



Intent, Implementation and Impact Plan

Discovery MAT curriculum Vision Statement:

We will ensure that all children are able to thrive through quality learning experiences, ensuring their readiness for the next stage in their learning.



Intent

At Discovery multi Academy Trust the curriculum is designed to provide wide-ranging experiences and contexts which allow our children to develop the skills and knowledge to allow them to become resilient, reflective and creative thinkers. Through an engaging STEM-based approach to learning, our children will collaborate and be able to fulfil their wider role in their community. They will have the skills to make connections in what they have learnt, self-evaluate and develop a desire to learn as they go to their next stage of learning.

Implementation

At Beechwood Primary Academy, we follow the **National Curriculum (NC)** and this broad and balanced approach is driven through engaging STEM based topics or themes. The whole school curriculum is mapped in collaborative planning sessions and staff choose texts which support the themes. English is taught daily as an integral part of this integrated curriculum.

Teachers create year group, **long term, curriculum maps** design for children to thrive through quality learning experiences and planning for each theme is overseen by the subject leaders to ensure coverage, high expectations and progression of key learning skills across a key stage and across the whole school. The curriculum map and planning is reviewed and impact evaluated by the curriculum lead and HoS termly; to ensure children will have the skills to make connections in what they have learnt, self-evaluate and develop a zest for learning as they move to the next stage.

Detailed **daily plans map learning objectives and subject links** are made with outcome expectations made explicit to provide teachers with a secure understanding of how the teaching and learning is going to work. It includes the hook, i.e. a 'wow' moment or an experiential visit or visitor and the **intended destination** or outcome is decided to assist with Assessment for Learning. Every Year group also maps links to the '**Discovery Lists**' of activities to widen opportunities for creative contexts for learning. Some subjects may be blocked, others linked and others taught discretely depending on which creates the best opportunity for children to develop the skills and knowledge to become **resilient, reflective and creative thinkers**.

Through regular **MAT and in house CPD**, teachers have a good knowledge of subjects and reflect on their learners understanding regularly, identifying misconceptions accurately and providing clear, direct feedback through conversations with the children. Subject leads and in house leads support pedagogical thinking and ensure that teachers have secure skills so they can adapt their teaching to suit all learners from **SEN to Gifted children**. '**Master Yoda**' tasks in books reflect the 'Mastering' of skills as does securing the learning objective reflected by 'Green' in the **traffic light marking system**.

Phonics is taught on a daily basis in FS1 to Y2 using Read, write Inc and cursive handwriting is taught from term 3 in FS2. **Spelling** programmes are used and **challenging vocabulary** introduced through careful choice of texts to increase children's **Cultural Capital**. Some subjects follow schemes such as the Maths Mastery programme and White Rose resources on NCETM, French through ilanguages, the Devon syllabus for RE, PSHE association resources, Collins, History and Geography resources, Charanga Music scheme, and the 'Real PE' scheme. Art and DT is theme linked or blocked. Other skills might be taught discretely.

Home learning is planned and learning Journeys for the three long terms are shared with parents so they can support their child's learning. Weekly Reading or Topic, Times tables and Spellings are a focus across the school.

Enrichment weeks such as the termly STEM science week, annual Enterprise week and Empty classroom days are used to showcase children's achievements to Parents and Carers and the **STEM skills** of Problem solving, Creativity, Inquiry skills, Observation, flexibility and collaboration are referenced across the curriculum. **Residential trips** are offered in Y4 (Nethercott), Y5 (PGL) and Y6 (London) with the widening opportunities experiences of the visits increasing as the children get older. All classes plan themed trips across the year.

Class assemblies are used to develop and promote the children's understanding of **British Values** and Spiritual, Moral, Social and Cultural expectations (**SMSC**). Regular opportunities are sought through visits (RESPECT parade on the Hoe) or visitors (European Erasmus visitors) to promote Respecting difference and widen children's experiences.

For some children we are striving to overcome their adverse childhoods through **Trauma informed strategies** and for all children, we seek opportunities to help them become **Life Long Learners** and to provide them with not only the basic skills for life or a career in STEM, but to help them to **find where their true skills and passions lie so they can fulfil their role in the wider community and in society**.

Impact

Pupil voice is used to inform planning and teaching and learning progress and for all subjects is tracked through continuous **AfL assessment on 'Tapestry'** including key knowledge, skills and concepts. There are also **three summative data points** annually to prepare children for the formal SATs tests at Y2 and Y6. **Termly Gap analysis and regular data reviews** are held with the Leadership team, Local Advisory Board and external visitors to evaluate the **school improvement plans**. **Parents** are invited to termly updates about their children's progress and attainment and SATs data and phonics outcomes shared at the end of the year.