

Curriculum Intent:

At Abbey Hey, we are committed to bringing out the Best in Everyone. We will do this with a creative and relevant curriculum which will inspire and motivate all pupils to become the best that they can be and achieve academic excellence.

We will nurture and support our children and equip them with the skills they need to become confident, determined and respectful young adults who have exciting and ambitious aspirations for their futures.

Abbey Hey pupils will achieve academic excellence through a curriculum which teaches them essential skills for life such as cooperation, teamwork, resilience and respect for others, their environment and themselves, both inside and outside of the classroom. They will leave our school well prepared for the next stages of their education and life in the modern world with a mastery of the subjects they have been taught.

We will provide a range of opportunities for pupils to move learning from the short to the long-term memory, resulting in mastery of the subject taught. By the time learners have left Abbey Hey Primary Academy, they will have mastered a range of both procedural knowledge (skills) and factual knowledge through opportunities to deliberately practise and careful planning for progression and depth.

We understand and value the importance of the local community and recognise the positive impact it has on school life. Working together in partnership, ultimately leads to, 'The Best in Everyone'.

Our Approach:

At Abbey Hey Primary Academy, the curriculum is specifically tailored to meet the needs of all children in order to prepare them fully for the future lives they are going to lead. We believe that the curriculum we offer should fire children's imaginations and be challenging yet enable all to experience success, regardless of their ability or interests. It should promote in children a self-belief and confidence which will enable them to reach their full potential.

Powerful Knowledge: Our Curriculum ensures that every child has access to the best that has been said, thought and done through human history in every subject area which is illustrated on the long-term plans for each curriculum area.

Education with Character: Children are exposed to challenges which they will only succeed in through persistence and determination; they are encouraged to develop new talents and qualities unique to them and to express themselves clearly and articulately. They are exposed to situations where their thinking and opinions are challenged.

Our curriculum extends beyond the formal requirements of the National Curriculum as we recognise that this is only part of what children need. Of paramount importance within our curriculum are the values, skills and abilities we feel our children will require to take their place in the world; these will enable our children to be compassionate and driven leaders of our future.

Our curriculum is designed to provide a rich and varied programme of activities and learning experiences to meet the needs, interests and aspirations of all learners, within and beyond the school day.

Our school's core values are at the heart of all we do and are interwoven into all learning opportunities along with a strong emphasis on teamwork and cooperation.

Creativity Enthusiasm Ambition Confidence Respect Determination

We expect that all children will become creative, confident and respectful young adults who approach the next stage of their learning journeys with determination, enthusiasm and an ambitious outlook for their futures.

Active learning is encouraged through exploration, enquiry, investigation and structured play using firsthand experiences wherever possible. We provide children with a range of opportunities to develop, use and refine key knowledge, understanding and skills and to practice and apply them regularly in different contexts.

We believe that it is important that children have a strong awareness of their local community and locality and of whom they are and where they fit in the world. We believe that successful learning depends on a positive partnership between home school and the wider community and we regularly raise money for local and national charities throughout the school year, as well as supporting our school Foodbank, which gives children a sense of responsibility and moral purpose.

Throughout the curriculum, children learn about the achievements and life stories of inspirational people from Britain and the wider world. This gives them the opportunity to see what is possible and learn that with hard work and determination, their dreams can be realised

Implementation

At Abbey Hey Primary Academy, we are determined to ensure that our curriculum is accessible for all pupils, in compliance with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Teachers plan and adapt learning experiences to ensure that success is achievable for all.

True learning is defined as changes in the long-term memory and creating mental models that allow children to apply learning in a specific context; all lessons at Abbey Hey Academy are crafted to follow the Rosenshine Ten Principles of Instruction framework:

Planning for Progression

All teaching and learning starts with assessment to ensure that work will be accessible, challenging and is providing the correct curriculum coverage that is needed to move children's learning forward.

Lessons are broken down into specific discreet skills and knowledge that will enable children to achieve the desired outcome. Children should be clear on what they are learning and how to achieve this through clear learning intentions and success criteria. These are shared at the start of the lesson and referred to throughout.

