

## Curriculum Overview

### Curriculum

Our broad and balanced curriculum is carefully designed, implemented and reviewed to ensure that our core values shine through. It is sequenced to provide sufficient knowledge and skills that build over time and prepare our pupils for future learning. We strive for excellence on a daily basis to ensure children are responsible, resilient and ready for the next chapter in their lives. Our curriculum is ambitious for all pupils, particularly disadvantaged pupils and pupils with SEND, planning for the essential knowledge and cultural capital they need to succeed in life.

The curriculum is designed so that all previous learning is built upon and children can apply learnt knowledge throughout the primary phase. Children's knowledge and understanding is embedded throughout each year group to ensure children are learning more and remembering more.

In Foundation Stage the curriculum follows children's interests through the curiosity approach, whilst being supported by focused teaching points and a reading enhanced curriculum. Teachers find out what pupils know already and what they would like to learn. This has increased interest and motivation and is helping to ensure that tasks provide sufficient challenge. This has further been developed by children from across the school, being involved in the design of new curriculum in 2021/2022. The reading enhanced curriculum is embedded further throughout the academy and the principles of reading are thread throughout the curriculum.

Reading is at the heart of all we do as we believe speech, communication, phonics, reading and comprehension is key to success in all subject areas. Our love of reading is seen throughout the school and children share our passion of reading for pleasure. Children talk passionately about books and very much immerse themselves in reading throughout the whole school; from nursery rhymes to phonics to our reading strategy books and to picking a book up for the pleasure of reading.

The purchase of additional handheld devices and computers has impacted on improved links with ICT and provides opportunities for children to apply their ICT skills across the curriculum. Every children in KS2 has access to their own tablet, whilst EY and KS1 have access to ipads when needed. All children take part in weekly PHSE sessions and regular acts of collective worship. Religious Education lessons cover Christianity and other religions.

### Maths

#### SAME DAY INTERVENTION STRATEGY

The Same Day Intervention Strategy is a trust-wide approach to develop fluency, reasoning and problem solving skills in maths. It takes place every day across two sessions each lasting approximately 30 minutes. This approach to mathematics teaching aims to ensure that no pupil is left behind, built on a culture that everyone can achieve. The lesson is structured to allow marking and assessment time in the middle of the session, in order to provide appropriate intervention immediately to address any misconceptions as well as provide appropriate challenge.

The core principles of the Same Day Intervention strategy are as follows:

- Teaching input and high quality modelling to the whole class. Each concept is modelled step-by-step to ensure all learners can keep up. After modelling using an 'I do, you do' approach, pupils answer some questions independently. This whole section lasts approximately 30 minutes and promotes active collaborative and independent learning.
- Pupils then have approximately 15 minutes away from their teacher (attending an assembly, arithmetic/times tables activity or break) while the teacher marks their answers using a rapid marking code. During this progress pit- stop, the teacher can group the children based on which pupils need that extra support, and which learners need to develop their depth of understanding.

- The remaining 30 minutes of the lesson is an intervention session, where the teacher groups children together based on how they answered the independent questions so that they can efficiently address common misconceptions. The aim is to use the additional support to ensure that all children reach a certain level of understanding by the end of the day, preventing an achievement gap from forming.

Summary of lesson structure	
Whole class input	Ping-pong style teaching – I do, you do – high quality modelling. Differentiation through support, use of manipulatives and questioning.
Diagnostic task	5 – 6 progressively challenging questions towards ARE. Mainly fluency with elements of reasoning.
Lesson Break (Progress pit-stop)	Marking time to assess and group pupils
Same day intervention session	Immediate intervention or challenging practise for pupils.

### Rationale for the Same Day Intervention Strategy

The strategy was developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- Provide a systematic approach to mathematics teaching.
- To improve outcomes for even more children in regard to mathematics.
- To improve attainment in mathematics.
- To have a positive impact on children's attitudes and resilience towards mathematics.
- Ensure that all children across the trust are exposed to challenging activities based on their starting points and support children in becoming inquisitive problem solvers.
- Allow for better collaboration both within individual schools in year groups and across academies to share best practice.
- Reduce teacher workload through shared planning and resourcing.
- Fast paced effective marking to support pupil progress.
- Draw upon the expertise of teachers across the academy trust to support colleagues.

### Impact of the Same Day Intervention Strategy

- Increase in outcomes.
- Improvement in the confidence and resilience shown by pupils in mathematics.
- Evidence of clear challenge in books.
- A systematic approach has increased staff confidence in the teaching of mathematics.
- Increased collaboration across schools, within year groups and across academies to share best practice, has resulted in high quality lessons and planning.

Open classroom events have led to a consistent and clear systematic approach.

