# CURRICULUM HANDBOOK



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## 1.0 AIMS AND SCOPE

This policy is reviewed annually and should be read in conjunction with other relevant Trust and school policies. These can be found on the school website. In particular, the Futura Learning Partnership Teaching and Learning Policy highlights key principles that inform teaching and learning practices across the school.

- Four Acres Inclusion Policy
- Four Acres Behaviour Policy
- Four Acres Relationship and Sex Education (RSE) Policy
- Four Acres SEND Policy
- Futura Learning Partnership Early years Foundation Stage Policy
- Futura Learning Partnership Equality and Diversity Policy
- Futura Learning Partnership Online Safety Policy
- Futura Learning Partnership Teaching and Learning Policy
- Futura Curriculum Principles

## 2.0 OUR SCHOOL VISION

"Building relationships that enable children to learn, grow and achieve"

### OUR VALUES

Confident – independent – resilient – articulate - respectful

Our school vision is fundamental to our teaching and learning approach across the school. Throughout our curriculum our school values as well as the thread of sustainability is embedded in the daily life of the school during lessons, playtimes, collective worship and curriculum days.

## 3.0 FOUNDATION AND SCIENCE CURRICULUM

### 3.1 RATIONALE

#### THE FUTURA CURRICULUM IS A PROGRESSIVE CURRICULUM FROM 2-19.

Developed by a team of primary and secondary subject specialists across the partnership, the Futura objectives are carefully sequenced to ensure that each year prior learning is reinforced and increases in complexity.

#### OUR CURRICULUM IS ROOTED IN COGNITIVE SCIENCE.

Each phase (KS1, LKS2 and UKS2) complete the same Futura objectives, however in progressing from one year group to the next e.g. Year 1 to Year 2, pupils gradually progress in their skills and knowledge through basic, advancing and deep. At a basic level, the pupils are increasing their key knowledge in each topic for that subject, ensuring that learning is making a change to their long-term memory. They are then able to reach sustained mastery at the 'advancing' stage by applying their knowledge from the basic level to routine problems. Our high expectations ensure that many pupils also progress to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study.

#### OUR CURRICULUM CHALLENGES ALL PUPILS

Underpinning much of our feedback, challenge and scaffolding is the use of Seesaw, an online learning platform. Children independently use scaffolding provided by scaffold frames, iPads and working walls to support and challenge their learning.

We pre and post teach subject areas where pupils need additional support as well as timetabling research-based interventions such as Mastering Number, NELI, Thrive and RWI tutoring.

### 3.2 OUR LOCAL CONTEXT

#### FOUR ACRES SERVES A DEPRIVED COMMUNITY

Four Acres is an integral part of its community. The community predominantly consists of post-war local authority housing. The community is one of the most deprived in the country, and the school has up to 75% Free School Meals in some of the classes. This means that reading and cultural capital are of paramount importance to our children and families. Our curriculum prioritises reading, and we are relentless in our pursuit for every child to be a reader.

## FOUR ACRES CARES FOR THE ENVIRONMENT

Lots of our parents choose Four Acres because of its grounds and ethos. All children see themselves as Four Acres Citizens and are proud to be part of the community. The Eco Council have completed audits around the school and have appeared on the BBC for a novel idea around reducing waste milk cartons and recycling furniture.

## FOUR ACRES PROMOTES LEARNING FROM DIVERSE FIGURES.

As a school, we recognise our pupil and staff body does not reflect the diversity of our city and that some of our children's experiences outside of their immediate neighbourhood is limited. In order to address this, we look at a bi-weekly person or group of people, chosen for both their achievements and a diverse characteristic, to teach in our assemblies. This builds vital skills and values by giving children access to human story-based learning experiences from around the world as well as from those with disabilities, different sexual orientations, genders, religions and ages. We have also enabled different groups of children to visit Bristol's twinned city Bordeaux in France, building this into other children's learning to capitalise on the experience.

