

The GLC Curriculum Primary Policy

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GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

The GLC Curriculum Policy [Primary]

The curriculum at the Gateway Learning Community Primary Academies is the key vehicle to achieving the Gateway Learning Community's [GLC] mission to develop active and thriving citizens within a diverse, truly fair and equal community. The curriculum aims to reflect our community, be ambitious, exciting and challenging for all our young people and will be a gateway for all to excel in the next stage of their education, in whatever career they choose and throughout their life.

'The curriculum we plan can look good on paper [the intention], but it is where it meets the learner [the implementation] and the impact upon that learner is where it matters most.' Adapted from Mick Waters statement-Olympus Way Handbook.

Collaboration

Each area of the curriculum has been considered to carefully identify the intent, implementation and impact from Nursey to year 11 and beyond.

Herringham Primary Academy and Tilbury Pioneer Academy developed the thematic curriculum. It was built on the existing curriculum in place at Herringham in response to the new National Curriculum in 2014. It was further developed with The Gateway Primary Free School and Lansdowne Primary Academy in July 2015. The curriculum is reviewed annually and amended taking into account the views of teachers, pupils, parents, the community and with other schools, trusts and providers.

The curriculum can be accessed via The GLC Online Excellence Hub or in a printed handbook.

GLC Primary curriculum

Our curriculum has been designed upon the principles of the national curriculum. We have carefully considered the curriculum **intent** [what we aim to achieve]; its **implementation** [how it will be organised and delivered] and the **impact** [how the curriculum will change, impact upon and influence each child] [see **Appendix 1** for the subject specific intent, implementation and impact statements].

At the heart of our curriculum is the desire for all pupils to be able to master the skills and acquire the knowledge needed to enable them to be successful in their future. To this end we have carefully designed our curriculum offer to ensure all children, except those with the most significant special needs, with the guiding principle of, 'Keep up not catch up.'

The curriculum is designed to enrich pupil's experiences, provide a context for learning, reinforce concepts, plug gaps and to give pupils an opportunity to apply their skills in different contexts.

The Primary curriculum is aligned across the four Primary Academies within the GLC to provide a consistent foundation of skills, knowledge and understanding to support rapid progress and continuity within the primary phase of education. It was designed to meet the needs of the pupils in our area, to encourage pupils to think, question and reason and to ensure the basic skills are secured early in their education. The secondary curriculum builds upon this to ensure a seamless transition as pupils move to the next stage of their education and beyond.

The long-term map for each subject outlines the clear progression of knowledge, skills and understanding that is taught in each year group through the notion of threshold concepts and milestones. Progress milestones are the smaller objectives with the threshold concepts that teachers use to inform planning for learning. Pupil's knowledge, skills and understanding are assessed by

listening and questioning pupils, looking at their books and through low stakes assessment tests and retrieval tasks. The outcomes are recorded on the milestones document in each pupil's book [except for PE, Music and Computing] after each unit and as a summative judgement that is recorded on SIMS at the end of each year.

Curriculum Organisation

In order to ensure progression and continuity within each primary and across the GLC we use proven programmes, such as RWInc and Maths Mastery, from Nursery to Year 6. Maths and English are usually taught at the same time to allow for flexible groupings in order to meet the needs of our pupils.

- The development of capabilities other than academic skills are an important part of the curriculum. Our PSHE curriculum has been developed so that pupils are encouraged and rewarded for displaying the qualities needed to be a good citizen.
- Teachers provide opportunities for pupils to develop their oracy skills through deliberate, explicit and systematic teaching of oracy skills across phases and throughout the curriculum.
- Pupils are supported to develop a love of learning and to understand how they learn and to monitor, direct and review their own learning.
- Digital technologies are used to develop pupil's digital literacy and support learning across the curriculum to allow them to become alert, inspired and confident online and become digital citizens within our community.
- A comprehensive range of resources is used to support teachers to deliver the curriculum. [see **Appendix 2**].
- The curriculum is organised around six themes that all year groups follow at an appropriate level. [See **Appendix 3**].
- Each half term follows the half termly learning sequence and contains a 'Sensational Start', 'Marvellous Middle' and 'Excellent Ending' [see **Appendix 4**].
- Visits and visitors form an important part of the curriculum in opening pupils' eyes to what local, national and global opportunities are on offer. [see **Appendix 5**].
- The curriculum is further enhanced by links with organisations, for instance; The Royal Opera House, The Thames Wildlife Trust, Port of Tilbury and Thurrock Music Service. Links are also made with the health service to ensure we tackle things which are important in our locality, such as childhood obesity and poor dental hygiene.
- Each theme begins with a big question to encourage critical thinking. Pupil's responses are gathered at the beginning and end of a unit [see **Appendix 6**].
- RE is taught by following the Thurrock agreed syllabus.
- Where appropriate subjects are taught discretely. Specialist teachers are sometimes used, for example, for PE and expertise is drawn from the Gateway Academy.

