



**GREENWOOD
ACADEMIES TRUST**



CORBY PRIMARY ACADEMY

Curriculum: Intent, Implementation & Impact Statement

Reviewed: Jan 2024

Review Date: Jan 2025

Greenwood Academies Trust

GAT Primary Curriculum

Central to the curricula in our academies are the fundamental principles that a curriculum should be:

- of quality
- contextualised to reflect the community of the academy
- developing core transferable knowledge and skills
- securing progress in the core areas of reading, writing and mathematics
- broad and balanced
- meeting the expectations set out in the National Curriculum (2014)
- exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.

As we work across a diverse number of regions, our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.







We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this we expect our academies to continually review the effectiveness of their curriculum.





CORBYPRIARY ACADEMY

Intent

VALUES	  
INTENT	<p>At Corby Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> • Knowledge - develop a rich and deep subject knowledge • Skills - secure basic skills in reading, writing and maths • Nurture - be supported to grow and develop independence and resilience through a variety of contexts and enriching experiences • Curiosity - be curious learners who fully engage in learning and develop a lifelong thirst for knowledge • Ambition – become independent, responsible citizens who fulfil their potential and are prepared for life in modern Britain • Diversity - gain an understanding of fundamental British Values and use these to inform their own moral code 
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork  

At Corby Primary Academy, we are committed to equality, based on the following core beliefs.

- We accept and understand everyone for who we are and what we do.
- We play an active and welcoming part in our community and take pride in the environment that we share.
- We nurture determination to become life-long learners with unlimited aspirations.
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our Academy is safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We try to ensure that people from different groups are consulted and are involved in our decisions, for example, through talking to parents, carers, pupils, staff.



Implementation

The curriculum is not just a list of subjects that are taught in the academy. Our curriculum describes everything that is going on in our academy and helps children to learn about the world around them. We believe that we should provide a broad and balanced curriculum offering the children the opportunity to achieve success in many different areas. Although our curriculum is based on the National Curriculum, there are other planned opportunities that make up the wider curriculum. We like to involve learning inside and outside, promoting their social, moral, cultural and spiritual development.

Where possible we make links across the curriculum in the belief that children learn best when logical connections are made between different aspects of their work. We support them in becoming aspirational – aiming high – in order to make the most of their learning.

Effective Teaching

At Corby Primary Academy, we embrace a pedagogy of 'Personalised Learning', an approach that expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support and challenge children so that they can keep up with the pace of learning and make good rates of progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Corby Primary Academy see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers regularly are regularly updated on their child's progress;
- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.



3. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Staff meet regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and IT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', ICT suite, hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - *Gifted and talented*
 - *Learners with learning difficulties, including those with speech, language and communication needs*
 - *Learners who are learning English as an additional language*
 - *Boys and girls*
 - *Children who are in care*
 - *Learners with social, emotional and behavioural difficulties*
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

- The academy offers a range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ a 'Family Support Worker as a first point of contact for parents and carers.



Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies, which enable all children to learn in ways, which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities.

Our Curriculum

EYFS Curriculum

In EYFS, we follow the Early Years Statutory Framework as set out in the EYFS Framework 2021 for the Early Years Foundation Stage, published in March 2021 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Communication and Language development
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.



Key Stage 1 and Key Stage 2 Curriculum

Our curriculum is designed to give children the opportunity to:

- set clear links between different aspects of learning
- develop a rich and deep subject knowledge
- develop new skills and independence through a variety of contexts
- be curious learners - experiencing the challenge and enjoyment of learning
- develop individual strengths.

Where possible our teaching is theme based to allow pupils to make links in their learning across a wide range of subjects, apply their skills in a variety of ways and develops a structured approach to the acquisition, understanding and use of a rich vocabulary.

English

Our English lessons develop pupils' spoken language, reading, writing, grammar, and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We use *Little Wandle SSP* for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop vocabulary that is more sophisticated. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day and author visits.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

At Corby Primary Academy, we ensure that mathematical skills are taught every day following our Medium Term Plans and the *White Rose Maths Hub*. They also use cross-curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson, there is a short and simple times tables session. We build on skills and understanding in a systematic and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *World Maths Day* and *Numbers Day*.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>



Science

Kapow Primary's Science curriculum aims to develop a sense of excitement and curiosity about natural phenomena and an understanding of how the scientific community contributes to our past, present and future. We want pupils to develop a complex knowledge of Biology, Chemistry and Physics, but also adopt a broad range of skills in working scientifically and beyond. The scheme of work is inclusive and meaningful, so all pupils may experience the joy of science and make associations between their science learning and their lives outside the classroom. Studying science allows children to appreciate how new knowledge and skills can be fundamental to solving arising global challenges. Our curriculum aims to encourage critical thinking and empower pupils to question the hows and whys of the world around them. Our scheme encourages:

- A strong focus on developing knowledge alongside scientific skills across Biology, Chemistry and Physics.
- Curiosity and excitement about familiar and unknown observations.
- Challenging misconceptions and demystifying truths.
- Continuous progression by building on practical and investigative skills across all units.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- Development of scientific literacy using wide-ranging, specialist vocabulary.