## FOUR ACRES PROMOTES SPEAKING SKILLS

We have identified that many pupils are arriving at Four Acres with developing speaking and listening skills and as a result we ensure that high levels of oracy are built into curriculum from the age of 2. We assess all Early Years children using either BCAT or NELI to provide them with an individualised speaking and listening intervention. The two Assistant Headteachers lead lunchtimes and model conversation suitable for a dinner table and have taught the children to ask 'to be excused' etc. to promote language skills throughout the day.

# 3.3 IMPLEMENTATION

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
    - Learning is most effective with spaced repetition.
    - Interleaving helps students to discriminate between topics and aids long-term retention.
    - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
2. In addition to the three principles, we also understand that learning is a change to long term memory and therefore that sustained mastery takes time.
3. Our content is subject specific. We make intra-curricular links to strengthen schema where we can.

# 1.2 RESOURCES TO SUPPORT IMPLEMENTATION

## CPD VIDEOS

Training video developed by subject lead on each topic for each phase. This will include knowledge on what is to be taught as well as common misconceptions and intended outcomes of the learning. These are designed to be shared with teachers and TAs prior to the start of each unit. Some schools do this by allocating the first week of assembly slots for teachers and TAs to watch the CPD videos together, others use staff meeting/TA meeting time.

## FUTURA KNOWLEDGE DOCUMENTS

The green boxes contain the Futura objectives that will be covered in that term. The white 'knowledge boxes' contain the key pieces of information pupils will be able to recall as part of their retrieval practice. These are reflected on the knowledge organisers.

## KNOWLEDGE ORGANISERS

These contain the prior learning that is needed to access the current learning as well as the key vocabulary and knowledge due to be learned during that topic. We have seen these used effectively in lessons where each table has a laminated version of the knowledge organiser for that lesson out for children to refer to as a

scaffold. They are also used effectively as part of retrieval. When subject leaders/SLT carry out pupil voice, they are a useful point of reference to see what children should know and remember from the unit of work.

### MEDIUM TERM PLAN

Details the Futura objective with the learning tasks in each cognitive domain: basic, advancing and deep. The Futura objectives highlighted appear in the national curriculum. All others are extra to the national curriculum.

### LESSON PLANS

Detailed lesson plans following the Futura Fundamentals. These should be adapted to meet the needs of the children in each class. Additional challenge or support should be added, but the lesson objective should remain the same.

### POWERPOINT

PowerPoints following the Futura Fundamentals. These will be adapted to meet the needs of the children in each class.

### SCAFFOLD

Scaffold to support each lesson. Teachers must adapt the lessons to meet the needs of the children in their class (keeping the learning objective the same). The intention of scaffolds is to support or challenge individuals and should only be used when needed and suitable to the individual child.

### LABELS

Labels to print out and stick in books detailing subject, Futura objective and learning task. Ideally, all schools use the labels as they support the assessment and save lesson time. If the labels are not used, then the wording on them in the children's books should be the same.

## 3.4 IMPACT

1. Because learning is a change to long-term memory, it is impossible to see impact in the short term.
2. We do however take part in daily retrieval practice to ensure we are making a change to long-term memory. Retrieval practice is carefully planned so that essential knowledge is interleaved across the year as well as across year groups.
3. We use drop ins to see if the pedagogical style matches our depth expectations.
4. In order to make learning memorable, each half term starts with a 'hook' linked to that terms teaching. Amongst other activities this includes at least one trip out and one 'dress up' day when the children are immersed in the theme.
5. Our curriculum breadth was established from a team of subject specialists across the Futura Learning partnership, to ensure a progressive curriculum from 2 to 19.

## 3.5 SUBJECT INTENTS

### PSHE

The purpose of the Futura Learning Partnership PSHE intent is to provide a framework for high quality PSHE education across phases which is accessible to all and ensures that each of our pupils will develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. The aim is to ensure our pupils understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It should have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The aim is for a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses

real needs in a rapidly changing world. Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation.

We teach PSHE through the Jigsaw scheme.

