

Curriculum Intent

At Thameside Primary School, we want children to be able to do more, know more and remember more! We have carefully considered the needs of our children and families when planning our curriculum. We want learning to be meaningful and memorable with high aspirations for every child which promotes a love of lifelong learning.

Our thoughtfully designed whole school map offers a broad and balanced curriculum with a clear focus on language development and enrichment. Skills and knowledge, for each subject area, are built upon from nursery through to year 6 to ensure all children achieve their full potential during their time with us and in preparation for the next stage of their education. We actively pursue meaningful links with the local and wider community to enrich the children's knowledge and experiences to enable them to develop as kind and respectful citizens, who are creative and courageous learners.

Overarching our curriculum are the 5Rs:

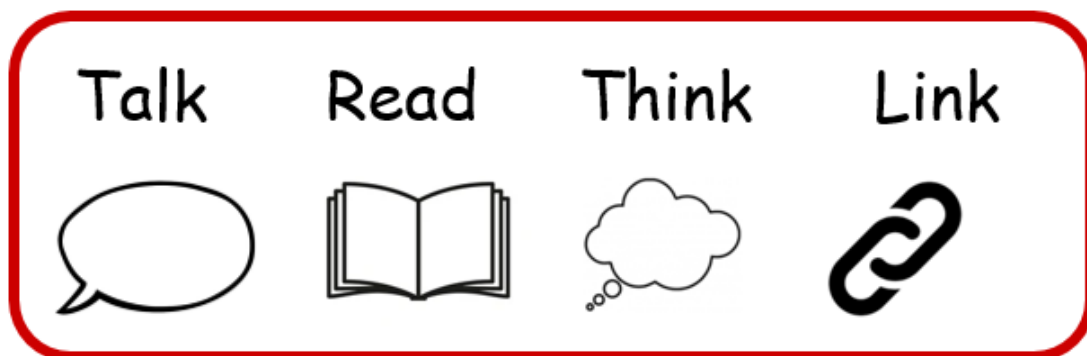
Respect, Responsibility, Resilience, Resourcefulness and Reflection.

Each term focuses on one of the six 'Learning to Learn' strands which are interwoven throughout our curriculum to support our children with the learning skills they need.

The six strands are:

- **Perseverance**
- **Listening and Empathy**
- **Collaboration**
- **Noticing**
- **Managing Distractions**
- **Imagining**

'Talk', 'Read', 'Think', 'Link' drives all the learning at Thameside. This is embedded across our curriculum.



TALK

Vocabulary and Oracy: 'Learning by doing' e.g. engaging in discussions

Having strong oracy skills and vocabulary to draw on is the foundation for children to express their feelings, ideas and opinions. These skills will help children develop a sound understanding of the world around them. Oracy skills and vocabulary are developed throughout the school to allow our children to make sure their voices are heard.

READ

Reading at the heart of everything:

Our 'beginning with a book' approach provides the children with a variety of high quality texts to introduce new ideas; spark imaginations; develop curiosity and have high aspirations. Books are used for enjoyment and to introduce new themes, makes links between subjects and build knowledge.

THINK

Extending Knowledge:

We understand that a child's ability to learn is based on gaining knowledge & building on prior learning; as well as the ability to use and apply any associated skills adeptly and competently. At Thameside we carefully consider each child's starting point when planning our curriculum opportunities, so that they broaden their knowledge and experience of the world around them.

Through our curriculum, we want our children to be:

- independent and resilient learners
- caring, active members of our local and wider community
- confident and expressive individuals
- tolerant and respectful of others
- creative and inquisitive thinkers

LINK

Making Links:

Making Links is an important part of our school approach. Common threads run through our whole school curriculum to enable opportunities for deep learning that are relevant to our children. High quality, authentic cross curricular links are made across and within subject areas to allow our children to make meaningful connections both in and out of school.

This curriculum has been developed over years, with a real consideration of what our children need in order to be successful learners. We have made decision based on a lot of the principals outlined in Mary Myatt's 'The Curriculum Gallimaufry to Coherence'. AFL (Assessment for Learning) is critical to our approach and based on the research and principle outlined by Dylan Wilams. We know that consistency is key in our school, so children aren't overloaded with changes as they move through the school, meaning they can concentrate their efforts on developing their skills and knowledge through our curriculum offer (cognitive load theory - Sweller et al 2011)

Curriculum Implementation

At Thameside we have developed a consistent approach to teaching and learning. This enables children and teachers to focus on doing more, knowing more and remembering more rather than learning new systems and procedures.

Early Years

The early years provide the building blocks that children need to develop their potential. Our Nursery and Reception classes focus on early language development and children's personal, social and emotional skills to ensure they are ready for the next stages of their education. A broad range of skills and knowledge are carefully planned to provide a good foundation for the broad and balanced curriculum they will meet across KS1 and 2.

Planning

Teachers are clear about what they need to teach in each subject and when. Themes have been chosen so that children build on previous knowledge and skills as they move through the school. The curriculum overview ensures that the National Curriculum is fully covered over their time in primary school. There is a consistent approach to implementing the long-term plan by using detailed unit plans which include the skills and knowledge progression for each year group. Teachers then carefully sequence lessons in a 'Learning Journey' that build on skills and knowledge and leads to a final outcome or purpose for their learning.

