

## Curriculum Implementation

### Context

Green Ridge is an academy which is designed to meet and be responsive to the needs of the local community it serves in Berryfields. With two other primary schools close by, it is key that Green Ridge works collaboratively alongside them, but at the same time, remains distinctive.

Our academy rightly prides itself on the high expectations it places on the academic achievements and behaviour of all children, whatever their need, as well as a broad, diverse and engaging creative curriculum which will underpin all that we do. We strive for the best outcomes for our children and want to give them every opportunity to succeed, whatever their barriers may be. Green Ridge is an academy where every child is respected and treated as an individual, with no limits placed on their learning – just opportunities to continually improve with a growth Mindset approach. We do not 'label' children or group them by perceived 'ability'; instead we give all children equal opportunities to challenge themselves through the range of tasks and activities presented to them – empowering children to take ownership and responsibility for their own learning.

### Mission

Green Ridge will be an inclusive setting, valuing all children's achievements and ensuring that each child is given every opportunity to meet their full potential within a secure and stimulating learning environment.

### Mission statement

Our mission statement, "Limitless learning; infinite possibilities", and underpins everything we do and strive to do.

### Academy aims

- To value and recognise the uniqueness and achievement of every member of our academy family
- To raise the aspirations of everyone within our academy community so everyone strives for **personal excellence** in everything they do
- To promote British and Co-operative Values and attitudes of care, tolerance, trust and respect within the academy and wider communities.
- To nurture and support all abilities, helping every child to achieve his/her potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural.
- To provide outstanding learning and teaching which enables all students, regardless of gender, race, background or ability, to excel
- To equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To provide a rich, broad and balanced curriculum with emphasis on the basic skills of English, mathematics and science.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.

Green Ridge Primary Academy believe in the concept of lifelong learning and the idea that both adults and children continue to learn new things every day throughout the course of their lives. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We aim to develop a more creative, engaging curriculum that meets needs of pupils. This will be developed at school level with support of REAch2's expertise and experience.

The curriculum at Green Ridge will provide the following opportunities:

- to enable all children to learn and develop their skills effectively
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### How do our curriculum intentions translate into implementation?

	Our curriculum should:	How is this implemented?
1	Put <b>early reading and literacy skills</b> at the heart of the curriculum.	<ul style="list-style-type: none"> <li>✓Talk4Writing used as a basis for teaching of writing, based on concept if you cannot say it, you cannot write it</li> <li>✓Phonics across the academy daily 9.00-9.25am</li> <li>✓Children receive phonetically decodable texts to practice their fluency and decoding</li> <li>✓Children have their reading books changed a minimum of twice a week</li> <li>✓Regular whole-class library sessions to develop a love of reading and broaden the range of books accessed</li> <li>✓Helicopter stories used within EYFS to develop language</li> <li>✓Phonics practice in any 'spare' time, e.g. lunch</li> <li>✓Phonics 1:1 support and catch up for any child at risk of not meeting expected standard</li> </ul>
2	Give pupils as <b>many experiences as possible</b> that they may not otherwise get.	<ul style="list-style-type: none"> <li>✓11b411 enrichment programme (11 experiences before the children leave the academy)</li> <li>✓Trips and learning outside the classroom experiences planned for each year-group</li> <li>✓Half-termly enrichment mornings</li> <li>✓House activities/afternoons</li> <li>✓Community focussed trips/experiences</li> </ul>
3	Prioritise the <b>teaching of vocabulary</b> and speech and language support.	<ul style="list-style-type: none"> <li>✓Word of the day across the academy, standardised</li> <li>✓Word of the week across the school, personalised to each class</li> <li>✓WellComm screening checks for all children and appropriate intervention</li> <li>✓Daily whole-class stories, picking up on new vocabulary</li> </ul>
4	Encourage a <b>love of learning</b> and be delivered by staff who are passionate about the topics they teach.	<ul style="list-style-type: none"> <li>✓Bang! Experiences at the start of each new theme/topic ensure children are 'hooked' on their learning and maintain an interest</li> <li>✓Giving children real-life experiences</li> <li>✓Teachers input to the knowledge and curriculum they deliver, to ensure it is relevant and exciting for the children</li> <li>✓Use non non-ability groups</li> </ul>

