



What the Curriculum looks like at Sandiway Primary School



Curriculum Implementation

This is how it works:

- We use a bespoke curriculum designed in each subject with schema being followed or elements taken from schemes in some subjects.
- Discrete teaching of skills and knowledge ensures subject disciplines are strong
- Essential learning and Assessment Questions are followed from EYFS to the end of KS2. This provides clarity on the essential knowledge and skills that must be taught.
- Planned and sequenced components of learning are followed and Subject Leaders check this is being closely adhered to.
- Children use prior experiences to then build on new skills. This is done through retrieval practise.
- The acquisition of skills and knowledge is practised and applied (Either in books or where work is practical, it may be evidenced on the Seesaw app).
- Providing high quality modelling, scaffolding and questioning that leads to independence by allowing for the exploration of ideas and production of high-quality work.
- Where appropriate staff refer to the 'Strive for Five' in written work (presentation, handwriting, spelling, punctuation and quantity and quality).
- Opportunities are provided for both independent and collaborative work
- Lessons have planned reading opportunities within them.
- Vocabulary development is included within lessons.
- Wherever possible, Personal Development is linked to curriculum and references are made to British Values and Protected Characteristics.
- Children are exposed to professionals and events that are significant in specific subjects to enable strong cultural capital.
- Where possible, work alongside the local community to link with local shops, church, families, other schools, professionals, celebrations and events to further enrich the children's experiences of the different subjects.
- Extra-curricular clubs are offered to further prompt a passion and curiosity for continued learning.

This is what adults do:

- Take account of the children's starting points and build on what

they already know.

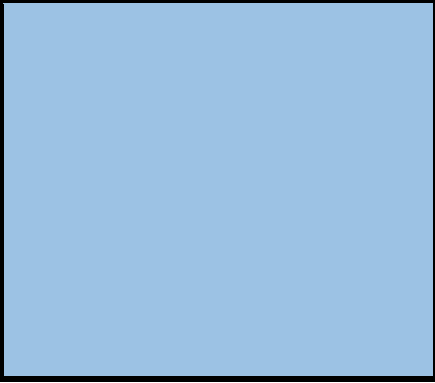
- Focus on the Essential Learning and Assessment Questions
- Follow the Subject leaders planned, sequenced components of learning
- Positive modelling within subject areas, encouraging an environment where everyone is successful.
- Regular opportunities to feedback to children about their learning
- Model and scaffold new learning
- Explicitly model how to evaluate and analyse work.
- Create a learning environment rich in resources that support learning.
- Monitor progress. Assess learning to ensure next steps in the learning sequence are clear. Adaptations to lessons made in line with what the children are understanding.
- Model appropriate use of vocabulary.
- Instigate and engage in CPD to ensure subject knowledge is at least good.
- Regular retrieval practise of previous learning and effective questioning to ensure learning is memorable.
- Keep parents informed regarding their children's Learning.

This is how we support and ensure access for all children:

- The curriculum is equitable and appropriate for all groups of children ensuring full access and parity for all.
- Small group/1:1 adult support given where required.
- Classrooms demonstrate inclusive practice.
- Adapted Learning practices are implemented across the curriculum.
- SEND plans (including reasonable adjustments, learning passports, SEND Profiles and EHCP) are followed and parents are fully informed regarding progress.
- Intervention is planned for to support those that are not on track and impact is measured.
- A range of models, manipulatives and resources are available to ensure success for all pupils.
- We use teacher assessment to quickly identify any child who requires additional support in specific skills.
- Regular feedback is provided to the class, groups or individuals as a means to subsequently improve.
- Behaviour policy adhered where possible and zones of Regulation actively used for children with specific SEMH (Social, Emotional and Mental Health) needs to ensure access to curriculum is as full as possible.

This is how we challenge:

- Identify and account for prior knowledge
- Adaptation (breadth) of outcomes is planned for

- 
- Provide less modelling and scaffolding
 - Through the level of questioning
 - Include more complex terminology
 - Encourage children to take a different viewpoint
 - Small group or 1:1 feedback to further challenge
 - Open-ended tasks
 - Encouraging self-evaluation and testing of ideas
 - Peer learning