- In order to develop pupils' spelling and vocabulary, key vocabulary is identified and explicitly taught using the five-phase approach [see **Appendix 7**].
- Latin is taught to develop knowledge between Latin and English grammar and vocabulary, this gives pupils the key to unlock English and prepares them to learn another language.

There is a focus on high quality teaching, which ensures that all resources and additional adults are used to effectively target all pupil's needs. We use assessment to help us to highlight gaps in provision and use these to plan learning opportunities within the curriculum. Where gaps are identified for a group of pupils specific, time limited intervention programmes are used. Care is taken to ensure that all pupils are able to access the full curriculum and it does not become narrowed.

For pupils with significant difficulties anticipated barriers are identified and an individual programme is used. This may be pre-teaching concepts or vocabulary, additional practise or one to one tuition. In addition, there is a wide range of interventions to remove barriers to learning. These include;

- Self-esteem development programme
- Anger management programmes
- Speech and language development
- Nurture provision

Specialist Provision

Where necessary an Academy will develop specialist provision for a small minority of pupils who need to follow an alternative curriculum for a period of time.

Extra-Curricular Provision

Breakfast club marks a calm, settled start to the day. Pupils are provided with a healthy breakfast. Pupils are given opportunities to develop their social skills and extend their learning. Older pupils support younger pupils, for instance, to develop good table manners and independence.

Each Academy provides a range of activities for lunchtime to ensure that pupils are able to play happily and safely, to develop their core values and to extend learning in a different context. Pupils are able to take the lead by helping others to resolve conflict, to keep up with their learning or to develop new skills.

The importance of extra-curricular clubs and activities is valued. There are a range of different clubs; those that help pupils to develop a particular skill, those that expose pupils to something they wouldn't otherwise have the opportunity to do This may include:

- Football
- Rugby
- Netball
- Art Club
- Choir

Additional Learning Periods [ALPs] are used to target pupils and ensure that they meet key milestones.

See the **Online Excellence Hub** for what each academy offers.

Assemblies

Assemblies are used to celebrate and reward, educate and inspire, to stimulate discussion and for the daily act of collective worship. There are opportunities to talk about the academy core values and to develop a shared understanding of British values. Significant events, such as Remembrance Day are included, visitors are invited to talk about aspects of safety and important issues are explored such as anti-bullying and anti-radicalisation. Awareness is raised of historical events that have shaped our society, for instance, Black History month, the Holocaust Memorial Day and Commonwealth Day. Weekly singing assemblies contribute to a sense of belonging and support the music curriculum. See **Appendix 8** and the **Online Excellence Hub** for the assembly calendar.

Parents

Parents are seen as important partners in helping us to deliver the curriculum in its entirety. In order to achieve this, it is important that they are empowered with the skills and knowledge necessary to do so whilst recognising the expertise that they may also be able to bring.

This is achieved through:

Providing online support through Google Classrooms or Dojo

Workshops to secure basic skills-RWI/Numicon

Parent/ child sessions to celebrate and support learning

Assemblies to celebrate and extend knowledge

Whole school and GLC wide events and celebrations.

Monitoring, development and evaluation

The curriculum action group reviews the curriculum annually with representatives from across The GLC and takes account of the views of staff, pupils and parents. Directors, senior leaders and external consultants review the implementation and impact on a half-termly basis through progress boards and reviews.

Focus days and events

The GLC believes that it is important to ensure the curriculum develops a sense of community, mutual support and to demonstrate that members of a large institution can have fun together in a safe and supportive environment. To this end, the following are part of the curriculum on an annual basis.

- **House Challenges:** to foster a sense of belonging and friendly rivalry, House Challenges are organised on a half termly basis and can range from a treasure hunt to puzzles, investigations or competitions.
- **Inter-Academy Challenge:** these take place each term and alternate between academic and sporting challenges.
- **Work Experience:** In Primary Academy's there are a range of programmes and activities to help to prepare pupils for the world of work. This includes; future leaders, financial capability, an academy bank and the application process for roles, such as Head boy or school council.
- **Charity Days:** We believe that these are an important feature of the curriculum which help students to develop empathy and a greater understanding of the world in which they live whilst contributing, in a small way, to the resolution of some issues. Explicit skills are taught through special events or assemblies. Annual or biannual events include supporting:
 - The Thurrock Food Bank
 - Comic Relief/ Sports Relief
 - Children in Need
 - Macmillan Coffee Morning
 - Christmas Jumper Day

Each academy has 2 additional charity days agreed in consultation with the pupils and staff to respond to local, national or international needs.

