

Principle	Feature	Rationale e.g. books, research, training to impact decisions	What does this look like in our school?
Coherent curriculum	<p>Teaching is planned over clearly crafted sequences of lessons.</p> <p>Understanding of subject content from all teachers across year groups- knowing what has been taught before and what will come next.</p>	<p>Early Excellence (Enquiry based) Striving for Excellence: Rethinking Your KS1 Early Excellence</p> <p>Read The Learning Forest by Tom Sherrington</p> <p>Hopeful Schools building humane communities by Mary Myatt</p> <p>The Primary Curriculum Design Handbook by Brian Male</p>	<ul style="list-style-type: none"> We deliver a skills-led curriculum, which is underpinned by knowledge. These skills are carefully mapped out each term and across year groups to ensure clear progression, building on prior learning and are highlighted in our HIS Curriculum Progression document. Our Medium Term Plans (e.g. English, maths, phonics and enquiry) carefully map our sequences of learning each half term. Our half termly Learning Leaflets communicate the current sequence of learning, for all subjects, to parents/carers. We teach the foundations children need in order to make connections across year groups and subjects. All work in books has a stickered Learning Intention, some of which have a self-assessment and teacher assessment traffic light.
Knowledge rich	<p>Knowledge content carefully considered by subject leaders in school.</p> <p>Knowledge to be taught is specified for teachers.</p>	<p>Early Excellence (Enquiry based) Striving for Excellence: Rethinking Your KS1 Early Excellence</p>	<ul style="list-style-type: none"> Our half termly enquiry organisers detail the knowledge and skills to be taught within the subjects taught, building on from prior learning. Our Long Curriculum Term Plan demonstrates a three-year cycle of whole school themes to enable pupils to develop a wealth of cross curricular knowledge, linked directly to the skills delivered, and promote our school vision and values. Our whole school 'sparky start' generates curiosity, enjoyment, motivation and engagement, leading into two distinctly different enquiries in which we link our knowledge. Each enquiry is completed with a shared event to summarise knowledge obtained. Our sentences stems 'I know...' and 'I remember...' are used by the children to talk about the knowledge they have learnt. In addition, subject leaders include a pupil voice during monitoring work across the year and each term, children are given the opportunity to discuss the knowledge learnt in our whole school 'big conversations' which provides additional evidence of the impact of our teaching. All classrooms have a Learning Journey display to show knowledge and skills learnt in the current half term.
Nurture	<p>Provide pupils with social and emotional skills to be successful in school both academically and socially</p>	<p>Read An updated guide to the Pupil Premium by Marc Rowland</p>	<ul style="list-style-type: none"> We have a Nurture Room for children whom the school (via Boxall and SDQ questionnaires) has identified as needing extra support with their social, emotional and

	as well as developing their resilience and strategies for managing their own difficulties in their lives.		<p>mental health [SEMH]. Children are offered a bespoke package when attending this group based on staff observations, assessments and communication with parents/carers.</p> <ul style="list-style-type: none"> • Each child has a Forest School session in the afternoon on a weekly basis, although much of the content is cross curricular the overarching themes in Forest School are of developing confidence, resilience, independence and creativeness. • Work with parents and outside agencies to support their understanding on how to help their children. • All children take part in a weekly PSHE lesson and a class assembly with a PSHE theme. • We teach the children conflict resolution strategies to help them resolve issues amongst themselves. • Each year we carry out home visits for our new Reception children. • We provide lunchtime groups for children who require additional support. • We provide lunchtime “club” lead by TAs which encourages the children to take part in structures games • We use our Hartford Heroes to promote the characteristics of learning. • Pupil Premium children all have a champion (teacher or TA). • We offer free breakfast club for some Pupil Premium chdn. • We offer early entry into school to support individual children where required. • We use EduKey to record behaviour, well-being, contact with parents and significant conversations.
Trivium	Grammar Dialectic Rhetoric	Read Martin Robinson “Trivium 21C” and engaged with Martin Robinson PLM and joined working groups.	<ul style="list-style-type: none"> • Across KS1 our children create a piece of writing linked to the enquiry (half termly) to demonstrate what they have learnt. • Quizzes are sometimes used to practise retrieval skills. • Each enquiry is completed with a shared event to summarise the skills learnt and knowledge obtained e.g. work sharing with parents.
Enrichment	Enhancement of the curriculum through other means	Early Excellence (Enquiry based) Striving for Excellence: Rethinking Your KS1 Early Excellence	<ul style="list-style-type: none"> • Each term we begin our enquiry with our whole school ‘sparky start’ to generate curiosity, enjoyment, motivation and engagement. • Half termly RE days. • Visitor assemblies. • Language of the month. • Clubs • Making links with the community e.g. choir, Park Life trip, Nurture chdn visiting retirement home • All classes have a Forest School session each week. • Each year group performs a play e.g. Reception Easter concert, Y1 Christmas play, Y2 End of year play. • Opportunity to be part of the School Council