Daily Review				
				
Mon	Tue	Wed	Thu	Fri
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.				

When completing complex tasks, such as writing a narrative or solving a mathematical problem, it is important that contextual knowledge has been taught to the children, and that they have access to it. The rationale behind this is that children focus on the skills they are practicing, rather than having to process lots of different information at the same time. Knowledge Organisers which include key contextual factual information are shared with children before start of the unit of work and will be available to children during lessons. These are also shared with parents at the start of a new theme of learning.

Framework for the delivery of lessons:

Metacognitive Modelling and Direct Instruction

Modelling is of a high standard with the teacher verbalising their thought process to the children, explaining how/why they are doing what they are doing.

Direct modelling can take many forms, with teachers generally using the **part-whole** model where a concept is introduced in its general form, then divided up into distinguishable sub-parts, explicitly linked to the whole concept, or sequential ordering, where learning is presented in a sequential order as it would be in reality.

Direct instruction involves the repetition of key concepts / skills / summarising and practicing. Direct instruction will take the form of the modelling process and these elements will be the 'teacher talk' part of the lesson with the vast majority of the lesson being student practicing / applying skills. This constitutes the 'I' part of the lesson in which delivery of concepts and skills is down to the teacher imparting knowledge.

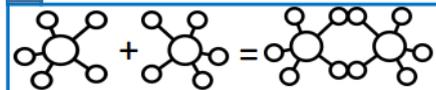
Contextual Vocabulary

Much misunderstanding in learning comes from children's inability to understand specific vocabulary in questions or from their misunderstanding of the contextual nature of a word. Vocabulary is specifically taught to enable children to access learning. Regular vocabulary building is an integral part of our curriculum.

Questions for Learning

Although questions can appear at many points within lessons, direct questioning should be used sparingly through Modelling / Direct Instructions to assess pupil's ongoing understanding and used much more liberally after Modelling / Direct Instruction has been completed. Questioning during this period is to assess understanding, rather than assessment of learning to check whether the lesson can continue, or any re-teaching needs to be done. A range of different question types are used at this point to both assess knowledge of the key concepts and then to extend thinking with analytical and evaluative questions.

Provide Models



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.

2 New Material in Small Steps



Our working memory is small, only handling a few bits of information at once. Avoid it's overload—present new material in small steps and proceed only when first steps are mastered.

3 Ask Questions



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

Guided Practice

Children are expected to work collaboratively within each lesson. In the **I, We, You** structure of learning, guided practice falls within the 'We' section. Structures for Engagement (Kagan) are used to enable children to support each other with learning and to provide opportunity for discussion with peers and verbalisation of their understanding of what has been taught.

Assessment Point

Assessment for Learning takes place throughout the lesson through questioning. Before the children go to their independent work, a Hinge-Point Question is used to assess who is ready for independent work and who may need additional support. All children answer the Hinge-Point Question, usually on a white board and show the teachers simultaneously, which the teacher then scans.

If 25%+ of the children have answered incorrectly, there needs to be further direct instruction from the teacher to the whole class. For those who have answered correctly, they can go straight to **Deliberate Independent Practice**. For those who have answered incorrectly (if less than 25%, they are required to have small group corrective teaching immediately before moving onto independent practice when they have understood the skill / concept. The question that is asked should be in the style of the questions that have been modelled and that that are in Direct Instruction and Guided Practice.

Deliberate Independent Practice

Deliberate Independent Practice has been shown to be the most effective method of ensuring children learn. In the **I, We, You** structure, this is the 'You' part of the lesson.

Deliberate Independent Practice is structured in a way so that children are actively practicing the skill that has been taught within the lesson.

Children will have access to a range of different scaffolds such as the Success Criteria, working walls, diagrams and checklist to support their **independent learning** at this time.

Once the child has demonstrated that they have fully understood the concept, more challenging problems be assigned.

Multiple Choice Questions / Exit Tickets

Following Deliberate Practice, each lesson ends with an assessment of learning. This can take the form of multiple-choice questions. The questions can be extended for children to reason as to why they have chosen the answer they have so as to further their understanding.

The question should directly test the learning that has taken place in the lesson and will provide teachers with a good understanding of what needs to be addressed at the start

Guide Student Practice



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.

