



CURRICULUM POLICY

Our Curriculum Intent:

Our curriculum is designed to provide all of our children the opportunity to develop the key skills, attitudes and characteristics that will enable them to succeed in the next stage of their education and to become well-rounded and productive members of 21st century society.

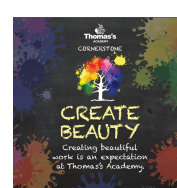
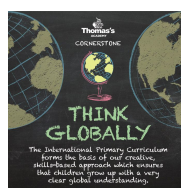
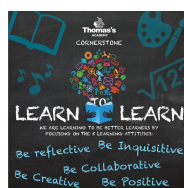
We believe that an international, skills based, open ended, broad and challenging curriculum is key to supporting outstanding teaching and learning. This takes place in the context of a safe and nurturing school environment where each individual child is known and each individual child's learning journey is unique to them.

The values shared by all of the Thomas's Schools are central to our work and to our curriculum, with 'Be Kind' at the core. We place significant emphasis on supporting children's social and emotional development alongside their academic achievement.

Our curriculum reflects the context of the school, the experiences of the children and the wider world in which we live. We focus on developing positive learning attitudes, exemplified by our Learn to Learn Cornerstone: Be Creative, Be Collaborative, Be Inquisitive, Be Reflective & Be Positive. This enables the children to become purposeful and self-aware learners, to be aspirational, and to reach the highest of expectations that we have of them - to embody a Growth Mindset.

Our priority is to enable the children to succeed in the 21st century by providing a rich, relevant and exciting curriculum. In doing so, the children will develop a lifelong love of learning. Reading for information and pleasure, writing for different purposes, being able to apply their mathematical skills to real life situations, being able to explain, analyse and persuade is at the heart of what we do.

Above all else, our curriculum intends to provide an environment for children to Create Beauty. We ensure that children are provided with sufficient time to craft beautiful work and to celebrate their achievements and those of their peers.



A Brief overview of the International Primary Curriculum (IPC):

The International Primary Curriculum (IPC) is an internationally minded curriculum that is used in approximately 1800 schools in over 90 countries around the world (correct in Mar '17). The IPC provides opportunities for global learning - allowing pupils and staff to make links. The goal of the IPC is to nurture a love of learning through a combination of **academic, personal and international** learning. Children will develop many skills which they need in order to face the world of tomorrow confidently.

We adopted the IPC in Spring 2011 and it means we have become part of a global learning community who use the IPC as part of their curriculum. The children learn through a series of units of work, each unit is carefully selected to meet the needs of the pupils in our school community. The units of work have themes which children are interested in and relevant to today's world.

As we have a specialist Art teacher and PE coach and we have Music led by Thomas's Kensington and Upbeat, these subjects are not taught through the IPC. Instead we focus on **History, Science, Geography and International**. The units of work have suggested tasks linked to learning objectives however the nature of the curriculum allows staff to be creative and focus on the needs of our children. The development of **attitude, knowledge, skills and understanding** is a very large part of the IPC. The IPC has an element of internationalism built into each unit of work.

At the Academy, we refer to these units as 'topics' and ensure that all staff and children recognise the individual subjects within each topic. Children do not learn 'IPC' at the Academy, instead they learn Science, History, DT... through their topic.

Parents also have a significant part in their child's learning. We ensure that as part of a topic, parents are informed about what their child will be learning and suggest ways in which they can play an active role in their child's development. All parents receive a termly bulletin with this information. Work is celebrated and shared throughout the year with parents and the school community in assemblies, visits, exit points and open days.

Please see: www.greatlearning.com

IPC Curriculum Route Map:

The table below shows the links between the ages of pupils, the National Curriculum and the IPC.