Performance

The GLC believes that as many pupils as possible should have the experience of performing to an audience. Whilst there are many opportunities to perform to peers during other opportunities on a local and national level are taken. This includes; Christmas performances, Year 5 music performances, the annual poetry competition and local and national music festivals.

- **GLC Summer Arts Festival:** This is an annual celebration of the written and spoken word; dance, drama and music performances by artists and children, workshops and an opportunity to showcase work from the Trailblazers programme.
- **GLC Annual Art Exhibition:** The work of GLC students and local artists feature in a gallery display each July at each of The GLC academies. Parents, governors and members of the local community are invited to attend.
- **Mathletics:** This is co-ordinated by The GLC in partnership with the local Rotary Club for more able pupils in Year 6.
- **Poetry Competition:** This is co-ordinated by The GLC in partnership with Thurrock Council for primary age pupils.

Celebration of Outcomes

Pupils' learning and achievements are regularly recognised and celebrated and include:

- The GLC awards
- The website
- Displays in classrooms and in shared spaces
- The Orsett Show, The Port of Tilbury Open Day
- Press releases
- Assemblies

Holiday Provision

Each GLC academy offers holiday provision to support working parents, to promote a healthy lifestyle and encourage pupils to develop independent learning skills.

We also recognise the importance of ensuring every pupil is as well prepared as possible for the next part of their education and at each GLC academy pupils have an entitlement to attend programmes to ensure they fulfil their full potential. This includes:

- ALPs
- Holiday School
- Tailored online support through things such as Google Classrooms

Transition

The GLC has also established a rigorous transition programme which aims to provide a seamless transition from primary to secondary settings. The key features are as follows:

- A one week transition at the Gateway Academy at the end of Year 6 for all students.
- A Holiday School programme that takes place in October, February, Easter and May to support the achievement of key skills for targeted pupils in Year 5 and 6.
- A year-long transition programme for those pupils identified as vulnerable consisting of regular trips to Gateway to acclimatise and an identified a key worker.

This policy links to the:

- Educational Visits Policy
- English/Maths policies
- Equal Opportunities
- Assessment, marking and feedback
- Behaviour

Appendix 1 – Curriculum Intent, Implementation and Impact for each subject

Art and Design

Art is the expression of creative skills and imagination through a range of media. The study of art opens students' minds to different styles of art from around the world and throughout history.

Intent: The art curriculum will ensure that all pupils:

- Will see and experience the world differently and to develop a life-long connection with art.
- Open their minds to different styles of art from around the world and throughout history and enable them to use what they learn to develop personal responses and develop the ability to express themselves through art.
- Will develop an increasing range of technical skills, but particularly drawing, and use these with increasing sophistication when exploring 2 and 3D media across a range of styles.
- Will learn to talk about art and to critically appraise their own art as well as that of major artists.

Pupils' version

I can express myself creatively through doing and being influenced by art: past and present; locally; nationally and globally.

Implementation

Teachers will:

- Plan and deliver lessons to develop the skills necessary to produce original work as pupils explore and record their ideas creatively;
- Ensure the curriculum focusses on the progression and continuity of skills over time to help pupils to develop fine motor skills to become proficient in drawing and other media including paint, print, textiles, sculpture and digital media;
- Promote the sketch book as a tool for pupils to organise their ideas and influences when planning, critiquing and producing their work;
- Provide frequent opportunities to talk about art demonstrating an increasingly sophisticated use of technical language and articulating an understanding that there are no rules in art, but you must be able to justify your thought process;
- Provide opportunities for pupils to learn to critically talk about the approaches and techniques of artists and to apply these in their own work;
- Expose pupils to the work of artists that equally represent the racial mix that characterises the UK as well as artists from now and the past and from the UK and across the world;
- Plan the curriculum to ensure the delivery of every pupils' entitlement to visit galleries and art in the community, as well as accessing the world of art through digital means;
- Celebrate pupils' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community;
- Provide opportunities for pupils to work in groups to foster confidence and creativity but as they progress they will increasingly work independently as they develop their personal responses to an artistic brief.

Impact

Pupils will:

- Be able to articulate a knowledge of, and appreciation of art in many forms, styles and contexts;
- Be able to produce art works with skill and creativity justifying the artistic intention underpinning the work;
- Have a lifelong interest in art.

Computer Science

Computer Science develops students' computational thinking, problem solving and their ability to be creative, equipping them to become critical thinkers in a constantly changing world.

Intent: the computing curriculum will ensure that all pupils:

- Develop computational thinking and creativity to become digitally literate citizens in an evolving world.
- Learn to be safe and responsible online.
- Develop skills in coding to create their own programs as well as a growing digital confidence with transferrable skills that they will be use across the curriculum and in the next stages of their lives.