Check Student Understanding



Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

Independent Practice



Independent practice produces 'overlearning' - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

Scaffolds for Difficult Tasks



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

of the next lesson or whether re-teaching a particular part or concept will be needed in the following lesson.

Mini-Plenaries

There are good opportunities within the teaching framework for assessment for learning, but an effective way to readdressing misconceptions that have arisen is to include mini plenaries. These should be apparent throughout the lesson and be used at the teacher's discretion, as and when appropriate. Lessons do not need a formal plenary.

7 Obtain High Success Rate



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

Cooperative Learning:

Children across school work collaboratively in groups of four. These groups are mixed ability, mixed gender and mixed ethnicities. Children work as a cooperative team to develop positive interdependence with one another in order to achieve common goals. They are given the opportunity to support, coach and discuss learning before being asked to complete a task independently. This provides children with a safe environment to make mistakes and encourage risk taking. During cooperative learning, the structures ensure that children are accountable as children have to publicly perform their learning; this way, no one can hide and avoid learning.

Cooperative learning is built on the foundations that we should build connections with each other, as we learn best when we are safe, therefore cooperative learning involves team building and class building activities where children learn about their own similarities and differences in a fun, non-threatening way. These teams change on a six weekly basis allowing children to mix with other children that they might not have previously built a connection with, thus developing and encouraging social skills.

Working in this way allows learning to be active but it also ensures that children develop an awareness of the needs of others, leading to the development of tolerance and social justice.

Extra-Curricular Activities:

Abbey Hey has a wide variety of extra-curricular activities involving children from across school. School makes a conscious effort to monitor attendance in these activities in order to ensure that children develop drive and persistence.

Community:

Our aim at Abbey Hey is to promote a healthy lifestyle not only for our pupils but for the whole community. As a school we have supported several parents/carers to access sports training programs. These individuals will use this training to work with children within the community to improve sporting opportunities outside of the school day. This in turn will create leaders and positive role models within our community helping to unite local residents of all ages.

Examples of some of the clubs on offer are:

Football	Badminton	Athletics	Cross Country
Dance	Multi-sports	Languages	Cricket
Coding	Art Club	Choir	Cheerleading
Cookery	Jewellery making	Street Dance	Home Learning

Learner Challenge:

Following on from our approach of learning through Cooperative Learning, we ensure that all our children are active participants in their learning. Children are taught that they will face barriers and challenges, however, it is how they respond to these challenges that will build their character further and help them achieve their goals. Resilience is a large part of our everyday learning; we expect children to make mistakes and encourage them to use these as the next step of their journey. This is being further supported with our development of Growth Mindset across school.

Relationship between staff and pupils are further strengthened with termly learner conversations. These are dedicated 1-1 sessions where learning and targets are set between the child and their teacher with a clear focus on children's skills and what they need to do to improve to be even better.

Home Learning:

Abbey Hey Primary Academy is committed to setting regular home learning appropriate to the age, needs and experiences of the child. Home learning is important at all stages in a child's education and when used properly, extends the challenge open to the pupil and ensures that teaching time is used to maximum effect.

The aims of Home Learning are to: support children's learning opportunities via reinforcement and revision, to provide opportunities for parents, pupils and teachers to work in partnership; to share with parents the expectations school has regarding their child; to provide opportunities for parents and pupils to work together to enjoy learning and to encourage the development of positive attitudes towards learning among children.

Reading is at the heart of home learning, as we recognise the positive impact that Reading has on life-long learning.

Impact:

Our curriculum is carefully planned for progression; it is designed to be challenging and relevant to our pupils and their local identity and builds upon their prior knowledge and understanding. Our curriculum gives all children opportunities and experiences needed to go forward to be successful in their education and future lives, enabling them to achieve and fulfil their dreams and all of their aspirations.

If children are keeping up with the curriculum, they are deemed to be making the expected amount of progress we expect and are therefore working at the expected standard for their year group.

We instill a belief in all of our children that they should dream big, aim as high as the stars and that with hard work, strength of character and single-minded determination, they will achieve all of their dreams.