Age	IPC	UK classes	National Curriculum
Up to age 6	Milepost 1	Year 1	Key Stage 1
Up to age 7		Year 2	Key Stage 1
Up to age 8	Milepost 2	Year 3	Key Stage 2
Up to age 9		Year 4	Key Stage 2
Up to age 10	Milepost 3	Year 5	Key Stage 2
Up to age 11		Year 6	Key Stage 2

Choosing IPC units to teach

The Deputy Head for Curriculum plans using Target Tracker statements for each year group and then marries up IPC units to cover the National Curriculum objectives that must be assessed. The following subjects are taught outside of the IPC:

- Computing- staff use 3BM Computing Curriculum
- Art- staff follow Thomas’s Clapham (TLDS) planning
- PE –our coach follows Rising stars PE Curriculum
- RE- teachers follow the borough’s scheme of work

The Route Planner covers mileposts, therefore units are planned across **two year groups** to ensure coverage. The route planner is reviewed yearly to ensure coverage of the National Curriculum.

Planning

Planning a Unit of work:

The International Primary Curriculum consists of five key components when planning a unit of work:

ENTRY POINT

KNOWLEDGE HARVEST

QUESTIONS

EXPLAIN THE THEME

LESSONS

MARKING

DISPLAY

EXIT POINT

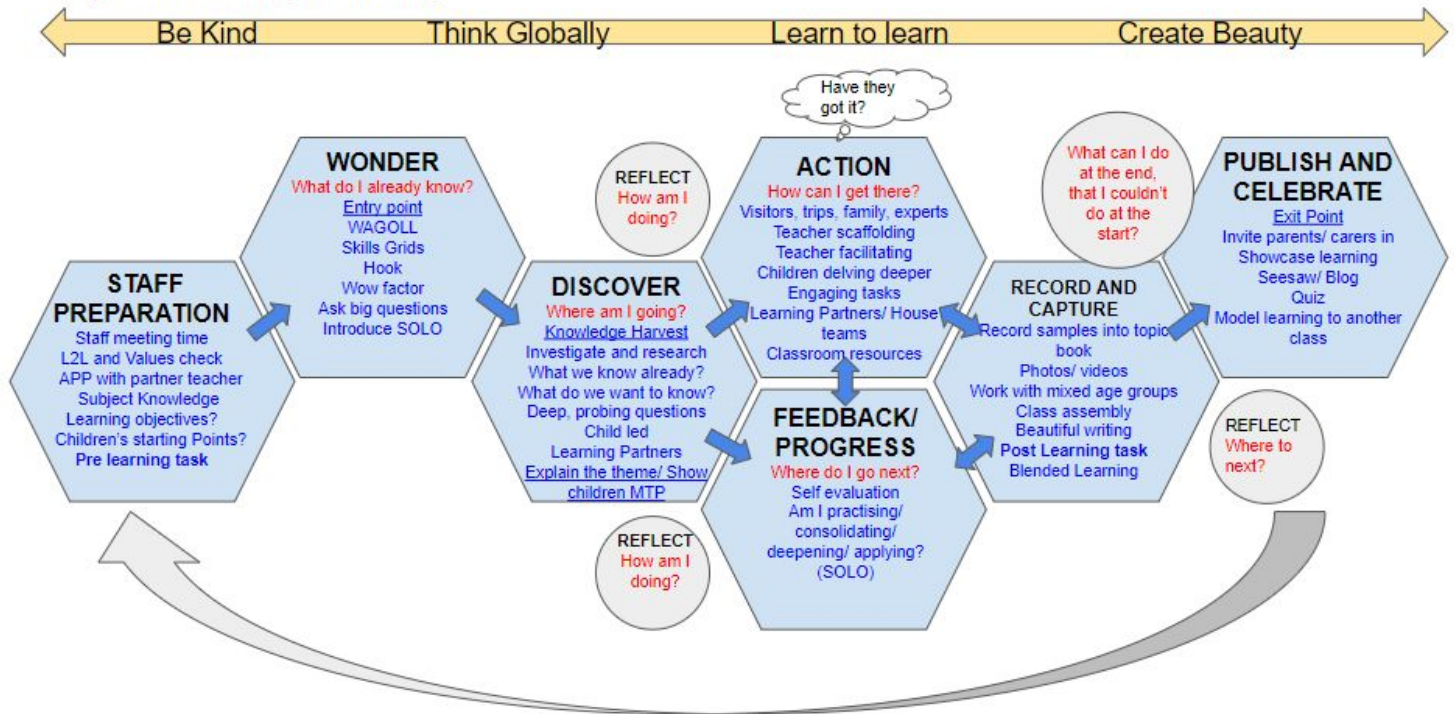
The Learning Process

“There is a distinct learning process with every IPC unit , providing a structured approach to make sure that children’s learning experiences are as stimulating and rigorous as possible,”

www.greatlearning.com.

