Curriculum Implementation

Context

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 have PRIDE:	How is this implemented?
P	Promoting Academic Success	✔Curriculum supplemented with academies own content to give further breadth, going beyond NC requirements. ✔ Knowledge organisers in place for foundation subjects to clarify depth of learning to identify key material to be revisited. ✔Curriculum information is available for parents/carers to detail what is being taught and how they can support outside of school. ✔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. ✔Year-group curriculum maps in place ensure that all topics/themes are clearly laid out to avoid repetition. ✔Low stakes testing/quizzes used to allow for concepts, themes and knowledge to be revisited and checked.
R	Rich Language, Literacy and Communication	✔Talk4Writing used as a basis for teaching of writing, based on concept if you cannot say it, you cannot write it ✔Phonics across the academy daily ✔Children receive phonetically decodable texts to practice their fluency and decoding ✔Helicopter stories and poetry basket used within EYFS to develop language and oracy ✔Phonics practice throughout the day ✔Phonics 1:1 support and catch up for any child at risk of not meeting expected standard ✔Word of the day across the academy, standardised ✔WellComm and Talk Boost screening checks for all children and appropriate intervention ✔Tier 3 vocabulary identified for each topic on Knowledge organisers
		✔ Identification of needs and support through regular monitoring and observations – personalised targets created to support small steps of progress which are reviewed termly.

	Our curriculum should have PRIDE:	How is this implemented?
I	Inclusion	✔ Lessons are planned to support all learners in the classroom, adaptations are made where necessary. ✔ Scaffolds used in lessons to support individuals. ✔ Flexible seating plans for carpet and table spaces ✔ Visual resources used on displays and worksheets. ✔ Visual timetable in every classroom ✔ In class adaptations for resources e.g., wobble cushions, wobble chairs, adapted pencils ✔ Pastoral interventions to support with social skills, emotional regulation, communication etc. ✔ Zones of Regulation used in every classroom to support emotional understanding and regulation. ✔ A restorative approach is used to support children with understanding how they could respond to situations differently. ✔Protected characteristics are deliberately taught and referenced across the curriculum.
D	Diversity	✔Plan and promote **British values**, (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. ✔All themes/topics allow for purposeful links to local community and pupils own understanding. ✔Whole-school approach to Protective Behaviours so that all children are aware of the strategies to keep themselves safe. ✔ Opportunities for the children to know about keeping safe, linked to the KCSiE document, e.g., NSPCC workshops. ✔Opportunities to celebrate all forms of diversity throughout the year (e.g. Black History Month, Deaf Awareness day) ✔Planned collective worship/assembly opportunities highlights and teaches aspects of diversity.
E	Enrichment and Opportunities	✔11b411 enrichment programme (11 experiences before the children leave the academy) ✔Trips and learning outside the classroom experiences planned for each year-group ✔House activities ✔Enrichment clubs (out of school offer) ✔Community focussed trips/experiences ✔Pupil Leadership opportunities (e.g. prefects, Head pupils etc.) ✔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 ✔Protective Behaviour/Nurture groups for small groups of vulnerable children

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 exercise:

- 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 relevant 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
- Sociability – 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.**

Adaptive Teaching

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 be aware of the learning process and identify where they are more confident and where they need further support. 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 phonics, all other learning is taught in a non-ability group way, whereby a main task is planned to achieve the learning intention and support is given to allow children to reach this outcome. 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.

Where required, we adapt our curriculum. Provision is made for individual and specific needs in order that all pupils can make progress by acquiring the necessary knowledge, skills attributes and attitudes to lead happy and successful lives. We strive to ensure that our pupils are 'active' learners who develop a 'growth mindset': they believe they are able meet the aspirations they have for themselves. Through carefully mapped opportunities and experiences all pupils progress through their education with a clear direction and aspiration for their next stage. Some pupils require a bespoke approach to the curriculum which may include carefully planned support. This will involve us working with parents in a collaborative partnership and may involve us utilising additional expertise to ensure that we meet our commitment for excellence.

Adaptive Teaching vs Differentiation

The difference between differentiation and adaptive teaching is the approach to the learning needs of students. While differentiation focuses on meeting the needs of an individual or a group of students by changing what is being learnt or how the children complete the task, adaptive teaching focuses on the whole class in real-time. Adaptive teaching moves away from the idea of labelling individuals and groups according to their ability and is instead centred around the idea that teachers have the high expectations for every pupil in their care. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.

