



Curriculum: Intent, Implementation & Impact Statement

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Our Intent

At the Ingoldmells Academy we intend to provide an environment that enables its children:

- To reach their full potential and achieve personal success
- To develop a lively enquiring mind and to become independent lifelong learners
- To foster self-motivation, aspirations for the future and self-discipline, through a growth mind set.

We intend to:

Provide a high quality, broad and balanced curriculum, providing a wide variety of meaningful learning experiences

- Be an inclusive school, which recognises positive contributions from all children and promotes respect from all.
- Encourage a positive partnership between children, parents, staff, academy council members and the community and have a shared pride in our Academy
- Work with our families creating an aspirational environment and academy community where everyone is valued and successes are celebrated.

In order for this to happen, Ingoldmells Academy expects:

- Staff to have high expectations of themselves and all children.
- Teachers to impart knowledge accurately and with enthusiasm, which generates high levels of commitment from children.
- Children to make rapid and sustained progress in lessons.
- Teachers to support children in developing independence.
- Teachers to systematically check understanding, intervening in a timely manner when needed.
- Children to be challenged.
- Teachers to regularly provide high quality marking and constructive feedback to children.
- The learning environment to be stimulating, happy, secure and healthy
- All adults to appreciate the uniqueness of each child, and recognise their potential, enabling all children to achieve.

Implementation

Effective Teaching

At The Ingoldmells 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 who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and 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. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at The Ingoldmells Academy see teachers expecting everyone to succeed by offering high levels of support or extra challenge for those who need it.

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 regularly 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 in place through IEPs, which teachers build upon in order to ensure continual progress for the identified child.

- Learners are enabled to gain a greater depth of understanding in the curricula of their year group
- Interventions are evaluated and relevant adjustments are made;
- SENCO, teachers and teaching assistants 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', ICT suite, 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:
 - *Gifted and talented*
 - *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*
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

- The academy offers a full 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;
- We employ a 'Welfare officer' and 'Pastoral support lead', 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 and in Reception, we follow the Early Years Statutory Framework as set out in the EYFS Handbook 2019 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

Alongside this framework, we refer to the document, Development Matters in the Early Years Foundation Stage. Development matters further enables practitioners to support children's learning and development, by closely matching what they provide to a child's current needs.

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 support 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 and 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.

We use *Letters and Sounds and No Nonsense Phonics* for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Clear expectations about reading at home are given to parents.

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. We use talk for writing to encourage pupils 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; on a fortnightly basis.

Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school including World Book Day and visits from a range of external visitors, along with visits to places of interest in relation to current topics.

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

At the Ingoldmells Academy we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught every day, making use of, The White Rose Scheme. 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 step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. The academy is part of the NCETM 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 as year groups. Science will be linked to our Topic work where appropriate. We will 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 will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data. Whilst at Ingoldmells Academy, 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.

Visits by specialists such as *Mad Science* 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>

<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 all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We enable our children to achieve 'Arts Awards' and are currently on a journey to achieve 'Arts Mark status'.

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 aid the development of speaking and listening, 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 the children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events. We engage with outside agencies to support this work such as The Rhubarb Theatre Company and Mini Movers Dance Company.

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The 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 3 to Year 6 we teach French 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 but we will also integrate the foreign language into the everyday routine.

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 will also be taught to play a variety of instruments musically 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. We engage the services of The Piano Academy, a local external agency providing musical experience and expertise.

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 a Specialist Teacher. 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. Key Stage 2 pupils will also complete lessons inside and outside and may visit other facilities including the local swimming pool. Swimming is introduced to the timetable from Key Stage 2.

We ensure wider participation in the community by involvement in interschool sports and 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 such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. At Ingoldmells Academy, we make use of the *1Decision* and our membership of the PSHE Organisation and work with LCC RSE Consultant. Big Talk Education join us each year sharing, across the school further information to support our children in having a full understanding and awareness of the variety of relationships they may encounter in their lives thus enabling our children to make informed decisions in order to lead a healthy life and ultimately stay safe..

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 Lincolnshire. Religious Education (RE) is taught to all children except those who are taken out by their parents. 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 in the main 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 will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies. Reverend Richard, from our local church joins us fortnightly, leading whole school assembly. As a school, we visit the local church once a term to take part in a church service. These connections with our local community instil a sense of belonging within our local community and build relationships outside of the school environment.

Religious Education DfE Guidance

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

Topic

We use topics to deliver humanities subject skills and understanding. Our topic programme (International Primary Curriculum (IPC)) is carefully balanced and planned to be age appropriate across the years. Topic 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 topic 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. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published as 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. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. 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 for example an WW2 topic may include a trip to The International Bomber Command Centre in Lincoln created to provide a world-class facility to serve as a point for recognition and remembrance.
- We organise residential trips for our six pupils, taking children outside of Lincolnshire and providing them with the experience and opportunity to engage with activities outside of their current experience, to work with others, building independence, resilience and future aspiration.

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 e.g. Science Boffins, Indian Experience, Wrates photographers, Rhubarb Theatre Group.
- Our Careers Week enables our children to; meet, converse and explore just some of the experiences they may consider as possible future employment. Through this face to face and hands on interactions our children are exposed to experiences which we hope will inspire and build future aspirations leading to purposeful, fulfilling jobs and life choices.

Themed days and weeks

- We also have themed days and weeks throughout the year e.g. *British Day, Indian Day, Book Week.*

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. The monitoring of the consistent approach to Teaching and Learning at the Example 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 sending home termly report cards;
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain teaching and learning strategies;
- An annual report sent home at the end of each academic year
- Notification by letter acknowledging identified children's individual achievement academic and or pastoral.

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 a rounded 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 year 4 % of children working towards or at the expected standard and at Greater depth in the multiplication check
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

But, will in fact be measured by how effectively it helps our pupils 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.