



# Teaching and Learning Policy (Curriculum)

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Review cycle: Bi-annually

At Bush Hill Park Primary School, we are intentional about embedding a curriculum which is relevant to the specific needs of **our** children. Our curriculum is designed to enable children to learn more, know more and remember more. We are passionate about not only embedding and making accessible all elements of the National Curriculum but also to equip and prepare children to be life-long learners and to be ready for the workplaces of the future. As such, our curriculum is all the planned activities that we organise in order to promote learning, personal growth and development.

Bush Hill Park Primary School serves an area of high deprivation and many of our children start school with very low-level language skills and have limited access to the outdoors. Early intervention is key and reading and vocabulary development therefore form our school drivers along with diversity, vocabulary development and our school values. These are the four central drivers that underpin all decisions that we take with curriculum design here at Bush Hill Park Primary School. (See Appendix 1 ‘Curriculum Rationale’).

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach and should be read in conjunction with our RSE, Online Safety, Marking and Feedback and Assessment policies.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

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## 1. Curriculum aims (intent)

At Bush Hill Park Primary School, we are committed to our school values of respect, resilience and responsibility. Our curriculum is designed to provide stretch and challenge for all pupils and to enable children to find wonder in and to question the world around them.

The National Curriculum is our starting point and through careful progression planning and sequencing, we aim to ensure that all children have equal access to a broad and balanced curriculum that enhances life experiences for all. We are developing a knowledge rich, vocabulary heavy curriculum that provides children with a variety of experiences, skills and knowledge in order to encourage future aspirations. We have created opportunities within the curriculum to nurture the whole child, from their physical development through to their mental health and wellbeing, specifically through incorporating problem solving, creativity, knowledge and resilience in order to best prepare children for their futures.

<b>Our Key Curriculum Drivers</b>			
<p><b>Never a missed reading opportunity</b> <i>‘Reading is to the mind what exercise is to the body’ Joseph Addison</i></p>	<p><b>Vocabulary Development</b> <i>‘The limits of my language mean the limits of my world’ Ludwig Wittgenstein</i></p>	<p><b>Diversity</b> <i>‘We should indeed keep calm in the face of difference, and live our lives in a state of inclusion and wonder at the diversity of humanity’ George Takei</i></p>	<p><b>Respect, Resilience and Responsibility (School values)</b> <i>‘The time is always right to do what is right’ Martin Luther King.</i></p>
<p>The reading culture at Bush Hill Park Primary School extends into all aspects of the school and the wider community. There is never a missed opportunity to read. Adults choose rich and challenging texts to share daily with their class. All children have the opportunity to be heard reading and to</p>	<p>Children are all exposed to a rich, multi-discipline vocabulary, not only through all subject areas but in their daily interactions with all members of staff in the school who demonstrate a wide vocabulary.</p>	<p>Children see themselves and their families reflected in our curriculum. All children have a strong sense of belonging. They have an appreciation for our diverse curriculum and find curiosity and excitement in learning from others.</p>	<p>The school values can be found across the school and the curriculum. They are taught both explicitly and discretely and they prepare children with the confidence to find success in the world beyond primary school.</p>

find joy in the books around them.			
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It is our intention that all pupils leave Bush Hill Park Primary School:

- Ready, resilient, respectful and responsible
- Feeling safe and valued as part of a community that cares for them
- As life-long learners who can think independently and can seek solutions creatively and cooperatively
- With enquiring minds
- As life-long Readers
- Confident in taking risks with all future learning
- With a strong sense of self-esteem that enables them to be well balanced and healthy individuals

Ultimately, it is our intention that our curriculum provides the following:

- A broad and balanced education for all children that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Opportunities for all children to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations
- Opportunities for children to develop enquiring minds and the key skills and knowledge for life in the modern world
- Opportunities for active, practical and hands on learning that encourages development of problem-solving, teamwork and resilience
- Support for children’s spiritual, moral, social and cultural development
- Support for children’s physical development and responsibility for their own health, and the ability to lead a healthy and active life now and in the future
- Promotion of positive and resilient attitude towards learning
- Equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equipping children with the knowledge and cultural capital they need to succeed in life
- Ensuring children leave with safe, secure relationships with all adults and that this will support their foundation for creating safe, secure relationships now and in the future

## 2. Organisation and Planning (intent and implementation)

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the learning experiences of children at Bush Hill Park Primary School. This also includes the 'hidden' curriculum, in that children are continuously learning from the way they are treated with care and respect to the way they are taught to handle personal challenges. We aim to teach children how to grow into positive, responsible people, who can work well and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

At Bush Hill Park Primary School, we aim to provide a broad and balanced curriculum that is inclusive of all children. It is based on the National Curriculum (2014) and covers the following subjects:

- English – writing
- English – reading
- Maths
- Science
- P.E.
- History
- Geography
- R.E.
- PSHE
- Computing
- Music
- Art and Design
- Design and Technology
- Languages (Spanish)

### Organisation of curriculum

- Core subjects are taught daily each morning (reading, writing and maths) with the exception of science which is taught weekly and at times through other subject areas as part of our cross curricular approaches
- Foundation subjects are taught weekly (history, geography, PE x 2, computing, music, PSHE/circle time, RE, Art/D+T, MFL). On occasion some of these (History, Geography, RE, MFL, circle time are taught fortnightly – this is specific to individual year groups and all timetables operate on a two weekly rotation to ensure equitable coverage of the curriculum as part of our broad and balanced curriculum
- Assemblies take place three times a week and form an important aspect of our curriculum organisation. Each week we have a values assembly that looks at worldwide celebrations and contexts in light of our school values and social and emotional aspects of learning, a signing assembly and a celebration assembly (linked to our school values)

- Subject leaders form the middle leadership team for the school and they have oversight of individual areas and support all teachers in their delivery of the subject
- Long term plans set out content coverage for each subject area and for individual year groups
- Medium term plans have been designed by the curriculum leader and subject leads to ensure lessons are sequenced and build towards clear learning end points
- Each subject area has a clear progression of skills from EYFS to Year 6 to support planning in ensuring year on year what has taught can be built upon
- For all subjects, there are clear and concise expectations for how the subject should be recorded and any marking and feedback that should take place around this (see appendix 2)

The school is currently organised in to 15 classes separated across EYFS, Key Stage 1, Key Stage 2 Lower and Key Stage 2 Upper. Each phase has a Phase Leader of Learning who forms part of the school's Senior Leadership team and who has oversight of pupil progress and teaching and learning for that phase.

