



GREENWOOD
ACADEMIES TRUST



Curriculum: Intent, Implementation & Impact Statement

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Authors

Joshua Lane
Principal

&

Andrew Clarke
Senior Education Adviser

Intent – Greenwood Academies Trust

GAT Primary Curriculum

Central to the curricula in our academies are the fundamental principles that a curriculum should be:

- of quality
- contextualised to reflect the community of the academy
- developing core transferable knowledge and skills
- securing progress in the core areas of reading, writing and mathematics
- broad and balanced
- meeting the expectations set out in the National Curriculum (2014)
- exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.

As we work across a diverse number of regions our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.

We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this we expect our academies to continually review the effectiveness of their curriculum..

Intent – Mansfield Primary Academy

At the Mansfield Primary Academy our vision is to create a primary academy that encourages its children to be aspirational and achieve their best. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices.

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 variety of clusters. These clusters support us to share best practice, moderate learning to ensure we are accurate with our assessments and be outward-facing which allows us to continuously develop as a school.

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.

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.
- 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 regardless of their starting point.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.

Implementation

Effective Teaching

At The Mansfield Primary Academy we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those 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 Mansfield Primary Academy see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with purposeful 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.
- High-quality professional conversations with other adults in the classroom to ensure support and challenge are timely.

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 or require bespoke teaching are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Achievement Teams regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', 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 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 a Behaviour, Attendance and Welfare Officer 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

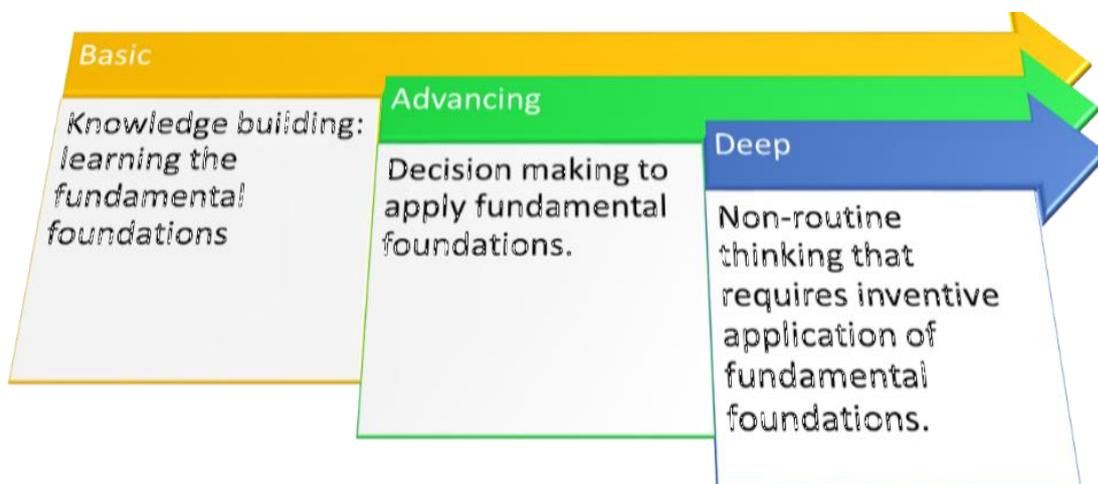
Our curriculum is underpinned by the Essentials Curriculum by Chris Quigley. The Essentials Curriculum sets out the essential coverage, learning objectives and standards which are required for all subjects. Furthermore, it provides progress measures for all subjects including personal development.

One of the primary reasons we chose this curriculum is because it emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly when they have not truly mastered it.

We feel this curriculum provides us with a coherent, progressive and appropriately sequenced curricular structure to enable our pupils to develop subject specific knowledge and skills to prepare them well for the next stages of their education. The curriculum, builds progressively on from the learning in the Foundation Stage which is well developed and provides children with a range of first-hand experiences, a balance of high-quality adult-led and effectively resourced child initiated opportunities. The milestones (1, 2 and 3) that are built into our curriculum complements our approach to cross year teams in KS1, Lower KS2 and Upper KS2. The curriculum is aligned to the National Curriculum and goes beyond National Curriculum requirements in each milestone to ensure repetition of skills and knowledge.

