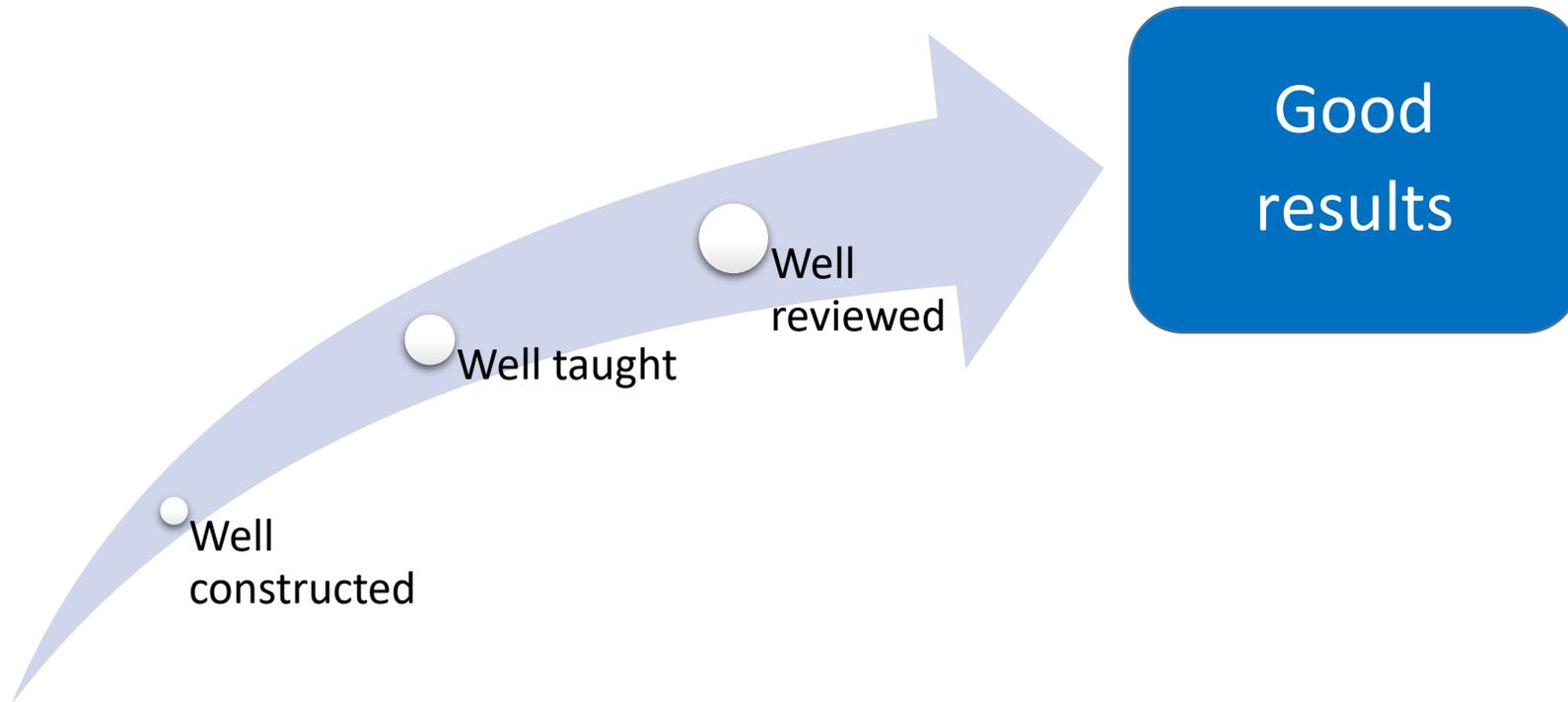


Curriculum for All



Aim: pupils will know more, remember more and be able to do more



Summer term 2021

	Subject leaders	Pupils
Intent	<p>Subject leaders will:</p> <ul style="list-style-type: none"> • Have a clear understanding of the start and end points in the subject (from EYFS to Y6). • Know the endpoints of skills and knowledge in each phase for their subject. • Identify gaps due to COVID-19 and amend long term plans accordingly to ensure the curriculum is sequenced appropriately for pupils to be on track to meet end points. • Ensure teachers have effective scaffolding in place to enable SEND and PPG are able to access subject specific skills and understanding. 	<p>Books will show year group expectations of curriculum content.</p> <p>Pupils' gaps in knowledge and understanding will begin to close.</p> <p>SEND and PPG pupils are able to access subject specific skills and understanding. This will be evident in books.</p> <p>Pupils can verbalise what their teacher does to help them access the learning.</p>
Implementation	<p>Subject leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers present key concepts clearly. • Ensure that WALTs will be skills-based and age appropriate. • Ensure that teachers use challenging vocabulary and model effective speaking, listening and reading in all subjects. • Identify gaps in teacher's subject knowledge and plan support to address this. • Ensure teachers provide feedback to children verbally and, where appropriate, in writing. This may be done 1:1, small group or whole class. • Ensure teachers use assessment sheets to record pupils' understanding which then informs next steps in planning and identifies pupils who need further consolidation, support or extension. • Ensure that teachers will provide a termly summative assessment for pupils working at, above or below ARE. 	<p>Books will display evidence of learning tasks which are focused clearly on the key concept/ skill.</p> <p>Pupils will be able to describe how their teacher explains the learning clearly and coherently to them.</p> <p>Pupils will be able to articulate how all adults check their understanding and address misconceptions.</p> <p>Pupils will be expected to respond to questions/discussion using the subject specific vocabulary provided and in full sentences.</p>
Impact	<p>Teaching across the school is effective and as a result, pupils have made progress from their starting points.</p> <p>Teachers know if each pupil is working at, above or below ARE.</p>	<p>Pupils have made progress from their start points in relation to identified key learning.</p>