We implement long-term overviews that are mapped out for each year group and accessible to parents through our website. Please also see the individual pages for each year group for the termly curriculum mapping and other information specific to your child's year.

Each curriculum area is led by one of our curriculum leaders. The role of the curriculum leader is key to the implementation of our curriculum. All curriculum leaders are responsible for the whole school approach to their subject and have oversight of progress from EYFS through to year 6. They attend network meetings, internal and external CPD and have the knowledge, expertise and practical skills to be able to lead their areas effectively. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Curriculum leaders and leaders at all levels, including Governors regularly review and quality assure the curriculum areas to ensure that they are being implemented effectively and coverage and breadth and balance is planned for.

Our curriculum subjects are planned and taught explicitly. Planning is driven by our key curriculum drivers and by concepts that capture the essences of each subject along with the intended outcomes for each age/key stage. We carefully sequence the curriculum from Early Years to Year 6 with progression explicitly planned for within each year group. We use carefully constructed medium term plans to ensure that along with vast knowledge and skill coverage children are able to make connections across their learning. Within each subject, the spaced repetition of key concepts and opportunities for retrieval practice across different subject areas ensures children develop a broad semantic knowledge. High quality, engaging teaching and first-hand experiences are key to embed knowledge and understanding, open opportunities and deepen our children's cultural capital.

We understand that an effective curriculum is reliant on excellent standards of Teaching and Learning and therefore we invest significant time and resources into our school's offer of Continuing Professional Development (CPD). This is mapped out to cover the entire academic year based on the School Improvement Plan key priorities and any areas for development that emerge from internal monitoring. At Bush Hill Park Primary School, high quality inclusive teaching together with

We sequence and plan our CPD to ensure that all staff members have access to the knowledge and skills crucial to implementing our school priorities. This takes place on Monday afternoons and alternate Wednesday afternoons. This also includes support members of staff who receive subject and pedagogy specific CPD.

Excellent Teaching and Learning					
Core principles of excellent teaching					
Challenge	Explanation	Modelling	Practice	Feedback	Questioning
Breaking down barriers (SEN, Disadv, PP, EAL)					
<ul style="list-style-type: none"> <li>• SEND Quality First Teaching Toolkit (Walsall council)</li> <li>• Daily 1:1 reading intervention for lowest 20% readers</li> <li>• Flexible intervention boosters in core subjects</li> <li>• Communication friendly strategies</li> <li>• Communication in print</li> <li>• CPA approach to develop strong conceptual understanding</li> <li>• Classroom equipment/ adaptations</li> <li>• Trauma informed school – this directly informs our behaviour policy and restorative individual approaches for children</li> </ul>					

## Social, Moral, Spiritual and Cultural (SMSC)

At Bush Hill Park, we place great importance on the SMSC education of children as it is integrated into every area of our school. We are an incredibly diverse community held together by strong vision, aims and our values of respect, responsibility and resilience which are embedded into our school ethos. Within SMSC, we explicitly deliver our PSHE and RE curriculums and incorporate circle time within PSHE to offer opportunities for children to discuss various SMSC themes which are relevant to the children's understanding of the world and human nature. It is important that every voice and opinion is encouraged and valued. We ensure that key theme weeks and events such as anti-bullying, mental health and wellbeing, keeping health and e-safety are additional opportunities to further draw communication and opportunities to deepen knowledge and understanding for themselves and for others. Black History Month is a key element of our school calendar to ensure that all children have the opportunity to celebrate the diversity of our school in a way that involves our entire community. However, diversity is one of our key curriculum drivers and embedded throughout the curriculum are opportunities for our children to see themselves reflected in the authors that we study, the scientists we emulate, the historians we research and the novels that we enjoy.

## Early Years Foundation Stage (EYFS)

See our EYFS policy for complete information on how our early years curriculum is delivered and how we ensure a coherent sequence of progression throughout Nursery to Year 6.

Nursery and Reception classes follow the DfE 'Statutory framework for the early years foundation stage', supported by the government guidance 'Development Matters'. The curriculum for the Early Years Foundation Stage underpins all future learning and sets out seven areas of learning:

- Communication and language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children are also supported in developing the 'characteristics of effective learning' – the different ways in which children learn:

- Playing and exploring
- Active learning
- Creating and thinking critically

*'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.'* Development Matters 2021

Our planning and teaching and learning within the early years ensures that the seven key features of effective practice are implemented and visible, these include:

- The best for every child
- High quality care
- The curriculum: What we want children to learn

- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

We have a balanced approach, our curriculum is taught through motivating, planned activities, core experiences (hands on activities such as cooking and gardening) and targeted phonics sessions. These are combined with early years best practice – learning through play, enabling environments, outdoor learning, child led interests and teaching through interactions. Our provision is developmentally appropriate, expectations are stepped up at each stage and we build on previous learning to ensure progression.

A key feature throughout our provision is developing a love for reading and developing language and vocabulary. We do this through the stories we read, our interactions with children and our language and communication rich environment. We provide frequent opportunities to develop children’s familiarity with stories, songs and rhymes throughout Nursery and Reception.

Reading is a core element of our early years’ curriculum. Understanding and enjoyment of books is supported through daily story time and sharing books in all year groups. We use ‘Super Six’ books in Nursery and Reception. This approach immerses children in high quality, diverse books. It involves lots of talk, role play and tuff tray activities that provide cross curricular links into all aspects of their learning. We develop children’s writing through spoken language and comprehension of stories.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## Mathematics

At Bush Hill Park Primary School, we aim to sustain and develop a rich curriculum in mathematics supported by the main principles of Teaching for Mastery in association with the high-quality learning tools that the NCETM and White Rose Hub provide.

