



CURRICULUM POLICY

2017

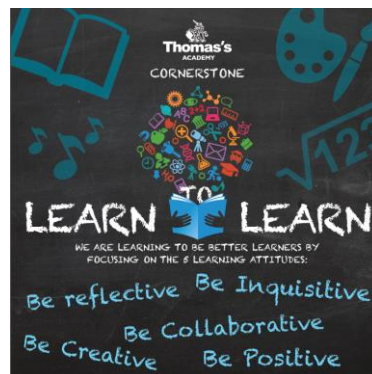
Our Curriculum Aims

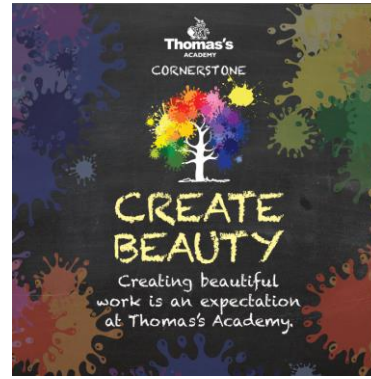
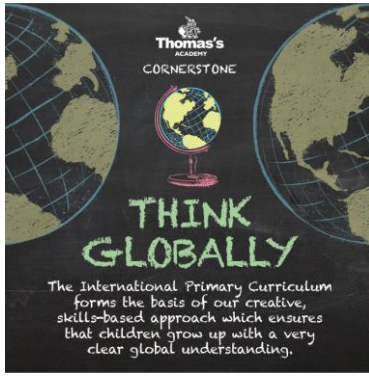
With its diverse demographic, the school recognises that an international, skills based, open ended, challenging and integrated curriculum is key to supporting outstanding teaching and learning. Our curriculum aims to give all the children the knowledge, skills and understanding to achieve to their full potential academically, socially and emotionally. 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. We aim to give the children the necessary skills to prepare them for life in modern British Society.

We aim for our curriculum to reflect both the context of the school and the experiences of the children and the wider world in which we live. This enables the children to be aspirational, to fulfill their potential and 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.

Our approach to delivering a creative curriculum ensures that we fully implement the National Curriculum. We follow a topic-based approach to learning in the belief that children learn best when logical connections are made between different aspects of their work. We develop this through using the INTERNATIONAL PRIMARY CURRICULUM in which children investigate and explore to find the answers to their questions. Similar to the eight personal goals of the IPC, the Academy developed four cornerstones which also reinforce British Values:





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 **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 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 the IPC units. These are placed in the Route Planner to ensure that there is adequate coverage of subjects. The following subjects are taught outside of the IPC:

- Computing- staff use the Rising Stars Computing Curriculum
- Art- staff follow Thomas’s London Day Schools (TLDS) planning
- PE –our coach follows Rising stars PE Curriculum

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.

Route Planner

Year 1/2- Milepost 1

Milepost 1


Year: 2016-2017

[View Route Plan](#)
[Edit Route Plan](#)
[Delete Route Plan](#)


[Covered Goals](#)
[Missed Goals](#)
[Curriculum Units](#)

2016-2017


Autumn



Brainwave




Time Travellers




People Of The Past


Spring




Flowers And Insects



The Earth - Our Home




The Magic Toymaker




Super Humans

Summer



Hooray... Let's



From A To B

Years 3/4- Milepost 2

Milepost 2

Year: 2016-2017

[View Route Plan](#)

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Covered Goals	Missed Goals	Curriculum Units
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2016-2017

Autumn



Brainwave



Scavengers And Settlers



Temples, Tombs And Treasures

Spring



Let's Plant It!



Feel The Force!



Turn It Up!



Land, Sea And Sky



How Humans Work

Summer



Active Planet



Gateways To The



Living Together

Years 5/6- Milepost 3

Milepost 3

Year: 2016-2017

[View Route Plan](#)

[Edit Route Plan](#)

[Delete Route Plan](#)

Covered Goals	Missed Goals	Curriculum Units
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2016-2017

Autumn



Brainwave



The Great, The Bold And The



AD 900

Spring



Being Human



Fairgrounds



Making New Materials



Space Explorers

Summer



The Holiday



Out Of Africa



Black Gold?

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.

Every project must follow this running order:

- Entry point - could be a session or a day (depending on your unit) but must be a fun way of launching the topic.
- Knowledge Harvest - one session where we ask the children to show their existing knowledge about the topic by making a model map in their project books – this will need to be modelled (perhaps through a shared model map) at the start of the year. Staff need to ask prompting questions to ensure children can show their knowledge fully. Knowledge Harvests are important as they show a starting point for each child with which you can assess progress against. They also enable staff to differentiate future lessons based on children’s current knowledge. Especially with older children, we can explain the purpose of the Knowledge Harvest.
- Questions – as part of the Knowledge Harvest, we gather questions from the children. These questions could be in their books or displayed on post-it notes. Throughout the project, encourage children to answer them.
- Explain the Theme - one (short) session where you use your Big Picture to explain the learning that will take place over the unit. This information is displayed in your classroom for the duration of the project. At the start and end of each lesson, you must refer to the Big Picture – review previous learning, identify current learning and (at the end of the lesson) discuss future learning.
- Lessons – as mentioned above, every lesson must begin with looking at the Big Picture. All learning must be recorded in the topic lap books. Where children’s learning is unable to be written up (for example, the lesson was a discussion or work produced was an art sculpture), photos of their learning is good evidence and children enjoy annotating these.
- Displays – IPC working walls should show the topic journey, from Entry Point to Knowledge Harvest to lessons etc. Subject definitions (on TShare- Curric.Co- IPC) should be displayed next to appropriate evidence of learning.

