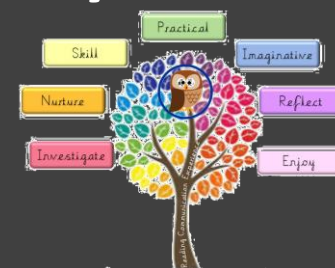




Carlyle Infant and Nursery Academy

Our Approach to...
The INSPIRE Curriculum



Teaching and Learning Handbook (Part 1)



THE HARMONY TRUST

Our aim is to ensure that children at our academies experience the best educational provision beginning with excellence in the Early Years Foundation Stage. We believe that school should be a place where every child achieves and makes progress in their learning across the whole curriculum over time. We know that parents are the single most influential factor in children's outcomes and that we need to prioritise even further the need to support parents to support their children's education. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond as responsible and respectful citizens.

The Harmony Trust core values underpin everything we do.

INTENT

Curriculum Statement:

Our Approach to Teaching and Learning is based upon the values we uphold. Respect, integrity, resilience, responsibility and acceptance underpin our ethos as does the development of the whole child. It is the intention of our teachers and leaders that we provide a broad and balanced curriculum which allows all children to be successful individuals in a rapidly changing world: Our curriculum intentions are defined in our INSPIRE Curriculum framework.

The INSPIRE Curriculum encompasses the design principles outlined in the Harmony Trust curriculum statement:

- *Relevant, considering children's interests, varied, inclusive, context appropriate*
- *National curriculum coverage, age appropriate, challenge and high expectations*
- *First-hand practical enrichments & wider opportunities*
- *Communication, language and literacy is the golden thread that runs throughout the curriculum*
- *Reading is prioritised from an early stage including the teaching of phonics within and around the curriculum*
- *Fluency, problem solving and reasoning to enable application*
- *Life skills and character development*
- *Developing self-regulating learners*
- *Opportunities to experience success in different subjects & different skills and to share their learning with others*
- *Effective use of resources & technology to enhance learning opportunities*
- *Informed by evidence, research and pedagogy*

We have used our autonomy to match our curriculum to sensitively reflect our local context, history and culture and takes a local to global approach.

The curriculum has been well designed so that throughout their time with us, pupils benefit from a variety of learning experiences designed to deepen their knowledge and understanding of the world and acquire and refine transferable skills to equip them with firm foundations for their entire learning journey.

Deep rooted in all learning is **quality first teaching** interlinked with **high quality provision which is** delivered by **highly skilled practitioners**. Expert leaders guide the teaching of knowledge, skills and conceptual understanding, shaped by the needs of our children. From experience, we know that a consistent approach to high quality teaching and learning will lead to a high quality education throughout the whole school. We provide high quality professional development opportunities as we believe that this is the most important factor in enabling high quality teaching which leads to improved outcomes for all. Our whole strategy is based on knowledge of how children learn and is underpinned by relevant research and evidence.

‘Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.’

Alex Quigley, Closing the Vocabulary Gap.

- Learning should be engaging and provide opportunities for application in an inspiring and creative way. We will adopt innovative teaching approaches and utilise every learning opportunity. Every child should be given opportunities to achieve their optimum potential and be ready for the next stage in their learning journey by developing learning behaviours for a lifelong love of learning.
- We believe that language and vocabulary are essential for success at all stages of our lives. Whilst we recognise that for our pupils who make up the proportion of EAL learners in our academy, we know that purposeful vocabulary acquisition which can be applied across a range of contexts is necessary skill for all. Therefore **every lesson is and will be a language lesson across the whole curriculum.**
- Reading has been and will continue to remain our highest priority. We know that attainment in reading is a key indicator for success in other curriculum areas and for later life. Through the Read Achieve Succeed Strategy, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and as a learning strategy.
- As a teaching and learning team, we are very aware of the challenging context of our academy and the barriers lots of our children and families face. We aim to improve our pupil’s cultural capital through the curriculum by providing children with a broad range of activities and experiences. As well as the subject-based curriculum, The Harmony Pledge is the curriculum designed to develop character competences and raise aspirations so that children become lifelong learners and Believe, Achieve and Succeed. As the aims of the National Curriculum for England state, *“The national curriculum is just one element in the education of every child.”*
- Further enhancements are made to broaden and deepen our curriculum: A variety of afterschool clubs which cover a range of activities (sporty, creative and pastoral), expert peripatetic practitioners who deliver PE, trips to places of interest linked to topics studied in class, visitors to enrich the learning sequence and a range of additional experiences as we deliver the ten points of The Harmony Pledge.