[Pupils' version]

I will use my digital skills to solve problems and become a critical thinker

Implementation

Teachers will:

- Plan and deliver lessons to ensure that all pupils learn the importance of being responsible and safe online, understanding the legal and moral implications in order to minimize the risk to themselves and others;
- Ensure the curriculum focusses on the progression and continuity of skills over time to help pupils develop skills in coding for a range of practical and inventive purposes;
- Develop effective pedagogy to teach pupils with their own or shared devices; both in class and remotely;
- Ensure the curriculum planning covers appropriate software packages such as Microsoft Office and Goggle Suite.
- Ensure that real-word practical application and career guidance are at the heart of the delivery;
- Embed opportunities for pupils communicate their ideas and processes
- Carefully monitor pupils progress against key milestones and take swift actions to support those who fall behind
- Celebrate pupils' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community;

Impact

Pupils will:

- Understand and follow the E-Safety rules and to keep them safe online in order to be a responsible and respectful digital citizen;
- Be confident when using applications, programs and in various settings throughout their lives;
- Have a 'can do' attitude when engaging with technology and its associated resources;
- Have the skills of a digital citizen and as a result, will achieve well.

Design and technology

D&T represents one of the earliest forms of human creativity and problem solving. The study of D&T develops craftsmanship and resourcefulness in order to solve real and relevant problems.

Intent: the design and technology curriculum will ensure that all pupils:

- Learn specialist skills through the use of tools, machines and equipment using a wide range of materials, foods and ingredients;
- Research, design, make and evaluate a range of products through an iterative process to solve real and relevant problems;
- With confidence and ability, apply their skills in everyday situations. They will be resilient in the face of failure and will experience a sense of pride and achievement when they succeed.

Pupils' version

I can research, design, make and evaluate a range of products to solve real problems and understand how technology is shaping our world.

Implementation

Teachers will:

- Plan and deliver a scheme of work across technology disciplines [including Food] that develops pupils' creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- Teachers planning will:
 - Focus the planning on the implement of the design and manufacturing process through increasingly complex and challenging projects as pupils' progress through school;
 - Ensure pupils develop the skills to plan and execute a project from beginning to end;
 - Ensure pupils develop the skills to follow written and verbal instructions;
 - Ensure that pupils always work safely;
- Whenever possible teach the necessary theoretical knowledge through practical application and expert modelling;
- Engineer opportunities of pupils to work in teams as well as independently;
- Inculcate an appreciation of quality craftsmanship, design and functionality sometimes within a cultural and historic context;
- Provide opportunities for pupils to learn to effectively communicate their design ideas and increasingly make use of technical language to critique, evaluate and test their ideas and products and that of others;

Impact

Pupils will:

- Have a life-long passion for the subject and will want to achieve well;
- Plan and successfully execute practical DIY tasks at home;
- Have sense of wonder and enquiry about the technological world;
- Have the skills, knowledge, understanding and personal qualities to fully realise a design / job brief.

English

English is about communication – the key to *everything*. Understanding the English language and its literature empowers, transforms and connects you to the wider world.

Intent: the English curriculum will ensure that all pupils:

- Can communicate effectively through speaking and writing;
- Will develop a love of reading that will enable them to develop culturally, emotionally, intellectually, socially and spiritually and to both to acquire knowledge and to build on what they already know.
- Will have a love for words and will develop the skills of language that are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.
- Adopt the use Standard English with correct grammar in the appropriate contexts.

I will confidently communicate my thoughts and feelings through speaking and writing.

I can read with fluency and understanding for enjoyment and to gain knowledge.

Implementation

Teachers will:

- Plan and deliver a scheme of work that will focus on the progression of skills, knowledge and understanding over time in reading, writing and speaking;
- Adopt a wide range of engagement strategies [including the use of technologies] to motivate pupils and secure their learning;
- Provide opportunities for pupils to work independently and in groups and to demonstrate what they can do in a wide range of contexts including: within the classroom; in assemblies; through the publication and broadcasting of work etc work;
- Develop strategies and support to ensure that all pupils:
 - Develop the habit of reading widely and often, for both pleasure and information;
 - Acquire a wide vocabulary;
 - Have understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - Appreciate our rich and varied literary heritage
- Develop strategies including effective modelling to ensure all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Plan regular opportunities for pupils to engage in discussions and make formal presentation so with increasing sophistication, they can elaborate and explain clearly their understanding and ideas;
- Teach pupils to control their speaking and writing consciously and to use Standard English.
- Teach pupils the vocabulary they need to discuss their reading, writing and spoken language and to use the elements of spelling, grammar, punctuation;
- Model how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Impact

Pupils will:

- Make good progress from their starting points and achieve well;
- Have a lifelong love of reading both for pleasure and learning;
- Be able to communicate their opinions and feelings confidently in a range of contexts;
- Be able to write fluently in-order to communicate their ideas and emotions to others

Geography

Geography is the study of the earth, its landscape and environment as the home of people and all living things. It fosters curiosity about the world in which we live, the relationships between people and their environments and encourages active participation in changing it for the better.