- Exit Point - at the end of the unit, finish with 'an event' as the culmination of your work. Parents, teachers or other classes could be invited to share in this. The Exit Point should include a Learning Review. It could be a model map (to compare with Knowledge Harvest), a quiz or anything else that 'shows off' the children's learning through the project.

Involving the Parents

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

Resources

- Staff give requests for resources to the Curriculum Lead well in advance of starting each topic so that items can be ordered in time.

Enrichment weeks

At the end of each half term (except the final one), the entire school is involved in enrichment weeks. 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, Music and Global Achievement.

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 where possible and links between topic and Literacy, Maths, PSHE, RE, Languages, Computing and PE are achieved where possible.

Literacy

In literacy each year group creates a long term plan. The long term plan is divided into terms. Term 1 long term plan has been completed by the literacy lead and teachers are expected to complete term 2 and 3 during inset meetings.

The Long Term Plans allow for two planning approaches: Planning which follows the teaching sequence for writing: leading to a quality written outcome. Topic based planning using a text as a stimulus ('Take One Book'): Allows 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. There is alignment with other curriculum areas e.g. where children are expected to 'create labels for their IPC topic.

The modules have been chosen to allow for the embedded teaching of the grammar statements for each year group e.g. the recount module in year 3 that allows for the use of present perfect verb forms. However provided in the overview planning is a list of the grammar criteria for each year group. To ensure all objectives are met it will be necessary to teach specific secular grammar lessons also. This checklist is a working document and should be annotated as and when objectives have been mastered by the children.

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/non-fiction 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 (Take one Poet – 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 English Co-ordinator 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

The pupils follow the 'Shakespeare' and 'More' Spelling Scheme that includes a list of spelling rules and sounds that pupils work through. The intention is that pupils complete one word list per half term. Therefore completing the scheme at the end of the Autumn term in Y6 allowing for two terms for revision/extension. Spelling is tested in October and April and children are differentiated into spelling age groups across the key stages.

Handwriting

At Thomas's Academy we follow the Nelson Scheme for Handwriting. Each class has a timetabled Handwriting session in the week. 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 within the spelling, punctuation and grammar (SPaG) checklist (Appendix 17). All teachers have been given a copy of the GPS objectives for their year. This checklist is a working document and should be annotated as and when objectives have been mastered by the children. This checklist will then be given to the following year's teacher. All GPS teaching should be shown on the weekly English plan.

Guided Reading

Guided Reading planning is created weekly. Teachers work with different groups and those pupils needing extra support will receive intervention in Fresh Start and RWI. Groups are set by the literacy coordinator according to their reading age. 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 – Y5 will 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.

Year 6 use the 2014 National Curriculum Maths Programme of Study as a basis for their planning. Weekly planning should show opportunities for the children to:

- Become fluent in the fundamentals of Mathematics
- Reason mathematically
- Solve problems

From September 2017 **all pupils** will be following the Mathematics Mastery programme.

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 and NCETM.

Personal, Social, Health and Economic Education (PSHE)

At Thomas's Academy we follow an approach called 'Inspiring Living' to teach PSHE. The course seeks to develop a culture of well-being so that the children will live positive and healthy lives both at school and beyond. The course is designed around the OFSTED framework, the Early Years outcomes and the school's own aims and values; every half term will focus on a different outcome. The course of Inspiring Living is developed in-house to ensure it is relevant and meaningful to Thomas's children.

Inspiring Living 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

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 40 minutes Spanish lessons for children in Year 1 –Year 6. 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 Rising Stars computing curriculum. All classes from Y1-Y6 have a timetabled hour slot in the Computing Suite to learn computing skills. In addition to this the Computing co-ordinator has developed his own planning on the use of Apps to support the coverage of the National curriculum. 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 will address safety in every Computing session.

PE

Physical Education is taught weekly, with each class being timetabled for two 1 hour sessions a week. 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. Each pupil is assessed at the beginning and end of each unit. Years 1-6 participate in fitness testing each term to ensure that students are maintaining a healthy and active lifestyle.

Pupils are given opportunities to represent the school in various sports and are offered sporting opportunities outside of school to extend their sporting abilities.

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

Weekly /3 day Planning Formats

Phonics Plan

Literacy Plan

Maths Plan

Objective Led Planning

Outdoor Plan

Daily Planning Formats

Daily Areas of provision plan

Daily Adult Directed 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.

Childrens' 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 heavily relies 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
Next Review: March 2018	By:	Clare James