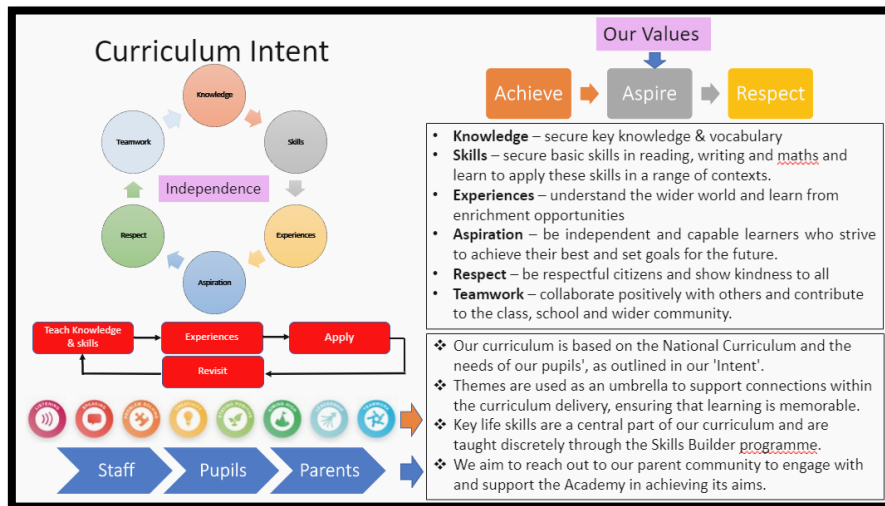




INGOLDMELLS ACADEMY

Our Curriculum Intent

At the Ingoldmells Academy our curriculum is based on what we believe our children need from us to support them in being successful, thriving young people and adults. The diagram below summarises the views of our school community and what we believe are the essential ingredients of our curriculum.

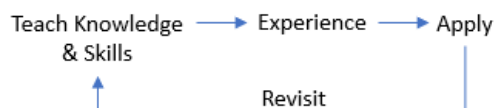


We want to help each child to:

- have the knowledge that they need to support their future lives.
- develop a range of skills that enable them to be applied in a range of situations and contexts.
- experience the world around them and learn from enrichment opportunities to further support and embed their knowledge and skills.
- be independent and capable learners who strive to achieve their best and set goals for the future.
- be a respectful and kind citizen who demonstrates our British Values in their everyday lives.
- successfully collaborate with others to make positive contributions to their class, school and wider community.

A key component of our curriculum development is to ensure that the children can have the opportunity to...

revisit and build on prior learning *ensure key facts and vocabulary are secured and remembered



We will do this by supporting, guiding and inspiring our children through excellent teaching practices that expose the children to opportunities to teach specific skills:



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

As part of the Greenwood Academies Trust we benefit from being part of a wider community. The Curriculum Leaders meet termly to share best practice, ideas for curriculum development and provide challenge across the academies.

Implementation

Aims

- Motivate and challenge our children to achieve academic success.
- Partner with families to create an aspirational school community.
- Appreciate the uniqueness of each child and recognise their potential.
- Support, guide and inspire through excellent teaching practices.
- Create a curriculum experience that provides a range of opportunities and builds skills for future life aspirations.

Academy Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons and over time.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged, as well as being given regular consolidation and revisiting opportunities.
- We expect teachers to regularly provide high quality feedback to children through dialogue and lessons that respond to pupils' learning needs.

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. Termly Pupil Progress Meetings are held alongside the class teachers to discuss each pupil and the whole cohort to ensure that attainment and progress are maximised.

Key Foci for Effective Teaching:

1. Quality first teaching

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

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focused 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. We use the PiXL assessment materials during the year to inform future planning in a very bespoke manner.

- 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;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated by each class team and relevant adjustments are made;
- Class teams regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.
- Interventions will often respond to the instant needs of the children, from that session, day or aspect of learning identified as requiring further development.
- The PiXL resources are used to support the delivery of interventions and are specific to the pupils' needs.

