



INTAKE
PRIMARY ACADEMY
Astrea Academy Trust
INSPIRING BEYOND MEASURE



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Curriculum 2019

The aims of Intake Primary Academy Curriculum Design

Astrea Vision and Principles

As part of the Astrea Academy Trust, the following vision statement outlines the approach that we aim to achieve for every pupil in an Astrea school.

The most important underlying principle of the Astrea Curriculum is a relentless belief that all children and pupils are capable of success, with the ultimate aim being to develop pupils who are equipped to meet the challenges of a rapidly changing world with confidence and success, based on their individual starting points, future goals and aspirations.

There are five Astrea dispositions: **Resilience, Empathy, Aspiration, Contribution and Happiness**. These dispositions will enable pupils to find a sense of purpose and ambition. As part of an Astrea Academy, Intake Primary Academy is committed to providing our pupils with education that goes beyond the classroom. Born from this commitment, our pupils have the opportunity to complete the Astrea Promise. This involves projects, activities and events which provide the children with the opportunity to explore and develop these five dispositions. As young adults, pupils will leave our school with the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity.

Intake Primary Academy Curriculum Design

Intent

At Intake Primary Academy, the curriculum is designed to recognise children's starting points and prepare them for 'life beyond Intake'. Every child at Intake is recognised as a unique individual. We celebrate and welcome differences within our school community.

Our curriculum is designed with the intent:

- To give pupils appropriate experiences to develop their cultural capital. We equip pupils to meet the challenges of a rapidly changing world with confidence and success.
- To provide a carefully sequenced, coherent, academic curriculum that leads to sustained mastery for all and ensures that all children have a secure knowledge and understanding across a range of subjects and domains.
- To provide an inclusive curriculum which promotes learning for all, no matter what their starting point.
- To ensure pupils develop as fluent and effective readers to enable them to access the wider curriculum and develop as life-long readers.
- To provide a rich foundation of vocabulary which will enable them to be effective communicators and open up a world of opportunities in life.

- To develop a fluency in number and an ability to manipulate number to support problem solving and reasoning.
- To promote positive learning attitudes which reflect the values and skills needed to be life-long learners.
- To develop confident individuals who believe in their abilities and aspire to reach their goals in life. We want our pupils to 'think big' and believe in their own ability.

Implementation

Our curriculum is informed by educational research and cognition learning of how knowledge and understanding develops. Underpinned by our school values, our academic curriculum uses either the EYFS or the National Curriculum for the basis of content and expectations.

We have structured this so that each year group has:

- Key threshold concepts: the key disciplinary aspect of each subject that will shape pupils as e.g. historians, geographers etc.
- Curriculum maps for each subject which ensures coverage, subject sequencing and coherence.
- Knowledge organisers which clearly show the key subject knowledge and skills that the pupils will learn. These are carefully planned so that teachers know what learning has come before and what learning will this prepare them for.
- Key domain specific vocabulary and subject specific vocabulary. These will be clearly stated on the knowledge organisers.

At Intake Primary Academy, subjects are taught discreetly. There may be occasions where it is appropriate for some content to be taught with a cross-curricular link.

The teaching a Reading, Phonics and Writing

The school uses the letters and sounds program for teaching phonics in KS1 and EYFS. "Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven." (<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>).

The teaching of phonics is supported with focussed reading books linked to the relevant stage of phonetical learning. Building from the phonics foundations, guided reading and shared reading approaches are used focussing on the reading domains:

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph

- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text.

Readers are encouraged to read for pleasure – building up their fluency of age appropriate texts using high quality books as well as reading across the curriculum. Whole class readers are used across school to expose all children regardless of reading age to high quality narratives, story structures, language and vocabulary.

Writing – Talk for Writing is used as the basis for teaching across school. “It is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.” <https://www.talk4writing.co.uk>

Vocabulary - is taught in a systematic way across KS1 and KS2 with tier 2 words mapped out based on spelling patterns taught in each year group. In addition, subject domain vocabulary is taught continuously throughout units of learning.

Teaching of Maths

In order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. We follow the Maths Hub White Rose schemes of learning to ensure that the coverage for the year is complete. We use these plans to ensure that all objectives are covered for each year group and that we are planning to the three key principles to deepen pupils’ understanding.

We use three key principles to deepen pupils’ understanding:

1. Conceptual understanding
2. Language and communication
3. Mathematical thinking

Within the Maths Hub schemes of learning, each National Curriculum objective is broken down into fluency, reasoning and problem solving. Our teachers use learning challenges to teach for mastery – an approach to extend and deepen the understanding of pupils within each year group.

Impact

We use rigorous triangulated monitoring throughout the year to evaluate the effectiveness and impact of the curriculum design. Alongside senior leaders, middle leaders and subject leaders monitor subjects through a variety of ways: pupil voice interviews, book looks, drop in observations, learning walks. Learning is measured through careful analysis of how knowledge is retained and understood and the application of skills across the curriculum.

We will use the following impact statements to evaluate the effectiveness of the curriculum design:

- Pupils make progress and attain in line with or better than national expectations. They are given the opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.
- A broad curriculum, based on knowledge of the world around them and experiences through sport, music, drama and Astrea Promise activities will enrich pupils' lives, build capital culture and instil a love of learning.
- Pupils will have a high expectation of themselves and drive for excellence. Pupils will have the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity.
- Pupils will learn to value family, community and the environment. They will make positive contributions to the life of the school and those around them.