IMPLEMENTATION

As a teaching and learning team we have collectively agreed that we will:

- Ensure an ambitious and broad curriculum
- Set high standards of excellence for all pupils in learning, attainment, behaviour and metacognition
- Respond to the emotional well-being and mental health of pupils (always but in particular as a result of Covid-19)
- Prioritise reading to ensure pupils access the full curriculum
- Ensure prior learning is reviewed in all areas of the curriculum
- Ensure key knowledge and concepts are sequenced and modelled explicitly
- Be explicit about what pupils are learning so they know what they are learning/re-learning
- Provide opportunities for pupils to practise what they are learning and show what they understand
- Plan for sequential learning that meets the needs of pupils, with opportunities for pupils to be challenged at all levels
- Use effective questioning techniques to check pupil's understanding
- Ensure teaching assistants are employed effectively and put to best use following the principles outlined in the MPTA Training
- Promote the development of vocabulary, language and communication through oracy, Colourful Semantics and Communication in Print.
- Develop a stimulating Learning Environment where pupil's learning journey is visibly documented and celebrated
- Assessment of pupils' starting points will inform curriculum planning and address gaps in their knowledge and skills
- Assess pupils effectively using summative and formative assessments, using this data to inform future planning.
- Attend staff development sessions, taking responsibility for own professional development
- Remain committed to ongoing professional development by ensuring a strong subject knowledge and reading relevant research and literature
- Collaborate with peers across The Harmony Trust
- Provide high quality and safe remote learning which aligns with in-school provision and school curriculum planning
- Value and celebrate learning at home
- Actively promote parental engagement

Teaching and Learning Strategies: Across the curriculum

GP2L: Our Approach...

GP2L Statement

Read Achieve
Succeed

HTML Strategy

EYFS Strategy

Curriculum and
Assessment

Inclusion Strategy

Excellence
Framework for
Disadvantaged
Pupils

The Harmony
Pledge and
Personal
Development

Differentiated
Model of Support
and Development



The Learning Environment should...

- *Be rich in language, words and vocabulary with 'inPrint' used widely*
- *Reflect the learning journey, growing over time – making best use of working wall.*
- *Enable rich dialogue and discussion with opportunities for collaborative learning*
- *Be engaging, attractive and well presented*
- *Provide prompts for learning – assessment for learning, wagolls*
- *Be organised and tidy with resources accessible*
- *Celebrate pupils learning – best quality on display*
- *Reflect the vision of... 'an academy to be proud of'*

The purpose of the learning environment is to support learning, reflect the curriculum expectations and to prompt and record the learning journey

Teaching and Learning Strategies: Across the curriculum

Developing Language and Oracy through a structured approach

All pupils have access to language structures and scaffolds to support their learning and to provide access to a relevant curriculum. All learning will be rich in dialogue with the explicit teaching of vocabulary and language. Every teacher will need to be an exemplary model of spoken English and will **remodel** children's responses where necessary.

Where appropriate, every teacher will provide scaffold mats, using resources such as **Communication InPrint** and Colourful Semantics to model correct language use across all aspects of the curriculum. All adults will encourage children to use the structures and the vocabulary which has been modelled, promoting confidence and independence. Every teacher will use drama techniques in English and across the curriculum to develop and consolidate good oracy. Again, language structures will be provided to support children's involvement and their language development.

