



## CURRICULUM POLICY

### Our Curriculum Intent:

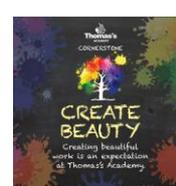
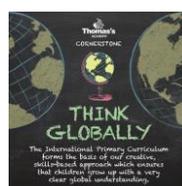
Our curriculum is designed to be 'Knowledge-Engaged' (Ofsted 2019). We believe that an international, knowledge-engaged, enquiry based, broad and challenging curriculum is key to supporting outstanding teaching and learning. This takes place in the context of a safe and nurturing school environment where 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 'strives to develop and protect the wellbeing of our pupils, during their primary years and to lay the foundations for every child to go on to realise their potential and make a positive contribution to their community' (WHO, 2014).

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 and 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 next stage of their education and to become well-rounded and productive members of 21st century society, 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.



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, Music teacher, Dance teachers and PE coach and we have Singing led by the Music lead teacher at Thomas's Kensington, 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, and so on, 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](http://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 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 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**

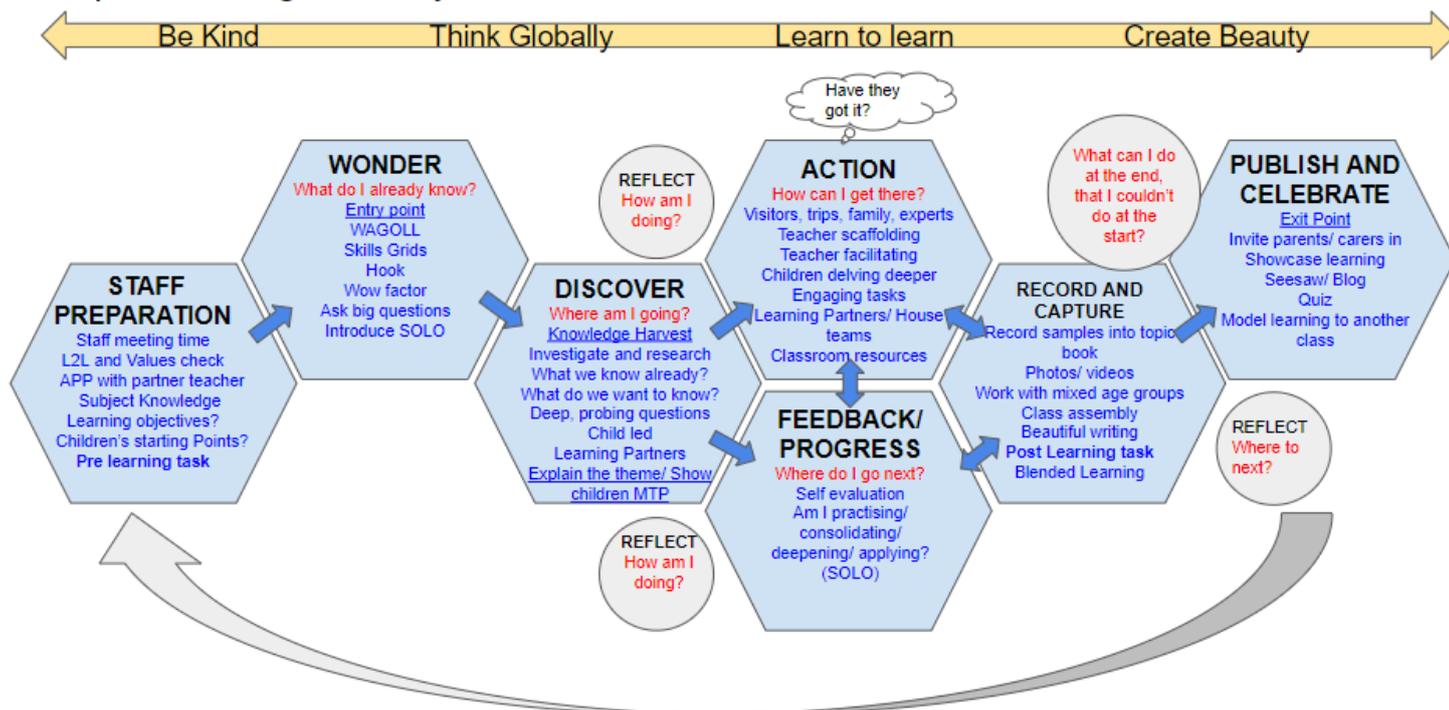
The Learning Process

“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](http://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 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.

