

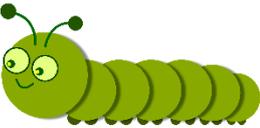
Curriculum Intent Statement

Our curriculum intent is to teach the National Curriculum and the locally agreed syllabus for RE. The curriculum ensures children leave Green Lane with the knowledge, skills and health they need to succeed in secondary education.

We use *Learning Powers* to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and success.

Learning Powers

The learning culture is promoted through five learning powers which are used to remind children to develop responsibility for their own learning.

 <p><i>Be Resourceful</i></p>	<ul style="list-style-type: none">• Make connections between what you already know and what you want to find out.• Think about the questions you have and the best way to help you answer them.• Be prepared to use resources in the classroom to help you with your learning.
 <p><i>Be Resilient</i></p>	<ul style="list-style-type: none">• Don't give up when you find learning difficult.• Use different ways of overcoming difficulties.• Know that making mistakes is part of learning.• Avoid the things that distract us.
 <p><i>Be Reflective</i></p>	<ul style="list-style-type: none">• Think about what went well and why• Think about what you might have done differently.• Look back at your work regularly to check you are happy with it.
 <p><i>Be Collaborative</i></p>	<ul style="list-style-type: none">• Listen to others• Respect other people's opinions• Ask others if you don't understand something.• Be ready to help others who are finding things difficult.
 <p><i>Be Ambitious</i></p>	<ul style="list-style-type: none">• Have a go – try out different ideas.• Share your ideas with others.• Take pride in your work and always do your best.

Curriculum Implementation

The academy is organised into 15 classes; 1 nursery class and 2 classes per year group (Y1-Y6)

The long term curriculum plan for each year group can be found on a separate document on our website.

Phase leaders

At GLPA we have phased leaders who oversee, develop, monitor and evaluate the effectiveness of the curriculum within their phase. Staff are committed to delivering high quality learning experiences throughout the curriculum. We have a PE and Sports leader to reflect our determination to have healthy, active children and the amount of PE and Sport we do.

Reading

EYFS take part in guided reading using book banded books. Every child reads within a guided reading group every day and, if needed, 1-1 as an additional read.

Y1-Y6 Whole class reading. The Reading Strategy is a trust-wide approach to develop reading comprehension skills. It takes place EVERY day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts, which are rich in vocabulary. Each child in the class has an individual copy of the class text and reading is taught daily. The text is analysed and discussed in depth and the reading shared between the teacher and the children. All children take part in whole class reading regardless of their ability so that they can access high quality texts and participate in high level discussions. Children complete reading response questions verbally and/or in writing (written responses in reading response books should be a minimum of twice a week). Reading response questions can mirror the format of test questions and should cover the reading domains in which children need particular practice.

There is a wide range of book banded books in classrooms. PM benchmark is used to assess children's progression through the book bands. These books are read at school and home.

Phonics

Phonics is taught daily from Nursery to Y2 and into KS2 should children require it. Letterland is the scheme used to deliver Letters and Sounds. This is used in EYFS and KS1. The school continues phonics input for children in Y3 if needed. All children in reception and Year 1 have a phonics book (in addition to a book banded book) to secure early reading. We encourage children to read daily at home and this is monitored via the home school communication books. Children are assessed on their phonic knowledge regularly so teachers are able to adapt teaching plans accordingly.

Writing

Writing is taught following our long term year group writing plans which include links to the year group's key reading texts and teaching points from a range of strategies. These include

Pie Corbett's Talk for Writing, Alan Peat's Exciting Sentences and text exemplification and Michael Tidd's Purposes for Writing. Over the year, children will have opportunities to write for a range of purposes and genres. Non-fiction genres can be taught using a creative, narrative context. A text type should be taught in depth over several weeks with children being immersed in the genre within writing lessons and in addition, some of the week's reading lessons.

