

Kinnerley CE Primary School



Primary Curriculum Policy

Signed by:

Mrs E Madin

Headteacher

Date: 01/01/2026

Ms H McGrath

Chair of governors

Date: 01/01/2026

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Curriculum intent](#)
4. [School ethos and aims](#)
5. [Organisation and planning](#)
6. [Remote learning](#)
7. [Subjects covered](#)
8. [PSHE](#)
9. [Reporting and assessment](#)
10. [Equal opportunities](#)
11. [Supporting pupils with SEND](#)
12. [Extra-curricular activities](#)
13. [Monitoring and review](#)

Statement of intent

At Kinnerley CE Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Primary Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- SEND Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.

- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.
- Following our agreed Curriculum 'non negotiables' in planning, delivery, feedback, marking and assessment for each subject area (see Appendix)

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.

- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Kinnerley CE Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 7](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

4. School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will receive at least two breaks (break time and lunch).

In general, lessons will be separated into four core stages:

- **Recap of prior learning** - here links will be made with relevant prior learning from previous lessons, units of work and topics, and relevant links made with other subjects.
- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan. It will incorporate assessment for learning opportunities. It will include mini plenaries to address misconceptions or to capitalise on learning.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that deepens their understanding or allows opportunities to apply, reason and think critically.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in [section 7](#) of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects covered

Kinnerley CE Primary School will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage' and the DfE document 'Development Matters - non statutory curriculum guidance for the Early Years Foundation Stage' revised July 2021.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Modern Foreign Languages - French (at KS2)
- Geography

- History
- Music
- PE
- Religious Education
- Personal Social and Health Education (PSHE) and Relationships and Sex education (RSE)

Details of what is included in the curriculum for each subject can be found in specific curriculum documents for that subject. All of these are accessible via the [school website](#).

8. PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, such as. raising awareness of different cultures or anti-bullying, can be addressed.

These lessons take place weekly and are pre-planned according to our curriculum. Additional or adapted lessons may occur in response to situations arising or priority learning needs identified.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

9. Reporting and assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

10. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

11. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND may work with TAs in smaller groups in lessons. They may participate in intervention groups or pre-learning activities related to learning objectives covered in lessons to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them overcome any barriers to learning pupils with SEND may have.

12. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips, activities and clubs to enhance their academic learning and personal development.

Extra-curricular trips and activities occur inside and outside of school hours and can include overnight stays within the UK.

All pupils are able to participate in the activities and trips available and adaptations made where necessary to ensure pupils can take part.

All extra-curricular activities and trips will be planned and executed in collaboration with the Headteacher and submitted to the Educational Visits Coordinator and Head teacher for approval via EVOLVEvisits.

13. Monitoring and review

This policy is reviewed annually by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is 01/01/2028.



Kinnerley CE Primary School

Curriculum Intent, Implementation and Impact Statement



Our knowledge and skills rich curriculum builds from the Early Learning Goals in the EYFS statutory framework and Development Matters, to the National Curriculum Objectives for Y1-6. The curriculum makes links with the wider world, advancing the Spiritual, Moral, Social and Cultural development of our learners and growing their understanding of British Values. Our curriculum is delivered as part of cohesive units of work, promoting the School Motto 'Dream, Believe, Aspire, Achieve' and underpinned by our school vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own unique place in the world.

We are inspired by the Bible verse, Philippians 4v8, which encourages us to think and strive for the good, 'Whatever is true...noble...honest...just.... think on these things.'

At Kinnerley C.E Primary we want our children to be happy confident learners, independent, resilient, and tenacious. We want them to develop a positive attitude to learning, a thirst for learning, a willingness to take risks when learning.

We want our children to learn kindness, respect and empathy towards others, to value each other as individuals each with special gifts and talents, and supporting one another.

When they leave us we want them to be equipped for the next step, with skills and attitudes for life, to have belief in themselves and their potential, to be optimistic for the future, and to remain confident and enthusiastic learners.

INTENT

Our curriculum is knowledge, experience and skills-based. Underpinning this is the well-being of the children and respect for each individual, their aptitude, ability and uniqueness.

