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

Living Life to the Full

Taking inspiration from John 10:10, our vision is to support our pupils in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potential, both now and in the future.

This means that:

- We will offer a welcoming and inclusive church school community, where every individual feels valued, and respectful relationships are promoted through our 3 school rules: be kind and respectful; be safe; be the best you can be.
- We will provide a rich, creative and inspiring curriculum, which promotes high academic standards and encourages individuals to ask and answer questions.
- We value our connection to our environment and promote an ethos of stewardship.
- We will uphold Christian values and take a responsive approach to meeting children's needs so that every individual will develop empathy and understanding for others and value opportunities for personal reflection and spiritual growth.
- We will ensure that children have a strong identity within their local, national and global communities, and that they understand the power of learning and working collaboratively.

Our Vision in Practice

From September 2025 we launched a new curriculum across the Tas Valley Federation. The starting point for curriculum design was the vision: 'living life to the full'. The vision has shaped our projects, including the values and big ideas which will be taught.

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. Teachers are clear about the subject specific knowledge, skills and vocabulary that are being taught. Learning is logically sequenced; it builds upon prior learning and equips pupils for future learning.

There are many advantages to the new curriculum model. These include:

- A curriculum which reflects the Federation's vision and strategic goals.
- Consistency in teaching and learning and equitable learning experiences in both our schools.
- Effective use of resources, including planning, assessment, resources and professional development.
- Improved curriculum quality through monitoring, review and refinement.
- Enhanced pupil outcomes including broader opportunities for enrichment.

Our teachers have a wide range of skills and expertise and continue to share good practice across the Federation.

IMPLEMENTATION

Within the Tas Valley Church Schools Federation, we intend for our curriculum to support our children and the whole community in 'living life to the full'.

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, social and spiritual 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 to meet current needs, we do so. Over time we ensure we have covered all elements of the National Curriculum

We have developed a concept-based curriculum, with a 2-year rolling program of projects to allow for teaching in mixed-aged classes. Alongside this, is a 1-year curriculum for our reception children. The starting point for our planning is the Federation vision. Across the Federation, there is strong cohesion with the learning for each class bound together with a whole-Federation project title, key values and big ideas. The curriculum is under constant review to ensure the best outcomes for our pupils.

Year A

	AUTUMN	SPRING	SUMMER
Project	Belonging	Our Wonderful World	Adventures
Values	Thankfulness Responsibility	Forgiveness Friendship	Courage Trust and Truthfulness
Big Ideas	Belonging Duty Democracy Community	Equality Connection Prejudice Diversity	Freedom Identity Change Rights

Year B

	AUTUMN	SPRING	SUMMER
Project	Unity	Creation	Journeys
Values	Peace Generosity	Compassion Hope	Creativity Perseverance
Big Ideas	Justice Resolution Conflict Harmony	Empathy Innovation Stewardship Creation	Resilience Adversity Belief Legacy

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 key skills and knowledge are placed in an interesting and relevant context and when resources are chosen for 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 PSHE 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 each 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 menus.
- 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.
- Summative assessment informs pupil progress conversations.
- 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).
- Leaders track progress in English and Maths 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 Federation, local 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 and as learning walls to provide supportive resources and information.

Curriculum organisation

- Recognising the benefit of a 2-year project 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).
- A wide range of enrichment opportunities for all year groups, including educational visits.
- Residential visits for pupils in Key Stage 2.
- Partnership with other agencies, e.g. participation in Royal Opera House Project and Royal Shakespeare Company Associate Schools Program.
- Making links with other schools in other parts of the world.

Children's wider needs

- Working in partnership and close communication with parents/carers, e.g. through learning cafes.
- Developing and maintaining multi-agency links to support vulnerable pupils (e.g. Schools and Community Team and Mental Health Support Team).
- Designated non-contact time for SENCO.
- Pastoral support.
- Our Senior Mental Health Leads, Thrive Practitioner and ELSA Practitioners work to support pupils with emotional needs. An annual Wellbeing Fair has been established, with involvement from several external agencies.

OUR CURRICULUM

English

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

Our Federation has adopted the Little Wandle Letters and Sounds complete systematic synthetic phonics program. We have 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. Little Wandle enables us to track pupil progress carefully, and to implement timely interventions to support those who are in danger of falling behind, including pupils in Key Stage Two.

Wherever possible, English is taught in a cross-curricular way, linking up to the current projects 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' approach 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. In other instances, key texts are selected by teachers using a range of resources.

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. Following input from the Norfolk Children's Book Centre, our children have access to a wide variety of texts, both within the classrooms and within the School Libraries.

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 and participation in the Royal Shakespeare Company Associate Schools Program.

Mathematics

Our Federation 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 determination and resilience to raise questions and to persevere with tricky concepts.

A range of extra activities are used to promote Mathematics within the school, including Number Day. From Year 2, pupils are supported to develop their multiplication skills and recall through access to Times Table Rockstars.

Science

Pupils are encouraged to be curious about natural phenomena and to be excited by understanding 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 schools, 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.