To refresh our curriculum, we redesigned a new learning pathway for topics in July 2019. The five key components for the IPC unit planning remain to be a critical part of the pathway, but with much more emphasis on the journey of learning and all of the factors that lead to excellent learning and progress. Please see below, the journey in which every topic must follow:

Topic Learning Pathway



Involving the Parents

- Parents' Bulletin – staff create and send out the parents' bulletin for for each topic on a termly basis.
- Entry Points and Exit Points – staff send out invites to parents and families prior to these events. They are usually very well attended.

Enrichment weeks

Twice in the year, the school will come off the usual timetable to learn about a shared topic. At Thomas's Academy we believe that these are an excellent way of introducing creativity into the curriculum and ensuring that learning has an impact. Pupils have time to complete their learning activities and gain from the excitement and sense of purpose that such a week can bring. Previous enrichment weeks include Enterprise, Science and Oracy Week.

Subjects that are not taught with the IPC

Not all subjects are delivered through the IPC. At Thomas's Academy we do very well at making cross curricular links were possible and links between topic and Literacy, Maths, Character Curriculum, RE, Languages, Computing and PE are achieved were possible.

Literacy

In literacy, there is a long term plan that is divided into terms. The long term plan has been completed by the Literacy Lead. Currently, this is a working document and can be edited by teachers as we introduce 'Talk for Writing' texts and methods, and make stronger links with our IPC topics.

The Long Term Plans allow for two planning approaches. Firstly, planning which follows the teaching sequence for writing: leading to a quality written outcome. Secondly, topic based planning using a text as a stimulus ('Talk for

Writing Reading Spine’): allowing teachers a wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate. Both approaches are designed to be tailored to the needs of the children through ongoing assessment/national expectations. Non-Fiction Modules - The long term plans are designed to ensure whole school coverage of six non-fiction genres/text types.

The modules have been chosen to allow for the embedded teaching of grammar statements for each year group. To ensure all objectives are met it will be necessary to teach specific secular grammar lessons also. Class teachers are provided with year group appropriate target sheets that they edit throughout the year.

Modules have also been designed to take account of any mention of specific text types in the English Reading Comprehension and Writing Composition Programmes of Study e.g. the curriculum places emphasis on ‘fairy stories’ and ‘traditional tales’ from years 1 to 4 and this is reflected in the narrative module titles. Where possible, titles also reflect terminology of the National Curriculum e.g. ‘predictable phrasing’ in year 1. As the children progress through Key Stage 2, narrative units vary their focus e.g. from plot in years 1, 2 and 3 to other aspects of narrative writing such as characterisation and creating atmosphere. In every year group, opportunities have been planned for children to write complete narratives.

In writing children are expected to write complete narratives in their Writing book and be given time to edit and redraft in order to produce high quality writing. The expectation is that at least 2 pieces of narrative/nonfiction are completed and edited per half term in KS2. In key stage 1, one piece of writing should be completed fortnightly.

Poetry - Three aspects of poetry are addressed in each year group: vocabulary building; structure e.g. Haiku and poetry appreciation (where children can become familiar with a poet appropriate for their year group). Opportunities for performance and recital should occur regularly throughout the year. The ‘suggested written outcomes’ have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate embedded teaching of grammar.

Where possible, weekly planning should demonstrate a range of teaching strategies, including a focus on speaking and listening activities. Such speaking and listening and activities should be centred around ‘Talk for Writing’ teaching strategies (please see the Literacy Lead for more information on this). Planning should include what GPS elements are covered. Planning should also show that lessons utilise a range of ICT resources, including hyperlinks, YouTube videos/clips and using a range of software available on laptops and computers.

Phonics

Phonics is taught from Nursery using Phase 1 of the ‘Letters and Sounds’ materials.

Read Write Inc. is used from Reception upwards and is streamed across Year 1 -Year 2 from the Autumn term and then includes Reception from the spring term (occasionally including older/younger children). Adults work with a group of children and teach a phonic stage A-J.