	Subject leaders	Pupils
Intent	<p>Subject leaders will:</p> <ul style="list-style-type: none">• Have a clear understanding of the start and end points in the subject (from EYFS to Y6).• Know the endpoints of skills and knowledge in each phase for their subject.• Identify key knowledge in the subject and prioritise this in long term planning.• Ensure that pupils with specific needs (who may or may not be SEND) are considered when planning. For example, a child who struggles with organisation will need support to clear their desk prior to starting a science experiment.• Ensure that all staff, including new to Lodge Farm, know the curriculum long term plan for their year group and have all the information on resourcing to deliver the curriculum effectively. <p>The curriculum:</p> <ul style="list-style-type: none">• Is sequenced appropriately for pupils to be on track to meet end points.• Is designed in order for all pupils to access subject specific learning, including those with SEND	<p>Books will show year group expectations of curriculum content.</p> <p>Pupils' gaps in knowledge and understanding will begin to close.</p> <p>SEND and PPG pupils are able to access subject specific skills and understanding. This will be evident in books through appropriate resourcing and scaffolding.</p> <p>Pupils can verbalise what their teacher does to help them access the learning.</p>



Implementation	<p>Subject leaders will ensure:</p> <ul style="list-style-type: none"> • That all teachers present key concepts clearly and encourage appropriate discussion. • WALS are skills-based and age appropriate. • That teachers use challenging vocabulary and model effective speaking, listening and reading in all subjects. • That teachers use assessment sheets to record pupils' understanding which then informs next steps in planning and identifies pupils who need further consolidation, support or extension. • That teachers provide effective feedback to children verbally and, where appropriate, in writing. This may be done 1:1, small group or whole class. All feedback is the start of change and should impact directly on the pupil's progress. • Provide support to develop teachers' subject knowledge. • That teachers will provide a termly summative assessment for pupils working at, above or below ARE. 	<p>Pupils will be able to articulate what they have learnt in subsequent lessons and how that links with the learning today.</p> <p>Pupils will be expected to respond using subject specific vocabulary and full sentences.</p> <p>Books will display evidence of learning tasks which are focused clearly on the key concept/ skill.</p> <p>Pupils will be able to describe how their teacher explains the learning clearly and coherently to them.</p> <p>Pupils will be able to articulate how all adults check their understanding and address misconceptions.</p> <p>Pupils will be expected to respond to questions/discussion using subject specific vocabulary and in full sentences.</p>
Impact	<p>Teaching across the school is effective and as a result, pupils have made progress from their starting points.</p> <p>Teachers know if each pupil is working at, above or below ARE and can articulate next steps.</p>	<p>A greater proportion of pupils are in line with ARE.</p> <p>Increased number of pupils make accelerated progress from their starting points.</p>