5. Learning environment

- The learning environments are tailored to meet the needs of the class. We have a working wall style approach for all classroom display boards and these are created alongside the pupils on a daily basis. Primarily, they support learning for all pupils but also offer opportunities to celebrate high quality outcomes.
- Vocabulary is a key priority – linking with the need to secure knowledge in each subject area.
- Organisation of the classroom/learning environment adapted to the children's learning needs.
- The use of learning resources and IT is developed to allow children to work independently and successfully.
- Aim to make effective use of other spaces – 'outdoor classroom', woodland area, hall space.
- Corridor displays are used to celebrate learning from the previous term and contain a range of subject areas.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners.
- The curriculum is based on the National Curriculum and the staff team plan in a cohesive way to ensure a clear sequence of learning that builds on prior learning and makes links within and across subjects.
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.
- 'Building Futures' is a key element of the curriculum. Explicit development of life skills is at the heart of the provision and the pupils experience many aspirational career opportunities to build their aspirations for the future. The Skills Builder Programme is used to support this aspect of our curriculum.
- PHSE and RSE are also a priority for our pupils, supporting them to be good citizens and healthy and confident individuals. (See visual above)

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;
- Employ an 'Education Welfare Officer' and a 'Family Support Worker' as points 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 IT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- Homework – when appropriate;
- extra-curricular clubs and activities.

Our Curriculum

Our curriculum has ‘aspirations’ at the heart of its purpose. Building aspirations is key to support pupils in having confidence in themselves and understanding the wider world around them. Embedding the CDI Framework remains a focus and we continue to aim to drive this through our curriculum, using Skills Builder to enhance this further. This supports the discrete teaching of key skills through a series of sessions and experiences.



Curriculum Intent – Careers

We aim to build a curriculum which develops personal growth, enjoyment and challenge and helps children aspire to having a positive career in their lives ahead of them. Our curriculum broadens pupils’ horizons, challenges stereotypes and helps children develop the skills and sense of self that will enable them to reach their full potential.

Our aims for Careers link closely to our wider Curriculum Intent – see the table below.



Knowledge	<p>The Careers curriculum is based on the following areas of development:</p> <ul style="list-style-type: none"> • Grow throughout life by learning and reflecting on yourself, your background and your strengths • Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces • Manage your career actively, make the most of opportunities and learn from setbacks • Create opportunities by being proactive and building relationships with others • Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community • See the big picture by paying attention to how the economy, politics and society connect with your own life and career <p>These are taught from EYFS through to Year 6 with some lessons being interwoven within others curriculum areas as well as discrete teaching...</p>
Skills	<p>We use ‘Skills Builder’ to support the building of essential skills at every stage of life including listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, resilience, planning and teamwork</p>
Experiences	<p>Pupils have opportunities to discover, explore and research about different careers through: Visitors from various people and businesses, workplace visits, careers week/fair, using careers websites to investigate a range of jobs</p>
Aspiration	<p>Pupils will be exposed to various jobs and roles within a variety of industries through opportunities such as: careers week, visitors into school, researching career paths and offsite visits...</p>
Respect	<p>Understand what we mean by stereotypes and how to challenge it. Understand what discrimination is and how to challenge it. Promote equality whatever background someone is from.</p>
Teamwork	<p>Understand that working with others is a key aspect of most careers Develop tolerance, understanding and empathy Understand that <u>in order for</u> a team to be successful, we must all play out part within that group.</p>

EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework as set out in the Statutory Framework for the Early Years Foundation Stage published in March 2014 and updated in 2021 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. There are seven areas of learning and development that are taught in early years, all areas of learning and development are important and inter-connected. The prime areas consist of three areas of learning that are crucial for igniting children's curiosity and enthusiasm enabling children to acquire the key skills to learn effectively and form secure relationships. These areas are:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

The four other areas, the specific areas, are also taught. These strengthen and allow the prime areas to be applied. The specific areas are:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Each area of learning and development is taught through planned, purposeful play and through a mix of adult-led, adult-initiated, and child-initiated activity. In particular, we try to ensure that the development of real-life skills such as how to use cutlery or how to ride a bike are evident within our curriculum and suit the needs of our children.

Continuous Provision is essential for children's development, enabling them to build their confidence as they learn to explore, problem solve, and relate to others. Children learn by leading their own play, and by taking part in activities that are directed by adults. They develop key life skills such as independence, innovation, creativity, enquiry, analysis, and problem solving setting them up for their future learning journeys.