We want our curriculum to be deep, broad and balanced, cognitively challenging, aligned with the National Curriculum, enjoyable and engaging and ambitious for all. Our units of work are fully representative of the knowledge, skills and understanding required by the National Curriculum and further enriched by striving to develop our pupil's **cultural capital**, taking into account our local and national current context.

Our units of work are also clearly aligned with our school motto.'

School motto – 'Dream, believe, aspire, achieve'

And our school values:

Showing **thankfulness** for life's gifts, both big and small,
Showing **kindness** to others, and ourselves,
Being part of **community** both near and far,
Showing **courage** to follow our dreams and work towards achieving them.

Our Vision is to:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own unique place in the world.

We are inspired by the Bible verse, Philippians 4v8, which encourages us to think and strive for the good, 'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.'

At Kinnerley C.E. Primary School we strive to develop:

- The belief that each person is unique, valued and a blessing.
- The importance of creativity and expression through art, design, music, drama, dance, poetry, fiction and film.
- Joy, wonder, amazement, delight, and fascination for our world through play and playfulness and discovery.
- Empathy for others and methods of reconciliation; providing strategies through which problems can be resolved.
- A sense of awe and wonder in God's world; hope and optimism for the future.

Our Aims

- We will ensure that every learner experiences success.
- We will provide an inclusive environment in which all learners needs are recognised.
- We will strive for excellence and ensure that teaching inspires, excites and celebrates the achievements and efforts of every child.
- We will provide a broad and balanced curriculum that gives the children opportunities to make links, to make choices and take responsibility for their own learning.
- Our Christian values and beliefs will encompass every member of our school community.

IMPLEMENTATION

Knowledge, skills and understanding

The knowledge, skills and understanding we want our pupils to gain is clearly laid out in our **long-term plans** and in each class teacher's medium and short term planning.

We have made clear choices about what we teach, outlined in our long-term plan, and these are grouped together in a topic-based approach.

Each topic has a clearly defined '**big concept**.' However, we have flexibility within these topics to, for example, vary our texts in English, or base learning around opportunities that arise.

Our subject-specific skills are clearly laid out in our **progression grids** and identified in medium term planning. These incremental learning steps are used to produce appropriately challenged **mixed age** planning for our mixed cohort classes.

Kinnerley School has always embraced a full curriculum. Whilst striving for each pupil to achieve their potential in Mathematics, English and Science, the full range of National Curriculum subjects are also timetabled and taught. They are taught as discrete subjects in order to maintain subject fidelity but also cross curricular links made, in order to engage pupil interest, embed skills and promote retention of knowledge.

Due to positive changes in the school we recently took the opportunity to reassess and redesign our

whole curriculum offer.

Whilst doing so we took into account

- a need to reduce the considerable workload of teachers in small schools with mixed age classes
- a need to ensure continuity during teacher absence or change of staff
- our need to support staff with subject specific knowledge
- our desire to raise attainment.

Increased use of established, recommended or validated published schemes was selected as an appropriate mode.

The fidelity to schemes ensures

- full coverage of the National Curriculum
- consistent models and images and vocabulary,
- appropriate progression of knowledge and skills, within classes of two mixed year cohorts.

Schemes enable us to ensure that all children have opportunities to develop key attributes through curriculum 'drivers' and through identifying the key components of knowledge to be learned in each subject.

The premise was that these would form the basis of our curriculum but that they would be used to support our curriculum design rather than dictate it. Without forfeiting the advantages of a scheme we adapt as suits our purpose.

Various schemes were trialled and evaluated for quality and effectiveness in each subject area, and in mixed age classes

As a staff we evaluated our ambitions for our pupils, what we wanted our pupils to learn, achieve and experience by the end of their time with us, and undertook pupil voice also. Time was spent on what to include and what not to include, how this connected with our vision and values, the cultural capital we wanted our pupils to achieve, and how we could achieve it. Evidence based research contributed to our curriculum design.

Our chosen resources were then crafted together by SLT, subject leads and class teachers to make a rich and cohesive two year rolling programme with over arching themes for pupil interest and engagement.

