



Eastway's Curriculum Design
Updated May 2022

Bringing Learning to Life
Ready - Respectful - Responsible

Intent: what we are aiming to achieve in our curriculum

Implement: what we do in school to achieve our aims

Impact: how we check if we have achieved our aims and adapt our curriculum to better achieve them



Eastway Curriculum Intent

The aim of our curriculum at Eastway is to:

- Expose all children to a **Well-designed and Delivered** programme of study
- Focus on **Knowledge-Rich** content that ensures children learn more, remember more and do more
- Drive to remove all barriers for learning and ensure that we are consistently focused on **Closing the Gap**
- Encompass our School Motto: '**Bringing Learning to Life**'
- Embrace our Code of Conduct to develop children who are **Ready, Respectful, Responsible**

This means:

Well-Designed and Delivered

- Our curriculum delivers the statutory requirements of the National Curriculum and EYFS framework
- Our EYFS Curriculum has been designed using Development Matters as a starting point so that the Eastway Matters Curriculum is matched to the needs of our children and focused on prioritising the Prime Areas and working from children's starting points
- Broad and balanced curriculum where each subject is taught in its own right and given an appropriate amount of time in the curriculum
- Research driven
- Use of tried and tested schemes to support planning, adapted to meet the needs of our children, context of our school and our locality
- Values delivering quality content over coverage
- Relevant and interesting to children
- Inclusion, diversity and equal opportunities for all
- High aspirations for all
- Development of children's physical, spiritual, moral, social and cultural understanding
- Exposes our children to a broad range of high quality literature
- Ambitious content with high expectations for all
- Develops deep thinking and reasoning skills
- Teachers are highly skilled, experienced and passionate

Knowledge-Rich

- Children to know more, remember more and do more as they work through school
- Children to master deep knowledge which they can use fluently
- Children develop a broad vocabulary
- Children are well prepared for their next step in learning
- Children make links between what they are learning and what they have already learned
- The professional development of class teachers and subject leaders is prioritised to ensure solid understanding of the curriculum content and how children learn and remember

Closing the Gap

- No child to be at a disadvantage because of what they have or have not experienced outside of school
- Seeking to close the disadvantage gap to give our children the best possible start
- Barriers to learning quickly identified and addressed
- Gaps in children's learning quickly identified and 'catch up' prioritised
- Vulnerable groups monitored and caught up if they start to fall behind
- Focus on mastering basic skills
- Closing the language gap
- Staff have a strong understanding of children's baseline in early years and ensure that provision is targeted to pupil's needs to maximise impact

We understand the importance of children having life skills for the next stage of their education and having meaningful, hands-on learning experiences. This is reflected in our school motto of:

Bringing Learning to Life

- Promote a love of learning
- Promote a love of each subject
- A curriculum that is rich in experience and practical, hands-on learning opportunities that immerse the children in knowledge, understanding and vocabulary, building a rich cultural capital for all our children whether they experience this outside of school or not.
- Learning is put in real-life contexts where possible so children see the relevance of what they are learning
- Makes meaningful links, not tenuous ones
- Promoting learning outside the classroom and beyond the school day
- Offer diverse and rich learning experiences for our children

We expect our children to adhere to our Eastway Code of Conduct and see how this links to their learning:

Ready

- Children learn how to regulate their emotions
- Children are able to independently organise what they will need to be able to learn effectively
- Children have good attendance and punctuality and have all they need each day to ensure they enter school ready to learn
- Children are supported through their learning journey to ensure they are ready and well prepared for their next stage of education

Respectful

- Children know their community and locality well
- Everyone's uniqueness is celebrated
- To broaden children's understanding of what it is to be British beyond their own experience in Moreton
- To refuse to allow stereotypes to limit our children and to teach them to challenge these stereotypes
- To grow in tolerance of all people groups
- Children learn how to work alongside others positively
- Children want to make their community a better place and feel confident that they have the power to make a positive difference

Responsible

- All children to show responsibility for their own learning
- Children to become resilient and perseverant in the face of challenge
- Children to have a growing self-confidence
- Children know what to do to if they get stuck



Eastway Curriculum Implementation

To achieve our intent, at Eastway we:

