THE BOUNDARY 'ALWAYS' WAY

Curriculum, Teaching, Learning and Assessment

BOUNDARY Primary School

SYNERGY EDUCATION TRUST

The Boundary Way – Curriculum, Teaching and Learning

Our Curriculum Aims

At Boundary, our curriculum is designed to:

- Provide pupils with meaningful experiences that help them develop into confident, resilient and responsible citizens.
- Offer rich cultural capital that broadens their understanding of the wider world.
- Deliver a coherent, well-structured and academically ambitious curriculum that enables strong progress for all pupils, with opportunities for deeper learning where appropriate.
- Ensure every child makes progress from their individual starting point.
- Embed our school values throughout all teaching and learning.
- Be fully inclusive and accessible to every child.

Our Approach to Curriculum Design

Grounded in evidence from cognitive science, our curriculum reflects what we know about how children learn best:

- Learning is strengthened through spaced repetition.
- Regular and frequent retrieval practice improves memory and deepens understanding.

This approach ensures lessons are carefully planned and tailored to the needs, progress and development of every child at Boundary.

Many subjects follow an enquiry-based approach, and all subjects are taught through a clear, structured learning journey with defined end points. Whole school focus days and themed weeks further enrich pupils' experiences, allowing children across all year groups to learn together, develop new skills and apply prior knowledge in meaningful contexts.

Our curriculum is engaging, inspiring and purposeful. It motivates pupils, nurtures a love of learning and supports them in developing high aspirations for the future.

Subjects

Every subject is supported by a clearly developed subject guide including:

- Coherent progression maps
- Identified end points
- Clear rationales that underpin curriculum design

These ensure consistency, clarity and high-quality learning across the school.

Intent

The breadth of our curriculum is shaped by three core goals:

1. To give pupils appropriate experiences that help them develop as confident, resilient and responsible citizens.
2. To provide rich cultural capital.
3. To offer a coherent, structured and academically ambitious curriculum that enables strong progress for all, with opportunities for greater depth.

Curriculum Drivers

Our curriculum is driven by five key principles, developed to reflect our school values and the needs of our community:

- **Spiritual, Moral, Social and Cultural Development** – providing a broad, balanced curriculum.
- **Possibilities** – building aspirations and helping pupils understand the opportunities available in their future lives.
- **Character** – developing the personal qualities needed to become active, responsible citizens at local, national and global levels.
- **Communication** – enabling pupils to become skilled and confident communicators, including structured development of Oracy.
- **Social, Emotional and Mental Wellbeing** – supported through The Thrive Approach to remove barriers to learning and promote healthy development.

Cultural Capital

Cultural capital refers to the background knowledge and experiences pupils need to make sense of the world, understand what they read and express themselves effectively.

At Boundary, we work deliberately and thoughtfully to provide this knowledge, vocabulary and wide range of experiences.

A Coherently Planned Academic Curriculum

Our curriculum is underpinned by clearly defined threshold concepts for each subject, setting out:

a) A clear sequence of topics for each year group.
b) The threshold concepts pupils should understand.
c) The criteria for progression within these concepts.
d) Expectations for depth of understanding.

These concepts are repeated regularly so that knowledge is secured in pupils' long-term memory. End points clearly define the standards expected in each subject.

Implementation

Our curriculum implementation follows two key cognitive science principles:

1. Learning is most effective with spaced repetition.
2. Retrieval of previously taught content is frequent and regular, increasing both storage and retrieval strength.

Where appropriate, subjects are taught discretely, while other content is delivered through well planned cross curricular links. The curriculum is coherently sequenced to build cumulatively sufficient knowledge and skills for future learning. Progression maps are clear, and teachers skilfully build on prior learning to ensure strong progress across all subjects.

Religious Education

Boundary provides Religious Education for all pupils in line with the locally agreed syllabus, alongside a daily act of collective worship.
(Parents and carers have the right to withdraw their children from these sessions.)

DR ICE – Our Teaching and Learning Approach

The DR ICE approach is designed to create a dynamic and effective teaching and learning environment. By focusing on **Deepening Thinking, Role Modelling, Impact, Challenge and Engagement**, we empower children to become lifelong learners and achieve their full potential.

