



The Orchards Primary Academy

Where learning has no limits and personal growth is endless...

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Our Teaching and Learning Vision

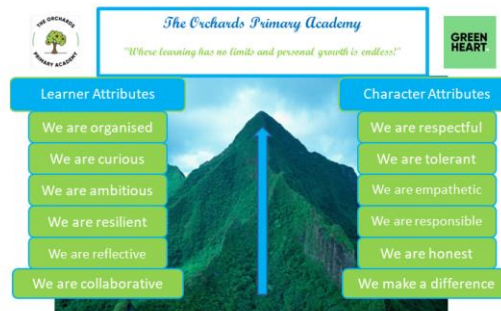
At The Orchards Primary Academy, our vision is simple: to ensure every child receives a high-quality learning experience, in every classroom, in every lesson, every day. It is our intent that by the time our young people leave our care, they will be well-equipped with the knowledge and skills to become successful and self-sufficient learners within secondary education and beyond; but to also make valuable and meaningful contributions to their communities and the wider world. We want our young people to be thriving and feel safe in our school; extending their learning, while consumed in challenge within our broad, balanced and experience-rich curriculum.

Our curriculum is planned and sequenced so that skills and knowledge is built upon. Our academic learning is underpinned by a strong emphasis on personal development so that our young people maintain and develop healthy relationships while understanding the true meaning of kindness, compassion and care. We often and regularly say to our young people, “In a world where you can be anything, be kind.”, something the school team also uphold as a value close to our hearts. Our young people have ample opportunities to develop responsibility and leadership where they learn a strong sense of self so that they understand their place in the world.

As a school, we strive for the highest quality output in lessons to gain the best possible outcomes in assessment conditions- through hard work, exemplary behaviour for learning and a love for challenge- where **practise makes permanent!**

Our Curriculum Key Drivers

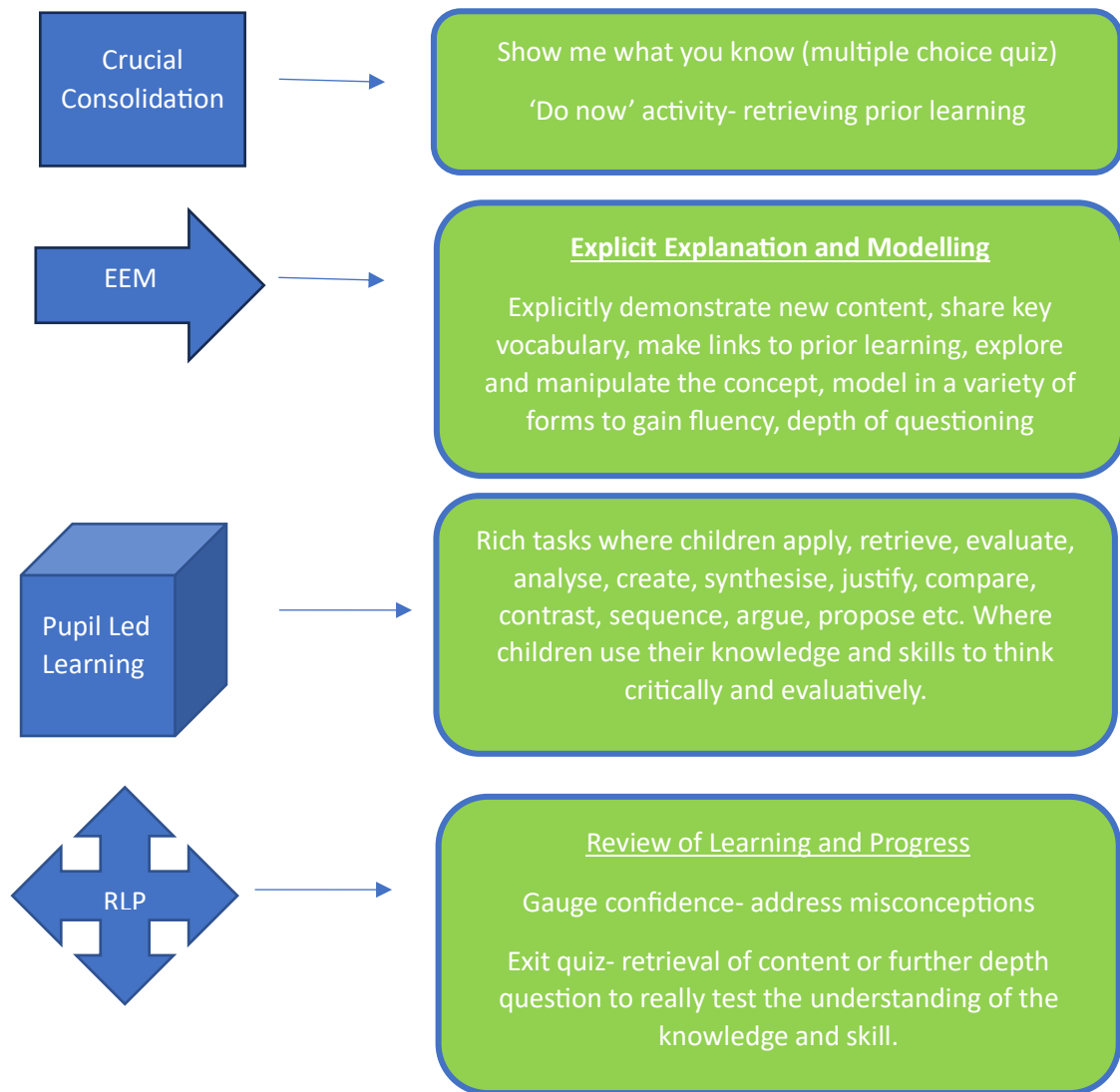
Our drivers behind our curriculum is our young peoples’ attitudes towards their learning. We focus on this through learner attributes and character attributes! Our character attributes are closely aligned with our values to ensure that our young people are models of their communities and role models within the school. Our learner attributes focus on behaviours that our pupils pride themselves in within their learning environments.