English



Knowledge	<ul style="list-style-type: none"> • Pupil vocabulary is developed systematically.
Skills	<ul style="list-style-type: none"> • All pupils in Foundation Stage and Key stage 1 will receive daily teaching of synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. • Guided reading sessions cover both fiction and non-fiction books and cover the key reading domains. • We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. • Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary
Experiences	<ul style="list-style-type: none"> • We encourage the shared love of reading. • Everybody in school gets the opportunity to engage in discussion of books that they love. • Extra activities are used to promote reading within the school, including themed days and author visits. • We provide a wide range of activities including use of film and imagery, modelled, <u>shared</u> and guided writing. • Experiences are key to the way we teach children to write, so that they truly understand <u>the thing they are writing about</u>.
Aspiration	<ul style="list-style-type: none"> • We believe that <u>all of</u> our children can become fluent readers and writers. • Phonics is at the centre of teaching reading and writing, as these skills are essential for ensuring children can engage with the rest of the curriculum and have an impact on their future. • Children being able to communicate and share ideas is crucial to their future lives and aspirations
Respect	<ul style="list-style-type: none"> • Progress is celebrated through rewards and the use of the Accelerated Reader scheme.
Teamwork	<ul style="list-style-type: none"> • Parents are given clear expectations about reading at home and receive support needed through parent workshops. • We use modelled, <u>shared</u> and guided writing, peer editing and discussion to develop children's writing.

At Ingoldmells Primary Academy, we believe that all our children can become fluent readers and writers, and our English curriculum has been designed to support them in reaching that outcome.

Reading

We teach reading consistently through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme that teaches children to read effectively and quickly. Children's progress is tracked every 6 weeks alongside their reading fluency; based upon these assessments structured interventions are swiftly put into place for any child who needs additional support.

Once our children become readers, progress in reading is celebrated through rewards and the use of the Accelerated Reader scheme. Our children are heard reading individually and in groups.

Writing

We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We consistently follow the writing structure of 'The Write Stuff' by Jane Considine at Ingoldmells Academy for its clear pathway to promoting effective writing. This involves teacher modelling, experiences for children to base writing upon and opportunities for independent application both in English lessons and across the wider curriculum. The use of different 'lenses' for writing supports the children in remembering and applying the skills that they have been taught. Writing from experiences is an important part of The Write Stuff and this also matches the needs of our children.

Our pupils' vocabulary is developed systematically across the whole curriculum, with key words being introduced at the most suitable stage of the child's learning.

Phonics

At Ingoldmells Primary Academy, we believe that all our children can become fluent readers and writers. We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme that teaches children to read effectively and quickly, using a consistent Phonics programme. All pupils in Foundation Stage and Key stage 1 will receive daily teaching of synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

We start teaching phonics in Nursery and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Children's progress is tracked every 6 weeks alongside their reading fluency, based upon these assessments, structured interventions are swiftly put into place for any child who needs additional support.

We believe that it is vital for phonics to be at the centre of teaching reading and writing, as these skills are essential for ensuring children can engage with the rest of the curriculum and have an impact on their future.



Knowledge	Pupils will have the opportunity to learn synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.
Skills	Pupils will develop the following skills through their daily phonics sessions: <ul style="list-style-type: none"> • Decoding • Encoding words • Spell accurately • Reading fluency, • Accurate letter formation
Experiences	Pupils will benefit from a combination of daily, structured phonics sessions and short, focus catch up sessions. The approach to sessions will vary, depending on the individual children and their stage of phonic development.
Aspiration	We aim for all children to become fluent readers and writers and to have the opportunity to use these skills in the future to achieve their aspirations. Pupils will see adults reading and applying these skills as well as experience visitors who use their well-developed reading skills to support their job or profession.
Respect	Pupils to engage and participate in their sessions – showing respect to both adults and pupils. Being respectful will be modelled to them throughout their sessions.
Teamwork	Children to support each other in their phonics sessions – showing their ability to apply their teamwork skills. Regular opportunities to work collaboratively will be provided to support the development of these skills.

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



Knowledge	<ul style="list-style-type: none"> Practice in use of number for rapid recall of number bonds and multiplication facts. Regular returns to previously taught concepts to deepen learning.
Skills	<ul style="list-style-type: none"> We teach discrete daily 'Maths Blast' for arithmetic: Place value, the four operations and calculation with fractions. Children have a daily reasoning lesson where they are taught to apply their mathematics across a range of contexts. Mathematical skills are taught every day following the teaching approach 'Teach, Practise, Apply'. We encourage the children to be independent learners.
Experiences	<ul style="list-style-type: none"> Use of different models and images to embed and strengthen understanding. An emphasis on practical work. Children have access to a wide variety of resources, both concrete and electronic.
Aspiration	<ul style="list-style-type: none"> We aim for our pupils to be fluent mathematicians who relish a challenge.
Respect	
Teamwork	<ul style="list-style-type: none"> Children work with peers to solve problems.

Ingoldmells Academy we embrace the Mastery approach to teaching mathematics. We follow the National Curriculum, using the White Rose scheme as the basis for our long-term plans.

