



## Towngate Primary Academy Curriculum Policy

Date	Review Date	Coordinator	Nominated Governor
September 2021	September 2024	Mrs. Laura Poole	Mrs J Crook

Our Vision: Instilling core values, inspiring bright futures

At Towngate Primary Academy, we are committed to supporting every pupil to achieve their full potential. We are passionate about supporting our school community to follow our 'core four' values to ensure that we:

- teach our children to show **compassion** towards others, including those of different backgrounds, beliefs and opinions;
- take **ownership** for our own actions, attitudes and behaviours in order to become respectful and valued citizens in the wider world;
- show **resilience** in all we do: persevering when challenges arise and managing difficult situations positively;
- aim for **excellence** and strive for the highest standards in our learning, our attitudes and our contributions.

We teach and embed each core value into our children's daily actions and choices and weave our values within our curriculum, so it becomes innate in every child and adult within the academy. We believe that through setting high expectations of behaviour and conduct in school, pupils are well-prepared to become valued citizens who are equipped to make a positive contribution to our community. Through pupils demonstrating kindness and compassion towards others, taking ownership and resilience in their own learning and actions and strive for excellence in all they do, the potential for each pupil to succeed in life beyond primary school is within reach.

It is our aim that pupils attending Towngate Primary Academy find our 'core four' values become innate and woven into their actions and attitudes each and every day.

## Curriculum Intent

The intent of our school curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic success.

All subjects taught at Towngate Primary Academy are based upon the expectations from the National Curriculum and the Early Years Framework; this ensures our curriculum remains ambitious for all learners. We follow research-based approaches to ensure our curriculum is consistent across the academy in all subjects. All subjects taught within our curriculum are sequenced in accordance with cognitive load theory: subject progression grids are in place, written by subject leaders who consider the small steps of knowledge, vocabulary and subject specific skills required to be taught, ensuring these are introduced at an age-appropriate level, ensuring the right content is taught at the right time (Mary Myatt), where there is a clear end point in the learning narrative (Christine Counsell). Progression grids are used to inform long term and medium term planning, which allows teachers to plot the content to be taught across the academic year.

All subjects are delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils, with wider curriculum subjects focused around an enquiry question which is answered by pupils on completion of a unit of work. Subject leaders and teachers are mindful of ensuring our subjects are taught to allow for both traditional and child-led teaching and learning to take place. Mode A and Mode B models of teaching are used at set points within the learning journey of each subject. Mode A teaching is used through Barak Rosenshine's principles of instructional teaching, where knowledge is reviewed, new learning is taught in small steps and questioning and feedback is used to lead towards guided and independent practice. Mode B learning can be seen as pupils work towards an end goal or subject highlight task where they can document their knowledge and skills.

Teachers explicitly teach vocabulary in their classrooms in accordance with the work of Alex Quigley on closing the vocabulary gap and across school a language-rich environment is achieved. Children are encouraged to use taught vocabulary within their verbal and written responses and children are prompted through the learning walls in classrooms, published work across corridors and within the outdoor environment. Underpinning our curriculum are the opportunities provided for children to read often and widely. Across school, there is a reading rich culture which transcends into all subject areas. Everyday, pupils are read to using teachers' choice of high quality novels, encouraging and inspiring a love for reading varied genres, from a wide range of authors. These are pre-planned texts which are specifically chosen by the reading leader, progressive in content and difficulty.

The environment policy ensures that reading and vocabulary is placed as a priority in all areas within the academy. Within medium term plans, teachers plan for opportunities for oracy and speaking and listening: these are pre-planned opportunities

to allow for children to use taught subject-specific vocabulary accurately and therefore be able to speak confidently about the knowledge they have acquired in the subject.

### **Curriculum Implementation**

All learning begins by revisiting prior knowledge and reviewing what the children have learnt before. This will be scaffolded to support children to recall previous learning and make connections between prior and new learning. Staff explicitly model the subject specific knowledge, vocabulary and skills relevant to the learning to allow pupils to integrate new knowledge into larger concepts.

Teachers support children to practice new learning, questioning for understanding, checking for misconceptions and giving direct and appropriate feedback. This moves children from supported practice to independence at the correct pace for them, ensuring all children are challenged.

Learning is supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

Consistent learning walls in every classroom provide an effective scaffold for children. Tier three specific vocabulary, based on the research of Alex Quigley, is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught. Shared spaces around school display subject work from Early Years to the end of KS2, highlighting the curriculum content and concepts that are developed over time.

