



# Curriculum Offer 2023-2024

## Engage

Let's Think!

Engage learners through stimulating activities that have purpose making use of the environment and the community.

## Develop

Let's Learn!

Develop learners knowledge, skills and understanding through high quality teaching.

## Innovate

Let's Explore!

Innovate allows children to use and apply their knowledge, skills and understanding through a negotiated process facilitated via a knowledge provocation.

## Express

Let's Apply and Reflect!

The opportunity for children to Express their learning and share their understanding with others.

### Our Intent – what we want our curriculum to achieve every minute of the day

At Teagues Bridge Primary School, all staff and governors want every child to be motivated to be the very best learner they can be, by embedding knowledge in their long-term memory that they can draw upon for subsequent learning. This ability to learn is underpinned by the teaching of substantive and disciplinary knowledge of skills, concepts and values linked to the Early Years foundation stage profiles and Primary National Curriculum. Our curriculum is a sequential curriculum where key concepts/golden threads are presented repeatedly throughout the curriculum. Following on from the curiosity-led and child-initiated learning in Early Years, our enquiry-based curriculum is progressive in both knowledge and skills. It is rich and vibrant and challenges all learners.

At Teagues Bridge, we constantly provide enhancement opportunities to engage learning as we believe that childhood should be a happy, investigative, and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Children will leave Teagues Bridge with a sense of belonging, where they have the confidence and skills to make decisions, self-evaluate, make connections, and become lifelong learners.

They will have integrity and a moral compass to support them through their journey into, and through childhood, to adulthood. Our vibrant and rich curriculum is designed so that children are not only taught the knowledge appropriate to their year group, but the skills and vocabulary to enable them to be successful across the curriculum. The ambition for our children is reflected in the breadth, balance and culturally rich design of the curriculum which has been based on both the National Curriculum outcomes and the perceived needs of our community and global diversity.

We are dedicated to developing our children to become well-rounded citizens, who show tolerance and respect, and who value the diversity of our community and the wider world. We want to ensure our children grow into caring, responsible, and positive members of the community through promoting the British Values and spiritual, moral, social, and cultural development. Together we will develop children to be confident, respectful, resilient, and happy individuals. Through a child-centred, engaging, and meaningful curriculum, which is underpinned by developing a love of reading, children will leave with the skills to become lifelong learners. They will know how to keep themselves safe and how to be safe in the local community and the wider world.

Reading is at the heart of Teagues Bridge's curriculum. We believe that reading is a fundamental skill which enables children to access all areas of learning, ensuring they can make progress and succeed. Our aim is for children to view reading as an enjoyable and worthwhile activity and develop a love of reading. We want them to become fluent and confident readers who can read a range of fiction, non-fiction genres and poetry. Our curriculum is designed so that, alongside reading for pleasure, children develop the ability to use their reading skills to research and gather new knowledge and understanding.

Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

We ensure that every child is school and classroom ready daily, by teaching our pupils how to build learning power through motivation, attitude, gumption, I-learn and communication, which are referred to as Magic Habits. These are discussed and shared with children and displayed to remind children of ways to build their learning power. At Teagues Bridge, we are a values-based school. We believe it is essential to teach key values and empower children; ensuring they are ready for Life beyond Teagues Bridge. Our values-based curriculum is a vital way of promoting and enhancing the children's social, moral, spiritual, emotional and academic well-being. A value is a principle that guides our thinking and behaviour. We can call on these values to help us make the right choices, especially when we are faced with difficult decisions. Throughout the year, the children will focus on a different value each half term such as appreciation, kindness. We will teach these by introducing values in school assembly, by thinking carefully about the important words associated with these values.

Through discussing these values, in detail, we will develop the children's understanding and their ethical vocabulary. We will empower the children so they can describe them to each other and so they can spot them in themselves and others.

At Teagues Bridge, we believe that a happy child is a successful one – therefore emotional wellbeing and mental health is at the heart of our aspirations. Our school is united by everyone's dedication to maximising pupils' personal development and wellbeing. All staff understand that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. Consequently, mental health and wellbeing is embedded across the curriculum to allow us to develop mentally happy and healthy children who are ready to take on the challenges they may face in school and beyond.

All of our children need the implicit curriculum to ensure that they are emotionally ready to learn. For some children, an implicit curriculum is the most significant as they are not in an emotional state that allows them to be healthy learners. These are our most vulnerable pupils. For these children, the SENDCo, liaising with the class teacher, and the Inclusion Mentor, plans provision to support their individual needs. Their intent is to support children in self-regulating and the ability to be part of their class learning. For some this is a short-term intervention – for others, a longer-term support. For children, who have an identified emotional health and wellbeing need, or those whose home life is difficult to make sense of, an adult checks in with that child at the start of each day and greets them. This means that we understand the start of the school day the child has had, whether or not they have had breakfast and if relationships between the child and adults at home were secure when they left home. The relationship with parents and carers is therefore an essential one – bridging the understanding between home and school. At Teagues Bridge, we believe that parents and carers complete the relationship with the school and child.

Once children are emotionally ready to learn, we want to inspire them with new and varied experiences every half term, learning and rehearsing age-appropriate knowledge and skills to access the curriculum. Speaking and listening, the development of vocabulary and early reading, writing and number are essential for children in the reception year. After this there is a clear focus on developing phonemic understanding; so that pupils become fluent readers and writers; with the ability to read across the curriculum, an essential skill to access all aspects of learning. A secure understanding of mathematical concepts, coupled with fluency, is essential and a clearly defined expectation. Our explicit curriculum is based on our four-stage philosophy: Engage, Develop, Innovate and Express. This supports the Early Years' philosophy of pupil fascinations, awe and wonder, with engaging hands-on learning and play, the development of knowledge and skills and the opportunity to plan, do and review; to ensure that pupils know, can remember and apply the knowledge and skills they have been taught.