	Our curriculum should:	How is this implemented?
5	Give pupils the opportunity to study a <b>breadth of subjects</b> to widen their understanding.	<ul style="list-style-type: none"> <li>✓Breadth of subjects taken from the National Curriculum</li> <li>✓Curriculum supplemented with academies own content to give further breadth, going beyond NC requirements</li> <li>✓Plan and promote <b>British values</b>, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen.</li> </ul>
6	Within individual subjects and themes as necessary, <b>focus on depth of learning</b> that is <b>relevant to our community</b> and our pupils.	<ul style="list-style-type: none"> <li>✓ Knowledge organisers in place for foundation subjects to clarify depth of learning</li> </ul>
7	Be <b>ambitious</b> in terms of content, concepts and vocabulary in readiness.	<ul style="list-style-type: none"> <li>✓Knowledge organisers in place for foundation subjects to clarify depth of learning</li> <li>✓Tier 3 vocabulary identified for each topic on Knowledge organisers</li> </ul>
8	Be <b>mapped out</b> explicitly so that knowledge is transparent for staff, pupils and parents.	<ul style="list-style-type: none"> <li>✓Knowledge organisers in place for foundation subjects to clarify depth of learning</li> <li>✓Curriculum booklets for parents half-termly detail what is being taught and how they can support outside of school</li> <li>✓Termly overviews in place for each year-group which detail what is being taught week-by-week over a term, derived from the knowledge organisers</li> </ul>
9	Allow for key concepts, themes or areas of knowledge to be <b>revisited but not repeated</b> .	<ul style="list-style-type: none"> <li>✓Year-group curriculum maps in place ensure that all topics/themes are clearly laid out to avoid repetition.</li> <li>✓Knowledge organisers identify key material to be revisited.</li> <li>✓Low-stakes testing/quizzes used to allow for concepts, themes and knowledge to be revisited and checked.</li> </ul>
10	Allow for <b>natural links</b> across subjects to be made.	<ul style="list-style-type: none"> <li>✓All themes/topics allow for purposeful links to local community and pupils own understanding</li> <li>✓Teachers use professional judgements to allow for natural links or children's interests</li> </ul>
11	Be <b>flexible</b> and staff need to understand that it will never be finished.	<ul style="list-style-type: none"> <li>✓Curriculum is reviewed termly and annually in order to make any adjustments in-light of what has been taught</li> <li>✓KWL grids used across KS1/KS2 in order to be flexible with children's learning and what they want to learn, or take into account what they already know</li> </ul>
12	Place emphasis on the <b>well-being of the whole-child</b> , including how to keep themselves safe and life-skills such as resilience.	<ul style="list-style-type: none"> <li>✓Whole-school approach to Protective Behaviours so that all children are aware of the strategies to keep themselves safe</li> <li>✓Life-skills curriculum in place for each year group, as additional skills to learn in each year-group, which are not part of the NC requirements</li> <li>✓Protective Behaviour/Nurture groups for small groups of vulnerable children</li> <li>✓ Opportunities for the children to know about keeping safe, linked to the KCSiE document, e.g. NSPCC workshops.</li> </ul>
13	<b>Encourage</b> parents/carers to support and engage	<ul style="list-style-type: none"> <li>✓Stay and play sessions for EYFS planned for the academic year</li> <li>✓Parental workshops on different school aspects</li> <li>✓Parent/carers invited in for end of topic/theme celebrations</li> </ul>

	Our curriculum should:	How is this implemented?
	with their child's learning.	<ul style="list-style-type: none"> <li>✓Home learning projects designed to be collaborative and encourage working together with parent/child</li> <li>✓Phonics stay and learn sessions half-termly</li> <li>✓Parent library sessions with their child</li> </ul>

### Building Learning Power – principles upon which the curriculum is based

At Green Ridge, our curriculum is underpinned by the theories of learning by Professor Guy Claxton. Claxton is a British cognitive scientist and education theorist who has carried out some influential work on the learning skills of children and young people, and is perhaps best known for his work on Building Learning Power.

