

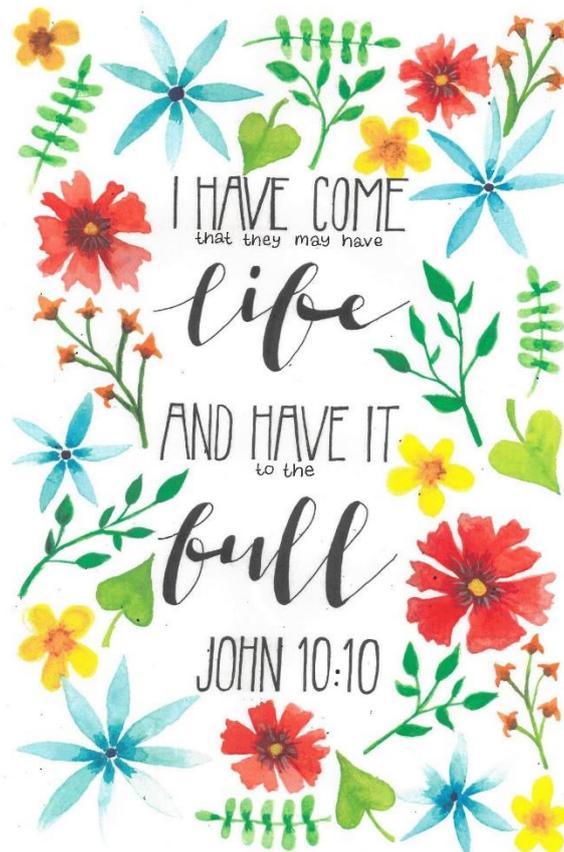
OUR RICH CURRICULUM

INTENT

The Tas Valley Federation serves the communities of Saxlingham Nethergate and Tasburgh by providing education of the highest quality within the context of Christian belief and practice.

Our Vision

Our vision for the Tas Valley Federation is based on our understanding of the Bible verse, John 10:10



Through the Parable of the Good Shepherd, Jesus reminds us that we can ALL experience 'fullness of life' by following and trusting in Him like sheep follow their

shepherd. Our vision is for all members of the Tas Valley Federation community to experience life in all its fullness, and to contribute to a world that enables others to do the same.

This means that:

- We will respect the individuality of each person and make everyone feel valued in our schools.
- We will provide a curriculum that is rich, broad and relevant, offering opportunities for children to explore their creativity, enjoy physical activity and feel a bond with their environment whilst learning ever more about the wider world.
- We will promote high standards in reading, writing and mathematics in order that every child is enabled to engage with their learning and fulfil their potential, both now and in the future.
- We will help children to develop their social skills, including empathy for others and positive relationships with those around them.
- We will ensure that children feel a link with local, national and global communities and that they understand how their actions can impact.

We will enable children to appreciate their own spirituality, to respect that of others, and to experience joy in the world.

Our Vision in Practice

Within the Tas Valley Church Schools Federation, we strive to teach active, informative lessons that inspire **ALL** children to learn and make progress. These high expectations apply equally to those working above, at, or below age-related expectations, as well as those who have been identified as having Special Educational Needs.

When planning, our teachers seek to make innovative cross-curricular links across many subjects so that children can make sense of their learning and relate it to the wider world. Our teachers have a wide range of skills and expertise and share good practice across the Federation.

IMPLEMENTATION

Within the Tas Valley Church Schools Federation, we intend for our curriculum to support our vision that children and the whole community will benefit from 'life in all its fullness (adapted from John 10:10).

This means that our curriculum strives to:

- Be rich, broad, balanced and accessible to all;
- Be enjoyable, interesting, relevant and appropriate;
- Be memorable and rich in connections;
- Offer opportunities for creativity;
- Support personal and social development;
- Support children's knowledge and understanding of their world;
- Support children's feeling of ownership of their world;
- Prepare children to face the many challenges and adventures that life will bring

Learning is characterised by ambitious objectives, challenging personal targets and rigorous assessment. Timely interventions support those pupils who are slower to make progress, so that they can keep up with the pace of learning and fulfil their true potential. We nurture children to be independent, resilient and actively involved in asking and answering questions about the world in which they live.