## READING STRATEGY

The Reading Strategy is a trust-wide approach to develop reading comprehension skills, it takes place EVERY day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts which vocabulary rich therefore pupils are exposed to text which enables them to respond using a greater range of vocabulary. The chosen texts are:

	Autumn	Spring	Summer
Y1	Dogger	The Tin Forest	Traction Man
Y2	The Tunnel	The Owl who was afraid of the Dark	George's Marvellous Medicine
Y3	This Morning I met a whale (Window will compliment!)	The Firework Maker's Daughter	Charlotte's Webb
Y4	The Iron Man	Harry Potter and the Philosopher's Stone	Krindlecrax*
Y5	Cool	Street Child	Who let the Gods out?*
Y6	The Boy in the Striped Pyjamas	Black Powder	Floodland*

All schools teach the same text in each year group. This allows for better collaboration and development and shared planning for CPD for all schools. There is a clear focus on core reading comprehension skills which are age appropriate and the strategy develops 'depth' in pupil's reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions despite potential barriers to word reading and comprehension.

The core principles of the Reading Strategy are as follows:

- A 30-40 minutes whole class text reading session (Additional reading time to be organised by the school)
- Wherever possible, whole class reading should take place during the morning.
- This is a non-negotiable session which must not be missed
- All Academies must use the set texts provided.
- Texts will last for the term (or even more UKS2)
- Text used in the reading session will be separate from literacy or wider curriculum work
- Teachers identify children who are working below or well below ARE who will need support (in addition) for fluency and decoding.
- All year groups will have a reading response book. There should be 3 pieces of written response per week. (independent/guided/ specific). These books reflect the pride and enjoyment in reading children have
- These sessions will need to be supplemented with non-fiction and poetry to ensure a broad range of literature is experienced.

## Rationale for implementing the Reading Strategy

The strategy has been developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- Ensure that ALL children across the trust are exposed to high quality, challenging texts.
- Allow for better collaboration both within individual schools in year groups and across academies to share best practice.
- Reduce teacher workload through shared planning and resourcing.
- Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- Ensure that all staff, at all levels have a sound overview of each child's basic reading diet across their school.
- Create greater opportunities for cluster school moderation- raising staff awareness of reading expectations in each year group.
- Draw upon the expertise of teachers across the academy trust to support colleagues.
- Strengthen the quality and quantity of CPD opportunities offered to academy staff.

## Impact

- Increase in outcomes (see tracking and 3 year trend document).
- Improvement in confidence in reading and comprehension skills.
- All pupils but particularly LA pupils have developed a wide range of vocabulary.
- Evidence of high quality written responses.
- CPD has increased staff confidence in the teaching of reading
- Networking of teachers to provide high quality lessons and sharing of planning
- Allows better collaboration across schools, within year groups and across academies to share best practice.
- More effective use of NC objectives to raise staff awareness of reading expectations in each year group
- Peer to peer support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school

All children in the Foundation Stage and Key Stage 1 have a whole class daily phonic session, taught through Essential Letters and Sounds.

Children who still need support in Key Stage 2 with their phonics received this through the Rapid Phonics scheme.

## Guided Reading

All children in EYFS, Key Stage 1 will participate in a minimum of two guided reading sessions each week, alongside the reading strategy. In Key Stage 2 guided reading groups will take place where necessary to ensure children are confident with decoding skills. Children should be given the opportunity to 'problem solve' by reading independently during this session. The adult should offer a 'walk through' of the book and main learning points should be discussed before and after independent reading. In Year 2 focus of this session may shift to comprehension rather than developing reading strategies, once decoding is fluent.

Extra support is given to children who are having difficulties with reading, initially in the form of daily reading sessions with a TA. Children may then be given further support to develop their reading through small group work or individual Reading Recovery sessions. Children involved in these strategies are assessed at the beginning and end of the programme to ensure progress has been made.

### **Independent Reading Time**

Volunteers from the community, governors, students and parents all give their time to increase children's individual reading miles. Reading buddies are created through classes in Key Stage One joining with a class in Key Stage Two; giving younger children the opportunity to hear older children read and show off their own skills in return. The academy uses a variety of different reading schemes including Bug Club, Rigby Star and Project X.

### **Writing**

Talk for Writing is used as a basis for how we teach writing across the academy. Children work on 2 – 3 week writing cycles, looking at the features of texts, learning how to edit and improve them before writing their own. Added to this, we use text interrogation to identify all of the key grammatical features in the texts and use these as a base to edit and improve in the middle of a writing cycle. Children use a range of box up plans, text maps and timelines to help support and improve their writing.

### **Phonics**

At Macaulay we follow the SSP of ELS, which is embedded throughout EY, KS1 and into KS2. Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

### **The Reading Enhanced Curriculum (REC)**

The Reading Enhanced Curriculum: where reading excites children to ask questions and learn new knowledge and skills.