Claxton believes that the importance of literacy and numeracy in our schools has been overemphasised at the expense of more general learning skills; he suggests that four Rs are involved when the brain is exercised:

- Resilience – the ability to stick at things
- Reflection – the ability to take stock of learning
- Reciprocity – the ability to work along and with others
- Resourcefulness – the ability to learn in a variety of ways

Furthermore, Claxton identifies eight 'building blocks of learning power' which at Green Ridge we recognise as part of our behaviour policy, where we plan to reward children for using these 'learning muscles':

- **Curiosity** – especially the ability to acquire a healthy scepticism
- **Exploration** – in particular when looking for solutions to problems
- **Courage** – of particular relevance when taking risks in learning
- **Experimentation** – especially the use of trial and error to find appropriate answers
- **Imagination** – so that learners can find creative breakthroughs
- **Discipline** – to provide a rigorous framework for learning success
- **Socialability** – in particular sharing ideas with others and listening to their views
- **Thoughtfulness** – ensuring that learners have time and space for more creative learning.

At Green Ridge, we believe that the core confidence that our children need to succeed in their future lives comes from these personal qualities or 'learning muscles'. These are not just skills, although each has a skilful component. They are qualities of mind – pleasures and inclinations as much as abilities. When children have been helped to develop these learning muscles, they feel more confident, and are more willing to engage intelligently with the difficulties in their lives. These vital qualities are perfectly capable of being strengthened and cultivated by education. As a result, our planning considers these learning muscles and they are threaded through our curriculum which is topic/thematic based.

Our behaviour policy, procedures and systems takes into consideration the use of learning muscles and intrinsic motivation from children, rather than extrinsic rewards. We do not follow the Building Learning Power programme/approach per se, but use the research and ideas from it to inform our behaviour system and approach to curriculum development. Our learning powers and values will be woven through all curriculum aspects, and therefore will not be taught as a standalone subject/topic area.

For further information about the agencies we work with, please see our Behaviour Policy.

### Differentiation and the use of 'challenges'

Underpinned by the work of Hart et al. and publication of 'Learning without Limits', Green Ridge embeds a culture of non-ability grouping. As a result, children are supported to self-differentiate between chosen 'challenges' in each lesson. As a minimum, there will generally be at least three different challenges which children can self-select. We foster a culture where children take responsibility for their own learning and progress, and support them to continually aspire to a higher level of challenge and increase their aspirations.

With the exception of reading/phonics, all other learning is taught in a non-ability group way, whereby different challenges are given to the children to complete for learning activities. As a result:

- Children sit with a learning partner on their table who they use as a support mechanism and critical friend;
- Tables are arranged in a non-ability group fashion, where children of varying attainment sit together;
- Challenges are embedded throughout the lesson and pupils can make informed choices; and
- There is flexibility within and across lessons.

A typical lesson may have three differentiated challenges, Challenge 1, Challenge 2 and Challenge 3. Challenge 1 will be geared towards those children working towards age-related expectation; Challenge 2 will always focus on the requirements/standards for achieving age-related expectations, whilst Challenge 3 for those children working at greater depth/mastery. Teachers have autonomy to decide how many challenges are given during a lesson (for example, it may be appropriate to have four or five, or even just two), however there will always be a Challenge X to promote depth within the subject and act as an extension for those children who are more-able/talented in these areas of the curriculum. Challenge X is not intended to accelerate children through the curriculum, but rather ensure mastery and greater depth through a problem-solving or alternative approach to within the lesson.

Teachers will often vary the names and order of the challenges so that children do not automatically select the same level of challenge, requiring children to choose an appropriate task which will give them the right level of challenge which may be different in different subjects or even within the same subject for individual areas of study.

Teachers also have freedom to determine to what extent differentiation, if any, is needed. For example, there may be activities or lessons which the whole-class will be able to access and differentiation will be via the outcome rather than the input, whilst sometimes differentiation will be on the support given or the resources used.

### A thematic approach to learning

A theme based curriculum means that each skill area of the curriculum is connected to a topic which we refer to as a theme. Generally, each theme lasts for a term (approximately twelve weeks), although this could sub-divided into smaller topics, particularly for the younger children, for example, and be a six-week long theme. Sometimes themes are very specific, for example in the preschool a class the three-year olds might be learning about transportation as a half-term theme. All of their classroom activities would be tied into the theme during the unit. Similarly, some of the older children in the academy may be learning about the Ancient Egyptians for a term, and therefore all the academic areas would touch on the theme throughout the twelve weeks.

We know that research shows that learning is an integrated process, and that theme-based education is beneficial in several ways. Children of all ages benefit from the connections made across the curriculum. Rather than teaching each skill or topic in isolation students are encouraged to see that at different times of the day or through different subjects we can learn

about different aspects of a larger topic. In turn, this helps the children see connections and start to make their own connections from one experience to another. It also helps children become creative in their thinking.