<u>Reading:</u>	<u>Writing:</u>	<u>Maths:</u>	<u>The Wider Curriculum:</u>
Sentence Starters have been incorporated into our three day whole class reading comprehension structure across Key Stage 2. • Session 1 – Orientation of the text - Adults model the response to the text using the sentence stems of “I wonder...”, “I predict...”, “It reminds me of...”, “It makes me think about...” which children then rehearse to talk partners and during whole class feedback. • Session 2 – Vocabulary focus - Adults model derivation of definition strategies by ‘thinking aloud’. Children are encouraged to justify and explain their reasons for determining the definition of unknown words. • Session 3 – Answering questions - Adults model ‘speaking the answers’ for children to imitate. Sentence starters are provided to structure different question types.	At the start of the week, high quality WAGOLLS are provided and children apply the comprehension skills (and accompanying sentence structures) to analyse the text. A consistent use of teacher modelling, oracy, Communication InPrint aids and structure strips help to develop the quality of the children's writing.	Age appropriate mathematical vocabulary specific to the week's focus is displayed on the maths working wall and referred to by adults and children throughout the week. Sentence starters are used to aid children to articulate their responses in a mathematically accurate way – justifying, reasoning and explaining their thinking. Mathematical vocabulary to be used that week is included on teacher's short term planning grids for maths. Counting Collections and Mastery Maths approaches are used to develop fluency across school	Communication InPrint word mats and substitution tables are used to support the acquisition of subject specific vocabulary and its correct usage.

The Harmony Pledge

The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning.

Meeting 10 points of the Harmony Pledge will not only broaden their experiences and aspirations but will enable them to become life-long learners and BELIEVE, ACHIEVE and SUCCEED.

The Harmony Pledge is a 10- point pledge that children can achieve, by the time they reach 11 years old. Some of which will be achieved more than once.

The 10 points of the Harmony Pledge are:

BE SAFE, HEALTHY AND HAPPY

BE A PERFORMER

BE RESPECTFUL

DEMOCRATIC

BE AN EXPERT LEARNER



BE A FUNDRAISER

BE AN ECO-WARRIOR

BE A VOLUNTEER

BE AN ADVENTURER

BE WORKWISE

As the children participate and engage in the Harmony Pledge through the INSPIRE Curriculum, extra curricular enhancements and the 'incidental' curriculum, they will also develop character competencies that will enable them to tackle problems and challenges that arise in both education and life.

The Harmony Pledge will help the children in develop to be:

Aspirational, Confident, Resilient, Tolerant, Creative, Communicator, Motivational, Co-operative, Problem solver and Honest

All of these attributes will help children to become outstanding characters and will assist in guiding their own success in life.

IMPACT

Assessment Guidance and Schedule

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning.

Why do we assess?

We assess in order to...

- give pupils clear and accurate feedback in lessons on their attainment and progress – linked to success criteria
- clarify the pupils' present understanding and competence and gauge the progress
- assist in the diagnosis and identification of special or additional educational needs
- chart the pupils' progress and achievement throughout the school
- improve the continuity and progression of learning
- ensure continuity and coherence throughout the school and to assist in the smooth transition to other schools
- give the Principal and subject leaders a clear picture of progress and achievement within the school
- provide relevant information to various outside agencies and other key stakeholders when appropriate
- form the basis of clear and accurate reporting of progress to parents
- promote the greater involvement of pupils and parents in the teaching, learning and assessment process

