar technologies and have a clear understanding that they can carry forward in their education and potential careers.

Our bespoke computing curriculum focuses on a clear progression of skills in digital literacy, information technology and online safety so that our pupils are competent in how to use technology safely and effectively. Key aspects of the curriculum are revisited continuously to ensure that our pupils' learning is embedded, and their skills are developed clearly. It is important to us that our computing curriculum not only supports our pupil's creativity but engages them and enriches all their experiences across their school career.

E-safety is vitally important in our school and as part of our teaching. We ensure that pupils understand how to minimize the risk when online and how to follow the safety rules in place.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

### **Modern Foreign Language**

From Year 2 to Year 6, Spanish is taught to the children by a specialist language tutor. Our approach develops resilience and confidence in language learning as well as enjoyment of it. We implement a systematic approach to the three pillars of language learning: phonics, grammar and vocabulary. Our curriculum allows pupils to hear correct pronunciations, practise Spanish sayings/sounds, sing songs, read and write in Spanish, with lessons which are designed to be progressive and build on prior learning. Through our Spanish curriculum, pupils understand the importance of learning another language to develop their linguistic skills, enhance intercultural understanding and promote positive attitudes to language learning throughout life.

A pen-pal scheme has provided us with the opportunity to forged linked with a school in the Huelva region of Spain, with our pupils exchanging letters, videos and projects on a regular basis.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

### **Music**

Our music curriculum engages, inspires and motivates our children, playing an important part in their personal development and reflecting the culture and society they live in. Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils are also taught to play a variety of instruments and encouraged to perform together in ensemble groups. The children listen to a wide range of music with concentration and understanding. Music is taught both discretely and linked to Topic lessons, and we ensure that there is a clear progression of skills across the academy.

Assemblies also provide additional opportunities to practise singing. We have strong links with a local Arts charity as well as the Leicester/shire Music Service who support us with the curriculum and with offers of additional projects.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

### **Physical Education (PE)**

PE is delivered by class teachers as well as a Sports Coach. Our PE sessions will be both indoor and outdoor for Reception and Key Stage 1. They focus on mastering basic movements as well as participating in team games to develop simple tactics for being an effective team member. Swimming is introduced to the timetable from Year 4.

We ensure wider participation in the community by involvement in interschool sports, local authority and Trust based competitions.

Our PE curriculum aims to ensure that all pupils:

- develop competence skills to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives and are aware of how physical exercise can have a positive impact on their well-being
- develop social and team building skills.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## **PSHE**

As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life as local, national and global citizens in the 21<sup>st</sup> Century.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

## **Religious Education**

Leicester is a vibrant, multi-cultural, plural city and it is important to us that our pupils have an awareness, appreciation and respect for the diversity of their local area.

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Leicester. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are predominantly Christian whilst taking account of the teaching and practices of other principal religions represented in Leicester and the UK. We want to ensure that our pupils have an awareness and understanding of the beliefs and cultures within and beyond their community, and we aim to equip them with the skills to develop their enquiry and response to significant questions posed by religion and worldviews. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes and practices. They also are given opportunities to explore their own beliefs and values. We have strong links with a number of faith communities in our local area and visit a variety of Places of Worship to support learning around faith beliefs and believers.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. An enrichment programme underpins our curriculum so that our pupils can have experiences that enhance their vocabulary, understanding and knowledge. The programme is planned throughout the year.

### ***Trips and Visits and Expert Visitors***

- We plan a series of trips throughout the year for each year group;
- The trips are directly linked to theme work;
- We organise residential trips for our Year 4,5 and 6 pupils;
- Pupils take part in a variety of workshops throughout the academic year linked to their topic work or to a whole school theme;
- We have themed days and weeks throughout the year which often relate to our key aspects of being UNICEF Rights Respecting School and Centre of Excellence for Financial Education and a Careers Mark school.

### **The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board)**

Monitoring of the consistent approach to Teaching and Learning at Queensmead Primary Academy is undertaken by the Primary Education Team, in the main through a linked Education Director.

### **The Role of Parents**

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a termly newsletter entitled 'Curriculum News';
- Holding regular Parent's Evenings;
- Inviting parents into the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Annual report at the end of each academic year

## Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. As an academy we raise the expectation of learners and the quality of work they produce from an enriched and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

The impact of our curriculum should also be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- Multiplication Tables Check at the end of Year 4
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

In addition, impact is measured by how effectively we help our pupils to develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future local, national and global citizens.