Reading and writing skills are very much at the centre of our curriculum planning, and are fundamental to learning across the wider curriculum. Our curriculum promotes pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.

Taking the National Curriculum as our core document, we put learning into meaningful contexts that will build upon each other as children progress through the school.

We take time to consider:

- What we know about our families and our children;
- What is happening in our locality, in our nation and in the world;
- What we have found to be successful in enabling children to learn in our setting;
- What research tells us about successful teachers and learners;
- What our children tell us about their learning.

If consideration of the points above means we must deviate from our set plans in order to meet current needs, we do so. Over time we ensure we have covered all elements of the National Curriculum

In September 2021, we introduced a new concept-based curriculum at Preston, with a 2-year rolling program of topics to allow for teaching in mixed-aged classes. The starting point for our planning is the school vision: cohesion is created across the school with the learning for each class being bound together with key values and concepts.

YEAR A	Autumn	Spring	Summer
<i>Project Title</i>	Belonging	Creation	Over and Under
<i>Key Concepts</i>	Community	Individuality	Diversity
	Democracy	Inspiration	Transformation
	Identity	Change	Integration
	Friendship	Pride	Freedom
<i>Values</i>	Friendship	Respect	Trust
	Compassion	Reverence	

YEAR B	Autumn	Spring	Summer
<i>Project Title</i>	Journeys	Our Wonderful World	Power and Glory
<i>Key Concepts</i>	Belief	Beauty	Consequences
	Resilience	Stewardship	Sacrifice
	Fear	Responsibility	Conflict
	Freedom	Sustainability	Adversity
<i>Values</i>	Perseverance	Responsibility	Forgiveness
		Creativity	Truthfulness

Not all subjects can be covered in this way using natural links, so some other learning is purposefully planned within a block in order that knowledge and skills are embedded in other memorable ways, for example through a 'Science Week' or 'Democracy Week'.

Although we proactively seek to make cross-curricular links, we recognise that systematic building of knowledge and skills in some subjects is best achieved

through routine well-planned and taught lessons that may be discrete from other curriculum areas for much of the time – for example, Languages or PE.

We believe that effective learning takes place when children are engaged and excited by the curriculum, when the subject matter is placed in an interesting and relevant context and when resources are chosen for their impact. We recognise the importance of visits and visitors in enriching learning and we seek to provide experiences that are memorable for our children. We consciously seek ways to support the social, moral, spiritual and cultural development of our children through all areas of the set curriculum and ensure that our PSE curriculum is rich in opportunities for children to explore and express these areas of development.

Quality teaching

- Clear learning objectives and outcomes;
- Links to prior and future learning;
- Learning is made relevant to our context and teaching styles are tailored to the needs of the class;
- Promoting a culture where all children engage with learning;
- Opportunities to interact with others and to collaborate in learning;
- Appropriate use of teacher questioning, modelling and explanation;
- An expectation that children will develop resilience and accept responsibility for their own learning, working independently;
- An expectation that children will make progress within each lesson;
- Celebration of good work.

Effective Learning

We acknowledge that people learn in different ways including:

- Investigation and problem solving;
- Open ended tasks;
- Reasoning;
- Research and independent access to resources;
- Group work, paired work and independent work;
- Effective questioning;
- Drama and presentation;
- Computing;
- Visitors and educational visits;
- Creative activities, designing and making;
- Use of multimedia, including visual and aural stimuli;
- Physical activity;
- Homework;
- Extra-curricular clubs and activities.

Target Setting

- Individual children's progress is tracked;
- Data is collected on a regular basis;
- Strengths and weakness support planning and intervention;

- Teaching and interventions are adjusted according to the progress that the children are making;
- Parents/carers are updated regularly on their child's progress;

Assessment

- Rigorous assessment informs classroom practice and supports pupils to close attainment gaps;
- Formative assessment is used effectively;
- Timely use of Assessment for Learning, which is appropriate to the age and experience of the children (e.g. learning objectives and outcomes, success criteria and self and peer evaluations)
- Subject Leaders track progress in English, Maths and Science, and are informed about how our pupils perform compared to national expectations.