Children have 2 daily mathematics lessons: a 'Maths Blast' which is arithmetic-focussed and a reasoning session working on the application of maths in a range of different contexts.

Our long-term maths framework allows the children to retain and build upon previous learning, and concepts which have been covered are then brought back regularly in reasoning using the 'Flashback 4' at the start of lessons which allow pupils to remember and apply their skills.

National Curriculum Mathematics Programmes of Study:

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

Science



Knowledge	<p>In science we will be following the National Curriculum across EYFS, Key Stage 1 and 2, to ensure all our children have a broad base of knowledge covering biology, chemistry and physics.</p> <p>Children will develop their scientific vocabulary in all topics so that they can articulate new scientific concepts clearly and precisely.</p> <p>Pupil's knowledge from previous topics will be regularly revisited through links in science, other topics and real-life situations, to reinforce learning and understanding.</p> <p>We will be providing knowledge organisers at the start of all our science topics to ensure children and parents have the key knowledge and vocabulary they need to support their understanding.</p>
Skills	<p>Pupils will get the opportunity to partake in different types of scientific enquiry, asking and answering their own questions. They will have the skills needed to observe over time, look for patterns, group and classify, as well as carry out comparative tests.</p> <p>They will also have the skills needed to evaluate their findings and the effectiveness of their investigation and suggest means for improvement.</p> <p>Pupils will use mainly primary sources of information but will also have the skills to research safely using the internet or books or gain knowledge and skills through observing others.</p>
Experiences	<p>Widening the opportunities and experiences for our pupils is a core aim across our school, so in science we aim to do this through trips, school visitors and digital experiences.</p> <p>We also have a wonderful environment around our school perfect for enhancing the science curriculum, so we aim to widen our pupil's experiences with outdoor opportunities for learning, visits to our local area and enhancing our school grounds.</p>
Aspiration	<p>Our teachers provide a positive attitude to science <u>learning and</u> reinforce an expectation that all children are capable of achieving high standards in science.</p> <p>We aim for our pupils to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p> <p>We also aim to share with our pupils the diverse and varied opportunities a career in science can bring by exploring different careers and challenging gender stereotypes around science.</p>
Respect	<p>As with all lessons, in science, pupils are encouraged to show respect for each other; listening to others' ideas and opinions; working together and supporting each other.</p> <p>Through a varied programme of study, they will also develop respect for living organisms and ecosystems and appreciate their effect on the environment.</p> <p>Pupils will also develop a respect for the materials and equipment they handle, <u>with regard to</u> their own, and other children's safety. Through regular practical activities, children are encouraged to use the equipment safely, respectfully, and responsibly.</p>
Teamwork	<p>Teamwork is a core element of science as pupils regularly work collaboratively on scientific enquiries. They share experiences, knowledge and ideas through discussion and questioning. Pupils understand the importance of listening to others and questioning each other constructively.</p> <p>Pupils also support each other when combining their ideas, presenting their results, evaluating their findings and suggesting ways for improvement.</p>

We aim to provide a high-quality science curriculum giving children the foundations for understanding the world through the specific areas of biology, chemistry and physics. We recognise the importance of science in our everyday lives and so our curriculum combines both knowledge and enquiry skills and gives children regular opportunities to undertake practical science activities, both inside and outside the classroom.

We aim to develop the natural curiosity of our pupils, encourage respect for living organisms and the physical environment and provide opportunities for evaluation of evidence. By increasing pupil's knowledge and understanding of the world our pupils will be confident, independent learners with the skills and understanding to question and investigate things they see around them.

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

Art and Design



Knowledge	Pupils will be given opportunities to learn a range of art techniques as well as learning about artists
Skills	Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, print making and digital media.
Experiences	Pupils will have the opportunity to explore their surrounding area, whenever possible, so support their learning. Planning for visits and visitors takes place at the beginning of the year and at the start of each term – opportunities are taken where-ever possible.
Aspiration	Pupils will have the opportunity to explore how people become artists and what is involved in this. They will learn about famous and current artists and how they achieved recognition for their work. Where possible, children will be able to speak directly to an artist to fully understand their profession – this may inspire them to follow a similar path.
Respect	Art and Design lessons will provide an opportunity for pupils to work independently and in groups. In doing so, they will develop their
Teamwork	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.

We aim for our pupils to be given the following opportunities to develop their understanding, creativity and enjoyment of Art.