The principles and characteristics of our mathematics curriculum:

- Concrete, pictorial, abstract representation modelled by staff and utilised by pupils
- Vocabulary rich environment
- Daily development of mathematical fluency through carefully designed application opportunities including daily ‘number of the day’ tasks
- Children embed learning through full mathematical sentences
- Carefully designed variation
- Questioning that highlights misconception, secures knowledge and deepens understanding
- Ensure that all available learning time is utilised proficiently; including that of transitions

- Learning follows a clear narrative, which is displayed in the planning and supporting resources
- Cognitive load is reduced so that learners are encouraged to focus on the learning intentions
- Live modelling of concepts is paramount
- Children access curriculum content at the same pace – ‘keep up don’t catch up’ approach
- Lesson design and implementation allows for key concepts to be broken down and embedded before new concepts are explored
- Teaching for Mastery at the heart of our intent and implementation
- Opportunities for oracy are an integral part to everyday practice; through class discussions and reciting and recalling facts
- The Master’s Glasses reasoning strands are evident within daily lessons to develop pupils’ skills in: explaining, evaluating, convincing, proving and using specific skills and understanding concepts, this enables children to confidently articulate their understanding of mathematical concepts covered within our curriculum
- Arithmetic is practised throughout the week; during lessons and during specific arithmetic slots during the week
- Harvest prior mathematical knowledge with daily pair and group work opportunities
- Provide children with increased opportunities to problem solve and think critically through the use of ‘I see problem solving’ resources high-quality modelling

Enriched opportunities enable our pupils to become self-motivated, confident learners who are able to use and apply mathematics, in a wide range of situations. Our mathematics curriculum employs approaches that help pupils to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning journey, as well as enjoyment and passion for the subject. We recognise that mathematics is uniquely powerful in helping children; to make sense of and describe the world around them. We also promote mathematical thinking and inquiry to challenge and extend learners potential.

Our lesson designs are centred around the key intent and implementation of core concepts; to develop a secure knowledge and extend skills. Furthermore, our curriculum is designed to ensure the progression of content is sequenced logically and revisited systematically; in order that pupils learn more, know more and remember more. The implementation of our mathematics curriculum focuses on an approach to reduce cognitive load and ensure knowledge is accessible for all learners. Lessons are carefully designed in order to embed understanding and increase long-term retention and application across the years

## English

By the time children leave Bush Hill Park Primary School we want them to have developed a love for reading and writing and to be able to express their ideas and thoughts clearly and creatively and to find joy in losing themselves in a good book. We follow the National curriculum for the teaching of English across the school. From this, we have developed our own writing and reading programmes to meet the needs of our pupils. Reading, writing and SPaG (Spelling, Punctuation and Grammar) are taught through the use of high-quality texts and hooks, exposing all children to a wide range of material, in a variety of ways. We teach English through phonics, reading and writing.

## Phonics

We follow a DfE validated systematic synthetic phonics programme, called Read, Write Inc. This is taught from Reception to year 2. The children are assessed and grouped according to their ability. This enables teaching to be focused to meet their needs very specifically. Through pupil tracking, phonics catch-up also takes place in years 3 and 4 to support those children who still need focused phonics teaching. Towards the end of their time in Nursery, all children are exposed to the RWI phonics programme, looking at the initial sounds. They are prepared for this given the focus on pre-phonics exposure children receive as part of their Nursery provision.

In the Summer Term of Nursery, children are introduced to the Read Write Inc phonics programme and this builds on the previous input from pre-phonics. This programme operates through Reception and Year 1 and is designed to teach children to read accurately and fluently with good comprehension. The children learn to read the 40+ sounds and learn to blend these into words. **From the very beginning children experience success.**

All children are quickly grouped according to ability and are assessed every four to six weeks. Children who need extra support to meet national expectations are targeted quickly and picked up for additional support. Our aim is to get all the children confident with blending as quickly as possible so they are able to develop that love of reading from an early age. We ensure the whole school is familiar with the RWI systems and routines and with the crucial phonic knowledge in order to support readers across the school.

We firmly believe that it is the teacher's job to teach the children how to read but we ask our parent community to support their children with practising this skill at home. Pupils take home a book each week which mirrors the phonic teaching they have had during the week. This enables the pupil to practice their sounds and blending and build their self-confidence.

At the end of Year 1 all children will participate in a Phonics Screening Check. The Phonics Screening Check is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how children are progressing in phonics. It will help us as a school to identify whether your child needs additional support at this stage so that they do not fall behind in this vital

early reading skill. There are two sections in this 40-word check and it assesses phonics skills and knowledge learned through Reception and Year 1.

In the Autumn term in year 2, children receive daily phonics lessons to ensure continuity of progression, this takes place in addition to their daily reading lessons. For children who are new to English and arrive in our school in Year 2 or beyond and for those who are yet to meet the standard, phonics continues in Year 2 beyond the Autumn term, with children getting support on a 1:1 basis in addition to their reading and writing lessons.

## Reading

At Bush Hill Park Primary School, we have developed a curriculum that encompasses reading at all stages. One of our key curriculum drivers is 'never a missed reading opportunity'. Therefore, reading does not only sit as a standalone lesson. Evidence shows that confidence and passion for reading is closely linked to future success and positive outcomes. As such, all subject areas seek to weave reading naturally into all curriculum areas and all lessons taught. In addition, we have a range of explicit strategies, including a bespoke curriculum offer to meet the reading needs of the children here at Bush Hill Park Primary School. All children at Bush Hill Park Primary School will leave as fluent readers who have a range of strategies to read and understand unknown words and texts. They will be lifelong readers with high levels of comprehension, understanding and most importantly a love of reading.

Reading sessions are taught daily in all year groups from Reception through to Year 6, with a focus on developing fluency, comprehension skills and importantly a love of reading. Reading at EYFS and KS1 (and for those reading at a KS1 level) is broadly concerned with further developing decoding and fluency skills. Children are also taught basic comprehension skills and understanding of texts.

In Nursery and Reception this is done through the 'Super Six'. This approach immerses children in high quality, diverse books. It involves lots of talk, role play and tuff tray activities that provide cross curricular links into all aspects of their learning. We develop children's writing through spoken language and comprehension of stories.

From Year 1 to Year 6 children receive daily reading lessons that follow a structure we have developed that is unique to the needs of our children. It takes a blend of known strategies and is entrenched in research from the EEF and DfE for supporting our journey to becoming a reading school. The following timetable demonstrates the structure of focus of the daily lessons. During PPA, teachers select high quality texts that are age appropriate but provide stretch and challenge. These are rotated between text types and genre and ensure opportunities for our curriculum drivers to be further implemented through a diverse experience of texts.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Reading Lesson</b>	Read around the text Fluency practice Text exploration and Think aloud  Fluency Practice	Fluency practice  Fact Retrieval focus and vocab	Domain specific questions vocab	Domain specific questions  Vocabulary  2-3-mark questions	Reading Lesson 4 questions (1 vocabulary) Mark in lesson (helicopter)  Plenary - Up levelling modelled by the teacher

The reading lessons are concerned with continuing to develop strategies such as using background knowledge, asking questions and visualising for reading unknown words. There is a weekly focus on specific content domains that develop the comprehension and understanding of children including inference, prediction, explanation, retrieval and summarising of the texts. Vocabulary and fluency development feature heavily and we have embedded numerous practices around the daily development of these with our 'active reading strategies'.