At Green Ridge, we also use a theme-based curriculum because it gives our teachers the flexibility to follow children's interests and extend or shorten the time spent on a theme based on the level of student interest. Our teachers have the experience and flexibility to build themes based on the interests of the particular group of children, while teaching age appropriate skills.

Another great reason to use theme based learning is that different age groups can have a shared theme and then work across age groups. This can then be used to build community.

What does theme based education look like on a day to day basis at Green Ridge? It is slightly different at various ages. In the three-year old class studying transportation the children would do all sorts of activities centred on the theme which would be working on skills from all aspects of the curriculum. Dramatic play area might be transformed to represent an airport, a bus station or a train station, so you would see a "ticket booth" with tickets, passports, luggage, and chairs set up as a waiting area. You might also see tape on the floor making roads with stop signs or yield signs where different traffic patterns in the room cross. The children might play transportation Bingo, make boats to float make craft stick airplanes, and use toy cars to make track paintings during centres. They would sing songs during circle time like Wheels on the Bus or How Did You Get to School Today? All of the activities would be working on age appropriate skills in a way the children see as play.

In the juniors where the children are learning about the Egyptians, they would learn about many aspects of the lives of people in Egyptian times, from the geography of the region to their religious beliefs, to the social structure and what types of jobs people had. In spelling lessons, children would learn to spell and define words related to the theme so the list one week might include: delta, pyramid and mummy. They might go on a field trip to make model rivers at a beach to see how erosion happens, which would tie Science topics an inquiry to the discussions during Social Studies of the importance of the Nile River in the lives of the Ancient Egyptians. An Art project might be to write their names in hieroglyphics, or create model canopic jars. Also during this theme, the children could experiment with how to preserve different foods in science developing observation skills and designing controlled experiments. These experiments and discussions would then tie in with the discussions of mummification, and why the Egyptians used salts in the preparation of the mummies.

Each year-group/class would have a start and end 'BANG!' experience/activity in order to hook the children into the learning for that term. This may be taking the children on a trip to a location where they can become immersed in the topic before their learning begins, or it could be a visitor to school coming to share with them their experiences of what the children are learning about. The end of theme experience/activity could be an exhibition for parents/carers to come and visit as a show-case of learning, a trip or something else which children have been working towards over the course of the term.

Green Ridge will has its own implementation documents for each of the individual subjects within the curriculum, which are available on the school website. A yearly curriculum map has been designed to show how topics and curriculum coverage are organised to give continuity and ensure progression. These are then further supplemented by the termly overviews, giving detail of what is covered in which week over the term, in conjunction with the knowledge organisers which set out what is be explicitly taught during that topic/theme.

Children's learning will be carefully monitored as they progress through the curriculum through individual children's work, group work, whole class work, shared books, displays and teacher's records.

Staff annually review their medium-term planning to ensure topics are relevant to the children's interests and needs. Subject leaders are currently working on **curriculum coverage** on **foundation subjects**, e.g. Geography and History, with all middle leaders being aware of the curriculum expectations and in turn working towards **planning the knowledge and skills** within their respective curriculum areas. The curriculum is designed to ensure **deep learning**.

Currently the staff are working on improving music and developing the key knowledge and skills within the history and geography curriculum. We have also questioned whether we are making the most of our locality and will be assessing our school trips for next year, and hopefully making the most of our locality.

### Curriculum programme

In **Key Stage 1** (Year One and Year Two) the curriculum time is broken down as follows:

English	5 hours	Mathematics	5 hours
Reading whole-class	1 hour 15 mins	Reading	2 hours 30 mins
PE	2 hours	Phonics	2 hours 5 mins
P4C	30 minutes	Theme (Humanities, Science and Arts)	3 hours

In **Key Stage 2** (Years Three, Four, Five and Six) the curriculum time is broken down as follows:

English (inc. spelling)	5 hours 50 mins	Mathematics	6 hours 15 mins
Reading whole-class	1 hour 15 mins	Reading	2 hours 30 mins
PE	2 hours	Phonics	2 hours 5 mins
P4C	30 minutes	Theme (Humanities, Science and Arts)	3 hours

### Philosophy for Children

'Philosophy for Children' (P4C) will fundamentally support our approach to thinking skills. We want to fully prepare our children for the rest of their lives by engaging them in enjoyable and worthwhile themes that both have relevance to the modern world and foster the higher order thinking skills of analysis, synthesis and evaluation. This focus on deep thinking will underpin much of what we do, including core subject learning, topics and themes, home learning, assemblies and PSHE & C. These highly important transferable skills will aide children's approaches to the challenges of their future lives. The P4C tenet of 'a community of enquiry' seamlessly aligns with Green Ridge Academy's pledge to place thinking and cooperation at the heart of the curriculum.