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art form

We have access to Kapow to support non-specialists in delivering sessions that are well sequenced, progressive and high quality. More confident staff have the flexibility to adapt sessions to enable them to fully utilise their skills.

National Curriculum Art Programmes of Study

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

Design & Technology

The **National Curriculum** for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- Critique, evaluate and test their ideas and products and the work of others;
- Understand and apply the principles of nutrition and learn how to cook.



Knowledge	Pupils will be given opportunities to learn a range of design techniques as well as learning about the stages in the design process, both in school and in the wider world.
Skills	Skills are taught progressively to ensure that all children <u>are able to</u> learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. D&T allows children to apply and revisit the knowledge and skills learned in other subjects and links are made to provide a clear purpose to their learning.
Experiences	Children will be given a range of experiences <u>including</u> : mechanisms, textiles, food technology, structures and electrical systems (in Keys Stage 2). The DT curriculum has been structured to support children to be able to think critically and develop a more rigorous understanding of art and design. As children progress through the school, the DT curriculum allows them to build upon prior knowledge and skills, giving them opportunities to apply them to a new context.
Aspiration	Pupils will have the opportunity to explore how people become designers and what is involved in this. <u>In order to</u> prepare them for their future DT teaching will also support the children to develop key learning behaviours: resilience, risk taking, resourcefulness, relationships and reflection.
Respect	Art and Design lessons will provide an opportunity for pupils to work independently and in groups. Promoting a respectful working relationship is a key element of this collaboration.
Teamwork	Pupils will have opportunities to work collaboratively on DT projects, requiring them to develop their interaction skills.

Computing

We aim to build a curriculum which develops knowledge and skills, enabling learners to become independent, confident and capable. We aim to embed a key understanding of how to keep themselves safe online, for children to have the skills and confidence to be able to use computers effectively in their lives, and for them to develop their knowledge and understanding of computer programs and computer systems.

Our aims for Computing link closely to our wider Curriculum Intent – see the table below.



Knowledge	<p>The Computing National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. We mainly use 'Teach Computing' units of work which ensures a clear progression through each key stage. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</p> <p>The promotion of a language rich Computing curriculum is essential to the successful acquisition of knowledge and understanding in Computing. The promotion and use of an accurate and rich Computing vocabulary throughout school is planned in Computing. Key vocabulary is added to the Medium Term Plans and vocabulary progression document.</p> <p>Online Safety is taught through the Computing and PSHE curriculums. Issues that are identified are planned and delivered sensitively.</p>
Skills	<p>Computer Science – Pupils have the chance to build their programming skills and learn how to create, debug, simplify and reason about their ideas and knowledge</p> <p>Information Technology – Pupils learn how to purposefully create and make things. They learn different skills which help them to organise, store, manipulate and retrieve digital content.</p> <p>Digital Literacy – Pupils learn about the use of computers beyond school, computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>
Experiences	Where possible, pupils are given the opportunity to use computing in other areas of the curriculum. They also engage in live events such as virtual author visits, live science lessons and sharing work with pupils from other local schools, different areas of the UK and across the world.
Aspiration	Pupils will be exposed to various jobs and roles available in technology and computing through opportunities such as: careers week, visitors into school and offsite visits.
Respect	Pupils use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Teamwork	Pupils are given the opportunity to collaborate in computing lessons, share experiences of how they use technology in their own lives, support each other when problem solving and learn the importance of listening to the opinions and ideas of others.

Computing skills stated in the [National Curriculum](#) 2014.

- Keeping themselves and others safe online and understand how to interact with others online.
- Understanding how and when to use information technology for a purpose.
- Use algorithms and pieces of code.
- Modify algorithms and pieces of code to serve a specific purpose
- Create algorithms to aid with tasks that we are faced in everyday life

National Curriculum Computing Programmes of Study:

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

Modern Foreign Language



Knowledge	Explore the French language, how it compares to English, including culturally. Children will develop their vocabulary. Know where different languages are spoken around the world – supporting potential job opportunities in the future.
Skills	Pupils will develop their oracy skills and understand conversations. They will be involved in reading and writing the language in sessions across the year.
Experiences	Pupils will gain an understanding of the language in a range of different ways. Sessions will often be practical, including songs with and without actions. Pupils will learn about France and gain a deeper understanding of the country and its traditions.
Aspiration	Pupils will have the opportunity to broaden their horizons to knowledge of different countries (focusing on France).
Respect	Pupils will understand that there are other languages in our community and show respect to these cultures.
Teamwork	

Our approach is to make learning a new language fun and memorable. Young pupils are very receptive to learning a new language; they like to pronounce the words and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Staff have access to 'Classroom Secrets' to support the delivery of French – other resources can also be used, as appropriate.