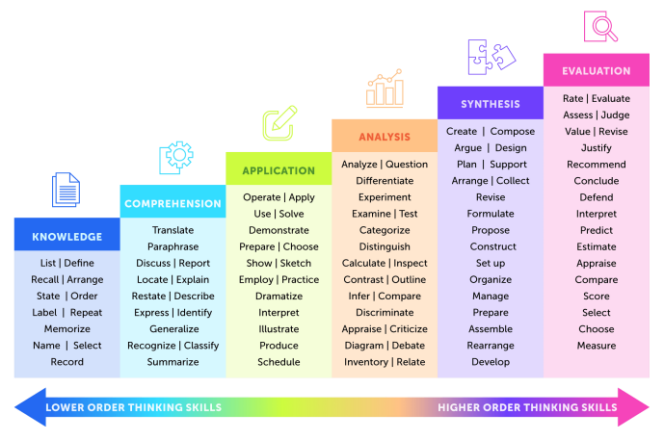
Learner Attribute	What does this mean?
<i>We are organised</i>	<ul style="list-style-type: none"> • We remember our homework and bring it in on time • We read every day at home • We remember our PE kits • We ensure we are in full uniform • We look after our equipment in class so that it's 'to hand' when we need it
<i>We are curious</i>	<ul style="list-style-type: none"> • We want to know more • We ask questions that extend our learning • We have a thirst for knowledge • We research and investigate beyond our classrooms
<i>We are ambitious</i>	<ul style="list-style-type: none"> • We want to be the best! • We strive for challenges • We look towards the future and make sure we learn skills that will help us • We think about careers
<i>We are resilient</i>	<ul style="list-style-type: none"> • We don't give up in the face of challenge • We try again and again • We are positive even when the going gets tough • Fail stands for First Attempt In Learning
<i>We are reflective</i>	<ul style="list-style-type: none"> • We look at what we achieve and think about how we can make it better • We read our teachers' feedback and act on those improvements • We think consciously and thoughtfully about others viewpoints and opinions and respond with intellectuality.
<i>We are collaborative</i>	<ul style="list-style-type: none"> • We listen carefully to the views of others • We respond and give our own ideas • We support our peers when they are experiencing difficulty • We stay on task and discuss the work appropriately • We challenge our peers and help them to improve without needing adult direction

Implementation

Our pedagogical approach within our curriculum is to take our sequenced, broad and well-planned curriculum, and apply it to a lesson-by-lesson cycle which focuses on four key components:



Our ‘Cycle of Teaching and Learning’ is underpinned by our ‘Guiding Principles of Quality First Teaching’ which we believe is fundamental to every thriving classroom and every thriving child. We believe in a high-quality output from our young people where they are challenged to think critically, evaluatively and creatively. We base our challenge through the higher-order thinking theory of ‘The Bloom’s Taxonomy’.



Our Curriculum Promise

Our Curriculum Promise aims to provide our children with a broad and rich learning experience across a variety of characteristics, expertise, faiths, cultures, traditions and key historical figures. We believe that this gives our children key links to learning where they can then be fully immersed in their experience and make connections to theory. Additionally, our children will be grounded, in their true, diverse world where they are accepting, responsible, knowledgeable and inclusive.