D – Deepening Thinking

- Children respond to high-quality marking and feedback
- Targeted questioning extends understanding
- Growth mindset and reflection embedded
- Big questions launch and revisit topics
- Active participation through discussion, hands on exploration, and discovery
- Reasoned arguments, evaluation, and creative problem solving
- Cross-curricular connections identified

R – Role Modelling

- Teachers, TAs and children model skills, attitudes and our Boundary values
- Peer and self-assessment
- Think aloud strategies reveal problem solving
- Visualisers and exemplars clarify expectations
- Oracy strategies embedded

I – Impact

- Enquired approach
- Learning objectives and success criteria guide activities
- Long-term memory strategies are deployed effectively
- Lessons differentiated and adaptive
- Visible progress over time with clear learning journey
- High standards in work and presentation
- Reflection identifies strengths and next steps
- Learning expressed in varied formats

C – Challenge

- Independent access to tailored challenges
- Appropriate challenge for all learners (SEND and greater depth)
- Different starting points for different groups
- Application in new contexts deepens understanding
- High expectations and strong subject knowledge

E – Engagement

- Collaborative learning strategies used
- Hooks and wow moments start lessons
- Stimulating content with quality resources
- Responsive pacing for depth and momentum
- No low-level disruption
- Innovative resources excite learners
- Avoid lengthy Q&A, long single readings and extended teacher talk

Impact

By the end of each unit, many pupils achieve sustained mastery of curriculum content—they remember key knowledge and can apply it fluently. Some pupils achieve greater depth, demonstrating advanced understanding. For some children, progress is made in smaller, personalised steps. These achievements are carefully tracked and celebrated so every pupil feels successful.

We track progress carefully to ensure pupils remain on track. Our curriculum impact also includes children's social and emotional development, preparing them successfully for school life and beyond. We maintain high expectations for all pupils, ensuring that every child is supported and challenged to reach their full potential.

Inclusive Teaching

At Boundary Primary School, we are committed to creating an inclusive learning environment where all pupils can participate, achieve and thrive. Our approach is informed by the Education Endowment Foundation (EEF) Guide to Inclusive Teaching, which recognises that effective inclusion is achieved through a combination of high-quality universal teaching and carefully planned adaptations and additional support.

High-quality teaching remains the most important factor in improving outcomes for all pupils, particularly those who are disadvantaged and those with SEND. Teachers plan learning that is ambitious, accessible and inclusive, maintaining high expectations for every learner while recognising and responding to individual needs.

Our universal classroom practice is underpinned by evidence-informed approaches including:

- Explicit instruction, with new learning broken into manageable steps and modelled clearly.
- Effective feedback that supports pupils to understand, improve and deepen their learning.
- Appropriate scaffolding to enable success whilst promoting increasing independence.
- Positive relationships that foster belonging, engagement and emotional security.
- Calm, predictable classroom environments with clear routines and expectations.

Where pupils require additional support, adaptations are carefully planned and linked directly to classroom learning. These may include targeted small-group or individual support, adapted resources, additional modelling, or specialist interventions. Adaptations are informed by ongoing assessment, implemented with high expectations, and regularly reviewed to ensure they remove barriers to learning without reducing challenge or independence.

Teaching assistants play a vital role in supporting inclusion. Their work is carefully planned alongside teachers to supplement, rather than replace, high-quality teaching. Support focuses on developing pupils' understanding, participation and independence.

Leaders provide regular professional development to ensure staff have the knowledge, skills and confidence to implement inclusive teaching effectively. Through ongoing collaboration, reflection and evaluation, we strive to ensure that every pupil can access a broad, ambitious curriculum and experience success within our school community.

Equality

Our curriculum complies fully with the Equality Act 2010 and ensures no discrimination against any protected characteristic. Children learn about equality both explicitly and implicitly through a range of subjects.

Protected characteristics include:

- Age (for employees)
- Disability
- Race
- Sex (including transgender issues)
- Gender reassignment
- Pregnancy and maternity
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

We uphold the principles of the act and the Public Sector Equality Duty, ensuring equality of opportunity for all.