National Curriculum Language Programmes of Study

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

Music



Knowledge	Pupils will learn key technical music terms, learn about musicians and authors and types of music.
Skills	Children will have the opportunity to develop their knowledge and skills of musical concepts.
Experiences	Pupils will plan, <u>create</u> and perform their work as a musician. They will play together in groups and perform to others.
Aspiration	We aim to raise children's aspirations to pursue careers within the creative industry.
Respect	Children will develop their sense of place in the world, while developing an appreciation for a range of musical styles – showing respect for each other's choices.
Teamwork	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.

The Music Express programme will support our teaching of music across the school and we have a specialist teacher who teaches whole class performing across the school using singing, instruments and basic notation.

National Curriculum Music Programmes of Study:

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

Physical Education (PE)

PE at Ingoldmells Academy aims to develop the knowledge, experience, and opportunities for all children to achieve their potential in Physical Education. We not only focus on developing the children's skills within PE, but also develop and promote healthy lifestyles and aim to broaden children's knowledge of the different sports and physical activities.

Physical Education Curriculum Journey Intent Statement

At Ingoldmells Academy we will provide a high-quality, inclusive, progressive PE Curriculum Journey which aims to ensure that our children:

- ✓ aspire to achieve their best in all aspects of their learning
- ✓ become confident, resilient, independent and capable learners
- ✓ are physically active for sustained periods of time and learn how to develop and lead healthy, active lives, engaging in positive life habits and increased fitness and well-being
- ✓ develop the skills, knowledge and understanding to participate and succeed in a broad range of physical activities and competitive opportunities
- ✓ develop leadership and team-building skills and learn how to cooperate and collaborate with others, as part of a team, understanding fairness, respect and tolerance
- ✓ have opportunities to experience and become physically literate in a broad range of activities
- ✓ develop their personal, social and cognitive skills

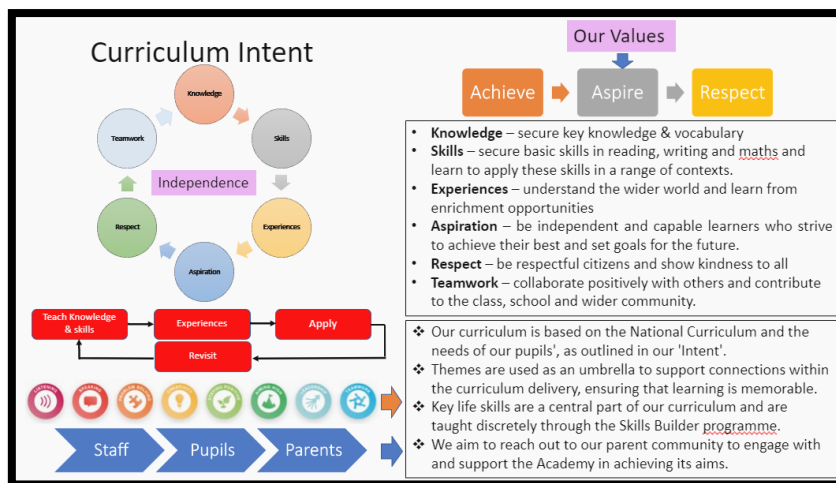
PE Programmes of Study:

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

PSHE/RSE

PSHE is the foundation of our Curriculum Intent.

We aim to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible citizens. This is the cornerstone of our IGA ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our school confident, resilient, and respectful in this diverse and changing world.