The basics of P4C are straightforward. Children share some reading, listening or viewing with their teacher. The children take some thinking time to devise their own questions. They choose a question that interests them and, with the teacher's help, discuss it together. The teacher is concerned with getting children to welcome the diversity of each other's initial views and to use those as the start of a process of that involves the children questioning assumptions, developing opinions with supporting reasons, analysing significant concepts and generally applying the best reasoning and judgement they are capable of to the question they have chosen.

In the longer term, the teacher aims to build the children's skills and concepts through appropriate follow-up activities, thinking games and the orchestration of connections between philosophical discussions, life and the rest of the school curriculum.

A central concept of P4C work has been that of the 'community of enquiry', which may be defined as a reflective approach to classroom discussion built up over time with a single group of learners. The 'community' embodies co-operation, care, respect and safety; and the 'enquiry'

reaches for understanding, meaning, truth and values supported by reasons. As a community of enquiry develops over time, the children's questions get deeper and more thoughtful. Their discussions are disciplined and focused, yet, at the same time imaginative. They care about what others say but don't accept easy answers. A community of inquiry combines critical, creative, caring and collaborative thinking.

### Enrichment programme

Green Ridge has access to a wide range of enrichment opportunities for all our children, including those who are more-able. We hold enrichment days throughout the academic year – some for individual year groups, key stages or even the whole-school, spanning across all aspects of the curriculum, from art to mathematics.

Enrichment opportunities have been more limited in the first year or two of operation, due to the relatively smaller numbers of staff available to provide varying enrichment experiences, and the reduced budget to be able to provide some whole-school experiences due to economies of scale. The academy was also limited in the first year of operation for space in which to provide enrichment, particularly those outdoor and adventurous activities. However, as the academy grows in capacity, the provision for enrichment will further develop.

Each half-term we have a dedicated half-day morning whereby we provide specific enrichment for the children across the academy. This is led by both internal and external visiting staff, and this again can include anything from cooking to taekwondo. An annual enrichment programme is planned for this to ensure that all children have a broad range of enrichment each half-term as a minimum, in addition to specific year-group, key stage or whole-school specific enrichment days. In addition to the morning each half-term, this is built upon in the afternoon where a house-competition/enrichment event takes place between the four different houses within the academy.

Not only do enrichment activities bring about excellent learning opportunities that can be applied within the school curriculum, but it develops our young children with regards to confidence, self-esteem and resourcefulness that are essential skills to be the leaders in the 21<sup>st</sup> century.

Our enrichment programme also includes our BANG! days/activities as part of our thematic approach to learning, as well as all visits, trips and visitors that children encounter. Furthermore, our '11 before 11' (11 activities that children are to experience before they reach the age of 11 and leave primary school) activities also contribute to our enrichment programme throughout the academy.

We constantly look for opportunities in the local area to inspire, enrich, and challenge our children, for example, taking part in sporting tournaments, music days, and local and national competitions. The children also benefit from a wide range of extra-curricular clubs.

### ICT to improve learning

IT is integral to all aspects of school. It is part of our very basic use of communication as an organisation and needs to be a visible and accessible part of learning. iPads, notebooks, programmable robots and recording devices all form part of the school experience for our children. Having a wide access to these ever-evolving technologies will equip our children well into the 21<sup>st</sup> century. It is important to be able to utilise these technologies to both support teaching learning and to enhance it when and where appropriate.

Within our classrooms, a range of technologies is on offer to provide our children with the knowledge and skills necessary to navigate an ever changing and updating technological world. Within classrooms, mobile devices will provide opportunities to support learning and provide a resource for teachers. Each classroom will have an interactive touch-screen TV to enable whole-class teaching and projection, as well as a visualiser to enable children's work and practical



demonstrations to happen. Children will benefit from mobile tablet devices/notebooks with a low ratio of 1:2 in each class to enable them to use IT as part of their daily learning and activities such as for researching, presenting or collaborating.