## RELIGIOUS EDUCATION

The Futura intent for Religious Education is that all children develop an awareness of major world religions and world views, including their impact on society and culture. Our pupils should be able to appreciate and respect faiths and beliefs which may be different to their own, which will equip them for their adult life, employment as well as lifelong learning. Through RE lessons, children will be able to engage with challenging questions of meaning and purpose, which will equip them to continue their studies of RE in secondary school where they will deepen their understanding of different world faiths as well as more general philosophical and ethical questions. Our pupils will be given the opportunity to develop their own religious, spiritual and philosophical beliefs in a safe environment. Children will be able to reflect, consider, analyse, interpret and evaluate different issues which are prevalent in our society, whilst also promoting mutual respect and tolerance in line with British Values. Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation.

We teach Religious Education using the scheme 'Discovery RE' resource to support our lessons.

## SCIENCE

The purpose of the Futura Learning Partnership cross-phase Science curriculum is to help students understand and question the world around them. It gives them the scientific knowledge and skills that they need in order to be successful in their future lives and make a contribution to the wider community. Students are empowered with a strong knowledge base that they can then use to evaluate important issues, analyse evidence and problem solve. They develop the confidence to form their own opinions and articulate themselves effectively. Our engaging and challenging curriculum means that students who have studied Science at a Futura school will continue to enjoy learning about Science and how the world works throughout their lives.

## ART AND DESIGN

At Four Acres Academy, the intent for Art and Design is that learners will explore a diverse range of traditional and contemporary artists, crafts people and designers, fostering their curiosity and understanding of the world around them. Learners' experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.

## COMPUTING

The Futura Learning Partnership intent for Computing is that an exciting and rigorous Computing education will ensure children are immersed in engaging, technology-rich learning experiences which allow them to learn deeply and embed core computing skills, think independently and problem solve in an ever-evolving digital world. Regardless of changes within technology and the world we live in, our children will possess the core skills and behaviours required to safely and confidently access new technology to enhance their wider learning, access the curriculum throughout their school journey and inspire a future where technology is used to innovate and make positive change. We believe that learning about Computing provides an important context for the development of pupils' key learning skills, particularly problem-solving, creative and critical thinking and resourcefulness. Futura recognise that social context plays a vital role in children's education and as such we aim to provide opportunities for children to experience Computing in ways that are unique to their local and wider community.

We deliver computing through Kapow educational resources

## DESIGN AND TECHNOLOGY

The Futura DT curriculum aims to equip students with the knowledge, skills and attitudes they need to become successful, innovative young designers and makers. By building on prior experience, students progressively develop technical skills and practical expertise. They are encouraged to think creatively, imaginatively and be ambitious in their design ideas. They are given opportunities to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They learn to recognise the importance of design and technology in the real world and its relevance in everyday life. They are given opportunities to learn about and be inspired by designs and designers past and present who have impacted on life across the world. Through the design, make, evaluate process, students are guided to develop skills of teamwork, communication, resilience and reflectiveness through problem solving. They learn to use knowledge and understanding from other curriculum areas including mathematical, scientific, computing and art skills, applying them in relevant and practical contexts. In this way, we aspire for our students to become articulate, dynamic thinkers able to approaching new challenges with confidence and enthusiasm.

## GEOGRAPHY

The purpose of the Futura Learning Partnership geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

Numeracy (number and measurement) solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for students to develop their numeracy skills.

## HISTORY

The Futura Learning Partnership intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well.

Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time.

We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

## MFL (SPANISH)

The Four Acres intent for Modern Foreign Language is that by teaching Spanish, we foster our pupils' curiosity for other countries and cultures which will inspire them to be excited and enjoy learning a new language. This will open up the possibility for our children to communicate with people beyond their own community. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning a foreign language, we provide opportunities for the children to communicate for practical purposes and learn new ways of thinking.

Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge alongside developing their language skills. Through language learning, pupils gain a sound understanding of the structure of their **own** language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum.