As the children acquire skills they will be required to apply them in different ways. This degree of understanding is imperative to ensure that we develop children who not just learn about history but can be historians; explore science to be scientists or perform music as musicians. In order to do so children must acquire knowledge at a basic level and progress this into more advanced stages and finally have a depth of understanding that allows them to use skills in unfamiliar and non-linear learning opportunities, another term for this is thinking outside the box. We want our children who are learning a method of calculation, and have found it challenging, to have the capacity to think of others around them who may also be in the same position. We want that child to find a solution to support their peers and perhaps use technology to create a tutorial to support others.

As a result we use a range of language to support children explore skills under the headings Basic, Advance and Deep.



We use the following terminology to support developing learning opportunities for each area:

Progression		
Basic (Y1, Y3, Y5)	Advancing (Y1, Y2, Y3, Y4, Y5, Y6)	Deep (Y2, Y4, Y6)
Name, copy, describe, follow instructions or methods, complete, recall, observe, use, match, report, measure, label, list, illustrate, label, recognise, tell, recreate, repeat, arrange, define, memorise, calculate, recite, draw.	Apply skills to solve problems, explain methods, classify, choose, compare, infer, categorise, identify patterns, observe, organise, modify, predict, interpret, summarise, estimate, compare, use, experiment, demonstrate, practise, show, arrange, point out, graph, separate.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, invent, cite evidence, design, create, prove, judge, recommend, justify, generalise, propose, discover, arrange, rate, reason, evaluate, revise, conclude, formulate, construct develop, connect, prioritise.

We have bespoke curriculum frameworks for English and mathematics, however, the following document supports the coverage and progression of our curriculum.

EYFS Curriculum

In Nursery we work to the Development Matters. This framework Prime Areas: CL, PSED & PD, and Specific Areas: Literacy, Maths, UW & EAD.

In Reception, we follow the Early Years Statutory Framework as set out in the EYFS Handbook 2018 for the Early Years Foundation Stage, published in November 2018 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and 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.

Reading

At Mansfield Primary Academy we want our children not simply to learn to read but to develop a life long love for reading. The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers - we read as writers and write as readers! Strategies for writing, speaking and listening/drama therefore form an integral part of this reading policy.

In our school, we will strive to give pupils a stimulating environment, where reading is given real value. We strive to be a reading community sharing a passion and love of the written word.

We approach reading in 3 strands:

- Quality first teaching
- An inclusive reading environment
- Developing a love of reading.

Quality First Teaching

Early Reading is built on phonics using a mix of letters and sounds and rapid phonics. We choose from high quality texts for each class to study and use a shred reading approach. We share a text as a class, discussing the vocabulary, the effect, the underlying subtext and really dissect the text. Children get lots of exposure to high quality language and a really in-depth discussions. Along with opportunities for talk for reading and drama around their text. We believe good readers become good writers so we look for the effect grammar and punctuation have on us as readers in preparation to apply this to our own writing.

Our weeks are split into 5 distinct teaching areas.

- A therapy that explicitly teaches one of the reading skill areas. Classes will have this focus as their main reading target for the week along and two other reading targets that will thread through the weeks reading activities.
- Children will have the opportunity to apply this new skill during activities tailored to build on this learning.
- Classes will also experience text analysis each week discussing the vocabulary, the effect, the underlying subtext and really dissect the text. With lots of exposure to high quality language and a really in-depth discussions.
- Time is also spent developing talk for reading this can be centred around a drama activity, for example hot seating one of a stories characters, making stories come to life and giving meaning to their reading.
- Finally, a chance to pair read books of their choice, developing a love for reading and a reading community within our school.

The use of high quality phonics teaching and stimulating topics, which drive text choice, in EYFS allows children to discover and explore early reading. First hand opportunities and the use of

teaching and learning strategies such as role play help bring books to life and develop curiosity of books. As children develop their reading skills in the early years these are used as a foundation of 14 reading skills to structure our understanding within KS1 and KS2. This is to supported children to become familiar with how to tackle a text and how to structure their responses to questions about the text. This is part of the fabric of every reading lesson so these skills become second nature to our children. Children work in pairs discussing answers, talking in full sentences to grow a deep understanding of these essential reading skills.