Intent: the geography curriculum will ensure that all pupils:

- Have a knowledge of where places are and what they are like and a hunger to explore the wider world;
- Have an understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated;
- Have an extensive base of geographical knowledge and vocabulary which used to express well-balanced opinions;
- Will be fluent in geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Will have the ability to reach clear conclusions and develop a reasoned argument to explain findings.

Pupils' version

I understand how the world [local, national and global] works; the connection between the human and physical environments and my responsibilities to protect it.

Implementation

Teachers will:

- Use the scheme of work and planning to enable all pupils:
 - To investigate local, national and global places and environments
 - To communicate geographically using technical vocabulary
 - To investigate patterns;
- Use fieldwork to enable pupils to observe the human and physical features of the local environment;
- Employ technology and virtual reality experiences to provide pupils with near 'real life' opportunities to experience the world around them, such as replicating a rainforest in the classroom;
- Implement the agreed entitlement to trips and visits which develop pupils' geographical understanding of the world they live in;
- Provide opportunities for pupils to practise and refine their map skills in a range of contexts;
- Study key people who have, or are influencing, changes in the world and its climate;

Impact

Pupils will:

- Develop a sense of curiosity to find out about the world and the people who live in it and as a result achieve well academically;
- Understand about current issues in society and the environment in which they live;
- Develop a deep knowledge and appreciation of their local area and its place within the wider geographical context;
- Have a life-long ability to use skills and knowledge to navigate locally and have a wider global awareness;
- Pupils will be inspired to explore the United Kingdom and places of interest in the world throughout their lives and take enjoyment from doing so.

History

In History, students develop the ability to use knowledge, empathy and understanding to learn from the past to influence and shape the future

Intent: the history curriculum will ensure that all pupils:

- Learn from and about **our** local history, the history of the UK and its' community and that of the wider world;
- Understand about the key events and people from the past and that we are a part of history;
- develop skills to enable us to ask questions, think critically, empathetically;
- Take action for change. History helps us to understand the complexity of pupil's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils' version

I can empathise, investigate, understand and analyse key events in history [local, national and global] giving me a deep understanding the world both past and present.

Implementation

Teachers will:

- Use the scheme of work and planning to enable all pupils to:
 - Know and understand their local history, through an exploration of the backgrounds of our community and our belief that we must learn from the past to better understand the future;
 - Use historically grounded vocabulary to communicate confidently, intelligently, empathetically and without bias;
- Plan a curriculum that works within a coherent and chronological narrative, from the earliest times to the present day;
- Model and teach pupils how to use different sources to understand how people's lives have shaped this nation;
- Plan opportunities for all pupils to consider, from different viewpoints, how the UK has influenced and been influenced by the wider world;
- Plan a curriculum to include opportunities of pupils to understand, compare and contrast subject themes, such as migration, food and farming, location and society at key points in history and concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. We think of this as being on board a helicopter;
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.
- Carefully monitor pupils progress against key milestones and take swift actions to support those who fall behind
- Celebrate pupils' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community;

Impact

Pupils will:

- Have a detailed knowledge of history over time, but more importantly, will secure the skills needed to be a historian and as a result achieve well;
- Be equipped with the cultural capital [skills, knowledge, norms and values] to be good, well-informed open minded and responsible citizens;
- 'Look to history to help to grip the future' and actively affect positive change.

Mathematics

The study of mathematics provides a foundation for understanding and communicating through reasoning, logical thinking, and problem-solving.

Intent: The mathematics curriculum will ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge confidently and accurately;
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions;
- Recognise how mathematics permeates the world around them.

Pupils' Version

I recognise the importance of mathematics in life and in society will equip me with the knowledge and ability to solve real life problems.

Implementation

Teachers will:

- Plan opportunities for pupils to develop an appreciation of the beauty of mathematics as well as a sense of enjoyment and curiosity for the subject
- Appropriately use the concrete-pictorial-abstract approach to enable pupils to explore mathematics using structured imagery and apparatus in order to understand and explain mathematical concepts;
- Rigorously teach and reinforce basic arithmetic skills to ensure mathematical fluency and automaticity.
- Model and provide opportunities for pupils to communicate confidently and fluently [with a secure sense of number] to explore relationships and generalise;
- Plan high-quality provision that excites, challenges and requires deep thinking through contextual variation of task;
- Model a positive attitude and equip children with the confidence and resilience to take risks and persist;
- Provide opportunities for pupils to make rich connections across the areas of mathematics and use their knowledge across other subjects in the curriculum;
- Ensure that pupils are able to calculate accurately and efficiently, knowing when a mental strategy, jottings or a formal written method is appropriate;
- Model how to communicate mathematically using the correct vocabulary, diagrams and statistical graphs to explain their thinking where appropriate applying logical and critical thinking;
- Use questioning to: probe thinking, challenge, extend upon given answers, clarify, assess and support generalisation.