The Spanish curriculum is taught in KS2 and covers key topic areas which are revisited in each year group and the curriculum is driven by a progression framework to ensure that the children's skills are built on year on year. In Spanish lesson there is a strong emphasis on cooperative learning where our pupils develop skills in listening, reading, writing and speaking, with the strongest emphasis in speaking.

We aim for children to leave Four Acres with an enthusiasm and confidence for language learning, underpinned by an understanding of its value and cultural relevance.

## MUSIC

In the Futura Learning Partnership, our intention is that children develop a life-long love of music. Through the musical experiences and opportunities offered to them throughout their education, each child will develop a musical identity which is personal to them, this may be in the form of a performer, composer and/or as an active listener who, in the future, will become a participator in the cultural life of the UK. At Four Acres music acts as an integral part of the school day, be that singing whilst packing up, or listening to a new piece of music whilst walking into assembly. Our music curriculum plan, guided by the EYFS framework and National Curriculum, ensures that all children from EYFS and Year 9 experience a stimulating, practical and holistic curriculum which explores music through singing, performing, composing and listening. Every student in the Futura Trust will have been taught the substantive and disciplinary knowledge required for GCSE Music, and therefore possibly A-Level, should they wish to study Music at KS4 and KS5.

We strive to ensure all students find Music an engaging and fulfilling subject in which they embrace the discipline of practice, the challenge of analysis and the excitement of creating and finding their own musical voice. We deliver music through Charanga educational resources.

## PHYSICAL EDUCATION

The purpose of our Four Acres Physical Education curriculum is to foster a life-long love for a variety of physical activities and sporting opportunities. Through this engaging curriculum they will develop a range of transferrable skills, language, knowledge and understanding which can be used in multiple settings. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, respect, teamwork, and communication. Our students will develop their understanding of what engenders a healthy lifestyle both physically and the contribution this has on good mental health and well-being. Opportunities will be provided to experience a broad range of different sports safely, through participation and observations, in both the curricular and extra-curricular provision. Community links are established and advertised to encourage our students to have further opportunities for continuing participation through school extra-curricular activities, competitions, local clubs and sports.

The curriculum overview has been created to develop a range of activities for students, whilst also providing our pupils with enrichment opportunities to learn new sports and transferable skills. The curriculum enables clear progression through years R-6 and specific end goals allow us to measure the progress of pupils in Physical Education. This allows us to meet Ofsted requirements and those of the National Curriculum.

## 3.5 SUBJECT ALLOCATION

| Subject | Frequency | Duration | Subscription |
|---|---|---|---|
| **Writing** | Daily | 50 minutes | Talk for Writing |
| **Reading and Spelling** | Daily | 45 minutes | RWI (EYFS-KS1)<br>Oxford Owl (Y2-6) |
| **Maths** | Daily | Arithmetic – 15 minutes | White Rose |

| | | | |
|---|---|---|---|
| | | Lesson 1 hour | NCETM<br>Mastering Number |
| **Geography** | Weekly every other term | 1 hour | Futura scheme |
| **History** | Weekly every other term | 1 hour | Futura scheme |
| **Science** | Weekly | 1 hour – 90 minutes | Futura scheme |
| **DT** | Weekly every other term | 1 hour | Futura scheme<br>Kapow |
| **Art** | Weekly every other term | 1 hour | Four Acres scheme |
| **Spanish** | Weekly (KS2) | 30 minutes | Rachel Hawkes/<br>Language Angels |
| **Music** | Weekly | 30 minutes | Charanga<br>Local Music hub offer |
| **PE** | Twice weekly | 1 hour | Four Acres Scheme |
| **RE** | Weekly | 30 minutes | Discovery RE |
| **PSHE** | Weekly | 30 minutes | Jigsaw |
| **Computing** | Weekly | 45 minutes – 1 hour | Kapow |

## 3.6 BRITISH VALUES

Our school reflects British values in all that we do. We nurture our pupils on their journey through life so they grow in to caring, responsible and tolerant adults who make a positive difference to British society and to the wider world. We encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

At Four Acres, we actively promote British values in the following ways:

### DEMOCRACY

Pupils are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school. They are able to do this in a number of ways e.g., school council; eco council and class discussions. All children are elected to councils following a democratic process.