Well-designed and delivered

- National Curriculum coverage grids are completed for all subjects to ensure the requirements are fully met
- National Curriculum programmes of study included on knowledge overviews
- EYFS have developed 'Eastway Matters' to exemplify what it means to achieve the ELG and developmental steps towards this within our own context
- EYFS curriculum is progressive and based around high quality continuous provision that is well supported and enhanced by knowledgeable key workers across the three classes
- Rigorous baseline assessment for our early years pupils to ensure provision is matched to areas identified, e.g. WELLCOMM screening, 2yr old checks and Reception baseline
- Quality first teaching is delivered in all classes and staff understand what makes an effective lesson
- Classroom are seen as learning environments that enhance the learning, e.g. accessible resources, working walls
- Learning is progressive through school, with new knowledge built on prior learning
- Whole school timetable ensures time is allocated well through the day, maximising learning time and ensuring each subject is given the time it needs
- Each subject taught discretely, in its own book, so children develop a strong understanding of what each subject is
- Development of children's physical, spiritual, moral, social and cultural understanding and character is threaded throughout our curriculum, routines and culture
- Science, geography and history lessons are enquiry led. Each unit has an overarching enquiry question and each lesson focuses on an enquiry questions that feeds into this
- We place high value on the role of subject leaderships, giving opportunity for subject leaders to develop their subject knowledge, skill and understanding in the leadership of their subject. Subject leaders play an integral role in developing the curriculum, supporting colleagues and reporting to governors by leading a regular programme of monitoring, evaluation and review; they celebrate good practice and are committed to evolve and improve further
- Developing expertise in staff - subject leader development prioritised so they are empowered to lead their subject, support colleagues and raise standards in their subject
- Rigorous programme of assessment and progress checks ensure that teachers are teaching lessons directly informed by what the children need
- Assess, plan, do, review cycle used to adapt to the needs of our children
- Following transition meetings with the previous class teacher, cohort action plans identify the needs of each class so that planning and timetables are adapted to meet the unique needs of each cohort
- Teachers plan based on the needs of their cohort identified during the transition meeting with the class' previous teacher as well as from information gathered in their own on-going assessments
- For our vulnerable children with additional needs, we ensure that the curriculum is adapted to meet their primary needs e.g. EHCPs, learning plans and PEPs
- Inclusion, diversity and equal opportunities for all
- We have a literature spine where high quality texts are planned in for children to be exposed to

Knowledge-Rich

- All subjects have a knowledge progression document that maps out how knowledge within a strand of a subject builds throughout school and into KS3
- No units of work are standalone - each one is part of a progression of learning that builds through school. This does not mean it is covered in every year group, but each unit links to at least one other in school so that knowledge can be revisited and deepened.
- Each subject is carefully mapped out so that knowledge builds as children move through school
- All subjects have a vocabulary progression document that maps out vocabulary learned in each year group and to be used in subsequent year groups
- Each unit of learning in Science and foundation subjects have a knowledge overview, which maps out the key knowledge and vocabulary taught in the unit and prior learning that children will use. This is shared with children and families
- Prior learning is routinely checked as part of the lesson and action is taken if children have not retained knowledge
- Knowledge checkers used in science and foundation subject that focus children and staff on 3 core facts for everyone to master in that lesson. We take action if a child has not mastered this knowledge in the initial quality first teaching so that no child gets left behind
- 3 weekly quizzes for all children to recall learning from that week, that academic year and earlier year groups
- Schemes of work with a proven track record used to support teachers with high quality planning and resources
- Staff have thorough CPD to ensure their subject knowledge is strong
- Weekly home-learning log task is open ended task linked to learning in school that week to involve families in talking about what children have learned that week because we know children recalling what they have learned helps this to become part of their long term memory
- Termly family quiz encourages parental involvement in children's learning and learnt knowledge expected in each unit

Closing the Gap

- Development of readiness to learn - breakfast for all children, a focus on meeting needs before settling to academic learning e.g. sensory circuits, soft start
- Rigorous absence procedure, including blended learning offer so that children who are absent from school can catch up quicker
- Teachers plan based on the needs of their cohort identified during the transition meeting with the class' previous teacher as well as from information gathered in their own on-going assessments
- Assessment for learning used as part of lessons to find children who are struggling or need additional challenge and intervene straight away
- Feedback is given as part of the lesson where possible so that misconceptions are corrected as quickly as possible
- A focus on the prime areas in EYFS
- EYFS extended to 2yr olds to start closing attainment gap as soon as possible
- We work in partnership with parents to develop the home learning environment e.g. PEEP, Family Works
- Daily home-learning focusses on the practice of key skills
- Daily 10 (fewer for our youngest children) to develop fluency in written arithmetic each day for all children from Reception summer term up to Y6
- Phonics and early reading a priority so children enter KS2 prepared for their next stage of learning
- Literature rich curriculum where quality texts are used and celebrated throughout the curriculum
- Lessons are adapted to the needs of pupils, not by capping our expectation, but by providing support for those that need it so all children achieve the same ambitious learning focus

- Future lessons are adapted based on children's performance. If individuals, groups or classes show they need further learning in an area or are ready to move on more quickly, the following lessons will be adapted to meet their needs
- Our learning environments are used to give children support in their learning
- Learning environments are communication friendly and low sensory
- Dyslexia friendly strategies such as using a single colour for each subject so that children link exercise books, displays, websites etc., meaning they can find what they need easily
- School led tutoring prioritised as we recognise that staff who know the children best can offer them the best support to make rapid progress
- Early bird and after school tuition to minimise impact of lost learning time throughout the day
- Targeted, well-planned interventions and monitored through assess, plan, do, review model
- We have a non-teaching 0.6 SENCO
- We buy in additional services to support our children needs including Speech & Language, Education Psychologist, ADHD foundations, MEAS
- Holiday provision ensures that children remain in good routines for attending school and in a language rich environment full of new experiences e.g. animal handling, skateboarding
- The Parent Pledge: any child who falls behind in English or maths receive timely and evidence-based support to help them catch up. We communicate this work and the child's progress to parents and carers
- We have a social supermarket that not only provides low cost items for families, but also opportunities for parents/carers to volunteer in the shop and develop their skills