	September	October	November	December	January	February	March	April	May	June	July	
Values	Respect 	Tolerance 	Pride 	Empathy 	Responsibility 	Perseverance 	Resilience 	Honesty 	Democracy 	Aspiration 	Reflection 	
Events 2023/24	13 th Roald Dahl Day 20 th National Fitness Day 26 th European Day of Languages 29 th Macmillan Coffee Morning School & Eco Council Election	1st Harvest Black History Month 5 th National Poetry Day 10 th Mental Health Day 16 th – 20 th Recycle Week 26 th Sustainability Day	5 th Bonfire Night 11th Remembrance 12th Diwali 13 th – 17 th Anti Bullying 17th Children In Need 30 th St Andrew's Day	8 th Christmas Jumper Day 10 th International Human Rights Day 25th Christmas Phase 1 – Nativity Phase 2 – Carol Concert	15 th World Religion Day 18 th Winnie the Pooh Day 26 th RSPB Big Garden Birdwatch Week 30 th National Story-Telling Week Young Voices	2 nd NSPCC Numbers Day 6 th ICT Safety Day 10th Chinese New Year 13 th Shrove Tuesday 14 th Ash Wednesday 17 th Random Acts of Kindness Day	1 st St David's Day 7 th World Book Day 8 th International Woman's Day 8 th – 17 th Science Week 10 th Mothering Sunday 10th – Ramadan 17 th St Patrick's Day 17th Comic Relief 24th Holi Festival 13 th – 19 th Sign Language Week 31st Easter	2 nd World Autism Awareness Day 9 th – 10 th Eid - Al - Fitr 23 rd St George's Day 29 th International Dance Day Great British Spring Clean	12 th Florence Nightingale's birthday / International Nurses' day 15 th – 21 st Mental Health Awareness Week 16 th – 20 th Walk To School Week	5 th World Environment Day 3 rd Child Safety Week 16 th Father's Day 20 th World Refugee Day	Year 6 End of Year Production Sports Day Picnic in the Park	

Assembly Text	My Mouth is a Volcano – Julia Cook	Shine – Florele Bohi	Incredible You – Rhys Brisenden	Those Shoes – Maribeth Boelts	Henry and the Gym Monster – Ben Lancour	Zog – Julia Donaldson	After the Fall – Dan Santat	Kevin – Rob Biddulph	The Election – Eleanor Levenson	How to Catch a Star – Oliver Jeffers	Lilly's Purple Plastic Purse – Kevin Henkes
Authors	EYFS: David Mckee KS1: Tom Percival KS2: Roald Dahl	EYFS: Roger Hargreaves KS1: Michael Rosen KS2: Jacqueline Wilson	EYFS: Jill Murphy KS1: Judith Kerr KS2: Ben Miller	EYFS: Janet and Allan Ahlberg KS1: Tom Fletcher KS2: Tom Fletcher	EYFS: AA Milne KS1: Dr Suess KS2: CS Lewis	EYFS: Julia Donaldson KS1: Lydia Monks KS2: Malorie Blackman	EYFS: Eric Carle KS1: David Walliams KS2: JK Rowling	EYFS: Claire Freedman KS1: Giles Andreae KS2: E.B White	EYFS: Sam McBratney KS1: Nick Butterworth KS2: Michael Morpurgo	EYFS: Beatrix Potter KS1: Oliver Jeffers KS2: David Walliams	EYFS: Nick Sharratt KS1: Jill Tomlinson KS2: Louis Sachar
Artists	EYFS: Henri Matisse KS1: Piet Mondrian KS2: Joan Miro	KS2: Andy Warhol	KS1: Wassily Kandinsky KS2: Banksy	EYFS: Pablo Picasso KS2: Leonardo Da Vinci	KS1: Georgia O'Keefe KS2: I. S Lowry	KS2: Edvard Munch	EYFS: Jason Pollock KS1: Gustav Klimt KS2: Freda Kahlo	KS2: Michelangelo	KS1: Vincent Van Gogh KS2: Paul Cezanne	EYFS: Clarice Cliff KS2: Claude Monet	KS1: George Seurat KS2: Salvador Dali
Musicians	EYFS: Tchaikovsky KS1: Danny Elfman KS2: Mozart	EYFS: Bob Marley KS1: Nina Simone KS2: Louis Armstrong	EYFS: Brahms KS1: John Williams KS2: Hans Zimmer	EYFS: Brahms KS1: John Williams KS2: Mendelssohn	EYFS: Handel KS1: Beethoven KS2: JS Bach	EYFS: Handel KS1: Beethoven KS2: Wagner	EYFS: Vivaldi KS1: Clara Schumann KS2: Stravinsky	EYFS: Vivaldi KS1: Clara Schumann KS2: Rogers and Hammersmith	EYFS: A. Menkin KS1: Abba KS2: Amy Beach	EYFS: A. Menkin KS1: Abba KS2: Chopin	EYFS: Tchaikovsky KS1: Danny Elfman KS2: Mozart