Pupils are given appropriately levelled reading books during the sessions.

Once pupils have completed the Phonic stages, they have 1 spelling lesson per week.

Spelling

Target Tracker informs our planning and covers the statutory requirements for each year group. Planning provides opportunities to: revise previously visited spelling rules from lower year groups, practise spelling rules linked to the statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. There is a timetabled whole school spelling session. Children that need additional support are identified by their teachers and then receive interventions during this session.

Handwriting

At Thomas's Academy we follow the Nelson Scheme for Handwriting. Each class has a timetabled Handwriting session with in Guided Reading. In addition to this, there may be some children who require extra support in handwriting, therefore bespoke interventions led by SLT staff are set up.

Grammar, Punctuation and Spelling (GPS)

In addition, there should be a weekly grammar and punctuation focus in all year groups which can be taught either explicitly or as part of the literacy topic being taught. Objectives for each year group are listed on Target Tracker. All teachers have been given a copy of the objectives for their year. This checklist is a working document and should be annotated as and when objectives have been mastered by the children. All GPS teaching should be shown on the weekly English plan.

Guided Reading

Guided Reading planning is created weekly and where possible should make links with the TfW texts. Teachers work with their class and those pupils from KS1 who have finished the Phonics scheme. The planning for each session includes explicit questioning that targets the different domains as set by the national curriculum. Each plan should emphasise a particular reading content domain (RCD), based on previous assessment. Key questions to be asked and discussed during the session are planned carefully and reflect the RCD. For children working within the phonic phases, planning also includes an element of phonics teaching and learning.

Maths

Years Rec – Y6 follow the Mathematics Mastery programme of study found on the Maths Mastery Website (www.mathematicsmastery.org). Lesson plans are found on the online toolkit. It is an expectation that the plans designed by Maths Mastery are annotated by staff and resource sheets should be adapted as necessary.

All Mathematics planning should show:

- What the whole class will be learning and doing
- Differentiation including the use of adults
- Children with additional needs

Additional challenge should be provided for the higher attaining pupils through the use of challenge cards or other relevant activities such as Nrich, White Rose and NCETM.

Character Curriculum

At Thomas's Academy we have devised our Character Curriculum to teach PSHE, well-being, mindfulness and positive learning attitudes. The curriculum seeks to develop a culture of well-being so that the children will live positive and healthy lives both at school and beyond. The curriculum is designed around the OFSTED framework, the Early Years outcomes and the school's own aims and values; every half term we focus on a different outcome. The Character Curriculum has been developed in-house to ensure it is relevant and meaningful to Thomas's children.

Character Curriculum is taught by teachers from Reception- Year 6 and is taught on a weekly basis. We use the curriculum map to inform our whole school weekly themes and ensure children are rewarded for their efforts in the correlating rewards assemblies.

RE Days

'Living Difference' The Hammersmith and Fulham Agreed Syllabus suggests 45 hours per year of Religious Education (KS2) AND 35 hours per year (KS1). Block teaching will provide approximately 35 hours. The shortfall will be covered during religious content in assemblies and an extra day of Christianity learning for KS2.

	Year 1 of cycle	Year 2 of cycle	Year 3 of cycle
Autumn	Christianity	Christianity	Sikhism
Spring	Buddhism	Humanism	Judaism

Summer	Islam	Islam	Hinduism
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The first two days after every half term, the whole school comes off timetable to learn about one of the six world faiths and Humanism. Every year group studies the same faith but focuses on different concepts relating to faith. These days promote spirituality within the school as pupils partake in assemblies, visit to places of worship, meditation and time to reflect on their place in the world and how they interact with others of different faiths. There is always an expectation from our pupils to produce beautiful work at the end of RE days, in particular a piece of beautiful writing.

Languages

At Thomas's Academy we have weekly Spanish lessons for children in Year 1 –Year 6. Key Stage 1 have 20 minutes a week and Key Stage 2 have 40 minutes a week. These lessons are led by Ms. Yolanda Garcia and cover all aspects of the requirements within the 2014 National Curriculum for Languages. It is not compulsory for KS1 children to be taught Languages other than English, but here at Thomas's Academy we have a very global outlook, respecting all cultures around the world and pupils learn about these cultures through their topic work, in RE and also in their learning of Spanish. Children are led to the Languages Room (2nd Floor) for their lesson. Planning for this subject is created by Ms. Garcia.