<p>Online learning</p>	<p>Children can carry out learning online, working remotely if needed</p>	<p>Tapestry Bug Club Numbots School YouTube</p>	<ul style="list-style-type: none"> • Tapestry as online learning journal across the school and used to set homework. • Bug Club provides online reading books across the school. • Numbots for KS1. • Morning routine. • School YouTube channel. • iPads as a learning tool.
<p>Mastery teaching</p>	<p>Teachers adopt a mastery approach to teaching and learning in all subjects.</p>	<p>Cambridge Maths Hub:</p> <ul style="list-style-type: none"> - Primary maths specialist [MS] - Local Leader of maths education - Work groups for maths; building firm foundations 	<ul style="list-style-type: none"> • Medium Term Plans set out smaller steps to reduce cognitive overload e.g. Reception learn 3 new sounds a week in phonics and recap. To ensure skills/knowledge has been embedded. • Differentiation by support and intervention to secure understanding and achievement. • High expectations for all pupils regardless of prior attainment. • All pupils without significant SEND (including those with SEMH) are expected to achieve the expected standard or better at the end of each Key Stage. • All pupils, including those with SEND, are expected to make good progress from their starting points. • Curriculum is cyclical e.g. in science, plants covered twice across year so that children can revisit knowledge/skills.
<p>Reading as an essential skill</p>	<p>Reading explicitly taught and permeating the whole curriculum</p>		<ul style="list-style-type: none"> • Daily reading session (this includes Guided Reading, shared reading, independent reading, use of Bug Club etc.) • Reading Medium Term Plan in KS1 maps out key texts and skills that are taught. • Author of the month celebrates reading. • HIS Reading Tree promotes children to read at home. • Story shelves in every classroom and inviting reading areas/book corners makes reading appealing. • Letters and sounds used to supplement phonics teaching across the school and inform planning. • Class story time daily. • We use phonics based books up to turquoise colour band to embed phonics skills. • Volunteers support children's reading regularly. • World Book Day celebrates reading. • We use a range of texts in enquiry and opportunities for reading across the curriculum.
<p>Oracy and vocab development</p>	<p>Fluency in speaking and understanding</p>	<p>Oracy 21 – Oracy Pioneers program</p> <p>Read Transform Teaching and Learning Through Talk by Amy Gaunt and Alice Stott</p>	<ul style="list-style-type: none"> • Explicit, progressive vocabulary on enquiry organisers. Expectation to introduce and share vocabulary with the chdn e.g. via learning journey. • Progressive sentence stems used across school in ALL subjects areas (e.g. I know....I can....I remember). • Makaton used to support sentence stems and some key vocabulary. • Whole-school discussion guidelines. • Progressive discussion groups e.g. talking partners, trios, traverse.

			<ul style="list-style-type: none"> • Children are given the opportunity to discuss the knowledge and skills learnt in our whole school 'big conversations' and through Pupil Voice. • School Council. • NELI programme • Speech and Language agencies involved with specific children.
Responsive teaching	Formative assessment is embedded in all lessons.	Read Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington	<ul style="list-style-type: none"> • Clear learning intentions (WALT) and success criteria (Remember to). • Live marking adhering to Marking and Feedback Policy. • High quality verbal feedback supports progress in learning. • Assessment tools that children are familiar with e.g. traffic lights, sentence strips. • Opportunities for peer marking. • Effective questioning.
Developing long term memory of knowledge	Children remember what they have learnt and can build on this knowledge		<ul style="list-style-type: none"> • Use of the sentence stem 'I remember...' to link back to prior learning. • Use of learning journey display (in classrooms and in hall) to recap learning so far. • Revisiting enquiry organisers periodically. • Across KS1 our children create a piece of writing linked to the enquiry (half termly) to demonstrate what they have learnt. • Quizzes are sometimes used to practise retrieval skills. • Use of IWB.
Promoting good mental health and well-being	Learning about healthy minds and building resilience		<ul style="list-style-type: none"> • See above for Nurture. • All classes have a Forest School session each week. • Equality. • Healthy week. • Well-being on SLT weekly agenda. • Mental Health Champion [VM] • Developing positive relationships between children and staff during Ready to Learn time. • Peer to peer massage (5-10 minute down time). • Acorn project • Whole school PSHE project responding to local events e.g. recent school closure. • Whole school display linked to anti-bullying. • Work with emotional health and well-being.