### Quests

Biannually, Quests will be observed by the whole school. These are whole school topics that may relate to UN Sustainable Global Goals, Current affairs etc. 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. The outcome of these weeks need to include a piece of high quality learning linked to our 'Create Beauty' cornerstone. Pupils have time to complete their learning activities and gain from the excitement and sense of purpose that such a week can bring. Previous Quests include *Enterprise, Art, Music, Health and Wellbeing and Global Achievement*.

### What wider curriculum subjects are taught outside of 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, Character Curriculum, RE, Languages, Computing and PE are planned for.

### English

In English, 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 IT resources, including hyperlinks, YouTube videos/clips and using a range of software available on laptops and computers.

## **Phonics**

Read Write Inc. is used from Nursery 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 within 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.

## **Reading**

Reading sessions occur 5 times a week, extra to English (writing) lessons. 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 class should study a text together and unpick the text at their individual levels. Questioning for comprehension will meet the National Curriculum reading Domains via VIPERS. This stands for:

V- Vocabulary

I- Inference

P- Prediction

E- Explanation

R- Retrieval

S- Summarise/Sequence

For children working within the phonic phases, planning also includes an element of phonics teaching and learning.

## **Maths**

We follow the '[Mathematics Mastery](#)' approach to teaching maths, which places mathematical problem solving at the heart of its curriculum. The Mathematics Mastery curriculum is cumulative - each school year begins with a focus on the concepts and skills that have the most connections, which are then applied and connected throughout the school year to consolidate learning. This gives pupils the opportunity to 'master maths'; by using previous learning throughout the school year, they are able to develop mathematical fluency and conceptual understanding.

With regards to the intentions behind our maths curriculum, our school follows the notion that instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations. This is achieved through three fundamental teaching principles, described as Mathematics Mastery as 'Dimensions of Depth':

- **Conceptual understanding**
- **Language and Communication**
- **Mathematical thinking**

### **Maths Meetings**

We also use daily Maths Meetings as further opportunities for children to practise and develop mathematical concepts from previous year groups and upcoming curriculum objectives, in order to consolidate understanding and build fluency. These are short, pacy sessions that feature separate fluency and reasoning focuses.

## **Computing**

At Thomas's Academy our computing skills-development programme works alongside the rest of our curriculum to ensure that children are taught specific computing skills in a progressive way as they go through the school. Pupils are immersed in a wide range of skills including sound and video editing, coding and debugging, movie making and internet safety, as well as using word processing, data handling and presentation tools. We have a multi purpose computer lab with 30 PCs.

At Thomas's Academy, we have invested in our 'Blended Learning' approach to education as this is closely related to real life experience and enhances work in other subjects. Blended Learning is an approach that combines online educational

materials and opportunities for interaction online with traditional classroom methods. One programme we use to assist us with this is Seesaw. Each child, from Year 1, has an online Learning Journal which they can independently add to. A Learning Journal typically consists of photographs, videos, audio recording and tasks completed online. Teachers can also set tasks on Seesaw to be done at school or at home. Parents are able to view their child's Learning Journal from home. In order for this approach to be successful, each class has their own set of iPads with an agreed core suite of apps to use for both the computing curriculum and for Blended Learning. With technology developing quickly, we work hard at Thomas's Academy to ensure our approach is relevant and exciting through regular training and investment in resources.

**Character Curriculum** - which includes Personal Social, Health and Economic Education including Relationships and Sex Ed. British Values, Health and Wellbeing and Citizenship

At Thomas's Academy we follow a scheme of work called 'Jigsaw' to teach our Character Curriculum. 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. Each half term the whole school focus on the following themes:

Aut 1- Being Me in My World

Aut 2- Celebrating Difference

Spr 1- Dreams and Goals

Spr 2- Healthy Me

Sum 1- Relationships

Sum 2- Changing Me

Character curriculum (Jigsaw) is taught by teachers from Rec- 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.

## Languages

At Thomas's Academy we have weekly Spanish lessons for children in Year 1 –Year 6.

30mins- Y1-Y3

45 mins Y4-6

These lessons 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 (2<sup>nd</sup> Floor) for their lesson.

## Art

Art is led by a specialist teacher and is taught in weekly sessions to every year group. Each week, Years 1-4 have a 1 hour 15 minute class and Years 5-6 have a 1 hour 30 minute class. Throughout the year, children will explore various themes to broaden their creative thinking. Within each topic children will study artists, develop a range of art skills and explore cross-curricular links. They are encouraged to be curious and experimental in their learning and will often work with others to create collaborative art.

In Early Years, Reception and Nursery are allocated 1 hour each week for more informal sessions. Reception children are split into two groups and receive half an hour each in the art studio. For the Nursery session the art teacher visits their space and sets up a creative station for the children to come and explore. Early Years art focuses on the exploration of tools and materials, helping them to develop their fine motor skills.

