



Abbot Alphege Academy

Our Curriculum

INTENT

The core intention of our curriculum is for our children to develop a **deep body of knowledge** through engaging and memorable learning experiences.

Children learn through a thematic approach that still maintains the **integrity of subject disciplines**. Our children will develop a **rich vocabulary** through their curriculum, with clear, planned **progression**, that underpins the **concepts** studied.

Our curriculum prepares our children to live in their world and to be able to contribute as **knowledgeable and responsible citizens**. Our curriculum contributes to the **legacy** that we give to the world through the generations of children that move through our school.

We feel a strong **moral imperative** towards our disadvantaged children; knowledge is empowering and our disadvantaged children are entitled to an education that builds cultural capital and gives them access to the knowledge that they need to succeed.

IMPLEMENTATION

In our academy, we **teach** the National Curriculum through our 21 learning themes over seven years. These are planned on a rolling programme to take account of our mixed age groups and ensure that full curriculum coverage is in place for each child.

For mathematics we follow the White Rose scheme of learning.

Phonics teaching broadly follows the Read Write Inc approach, however we do not ability group our children for phonics.

Reading is focused around VIPERS for reading across the school and children engage in whole class reading regularly, using engaging and challenging texts to develop their skills.

For writing, we follow a clear progression in developing children's skills, and support this with high quality, embedded grammar teaching.

**LOVE CHALLENGES, BE INTRIGUED
BY MISTAKES, ENJOY EFFORT
AND KEEP ON LEARNING.**

CAROL DWECK

Our Learning Themes:

| | Learning Theme One | Learning Theme Two | Learning Theme Three |
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| Big questions worth asking | | | |
| Pipistrelle Y0 | Who can be a superhero? (History) | How does your garden grow? (Science) | Would you be friends with a pirate? (Geography) |
| Horseshoe Year 1/2 Cycle A | What's around me? (Geography) | What's it made of? (Science) | Whose footsteps do I follow? (History) |
| Horseshoe Year 1/2 Cycle B | Who is the greatest explorer? (Geography) | Who made the most difference? (History) | What is life? (Science) |
| Barbestelle Year 3 | Who settled here first? (Geography) | Can you feel the force? (Science) | Can things grow in a desert? (History) |
| Natterers Y 4/5/6 Cycle A (1) Cycle A (2) | What would Britain be like if the Romans (1) /Vikings (2) hadn't invaded? (History) | Is the natural world dangerous-volcano (1) /earthquake (2)? (Geography) | What does it mean to be human? evolution (1) /lifecycles (2) (Science) |
| Natterers Y 4/5/6 Cycle B | Why do we remember? (History) | Where is space? (Science) | Who holds the power? (Geography) |
| Whole School Curriculum X 2 weeks | To be confirmed | | |

ASSESSING THE IMPACT OF OUR CURRICULUM

Of course, teachers continually assess the learning of every child in their class every day through a wide range of ongoing assessment activities, including distance marking, live marking, peer assessment, self-assessment, short informal tests and so on.

In order to be sure that our curriculum is having the impact we expect, we also have three dedicated assessment weeks during the year. During these weeks, our teachers spend time assessing the learning that has happened during that term in a range of ways, including using 'pop tasks' and more formal tests and assessments. This enables us to track the progress of each child across the curriculum and plan for next steps. Every assessment week is followed by a 'closing the gaps' week, where teachers use their assessment information to 'close the gaps' in the learning from the term, and pick up any misconceptions that have not been addressed. Pupil Progress meetings then follow, which enable senior leaders to discuss the progress of every individual child through their curriculum and support teachers to plan for support and challenge for them.

In addition, other activities take place across the school year by teachers, subject leaders and senior leaders, to ensure that the curriculum is having high impact on learning. These activities include conferences with pupils, where their learning is discussed with them and they are able to share the evidence of their learning in their written work. We moderate work across our school and in partnership with other schools to make sure that our expectations are high at all times. Teacher coaching is another way that we ensure that the delivery of our curriculum is having maximum impact, and every teacher is observed and coached at regular intervals.

End of Key Stage assessments and tests also give us information about the impact of our reading, writing and mathematics curriculum. This information is analysed carefully for ongoing trends in the impact of our work and to identify strengths and weaknesses in how our curriculum is impacting in these areas.