Impact

Pupils will:

- Make good progress from their starting points and achieve well;
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- Use mathematics confidently in their everyday life to have choices, plan and make decisions and to operate successfully in our world. This will ensure that our pupils are well prepared for the world of work and further study
- Have a good understanding of mathematics and use it to help them to secure employment using digital technology where appropriate.

MFL and Classics

The study of languages fosters a natural curiosity to explore other countries, cultures and customs and to communicate clearly and confidently.

Intent: the MFL curriculum will ensure that all pupils:

- Use languages [Latin, French and Spanish] to communicate in new and exciting ways while discovering the culture and customs of other countries.
- Can explore, through languages the history, music, food, dance and art, developing strong links across the curriculum.
- Confidence grows through the practice of oral and written communication in a multilingual society;
- Will recognise that learning another language is a valuable skill enabling communication with people from other places.
- Will instil confidence to communicate when abroad.

Pupils' version]

I will learn to speak another language and know about the people's, culture and customs

Implementation

Teachers will:

- Plan an engaging scheme of work that builds knowledge and skills incrementally and allows pupils to be immersed in the culture and customs of the target language. Lessons will include opportunities for pupils:
 - to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
 - to write phrases from memory and adapt these to create new sentences;
 - listen attentively to spoken language and show understanding by joining in and responding; *
 - to engage in conversations; ask and answer questions; express opinions and respond to those of others;
 - to write at varying length, for different purposes, uses the variety of vocabulary and grammar they have learnt; *
 - to learn about cultural awareness, develop an ability to see the world from different perspectives;
 - to develop creativity and problem-solving skills as they find new ways of understanding and communicating;
 - to appreciate stories, songs, poems and rhymes in the language;
 - to express ideas clearly and understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English;
- Confidently model, and provide pupils with the opportunity to speak in full sentences, using familiar vocabulary, phrases and basic language structures, developing accurate pronunciation and intonation. *
The starred (*) content will not be applicable to ancient languages.

Impact

Pupils will:

- Have a good knowledge of vocabulary and grammar and the confidence to use these in speaking, listening and writing activities that help to achieve well;
- Speak a modern foreign language with increasing accuracy and to be willing to take their language knowledge out into the world.

Music

Music enables students to become disciplined, creative and confident through listening, appraising, singing, playing, composition and performance inspired by a range of cultures and eras.

Intent: the music curriculum will ensure that all pupils:

- Learn rehearsal and performing skills through singing and playing percussion instruments.
- Open our minds to different styles of music from around the world and throughout history
- Will, by learning about and performing music, increase their self-confidence, creativity and sense of achievement.

Pupils' version

I will develop as a confident musical performer and will open my mind to music from around the world, both past and present

Implementation

Teachers will:

- Plan a curriculum that is focussed on helping all pupils to learn to sing and play percussion with accuracy and confidence, both on their own and in a range of ensembles;
- Carefully model good technical skills and teach the appropriate technical language as the need arises through the curriculum delivery;
- Provide opportunities for all pupils to perform, listen to and talk about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- The curriculum will be developed to include:
 - The study of musical styles including: Classical, Baroque, Romantic, Modern, Jazz, Soul, R&B and Pop]
 - Music from the Western World, Latin America and Asia;
 - The study of music forms including, Binary, Turnery, Rondo, Song, Symphonic Poem and Opera;
- Plan lessons to develop skills in rhythm and metre through a range of percussion instruments and movement;
- Continuously help pupils to explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.

Impact

Pupils will:

- Have a life-long engagement with music being open-minded to explore and appreciate different music both live and recorded;
- Develop a detailed knowledge, but more importantly the skills needed to perform and talk about many different types of music and as a result they achieve well.

Physical Education

PE motivates students to develop a range of skills and to adopt physically active lifestyles whilst also supporting their emotional and social well-being.

Intent: PE curriculum will ensure that all pupils:

- Develop good physical habits and open to participation in all curriculum activities;
- Develop and refine their skills in a wide range of disciplines including; games, athletics, gymnastics, swimming, dance and outdoor and adventurous activities;
- Learn how to work effectively in teams, small group and independently;
- Have opportunities to develop high levels of physical fitness;
- Learn how to adopt a healthy lifestyle, achieved by eating sensibly, avoiding unhealthy choices;
- Show initiative, lead others, be led, be reflective, be resilient and have excellent sporting attitudes;
- Will have opportunities to show leadership; to be proactive; to evaluate their own performance and that of others;
- Participate in extra-curricular sport and/or leisure activities;
- Understand the attributes and attitudes demonstrated by experts and elite sport people;

Pupils' version

I will develop my skills and knowledge in a range of sports and physical activities to help maintain a fit and healthy lifestyle.