Bringing learning to Life

- Enhancement planned for all units of work
- A visit or visitor for every child, every half term
- Clear links made to prior learning to make the new learning more meaningful
- We model enthusiasm for learning and promote this attitude in children too
- After school and holiday clubs offer a wide variety of extra-curricular learning opportunities
- Family involvement e.g. family works, family quizzes, SEN coffee mornings, parent volunteers
- The school grounds have been developed to enrich curriculum areas e.g. forest schools, orienteering course, EYFS outdoor areas to develop gross motor skills, KS2 chat huts to develop language

Ready

- Development of readiness to learn - breakfast for all children, a focus on meeting needs before settling to academic learning e.g. sensory circuits, soft start
- Our classrooms are well resourced and organised so that children can access the equipment they need to be ready to learn
- We have clear expectations across school that make transitions easier for children
- We provide PE kits for all children
- We provide book bags for all children when they start at Eastway
- We have a social supermarket to ensure all families have access to the things they need

Respectful

- Resources chosen deliberately to show children diversity
- Stereotypes are explicitly challenged by staff
- Collaborative learning used to teach children the skills of working alongside others
- Taking part in community events
- PSHE curriculum explicitly teaches effects of stereotypes and how to challenge these

Responsible

- Working walls in all classrooms to support children without needing an adult
- An expectation that all children have opportunity to work independently as well as with peer and with adults

- Weekly learning assembly to give a whole school focus on a specific learning behaviour, which is the followed up in class throughout the week. Weekly learning star awarded to a child showing this behaviour
- Our Y6 children are allocated leadership jobs across school, including administration, office support, tech leaders, house captains, play leaders.



Eastway Curriculum Impact

To check whether we have achieved what we intended to, we:

Well-designed and delivered

- SLs check pupil books against knowledge overviews and National Curriculum coverage grids to ensure that the requirements of the National Curriculum have been met as planned
- CPD (including coaching) is used to support staff where standards need to improve
- We analyse external data at end of reception, KS1 and KS2 as well as phonics and multiplication checks
- Analysis of half termly internal data for reading, writing and maths
- Rigorous staff performance management cycle, including mid-year review, end of year evaluation and next step planning
- Subject leader actions plans, including mid-year review, end of year evaluation and next step planning
- Cohort action plans, including mid-year review, end of year evaluation and next step planning
- School improvement planning, including mid-year review, end of year evaluation and next step planning
- PE and sport premium strategy evaluation
- Parent class rep meetings to feedback and questionnaire
- Link governors meet with subject leaders and provide reports to governors
- Leaders monitor and evaluate effectively
- At the end of each year we conduct a rigorous transition programme with the current and receiving teacher that includes: moderation of assessments, SEN and vulnerabilities, writing a cohort action plan together that meets the need of the cohort

Knowledge-Rich

- Teachers complete end of unit impact summaries that identify strengths and weaknesses in prior learning and current learning. This is shared with SLs and previous and receiving class teachers so they can reflect on this and adapt their practice
- Yearly review of the curriculum with teaching staff to discuss what is working well and what needs improving
- Minimum of termly book looks to check how children are progressing in their knowledge
- Use of knowledge checkers within the lesson to assess who's got it and who needs further support

Closing the Gap

- Half termly cohort reviews to identify children or groups that may be slipping behind and action plans put in place to correct this
- We analyse external data at end of reception, KS1 and KS2 as well as phonics and multiplication checks; we analyse overall achievement and attainment, and those of groups and individuals
- Termly children causing concern meetings
- PEPs reviewed termly
- Learning plans
- Impact statements for learning interventions
- Use of test data
- Reports to parents and carers
- Next steps targets shared with families and children
- Thrive profile and SDQs ensures that the progress for social emotional well-being intervention is monitored for impact

- WELLCOMM screening
- Use of PIVATS for children working significantly below age related expectations
- Pupil Premium strategy evaluations
- Diagnostic testing to identify next steps
- Assess, plan, do, review cycle
- Catch up premium and impact of external and school-led tutoring
- Rigorous monitoring of attendance

Bringing learning to Life

- Pupil voice
- Weekly twitter post per class for an enhancements of learning
- Evolve educational visit evaluations
- Half termly parent class rep meetings
- Parent questionnaires
- Staff feedback
- School council

Ready

- Rigorous monitoring of attendance
- Termly children causing concern meetings

Respectful

- Analysis of exclusions and behaviour across school
- School newsletter show positive action in the community
- Golden pupils celebrate those that have gone above and beyond in their behaviour that week. We check for any trends in children earning this e.g. gender, disadvantaged etc.

Responsible

- Learning walks to observe learning behaviours
- Weekly learning certificates are given for each week and who is getting them. We look out for patterns in particular groups tending to get or not get these (reword)
- Book looks to look at the pride taken in children's work