All staff have had explicit training and an ongoing sequence of CPD to ensure that reading across the school can be prioritised through knowledgeable and skilled staff.

### **Class Novel**

Every day at Bush Hill Park Primary School, all children share a class novel. This is a book that is read aloud by an adult each day in class. The books have been selected to ensure all children have access to interesting, diverse and rich texts that inspire the children to love reading.

### **Home Reading**

At Bush Hill Park Primary School, we use Bug Club to support our children to read at home. All children are allocated a book that is banded to their reading ability so they can confidently read at home. Children then take comprehension quizzes at the end or at different sections of their book before they move on to another book. Teachers monitor this regularly and assign individual books or a selection of books for all children to access.

In addition to this, children also take home a book from the book corner or school library of their choice.

In Nursery children take a reading book home from the Autumn term. This may contain no or a few words and will be allocated according to ability.

Children in all year groups will have access to home reading books beyond their reading age/stage that can be shared with a family member at home.

## **Writing**

At Bush Hill Park Primary School, intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

The teaching of writing is based on our Bush Hill Park Programme. In Reception children are enthused to write through the high-quality texts explored as set out in our long-term writing plan. As well as having lots of opportunities to write independently. English lessons take place on a daily basis from year 1 through to year 6 with writing also a regular focus feature in EYFS.

There is a heavy focus on composition and basic skills through the use of quality texts, grammar is woven through our writing journey and is taught explicitly with direct application to the piece children are working on. Spelling and handwriting are taught discretely but also fully incorporated into RWI and writing lessons. We follow the 2014 National Curriculum appendices for spelling. These skills we expect to see being applied to their written work. Every fortnight, the children have a BIG writing lesson in their classes. Here they focus on a piece of writing they have been working towards during the week, or a piece that is revisiting a genre they have previously studied. This gives the children the opportunity to write for an extensive amount of time. This supports them in building stamina for writing, but also gives the opportunity to write uninterrupted for a long time.

Teachers have strong subject knowledge around writing and planning for effective writing outcomes. All staff have been trained to use 'Sticky Learning' strategies to ensure children retain knowledge and skills learned. Examples of 'Sticky Learning' strategies include: activating prior knowledge; chunking learning; retrieval practice strategies; analogies; use of the saliency, primacy and recency effect etc. Staff use Challenge, Explanation, Modelling, Questioning and Feedback as core principles of effective teaching. We utilise internal and external expertise to provide all staff with the CPD required to effectively teach writing.

Our approach to writing follows a cyclical approach to ensure that children become familiar with the fundamentals of writing. When planning a unit of writing, teachers ensure that:

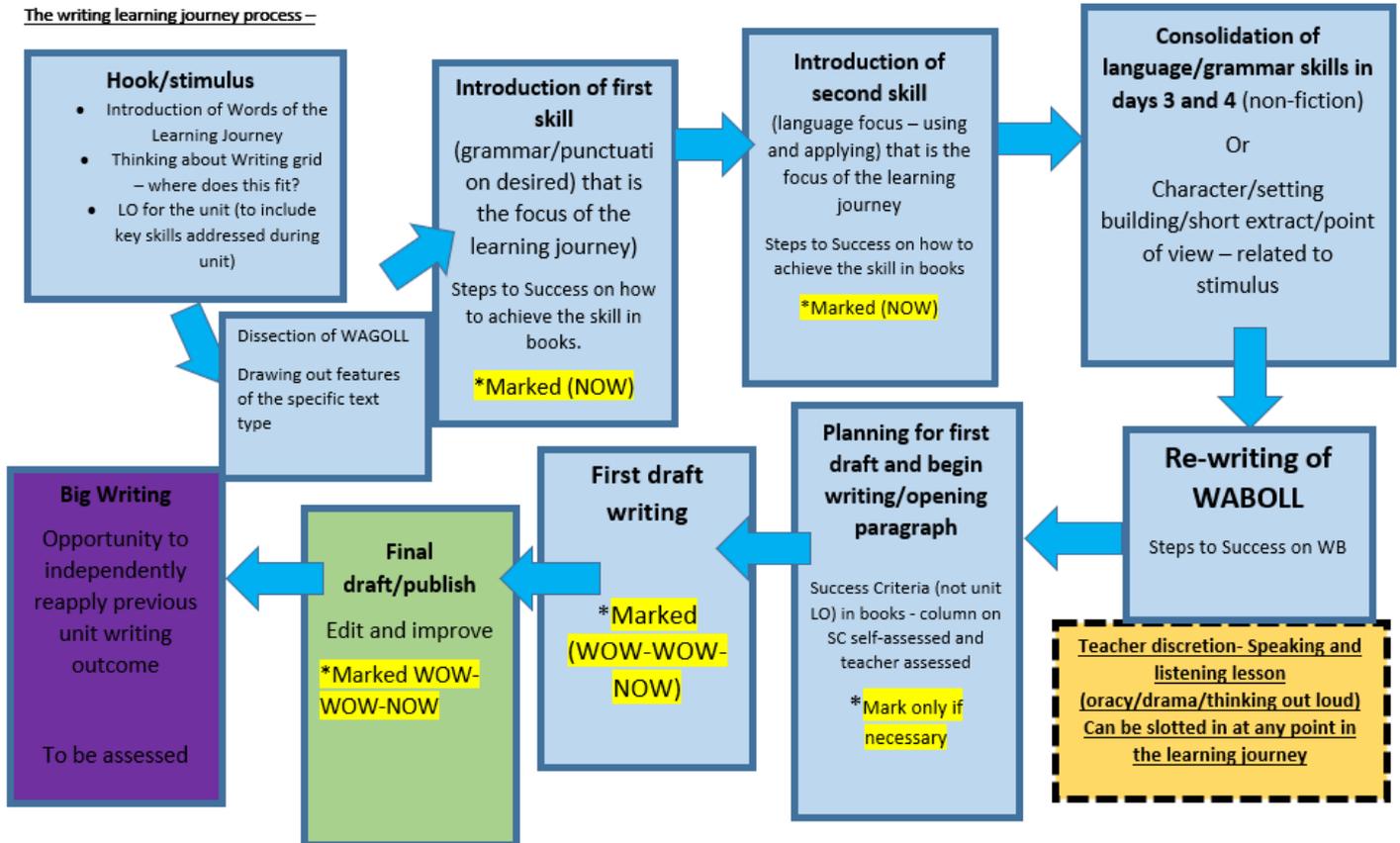
- They create a buzz about the writing process by hooking the children in and sharing the audience for their writing
- They share and unpick the features of the genre/text type being studied
- They model the spelling, punctuation and grammar features needed to effectively write for a purpose
- They give children the opportunity to practise an element of the writing process and give targets for development