The way the curriculum is planned, taught and evaluated means that pupils have a real voice in their curriculum as it is reviewed by the curriculum leaders on a regular basis by taking into account the views, needs and wants of pupils. This is also true of the many pupil voice groups within school - School Parliament, SAS Crew (a children's safeguarding board), E-safety Crew (E-Safety), Librarians and Playground Pals (playtime ambassadors)

From the minute children step into school in the morning, they are greeted by an adult in their class, making the connection that allows them to feel safe and reduce anxiety. This happens again after break and lunchtime and is completed at the end of the day when they are wished goodbye. Classroom organisation aids children to know what is expected of them once they have put away their coats and bags. Independence is encouraged from Reception upwards, creating a relationship with rather than a dependency on adults.

At break and lunch times, there are some children who cannot access a healthy and safe period of time outside. These children have alternative arrangements made for them, accessing social skills support and indoor provision at this time, making use of the outdoor area once it is free from others. In this way, all children can access a safe and happy period of relaxation. At lunchtime, some children will choose to eat with a member of staff; these are children who need to make an emotional connection throughout the school day. At the end of the school day, there are varied after school provisions: including sports, the arts and cultural learning opportunities. School subsidises some of these to make them accessible to all.

### Imaginative Learning Projects (ILP)

Every half-term, we inform parents about the curriculum offer for their child. Over half a term, children will have a memorable experience, a range of learning opportunities to develop their substantive and disciplinary knowledge and skills, and then demonstrating how they can use and apply the knowledge and skills they have been taught, with an opportunity to express what they have learnt to others and other audiences. Sometimes, the project is just for the child's class, whereas at other times, it is a whole school project, giving children the sense of collaboration and the excitement of seeing what other classes have learnt - through sharing. This process forms our four-stage philosophy of **Engage, Develop, Innovate and Express**.

#### The four stages:

- Engage – Stimulating and engaging the curriculum
- Develop - Implementing the curriculum
- Innovate - Evaluating the impact of the curriculum
- Express- Evaluating the impact of the curriculum

## Implementation of the curriculum; how it will be taught



In order to engage every child, we ensure that they:

- Take an active part in memorable first-hand experiences
- Begin to read and research about their new theme using a range of source materials
- Ask their own enquiry questions
- Complete a home learning task
- Develop spoken language skills in different situations and with a range of people
- Take part in sensory activities
- Identify possibilities for future learning

Teachers will support the Engage Stage by:

- hooking learners in with a memorable experience
- setting the scene and providing the context
- asking questions to provoke thought and interest
- using interesting starting points to spark children's curiosity



In order to develop every child, we ensure that they:

- Delve more deeply into the theme
- Develop an understanding of new concepts and skills
- Acquire new substantive and disciplinary knowledge
- Practise and master new skills
- Make links between subjects across the curriculum
- Revisit previously learnt knowledge and skills
- Compose, explore, make, do, build and investigate
- Use transferable knowledge and skills in different subjects and contexts
- Read and write for different purposes and audiences
- Follow pathways of enquiry based on their own interests
- Explain and describe their learning and understanding

Teachers will support the Develop Stage by:

- Teaching substantive and disciplinary knowledge to provide depth of understanding
- Demonstrating key skills and allowing time for consolidation through repeated
- Providing creative opportunities for making and doing
- Delivering reading, writing and talk across the curriculum

Impact - Evaluating the impact of the curriculum



In order to show how innovative they can be; every child will have the opportunity to:

- Apply skills, substantive and disciplinary knowledge and understanding to real life and imaginary contexts
- Show enterprise in solving problems and resolving situations
- Use their thinking skills to explore possibilities
- Build on their self-esteem and confidence
- Reflect upon and identify their own needs, skills and understanding
- Work in pairs, groups, as a whole class and independently
- Take on different roles and responsibilities

Teachers will support the Innovate Stage by:

- Providing imaginative scenarios for creative thinking
- Enabling and assessing the application of previously learnt knowledge and skills
- Encouraging enterprise and independent thinking
- Facilitating group and independent work to solve problems



In order to express every child will have the opportunity to:

- perform, present and become the experts
- evaluate, finish products, processes and progress
- link what they have learnt to starting points or initial observations

- reflect on their own learning of knowledge and skills
- share their achievements with parents, peers, the community and beyond
- celebrate their achievements

Teachers will support the Express Stage by:

- encourage reflective talk by asking question
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for knowledge and skills

### Assessment of the curriculum

#### In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- assessment for learning task at the start of lessons
- rich question and answer sessions during lessons
- Retrieval activities.
- marking of pupils' work using written and verbal feedback
- observational assessments (e.g. during the Innovate stage)
- regular short recap activities to assess knowledge
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- use of the appropriate Assessment Arrangements for pupil writing
- child self-assessment and reflection on learning



At Teagues Bridge, we use progression grids, which identify key knowledge we want the children to learn, as a tool to support our formative assessment methods. They break the programmes of study into year group and mixed year group expectations to show a clear progression of knowledge and skills. These are based on age-related expectations and are the essential knowledge that each child must achieve within key points in the year (non-negotiables). Running through the foundation subjects are Golden threads, these threads move through every year group and knowledge builds up over time linked to the golden threads.

At Teagues Bridge it is our aim to ensure that children leave year 6 ready for the next part of their learning journey and well equipped to be good well rounded citizens.