Our reading skills:

- Prediction skills
- Boxing up skills
- Word Attack Skills
- Compare and contrast
- Summarising skills
- Question skills
- Read like a professional
- Authorial Intent skills.
- Personal Opinion
- Fact or opinion
- Structure skills
- Literal skills
- Skim and scam skills
- Inference and deduction skills

Every day each class have at least 10 minutes of scheduled reading for pleasure time, an opportunity to develop a love for reading but also to improve reading speed and fluency across school. This ranges from reading being modelled, shared reading and independent reading.

Love of Reading

Teaching reading is important but loving reading is more important. Children need to want to read and we do lots of things to encourage our children to love their reading.

Every week we have a reading assembly, where a member of staff reads one of their favourite books to the children. Focusing only on reading for pleasure.

Teachers read to children every day – even in KS2 it's so important that children hear adults read with passion and enthusiasm as a great model.

Key Stage two have a weekly reading club where children from across KS2 come together to share books of their choice- building a community of readers!

Writing

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.

To support the development of clause structure, and other writing techniques we use a system called Rainbow Grammar. Rainbow Grammar focuses on the linguistics of the written word. It provides a name for every part of the sentence this enables children to talk about sentences and work with one another, as a class and ultimately independently so that they manipulate words and phrases to hook the reader into their writing. At Mansfield Primary Academy we see this as a fundamental tool for writing development.

Each part of the sentence is given a colour – this visual representation of each part of the sentence supports children in identifying how every part of a sentence creates and impacts on the sentence.

We use the correct names for the parts of the sentence, just as we do in phonics. This means that the language stays consistent throughout school and isn't oversimplified just because children are younger.

As the children progress through school they will learn new skills, however the root of the sentence stems back to the very sentences have been developing in the Early years.

Handwriting sessions are incorporated into the English lessons through Kinetic Letters. Kinetic Letters incorporates building core strength through different seating positions (similar to those within yoga) to support the body to be able to write with stamina. This is being used currently in EYFS and KS1. Kinetic Letters supports the following key aspects:

- **Automaticity** – Formation, orientation and placement of letters becomes automatic which frees up space in the working memory.
- **Achievement** – Fast, legible and fluent handwriting underpins success in every curriculum area.
- **Confidence** – Good handwriting creates a positive initial judgement.
- **Creativity** – When handwriting is automatic, the brain can concentrate on content.
- **Reading** – Writing and reading are reciprocal skills, so improvement in one, helps the other.
- **Phonics and Spelling** – legible handwriting means children can read and correct spelling.

A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day and author visits. We have recently adopted Kinetic Letters as a Handwriting policy to support our children to develop their core strength which in turn supports the development and quality of handwriting.

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 Mansfield Primary Academy there is a buzz about maths. All children believe in themselves as mathematicians. They will see mistakes as a valuable tool for learning and develop resilience to say I can't do that 'yet'. Working in mixed ability pairs, our children understand that if they deeply understand something they will be able to explain it to someone else. MPA children can see the world through someone else's eyes; they use different methods to solve problems and are able to evaluate the most efficient. Concrete apparatus supports understanding and develops high-level explanations of children's thinking. All lessons follow the concrete, pictorial, abstract approach with lessons carefully scaffolded into a series of steps each designed to move children's understanding forwards. Workbooks allow teachers to assess learning and immediate intervention is in place to support those who need it. We are all on the same journey and every lesson starts this way, some children take this journey deeper, evidenced in their journals. Marvelous mistakes are part of this learning journey and help us to learn and grow as mathematicians deepening our understanding. Number fluency is taught separately to our main maths lesson, our children are encouraged to know their number bonds and x tables off by heart allowing them to free their minds to concentrate on more difficult mathematical concepts.

We follow a Mastery Approach to teaching maths, working in close collaboration with the NCETM and East Midlands East Maths Hub to develop teaching and learning.

Maths lessons at Mansfield Primary Academy

EYFS

In EYFS we follow a Mastery style approach. Children are split into small groups of 5/6 for teacher led input time. This is talk based. Provision mirrors the focus for the week. Aiming to deepen children's understanding and consolidate the teacher led work.

Years 1-6

We base our main maths lessons around the high quality text book ' Maths No Problem'. Number fluency lessons are delivered everyday designed to improve and consolidate children's number fact fluency skills.