Above all, writing should be taught with an explicit purpose and audience with the grammar, punctuation and spelling elements meaningfully integrated, although discrete GPS lessons may also be necessary.

The Talk for Writing approach is used from EYFS through to Y6 with the oral rehearsal element being predominantly used from EYFS through to Y3/4.

All classes should regularly see their teachers modelling writing with the thought processes involved in drafting and editing being verbalised by staff. Shared writing, which includes opportunities for pupil participation (using individual whiteboards) must also be a regular feature of practice. Having seen the writing journey modelled by staff, children should then be able to write with confidence and increasing independence. Working Walls in all classes must be relevant, up-to-date, and co-constructed with children so that the class has prompts and scaffolds to support them through every step towards final writing outcomes.

GPS must be taught per the National Curriculum year group coverage in the context of reading and writing lessons.

Proof-reading and editing should be taught specifically and routinely modelled using the COGS and ARMS strategy. (COGS = C – capital letters/full stops, O – organisation, G – grammar, S-spelling. ARMS = A - add, R – remove, M - move, S – substitute.) The emphasis in KS1 should be on proofreading and in KS2 proofreading and editing.

Spelling is taught through phonics in EYFS/Year 1 and, from the latter half of Year 2 up to Year 6, No Nonsense Spelling is used. Spelling should be taught 3 x 15 min sessions over the week. Within the No Nonsense scheme there are regular opportunities for consolidation, revision and practice of class/individual words and spelling patterns. Children from Y1 upwards have log ins for Spelling Shed – an app based resource which can be accessed from home. Children are encouraged to attempt adventurous, precise word choices without tricky spellings being a limitation.

Handwriting

Cursive handwriting is discretely taught from Nursery onwards with teachers modelling letter formation and joins as per the Handwriting Policy. All adults should demonstrate the cursive script.

Maths

EYFS – a maths focus session daily to whole class. Focus maths activities in groups and within provision area both indoors and outdoors.

Y1-Y6 Same Day Intervention (SDI) model is taught at GLPA. The model is based on the mastery approach of fluency, reasoning and problem solving. During the first part of the maths lesson, teaching takes place using the “I do, you do” model, this part of the lesson focuses on fluency. The teacher input takes around 20 mins. The children then independently complete a set of fluency questions labelled bronze. The teacher marks the children’s work. If a child has been successful at the bronze level questions, the work is labelled ATS (Achieved Target – Silver) or ATG (Achieved Target – Gold) depending on the quality of the answers and the teacher’s knowledge of the child. If the child requires more support, then SDI-B (Same Day Intervention – Bronze) is labelled and the child works with an adult as part of the intervention group. This intervention teaching begins with more “I do, you do” before the misconceptions of Bronze are explored.

Times Tables Rockstars (TTR) – children in Years 2-6 have a TTRS username and password. TTR is a fun-based programme, which allows children to improve times table knowledge through lively, fun games. Children are encouraged to use this both at home and at school.

Mission Curriculum

Green Lane Academy Mission (GLAM) is a problem solving based approach to teaching and learning for the foundation curriculum subjects. In order for children to understand the world in which they live and develop crucial life skills, the teacher facilitates work on real life situations. The curriculum is very much directed by the children, who work in teams, the teacher, as enabler, provides a context for learning through opportunities, in the form of missions (challenges, problems and enterprises). This independent learning ensures that your children are immersed in judging situations, problem solving, questioning, presentation and innovation.

When planning their work for the mission, the staff and children have to consider six essential elements and incorporate this alongside the National Curriculum requirements:

- **Questioning**
 - What questions will we ask?
 - Will our questions help us complete our mission?
- **Presentation**
 - How will we present our work?
 - How might ICT help us present our learning?
 - Who will we present our work to?
- **Collaboration**
 - What roles will each team member take responsibility for?
 - How will we make sure everyone’s ideas are valued?
 - Is everyone playing their part in the team?
 - How will we help those team members that are finding things difficult?
- **Research**
 - What new knowledge do we need?
 - Where will we find our information?