### RULE OF LAW

We have a clear positive behaviour policy which helps pupils to make good choices about their behaviour. Pupils are helped to distinguish right from wrong, in the classroom, during collective worship and in the playground. This is supported by a Restorative Justice and Thrive approach.

### INDIVIDUAL LIBERTY

At school, pupils are encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment, e.g., challenging themselves in their learning. They are supported to develop self-knowledge, self-confidence and a growth mind set in all areas of school life. Pupils are taught to understand and exercise their rights and personal freedoms in a safe way, e.g., UNICEF Children's Rights within Jigsaw lessons. They have key responsibilities in school e.g., classroom monitors, spiritual leaders, school council and eco-council representatives as well as sports leaders.

### MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Respect is one of our school values. Pupils understand that respect is shown to everyone, both adults and children. We help them to develop an understanding of, and respect for, their own and other cultures. Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. Through the PSHE (Jigsaw) and RE curriculum pupils are encouraged to discuss and respect differences and similarities between people. We offer a culturally rich and diverse curriculum in which all major religions are studied. Through our topics we learn about the world in themes such as Eco Warriors and Wonderful World.

## 3.7 SMSC

SMSC stands for social, moral, spiritual and cultural development. At Four Acres, we take great pride in our approach to SMSC across the school, feeling that pupils should develop into tolerant, caring individuals with a social conscience. SMSC feeds into several areas of life at Four Acres: collective worship during assemblies; charity and community outreach projects; school council; eco-council; online safety and mental health awareness days; as well as playtime partisans and spiritual and sport leaders.

### SOCIAL

We teach and model a range of social skills to aid children's development of working with others. We believe it is important for children to be active members of the school and local community and provide opportunities to engage with this. Children learn to listen to diverse viewpoints, resolve conflicts and engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

### MORAL

Children's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

### CULTURAL

Cultural capital provides our students with the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Throughout the curriculum, children are exposed to different cultural influences enriching their learning and providing them with a broad and balanced curriculum, enabling them to take part in cultural experiences they may not otherwise be exposed to otherwise. Our engaging curriculum and hook days support these experiences.

## 4.0 PRINCIPLES OF EFFECTIVE TEACHING (PET)

The principles of effective teaching aim to establish expectations to promote effective and evidence-based teaching and learning practices across the school to maximise pupil progress and to ensure all pupils have an excellent educational experience. Appendix B shows the 'Teaching and Learning Typicality'. This gives examples of how teachers at different stages of their career should be demonstrating these principles.

### 4.1 RETRIEVAL OR RE-TEACH

A method that checks the students have learned the material that you want them to know.

All foundation subjects and Science should begin with the use of Knowledge Organisers, Retrieval Games or Quizzing to retrieve previous information.

### 4.2 PRESENTING NEW MATERIAL

A method of explaining new abstract information, which deliberately and explicitly links to examples and models that students have prior knowledge.

### 4.3 HINGE POINT

A method of gauging how well students have understood the new material. Reteach or move to independent practice.

### 4.4 INDEPENDENT PRACTICE

A method of allowing students to develop the automaticity needed for fluent application and recall.

### 4.5 FINAL CHECK

Ensuring misconceptions have been addressed before the end of the lesson.

## 5.0 MORE ABLE PUPILS

At Four Acres, we value all pupils equally and ensure that each child has the opportunity to realise their full potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. We are committed to the creating deep learning opportunities and enrichment surrounding the curriculum, in order to ensure the holistic progression of the most able pupil.