Weekly curriculum quizzes are used to review learning and check that children know more and remember more. These are based on the research of Kagan and require children to think deeply. Learning is reviewed also on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained.

Assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their lesson planning, activities and differentiation.

Our children are given a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities, to apply their knowledge to wider concepts and to further support and develop their understanding and language acquisition.

### **Impact**

At Towngate Primary Academy, the impact of our curriculum is shown in several ways. In core subjects, impact is shown through the progress and outcomes of pupils in

national testing. In addition, pupil voice and the quality of work in pupils' books demonstrates the deeper impact on pupils knowing and remembering more. In the wider curriculum, pupil voice shows that pupils are confident and able to talk about what they have learnt using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy and are able to recall their learning over time. Pupils' work demonstrates that the curriculum is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work across the curriculum is of good quality and demonstrates that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence so that they know more and remember more.

Teachers use assessment to evaluate the impact of the content taught to children. Summative assessments take place at the end of each half term to assess pupils' attainment and progress. This information is shared with subject leaders who evaluate the impact of their subject and with Senior Leaders through pupil progress meetings.

### Curriculum Overview

Subject	Information
Reading	Children are read to aloud by an adult everyday in every class. Guided reading is taught every Monday, Tuesday, Thursday and Friday. On Wednesdays, an hour-long reading for pleasure session takes place where children can explore varied texts around the subjects they are learning about, explore different genres and try books from different authors.
Phonics	Read, Write, INC is taught daily to small groups of pupils from Nursery to Year 2. Children are assessed at regular intervals and groups remain fluid to ensure children are accessing the right learning for their attainment.
Writing	Writing is taught following a book-led curriculum and follows a coherent structure to work towards a written end point. Children begin a unit of work by exploring the text chosen as a basis for English work, they complete comprehension, explore the grammatical devices used within the text, unpick modelled examples, plan, draft and redraft a piece of independent writing.
Grammar and punctuation	Grammar is taught as a key component within the writing sequence of learning each week. Lessons are focused around the age-appropriate grammatical objectives pupils are to be taught within the year group. Children are encouraged to embed their knowledge of grammatical features within their written work to demonstrate their understanding and application.
Spelling	Spelling is taught from Year 2 to Year 6 following the RWI spelling scheme. These sessions are short and take place daily to ensure pupils are able to practice their spelling patterns regularly.
Mathematics	Mathematics is taught daily, using a mastery approach, to develop a culture of deep understanding, confidence and progress. Mathematics takes pupils on a journey from developing operational fluency in a skill, to reason and apply their fluency to wider, more complex questions, solving problems and investigations. Teachers are mindful of the fluency skills pupils need to be successful mathematicians and therefore regularly teach and revisit times tables, arithmetic methods and mental strategies for calculation.
Science	Science is taught using the Snap Science SOW which is linked to the National Curriculum. Every session includes a focus on developing scientific knowledge

	and enquiry and the component of working scientifically. Sessions are taught weekly or blocked into two sessions fortnightly to allow for depth of learning.
History	We use the National Curriculum as a base to develop our progression grid in History. This allows children to explore historical enquiry, analyse sources and evaluate the reliability of sources as a Historian. Lessons start with an enquiry question and learning on medium term plans works towards allowing children to answer their enquiry question.
Geography	We use the National Curriculum as a base to develop our progression grid in Geography. Lessons start with an enquiry question and learning on medium term plans works towards allowing children to answer their enquiry question.
Computing	In Computing, we use the Rising Stars SOW which is linked to the National Curriculum. Children work towards an end goal / project to demonstrate the skills and knowledge they have acquired throughout their learning journey across a unit of work. Where possible, real-life links and contexts are used to engage the children into solving problems and using technology to demonstrate their understanding. In school, pupils have access to laptops and iPads.
RE	The Wakefield Agreed Syllabus is used to teach our Religious Education lessons. This ensures that statutory content is taught in an age-appropriate manner. Further information can be found on subject pages on our academy website.
PSHE and RSE	We teach PSHE and RSE as separate lessons within all classes' timetables. In PSHE, content is taught using the 3Dimensional SOW and statutory RSE content is taught using progression grids which map out content to be taught when pupils are ready to understand and develop their knowledge on the content being taught. The PSHE and RSE curriculum focuses on the holistic development of our children
French	We follow Wakefield's La Jolie Ronde SOW to teach our chosen language, French. The lesson sequence in French mirrors that of English where there is a focus on speaking, listening and writing in French, focusing on developing pupils' understanding of French sentence level grammar.
Music	Music is taught within the dedicated music room space in school weekly / blocked into a fortnightly timetable whilst also forming an integral part in wider school performance and events. School work with Wakefield Music Services and are fortunate to have music specialists visit school and teach the children how to read and write music and play instruments. Opportunities to listen and appraise music are built into assemblies where children listen to music and learn about the composer and time period the music is from.
PE	Indoor/outdoor PE is taught weekly to all pupils. High quality equipment is used to take the children from the key skills of a sport / activity and work towards competitive sporting and game sessions. Children in Year 6 also attend swimming lessons every fortnight. We work with Huddersfield Giants, Liquidance and Elite Coaching to support our timetabled and extra-curricular provision in PE.
Art	In Art, children work towards an end goal / project to demonstrate the skills and knowledge they have acquired throughout their learning journey across a unit of work. In lessons, children explore artists and their styles and choices before using these individuals as inspiration to work towards creating their own piece of artwork. This is displayed around school and forms our 'art week' where all classes complete a progression in art unit.
Design Technology	In DT, children work towards an end goal / project to demonstrate the skills and knowledge they have acquired throughout their learning journey across a unit of work. In lessons, children explore famous engineers, designers and creators, are provided with a context or a problem and use their skills to plan,

