

INTENT:

Our aim is to provide an exciting and engaging curriculum, which is designed to meet the unique needs of our children and their community.



Our creative 'PREACH' curriculum aims to give the children memorable learning opportunities, and rich experiences in and out of the classroom, so that they know more and remember more, over time. 'PREACH' is based on our six core school values - Purpose, Respect, Enjoyment, Achievement and Aspiration, Community, Health and Wellbeing. These six elements are at the centre of our curriculum design, to meet the needs of our children.

National Guidance and skills progression ensures that appropriate skills and techniques are taught and enables us to monitor children's progress. Our bespoke "Graduate documents" highlight not only the important starting points of our children in EYFS, and the knowledge and skills we want our Year 6 to graduate from us with, but also the essential steps in between, for each year group. The Graduate documents pay particular attention to cultural capital opportunities we feel our children would most benefit from, as well as the vital vocabulary and relevant rich reading opportunities too. Quality First Teaching ensures that activities are meaningful and have purpose, so that our inclusive curriculum is engaging and achievable for all. We believe that our consistent, language-rich and high quality learning environments are fundamental to our children so that our children are engaged, supported and motivated to learn. Through the themes, we focus heavily on oral language, giving children opportunity to talk about their thoughts and experiences which enables them to formulate their ideas clearly.

Our curriculum:

- Is high quality, creative, exciting, challenging and inclusive.
- Designed to meet the unique needs of our children and their community.
- Prepares children for their next step in life and beyond, building knowledge and skills.
- Nurtures and upholds individuals within our community, whilst fostering respect.
- Creates happy, confident, resilient children.
- Aims to promote a love of reading
- Offers our children rich experiences, both inside and outside the classroom.

IMPLEMENTATION

- Our curriculum is rooted in the National Curriculum.
- Knowledge and skills are taught progressively and build on prior learning.
- Our "Hiller Graduate" documents serve as our long term planning, which feed into curriculum subject unit maps and schemes of work. These mapping of key knowledge and skills document

allows for planned, meaningful thematic links and then medium term plans are written for year groups; this ensures coverage of the entire curriculum.

- Learning will be purposeful and fun, so that our children are motivated and engaged.
- Learning will be active and inquisitive, led by questions and driven by the children discovering and recapping key knowledge.
- We have agreed timetables, though there is flexibility to ensure quality of provision. Therefore, some subjects may be blocked into learning days or weeks, where teachers feel this best meets the needs of the learners and is better for the learning process.
- Cultural capital is essential to meet the needs of our learners; this is carefully planned within each subject and opportunities are seized as often as possible.

The PREACH curriculum values are central to our curriculum design:

- Experiences are key and activities are structured so that the children are given an experience, given time to talk about and formulate their ideas- “Think - Talk -Do”. Skills in all subject areas are then modelled by the teacher and Teaching Partner (TP) and then children practice their own.
- Literacy ‘Writing’ is purposed through the wider curriculum learning wherever possible and relevant, as a purposeful writing task. We focus on “RAFT” (Role as writer, Audience, Format, Theme); immersion in the text type, SpAG skills, and editing and redrafting in order to improve the quality of our children’s writing. *See our Writing at Coney Hill documents for more detail on our writing approach.*
- An 'order of the day' is presented to the children in the mornings – this is visual where possible – so that children can feel secure on what lies ahead in the day.
- All classroom learning environments are set up to reflect the main theme. All doors are covered to reflect theme. Music, screensavers, marble jars etc, are also linked to theme wherever possible.
- Reading is a priority and reading for pleasure is our passion. Classrooms all have a dedicated, engaging reading display and a class libraries stocked with a range of appealing, relevant texts. They are organised to ensure maximum ease and engagement – broadening our children’s reading diet, wherever possible.
- Members of SMT meet and plan with all class teachers regularly, to support wellbeing and workload, and guide their creative thinking; Planning, marking and children’s books are also moderated and evaluated.
- All staff use the Graduate documents and units written by subject leaders where appropriate, or the long term planning in place from a commercial resource as support, to map out key skills for the term ahead and weekly planning.
- Class teachers create floor books to capture learning and pupil voice in PSHE, R.E. and Computing. All other recording is done in Writing, Maths, Science or Humanities books respectively.
- 'Celebration class' assemblies take place across the year, where classes invite parents to watch a short assembly celebrating the work they have done. Parents are invited to celebrate learning with their children by looking at their theme books and completing an evaluation with them. On alternate terms, parents are invited into class “pop ins” to see children’s learning.
- Homework is given out weekly by the class teacher (see Homework policy) and Home Learning maps are given out at the start of a new theme.