### 5.1 AIMS

- Provide a high-quality curriculum that offers breadth, depth and challenge for all pupils.
- Provide quality first teaching.
- Provide opportunities to extend and challenge pupils through mastery tasks, independent learning, opportunities for creativity and higher-order thinking skills.
- Foster a culture of achievement by creating a climate of learning and excellence throughout the school and a culture of high expectations.
- Work in partnership with parents and carers to help them promote children's learning and development.
- Make use of links with other schools and the wider community to enhance learning opportunities.

## 5.2 IDENTIFICATION

We identify more able children in a variety of ways:

- Formative and summative assessment takes place against Age Related Expectations.
- Summative assessment is made through a combination of:
    - published tests
    - teacher assessment using age related outcomes
- Informal assessment is made by Class Teachers on a daily basis, using:
    - the marking of pupils' work
    - observation of pupils' performance in class
    - discussions with pupils about their work and interests
- Nomination by parents and other adults who know the pupils (e.g. their swimming coach or club leader). These are communicated to school through:
    - discussions during Parents' Evenings
    - informal conversations between parents and teachers
    - opportunities for pupils to display and discuss their talents and interests during classroom discussions
    - a year-round opportunity for pupils to bring in awards and trophies from extracurricular activities

## 5.3 PROVISION

Within the school, we provide:

- Mastery tasks which allow pupils to access the curriculum at a greater level of complexity and depth. These tasks could require problem solving, enquiry, critical thinking and research skills.
- Tasks and assessment which encourage metacognition and talking about the learning process
- Adaptive lessons that provide extension and challenge for the more able
- Enrichment opportunities, both within and outside the curriculum, exposing the more able pupils to experiences not usually encountered as part of the curriculum.
- Entering trust competitions e.g., Futura Learning Partnership Performance Poetry Competition, Sports Competitions
- Encouraging participation in local events e.g., Keynsham Winter Festival, art competitions

## 5.4 MONITORING

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most-able learners. They liaise with parents as appropriate, on how they can support their child's learning. SLT use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. More able pupils are discussed at pupil progress review meetings.

## 5.5 DISADVANTAGED MOST ABLE PUPILS

As with all pupils, Four Acres is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. We ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child through our curriculum opportunities and enriching cultural capital experiences.

## 5.6 SEND

For further information on how we support children with special educational needs, please see the SEND section on our website.

## 5.7 DISADVANTAGED PUPILS

For further information on how we support disadvantaged children, please see the Pupil Premium Strategy Statement.

# 6.0 LEARNING ENVIRONMENT

## 6.1 THE INTENT OF THE LEARNING ENVIRONMENT

Learning environments will:

- Be positive and purposeful.
- Promote a culture of aspiration as well as recognise reward and effort
- Promote a consistent and effective application of the behaviour policy.
- Encourage and actively promote independence, resilience and motivation.

## 6.2 IMPLEMENTATION

- Maths and English working walls will be prominent within the classroom and ensure they display current learning to support pupils' progress.
- Teacher's worked examples alongside children's work will be shared
- Each classroom will display the following subjects:

### MATHS

| | EYFS, KS1 and KS2 |
|---|---|
| Maths area | • Maths resources/draws labelled/organised<br>• Scaffold frames containing support for all areas of Maths curriculum for that year group. |
| Maths Working Wall updated regularly | • Topic<br>• Key Vocabulary<br>• Our Learning journey<br>• Stem Sentences |

### ENGLISH

| EYFS | KS1 and KS2 |
|---|---|
| Sound mats and keyword available in each area.<br><br>Opportunities to write available inside and outside. | Scaffold frames including sound mats and common exception words, punctuation, sentence structure, word class, language features, handwriting available every lesson.<br><br>KS2 - Dictionaries and Thesauruses to be available every lesson |
| English display to include –<br>• RWI sounds frieze or simple sound chart<br>• Learning journey<br>• Vocabulary<br>• Red words | English display to include –<br>• RWI frieze / simple or complex sound chart<br>• Learning journey<br>• Vocabulary<br>• Spellings |

### WIDER CURRICULUM

| | |
|---|---|
| Topic Area | • Timeline where relevant |

| | |
|---|---|
| | • Maps/ Atlas of area being studied |
| Topic Working Wall (Classroom) | • Flipchart showing modelling updated after key learning |

### ALL CLASSES WILL:

- Establish jobs for different areas of the classroom:
  - Book corner monitors
  - Resource monitors
  - Peg monitors
- Keep surfaces clear, apart from the subject specific areas noted above.
- Only display work and other notices on display boards.
- Take responsibility for the communal areas around the school including the halls, corridors, stairways
- Reinforce the message that the standard you walk past is the standard you accept.