The school continues to work on embedding the new curriculum and to work to further develop it by

- identifying links between and across subjects to support deep learning
- to continue to find ways of enhancing the curriculum through visits, visitors and external links
- to embed global citizenship and cultural capital opportunities
- to identify teaching opportunities to promote British Values

Because of the mixed age arrangement of the classes there are rich opportunities to meet the needs of pupils with SEND.

All staff have access to whole school planning so that pupils' prior knowledge and understanding can be taken into account when planning next steps of learning. Explicit links can be made through the use of knowledge organisers and displays.

A variety of activities in each unit are included to ensure the curriculum is deep and cognitively challenging. We have shared belief that through our collective action, we can positively influence pupil outcomes, including those who are disengaged and/or disadvantaged (collective teacher efficacy). Pupils are given time to draft, fail and build skills.

Marking and Assessment feeds into short term planning and we adapt accordingly to offer the right pitch and challenge for each class. Staff are able to articulate end of unit and end of year expectations and learning builds towards this. Assessment is meaningful without being excessive or onerous.

Our topic sequencing helps pupils learn new knowledge and skills. Teaching concepts are taught in a logical order, with opportunities to revisit and reinforce existing learning, knowledge and skills, developing recall and fluency. Retrieval practice is built into this sequential learning. Our sequencing of concepts enables more cognitively challenging activities, based on previous learning to be included. Through our curriculum design, we aim to promote deeper pupil learning by making links across subjects. We allocate recommended allowances in terms of time per subject, however, we allow class teachers to use their professional judgement e.g. activities may be 'blocked' at times and classes may enjoy a DT week rather than weekly sessions if deemed appropriate.

Values

These will be delivered and explored explicitly through our PSHE programme and through RE and Collective Worship, and be implicit in all other areas. They will be reinforced through our behaviour policy and encouraged by the example of the standard set by the expectations and behaviour of all staff.

IMPACT

1) Of our learners learning

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their age related expectations when we consider the varied starting points of children. We measure this carefully and regularly using a range of materials, but always considering *where they should be for how old they are*. Assessment is meaningful without being excessive or onerous and involves both formative and summative assessment, the former being to monitor ongoing progress and inform future planning and learning, the latter to evaluate progress and attainment against age related standards. We intend that the impact is that children will be prepared for the next phase of their education.

2) Of their actions and attitudes as effective learners

This will be reflected in how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children are resilient, they persevere, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

3) Of the character of our learners

The impact will be that our learners will be reflective individuals with a developing understanding of complex values like respect, trust, forgiveness and many others. Only by attempting to learn what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance, equality, empathy. We measure this not just by the work our children produce, but in the behaviours we see every day in all learners on the playground, in the corridor, and in the many roles we give them. The impact of this intention is seen in the daily interaction of **all** members of our school community

4) Of the moral compass of our learners

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. They will reflect the Christian values shown to them by the school and its faith connections.



KINNERLEY CURRICULUM ESSENTIAL INFORMATION

HIGH EXPECTATIONS BANG THE DRUM RELENTLESS OVERCOMING BARRIERS KNOWLEDGE LEARNING BEHAVIOUR RETRIEVAL PRACTICE EARLY INTERVENTION REMEMBER MORE					
SUBJECT	SCHEME/ RESOURCES	INTERVENTION/ PRACTICE	PUPIL EVIDENCE	NON NEGOTIABLES	ASSESSMENT
MATHS	Planbee NCETM/White Rose/ Target Your Maths (KS2) Mastery Maths	TTRS Y2-6 Numbots R-Y2 Prodigy IDL Maths intervention Snappy Maths Classroom Secrets	Individual pupil books	Daily lesson 60 mins Flashback Four additional to Depth Friday-reasoning and problem solving opportunities Daily lesson objective Maths display - working wall	Daily Marking LO comment & triangle PUMA/NFER NC objective tick sheets
READING	KS1 Rhino Readers (related to Twinkl Phonics) + HQ texts KS2 HQ texts, varied, current, traditional, variety of genre Fred's Teachinh	Priority reading Reading Comp Intervention Phonic intervention Choose a book Tuesday Reading Challenge	Class list tick sheet for frequency Guided reading record notes Guided reading pupil books Reading comprehensions	Daily reading - pupils have opportunity to read daily (GB time - Good Book Time) Priority readers read with an adult daily All pupils are heard read 3 times (Guided reading + 2 more) Books are changed frequently & a log kept Class booked displayed School display added to	Guided reading comments related to NC objectives NC objective tick sheets Reading comprehensions PIRA
WRITING	Variety of resources I am a Clever Writer statements	As for areas identified below Supplementary support materials eg genre mats	Individual pupil books	Daily lesson 60 mins I am a Clever Writer because... display WAGOLL display Daily lesson objective	Daily Marking LO comment & triangle NC objective tick sheets
HANDWRITING	Twinkl - cursive (no lead ins)	Interventions	Individual pupil books	All adults must model, in books and on displays Letters must be formed correctly Joining begin Y2	Teacher Marking Pupil work
SPELLING	Twinkl Phonics/ Twinkl	IDL Spelling Intervention groups	Individual pupil books	Weekly spelling tests - scores recorded Spellings are revisited Common Exception Words are learnt Sound/word mats on tables when writing	Weekly spelling tests Pupil work GAPs
PHONICS	Twinkl Phonics	Intervention groups	Folder/ in pupil writing	Daily in EYFS/KS1/ for KS2 pupils below ARE Current sounds displayed Revisited Sound mats on tables when writing	Phonics tracker Y1 phonic screening check