Formative assessment (Assessment FOR Learning) takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.	<u>Assessment For Learning strategies</u> • Share the L.O. and S.C. with the children • Give positive verbal feedback with next steps identified • Provide opportunities for peer and self assessment • Effective questioning • Effective TA deployment • Plenaries	<u>Marking and Feedback</u> • Follow the schools Marking Policy and Codes for Marking • Use visual marking codes wherever possible • Mark to the success criteria • Use active marking strategies with the children during the lesson – this has greater impact and will reduce teacher workload • Identify positives and next steps for learning • Use stickers, stamps and smiley faces to reward children's efforts and successes. • Allow 'Purple Pen of Progress' time within the school day for children to respond to marking, edit and correct their work
Summative assessment (Assessment OF Learning) summarises what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.	• Nursery children will be assessed during the first half term as a baseline assessment and again at the end of each term using the profile sheets. • Reception children will be assessed on entry in September as a baseline assessment and again at the end of each term. • The final year results are recorded on the Pupil Attainment Record. Individual target pupils are identified for action on a continual basis in both nursery and reception. • Year 1 children take the statutory Phonics Screening Test in June, children who do not meet the required standard will be assessed again during year 2. • Reading, writing and maths grades are moderated by the whole staff and the SLT throughout the year, using key indicators and exemplification. Grades for the other subjects are monitored and moderated by the subject leader and an SLT member.	

By the end of each term (December, March and June) every child is given an Age Related grade of attainment in English and Maths using a Point in time assessment. These grades are based on:

- Ongoing teacher assessment
- Tracking achievement of objectives
- Exemplification materials
- Whole school standardisation/moderation sessions

Target Setting

We will set clear targets for learning which will be **Small Measurable Achievable Realistic Targets**.

Writing – (KS1) Extended writing is marked and a clear target is given. Children need to be given the opportunity to check their target during the week. The target needs to be pertinent to the child but also something that they can work on within the genre. In Nursery and reception children are given oral feedback about their writing and are also given writing prompts through shared writing sessions e.g. hold pencil correctly, letter formation, finger spaces.



Reading –children are set individual targets for reading which is recorded on the child's individual reading record. During individual reading the target is checked and if the child meets their target this will be recorded.



Maths –Each child will have an end of year target set which includes the basic skills required for the year group.

Monitoring Schedule and Rationale:



The purpose of curriculum monitoring is to ensure that children receive the best quality of education over time and so that leaders can plan effectively for curriculum and staff development. It is intended that monitoring will determine whether the school's curriculum is planned and sequenced so that new knowledge and skills have been built on what has been taught before and that children are making good progress towards defined age-related expectations and curriculum end points.



The approach to the monitoring of the quality of education is one which takes into account a range of evidence from a broad range of curriculum subjects. The monitoring cycle will include learning walks, learning environment walks, looking at pupil work books, pupil interviews and learning conversations and feedback from parents, teachers and staff. Documentation such as long-term plans, curriculum maps and progression maps will also be taken into consideration to ensure that learning is clear and sequential over time. Other sources of evidence will include feedback from trips, visitors and curriculum days. During the day, teachers will draw on a range of AfL strategies including quality questioning so that pupils can feedback on their learning and develop this skill over time.



During the course of an academic year, the academy will undertake monitoring across the whole curriculum with a range of leaders including subject leaders being involved in Subject Leader Inquiries (SLIs). Each half term there will be a curriculum focus, where leaders will take an indepth look at one specific area of the curriculum or a strand of the academy development plan. For example, this may be Reading, Science or challenge for all pupils.



The development of the curriculum, the approach to metacognition and the overall monitoring process will be reflective of the school priorities and inform staff development and training.



Monitoring processes will recognise that new learning is fragile and often forgotten unless explicit steps are taken over time to revisit and refresh learning. Therefore, care will be taken when assessing and monitoring close to the point of teaching. The process will also monitor that teachers are not assuming pupils have securely learnt material based on evidence drawn close to the point of teaching.



Assessment information will continue to be used as an indicator for the quality of provision but will generate areas of inquiry for further consideration. The approach to assessment – needs to include weighting of formative assessment rather than summative testing. Ongoing moderation will include 'in-house' and Trust level to ensure accuracy and consistency in judgements.