Intervention

- Identification of individuals and groups who are making less progress than expected;
- Interventions are mapped according to need; they are regularly evaluated and adjusted;
- SLT review the impact of interventions, potential barriers and future actions needed.

Learning Environment

- Pupils are taught to respect their environment and about their responsibilities as members of the school and wider communities;
- Learning environments are adapted according to the children's learning needs;
- Use of learning resources and ICT is developed to promote independence;
- Effective use of other spaces, e.g. break out spaces, hall, outdoor areas;
- Displays are used to celebrate children's work, as learning walls, as well as to provide supportive resources and information.

Curriculum organisation

- Recognising the benefit of a 2-year topic cycle, the curriculum is planned so that key learning is revisited and that all pupils have equal access and opportunities.
- The curriculum is designed to cater for the needs of all learners including pupils with SEND, EAL, Looked After Children, boys and girls.

Extended curriculum

- A range of extra-curricular clubs and activities enhance and extend the curriculum (including School Breakfast Club);
- The wider community (sports coaches, etc.) is involved in extended provision.

Children's wider needs

- Close communication with parents/carers;
- Developing and maintaining multi-agency links to support vulnerable pupils;

- Designated non-contact time for SENDCO;
- School Counsellor working with individuals and families;
- Outdoor learning for a number of children with SEND.

OUR CURRICULUM

English

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary.

From September 2022, we are introducing the Little Wandle Letters and Sounds complete systematic synthetic phonics programme. Across our Federation, we have adopted a Phonics and Early Reading Policy, which details our approach to the teaching of early reading, and how we equip parents/carers to support their child's progress in this crucial area of the curriculum.

Wherever possible, English is taught in a cross-curricular way, linking up to the current topics and other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions.

We use 'The Power of Reading' to teach English. This approach engages and motivates children in their English learning and enables them to deepen their understanding of high quality texts whilst providing a meaningful context for writing.

A quality text will be used as the basis for learning over several weeks. Children will explore and discuss the text through creative activities. They will also write in a range of genres as part of the unit. For example, children learn a range of skills from writing formal, factual texts to writing creative, imaginative stories. Children read and learn about classic stories and develop their skills of expression through poetry and music.

Reading aloud is a key part of the Power of Reading. The strategy enables all children to access quality texts. Reading aloud also enables the teacher to model expressive and fluent reading to the children. It enables children to be involved in the process of 'reading for pleasure' rather than focusing on decoding tricky words. The role of the teacher is to demonstrate 'what good readers do' and encourage and facilitate the process of summary and inference.

We aim for every child to develop a love of reading and it is an expectation that all children will read at home regularly. Our children have access to a wide variety of texts, both within the classrooms and within the School Library.

Underpinning the enjoyment of reading and writing comes the technical understanding of being a good writer. Our children are developing a strong understanding of how grammar and punctuation contributes to sentence structure.

A range of extra activities are used to promote English within the school, including World Book Day.

Mathematics

Our school is very proud of its attainment and progress in this area of the curriculum. This success comes through effective teaching, with children learning basic skills and having opportunities to apply them to problem solving and practical tasks. It is essential that children see the purpose of Maths in the world around them.

We use White Rose Maths – a whole class mastery approach – as the basis of our weekly lesson planning. Children are taught skills and apply them to solve problems and challenges. Applying Maths to the ‘real’ world is a key aspect to success.

Practice makes perfect when trying to master anything! Within our children, we foster a determination and resilience to raise questions and to persevere with tricky concepts.

Science

Where appropriate, Science teaching is linked to topic work. Pupils are encouraged to be curious about natural phenomena and to be excited by understanding about the world around them. Key scientific terminology will be introduced and built upon as children move through the school. Pupils will be encouraged to work scientifically and to carry out experiments using equipment to gather and record data. Whilst at our school, pupils learn about plants, animals including humans, materials, seasonal changes, habitats, rocks, light, forces, states of matter, sound, electricity, Earth and space, and evolution and inheritance.