Knowledge	Following guidance from the PSHE Association, we teach PSHRSE in three modules over the year: Relationships, Living in the wider world, Health and well-being . At IGA, we concentrate on each module for one term, providing seven or eight lesson plans for each year group to teach during that time. The No Outsiders lessons are embedded into the curriculum to support each module and taught throughout the year. We also use weekly No Outsiders assembly pictures to reinforce the school-wide inclusive ethos. The Relationships module also includes a CSE (Child Sexual exploitation) lesson plan in every year group and a Domestic Violence lesson plan in Year 3 and year 6. Sex and relationships lesson plans are taught in Y3 and Year 6 during the Living in the wider world module. We have used the RSE Guidance for September 2020 (DfE 2019) and referenced the "By the end of primary school" objectives on page 20-22 for each lesson plan. Each plan supports one of the five areas of the guidance for primary schools: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe.
Skills	Skills will be taught progressively from Yr 1 to Yr 6. Relationships: How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky or negative relationships and ask for help. How to respect equality and diversity in relationships. Living in the wider world: A respect for self and others and the importance of responsible behaviours and action. The rights and responsibilities as members of families, other groups and ultimately as citizens. The different groups and communities. To respect equality and to be a productive member of a diverse community. The importance of respecting and protecting the environment. Where money comes from, keeping it safe and the importance of managing it effectively. How money plays an important part in people's lives. A basic understanding of enterprise. Health and well-being: How to maintain physical, mental and emotional health and wellbeing. How to manage risks to physical and emotional health and wellbeing. Ways of keeping physically and emotionally safe. About managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing and to recognise sources of help with this. How to respond in an emergency. To identify different influences on health and wellbeing.
Experiences	Pupils will have the opportunity to go on trips, as well as experience visitors in school. These provide our pupils with opportunities to develop their social and interaction skills that are key to their future success. Our PSHE/RSE curriculum will support pupils to become well rounded, develop a wide range of skills that focus on them achieving their aspirations in the future. Engaging, in a variety of ways, with people outside of their school building is key to this and therefore planned for in a cohesive way by all adults. This is recorded in our 'Trips and Experiences' document.
Aspiration	Relationships: For all pupil to foster wellbeing, resilience and character"; developing, "personal attributes including kindness, integrity, generosity and honesty" (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: Foreword) Living in the wider world: For all pupils to understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome. Health and well-being: For all pupil to foster wellbeing, resilience and character"; developing, "personal attributes including kindness, integrity, generosity and honesty" (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: Foreword)
Respect	For all pupils to participate, listen, engage, accept and respect within all aspects of school and the wider community.
Teamwork	Pupils are given the opportunity to collaborate, share experiences in their own lives, support each other and learn the importance of listening to the opinions and ideas of others.

Expert visitors are invited into school to support the delivery of PSHE and key elements of RSE. A policy for RSE is available on our website.

National Curriculum PSHE programmes of Study

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

Curriculum Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. This is part of the cornerstone of our IGA ethos. We aim to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and world views in modern Britain and the wider world.



Knowledge	Following the Lincolnshire Agreed Syllabus (LAS), we teach in four modules: God, Being Human, Community and Life Journey . At IGA, we concentrate on two or three of these through the year group, providing seven or eight lesson plans for each year group to teach during that time. The LAS lessons are embedded into the curriculum to support each module and taught throughout the year. These develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views; Focus on concepts and content within enquiry; Reflect diversity in terms of the changing religious landscape of modern Britain; Reflect pupils' own experiences and provide a safe space for discussion; take into account people with non-religious beliefs and identities; provide opportunities for personal reflection and/or spiritual development and prepare pupils for adult life where they respect and are sensitive to others beliefs and identities.
Skills	Progress in Religious Education is dependent on the application and developing use of general educational skills and processes. The following skills are central to Religious Education (NATRE) and are reflected in the LAS. At IGA these skills will be taught progressively from Yr 1 to Yr 6 through the four modules: God, Being Human, Community and Life Journey. Investigation: How to gather from a variety of sources. How to know what appropriate information may be. How to ask pertinent questions. Interpret: How to draw meaning from artefacts, symbols, stories etc and suggest meanings of religious texts/stories. Reflect: How to ponder on feelings, relationships, experience ultimate questions, beliefs and practices. How to think and speak carefully about religious and spiritual topics. Empathise: How to consider the thoughts, feelings and experience, beliefs and values of others. How to see the world through someone else's eyes. How to develop the power of imagination to identify feelings of love, forgiveness, sorrow and joy. Analyse and Synthesise: How to draw out essential ideas, distinguish between opinion, belief and fact. How to distinguish between key features of different religions. How to recognise similarities and differences and link significant features of religion together. How to make links between religion and human experiences. Express: How to explain concepts, rituals and practices. How to identify and express matters of deep concern not only through words. How to respond to religious issues through a variety of media. Apply and Evaluate: How to apply what has been learnt from a religion to a new situation. How to draw conclusions by reference to different views and using reason to support ideas. How to debate issues of religious significance.
Experiences	Pupil will have the opportunity to go on trips, as well as experience visitors in school. These provide our pupils with opportunities to develop their understanding of various religions in the wider community. Our RE curriculum will support pupils to become well rounded, develop a wide range of skills that focus on them becoming respectful of the beliefs and identities of others by Engaging, in a variety of ways, with people outside of their school building is key to this and therefore planned for in a cohesive way by all adults. This is recorded in our 'Trips and Experiences' document.
Aspiration	For all pupil to foster empathy, tolerance, respect and kindness. For all pupils to understand Britain is a country rich in diversity and difference. Individual beliefs and identities make people unique; everyone has differences, and everyone is welcome.
Respect	For all pupils to participate, listen, engage, accept and respect within all aspects of school and the wider community.
Teamwork	Pupils are given the opportunity to collaborate, share ideas, support each other and learn the importance of listening to the opinions and ideas of others.