The Reading Enhanced Curriculum has reading for purpose at its very core. Each unit of work has a high-quality, age appropriate driving text assigned that is used as the catalyst to impart curriculum knowledge and promote questioning. These texts are carefully selected to engage, inspire and deepen understanding. Alongside this, supplementary texts and bespoke knowledge organisers enable pupils to enrich their knowledge, vocabulary and curriculum skills. History and Geography form the driving subjects the REC curriculum, supported by Science, Art and DT. Every curriculum session begins with reading for purpose, from either the driving book or a supplementary text. Pupils then use this as a stimulus to discuss new knowledge, deepen their enquiry skills and form links in their learning.

The long-term plan is devised so that there are clear subject links within a unit, enabling pupils to make connections in their learning. This is also the case with the subject strands: skills within these, correlate with other subjects, for example the skills within similarities and differences in history work parallel with making comparisons in geography. Curriculum units are also placed before background knowledge is required for the reading strategy texts. This ensures that pupils have a further opportunity to demonstrate knowledge in a different context, build schema and reinforce retention of facts.

All learning is mastery of skills, which are progressive through the year, a phase and key stage. For the Reading Enhanced Curriculum these are entitled take-aways and relate to different strands of each subject. Reinforcing our strong belief in fostering enquiry, all units have an overarching question as its title and each session has a threaded question: all of which are used to assess pupil progress.

### **Science**

At Macaulay Primary Academy we foster the children's natural curiosity and help them to develop an understanding of themselves and the world around them. We aim to develop their scientific knowledge, by means of exploration, questioning and investigation and provide opportunities for them to communicate and reflect upon their ideas in a variety of ways instilling an awareness of how science relates to their everyday lives.

### **Physical Education**

Physical education comprises of Dance, Games and Gymnastics. Children are involved in the process of planning, performing and evaluating their performance. Health related exercise is also part of this curriculum. Children learn about the changes that occur to their bodies as they exercise and the importance of a healthy and active lifestyle. In Year 3 and 4 all children receive two weeks of swimming tuition every academic year.

### **Computing**

Computing is taught as a discreet subject but it also supports learning and teaching across the curriculum. There are interactive whiteboards in each classroom. In addition children have access to iPads, laptops and iPods to support learning. The school is well resourced with appropriate hardware and software. The school also has Internet provision with an appropriate educational filtered system being used.

### **Music**

From an early age children experience music in various forms; for example – nursery rhymes, background music, songs and games. We aim, in school, to nurture and build on these experiences in order to develop an understanding and enjoyment of music. Children are given opportunities to sing, play a variety of simple percussion instruments, explore sounds, compose, perform and listen to music from a range of times and cultures. KS1 and KS2 are supported by a specialist music teacher who focuses on the skills of performance and the understanding behind this. This teaches the children to read music as well as play the instrument. A variety of musical instruments are learnt throughout school, ensuring children have a wealth of knowledge and understanding of different mediums. Pupils are given the opportunity to pursue music lessons further and can learn to play an instrument, commonly the guitar. Children have the opportunity to take part in singing for the wider community at various events, performances and concerts.

### **Religious Education**

The academy follows the Lincolnshire Locally Agreed Syllabus for RE. The teaching of Religious Education in this academy is non-denominational. It is informing children about world religions and is not about imparting a faith. Our pupils will study the Christianity, Islam and Hinduism. Other world religions and world views are explored. Children will develop a greater understanding of other cultures and global diversity.

The Religious Education (RE) curriculum at Macaulay encourages religious literacy through a balanced RE curriculum. This is explored through three core disciplines; theology, philosophy, human and social sciences. We want our pupils to reflect on the importance of their own beliefs and the beliefs in the lives of believers and so that their own personal, spiritual and moral development will be developed. Parents have the right to withdraw their child from the teaching of Religious Education. If this is the case then they are asked to contact the Head of Academy.

### **Sex and Relationship Education**

At Macaulay Primary Academy, puberty (statutory) and sex education (nonstatutory) is taught through the Jigsaw programme in the 'Changing Me' Puzzle (unit). The Changing Me unit is taught during the second half of the summer term for 1 hour per week. Each year group has expected outcomes which are progressive throughout the school. For full details on what is taught in each year group please see Appendix A: Relationship Education, Health Education and Sex Education Policy. As with our whole curriculum, the provision of this curriculum will be accessible for all pupils including SEND, EAL and other vulnerable groups.

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## Assessment

Assessment is an integral part of teaching. It is used to identify the next steps in learning and is used to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning which enables us to note what your child can do and what they need to do next.

Children are also engaged in self and peer assessment, so that they can explain what they have done well and how they can improve their work even more.

Children are also assessed in line with statutory requirements. An Early Years Foundation Stage Profile is completed at the end of their Reception year and Statutory Assessment Tests are administered at the end of Year 2 & 6. Phonics screening also takes place at the end of Year 1.

Open evenings are held termly, when your child's achievements and targets for improvement will be shared with you.