Art and Design

Art is a vehicle for creativity and individual expression. It also provides opportunities for collaborative work. It is an important form of cultural expression and has significance and meaning for all children. Our teaching provides an understanding of diverse art forms so that children can experience: drawing, painting, collage, textiles, printmaking, sculpture, digital media and 3d designs.

Pupils also learn about the life, artistic techniques and legacies of significant artists from across the world, and from different historical periods. They are encouraged to comment constructively about their own artwork, and that of others.

Design Technology

Our Design Technology lessons encourage the designing and making of products to solve real life and relevant problems. Pupils learn to select and use a wide range of materials and components, including construction materials, textiles and ingredients (for food technology), according to their characteristics. Pupils are also taught to select and use a range of tools safely and with precision.

Pupils are encouraged to critically evaluate the products they have created and compare these to their original design brief and plan.

Computing

The school is well-resourced for Computing with a portable laptop trolley. Every classroom is equipped with a number of i-Pads.

Our Computing curriculum embeds basic keyboard skills, as well as the ability to independently save and print work. Building on prior learning, our children become skilled at communicating their ideas by word processing and using presentations. They learn to create artwork and animations, and to develop more complex skills such as data analysis and coding.

Children learn to make use of technology safely and are taught about how to access support when they have concerns. Parents/carers are informed about issues relating to online safety arise and further information and support is provided as required.

Music

We use Charanga to support our music teaching. This is an online music scheme with lots of interactive resources and high quality music to support our children's musical learning. The children enjoy using a range of tuned and untuned percussion instruments, and across the Federation, children have enjoyed using class sets of violins, steel pans and ukuleles.

Pupils use their voices expressively and creatively by singing songs and using chants and rhymes. We encourage pupils to listen to and appraise a wide range of music, understanding that music can be linked to mood and atmosphere.

Our music curriculum is supplemented by a range of extra-curricular opportunities. At Preston Primary, there are opportunities to learn drums, keyboard and piano under the direction of peripatetic music service.

Throughout the year, our children have opportunities to perform as part of Collective Worship Celebrations to mark key Christian Festivals (e.g. Christmas). At the end of the Summer Term, our older children leavers take part in a musical production that interweaves singing, music, dance and drama.

Physical Education

Our Physical Education is delivered by class teachers or teaching assistants with NPECTS qualification. Lessons focus on mastering basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics to become an effective team member.

The National Curriculum requirements for Swimming are currently delivered to our Year 5 and Year 6 pupils at Riverside Leisure Centre.

We are part of the South Norfolk School Sports Partnership, and we enter teams of children to compete in festivals and tournaments with children from other schools, both within the cluster and the partnership (e.g. athletics, cricket). Through Premier Education, we have offered a range of extra-curricular clubs including athletics and gymnastics. Premier Education have also supplemented our PE curriculum with enrichment days for Y6 and Performing Arts Days. Pedestrian Training is offered to our Year 2 pupils and Cycle Training is offered to Year 4 and Year 6 pupils.

An annual Sports Day is held in the Summer Term.

PSHE

We deliver our PSHE curriculum through a combination of discrete and cross-curricular teaching. We cover many topics including friendship, feelings, thinking skills and problem solving. Collective Worship is also used as an important vehicle for exploring themes within PSHE, and children are encouraged and supported to develop emotional literacy in order to make sense of their feelings.

Premier Education have supported the development of social skills and self-esteem by delivering the Game of Actual Life (GOAL) to our Year 6 pupils. Small group has also been directed to individuals, including those children with SEND and in receipt of Pupil Premium.

RE

For Religious Education, we deliver the Norfolk Agreed Syllabus for RE and our teaching promotes the spiritual, moral, social and cultural development of our pupils. Using an enquiry approach, each term, our learning in RE takes place through the investigation of a key question for enquiry. Our teaching reflects the fact that the religious traditions in Britain are, in the main, Christian whilst taking account if the teaching and practices of other principal religions represented in Britain.