Wherever possible, we use outdoor learning to give first-hand experience about plants, animals, weather and seasonal changes.

A range of extra activities are used to promote Science within the school, e.g. participation in British Science Week, visit of Wonderdome Planetarium. Some of our pupils have been trained as Science Ambassadors.

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. We have a kiln for firing clay.

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.

In July 2026, the children participated in a Federation Arts Week, which involved the children working with visiting artists, musicians and poets.

Design Technology

Our Design Technology lessons encourage the designing and making if 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 Federation is well-resourced for Computing with portable laptop trolleys and I-Pad trolleys.

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. Hub.

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. Through the Norfolk and Suffolk Music Hub, groups of children participated in several collaborative events including the 'Spring Celebration' at Norwich Cathedral. All Key Stage Two pupils were given the opportunity to see a performance from the English Touring Opera. Individual music tuition is offered for piano (and drums at Tasburgh only).

Throughout the year, our children have opportunities to perform as part of Collective Worship Celebrations to mark key Christian Festivals (e.g. Christmas, Harvest). At Christmas, our younger children take part in a musical production. 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 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 and effective team member.

The National Curriculum requirements for Swimming are currently delivered to our Year 5 pupils at Riverside Leisure Centre, with the offer of top-up swimming for Year 6 pupils who have yet to achieve the required standard.

We are part of the South Norfolk School Sports Partnership and have achieved School Games Mark Bronze. 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. cricket, tag rugby, cross country, dodgeball). Our Federation girls' cricket team and Saxlingham's mixed cricket team both reached the County Finals. Seatbelt safety training is offered to Reception 2 pupils; Pedestrian training is offered to Year 2 pupils; Bikeability is currently offered to Year 4 and Year 5 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 to make sense of their feelings.

Residential trips support pupils to develop their teamwork skills, and to forge positive, supportive relationships with their peers.

Year 6 pupils participate in South Norfolk Crucial Crew.

RE

For Religious Education, we deliver the Norfolk Agreed Syllabus for RE incorporating Understanding Christianity. 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. Weekly 'Open the Book' Assemblies are led by members of the local church community.

A range of extra activities are used to promote RE within the school. We seek opportunities to invite visitors from other faiths to share information about their beliefs and practices. We also make use of our strong links with the local church to support learning about Christianity.

History and Geography

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

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 (e.g. Gressenhall, Kentwell, Tide and

Time Museum). Children are given opportunities to learn about the past from a range of primary and secondary historical sources, including materials which are accessible using 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. We also develop a range of fieldwork skills. In Key Stage Two, we offer a residential trip to an environmental field study centre.

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 a range of resources; it is also embedded in other areas of the curriculum

Primary 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 Primary 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 and Key Stage 1 classes have access to areas for outdoor learning; these are in use come rain, wind or shine! We also have several areas which are available as learning spaces for all year groups.

In addition, we offer all children regular outdoor learning sessions delivered by a Forest Schools Teacher or Teaching Assistant. Outdoor learning areas are well established in both our schools.

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 past academic year, our children have participated in many visits/enrichment activities:

- Y5/6 How Hill residential
- Ancient Greek Theme Day (visiting centurion)
- Kentwell Hall Tudor recreation

- High Ash Farm
- Old Hall Farm
- Gressenhall Farm and Workhouse
- Burgh Castle and the Time and Tide Museum
- Arts Week – including working on an installation on the Raveningham Sculpture Trail
- RSC Ambassador Training and Playmaking Festival
- Visits to Norwich Theatre Royal
- Crucial Crew
- Bikeability and road safety training
- Play Leader Training
- Sainsbury Centre for Visual Arts
- Sacred Science at Norwich Cathedral
- World Book Day
- Number Day
- Spring Awakening at Norwich Cathedral
- Wonderdome Planetarium
- British Science Week including STEM visitors
- English Touring Opera – Ada and the Code Crusader
- Puppet Theatre

For the academic year 2025-2026, our Year 5 and Year 6 pupils will be taking part in a 2-night residential trip to Bawdsey.

As a Federation, we have also participated in the following:

- Young Minds Mental Health Day
- Harvest Food Bank Collection
- Remembrance Day with collection for Royal British Legion
- Anti-Bullying Week
- Children in Need
- Save The Children Christmas Jumper Day

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 Federation website and school websites.
- Our Facebook page.
- Regular family reading sessions for Reception/Key Stage 1.
- Learning Cafes.
- Information evenings (e.g. how to support your child with phonics).
- 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 and homework menu for each project.
- Seesaw and Tapestry.

IMPACT

The main evidence of Impact will always remain the quality and breadth of work in pupils' books, floor books and on display within the learning environment. Another evidence can be gathered by obtaining pupil voice.

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.
- Outcomes 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. The Federation is a member of VNET. As part of this package, Senior Leaders work with a designated School Improvement Partner, who visits the Federation termly to monitor progress against the School Development Plan and validate judgements within the School Evaluation Form (SEF).

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.