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| Focused Priority 2 | Curriculum for Learning | | | |
| What will be different for children (emphasise learning & achievement)? Ofsted category cross reference: | All staff at Victoria Primary Academy are committed to meeting the requirements of the primary National Curriculum using our schemes of work, which reflect the content and challenge of the curriculum. The curriculum includes other experiences and opportunities that best meet the learning and developmental needs of all learners in our diverse multicultural context. The skills and knowledge that need to be taught in each year group are planned carefully to build on prior learning and experiences and incorporate small steps to success. This includes adapting the curriculum to include skills and knowledge not yet embedded due to Covid 19. Our curriculum ignites their curiosity, is exciting and inspires pupils to gain essential skills to become successful, independent and motivated learners in readiness for the next stage of their education and to become lifelong learners without limits | | | |
| 1, Effectiveness of leadership and management | | | | |
| 2, Quality of teaching, learning and assessment 4, Outcomes for pupils | | | | |
| Success Criteria | | | | |
| SC1 A clear and concise curriculum intent underpins the whole academy curriculum. | | | | |
| SC2 The curriculum offer is broad, balanced and ensures key skills and knowledge are taught in a progressive and comprehensive way. | | | | |
| SC3 Adapted Long and Medium Term plans reflect the lost learning from Covid 19. | | | | |
| SC4 The curriculum is adapted to reflect our multicultural context and global diversity. | | | | |
| SC5 Children's ability and knowledge of the curriculum is improved as is their use of Standard English. | | | | |
| Key People | | | Funding & Resources | |
| J. Wall Subject leaders. | | | <ul style="list-style-type: none"> Cover for J.Wall and subject leaders to carry out their actions and analyse the results. | |
| Actions (and those responsible) | Who monitors? | Who evaluates? * | When | Check Date when completed |
| Curriculum leaders review LTM to ensure knowledge and gaps are filled due to Covid 19. (SC1, 2, 3 and 4) | J.W | H.S | Sep | 4.9.20 |
| Key documents for planning are established and clear. Introduction for minimum expectations for planning and the wider curriculum. (SC2 and 3) | J.W | H.S | Nov | 26.11.20 |
| All classes to have world/UK maps and globes, to be used as an interactive learning tool. (SC2 and 4) | J.W | H.S | Oct | 1.10.20 |
| All classes to have a history timeline to be used as an interactive learning tool (SC2 and 4) | J.W | H.S | Nov Feb | 26.11.20 |
| Subject specific curriculum intents compiled to ensure all areas of the curriculum align with the whole academy intent (SC1 and 2) | J.W | H.S | Jan | 12.2.21 |

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| Ensure that overview and phasing pages are utilised in planning to ensure progression. (Sc2 and 3) | J.W | H.S | Jan May | 18.1.21 |
| New style of MTP trialled in years 5 and 6 in Autumn Term and introduced to the school to begin using from Spring Term 2021. (Sc2 and 3) | J.W | H.S | Oct Jan | 1.12.20 6.1.21 |
| Use of Key Skills Acquisition document is evident to ensure that pitch is accurate when planning. (SC2 and 3) | J.W | H.S | Jan Apr | |
| Command words to be used in all MTP and displayed in classrooms. Children can articulate and use these words. (SC5) | J.W | H.S | Jan Mar | 18.1.21 |
| Opportunities for speaking and listening skills, correct use of spoken language and vocabulary acquisition are clearly planned for (SC5) | MSW | HS | Apr | |
| Knowledge organisers in place for the driver for each connected curriculum topic across the year. (SC2, 5 and 5) | J.W | H.S | Jan Apr | 18.1.21 |
| Big class books are used to capture learning across a range of subjects. (SC1 and 2) | J.W | H.S | Nov Mar Jun | 27.11.21 |
| Review of the definition of Beautiful work and monitor that it is demonstrated in classes across the year. (SC1 and 2) | J.W | H.S | Mar | |
| Introduction of Science logs to capture key learning. (SC1 and 2) | J.W | H.S | Sept Jan | |
| Introduction of a system of weekly discussions around previous weeks learning and retention of knowledge and how to move the learning forward. (SC1 and 2) | J.W | H.S | Jan Mar | |
| Updates to staff on modelling and the four modes of learning ensures Quality First Teaching. (SC1) | J.W | H.S | Mar May | |
| Remote learning offer planned and aligned with in school curriculum for pupils self isolating. Beginning with regular home learning being set on the platform to ensure pupils, parents and staff become used to using it (SC1, 2, 3, 4 and 5) | LE | HS | Sept Jan | |