	design, evaluate and improve their initial designs to work towards an end goal. DT is closely linked with our Enterprise work in school.
Assemblies	Weekly whole school and class assemblies led by a member of SLT which explore children's understanding of British Values by applying them to real life issues. We use the Picture News resources to provide a clear purpose and direction for our launch assemblies which provides a good foundation for all pupils in their picture news learning for the week in the classroom. We promote the children to share their views in a safe space during assemblies where discussions lead many of the assemblies we hold.

## Homework

Homework is set weekly in all classes and comprises of the following:

Early Years (Nursery and Reception)	Key Stage 1 (Year 1 and Year 2)	Lower Key Stage 2 (Year 3 and Year 4)	Upper Key Stage 2 (Year 5 and Year 6)
Daily Reading Spelling flash cards Maths Games sent home	Daily Reading Weekly Spellings Mathematics – fluency Y2 SAT books after Christmas	Daily Reading Weekly Spellings Weekly times tables Mathematics - fluency	Daily Reading Weekly Spellings Weekly times tables Mathematics – fluency Y6 SAT revision after Christmas

Alongside set weekly homework, class teachers will set half-termly projects linked to the learning set in the classroom.

## Curriculum Enrichment

At Towngate Primary Academy, the curriculum encompasses a wide range of learning experiences for the children. The provision of a stimulating, rich and varied extra-curricular programme of activities, which builds on and extends the taught curriculum, broadens students' educational opportunities and expands their horizons (Cultural Capital). Involvement in enrichment activities can improve students' attitude to school, increase students' engagement with learning and improve educational outcomes. Children learn effectively through direct experience, and we offer opportunities for pupils of all ages to enhance their learning experiences by bringing the curriculum alive and making their learning more meaningful.

'The very best schools have well-developed opportunities for students to travel and undertake the very widest range of cultural, geographical and physical experiences, as well as to encounter a range of visiting speakers from all walks of life.' **Andy Buck, 'What Makes a Great School', 2010**

'Children who participate in after school programmes can reap a host of positive benefits in a number of areas: academic, social/emotional, and health and well-being.' **Little, Wimer, and Weiss, 'After School Programmes in the 21st Century', 2008**