Lesson structure and design

The learning journey

- Each lesson has a very tight focus.
- Enables all children to start at the same point.
- Some take learning deeper.
- Some go even deeper still- mastery with greater depth-
- All children on the same journey

Lesson Structure.

- Teacher led/talk partners
- Independent practice.
- Practice to support number fact fluency e.g. number bonds, x tables, algorithms must be taught separately.

Talk partners.

- Mixed ability.
- Think carefully about dynamics of pairings.
- Teach children what a good talk partner is/is not.
- Teacher models accurate use of mathematical language.
- Children answer in full sentences.

- Stem sentences are used to support children's explanations

Rapid graspers need to understand the levels of understanding- if you really understand deeply you can explain to someone else.

Resources and Representations of Mathematics

- Resources for all children
- Scaffold learning when children are struggling.
- Support greater depth of thinking and explanation, allowing children to take their learning deeper.

Lesson design- teacher led

- Learning centred on solving problem within 'In Focus' element of MNP.
- Steps in learning demonstrated in 'Let's learn'.
- Create series of mini-challenges for talk partners to investigate.
- Feed back to class at each step in learning.
- Create working wall.

Teachers think about:

- What exactly do you want the children to learn- this becomes your stem sentence. (Display, repeat throughout lesson)
- Teacher questioning at each step.
- Build challenge and depth into each stage.

Variation

Variation within problems is key to providing opportunities to develop mathematical concepts. It is a deliberate teaching tool that can change a problem to unveil competence but also misconception. Variation is a key element to the MNP scheme and provides:

- A step by step journey through maths
- Promotes conversation regarding What stays the same, what is different
- The opportunity to draw out the intended learning.

Mastery

Is the ability to use mathematical concepts, facts and procedures appropriately, flexibly and fluently. To use reasoning both to explain known mathematical concepts and procedures and to use them to solve problems.

Journaling.

- Independent
- Steps to success mirror and extend learning surrounding In Focus.
- Achievable for all.
- Some children will take this deeper.

Not all children will achieve this in every lesson- each child's journey is different

National Curriculum Mathematics Programmes of Study:

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

Science

Science will be taught as a separate lesson but 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 Compass Primary 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 and inheritance.

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

Essential characteristics in Science:

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies

Children will explore the Breadth of Study through Concepts each concept is broken down further into milestones for each key stage (KS1, LKS2 and UKS2).

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.

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.

Essential Characteristics in Art and Design:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations,
- convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or

- digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Children will explore the Breadth of Study through Concepts each concept is broken down further into milestones for each key stage (KS1, LKS2 and UKS2). Below are the fundamental concepts the children will explore:

Develop ideas: This concept involves understanding how ideas develop through an artistic process.

Master techniques: This concept involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats: This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

National Curriculum Art Programmes of Study

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

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.

To support our delivery of the Computing curriculum we use Purple Mash. This online software allows children to access learning from home and within school. It's age-related programs and functions allow all children to access the curriculum.

Essential Characteristics in Computing:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

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. We use Charanga to support the delivery of music.

Essential Characteristics in Music

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Perform: This concept involves understanding that music is created to be performed.

Compose: This concept involves appreciating that music is created through a process which has a number of techniques.

Transcribe: This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Describe music: This concept involves appreciating the features and effectiveness of musical elements.

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 PE Team called TB Coaching. 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 also visit other facilities including the local swimming pool, gymnasium at West Notts College. Swimming is introduced to the timetable from Key Stage 2.

We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Trust based competitions.

Essential Characteristics for Physical Education:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

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.

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 Northamptonshire. 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.

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 develop from the Essential's Curriculum 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
- We organise residential trips for our Year 2, 4 and 6 pupils. Year 2 & 4 will spend one night away in a local centre and this will help to prepare for longer stays in Year 6.

Workshops and specialists

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies eg the *Science Museum*, *M&M Productions* and *Living History*.
- We undertake an audit of parental skills each year and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a parent.

Themed days and weeks

- We also have themed days and weeks throughout the year eg *Great Britain week*, mental health awareness, world maths day etc.

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 Mansfield 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;
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Annual report at the end of each academic year

Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. As an academy we are striving to raise the expectation of learners and the quality of work they produce from 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

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.