### 6.3 IMPACT

- The school looks tidy and welcoming, which encourages pupils to respect and take pride in their school.
- Displays and learning areas help to communicate learning objectives and facilitate learning.
- Displays create an ethos of achievement by celebrating all success.
- Pupils can independently find and use resources to aid their learning.
- Pupil's attention is directed to the focus of the lesson.

## 7.0 PRESENTATION

- All Foundation subjects, except Science, are presented in the same exercise book.
- A label is stuck in at the top (or written) with the subject, date and learning objective.
- Every day, one of the lessons will be recorded in the exercise book to practice literacy skills alongside foundation learning. Scaffolds will be provided to aid literacy.
- The other lesson is an opportunity for pupils to record their learning using ICT, for example children using an iPad to evidence a minibeast hunt or the teaching recording the outcome of a music lesson.
- We have the same expectations for Writing in our Foundation and Science books that we do for Writing and therefore the same marking codes will be used. (Please refer to the feedback and marking handbook.)

## 8.0 DROP IN POLICY

### 8.1 RATIONALE

Drop ins are purposeful and supportive "walk-throughs" of classrooms, with a whole school focus linked to a teaching standard. A drop in creates a school-wide picture made up of many small snapshots. It's a supportive strategy for providing our staff with feedback about pupil learning and teacher practice.

### 8.2 PURPOSE

- To monitor or audit practice throughout the school. Providing a 'snapshot' view
- To share good practice and promote consistency.
- To check for progression e.g., drop ins focus on how phonics/ basic skills are taught throughout the school.

- To celebrate successes, provide next steps and to stimulate professional discussion.

## 8.3 FEEDBACK

- Feedback from drop ins will be discussed with the member of staff.
- Following the feedback, teachers will have the chance to team-teach with the member of staff giving the feedback or observe best practice within the school or learning partnership or attend cpd.

## 8.4 GUIDANCE FOR OBSERVERS

There are certain ways to behave on a drop in:

- Observers will smile as they enter the room and say 'thank you' as they leave.
- If the children are working independently or in groups, observers can either mingle, look at books and ask questions or simply be a 'fly on the wall'.
- Observers can 'jump in' to the teaching where they see this is appropriate to provide in the moment coaching.

## 8.5 OUTCOMES OF THE DROP IN

- Identification of good practice and a plan on how to extend that across the school.
- A change or tweaking of policy, practice or routine.
- Further information required to gain a more detailed picture.

# 10 ASSESSMENT

## FORMATIVE ASSESSMENT

Each lesson, teachers assess against the learning objective (LO), using a variety of assessment for learning techniques. Books are checked and marked according to the Four Acres marking policy. Misconceptions are picked up and addressed. Assessment within our wider curriculum – In odd year groups the LO begins with 'basic' terminology, whilst in even year groups there are two LOs: one at an 'advancing' level and one at a 'deep' level.

As the timescale for sustained mastery or greater depth is two years of study, all children in odd year groups will only achieve basic within the first year. To ensure we are not putting a ceiling on their attainment, teachers in 'odd' year groups give all children a '2' for meeting the Futura objective at a basic level.
There is a possibility that a child may not meet the basic level. In this case, the class teacher would give the child a '1' and notify their future class teacher, during their handover meeting, about the Futura objectives where basic has not been met.

Curriculum leaders then use this data to inform curriculum action plans.

To ensure all Futura objectives have been covered and so that curriculum leaders and class teachers have an overview of the Futura objectives that have been taught, medium-term plans are highlighted in green when they have been taught.