- What resources will we need?
- How do we know the information is reliable?
- How will we select only the information relevant to our mission?
- **Global Links**
 - How does our mission link to what is happening in the world?
 - How could visits or visitors support us in completing our mission?

This curriculum really is something to be celebrated. Pupils are engaged and enthused; they work together independently and collaboratively.

PE and Sport

Emotional and mental wellbeing is greatly enhanced by sport. Sport is central to both our curriculum and extra curriculum provision. We believe that the pedagogy of PE and sport affects other areas of the curriculum and really enhances children's learning, physiologically allowing better learning to happen as well as children learning skills such as listening, problem solving, teamwork and resilience. We invest our PE and Sports grant wisely and the impact has been recognised by the award of sports Games Gold and becoming a Centre of Excellence (1 of 3 primary schools in Leeds) for our work with parents and community sports links.

RE

Using the Leeds RE Agreed Syllabus children are taught knowledge and understanding around a range of worldwide views so that they can appreciate beliefs and practices, recognising the diversity, meanings and values within and between communities and individuals.

MFL

Spanish is taught in KS2 at GLPA using Jolie Ronde resources.

Visits and Visitors

In our curriculum we recognise that children's learning is enhanced by different experiences. We offer children a range of visits which are used to motivate and engage learning which improves retention. Examples of visits carried out in 2018-19 are:

- Residential visits for Y4 and Y6
- Seaside visits for EYFS and Y1
- Jorvik Y5
- Choir singing in and around Garforth
- Choir sing with Opera North
- Yorkshire Wildlife Park Y1
- Harlow Carr Gardens Y2
- National Science and Media Museum Y3

- Sikh temple Y5
- Mosque Y5
- Bag packing for charity at local supermarket
- Multiple sporting events

Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. Examples of visitors to school during 2018-19 include:

- African drumming workshop
- Miller – baking bread – Harvest
- Vicar
- Imam
- International day visitors
- Air ambulance

Curriculum Impact

The impact of the curriculum is evident in outcomes for all pupils and that our pupils are happy, safe and make academic progress at Green Lane.

Questionnaires to the pupils and parents allow the staff to regularly review and assess the impact that the curriculum is having, we have many positive responses from children.

Quotes from children

Samuel – I was really excited about the GLAM museum and I couldn't wait to show people my Minecraft Egypt video. I was so happy. Lots of people watched it and some even asked questions. I was quite pleased with how many people watched my video. I also liked looking around at other children's work.

Ella – I think the exhibition was really fun and I loved working in a team because they were all very helpful and friendly. I was in the pyramid group and I found it was quite easy because we all worked together so well but actually building the pyramid was tricky because it didn't always match up but we managed to fix it together. It was fun showing our parents and they told us it was really good and they could see that we worked hard.

Following a parent survey we receive acknowledgement that we continue to be successful in our approach to learning

Quotes from parents

Really liked seeing a typical reading lesson in action and understanding the kind of questions we should be asking at home.

Great interaction in class with students. I like that they are encouraged to agree and disagree with each other. Good discussions.

I really love these types of stay and learn mornings. It gives me a great insight into how Jack's lessons are structured and what level the teaching is pitched at. It also helps me and gives me ideas on how I can help him with his home learning.

I found today's maths session very informative. As the way they multiply is different to how I did it 30 years ago! This means we can now help at home the way they do at school. It was lovely to see the children confident and enthusiastic.

Brilliant to spend time with Eli in his classroom, was great fun doing all the different activities. The children look like they thoroughly enjoy being at school. Eli loved showing me all the different areas.

Impact

- Increase in outcomes (See tracking and 3 year trend document)
- Improvement in confidence in reading and comprehension skills through exposure to high quality texts and understanding of vocabulary.
- CPD and networking of teachers has increased staff confidence in the teaching of trust wide strategies and low staff turnover.
- Prepares children for secondary school success.