Professional discussion and ongoing training as well as support from subject coordinators, our academy trust and specialist subject consultants ensure that our teachers are up to date with teaching pedagogy and subject knowledge.

Assessment for Learning

Throughout the teaching sequence teachers check the children's understanding, identify and tackle misconceptions and provide clear informative feedback. This enables teachers to amend their teaching to meet the needs of all children. Our teachers are skilled at using a range of AfL techniques including:

- Targeted questions
- Thinking time
- Whiteboard responses
- Talk partners
- Checking class understanding (e.g using quizzes, 1:1 or group conversations)
- Checking children's work

Metacognition

Based on research by the Education Endowment Foundation teachers help children to develop their metacognitive skills to improve their understanding and skills of themselves as a learner. Regular peer and self-assessment is used as well as direct teacher feedback so that children know what they need to do next to progress.

Learning Environment

Each classroom is set up to help children manage cognitive load so that they are not distracted by their surroundings. Working walls are used to support children with their current learning and make clear the sequence of learning they are undertaking. Classroom resources are clearly labelled and accessible to develop independence. Resources for specific lessons are carefully chosen to enhance children's skills, knowledge and understanding.

'The Thameside Twelve'

'The Thameside Twelve' is key to implementing our consistent approach to teaching and learning across all subjects.

THE THAMESIDE TWELVE	
Learning Objective and Success Criteria	<ul style="list-style-type: none"> - Child friendly - What the children will <i>learn</i> not what they will <i>do</i>. - Achievable - Displayed throughout the lesson - Success criteria are steps towards achieving the learning objective - Success criteria should have examples where possible
Assessment for Learning (AfL)	<ul style="list-style-type: none"> - Teaching is informed by previous assessment - Lessons are adjusted based on assessments made - Informs children's targets - Informs flexible groupings - Informs need for pre-learning, keep-up sessions or catch-up sessions - Use: whiteboards; questioning; self-assessment; mini-plenaries; input from other adults
Challenge for All	<ul style="list-style-type: none"> - Provide high challenge – Low threat (Mary Myatt) - Targeted questioning - Develop opportunities for children to challenge themselves
Questioning	<ul style="list-style-type: none"> - Open questioning - Use different types of questions (e.g. Bloom's Taxonomy) - Targeted questions
Oracy and Talk for Learning	<ul style="list-style-type: none"> - Use a variety of techniques including: No-hands up; Talk partners; P4C; Storytelling - Developing vocabulary (e.g. Word Aware) - Ensure all children have a voice - Develop regular opportunities for public speaking to promote confidence
Modelling	<ul style="list-style-type: none"> - Clear visual demonstrations of what children are being expected to do at every stage of the learning e.g. planning, writing, editing. - Model all aspects of T&L expectations (e.g. presenting work; completing GTGs; target practice) - Display examples of modelling so children can use it - Use 'I do, we do, you do'
Learning to Learn	<ul style="list-style-type: none"> - The 5 Rs - The 6 Learning Strands - Managing 'The Learning Pit' - 3/4 Before Me - Children learning to take responsibility for their learning (inc. homework, reading, presentation)
Positive Behaviour	<ul style="list-style-type: none"> - Every Child, Every Chance, Every Day - Calm, consistent and positive at all times - Refer to school rules and British Values - No shouting
Pupil Engagement	<ul style="list-style-type: none"> - Whiteboards - Talk Partners - No hands up - Using the outdoors - Taking a pride in their work: neat handwriting/presentation; completing tasks
Working Walls	<ul style="list-style-type: none"> - Current and relevant - Support children's learning - Modelled examples and vocabulary + definitions - Clear learning journeys
Feedback & Assessment	<ul style="list-style-type: none"> - Dedicated time is given to reflect on learning and act on feedback - Use of Tickled Pink and Green to Grow (KS1/2) - Use of Red Reflection Pens and Purple Polishing Pens by children (KS1/2) - Oral feedback is given throughout the lesson - Ensure non-negotiables are picked up (KS/2) e.g. handwriting, capitals, full stops are picked up) - Evidence from feedback and assessment informs teaching and learning
Outcomes	<ul style="list-style-type: none"> - Planned outcomes for units of work (e.g exhibitions, presentations, work sharing, debate, letters) - Outcomes demonstrate skills and knowledge acquired and/or provide enrichment opportunities - Whole class books/Sway/presentations show the sequence of teaching across a unit and are used as a prompt to remember previous learning.

Impact – Assessment of the impact of Teaching & Learning

Assessment of different forms are carried out throughout the teaching & learning process. Information from assessments informs children, teachers, senior leaders and parents of the progress and outcomes of the work that is taking place at school.

Impact is measured through:

Formative assessments

This includes:

- Targeted questions
- Class, group and 1:1 discussions
- Whiteboard responses
- Self and peer assessment
- Observations
- Checking children's work
- Final outcomes at the end of a unit of work

Summative assessments

This includes:

- Baseline assessments in Nursery and Reception
- Tapestry in Nursery and Reception
- Little Wandle phonics assessments
- AR (Accelerated Reader) assessments
- SEND assessments
- Statutory assessment points
- Moderation (internal and external)

Additional assessments

This includes:

- Pupil voice
- Parent voice
- Attendance, exclusion and behavior information
- Engagement in events
- VAT school reviews