Our 'Non-Negotiables' (see below) provides the basic expectations of all teachers with regard to classroom practise.

Non-Negotiables

- 10 in 10/5 in 5 recall quizzes daily linked to any curriculum area including spelling, maths and sentence writing
- Writing takes place over a 2- or 3-week unit, depending on key stage. Children respond to marking by 'Purple Polishing' at the start of each session (KS2). *See our Writing at Coney Hill documents for more detail on our writing approach.*
- Snack Chat (during Snack time) linked SPAG / phonics / vocab
- Maths x 5 a week following "Can Do" Maths approach. Whole class teaching with effective use of additional adults. Model calculations etc at every opportunity – use squared paper. Use working wall to build up skills throughout the week.
- MOT maths happens x 5 per week in line with keep up/catch up
- x 5 Rocket Reading / Phonics sessions a week – *See Teaching of Reading document for more detail.*
- x 1 MFL session a week KS2
- x 4 sessions of Word Attack – including taught spellings / spelling patterns
- x 2 P.E. session
- x 1 PSHE session
- R.E 'Big Question' unit covered each term (outcomes can be linked to Literacy, Art) taught weekly
- Class novel/reader from our whole school reading spine is read daily during "Book Club". Rocket Reading in KS2 happens Tues-Thursday. Friday reading session is comprehension VIPERS skills practise linked to class novel.
- Every Tuesday, every class has "Talk Tuesday" in class assembly which is a taught oracy session
- Home learning map (sent home termly)
- WOW words & Maths homework (times tables etc...) sent home weekly

We believe that successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals. To ensure that this happens and to raise standards in our school, GOOD or better teaching must take place in all our classrooms.

What does GOOD teaching look like?

- Good or better subject knowledge of the teacher
- Lessons are well planned and objective led, with a clear learning outcome
- Lessons are inclusive; strategies used to ensure scaffolding and the removal of any barriers, as well as challenge for the more able.
- Pre-teaching is used where appropriate to support children to access learning
- The learning objective is shared with the children and is referred to throughout the lesson
- Previous learning is reviewed and recalled – 5 in 5/KIP (knowledge is power!) low stakes quizzes in foundation subjects
- A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning – use of the Magenta Principles is expected to maximise Think – Talk – Do and support information retention and retrieval.

- A range of learning styles are used
- Key vocabulary (vital vocabulary) is displayed every lesson and used accurately
- Working walls are used effectively to recap previous learning
- Additional adults are used effectively, at all times, to maximise learning opportunities
- The lessons are well paced and delivered with enthusiasm
- The method and organisation of the lesson supports the learning intention
- Teachers have high expectations of all pupils' achievement
- Teachers have high expectations of behaviour
- Teachers make use of praise and encouragement throughout the lesson
- Teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson, when necessary
- Teachers use their daily assessments and observations to adapt and modify future planning and learning, these are noted on weekly planning
- Teachers use a range of effective resources that are prepared and available to the pupils.
- Teachers use a range of questioning techniques and allow time for responses
- Children are given the opportunity to talk and discuss their learning
- Time is managed effectively – good organisation, smooth transitions
- Feedback is provided for children which is constructive and enables them to move forward (see marking policy)Children who didn't meet or exceeded learning objectives are noted

Remote learning

In the event of a national or local lockdown or a class or individual quarantine, our remote learning action plan will start. All children will be able to access their work on Showbie. Class teachers will upload their work as activities that the children can then respond to and complete. *Please contact the school office, if you wish to see a copy of the Remote learning policy and Parent Guide.*