

Towngate Primary Academy

Curriculum Statement

Inspire self-belief, instil moral values and ignite a love for life-long learning.

Curriculum Aims:

1: Develop our learner's learning (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

2: Develop the character of our learners (Our heart and character: Who we are when we learn)

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community.

3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.

Curriculum Intent

Our curriculum at Towngate Primary Academy has been designed to cover the skills, knowledge and understanding as set out in the National Curriculum and Early Years Framework. We enrich the core of our learning by striving to ensure our curriculum is tailored to the pupils and locality of our academy, providing a clear purpose for learning. In order to supplement our curriculum, we endeavour to offer first hand experiences in the form of visits into school, educational visits, experiences, curriculum promises and life skill sessions that we believe helps to prepare our pupils for the next phase of their education.

In order to establish a secure knowledge, develop skills and understanding that can be built upon, our curriculum is sequentially coherent: forming a progressive model that clearly outlines the skills, knowledge and vocabulary from Early Years through to Year 6. Our curriculum is planned to ensure pupils are able to make meaningful connections in their learning and therefore build on prior knowledge.

Progression grids are produced by Subject Leaders which are translated into a long term plan to ensure comprehensive curriculum coverage. Content, knowledge, skills and vocabulary is then planned for in greater detail within a medium term plan, to enable successful lesson delivery.

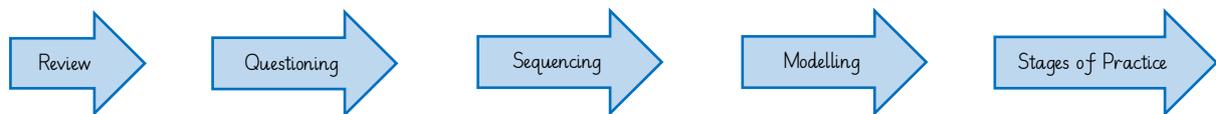
Curriculum Implementation

All learning begins by revisiting previously taught knowledge. Pupils will be supported to recall previous learning and make connections between prior learning and new learning. In order to achieve this, adults will model the subject-specific vocabulary, knowledge and skills which are relevant to enable pupils to integrate newly acquired knowledge into differing concepts. Teachers use appropriate questioning to check for understanding and as a vehicle to deepen pupils' understanding. From here, misconceptions are identified and feedback given is precise in order to move learning forwards. At this stage, pupils are able to begin their journey from guided to independent practice at pupils' own pace, to allow for all pupils to be successful.

To support pupils in their learning, working walls are a consistent feature in every classroom; these provide appropriate scaffolding for all learners. Tier three subject specific vocabulary is visible on displays – as recommended in research conducted by Alex Quigley – with key facts, questions and models displayed to support pupils' understanding of the content being taught. Additionally, knowledge organisers are in place to support pupils with learning and remembering key facts and information necessary and store this within their long-term memories.

In order to ensure that pupils recall and retain their learning, review takes place on a daily, weekly and termly basis to ensure pupils know more and remember more – even after a period of forgetting. This enables teachers to assess pupils' retention of their learning.

Pupils at Towngate Primary Academy are provided with opportunities to supplement their learning with experiences to remember, which in turn further support their understanding and language development.



Curriculum Impact

The impact of our curriculum can be seen in a variety of different ways: in core subjects, impact can be seen through the progress and outcomes of pupils in national testing results. Additionally, pupil voice and work scrutiny demonstrates the quality and deeper impact on pupils knowing and remembering more. In the wider curriculum, pupil voice shows that pupils are keen and confident to talk about what they have learnt using subject specific vocabulary. Pupil voice also indicates that pupils enjoy their learning and are able to recall their learning over a period of time. Pupils' work demonstrates that the curriculum is taught at an age-appropriate standard across each year group, with additional opportunities planned in for pupils to demonstrate working at a higher standard. The work produced by children demonstrates the acquisition of knowledge, skills and vocabulary which enable children to know more and remember more as a result of the curriculum offer.