



# James Elliman Curriculum Intent

## Every child a leader. Every chance taken. Every day counts.

**We aim to provide our community with lifelong learners who are responsible, creative and are leaders of their chosen paths.**

### **Introduction**

James Elliman Academy serves a richly diverse community in central Slough. The area's many faiths and languages make it a stimulating, inclusive and exciting place to live and learn. The care for every child's well-being, safety and future is at the heart of what we do. We are proud of our pupils' progress and achievements in their academic studies as well as the wider curriculum. We celebrate diversity, inclusion and help children develop a sense of belonging through the curriculum.

### **Intent**

Our Curriculum has been designed to be broad and balanced with high academic standards at the heart of all we do. Our curriculum focuses on the development of essential knowledge and skills, ensuring all pupils make strong progress. We enhance our curriculum with enrichment opportunities such as the 'Childhood Promise' and our personal development programme.

Our curriculum fulfils the National Curriculum Programmes of Study for Early Years, KS1 and KS2. We aim to enhance, deepen and enrich the learning experiences for our pupils through learning questions, use of trips and virtual visits.

Our pupils will develop a rich wealth of vocabulary and a love for reading from an early age enabling them to access their learning and help prepare them for the next stage of their education.

Our aim is to provide a curriculum that the children can identify with. In History and Geography, we study the local area, The United Kingdom and the wider world and start the year with a relevant significant person study. We are committed to giving all of our children every opportunity to achieve the highest standards by taking account of pupils' varied life experiences and needs. We promote the individuality of all of our children irrespective of ethnicity, attainment, age, disability, gender or background.

Our values underpin who we are and how we learn. Each half term we focus on a new value and share our experiences as a school. We grow, develop and achieve together. Through our skills builder programme and digital learning strategy, our pupils acquire the necessary life-skills for their future education and employment opportunities.



## **Implementation**

Our curriculum has been designed to be progressive with deliberately sequenced knowledge and skills that build on prior learning. Subject progression and year group curriculum maps are developed into medium term plans which show the learning questions for the unit, key vocabulary, cross curricular links where appropriate and relevant, assessment opportunities and adapted provision. Pre and post assessments have been implemented in particular subjects in order to measure progress. This is based on key knowledge and aims to avoid cognitive overload. All lessons start with a prior learning check, as this nurtures memory and gives children regular opportunities to revisit and remember previous learning. Children will remember more and learn more. Teachers inform the children where each lesson fits into their learning journey. Lessons follow a variety of approaches where children are challenged and able to learn without limits.

## **Reading**

In EYFS, children are read to every day, with teachers modelling the links between words and pictures. Vocabulary is explored and explained. Children have the opportunities to listen, discuss, role play and sequence stories. EYFS and KS1 children are given a solid grasp of phonics through the Read, Write Inc. Phonics Programme to teach early reading skills through decoding. Adults listen to children read individually and progress is tracked. In addition to decoding skills, children are taught comprehension skills.

Discussions, independent tasks and group work in daily lessons ensure that children have the opportunity to develop their skills in prediction, retrieval and inference. This progress develops further in KS2 with the addition of summarising, author intent and control over the audience. By reading a wide range of high quality texts by accomplished authors, across many areas of the curriculum, they too can become accomplished authors. Children are able to borrow books from the diverse lending library. A love for reading is encouraged and promoted across every year group.

## **Writing**

Reading and exploring the craft of great authors is at the heart of writing units. Children are immersed in text and respond through talk, role-play and illustrations. Oral rehearsal is encouraged whilst planning, drafting editing and finally publishing their own work. Our children read great authors to become great authors.

## **Maths**

Maths is taught using manipulative resources to translate the abstract concepts into a concrete and pictorial form. Children are taught in similar ability groups for a concise focus on need, and then within the groups, are allowed independence and support in order to achieve at their own level. We aim to make maths an enjoyable and engaging learning experience, whilst developing a solid understanding and fluency of mathematical concepts, problem solving, and reasoning. Through White Rose, Third Space and real life experiences, our children develop skills to become independent, confident and competent with maths.

## **Science**

Science lessons nurture a deep understanding of the world we live in. We aim for our children to acquire specific skills and knowledge in order to think scientifically and to question the uses and implications of science in their present and future lives. Science is taught within a topic approach and skills as well as knowledge are carefully sequenced to allow for progression. Lessons are brought to life with interactive resources and hands-on exploration.



## **Foundation Subjects**

We teach the foundation subjects in blocks where possible to ensure continuity and clear progression across a unit of work. It is an expectation that Maths and English skills will be developed through other subject areas whenever possible.

Progression documents have been produced in foundation subjects across the school. This ensures that the sequence of learning in relation to knowledge and skills is progressive. Our Modern Foreign Language is French. RE teaching allows children to explore their spirituality through studying an aspect of Christianity, Hinduism, Buddhism, Islam, Judaism and Sikhism every half term. Music and computing are taught by specialist teachers.

As a school, we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our school community. We have implemented the programme from the Skills Builder Partnership in order to ensure that our children develop the essential skills that will ensure they are able to flourish in later life. We follow the Jigsaw scheme of learning to enhance relationships and health education. James Elliman Academy has a clear behaviour policy that sets high expectations and promotes a good moral understanding, mutual respect and tolerance to reinforce the learning.

In all teaching, our teachers look to inspire and enthuse children, to develop a love of learning and to offer a working atmosphere where children enjoy learning and feel safe to take risks. Children are given opportunities to take on pupil leadership responsibilities around the school in roles such as school council and curriculum leaders.

## **Impact**

At James Elliman, we monitor the progress of our children's attainment, attitude to learning and personal skills in order to assess the impact of our curriculum and plan next steps. Teachers assess against the learning questions and provide feedback. Assessment during lessons takes place in various styles offering the children a high challenge with low stakes, such as quizzes, planned questioning and discussions. Targets are set for children and individual progress is tracked. Children who are not on track are provided with interventions in order to support them and address barriers to learning.

To monitor the impact of learning, attainment and progress effectively, we follow a carefully designed monitoring calendar that works alongside our CPD training schedule. This involves leaders of year groups and subjects, alongside the senior leadership team, systematically reviewing planning, teaching and outcomes. Feedback from the monitoring is shared in order to improve practice.

In addition to statutory assessments, summative assessments are carried out in Reading and Maths. Shared teacher judgements are made to assess writing. Teachers analyse and identify any gaps in learning or knowledge, and address these through future lessons and interventions.

Children at JEA develop skills and knowledge across the curriculum to achieve educational success and demonstrate positive learning attitudes, in order to be prepared for their next stage of education and beyond. They take pride in what they do, show resilience to new challenges, celebrate diversity and demonstrate our school values to be the best they can be. Children know how to keep themselves physically, emotionally and mentally healthy, whilst in school, in their community and in the wider world.