

Appendix to Curriculum Policy 2019/20

Academy Curriculum Rationale & Approach (Heathfield Academy)



Our curriculum design at Heathfield Academy incorporates the children's passion for The Arts. Well planned experiences across the curriculum supports the children's Cultural Capital, successfully preparing them for the next stage in their education.

Through our logo, we have represented the journey the children take through our curriculum provision. Building on the roots of the knowledge and skills needed to develop well-educated, confident and passionate individuals; the children have access to a wide range of learning opportunities throughout their time at Heathfield Academy.

The aim of this academy is to provide opportunities for children to develop as cultured, passionate, confident and well-rounded learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's vocabulary, speaking and language development. The academy ensures that children are well prepared for life in modern Britain.

The academy provides a stimulating environment where virtually all learners enjoy their education and most make very good progress in all subjects and areas of learning. Pupils at all levels are helped to achieve their potential and all are challenged and supported to master all aspects of learning. Those who are slower graspers are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

The academy's focus on curriculum development is always carefully designed to ensure coverage and progression. It provides pupils with a range of memorable experiences, knowledge and vocabulary. The children's interests are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to develop successful learners with transferrable knowledge and skills and provide a purpose and relevance for learning.

The Arts have a high profile in the academy. Giving children a chance to perform and develop talent is a focus across the academy and has also engaged many children including children with SEND. Opportunities to explore culture around the arts are also a priority.

The academy provides the full core offer of extended school provision. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sport clubs after school hours and during lunchtime.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. The innovative practice across the academy provides a strong foundation and opportunities for the children to collaborate both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven, evidence based interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality educational visits and visitors into the academy enhance the curriculum and provide opportunities for writing for a purpose.

Heathfield Academy Mathematics Curriculum

In mathematics, we follow a curriculum that enables all children to gain mastery of mathematical concepts ensuring they become competent and confident mathematicians.

Mathematics mastery is used across the school from Reception. The mastery approach is aimed at ensuring our children have a deep understanding of mathematics.

Why have we chosen a mastery approach?

In 2016-2017, our maths data was telling us that many children were still struggling with the basic concepts of mathematics. The decision to take on board a mastery approach across the school was to ensure every child could enjoy and succeed in mathematics as long as they were given the appropriate learning opportunities. The growth mindset principles behind mastery, enabling children to develop resilience and confidence, are set in our curriculum principles and embedded within the school.

Mathematical language

We have a high proportion of EAL children at Heathfield Academy, Mathematics mastery is a carefully sequenced, structured approach that introduces and reinforces mathematical vocabulary. Every lesson includes opportunities for children to explain or justify their mathematical reasoning. This structured approach supports our children talking and writing about their mathematics. In every lesson, key vocabulary (STAR words) are introduced and recapped and are referred to throughout the lesson. The children are expected to talk about their mathematics using full sentences with a clear understanding of the mathematical vocabulary being used.

The use of manipulatives

The use of manipulatives is seen in all lessons ranging from objects, number lines and 100 squares. Children use these concrete manipulatives (objects) and pictorial representatives (pictures), before moving to abstract symbols (numbers and signs). A focus on the Concrete Pictorial Abstract (CPA) approach is a core aspect of the programme supporting our slower graspers with their conceptual understanding of key mathematical ideas.



Problem solving and reasoning

Mathematical problem solving is at the heart of the mastery approach. By accumulating knowledge of mathematics concepts, children can develop and test their problem solving in every lesson. All children have the opportunity to solve problems and explain their thinking every lesson.

Progressive questioning.

Within every lesson, the children are given opportunities to practise their fluency, problem solving and reasoning. Progressive questioning is designed to enable all children to learn together. Carefully planned progressive questions enable slower graspers to work at their own pace and level whilst faster graspers work through the questions progressing to more challenging greater depth questions and problems. All children, regardless of ability, have the opportunity to work at greater depth.

Maths meetings

Daily maths meetings give the children an opportunity to revise and consolidate previously taught concepts. Maths meetings are fast paced and last between 10-15 minutes. Teachers ensure all children are engaged in the meetings using songs and number rhymes alongside a range of previously taught concepts.

Daily Interventions

At the end of the maths session, the teacher has an awareness of the children who may need to revisit a concept in order to fully understand the learning that has taken place. During this intervention time, the teacher will work with an identified group of children to revisit any misconceptions and to move the learning forward. This ensures that no child is left behind and all children are ready to take on the challenges of the next lesson. The children who have shown a good understanding within the lesson will have the opportunity to revise previous concepts, keeping prior learning alive.