Raising Aspirations

We provide rich opportunities across the curriculum to raise pupils' aspirations and broaden their understanding of future careers. Throughout the year, pupils engage with professionals from a wide range of fields, helping them to challenge stereotypes about work and recognise the diversity of pathways available to them.
These experiences are closely linked to Career & Self Development, supporting children to:

- understand the difference between personal skills and qualities;
- explore which skills and qualities are valuable in working life;
- learn about the world of work and show interest in different types of jobs.

This early exposure forms part of our commitment to Preparation for Adulthood, encouraging pupils to imagine their future selves and recognise their potential.

In Year 5, pupils complete a dedicated careers unit that culminates in a whole school Take Over Day, where they step into a range of roles and responsibilities. Careers education is woven throughout our wider learning journeys, ensuring that pupils progressively build confidence, ambition, and a sense of possibility.

Embedding Oracy

A whole-school Oracy framework ensures pupils develop the physical, linguistic, cognitive and social emotional skills required for effective communication. This includes:

- Dialogic teaching
- Structured sentence stems and talk routines
- Opportunities for debate, presentation and performance
- Explicit vocabulary instruction
- Language rich classrooms

Integrating The Thrive Approach

The Thrive Approach underpins our commitment to supporting pupils' emotional and social development through:

- Assessment of pupils' emotional needs
- Targeted Thrive action plans
- Classroom strategies that support regulation and connection
- Safe, nurturing learning environments

Combined with our Oracy approach, this helps pupils become emotionally secure, confident communicators who can contribute positively to society.

Assessment

Assessment is an integral part of teaching and learning at Boundary Primary School. Teachers, support staff, pupils and parents all play an important role in ensuring assessment supports progress, achievement and high expectations for all.

Assessment at Boundary Primary School aims to:

- Support high-quality teaching and learning
- Identify what pupils already know, understand and can do
- Be based on clear, shared success criteria
- Be manageable, consistent, purposeful and statutory-compliant

Pupils are actively involved in the assessment process to:

- Track progress and identify next steps
- Recognise strengths and areas for development
- Raise aspirations and celebrate achievement
- Engage in reflection and target setting

Parents are provided with clear information that:

- Highlights progress and achievements
- Identifies areas for improvement and how they can support at home
- Offers regular opportunities to discuss learning and attainment

Types of Assessment

Assessment at Boundary Primary School is organised into three broad forms:

- Day-to-day formative assessment
- In-school summative assessment
- Nationally standardised summative assessment

Formative Assessment

Formative assessment is embedded in everyday teaching and learning. Wherever possible, assessment takes place *in the moment*, allowing pupils to respond to feedback, address misconceptions and deepen understanding. Teachers use a range of strategies, including questioning, live marking, retrieval activities, observations and self- or peer-assessment to identify what pupils have secured and determine next steps. This information informs feedback, adapts teaching and supports progress for all pupils, including those with SEND.

Formative assessment is ongoing, both during and after lessons. Teachers use formative evidence to make professional judgements about whether pupils are working below, towards, at or above age-related expectations. These judgements are recorded on Arbor: half-termly for core subjects and termly for foundation subjects.

Formative Assessment Across the Curriculum

Subject leaders have developed subject-specific formative assessment approaches, documented in Subject Guides. These processes are age-appropriate and use year-group end points to ensure accuracy and consistency across foundation subjects.

In-School Summative Assessment

Throughout the year, pupils in Years 1–6 complete summative assessments in Reading, Writing and Mathematics, including:

- Rising Stars
- NFER
- White Rose

Question Level Analysis from these assessments are used to identify gaps, inform next steps and support future planning.

Nationally Standardised Summative Assessment

National assessments are used to inform judgements but do not dominate teaching and learning. A broad and balanced curriculum is maintained.

KS2 SATs (Year 6): Pupils receive scaled scores in reading, GPS and mathematics. Writing is reported as a teacher assessment, alongside teacher judgements for reading, mathematics and science.

Year 1 Phonics Screening Check: A statutory assessment of phonics knowledge completed in the summer term.

Year 4 Multiplication Tables Check: A timed, online test assessing multiplication facts from 2–12, used to inform teaching and intervention.

Moderation

Moderation takes place termly within school and across the Trust. EYFS and Year 6 also participate in moderation through local teaching schools and the Local Authority.