Scientists		EYFS: Charles H. Turner KS1: Katherine Johnson KS2: George Washington Carver		EYFS: John Logie Baird KS1: Tim Bernes Lee KS2: Marie Curie		EYFS: Thomas Edison KS1: Nancy Johnson KS2: Sir Isaac Newton		EYFS: Alexander Graham Bell KS1: Brian Cox KS2: Albert Einstein		KS1: James Watt KS2: Jane Goodall	
Influential People	EYFS: Current Prime Minister KS1: Current Prime Minister KS2: Current Prime Minister	EYFS: Neil Armstrong/Yuri Gagarin KS1: Rosa Parks KS2: Nelson Mandela	EYFS: Valentina Tereshkova KS1: David Bellamy KS2: Martin Luther King	EYFS: Helen Sharman KS1: Winston Churchill KS2: Anne Frank	EYFS: Christopher Columbus KS1: Dalai Lama KS2: Desmond Tutu	EYFS: Edmund Hillary KS1: Gandhi KS2: Steve Jobs/ Bill Gates	EYFS: Local Councillor KS1: Local Councillor KS2: Local Councillor	EYFS: Alexander Graham Bell KS1: Margaret Thatcher KS2: Charles Darwin	EYFS: Roald Amundsen KS1: Florence Nightingale/Mary Seacole KS2: Joseph Chamberlain	EYFS: Steve Irwin KS1: Marcus Rashford KS2: Greta Thunberg	EYFS: The Wright Brothers KS1: Sir David Attenborough KS2: Richard Whitehead

Trips and Visits provision map linked to curriculum?

Add Children's University- additional study and learning

We Make a Difference- Student Leadership

Our Assessment

How do we ensure children know more and remember more over time?

At The Orchards, we assess in a variety of different ways; but our assessment is ongoing and is used to form our judgements in how we intervene and support, to ensure that children maximise progress and close gaps in their learning swiftly to avoid them 'slipping through the net'. Our assessment aims to ensure that children remember skills, knowledge and concepts in the short, medium and long term.

Daily assessments	Crucial Consolidation- multiple choice quizzes, 'Do Now' PRACTICE MAKES PERMANENT Marking and Feedback Classroom rotation and verbal feedback AFL strategies in the classroom
Unit by unit assessments	Pre-block and post-block quizzes 'cold' and 'hot' writes
Termly assessments	NFER- Reading and Maths Phonics (half-termly) Arithmetic assessments (two weekly) Grammar (half termly) Weekly spelling assessments
Statutory assessments	Key Stage 1 and 2 SATs Phonics Screening Times Table Multiplication Check Early Years Baseline Assessment and EYFSP judgements

Learning at Home

Homework is an integral part of bridging the gap between school and home, and also reinforces to children our vital attributes of: 'we are organised', 'we are responsible' and 'we are ambitious'. Home learning allows our pupils' parents to understand what we're focusing on in school and also allows them to actively



engage in school. Not only this, it sets pupils up with positive attitudes towards learning for a future beyond The Orchards.

Homework should be based for core curriculum learning to practice and refine skills ('practice makes permanent') and more research/creative-based for out humanities project showcasing.

Reading	Children are expected to read for a minimum of 10 minutes 3 x per week. Reading diaries should be signed by an adult who has listened to the child read.
Spelling	Children will be provided with 10 spellings per week to learn at home. Children are expected to practise the 10 spellings and then use each one in a sentence of their own. Spellings will be tested in school each Monday (at the end of Grammar sessions). For children with additional needs, 5 year group spellings and 5 high frequency words / commonly misspelt words).
Grammar	Children will complete a grammar task to consolidate the objective taught in their Monday Grammar sessions.
Mathematics	Children will complete a Quick 10 test each week. Children are also expected to learn their KIRFs for the half term (these will be included in class newsletters each half term).
Humanities Project	Children can complete a project over the half term linked to their History or Geography unit of work. Teachers will provide parents with a suggested list of projects to ignite creativity.

Homework will be issued each Monday and returned the following Monday. Homework monitors will collect homework in and keep a log of homework completed by each child.