## Music

Music is taught weekly from Nursery all the way to Year 6 by our specialist Music teacher from the Tri Borough Music hub. Lessons take place in our Music Room. These sessions vary in time:

- Early Years for 30 minutes

- Years 1-3 for 45 minutes
- Year 4-6 one hour.

Music lessons are always structured with a Welcome song and some physical warm ups, songs/rhythm work and listening activity.

For Early Years we are mainly exploring nursery rhymes, basic 'call and response' clapping patterns and on occasion discovering a few percussion instruments for them to have a little taster using shakers and xylophones. For Reception we are also including some basic rhythm names to crotchets (TA) and quavers (Ti-Ti). The aim with Early years is to work on their overall coordination whilst being interactive and fun.

Between Years 1-3 the children learn longer and more complex songs. We add in more difficult rhythmic patterns using instruments like the Djembe. This gives the children the opportunity to do some rhythm dictations with the basic patterns (Ta - Ti-Ti). For inclusion, Year 3 the children are introduced to using sign language in some of the songs they learn.

For Years 4-6, children study body percussion, 'call and response' singing games, songs that vary on the month of the year, instrumental teaching and music theory.

## **PE**

Physical Education is taught weekly, with each class being timetabled for two 1 hour sessions a week. Starting in the Autumn term, one of these lessons will have a focus on a particular sport and skill improvement within that sport, such as football or basketball. The other lesson, for Years 1-6 will be a fitness lesson. The children will learn the benefits of keeping fit and active for both their body and mind as well as how it can impact and improve their development in other sports. The children will keep fit and learn different exercises before collaborating and communicating with one another to create a fitness video for their peers. Both Reception & Nursery will receive 2 hours of PE also, where the focus will be on co-ordination and small movements initially before incorporating the use of equipment to enhance agility, hand eye coordination and bigger movements. Sports are chosen by the Physical Education Coach at the beginning of the academic year.

Year 3 pupils will attend swimming lessons as one of their P.E sessions. Similarly, Year 5 have one of their PE sessions at Hurlingham Club where we focus on communication and collaboration all whilst using their fantastic facilities.

## **RE**

We teach the six major world religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism plus Humanism. One religion is taught as a block each term (normally the first 2-3 days following a half term break). In addition to this, religious content is included in assemblies such as Harvest, Eid, Diwali and Christmas. A Planning overview for each year group is provided by the Deputy Head, for class teachers to plan with. Outcomes from these focus days are expected to be shown in class RE Lapbooks and on display. There is an expectation for high quality cross- curricular writing during these days too.

The Hammersmith and Fulham Agreed Syllabus (Living Difference III) suggests:

- 45 hours per year of Religious Education (KS2)
- 35 hours per year (KS1).

Block teaching will provide approximately 35 hours. The shortfall will be covered during visits to places of worship and visitors to school.

## **Early Years Foundation Stage EYFS**

We follow the recently updated Early Years Foundation Stage Framework (2021) which sets the standards for Learning, Development, Assessment and Care for children in Early Years. Additionally we plan and teach using the

'Development Matters' (2021) Curriculum Guidance. This supports us as practitioners in providing rich and varied learning opportunities across our setting along with high quality interactions with children on a daily basis.

Planning in the Early Years is flexible and responsive to the children's needs as well as being carefully sequenced to help children to build their learning over time.

We believe children in Early Years learn best through a variety of different approaches:

- Independent and child-initiated play
- Adult led Carpet sessions
- Peer to peer interactions and adult interaction

In order for children to get the most out of their learning we strive to create carefully planned enabling environments which allow children to both initiate their own learning and continue their learning even when an adult is not present.

Planning is created during year group planning meetings which are held weekly. During these meetings, practitioners discuss interests and needs of their children and use this to inform the following week's plan. Our plans are also informed by day to day observations of children's needs and may be adapted at short notice if practitioners feel this is necessary.

Children who need additional support in an area of learning may take part in small group sessions or specific intervention groups such as communication and language support sessions or social skills groups.

### **Roles and Responsibilities**

The Headteacher, Deputy Head, 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 have the responsibility for the leadership of the curriculum and delegate 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. Increasing our children's cultural capital, aims for fairer equity within our pupil community.

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, through celebrating difference.

### **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.

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.

<b>This policy will be reviewed at least every year</b>		
Created: March 2017	By:	Clare James (DHT)
Reviewed: Sept 2019	By:	Clare James (DHT) updates include specialist subject details and our Learning Pathway
Latest Review: September 2021	By:	Clare James (DHT) updates to Music, Art and PE specialist subjects