



**GREENWOOD  
ACADEMIES TRUST**

# Curriculum: Intent, Implementation & Impact Statement

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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 learn 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 towards 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 embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential.

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 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 setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

### 3. Focussed assessment

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

### 4. Intervention

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

- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- 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 ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', studio, hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

## **6. Curriculum organisation**

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
  - *Higher Ability pupils*
  - *Learners with learning difficulties, including those with speech, language and communication needs*
  - *Learners who are learning English as an additional language*
  - *Boys and girls*
  - *Children who are in care*
  - *Learners with social, emotional and behavioural difficulties.*

## **7. Extended curriculum**

- The academy offers a range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- 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;
- Employ an inclusion/wellbeing mentor as a first point of contact for parents and carers.

## **Effective Learning**

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

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

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;

- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- 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 as set out in the EYFS Handbook 2018 for the Early Years Foundation Stage, published in November 2018 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning 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

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Phonic awareness helps the development of reading by segmenting and blending sounds: pupils in EYFS, Y1 and 2 are taught a systematic phonics programme.

Children are heard reading as individuals and in groups. Guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

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 ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Handwriting sessions are incorporated into English lessons. A range of extra activities are used to promote literacy within the school including a theme 'Take one Book', 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. Teachers ensure that mathematical skills are taught every day following the 4Ops programme. They 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. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. 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 academy is part of the LA DGW Maths Hub and we continue to develop our practice in line with theirs. 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 a separate lesson but is linked to our Topic work where appropriate. We encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology is introduced each lesson and knowledge is built upon throughout the school. Pupils are encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and gather and record data. Children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance.

Visits by specialists such as *Mad Science* and *Bugtopia* alongside close links with local secondary schools will enhance the delivery of our science curriculum. We will also have dedicated science days throughout the year.

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>

## **Art and Design**

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. 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.

We have artist theme weeks with a whole school focus on art. We include the development of art skills in our general curriculum.

Our design and technology 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.

National Curriculum Art Programmes of Study

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

## **Drama**

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons to aid the development of speaking and listening and reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as children develop. 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.

## **Computing**

We have a discreet timetable time for the development of ICT skills but our approach is to integrate ICT into lessons: the use of laptops and other hardware such as cameras and iPads is evident across the academy. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. Children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

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 we teach Spanish to all children. Our approach is to make learning a new language fun. Young pupils are very receptive to learning a new language; they like to mimic



pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable delivered by a language specialist.

National Curriculum Language Programmes of Study

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

### **Music**

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils are also taught to play a variety of instruments and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

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 including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and 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 and swimming tournaments, local authority and Trust based competitions.

PE Programmes of Study:

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

### **PSHE**

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. 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. In our programmes 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 in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events and faith celebrations across the year. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating.

National Curriculum PSHE programmes of Study

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

## **Religious Education**

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Leicester. Religious Education (RE). 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 Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They also develop their own beliefs and values

Religious Education DfE Guidance

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

## **Themes**

We use themes to deliver subject skills and understanding. Our theme programme is carefully balanced and planned to be age appropriate across the years. Theme maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in theme teaching. So for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. A whole school approach is followed for the theme timetable. Theme time also provides further opportunities to learn about people and cultures. A full timetable of trips to enrich pupils' learning and to enhance the curriculum is published as a fundamental part of our long term planning.

Humanities Programmes of Study:

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

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

## **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***

- We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year.
- The trips are directly linked to our topic work.
- We organise residential trips for our Year 4 and 6 pupils

### ***Workshops and specialists***

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies eg the *Science Museum*, *M&M Productions* and *Living History*.

### ***Themed days and weeks***

- We also have themed days and weeks throughout the year which often relate to our key aspects of being a UNICEF Rights Respecting School and Centre of Excellence for Financial Education.

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

Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. 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 Senior Education Adviser.

## **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 and Termly Learning Conferences;
- Inviting parents in to 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 are striving to 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
- 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 citizens.