Implementation

Teachers will:

- Plan a scheme of work that provides a balance across the full range of sports and activities;
- Create opportunities for competitive sport within the school, the GLC and beyond;
- Model the skills and attitudes to be successful;
- Design activities and ways of working that focus on pupils improving upon their personal best;
- Identify and use sport role models to exemplify the key skills, value, personal and physical attributes;
- Foster a 'sport for all' ethos and identify and nurture talent;
- Inculcate the importance of warm-up, taking part and cool-down stages of exercise;
- Chose and use published schemes and materials to enhance the curriculum such as Val Sabin and PE Primary [primary] and Sport Leaders Award [secondary];
- Make opportunities to support the develop pupils' character, culture, personal development and well-being;
- Help pupils to communicate effectively in a range of contexts [e.g. during a match] to develop and justify explanations and opinions;
- Celebrate achievement in all its forms;
- Provide advice and guidance to parents of pupils who show elite potential or who show an interest in a sport that is not covered by the curriculum;
- Promote the importance of being physically active for sustained periods of time and will focus on helping students to understand of the importance of this in promoting long-term health and well-being.

Impact

Pupil will:

- Have a lifelong engagement in health, sport and leisure;
- Have a knowledge of the health and well-being benefits regular physically activity;
- Have a good knowledge of different disciplines and as a result, will achieve well;
- Have an open-minded attitude to sport and be able to recognise and appreciate excellence.

Personal, Social and Health Education

PSHE is central to the development of each child, developing active and thriving citizens within a diverse fair and inclusive community.

Intent: PSHE will ensure that all pupils:

- Learn to develop their well-being, resilience, character and in-order to be confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse and equal community.
- Develop the skills and knowledge about rights and responsibilities in order to appreciate what it means to be a member of an inclusive community;
- Will know how to keep themselves and others safe;
- Develop critical thinking skills in-order to make informed choices based on knowledge gained.

[Pupils' version]

I appreciate the diversity of my community and understand my rights and responsibilities

I can use my critical thinking skills in order to make informed choices and stay safe

I will become a good citizen by adopting the GLC values

Implementation

Teachers will:

- Model and teach the GLC values;
- Plan and deliver lessons to enable pupils to use vocabulary to communicate confidently, intelligently, empathetically and to develop and justify personal opinions and choices;
- Choose and use published schemes and materials to enhance the curriculum;
- Weave all aspects of PSHE into all areas of curriculum planning;
- Plan discrete units such as Sex and Relationships Education;
- Consistently apply rewards and consequences as shown in the behaviour policy;
- Exploit opportunities through classrooms and whole school display;
- Enrich the curriculum by identifying influential people and experts to use as role models and choosing outside speakers, visitors and visits that develop all aspects of PSHE;
- Assess and provide opportunities to create a climate that promotes equality and removes barriers, especially for minority groups and those underachieving;
- Ensure there are a range of position of responsibilities for all pupils and actively support the academy councils;
- Liaise with other agencies such as local authority health teams;
- Work with parents to enable them to support their child's PSHE;
- Refer pupils as appropriate to inclusion services within and beyond their own academy.

Impact

Pupils will:

- Have healthy and loving relationships into adult life;
- Have a can do attitude to secure and retain employment;
- Live within the social norms to be responsible and respectful members of society;
- Be able to deal with hardships with resilience and positivity;
- Maintain physical habits and health.

Religious Education

Religious Education explores a range of different beliefs and cultures and the impact of religious beliefs students' lives and the lives of others.

Intent: the religious education curriculum will ensure that all pupils:

- Explore a range of different religious beliefs and develop an understanding of why people believe what they believe and the impact of religious beliefs on everyone's lives and the lives of others around us;
- Develop tolerance, self-awareness, respect and an understanding of our community and the world around us from a religious perspective/guiding moral principles.

Pupils' version

I have a knowledge of the world's major religions and their relevance in today's society. I understand and respect that people may have a different religious views [or none] to my own.

Implementation

Teachers will:

- Plan an engaging scheme of work that builds knowledge and skills incrementally and allows pupils to be immersed in the culture and customs of the world's major religions. The curriculum will include opportunities for pupils:
 - To visit religious buildings and meet with members of that faith e.g. Westminster Abbey, Sikh Temple;
 - Experience religious practices to better understand their significance;
- Ensure that the curriculum is balanced so that every pupil has an understanding of different religions and life within those religious beliefs;
- Create a classroom ethos where pupils are encouraged to open their minds to the ways of living and beliefs of others: where debate can take place in an environment where it is acceptable for pupils to have any faith, or no faith;
- Help pupils to understand that in order to achieve cohesion British society aims to value tolerance of all religions;
- Make a clear distinction between the meaning of faith, religion and religious denominations.