Computing

Currently, staff are following the 3BM computing curriculum. All classes from Y1-Y6 have a timetabled half hour slot in the Computing Suite to learn computing skills. Resources like 2Simple and Purple Mash enhance the curriculum ever further. Cyber safety is a large part of the computing curriculum and supporting our children and their families on how to be safe online is of paramount importance to us. We celebrate Internet Safety Week every Autumn and address safety in every Computing session.

PE

Physical Education is taught weekly, with each class being timetabled for two 1 hour sessions a week. Both Nursery and Reception get one, 1 hour session, where agility, balance and coordination are the focus. Sports are chosen by the Physical Education Co-ordinator at the beginning of the academic year. Planning is based on the Rising Stars resource pack 'Champions Sport, Health, and Fitness'. These plans are adapted to meet the needs of the pupils. Pupils are formally assessed throughout the unit on the technical aspects as well as their ability to work in a team.

Pupils of all ages are given opportunities to represent the school in various sports and are offered sporting opportunities outside of school to extend their sporting abilities. There are house competitions, as well as a variety of before and after school clubs, throughout the year where children can compete against one another and work as part of a team in a more informal setting.

Links have been made with both Chelsea FC & The Hurlingham Club to offer more sporting opportunities and experiences for all pupils.

Year 3 pupils attend swimming lessons as one of their P.E sessions for the entire year.

Early Years Foundation Stage EYFS

We follow the Early Years Foundation Stage (EYFS 2012), the statutory framework that sets the standards for Learning, Development and Care for children. EYFS planning is an aim, flexible and responsive to the children's needs and for the benefit of children, practitioners and families. Practitioners discuss the day's observations and reflection sheets to help consider how each activity is progressing.

Long-term planning

- Overview of objectives that will be covered during each term.

Basic Provision planning identifying areas of learning, resources, questions and vocabulary.

Child led Medium term planning

Step 1: record the primary needs for the group based on assessment and observation (as these themes only last 2/3 weeks you only list the most important next step areas).

Step 2: Make observations of the children's interests. Record who said what and when.

Step 3: PLODs (Possible Lines of Development) practitioners meet and look at (1) the need identified (2) children's interests to then come up with possible activities that will meet both the needs and some that will introduce new experiences to the children (these need to be brief ideas because some will be used and others may not)

Step 4: Complete a Mind map with the reception children to find out what they know and what they would like to know.

Short-term Planning Nursery & Reception

Areas of Provision plan (written weekly and reviewed daily by completing reflection sheets)

Adult Directed planning

Objective Led Planning

Short-term Planning Reception

Maths Mastery Plan

RWI Plan

Roles and Responsibilities

The Headteacher, Deputy Head for Curriculum, Subject Leaders/Class Teachers and Governing Body have overall responsibility for the curriculum. The Headteacher and Subject Leaders are responsible for overseeing the delivery of the curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum and key skills coverage.
- Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through pupil discussion and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.
- Sending out curriculum information to parents termly.

The Headteacher and Deputy Head teacher for Curriculum have the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- the Senior Leadership Team co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage
- class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group
- Staff use Target Tracker to ensure that the progress of each pupil is tracked and moderated and that there is appropriate challenge support and intervention

- the Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher’s report

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.

Staff make amendments to planning in order to optimise learning opportunities when they arise.

Teaching staff are encouraged to enthuse the children and broaden their experiences through the ‘WOW’ factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. This works really well at the beginning of a topic but can be used anywhere.

Children’s achievements are celebrated regularly in the school through displays in classrooms and shared areas and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Monitoring and Evaluation and Assessment

The SLT monitor the progression, continuity and effectiveness of the curriculum together with the governing body. Education Committee meetings are held regularly. Assessment for Learning (AFL) is a key aspect and forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic/theme.

Our curriculum is firmly based on current educational research and due to this we will make updates to the curriculum where we believe it will benefit our pupils.

This policy will be reviewed at least every year		
Created: March 2017	By:	Clare James
Latest Review: Sept 2019	By:	Clare James