Enrichment offer	Information
Promises	Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout pupils' journeys at Towngate. These are our "promises" which allow us to provide children with exciting opportunities using the natural world around them. Examples include: Learn to light a fire; build something bigger than myself; learn an instrument; see a play; run a business and many more. Teachers plan these in every half term and evidence can be seen on our social media platforms.
Extra-Curricular Clubs	We are proud to offer a range of extra-curricular activities for children to participate in and develop their own personal interests. Some clubs operate pre-school opening times, others run after-school. We hope that as a result of this provision, our children will have a further opportunity to find something they are passionate about. These include: dance, gymnastics, gardening, band, computing, Huddersfield Giants rugby, Multisport, football, Newspaper, Eco-Team and Art club.
Academy Leadership Team	We acknowledge that all children have the potential to develop their leadership skills and endeavour to provide opportunities for this in school. Children are provided with the opportunity to undertake positions of responsibility around the academy. Children from Upper Key Stage Two are able to apply for roles of Head girl/boy, deputy head girl/boy and prefects. Children from each class elect a representative at the start of each academic year to join the school council as a voice for their views about school life.
Wellbeing Wednesday and the Daily Mile	To support children's emotional and physical wellbeing and enhance their capacity for learning, we value Wellbeing Wednesday and the Daily Mile. All children, their teachers and support staff take part in the Daily Mile throughout the day to re-energise. An understanding of wellbeing is a valuable development in our curriculum – we believe that supporting children to have good emotional and mental health is key to ensuring their success in all aspects of learning and life. Children enjoy listening to meditations in class with their teachers so they can relax and refocus, in preparation for the learning ahead.
Community Links	At Towngate Primary Academy, we value the importance of developing strong links between the school and local, regional, national and international communities. Through visits, assemblies, concerts and special events, we involve our pupils in the local community, so that they learn how to participate in a practical way in the life and concerns of their neighbourhood and communities. Working with parents, local residents, the business community, public services, and charities educates the children in how to become active citizens.
Life Skills	In our school, we place importance on children developing the skills they need to succeed in life along with all children achieving their potential academically. Along with the subject based curriculum, each year group has a life skill curriculum which allows them the opportunity to develop and support the learning of these valuable skills. Some of these include learning to use a knife and fork, tying shoe laces, learning to sew on a button or making a cup of tea.
Themed Days/Weeks	Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying Week and E-Safety Week, Art Week, Careers Week. World Book Day, Black History Day, Science Day, Parliament Week. European Day of Languages, Topic Theme days and others.

Careers week	At Towngate Primary Academy, we value careers week as an introduction for children to the world of work, to develop career-related learning and breakdown gender stereotypes. Presentations introduce children to different career options and aim to increase aspirations while also raising self-esteem and breaking down barriers. Talks are wide ranging reflecting different employment sectors and delivered by both men and women of varying ages and backgrounds.
Educational Visits and Residentials	School trips and visits are an integral part of the education of children at Towngate Primary Academy. We value the opportunities such visits offer our pupils. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions. Children in Year 3, 5 and 6 take part in residential visits, which are planned to provide new and exciting experiences. Children in Year 3 have an overnight stay at Kingswood, Year 5 have an overnight camping trip in the school grounds and Year 6 have a two night stay at Kingswood where they experience orienteering, climbing, abseiling and lots more.
Local Walks	Once each term, children take part in walks around our Academy's local area. This is an opportunity for children to visit local landmarks within the community and consider what creates a supportive community.
INSPIRE events	Each term, each class in school hosts an Inspire event. At these events, parents, carers and grandparents are invited to visit school to work with their child on a variety of tasks related to the event's theme. At Towngate, we love to have parents, carers and grandparents in school as often as possible. Inspire events allow us to welcome our parents, carers and grandparents into school and give them a chance to have fun working with their child; give parents, carers and grandparents an insight into their child's educational experience.
Forest Schools	Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. Forest schools provision is timetabled in for each class throughout the year and offered as lunch time provision. Sessions are designed around the needs of the group to ensure that they are learner-led. Sessions are designed around a theme, themes are sometimes subtle such as evolving or exploring the site or more obvious such as butterflies, spies, fairies or nature investigators. Many areas of the National Curriculum are intrinsically covered, in the Forest Schools experience without the programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.
Visitors in school	Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside historians, emergency services, Bikability, local church and others.



## Monitoring

The Senior Leadership Team and the Local Governing Board are responsible for monitoring the impact of the school curriculum both in terms of social outcomes and academic progress. The Headteacher is responsible for the day-to-day organisation of the curriculum alongside the Deputy Headteacher. The Assistant Headteacher is responsible for the curriculum innovation and enrichment activities that provide a spark and interest, bringing our curriculum to life. Curriculum Subject Leaders monitor the impact of the part of the curriculum for which they are responsible. They monitor curriculum planning for their subject, ensuring that all classes are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning. Subject leaders inspire learning in their subject and monitor the way in which their subject is taught throughout the school:

- They examine long-term and medium-term planning and lesson slides to ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used.
- They complete pupil voice and speak with the children about their learning, what they have remembered, enjoyed and found difficult.
- Subject Leaders complete work scrutiny where they check the content taught in lessons matches the expectation of the academy, the year group and agreed progression grids.
- Curriculum monitoring completed by subject leaders is forwarded to the Headteacher and Deputy Headteacher, along with strengths and actions for further development.

Signed \_\_\_\_\_ (Headteacher)

Date \_\_\_\_\_