- A consistent approach to planning fiction, non-fiction and poetry pieces
- Children talk through their planning with an adult or peer
- Children are given time to write an extended piece of writing as well as time to edit and improve their own and others' writing
- Drafts of writing are marked with next steps given to promote progress

#### Writing Learning Journey and lesson timings

Each unit of writing will consist of learning through a 2-week learning journey during the allocated Writing slots. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. There is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

#### The writing learning journey process –



## Science

At Bush Hill Park, we recognise the importance of science in developing children's understanding and enthusiasm for the world around them. Our principle aims are to provide all children with a positive and enjoyable experience of science at BHP, and to deliver the knowledge, skills and motivation to allow them to take full advantage of the science related opportunities and experiences that are presented to them now and in the future.

In order to achieve this, our science provision teaches the National Curriculum programme of study within lessons where prominence is placed on encouraging children's curiosity and enthusiasm for scientific concepts. We aim to teach lessons which motivate pupils to ask questions and open paths of enquiries to explore and find answers. Alongside this, we expect children to develop a strong scientific understanding of the topics covered through the acquisition of key knowledge and the

application of skills as identified in the National Curriculum. This understanding is built on and developed as pupils progress through school.

Science lessons are practical and active, and with the introduction of our school science lab, children have the opportunity to immerse themselves as scientists.

Furthermore, we aim to provide children with high quality scientific experiences outside the curriculum. We feel that children's enjoyment, understanding and aspirations around science can be enriched by experiences such as school trips, yearly Science Week, external specialist visitors, learning about key scientific figures from diverse backgrounds, and more.

Overall, the teaching and learning of science at BHP aims to enthuse and engage pupils, provide them with a comprehensive understanding of scientific knowledge and skills, and teach them the importance and relevance of science in understanding the world around them. We have a knowledge rich, vocabulary heavy curriculum that provides children with a variety of experiences, skills and knowledge in order to encourage future aspirations. We will create opportunities within the science curriculum to nurture the whole child, specifically through incorporating problem solving, creativity, knowledge and resilience in order to best prepare children for a turbulent world.

## Physical Education (PE)

At Bush Hill Park, we encourage children to become physically confident in a way which supports their health and fitness. Our focus is on developing the children to develop healthy minds and bodies. We believe in the importance of embedding Physical Education as well as the fun elements of being active within the Early Years. As such, in EYF the children have a more flexible approach to PE, in addition to a timetable one-hour PE lesson they also have exposure to and take part in active play throughout the school day.

All children in Key Stage One and Key Stage 2 receive two lessons of high-quality Physical Education each week, delivered by a Sports Coach and their Class Teacher. We predominantly follow the Enfield PE Scheme of work which is closely linked to the National Curriculum and covers a wide range of physical skills in games, dance, gymnastics and outdoor and adventure activities. The children work as individuals, in groups and in teams, planning and developing techniques for co-operation and control, practising the skills involved, and evaluating their performance. In year 5, all children attend swimming for 15 sessions during the school year delivered by expert staff at Southbury Leisure Centre.

At Bush Hill Park Primary School, we promote physical activity outside of dedicated PE lessons. We encourage active play at break and lunch times through organised and self-led games and activities. Support staff organise many opportunities for exercise through activities on offer, including structured lunch time games with our sports coaches. Children in year 6 take on roles of responsibility such as our Rangers and support and encourage younger children in team building games at lunchtimes.

Children have many opportunities to excel in a chosen sport and to compete to a high-level both inter and outer borough and our children are able to represent the school and

the borough in a range of sporting activities and club games. We host a range of physical after school clubs from gymnastics, dance, athletics and team games such as netball, basketball, football and rugby to fun competitive clubs such as dodgeball.

Our PE highlight of the year is our annual Sports Day, which sees the entire school community come together at Lee Valley Athletics Centre and provides opportunities for all children to compete in a range of sports competitively and feeds aspirations of competing on Olympic territory.

## History

At Bush Hill Park, our History curriculum has been designed using the National Curriculum, elements from the HEP curriculum offer, the children's interests and as means of representing our diverse community. Our long-term plans have been designed so that children learn history in a sequential way which builds upon prior knowledge and ultimately secures their chronological understanding. We have a clear progression of skills so that children are being taught a deep understanding of chronology; a range and depth of historical knowledge; how to interpret history effectively; enquire into historical events and how to communicate about history clearly. We intend for children to have a clear understanding of British History from the Stone Age to 1066 and beyond, a deep understanding of ancient civilisations and to know the historical importance of Enfield.

History skills are embedded throughout the curriculum offer and children have the opportunity to revisit the core skills regularly; these skills are built upon through well-sequenced medium-term plans for each unit of study. Our curriculum is designed so that knowledge is built upon and is sequential. At the beginning of a unit, teachers revisit what has been learned previously in order for children to have a deep understanding of events. Vocabulary both specific to history as a whole and specific to the period being studied are taught explicitly.

## Geography

At Bush Hill Park, we strive to deliver a knowledge and vocabulary rich curriculum with core geography skills weaved throughout. We want our geography curriculum to be relevant and engaging for all and to inspire and enthuse children to investigate, problem solve and most importantly, wonder. By the end of their primary experience, we want children to have a secure knowledge of the world and their place within it. We want the children to understand both natural and human geography and how we, as global citizens, have a duty of responsibility to preserve the beauty of our planet. Our children are taught about the local area and beyond through a range of diverse case studies of the UK, Europe, South America and a further non-European country. Teaching of geography at Bush Hill Park Primary School equips pupils with the knowledge of a wide range of diverse places, people and environments. Using the national curriculum as a starting point and embedding some of the elements of the HEP curriculum offer, we have devised long-term and medium-term plans which outline the key knowledge, skills and vocabulary needed for children to make great progress. Our long- and medium-term plans ensure that lessons are sequential and build upon prior knowledge whilst paving the way for new learning.