Kapow Primary's Science scheme of work enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those set out in the national curriculum.

National Curriculum Science Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

We have *Art Days* with a whole school focus on one artist or painting and we include art in our themed weeks.

We follow the Kapow scheme of work.

National Curriculum Art & Design Programmes of Study
<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Computing

We do have discreet timetable time for the development of IT skills and subscribe to the *Purple Mash* scheme. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. IT is also used to enhance homework through research skills, spelling and mathematics programmes and challenges, which can be accessed from home via the academy website or at academy.

National Curriculum Computing Programmes of Study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>



Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

We follow the Kapow scheme of work.

National Curriculum Design & Technology Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Modern Foreign Language

From Year 3 to Year 6 we teach Spanish to all children and subscribe to the *Language Angels*. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In their music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. Pupils also experience playing a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to the class theme and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

We follow the Kapow Music scheme of work.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

Our PE sessions are both indoor and outdoor for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also complete lessons inside and outside and may visit other facilities including the local swimming pool. Swimming is introduced to the timetable from Key Stage 2. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Trust based competitions. We follow the Get Set PE scheme.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE

PSHE, or personal, social, health and education, is a planned programme of learning (*1 Decision*) through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes, we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and



tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Shrove Tuesday and Chinese New Year. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating.

The 1 Decision programme of work underpins the qualities and skills that help us manage life and learn effectively. We look at self-awareness, how to manage feelings, motivation, empathy and social skills. Children are encouraged to respect others, develop good relationships with other members of the academy and wider community. The academy supports a positive disposition to learning (Growth Mind-set) and for the children to become healthy independent and responsible members of society.

The academy also delivers careers education through an annual programme of events including interactions with local employers, aspiration surveys and participation in local and national careers events.

SRE (Sex and Relationship Education)

Sex and Relationship Education develops life-long learning about physical, moral and emotional development. This will include understanding the importance of; marriage for family life, stable and loving relationships, respect, care and love. The programme of work is tailored to the age, physical and emotional maturity of the children in the classes. As they begin to develop into young adults, they face the changes of puberty. Our oldest children receive information about how this may affect them personally in the future.

Drug Education

Drug education focuses on prevention. This is due to primary aged children being exposed to mixed messages particularly around medicines, alcohol and tobacco. The work equips the children with knowledge and skills; this allows them to develop attitudes about all these substances from an early age.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Northamptonshire. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

Geography

Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a



geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History

Kapow Primary's History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Kapow Primary's History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Kapow Primary's History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is



offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits

We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year

Workshops and specialists

Each year group takes part in a variety of workshops throughout the academic year. These will link to their class or to a whole school theme. We invite specialists from a range of outside agencies e.g. History Off the Page, Subject Revolution (Maths and Reading) and Raptorxotics.

Themed days and weeks

We also have themed days and weeks throughout the year. Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives e.g. *World Book Day*, to match with events in the UK e.g. a national election and to highlight our curriculum subjects e.g. *Art Day*.

Homework

Homework is an important part of supporting pupils at Corby Primary Academy. Homework is not intended to be onerous but it does help support children's progress and includes daily reading at home, and weekly Maths and spelling activities.

We also issue half-termly creative homework projects. These projects are theme related and give the children six possible homework projects that they can complete across the term. Children are asked to complete at least two projects over the course of a term. The projects themselves vary- ensuring there is a mix of writing, creative, scientific, mathematical, historical or geographical tasks. Children are expected to hand in completed work on the last week of term.

The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board)

Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The monitoring of the consistent approach to Teaching and Learning at the Example Primary Academy is undertaken by the Primary Education Team, in the main through a linked Senior Education Adviser.

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Holding parent consultation evenings in the autumn and spring terms. Parents are invited to discuss on an individual basis, the work their child is involved with.
- Sending an Annual Report home in July.
- Inviting parents to regular events in the academy through the year such as Christmas Performances, Harvest, other concerts, celebration assemblies, sports days and curriculum events and theme days.
- Encouraging parental help which supports the teaching in school - there are many ways parents can support us in the academy from hearing readers, looking after resources and helping with fund raising events that the PTA hold.
- Organising family learning events on a regular basis. These usually relate to Maths, English or IT skills.
- Publishing regular newsletters and class newsletters to inform about life in school as well as notices in the boards outside classrooms.



Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. As an academy we are striving to raise the expectation of learners and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

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

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

Furthermore, the impact will be measured by how effectively it helps our pupils develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes, which will make them lifelong learners, and valuable future citizens.