As a church school, we place high value on promoting spirituality and the social, moral, spiritual and moral education of our children. Children are invited to participate in daily Collective Worship, through which we explore a wide range of themes.

History and Geography

History and Geography are taught through a cross-curricular approach to learning, as part of a concept based topic.

Through History, pupils learn about significant historical events, people and places, at a local, national and world level.

History is 'brought to life' through an investigative approach, involving children's active participation in enquiry, use of artefacts, visitors to school as well as visits to museums and other places of historical interest. Children are given opportunities to learn about the past from a range of primary and secondary historical sources, including materials which are accessible through the use of technology.

In Geography, we teach location and place knowledge as well as weather and climate skills. In addition, our pupils learn about how the world works, and how to make a difference and become positive contributors to it.

Relationships and Sex Education

We believe that Relationships and Sex Education (RSE) enables our children to become healthy, safe, independent and responsible members of society. RSE aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

RSE is taught as both explicit lessons, using the Discovery RSE scheme of work, and is also embedded in other areas of the curriculum

Modern Foreign Languages

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience. Pupils develop communication and literacy skills and extend their knowledge of how language works. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own

culture and those of others. Our Modern Foreign Languages Teaching lays the foundation for future learning in Key Stage Three.

Outdoor Learning

We recognise the importance of outdoor learning in realising our school vision. Teachers take every opportunity to make use of the different habitats offered by the school grounds.

Our Reception children have access to areas for outdoor learning; these are in use come rain, wind or shine! We also have a gazebo which is available as a learning space for the use of all year groups.

Enrichment

We seek to enhance the children's learning experiences through educational visits and by engaging experts in the field.

We also extend children's learning outside the school context. In the current academic year, our children have participated in a number of visits/enrichment activities:

- Norwich Cathedral
- Banham Zoo
- Mad Science Workshop
- Hautbois Outdoor Adventure Centre
- Premier Education
- Jubilee Theme Days
- World Book Day

For the academic year 2022-2023, we have organised residential visits for our Key Stage Two pupils. Our Year 3 and Year 4 pupils will be taking part in a 2 night residential trip to How Hill, and in our Year 5 and Year 6 children will be taking part in a 2 night residential trip to Hilltop Outdoor Centre.

The Role of Parents/Carers

We believe that parents have a crucial role in supporting their children to learn. We communicate with parents using:

- Weekly bulletins and regular e-mails;
- Our school website;
- Our Facebook page;
- Parents evenings in the Autumn and Spring Term;
- Inviting parents to assemblies and productions;
- An annual report sent home at the end of the academic year;
- A curriculum letter for each topic;
- Seesaw and Tapestry.

IMPACT

The main evidence of Impact will always remain the quality and breadth of work in pupils' books and on display within the learning environment.

We strive to raise the expectation of learners and the quality of work they produce from a broad, balanced and rich curriculum.

A crucial measure is the feedback that we obtain from talking with our pupils (pupil voice), as well as parental questionnaires.

The Impact of our curriculum should also be measured by assessment procedures that allow us to measure outcomes against all schools nationally:

- % of children achieving a Good Level of Development at the end of EYFS;
- % of children achieving the required standard In the Year 1 Phonics Check;
- % of children working towards the expected standard, at the expected standard, or at greater depth in Reading, Writing and Maths at the end of Key Stage One;
- % of children achieving the required standard In the Year 4 Multiplication Check;
- % of children working towards the expected standard, at the expected standard, or at greater depth in Reading, Writing and Maths at the end of Key Stage Two.

The Senior Leadership Team work alongside Subject Leaders to monitor the impact of the curriculum in all subject areas. A variety of strategies are used including:

- lesson visits;
- learning walks;
- professional dialogue with teachers;
- scrutiny of planning;
- scrutiny of work;
- scrutiny of display;
- pupil voice;
- formative and summative assessment;
- staff development and training.

Most importantly, impact will be measured by how effectively our pupils develop into well rounded individuals, who carry with them the skills to be lifelong learners.