	Subject leaders	Pupils
Intent	<p>Subject leaders will:</p> <ul style="list-style-type: none">• Know the curriculum content for their subject• Have a clear understanding of the start and end points in the subject (from EYFS to Y6).• Know the endpoints of skills and knowledge in each phase for their subject.• Ensure that Knowledge and skills for the subject are progressive and have been prioritised with the context of Lodge Farm in mind.• Identify teachers who require support in their teaching of the subject and provide personalised development where necessary. <p>The curriculum:</p> <ul style="list-style-type: none">• Is continually evaluated and reviewed to ensure any changes to national agenda or extreme circumstances (such as COVID pandemic) are take into account and the progression of skills from EYFS to Y6 are altered accordingly.• Has been designed and taught so that pupils read at an age appropriate level.• Is designed in order for all pupils to access subject specific learning, including those with SEND	<p>Books will show year group expectations of curriculum content.</p> <p>Pupils' books will demonstrate alterations to the curriculum in terms of content when necessary but will continue to be progressive in nature.</p> <p>SEND and PPG pupils are able to access subject specific skills and understanding. This will be evident in books through appropriate resourcing and scaffolding.</p> <p>Pupils can verbalise what their teacher does to help them access the learning.</p> <p>Books will demonstrate texts that are appropriate for each child's reading ability.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p>	<p>Subject leaders will ensure:</p> <ul style="list-style-type: none"> • That resources are accessible, appropriate and well organised. • That teachers present key concepts clearly and encourage appropriate discussion. • WALTs are skills-based and age appropriate. • That teachers have strong subject knowledge and use this to plan innovative and inspiring lessons. • That teachers use challenging vocabulary and model effective speaking, listening and reading in all subjects. • That teachers provide effective feedback to children verbally and, where appropriate, in writing. This may be done 1:1, small group or whole class. All feedback is the start of change and should impact directly on the pupil's progress. • That teachers use assessment sheets to record pupils' understanding which then informs next steps in planning and identifies pupils who need further consolidation, support or extension. • That teachers provide a termly summative assessment for pupils working at, above or below ARE and be able to mention specific pupils who excel or need more support. 	<p>Pupils will be expected to respond using subject specific vocabulary and full sentences.</p> <p>Pupils will be able to articulate what they have learnt in subsequent lessons and how that links with the learning today.</p> <p>Books will display evidence of learning tasks which are focused clearly on the key concept/ skill.</p> <p>Pupils will be able to describe how their teacher inspires them and helps them to learn.</p> <p>Pupils will be able to describe a lesson where resources were used that inspired, motivated and help them to understand the concept.</p> <p>Pupils will be able to articulate how all adults check their understanding and address misconceptions.</p> <p>Pupils will be expected to engage in questions/discussion using subject specific vocabulary and in full sentences.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<p>Teaching and learning across the school is effective and as a result, pupils have made progress from their starting points, with an increasing number reaching ARE.</p> <p>The curriculum is fit for purpose and enriches children's learning, preparing them for the future in terms of both knowledge and skills.</p>	<p>A greater proportion of pupils are in line with ARE.</p> <p>Increased number of pupils make accelerated progress from their starting points.</p> <p>Pupils will read widely and often</p>



	Subject leaders	Pupils
Intent	<p>Subject leaders will:</p> <ul style="list-style-type: none">• Know the curriculum content for their subject• Have a clear understanding of the start and end points in the subject (from EYFS to Y6).• Know the endpoints of skills and knowledge in each phase for their subject.• Be able to articulate how the curriculum for their subject matches both national expectations and the needs of pupils at Lodge Farm• Ensure that appropriate resources are in place to deliver a rich and challenging curriculum.• Communicate with colleagues effectively to ensure expectations are met. <p>The Curriculum:</p> <ul style="list-style-type: none">• Will be designed to accurately reflect the context of Lodge Farm and gaps within our pupils' knowledge and skills, with great awareness of SEND and pupil premium children.• Extends and nurtures pupils who display an aptitude for a specific skill and supports those with personalised needs.• Has been designed and taught so that pupils read at an age appropriate level.	<p>Books will have evidence of learning tasks that are in line with year group expectations and are relevant to pupils at Lodge Farm.</p> <p>Pupils' books will demonstrate learning which is progressive and sequential in nature.</p> <p>SEND and PPG pupils are able to access subject specific skills and understanding through carefully designed tasks and appropriate differentiation/ reasonable adjustments.</p> <p>Pupils can verbalise how their teacher helps them to learn, drawing upon a wide range of strategies, including resources.</p> <p>Books will demonstrate texts are differentiated and appropriate for each child's reading ability.</p>



Implementation	<p>Subject leaders will ensure:</p> <ul style="list-style-type: none"> • All teaching is effective • That teachers present key concepts clearly and encourage appropriate discussion. • That teachers use challenging vocabulary and model effective speaking, listening and reading in all subjects. • That all WALTs are skills-based and age appropriate. • Resources used match the intent of the curriculum, enable progression throughout the key stages and support a sequence of learning. • That teachers use a wide range of assessment to assess pupil's understanding to help pupils embed and use knowledge fluently. • Feedback is provided in a wide range of effective and consistent ways to enable pupils to make progress. 	<p>Pupils can discuss key concepts using subject specific vocabulary, drawing on their long term memory and apply knowledge and skills across different curriculum areas.</p> <p>Books will display evidence of learning tasks which are meaningful and focused clearly on the key concept/ skill.</p> <p>Pupils will be able to describe how their teacher inspires them and helps them to learn.</p> <p>Pupils will be able to talk animatedly about the resources used in the subject and how teachers use these to motivate, generate discussion and aid understanding.</p> <p>Pupils will be able to explain in detail how all adults check their understanding and address misconceptions.</p>
Impact	<p>Subject leaders are effective at leading their subject, which is shown through pupil outcomes and progress.</p> <p>The curriculum is fit for purpose and enriches children's learning, preparing them for the future in terms of both knowledge and skills.</p>	<p>Pupils will know more, remember more and be able to do more.</p> <p>Pupils will achieve the endpoints as set out by the subject leaders.</p> <p>Pupils read widely and often.</p>