Impact

Pupils will:

- Have a comprehensive knowledge of the major world religions and as a result will develop as confident, caring and fulfilled members of a diverse and truly equal society;
- Have a deep understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives.
- Confidently and sensitively express an opinion about a religious belief and understand people may have a differing views;
- Show tolerance, respect and an understanding of those with different beliefs and of the world around them.

Science

Science is fundamental to understanding our world through observation, experimentation and enquiry.

Intent: the science curriculum will ensure that all pupils:

- Acquire the skills knowledge and understanding to develop a wonder and curiosity about the natural world and the world around them;
- Through the exploration of biology, chemistry and physics, will become rational thinkers and will understand how science has impacted on their world and their lives;
- Understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes and data to draw conclusions;
- Understand the role of science in our future health and prosperity.

Pupils' version

I will develop an understanding of the world around me [physical and natural] through logical thinking and experimentation.

Implementation

Teachers will:

- Model how to be a scientist at every opportunity;
- Develop a coherent scheme of work that integrates the disciplines of Biology, Chemistry and Physics. This will include areas such as:
 - Living thing: plants, animals and humans;
 - Evolution and inheritance;
 - Investigation of materials;
 - Forces and the physical world [including the earth's movement in space, electricity etc];
- Plan lessons allowing for a wide range of scientific enquiry, including the following:
 - Establish a hypothesis;
 - Undertake comparative and fair testing;
 - Research using secondary sources;
 - Observe and accurately record data to obtain results over time;
 - Seek patterns, classify and group;
 - Analyse data to draw conclusions and evaluate the process;
- Systematically plan and teach pupils to understand and use correct scientific vocabulary; to talk confidently and to apply their literacy and numeracy skills;
- Ensure that all pupils know how to access all parts of the curriculum safely;
- Effectively integrate key knowledge about influential scientists where most meaningful;
- Employ technology and resources in the classroom to enable pupils to work scientifically and to bring the curriculum to enhance the curriculum.

Impact

Pupils will:

- Have a detailed knowledge of the fundamentals of science and will secure the skills needed to be a scientist and as a result, will achieve well;
- Recognise the positive impact that science plays in their lives in areas such physical and sexual health, reproduction and sustainability;
- Understand that the only way to solve the major issues facing the human race and the planet is to work collaboratively through science to find solutions;
- Demonstrate a lifelong awe and wonder for the world in which they live.

Appendix 2 - Resource grid

<p>ROH & Thurrock Trailblazers (Royal Opera House)</p> 	<p>Thurrock Trailblazer is an innovative programme of high-quality arts and cultural activities, visits to heritage sites and specialist teacher training, that boosts creative learning in schools and accelerates pupils' development.</p> <p>Each year group is involved in some way with the creative arts programme: ballet, drumming, opera, design challenges and interactive stories.</p>	<p>Please talk to your individual school Cultural Champion about how your year group is participating.</p>
<p>Charanga</p> 	<p>It's a cloud-based resource that brings together great music, modern pedagogy and the latest educational technology. It supports all aspects of music in school following the national curriculum expectations, as well as providing pupils and their families with opportunities to continue learning and exploring music at home through Yumu.</p>	<p>https://charanga.com/si/te/ (web-based)</p> <p>Teacher login provided by operations manager.</p>
<p>Oddizzi</p> 	<p>A wealth of resources for the teaching of geography. Up to date photographs and maps, extension activities for those pupils who need challenge, also teacher's schemes of work to plan with.</p> <p>There are also non-fiction reading materials, along with independent follow-up activities for KS 1. This is a web-based curriculum tool which enables it to stay relevant and up to date with the ever-changing world.</p>	<p>https://www.oddizzi.com</p> <p>Teacher and children's login provided by operations manager.</p>
 <p>Science resources</p>	<p>On PiXL there are a range of resources that support the teaching of Science. These range from knowledge organisers, key questions, science recall cards and diagnostic tasks.</p>	<p>https://www.pixl.org.uk/</p>
<p>Thurrock agreed syllabus</p> 	<p>The syllabus for 2016 to 2021 that sets out what pupils should study in religious education (RE) from the ages of 3 to 19 in Thurrock.</p>	<p>https://www.thurrock.gov.uk/religious-education/syllabus-for-religious-education</p> <p>Password: SACRE2016</p>

Purple Mash



Purple Mash hosts an exciting mash-up of curriculum focused activities, creative tools, programs and games to support and inspire creative learning every day. It supports the computing curriculum through planning and resources. It also supports the wider curriculum including such resources as poems, newspapers, 3D models and animations.

<https://www.purplemash.com/login/>