



Infinity Academies Trust

## “Why we do what we do” at Gipsey Bridge



*‘As a small, caring school we know all our children, we know their families and we know our local area’.*

**Curriculum Intent:** We go beyond teaching the national curriculum to focus on specific skills and knowledge that we believe are vital for our children. As a small, caring school we know all our children, we know their families and we know our local area. Using our context, we have worked to shape a curriculum that focuses on providing opportunities that aren’t always available to all our children, develop key strengths and skills for their next phase of learning and prepares our children to be well-rounded and influential citizens of the future.

**Curriculum Implementation:** This explains how we effectively implement our Curriculum Intent. It is how we take our ideas and beliefs and turn them into exciting and inspirational learning opportunities for our children. We focus on general principles of learning, how we can improve well-being and ensure our pupil’s voices are heard. We constantly reflect on our pedagogy and look for opportunities to enrich our curriculum. Our implementation also describes how we use educational research to ensure our teaching methods are the most effective for our learners.

**Curriculum Impact:** We monitor our curriculum to ensure that we are achieving our goals and that our curriculum is “making the difference” for our pupils. We do this through regular conversations and questionnaires with pupils, parents, staff and governors; by analysing outcomes in internal and national assessments and through professional meetings where we look at the learning produced in children’s books over time. Another measure of the success of our curriculum is how well our pupils transition into Reception and how confident they are in their transition to secondary school at the end of Year 6. We strive to ensure that these key points in a child’s life are positive, well managed to reduce anxiety and that children feel prepared and ready for their next challenge.



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# Curriculum Implementation



## **Our curriculum will give children the opportunity to:**

### General Principles

- Develop a rich and deep subject knowledge.
- Experience the challenge and enjoyment of learning.
- Develop new skills through a variety of interesting contexts.

### Well-being

- Learn how to respect themselves and others.
- Recognise that people are good at different things.
- Build respectful friendships.

### Pupil Voice

- Make a positive contribution to the school and local community.
- Take part in age-appropriate discussions.
- Express their opinions on a range of different topics and issues.
- Take part in democratic activities across the curriculum.

## **Our curriculum will be taught through pedagogy that:**

### Pedagogy

- Enables children to reflect on and evaluate their learning.
- Excites, promotes and sustains children's interest.
- Promotes problem solving, creativity and communication.
- Offers all children a memorable experience at the start of every project.

## **We will enrich our curriculum by:**

### Enrichment

- Providing on and off-site subject /project related activities.
- Welcoming parents and carers to take part in children's learning and experiences.



# Curriculum Implementation



## This is what we are doing to make a difference to the children at Gipsey Bridge Academy

Content	Justification	Evidence-Base
Wide-ranging & Subject-Specific Vocabulary.	<p>Limited vocabulary and poor language skills can lead to limited learning so at Gipsey Bridge we recognise the need to ensure pupils have access to a broad and wide-ranging vocabulary, subject specific terminology and the ability to debate and engage effectively in conversation.</p> <p>Our children also have a lack of exposure to high-quality reading texts.</p> <p>School-based evidence suggests that pupils are limited in their understanding of tasks, questions and texts due to limited exposure to a broad range of vocabulary. Why Closing the Word Gap is Important- Oxford Language Report EEF Oral Language Interventions</p>	<p>Focus on reading for pleasure- 100 books..., Class reading books and quality texts on guided reading. Display of subject-specific vocab (Tier 2 words). Interventions- Elklan. Phonics, Use of Knowledge Organisers. Learning walls- key vocab on display. SSP programme, including rigorous 'Keep-Up'</p>
Cultural Awareness.	<p>Children live in a diverse world and it is our responsibility to ensure that the children of Gipsey Bridge are culturally aware. This is achieved through interaction, the challenging of stereotypes, celebrating diversity, empathising and learning about difference. By encouraging our pupils to engage in positive contact with others, known as "the contact hypothesis", we are able to dispel myths, breakdown barriers and reduce prejudice.</p>	<p>Assemblies- focus on SMSC and British values. Trips, memorable experiences and visitors. Curriculum projects. Links with other Trust schools. BAME authors/themes across our class reading books. PSHE lessons. RE- cover 6 main religions <b>Makaton sign of the week.</b> <b>Culture Week</b> <b>What's in the News? Debate</b></p>
Health & Physical Fitness.	<p>We recognise that children are participating less in exercise/sport outside of school and that food choices are not always well informed. We know that improved physical health can lead to improved focus and mental health.</p> <p>Observations of lunch &amp; playtime foods, Government incentive to improve Children's Health: childhood obesity a plan for action School Survey of Sports Participation</p>	<p>Promotion of healthy eating and drinking water. Sports specialist in school. Inter-school competitions. Playground Leaders and extra-curricular clubs. Curriculum projects (Blood Heart) Focus on oral hygiene in EYFS and KS1.</p>



# Curriculum Implementation



		<p>Online dance videos- Go Noodle.</p> <p>Free snacks (KS1)</p> <p>Gym equipment on playground.</p> <p><b>Daily mile</b></p>
Social and emotional well-being	Due to our high levels of social deprivation, we know that some of our children are at risk of low self-esteem, anxiety and poor mental health. We want to ensure children have effective strategies to build their resilience, their ability to resolve problems and to recognise their emotions.	<p>PSHE/RSE lessons.</p> <p>Emotion 'check-in' boards within every class (zones of regulation).</p> <p>Growth mindset books (EYFS)</p> <p>Partnership with Mental Health Support Team.</p> <p>Mindfulness activities.</p> <p><b>'Social' club.</b></p> <p><b>KS1 Worry Worm</b></p> <p><b>Calm Corner box in Rec</b></p>
Aspiration, ambition lack of life skills and collaboration.	We acknowledge that not all children will have an awareness of the range of careers open to them both in and beyond the local areas. Our aim is that children are ambitious for their futures and make informed choices about their education to reach their goals. We want children to be able to leave Gipsey Bridge as well-rounded individuals, well ready for the next phase of their education with the foundations laid to prepare them for their journey towards the world of work.	<p>Parent visitors to talk about careers.</p> <p>Visitors in school- musicians.</p> <p>Offer practical experiences- baking, gardening, environmental work, DT)</p> <p>Book offer- Marcus Rashford.</p> <p><b>Books exploring different roles/jobs.</b></p> <p><b>Further collaborative opportunities with other schools in the Trust.</b></p> <p><b>7 by 7, 11 by 11 opps.</b></p> <p><b>Careers week (aspirational visitors).</b></p> <p><b>Enterprise week- raising money for charities.</b></p> <p><b>Further trips, WOW events, community links in school.</b></p>



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## Working with parents/carers

We have also taken our parents/carers views in helping to shape our intent. We asked what their hopes, dreams and aspirations for their children were as well as what skills and knowledge they wanted their children to gain both now and in the future. We have used their responses to help adapt our curriculum so it can continue to be the best it can be for our children. Answers included:

- Be confident and happy learners who fly into adulthood with confidence, kindness and aspirations. To be risk takers, challenge themselves to be better and not to give up.
- Stay healthy and safe and understand they can ask for help and support when needed. To understand that hard work pays off.
- To stand up for self and others who may be seen as 'different' and be positive role models to those around them.
- To discover 'hands-on' learning and life skills such as finance, diversity, careers, help the environment and how to manage stressful situations (mental health). To tackle any problem with confidence.
- To be computer literate and know they can make a difference to their local area, nationally and internationally.