## Religious Education (RE)

At Bush Hill Park, Religious Education is taught from EYFS to Year 6 and children have the opportunity to study different religions each term. We use an adapted version of the Enfield RE scheme of learning to ensure that it aligns with our curriculum intent drivers. Our long-term and medium-term plans ensure that children learn RE in a sequential way; that their learning builds upon prior knowledge and that it paves the way for future learning. By the time our children leave us, we want to ensure that they have learned to be respectful and tolerant of all faiths, as well as those with no faith. Children are given the opportunity to explore the world's main religions and faiths; learn about our community as well as develop their own well-being. Religious Education is taught through two main strands - learning about different religions and learning from different religions. Through these main strands, children will learn about a range of beliefs and teachings; how beliefs are conveyed; a range of practises, ceremonies and lifestyles; to understand values in our lives and the lives of others.

Our RE curriculum is designed so that learning about specific festivals is taught as close to the event as possible. Teachers ensure that children are given the opportunity to learn specific knowledge about each of the world's main religions but also to learn from religion and make comparisons with their own lives. Each year group has an educational visit linked to their learning; by the time children leave us, we want them to have visited a religious place of worship for all the main religions.

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

At Bush Hill Park, we use an adapted version of the JIGSAW PSHE scheme of learning to support with our planning and delivery of the PSHE curriculum. Teachers follow our own planning that is based on elements of the JIGSAW PSHE scheme to ensure that their sequence of weekly lessons build on prior learning and paves the way for future learning. JIGSAW ensures that core vocabulary is learned and that children can use these words confidently. This is an essential element of our PSHE curriculum as we want to ensure that all children can communicate effectively about their well-being, feelings and safety. Each week, our assemblies hold a theme around PSHE and our school values in order to further provide opportunities for children to develop the ability to understand themselves and to communicate their wellbeing needs. PSHE is delivered through both formal lessons and informal circle time opportunities in which children have the opportunity to discuss and explore key concepts and also develop fundamental skills of communication, tolerance for others' beliefs and opinions and the freedom and security to develop their own way of thinking.

We also use PSHE to deliver our RSE curriculum in the summer term and to ensure that children have safeguarding opportunities embedded not only in PSHE but in other areas of the curriculum, including the annual introduction of the NSPCC PANTS.

## Computing

At Bush Hill Park, we know how important it is that our children become digitally responsible in a world where technology is ever-changing. Throughout the school year, we teach a structured sequence of lessons which ensure all skills in the National Curriculum are met at the end of KS1 and KS2. The National Curriculum programme of study groups computing into three key headings: Digital literacy; using IT purposefully, creatively, and safely, Computer Science; developing computational thinking and programming skills, Computers; networks and the web; understanding how computers, networks and the web function. The entire computing curriculum is delivered by our computing specialist who has devised a curriculum that meets the needs of our children and that is mapped out through themed topics that embed a theme of online safety throughout each unit. By the time children leave us in Year 6, we want to ensure that they can apply the fundamental principles and concepts of computer science, be analytical and problem solve. We want to enable children to become responsible, competent, confident and creative users of Information Technology. In addition to their discrete weekly computing lessons, children use MS Teams to complete their homework and regularly have access to and the opportunity to further develop their computing skills through other areas of the curriculum.

## Music

At Bush Hill Park, our music curriculum is designed to inspire creativity and self-expression and encourages children to go on a musical journey during their time with us. We aim to build a love of music by exposing children to a diverse range of artists and genres as well as offering a wide range of musical instruments for them to explore. We ensure that children listen to and respond to a wide range of music and give them genuine time to express their opinions and thoughts about a piece of music. As a school, we use an adapted version of the Charanga music scheme of work which provides a long-term overview, progression of skills, vocabulary and medium-term planning. During their time at Bush Hill Park Primary School, children are taught how to play the recorder in Year 3 and the ukulele in Year 5. Children perform using these instruments to their parents in a Spring and Summer concert. Throughout the year, the school hosts a range of performances from the Nursery nativity; the Year 1 and 2 nativities and the Year 6 leavers' performance - all giving the children the experience of being performers. At Christmas time, we visit local nursing homes with some of our children to sing and we host a Christmas carols in the playground for our whole community to enjoy. Each week, children attend singing assemblies, where they learn a range of songs by heart including songs which use British Sign Language.

Our scheme of learning, Charanga, has a CPD element built into it which allows teachers to build upon their own subject knowledge where needed. In cases where specialist knowledge is needed i.e. the recorders, we use Enfield's music services as a support tool. Teachers ensure children are making good progress by recording the children at various stages of their music unit and determine progress and areas of development from this.

## Art and Design

At Bush Hill Park, we believe that art enables all children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children at Bush Hill Park Primary School are key in shaping our learning environment through art activities and you will often find the art work of children in the corridors and classrooms. We believe teach art and design each term, rotated with design and technology. To enrich our art curriculum, we often invite artists to support our children with projects. Most recently this includes a photographer who has been working closely with the school. We want to emphasise the creative process of art and celebrate the talents of our artists by ensuring each child is given the opportunity to create and experiment with a range of artistic skills - these include; drawing, painting, print-making, collage and sculpture. We ensure that we provide opportunities for children to discover and learn about a range of diverse artists from Britain and across the globe.

Long term overviews, progression of skills and medium-term plans outline the sequence of lessons to be taught for each strand of our art curriculum. Teachers use these resources to ensure that their lessons build upon prior knowledge and pave the way for future learning. We ensure cross-curricular links wherever possible and incorporate English, Science, History and Geography into our Art curriculum wherever possible. We work alongside the Enfield Town Partnership to create links with professional artists who provide CPD for our teachers which is then disseminated to all staff.

## Design and Technology

Design and Technology at Bush Hill Park Primary School is taught on a two-week rotation alongside art and design. Children are taught the process of designing, creating and evaluating a meaningful final product. We have adapted schemes of learning from Plan Bee to ensure that it is aligned with the curriculum intent drivers at Bush Hill Park Primary School. Our long term and medium-term plans give teachers a strong sequence of concepts and lessons which ensure teaching is progressive and helps children to build upon their prior knowledge. They are linked wherever possible to core and foundation subjects to ensure consistency of learning and to enable children to make meaningful links. Our long-term plans ensure that children leave Bush Hill Park Primary School with a strong understanding of stable structures; cooking and nutrition; programming and electrical systems; mechanical systems and textiles. Within our medium-term plans, vocabulary development is explicit to ensure that children can confidently discuss their products using correct terminology.