Reporting to Parents

Each year group has a set of objectives pupils must secure by the end of the academic year. Pupils are reported as:

- Working Towards
- At Expected
- Working at Greater Depth

SEND Assessment

Assessment tasks are adapted to meet individual needs. Pupils with SEND are assessed using Boundary Small Steps in Reading, Writing and Mathematics, recorded on Tapestry, to track progress from individual starting points.

Assessment in the Early Years

Assessment in EYFS supports personalised learning and progression. Baseline assessment is completed on entry to Nursery and Reception, including the Reception Baseline Assessment. Ongoing assessment is based on observations and recorded on Tapestry and Arbor across all seven areas of learning.
At the end of Reception, pupils are assessed against the Early Learning Goals. A Good Level of Development reflects achievement in the prime areas and literacy and mathematics. Pupils not achieving GLD continue targeted support into Year 1.

Inclusion Bases

Redwoods is Boundary Primary School's Inclusion Base, providing a highly personalised and ambitious provision for pupils with SEND and SEMH needs. Through the **Roots** and **Re-engage** pathways, pupils receive tailored academic, communication and emotional support that enables them to thrive, belong and achieve from their individual starting points.

Roots forms the foundation of support within Redwoods but also informs practice across other intervention groups and targeted provision throughout the school. The curriculum focuses on functional literacy, numeracy, communication and preparation for adulthood. Learning is personalised through EHCP outcomes and individual targets whilst maintaining high expectations. Teaching is carefully sequenced, using retrieval practice, repetition, visual supports, scaffolding and multi-sensory approaches to ensure all pupils can access and retain learning. Communication is prioritised through Boundary's Oracy Framework, explicit vocabulary teaching and AAC systems where appropriate.

Re-engage provides a nurture-based curriculum that supports pupils' social, emotional and behavioural development. Through consistent relationships, emotional check-ins, co-regulation and restorative approaches, pupils develop emotional literacy, resilience, confidence and self-regulation. The provision recognises that emotional wellbeing is fundamental to successful learning and engagement.

Assessment is ongoing and responsive, informed by EHCP outcomes, individual targets and pupils' academic, social and emotional progress. Staff use assessment information to adapt teaching, identify barriers and ensure appropriate support is in place.

Redwoods is fully integrated within the life of Boundary Primary School. Pupils are supported to access mainstream lessons, playtimes, enrichment opportunities and wider school experiences wherever appropriate, ensuring they remain connected to their peers and school community.

As a result, pupils develop greater independence, stronger relationships, improved emotional regulation, increased engagement with learning and enhanced communication skills. They become confident learners who are well prepared for their next stage of education and future adulthood.

Acorns & Blossom Specialist SEND Unit

Acorns and Blossom are Boundary Primary School's specialist SEND units for up to 16 pupils with complex SEND needs. Based within the mainstream school, they provide highly personalised support whilst ensuring pupils remain fully included within the wider school community.

Through the **Embrace** and **Inspire** pathways, learning is carefully matched to pupils' developmental needs, enabling them to make meaningful progress from their individual starting points. The curriculum follows a spiral

approach, revisiting knowledge and skills over time to deepen understanding, strengthen retention and build confidence.

The curriculum is organised around four key areas: **Communication and Interaction, Cognitive Development, Wellbeing and Independence**. A total communication approach is embedded throughout provision, supporting pupils to communicate effectively using a range of strategies and systems matched to individual need.

Teaching is highly personalised and adapted to ensure all pupils can access learning successfully. Staff use a range of evidence-informed approaches to develop communication, engagement, cognition, emotional regulation and independence. Learning is practical, structured and purposeful, with high expectations maintained for every pupil.

Assessment is continuous and responsive, drawing on individual learning pathways, EHCP outcomes and ongoing observation. This enables staff to identify progress, remove barriers to learning and plan ambitious next steps that meet pupils' changing needs.

A key strength of Acorns and Blossom is inclusion. Pupils are supported to access mainstream lessons, enrichment activities, educational visits, playtimes and wider school experiences wherever appropriate, developing a strong sense of belonging within the Boundary community.

The principles and approaches used within Acorns and Blossom also influence wider SEND and targeted provision across the school, ensuring consistency in practice and support for pupils with additional needs.

As a result, pupils develop communication skills, emotional regulation, independence, confidence and readiness for future learning. They are supported to engage, achieve and thrive as valued members of the school community.

Curriculum Model