Adaptive teaching is vital in ensuring that all learners achieve the best possible outcomes. Adaptive teaching:

- Helps to cultivate a more inclusive classroom space, where each child's needs have been addressed.
- Helps teachers to understand pupils' prior understanding of the subject matter, allowing them to plan more effectively.
- Helps teachers to identify and plan for any barriers to learning which may exist.
- Enables teachers to provide equitable learning opportunities for all children. Being adaptive in both the moment and as a result of considered, planned adaptive teaching strategies will help to yield better outcomes for all pupils.
- Gives every child the chance to succeed so that no child is left behind. This can help to decrease gaps in progress and attainment between learners.
- Supports both teachers and pupils alike. With considered and informed planning, teachers will feel more confident in their delivery as their planning will have anticipated any barriers learners may face. The helps teachers to have greater control over the outcomes of the lessons and it gives them the freedom to explore and strengthen their in-the-moment adaptive teaching strategies.

Adaptive teaching should be considered at all points of the planning and teaching phases to ensure that all barriers are removed so that children are all able to reach the intended outcome. The EEF Five-a-day principle also explore 5 particular strategies to use to support SEN pupils in school.

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.

Each year-group/class would start with a topic experience/activity 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 have 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	Reading Skills	2 hours 30 mins
PE	2 hours	Y1 Phonics/ Y2 Spelling	2 hours 30 mins
PHSE	30 minutes	Humanities, Science and Arts	4 hours 20 mins
		RE	50 mins

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

English (inc. SPAG)	6 hours 40	Mathematics	5 hours
Reading whole-class	1 hour	Reading Skills	2 hours 30 mins
PE	2 hours	RE	1 hour
PHSE	30 minutes	Humanities, Science and Arts	2 hours 50
Languages (German)	30 minutes		

Enrichment programme

Green Ridge has access to a wide range of enrichment opportunities for all our children, including those who are more-able.

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.

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 21st century. We also have a clear focus on 'Skills for Life' which are mapped across the year groups to ensure children are prepared for late life.

Our enrichment programme also includes our WOW 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.

Digital Technology improve learning

Technology 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, VR headsets, 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 21st 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.

Knowledge Organisers

Knowledge organisers are used throughout out curriculum to ensure that powerful knowledge of each topic taught in school is explicit. These one-page documents allow teachers, children and families at home to have the key dates, events, people, vocabulary and knowledge related to the learning for that subject. Knowledge organisers are stuck into exercise books at the start of the unit (or on a display for subjects without books) and referred to during retrieval practise, vocabulary teaching and during independent learning time.

Key elements of the knowledge organisers are:
- Vocabulary

The vocabulary (new and revised) will be explicitly listed on the knowledge organiser with clear definitions, images, dual coding (consistent across topics and subjects) so that children have something to refer to when talking about new knowledge.
- Dates/events/diagrams

Key knowledge for that subject may be presented in a number of different ways but always ensures that children have a clear understanding of the concept they are learning.
- Key people

Many of our units of learning introduce influential people (past and present) so that children can see the real life links and impact of the knowledge they are learning about. In these units, the person of study will also be on the knowledge organiser to support with retrieval practise.

Through research, we understand that working memory is limited, and therefore we endeavour not to overload children with too much information on the knowledge organiser. Only the vital information and vocabulary will be shared with the children on this page, however this does not limit the depth of the learning within the unit. Knowledge Organisers will be shared on our website so that adults at home can support the children in talking about what they are learning using consistent language and focused understanding. We will also provide strategy ideas on our school website so that families know what they can use the knowledge organiser for.

As with anything, the impact of knowledge organisers in the primary classroom is only as successful as how they are used and applied. Adam Woodward (2023) has recommended "Dos and Don'ts" for teachers to follow when implementing knowledge organisers.

Do	Don't
Focus on vocabulary – what do you want children to retain? Make sure that the definition is in child speak as the word in isolation means nothing.	Include an overload of information – keep the information important and key. You cannot include a whole unit's knowledge on a knowledge organiser so keep it important. If there is too much information, the organiser itself becomes a distraction.
Share them – make sure that knowledge organisers are not just tucked away and forgotten about. Refer to them regularly and increase their importance through regular retrieval practice.	Think that sticking into books is enough – it is a common downfall of the knowledge organiser. They are stuck in books and forgotten about. Make sure that they are referred to and acknowledged regularly.
Refer to prior learning – as with all retrieval practices, there should be regular opportunities to refer to prior knowledge	Let children use them in retrieval tasks – for children to get the most from knowledge organisers and to be taking in the

from units taught across the school. Make sure that children see the links and the purpose for what is being taught. This can be achieved in many forms like links to historical concepts or the effective use of dual coding on a knowledge organiser.	information from them, when they are quizzed, by having access to them, children are not remembering key information, but are just copying what has been produced for them. You will only know the impact that a knowledge organiser is having when it is not available for children to use.
Ensure consistency – if you are using particular images for new vocabulary, ensure to use these consistently across the school.	Differentiate them – apart from the obvious workload issue, all children should be able to access a knowledge organiser no matter their ability or SEND need. As the organiser contains all of the key knowledge for the unit, if you differentiate these, you are ultimately depriving some children from access to key knowledge that others would have available to them.