Evaluation:

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

Impact Review 1, February 2021:

Science logs have been introduced and all teachers have received guidance on their completion. These will ensure progression of science across year groups is evident. This needs further monitoring to assess how this new system is working across the school. Some year groups, who have not yet taught a science led unit, will not have completed a science log sheet yet.

Impact Review 2, July 2021:

This needs further development next year. Changes in the order of the curriculum and remote learning means this has not become embedded across the academy. This will be continued and reviewed again in the Autumn term.

SC2 The curriculum offer is broad, balanced and ensures key skills and knowledge are taught in a progressive and comprehensive way.

Impact Review 1, February 2021:

The new planning system was introduced in a training session for all teaching staff. A master document with links to all key documentation is available on SharePoint for reference. Results from the trial of the new system carried out in Y5 and Y6 were shared with the wider team. Clarity of expectations around the planning process, use of the key skills acquisition grid and phasing pages will enable progression to be evident in all planning and across years. This system needs further monitoring for quality, the first unit planned and taught was during school closure, remote learning. There is a remote learning SEF for reference for details around the effectiveness of new systems.

Big class books are being used to capture learning across a range of subjects, photos, posts and examples of pupil work are being used. Monitoring of big books in the autumn term led to feedback for staff, some further follow up monitoring is needed to ensure these points have been actioned.

Impact Review 2, July 2021:

Monitoring of wider curriculum planning was carried out in April 2021. This demonstrated that year teams are successfully following the new system and including all elements within their medium term and daily planning. The structure of planning changed during the spring term to take account of remote learning. Team feedback was given with individual improvement points for year groups, this was further followed up by phase leaders to ensure improvements were made.

SC3 Adapted Long and Medium Term plans reflect the lost learning from Covid 19.

Impact Review 1, February 2021:

Curriculum leaders reviewed and adapted long term maps to ensure that all key skills would be delivered to children during this academic year. Documents showing the changes were shared with the teaching team. This ensures that teachers are able to plan carefully to cover key aspects of learning.

Medium term planning on large sheets of paper enables teachers to annotate each week where new gaps or misconceptions are found. This more flexible style of planning allows the curriculum to be changed and be more responsive to the needs of the children.

Impact Review 2, July 2021:

Long term planning continued to be adapted in response to further remote learning periods and assessments carried out in the classrooms. Long term planning has been updated again for September 2021 to ensure pupils continue to cover key learning and that no areas are missed. Curriculum leaders have worked together and been supported by the SMT and an educational consultant to ensure this is in place.

SC4 The curriculum is adapted to reflect our multicultural context and global diversity.

Impact Review 1, February 2021:

Different cultures and global issues are part of the curriculum plans, this needs to be monitored to ensure it is showing impact across the school.

Impact Review 2, July 2021:

Monitoring carried out in April demonstrated that our multicultural context and global diversity is reflected in our wider curriculum.

SC5 Children's ability and knowledge of the curriculum is improved as is their use of Standard English.

Impact Review 1, February 2021:

Knowledge organisers and command words are in place across all year teams and in all subject areas. Class teachers have received training and guidance on how to use these in lessons and how to ensure oracy is a key aspect of all lessons. The English subject leader has delivered training on oracy. The impact of this needs to be monitored.

Impact Review 2, July 2021:

Oracy has continued to be a focus during the summer term. Children are given opportunities to articulate their ideas in class through debates, partner work and questioning. The next step would be to formalise this process to ensure that all pupils have opportunities to demonstrate their oracy skills.