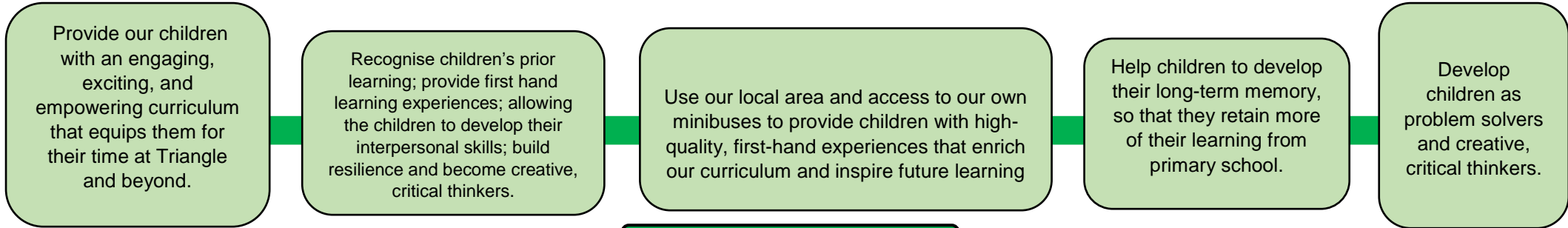




Curriculum on a page



Intent- we aim to:



Implementation- how do we achieve our aims?

Curriculum Design

We are very proud of our curriculum offer here at Triangle School. In addition to adopting highly recommended and well-researched schemes for some subjects, our talented and highly skilled staff have created a curriculum that is both challenging and accessible for all.

We have utilised both staff expertise and advice from subject associations (namely the Geographical and Historical Associations) to devise our wider curriculum.

In November 2021, Ofsted found our curriculum did not set out, clearly enough, what we expected the children to learn and know senior leaders and subject leads have refined the knowledge, skills and vocabulary progressions so that our expectations in each year group are clear and that progression within each subject can be seen across the primary phase.

Vision and Values

Our vision:

*Stand firm in the faith; be courageous; be strong.
Do everything in love. (1 Corinthians 16: 13-14)*

We promote the teaching of our Christian values throughout the wider curriculum.



Friendship- Throughout the school, in PSHE lessons, children develop an understanding of how to be a good friend and how they can support other. Additional links to friendship are also explored throughout our R.E curriculum.



Trust- pupils in Y5, learn all about how Lord Carnarvon placed his trust in Howard Carter when searching for King Tutankhamun's tomb.



Courage- in our Y2 Explorers Unit, children learn about the qualities it takes to become a successful explorer. In Y6, pupils study 'the Battle of Britain' and learn about the role of the home front and RAF pilots.



Compassion- pupils in KS2, when learning about life cycles in science, learn about the groundbreaking work of Jane Goodall and how she showed compassion to the animals she studied.



Forgiveness- PSHE and R.E lessons explore this value in each year group. Reference is also made to the value of forgiveness in many class texts, for example Private Peaceful (in Y6) and Freedom 1783 (in Y5)

Assessment and Feedback

Assessment and feedback within the wider curriculum adheres to both our marking & feedback policy and our assessment timetable. As a school, we appreciate that feedback may take many forms and trust teachers to deliver feedback in a timely and appropriate manner for their class.

Staff are skilled in their use of formative assessment strategies which helps to ensure that children make good progress within a lesson and over time. Staff are clear about the knowledge, skills and vocabulary that they are teaching and are able to make adaptations or challenge children further where necessary and appropriate.

Teachers use overview sheets (linked to our progression documents) to inform their assessment of a child's attainment in that unit. Summative assessments may also take place at the end of the unit, particularly in science where a test will often be administered to verify earlier teacher assessment.

Retrieval Practice

Since the implementation of our newly devised curriculum, much work has been done on embedding deliberate retrieval practice in all classes. We recognise the impact that low-stakes retrieval quizzes/activities can have on activating children's prior learning and how the retention of these key facts can enable all children to access the curriculum in its entirety.

In science, history, geography and R.E, we use cumulative questions at the start of each lesson which recaps key knowledge that was taught the lesson before. These are taken from our essential knowledge and key vocabulary progressions. Any gaps in knowledge are then taught as starter activities or through questioning through the unit, with the expectation that all children will retain the key knowledge as they progress through a unit. In other curriculum areas such as: Art and Design, Design Technology and P.S.H.R.E staff regularly quiz and question the children using the scheme's embedded quizzes.

Teachers also use our curriculum progression documents to plan retrieval practice from previous years, in order to activate prior knowledge to support their learning in a current unit.

Leaders and SLT regularly monitor the impact of retrieval practice, using pupil quizzing



Cultural Links



Although the school does have a focus on Black History Month each year, we do not teach about black history in isolation. As part of our curriculum re-design, we have established links to key figures of and from other races, religions, and cultures to what is prevalent in our school community.

Reading corners display books from an increasingly diverse range of authors and we continue to develop our offer of books which portray plotlines of a diverse nature, e.g. protagonists of different religions and cultures.

Entitlement

All our children, regardless of ability, are entitled to the same high-quality, ambitious curriculum that is taught by highly-skilled members of staff.

Enrichment

Each class teacher plans in an educational visit per term to enrich and enhance the topic being taught. Examples of visits we regularly do are: Imperial War Museum, Ambleside, Yorkshire Sculpture Park, Forbidden Corner, Jorvik, The Chocolate Museum and Halifax Piece Hall. We have residential visits in Year 3 and 6 to Hebden Hay and Derwent Water respectively. We also provide termly opportunities for children to visit the theatre with recent visits to see The Lion King and The Nutcracker just two examples.

Enhancement

Whilst we fulfil the requirements as set out in the National Curriculum, elements of our curriculum do go above and beyond these expectations, this is evident in our PSHRE, History and R.E units of work.