

Focused Priority 2	Curriculum intent and implementation				
What will be different for children (emphasise learning & achievement)	The Victoria Primary Academy curriculum is ambitious and meets the requirements of the national curriculum, enabling increasing proportions of learners to make good progress in all year groups, leading to an increase in standards in Reception (GLD) Year 2 and Year 6 (RWM). The curriculum offer includes both taught and untaught curriculum elements, ensuring pupils have quality opportunities to progressively build on their skills both inside and outside the classroom and supporting pupils to demonstrate the Victoria Values.				
Success criteria					
<ol style="list-style-type: none"> 1. A clear and concise curriculum intent underpins the whole academy curriculum 2. The academy curriculum offer encompasses taught and untaught elements and supports the development of the whole child 3. A plan, do, review cycle of shared book looks and learning reviews enables class teachers to reflect on and improve learning outcomes for pupils 4. Victoria values and the LORIC attributes are integral to the curriculum at VPA 5. Curriculum leaders monitor their subject with precision and are able to offer development points and next steps 					
Key People		Funding & Resources			
Hayley Scargill Jane Wall		£750 x 4 development days with Edison Cost of joining subject organisations Mary Myatt: The Curriculum from Gallimaufry to Coherence £11.10 x 20 Curriculum budget for new resources £600 per year team			
Actions (and those responsible)		Who monitors?	Who evaluates? *	When	Check Date when completed
Formulate a curriculum intent for VPA (SC1)		JW	HS	Sept 2019	30.9.19
To ensure the curriculum at VPA is understood in its widest sense, involving all aspects of school life, both taught and untaught elements (SC2)		JW	HS	April 2020	
Ensure Victoria Values and LORIC attributes are integral to the curriculum offer (SC4)		JW	HS	Sept 2019 Then ongoing	
Devise curriculum statements for each subject/area, linking to the national curriculum and outlining pupil entitlement for each element of the curriculum (SC1 and SC2)		JW	HS	Dec 2019	7.10.19
Introduce the use of the QFTL as a reflective journal to ensure all teacher are able to self-assess and set personal areas for improvement (SC2 and SC3)		Team leaders	HS	Sept 2019 Then ongoing	23.9.19

A plan, do, review cycle of shared book looks and learning reviews introduced (SC3 and SC5)	Team leaders	HS	Sept 2019 and ongoing	See training schedule
Curriculum leaders are able to summarise their vision for their subject and link this to the Victoria Values and LORIC attributes (SC1)	JW	HS	Oct 2019 Mar 2020	7.10.19
The teaching team review the current curriculum using the Edison curriculum review materials (SC2)	JW	HS	Oct 2019 ongoing	21.10.19
Key documents for planning are established and clear, including subject leader overview, long term planning, entitlements (SC2 and SC5)	JW	HS	Dec 2019	6.1.20
Monitoring cycles for curriculum leaders established that link to the long term planning (SC5)	JW	HS	Dec 2019	6.1.20
Key opportunities/experiences for each subject/year established (SC2)	JW	HS	Oct 2019 Dec 2019 Mar 2020	
Parent voice collated about what they would like from the curriculum (SC1)	JW	HS	Nov 2019 Mar 2020	
Define 'beautiful work' and use this concept to support learning (SC2)	JW	HS	Ongoing, beginning Jan 2020	16.1.20
Use the new FFT tracking system for science and foundation subjects – add in key questions for subject areas for teachers to assess against (SC2 and SC5)	JW	HS	Jan 2020	5.1.20
Select 6 key curriculum words from whole school intent, use these as drivers for the curriculum in classes and share with parents. Term 3 word – curiosity (SC1)	JW	HS	Ongoing, beginning Jan 2020	17.12.19
Curiosity key curriculum word introduced to classes in assembly led by HS (SC1)	HS	JW	Jan 2020	13.1.19
All classes to have world/UK maps and globes, to be used as an interactive learning tool (SC2)	NW	HS	Feb 2020	
All classes to have a history timeline to be used as an interactive learning tool (SC2)	JW	HS	Feb 2020	

Evaluation:

SC1: A clear and concise curriculum intent underpins the whole academy curriculum

Impact Review February 2020

A curriculum intent statement has been devised alongside the teaching team. This has been extensively discussed to ensure a common understanding of what our curriculum vision is. It is closely matched to the unique features of Victoria Primary Academy. The intent has been shared with directors. Curriculum leaders annotated the intent to demonstrate how their subject links to and forms part of the whole academy intent. Curriculum leaders are able to link academy

values and the LORIC characters to their intent, some leaders are able to summarise their vision, less experienced leaders need more support to be secure with this.

Six key words from the intent have been selected that encompass the meaning – the first word, curiosity, has been used as a theme for values assemblies during term 3. Classes have defined the word curiosity and looked at why curiosity is important to learning, they have demonstrated their curiosity in their learning.

SC2: The academy curriculum offer encompasses taught and untaught elements and supports the development of the whole child

Impact Review February 2020

Curriculum leader annotated intent statements have formed a starting point for discussions around how we can define curriculum entitlement for pupils in each subject area. The QFTL has been introduced to all teaching staff, for some staff this was a review and refresher of its use. Lesson visits are taking place for the first time this year during February, this process will support teachers to reflect on their own strengths and areas for development. The Edison curriculum review materials were used in staff training on the 21.10.19, this system has supported teachers and leaders to review actions taken and consider next steps in the review process.

An academy definition of beautiful work has been devised, this ensures that all staff are able to use this concept with children to support their learning. Year teams are trialling this approach and this will be reviewed again later in the year.

Assessment for history using key questions and entered into the new FFT tracker was presented to SMT, this was discussed and will begin to be rolled out across the academy over the forthcoming weeks.

A training session re-introduced the QFTL, and explained how it will be used this year as an ongoing reflective journal where teachers can self assess and set their own targets for improvement. The first lesson visits have been arranged for term 3.

Establishing key opportunities for each subject/year group has begun, but this is taking rather longer than expected, this will continue to be worked on next term.

SC3: A plan, do, review cycle of shared book looks and learning reviews enables class teachers to reflect on and improve learning outcomes for pupils

Impact Review February 2020

Teachers have been working with an improvement partner to carry out structured book looks every 3 to 4 weeks over terms 1, 2 and 3. Teachers have challenged each other with sets of pre prepared questions in order to drive improvements in pupil books. Evidence of this can be seen on the recording sheets. This system has enabled class teachers to critically analyse their books and compare them to their colleagues.

SC4: Victoria values and the LORIC attributes are integral to the curriculum at VPA

Impact Review February 2020

Values and LORIC characters continue to be a focus in planning and lessons. There is an assembly on Mondays which has the theme of values and the curriculum. During term 3 the theme has been curiosity.

SC5: Curriculum leaders monitor their subject with precision and are able to offer development points and next steps

Impact Review February 2020

A monitoring and review cycle that will run for the next calendar year has been devised and shared. Curriculum leaders are aware of when their subject will be formally monitored, additionally they have begun to collate information about their subject in their curriculum leader file. Expectations of what to include have been discussed and curriculum leaders have a contents sheet to support this. All curriculum leaders have carried out fast monitoring and they all have one new focus area to concentrate on over the next term.