Teachers consult the long term and medium-term plans to ensure they are consistently teaching Design and Technology. They implement the 6 core principles of Design and Technology when teaching; they ensure that children are aware of the user of their product; the purpose of the product; the product's functionality; design decisions as well as the innovation and the authenticity of their product. We ensure cross-curricular links wherever possible and incorporate English, Science, History and Geography into our Design and Technology curriculum wherever possible

## Languages (Spanish)

At Bush Hill Park, we teach Spanish explicitly from Years 3 - 6. Children in EYFS and KS1 are given basic informal experiences of Spanish throughout their education in order to prepare them for KS2 formal learning opportunities, they learn simple vocabulary and are introduced to Spanish culture. The main aim with the delivery of the Languages curriculum is to lay the foundations for further language teaching at KS3. Spanish is taught weekly and most year groups have Spanish expert who delivers the curriculum. Our long-term and medium-term plans have been designed to ensure children build on their previous learning and therefore make better progress with learning Spanish.

### 3. Evaluating and Monitoring the impact of our curriculum

Subject leaders monitor their subjects, alongside members of the senior leadership team to ensure equitable coverage of the curriculum, to ensure that children are making good progress and to ensure that the school is well equipped to provide children with a high-quality education. Alongside subject leaders, Phase leaders monitor the impact of the curriculum in all areas and on particular key groups on a regular basis through support offered to their phase.

Assessment opportunities are explicitly planned for in all subject areas and enable leaders and class teachers to make decisions about the direction of both the short term and long-term planning. For more information about how we assess core subjects, please see our assessment policy.

Assessment Opportunities					
Half Termly assessment	Termly summative assessment in core areas	Ongoing formative assessment (Arbor)	Daily AfL with high quality, live, verbal feedback	Subject specific next step feedback	Ongoing low stakes assessment in foundation areas

Monitoring					
PPM – Pupil progress meetings	Phase moderation meetings	Learning walks Observations 'Quad' Observations	Book looks	Pupil voice	Curriculum action plans

Impact - Core principles of excellent teaching		
Quality of Education	Behaviour and Attitudes	Personal Development
<ul style="list-style-type: none"> <li>Teachers have higher levels of confidence in delivering all areas of the curriculum</li> <li>Teachers teach consistently well and apply sound pedagogical practices in all lessons</li> <li>All children are engaged in our knowledge rich curriculum and are prepared for life beyond primary school</li> <li>Children have a secure understanding of the National Curriculum content and beyond</li> <li>Regardless of barriers, all children make good progress from their starting points</li> </ul>	<ul style="list-style-type: none"> <li>Children enjoy learning and apply themselves to all that they do</li> <li>Children confidently understand the different between right and wrong and take responsibility for their behaviour and attitudes</li> <li>Children have empathy and support and encourage their peers</li> <li>Children view mistake making as fundamental to their learning and are confident in seeking support as part of this</li> <li>Children are ambitious, confident and future ready</li> </ul>	<ul style="list-style-type: none"> <li>Focus weeks across the year alongside regular PSHE and PE, ensure that children are able to care for their own physical and mental wellbeing</li> <li>Children are socially, morally, spiritually and culturally aware</li> <li>Children apply the school values to all that they do and understand who they are and how they fit in to the wider community, they have the skills and values to carry with them beyond their time at primary school and know how to make positive contributions to their local community and beyond</li> <li>Children value and respect the diverse community in which they are educated and are genuinely interested about the lives, cultures and traditions of others</li> </ul>

Our SEF sets out the impact observed over the course of the academic year once all areas of assessment and monitoring have been triangulated to form an overall picture of the quality of provision in a subject. We use this information to plan strategically for the oncoming year, but also make in the moment changes where necessary to ensure that our curriculum offer is of high quality. Please see appendix 3, to see the information we use to ascertain how we know our curriculum is having the desired impact.

## 4. Roles and Responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works closely with the headteacher on a range of strategic planning, monitoring and evaluating tasks from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all aspects of the National Curriculum content are identified within the curriculum long-term maps, progression maps and medium-term plans.

Subject leaders scrutinise the above documents to ensure that our curriculum drivers are evident and that they are informing all decisions made for all subject areas.

Subject leaders also produced an annual action plan with termly priorities that are updated for their subjects, support individual planning where necessary, analyse the standards within their subject, provide or signpost staff towards training and resources.

### The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Ensuring curriculum accessibility for all and that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- The formation of a curriculum committee, who assist with the school's creation and implementation of the curriculum

### The Headteacher and the Senior Leadership Team

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Communicating the agreed curriculum to the governing body on an annual basis
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring that any difficulties are addressed and mitigated as soon as possible
- Receiving reports on the progress and attainment of pupils and reporting these to the governing body
- Making any necessary adjustments to the curriculum where required
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### Class Teachers

Class teachers have the final responsibility to produce class specific short-term planning that meets the needs of their pupils. They also have a responsibility for the standards and progress their pupils achieve and the evidence for learning.

- Implementing this policy consistently throughout their practices
- Ensuring lessons are reflective of the school's curriculum
- Implementing the curriculum in creative ways to keep pupil engagement
- Creating short term plans with fellow colleagues and reporting these to Phase Leaders
- Working with the SENDco and TAs to ensure those in need receive additional support in lessons
- Ensuring academically more able pupils are given more challenging work
- Celebrating children's achievements and talents
- Reporting on the progress of pupils with SEND to the SENDco and ensuring difficulties identified are discussed and resolved
- Monitoring the progress of all pupils and reporting to the assessment leader
- Working to close the attainment gap between academically more and less able pupils

### SENDco

- Collaborating with staff to ensure the curriculum is accessible to all
- Carrying out SEND assessment where necessary and ensuring pupils receive the additional help they need
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## 5. Inclusion

Teachers set and maintain high expectations for every pupil. They plan stretching work for pupils whose attainment is above the expected standard for their age/stage and ensure that children feel appropriately challenged and supported in order to deepen learning. All members of staff have an even greater obligation to plan lessons for those children who are not working at age related expectations, who have low levels of prior attainment, are from disadvantaged backgrounds or who have Special Educational Needs or Disability (SEND).