Times Tables

There is a focus on the children learning their times tables across the academy. From EYFS, the children practise counting in 2s, 5s and 10s which is developed further across KS1. As the children move into KS2, the children practise their tables every day during their 10 minutes times tables sessions. It is the expectation that the children are secure in the 2,3,4,5,8, and 10 times tables at the end of year 3 and all of the tables by the end of year 4.

Retrieval grids

The primary goal of using retrieval grids in every lesson is to facilitate long-term learning. We find our children know the answer but often struggle when trying to recall and articulate the answer. Research suggests, it is this challenge however, which improves memory and learning. Retrieval grids are part of our daily maths lessons. The recall of knowledge and skills over a period of time and consistently revisiting prior learning supports our children's long-term memory in maths and enables them to make connections and transfer knowledge to different contexts.

English at Heathfield Academy

Read Write Inc

We have chosen to follow the Read Write Inc programme as it provides a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers and willing writers. Developing vocabulary and the ability to speak in full sentences is a key priority for our children, which is embedded in the Read, Write, Inc approach to teaching phonics.

We have a whole class approach to reading as the children become more independent. Control the game ensures maximum engagement from all children. High quality decodable texts continue to support the vocabulary and language development of our children. Control the game (whole class reading) is about developing reading mileage and fluency, which in turn supports the children understanding, and comprehension of texts.

Whole Class Read

Text selection at Heathfield Academy is very important. Each year group study a book or sections of a text each half term. This links, where appropriate, to the wider curriculum. The books are pitched at a high level and are a mixture of classic texts, recommended from research, led by children's interests and texts that are more modern.

Whole class reading is a technique for managing student reading. Children read aloud and independently throughout a reading session. This management of reading time makes reading aloud a much more meaningful use of time for students. Comprehension questions are peppered into these sessions orally building up to a written comprehension session at the end of the cycle. In addition to this, a big focus at Heathfield Academy is reading with expression. Research suggests that reading is similar to music and a good beat needs to be found. Thus, this will support children with their flow, fluency and furthermore their comprehension and understanding of the text. If the correct expression and emphasis is placed on certain words a solid understand will be grasped. Teachers will tell the children to **performance read**, this means reading with expression, which is constantly modelled by the adults. The children will be encouraged to **'turn the television on in their head'**, picture what the words are telling us.

'Big Write'

At Heathfield Academy we link our writing lessons to our whole class read texts as this gives the children a hook and starting point. In KS1 and KS2 teachers plan a unit of work which will have a 'big write' outcome at the end. The lessons building up to this outcome are grammar, punctuation, spelling skills and knowledge based. The children will then apply these skills to a 'big write' outcome. Outcomes can range from diary entries, non-chronological reports, biographies and narratives. Class teachers create a model text that the children unpick and use as inspiration and guidance for their own work. In the EYFS, the children take a Talk for Writing approach to learning their key texts and put actions to the stories which they learn and recite. This gives the children a fantastic hook into writing whilst also developing their communication and language skills.

The Wider Curriculum at Heathfield Academy

Children study a broad curriculum using themes from the International Primary Curriculum (IPC). Our cross-curricular approach ensures that topics link so that the children's learning becomes more meaningful and engaging. We recognise different learning styles and look to develop children's individuality across a broad range of activities to enable them to attain high standards and achieve their full potential.

What is taught?

Half-termly topics are chosen carefully with a link to history, geography and science. Units of work are carefully planned to ensure the learning is progressive across year groups and the children are given opportunities to develop and learn key skills and knowledge through engaging, high quality, cross-curricular activities.

Curriculum coverage

Each unit of work has explicit skills and knowledge that the children will be taught. Knowledge organisers clearly set out the skills and knowledge learnt in each year group and where the learning will be revisited and built upon across the school.

How is the unit of work planned?

Entry Point – hook in!

The entry point (hook) is an activity that begins each unit of work and introduces the work that is to follow. The hook is planned carefully and can involve a dress up day, trip or visitor to the school. The hook is designed to set the scene for the learning ahead.

Knowledge Harvest

The knowledge harvest takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit. Curriculum quizzes are designed to test the children's prior knowledge. The quizzes are repeated at the end of each unit of work in order to assess the children's skills and knowledge and track progress made.

Exit Point

The exit point has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place. Whole school museums and art galleries give the children opportunities to showcase their work and to practise their articulation of the learning that has taken place.



Reception Transport Museum

Blind football in Year 3