Assessment data is collated each term (x3) by class teachers and an overview maintained by the RE Subject Leader.

Religious Education DfE Guidance

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

History

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.



Knowledge	<p>We have taken the decision to teach our pupils the British History programmes of study in a chronological order. This supports their understanding of the events in order and prior learning is revisited before the delivery of each new area of learning.</p> <p>Knowledge organisers are used to support the key facts in History – these are sent home to parents and used within the classroom.</p>
Skills	<p>Our approach to the teaching of history will encourage historical enquiry – posing questions for pupils to explore.</p> <p>We aim for our pupils to have the necessary skills to become independent and capable historians.</p>
Experiences	<p>Pupils will gain experience in using a variety of historical sources (e.g., diaries, letters, interviews, oral histories, photographs, newspaper articles). They will make Comparisons and links across historical periods</p>
Aspiration	<p>Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills to prepare them for their future lives – linking strongly with our wider Curriculum Intent.</p>
Respect	<p>Develop an understanding of local, national, and international history – to be respectful and informed about their community</p>
Teamwork	<p>Pupils will have the opportunity to work in groups of varying sizes when developing their historical knowledge and skills. They will be able to apply the skills developed during their Building Futures sessions.</p>

Guidance and resources have been taken from the Historical Association and Key Stage History to further support the effective delivery of enquiry-based history learning.

Knowledge organisers are used to support the key facts in History – these are sent home to parents and used within the classroom.

Assessment data is collated each term (x3) by class teachers and an overview maintained by the Curriculum Leader.

Programme of Study:

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

Geography

We have designed our geography curriculum to provide children with a knowledge and understanding of their local area, the United Kingdom and the wider world enabling them to make connections with other curriculum areas and acquire skills for later life.



Knowledge	Pupils will secure key Geographical knowledge to ensure pupils can independently apply this in a range of contexts, including across a range of subjects. They will develop as capable geographical enquirers who can explore the world around them.
Skills	Pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
Experiences	Pupils will explore their local environment to understand how the area fits into the wider world and be aware of geographical features. Opportunities to go on trips will enhance further their understanding of place knowledge.
Aspiration	We aim for our pupils to develop an understanding of local, national and international geography – to be informed citizens. This will enable them to understand what Geography involves and what careers involve knowledge and skills developed in this subject.
Respect	Pupils will learn about the world around them, the impact of humans on our world and what they can do to protect their environment. Showing respect to each other and the world around them is an essential life skill.
Teamwork	Working in groups is a key part of our curriculum delivery. This enables pupils to question and enquire about Geography in their area, and beyond. Developing these collaborative skills is essential to their future success.

Oddizzi is used to further enhance the learning experience for pupils, providing them with access to videos, images and resources that support their understanding of key Geographical learning.

Strong connections with other areas of learning are planned for to ensure knowledge is revisited regularly.

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-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.
- The trips are directly linked to our topic work for example a Wonders of the World topic may include a trip to an aquarium in order to allow children to see marine animals in an environment replicating their true habitat.
- We organise a residential trip for our Year 5 pupils.

Workshops and specialists

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies – Lincolnshire Life
- All year groups have access to specialist teaching in Music and PE (JB Sports).

Themed days and weeks

- We also have themed days and weeks throughout the year eg *Roald Dahl Day*, *healthy eating week* and *enterprise 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 Ingoldmells Academy is undertaken by the Primary Education Team, in the main through a linked Education Director.

The Role of Parents

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

- Sending home a fortnightly newsletter;
- Sending home termly curriculum information updates and knowledge organisers;
- Holding regular Parent's Evenings and Termly Learning Conferences;
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Encouraging parents to support their children at home with their phonics/reading - practising these key skills.
- One annual report at the end of each academic year.

Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment, as well as the learning that pupils can remember. 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 KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

All subjects are assessed by class teachers. This assessment data is used to support the impact of the teaching and learning within the Academy.

In addition to the above, our curriculum will 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.