# APPENDIX A: LONG-TERM MEMORY MODEL

Learning may be defined as a change to long term memory.

Long-term memory involves three main areas:

1. Procedural memory where procedures such as placing events in order and other skills are stored. Procedures, once fluent, become automatic and are referred to as non-declarative.
2. Semantic memory where facts and their meaning is stored.

3. Episodic memory where the activities to learn the processes and facts are remembered and act as memory cues. Both semantic and episodic memory involve conscious thought and are therefore referred to as declarative.

## APPENDIX B: THE FUTURA LEARNING PARTNERSHIP TEACHING AND LEARNING TYPICALITY

All teaching members of staff will accumulate a 'Teaching and Learning Typicality'. This Typicality is based on the guidance below.

| Focus | Exemplary Standard | Expected Standard |
|---|---|---|
| **Retrieval – Reteach** | Teacher breaks down knowledge or skills into manageable and logically sequenced chunks. Every opportunity is taken to develop literacy, numeracy and oracy skills. The teacher has detailed knowledge of their students' abilities, personalities, and needs. This knowledge is used in a variety of ways, from seating plans and groupings, the way questions and instructions are targeted, and the way activities and resources are designed, to ensure all students are challenged and supported. | Teacher breaks down knowledge or skill into manageable and logically sequenced chunks. Literacy, numeracy and oracy are taught effectively. New or subject specific language is explained, and students are generally secure in its use.<br>The teacher is aware of the key student groups in terms of ability and need. This awareness is evident in the planning of the lesson and in the way aspects of the lesson are personalised to suit the needs of individuals or groups. |
| **Presenting New Material** | The teacher has expert subject knowledge, and the lesson is built around knowledge. Activities and knowledge are sequenced carefully to develop students' understanding and proficiency in line with the Futura Curriculum. | Teacher has good subject knowledge, and the lesson is built around knowledge. Activities and knowledge are sequenced carefully to develop students' understanding and proficiency in line with the Futura Curriculum. |
| **Hinge point** | Teachers systematically and effectively check pupils' understanding, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. | Teachers are aware of this key point in the lesson at which they need to check understanding. They use effective and appropriate strategies to do so and are generally aware of when students need support or extra challenge. |
| **Independent practice** | The teacher demands a great deal of students. Students are supported to meet these demands by the design of the independent practice, the pitch of the resources and the questioning and prompting of the teacher. Only the best work and responses are good enough, and all students know it. | What the teacher expects of the students is challenging but achievable for almost all. The lesson is pitched at an appropriate level and the teacher does not accept or fail to challenge vague, sloppy or incorrect work or responses. Students are expected to focus and work hard. |
| **Final Check** | Written marking is regular, precise and demanding of the students. It is clear that students have to think, respond to and improve work because of the teacher's marking. Verbal feedback is often personal and always specific, goal-oriented and clear. Feedback, whether written or verbal, is part of a clear process of improvement in which more onus is on the student than the teacher**.** | Marking is regular and helpful. Students understand the teacher's comments and targets and there is evidence that this understanding is helping them improve future work. They complete corrections and respond to written questions. Verbal feedback is regular and has a positive impact on student performance. |
| **Other** | Students are resilient and confident, polite and attentive. They are eager to contribute, are not afraid of being wrong and are being supported in developing independence. No student behaviour is allowed to disrupt the learning of others. | Pupils concentrate well and persevere. They follow instructions and any inappropriate behaviour is challenged swiftly and appropriately by the teacher. |

### SENIOR LEADER

(UPS, TLRs and SLT) Typically, should demonstrate most of the exemplary level.

| EXPERIENCED TEACHER | |
|---|---|
| (M3 to M6) | Typically, should demonstrate they meet most of the expectations and some at exemplary level. |
| **EARLY CAREER TEACHER** | |
| (ECT) | Typically, should demonstrate they meet all the expected standards or if not are making good progress towards them. |