GRAMMAR AND PUNCTUATION	Twinkl/Classroom Secrets	SPAG games Supplementary support materials eg adverb mats	Individual pupil English books	Lessons incorporated into writing lessons	Teacher marking GAPS
SCIENCE	Planbee	Pre learning/post learning minutes	Individual pupil books	Current classroom display Weekly lesson (1.5 hours) Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
HISTORY	Planbee/ Curious curriculum	Pre learning/post learning minutes	Individual pupil books Project books	History Timeline on display Weekly lesson (alternate with Geography) Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
GEOGRAPHY	Planbee/ Curious curriculum	Pre learning/post learning minutes	Individual pupil books Project books	Map on display Weekly lesson (alternate with History) Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
ART	Planbee	Pre learning/post learning minutes	Individual pupil books Displays, Photos	Weekly lesson (alternate with DT) Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
DT	Planbee	Pre learning/post learning minutes	Individual pupil books	Weekly lesson (alternate with Art) Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
COMPUTING	TeachComputing Project Evolve/ Common sense digital curriculum	Pre learning/post learning minutes	Individual pupil work (in book) Class floor book	Weekly lesson Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
MUSIC	Music Express	Additional Music lessons - recorder (Y1/2, 3/4), ukulele (Y3/4, 5/6) rhythm sticks/ chime bars (N/R/Hub) Music assembly School Choir Bell club	Individual pupil work (in PSHE book) Video clips on Teams Class floor book	Weekly lesson Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet

RE	Shropshire Agreed Syllabus for RE/ Understanding Christianity	Links with PSHE/worship/values	Individual pupil books	Weekly lesson Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
PSHE	PSHE Association/ Twinkl/BBC Teach Project Evolve/ Common sense digital curriculum My Happy Mind No Outsiders – all different, all welcome	Forest Fun ELSA/nurture Social groups Clubs	Individual pupil books Class Floor book	Weekly lesson plus a Happy Mind session. No Outsiders evry half term. Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
PE	Primary PE Planning/ 4All Coaching	Clubs: All sports after school clubs x 2 Dance Cricket/Rounders	Individual pupil work (in book) Photos/video clips on Teams Displays Class Floor book	Twice weekly lessons Unit lesson objective/assessment sheet Daily Mile	Half termly assessment sheet PE objective sheet
FRENCH	Classroom Secrets	Oral practice prioritised in lessons and additional opportunities identified eg dates, birthdays	Individual pupil books Photos/video clips on Teams	Weekly lesson Unit lesson objective/assessment sheet Knowledge organiser	Teacher marking Retrieval activities Half termly assessment sheet
WORSHIP	M - Big Start Assemblies T - Class/British Values W – All sorts/Picture News Th- Music F - Celebration assembly	Links with RE/PSHE/Music & Art	Class Floor book Worship area with pupil contribution	Daily worship Class worship - Use of hideout hut Creative Pupil involvement/display	Class worship book