We are an inclusive school and currently hold Flagship status for inclusion via the Inclusion Quality Mark. Therefore, inclusion forms a significant proportion of our curriculum offer. Please see the Inclusion policy for more detail.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## *'Learning more, knowing more and remembering more'*

**Never a missed reading opportunity**

Daily 1:1 readers  
Reading for pleasure daily  
Rich, challenging texts

**Vocabulary Development**

Rich, multi discipline  
Adults as consistent models

**Diversity**

Children see themselves and their families reflected in our curriculum

**School Values**

Respect    Resilience  
Responsibility



### Bush Hill Park Primary School Curriculum



Modelling                      Challenge                      Explanation

**Core principles of excellent teaching**

Feedback                      Practice  
High Order Questioning

High Expectations                      Relentless Routines

**School routines and consistent practices**

Pace                      Urgency  
No Excuses

Differentiation/ Scaffolding                      Quality first teaching

**Breaking down barriers**

Interventions                      1:1 reading



Appendix 2 Curriculum Recording and Marking Expectations

Subject	Recording	Marking & Feedback Teacher = Green/ Yellow Pupil = red Verbal feedback daily – always indicate with VF or stamp	Assessment	Display
<b>Maths</b>	Daily Retain Arithmetic tests	On the spot Arithmetic self/peer Wednesday marked in depth with Next Steps	<b>Ongoing formative Half termly summative</b>	Working wall – purposeful/ current/ Los/ Vocabulary/ CPA examples/ Models
<b>Reading</b>	Skills practice Domain practice Friday Ind. Task Annotated text	On the spot Friday – whole class misconceptions and next steps		Work Working wall – purposeful/ current/ Los/ fluency/ Vocabulary/ domain focus/ hints and tips
<b>Writing</b>	Skills practice Drafts WAGOLL edits Final edit Big Writing	First skill - NS Second skill - NS Draft plan Draft writing - NS Final draft Big Writing - NS <b>*See writing journey*</b>		Working wall – purposeful/ current/ Los/ WAGOLL/ Vocabulary/ sentence openers/ skill examples and drafts
<b>Spelling</b>	Weekly test	Peer/self and recorded by teacher	Weekly test	Words for the week
<b>Handwriting</b>	Weekly	On the spot	Ongoing formative	Joins for the week
<b>Science</b>	Cover sheet – LO and outcomes Knowledge harvest Knowledge organiser and activities Every lesson evidenced – activities, reflections, pictures, QR	Acknowledged in green VF where verbal feedback provides next steps	<b>Ongoing formative Termly</b>	Updated with each new topic. Vocabulary, questions, children’s contributions.
<b>History</b>	Cover sheet – LO and outcomes Knowledge harvest Knowledge organiser and activities Every lesson evidenced –	Reports or written pieces marked with next steps		Either History or Geography on display. Can be through another subject e.g. Art. Updated with each new topic.

	activities, reflections, pictures, QR			Vocabulary, questions and children's contributions
Geography	Cover sheet – LO and outcomes Knowledge harvest Knowledge organiser and activities Every lesson evidenced – activities, reflections, pictures, QR			
RE	Cover sheet – LO and outcomes Knowledge harvest Knowledge organiser and activities Every lesson evidenced – activities, reflections, pictures, QR	Acknowledged in green VF where verbal feedback provides next steps Reports or written pieces marked with next steps	<b>Ongoing formative Annual</b>	At discretion
PSHE	At discretion Minimum 3 per unit			PSHE/ Mindfulness/ Growth Mindset/ Wellbeing display in class
MFL	Every lesson to evidence speaking and writing opportunities	Acknowledged in green VF where verbal feedback provides next steps. One written next step per unit		Vocabulary
PE	Some use of video per unit	Verbal		At discretion
Music	Some use of video per term	Verbal		Vocabulary
Art & D+T	Pieces produced. Sketch book used regularly	Verbal		
Computing				
Circle Time	At discretion in PSHE book	Verbal	Forms part of PSHE assessment	At discretion
Thunk				
Independent Reading	Takes place daily as per timetable			
Class Novel				

<b>Homework</b>	<p>Out to pupils on Friday Returned on Thursday</p> <p>Should be pre-teaching and consolidation activities inc. video links</p> <p>Multiplication expectations ongoing</p>	<p>Returned homework needs to be acknowledged</p>	/	/
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- **Recording in books has to be purposeful and linked to the unit question driver and learning objectives**
- **Reflections, videos, photos and QR codes can be used where appropriate**
- **Where you are teaching through other subjects consider what the knowledge is that is being taught for the driving subject – e.g. RE Art – but the reflections would need to be the RE knowledge**
- **All worksheets are purposeful – use of this is limited**
- **Use of HEP, Twinkl, Maths Mastery etc is to guide and support resourcing – not to replace – all resources should be made to serve the purpose of your children**

Appendix 3: How do we know our curriculum is having the desired impact? (impact)

How do we know that our curriculum is having the desired impact?			
Teachers	Children	Children's work	
<ul style="list-style-type: none"> <li>• Become more knowledgeable.</li> <li>• Have higher levels of confidence in delivering all areas of the curriculum.</li> <li>• Can give senior leaders and subject leads feedback about what is working well.</li> <li>• Are acutely aware of how children are coping with the taught content.*</li> <li>• Teach consistently well; applying sound pedagogical practices in all lessons.</li> <li>• Plan coherent learning journeys based on the medium-term planning.</li> <li>• Implement and plan for the curriculum drivers to be prevalent in all areas of the curriculum.</li> <li>• Seek support from subject leads when they are less confident.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk with confidence about what they have learned, using correct terminology.</li> <li>• Are enthused and interested in a wide range of curriculum areas.</li> <li>• Can talk about the specific characteristics of subjects and the disciplines associated with them.</li> <li>• Can show adults examples of their learning and describe the 'why' behind work they have produced.</li> <li>• Demonstrate good learning behaviours in all lessons.</li> <li>• Are able to explain how their learning within a subject builds on previous learning.</li> <li>• Are able to make thoughtful links between subjects.</li> <li>• Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates that they take pride in what they produce. Children show the same effort consistently in all areas of their learning.</li> <li>• Captures their increasing understanding of key concepts within each subject.</li> <li>• Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.</li> <li>• Shows that a coherent teaching sequence has taken place within each unit of work.</li> <li>• Demonstrates our curriculum's emphasis on subject-specific terminology.</li> </ul>	
<b>Visitors and Governors</b>	<ul style="list-style-type: none"> <li>• Give us positive feedback about pupil engagement and application to learning. Along with the inclusive, welcoming environment cultivated by all.</li> <li>• Comment on the high-quality work that they see.</li> <li>• Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.</li> </ul>	<b>Parents and Carers</b>	<ul style="list-style-type: none"> <li>• Give us positive feedback about their children's attitudes to school.</li> <li>• Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest).</li> </ul>

*\*The curriculum is the progression model, and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.*

