



ALL SAINTS

ACADEMY TRUST

Pedagogy and Curriculum Statement

At All Saints Academy Trust, we strive to provide an enriched, creative and relevant learning experience and environment for our pupils – one that ensures the highest levels of achievement possible for every individual child. The quality of our curriculum is the driver for progress. Through high quality teaching and learning, pupils experience a curriculum designed to prepare them for the next stage of their education, promoting a lifelong love of learning and enabling them to make positive and productive relationships with others. We want our pupils to look back on their primary school years with great fondness and believe our church school distinctiveness enriches these years for our pupils.

We know that learning over time underpins the progress pupils make. We fully understand our pupils' ability to apply knowledge and skills to other problems is dependent upon them chunking the information learnt and over-learning it. This ensures easier retrieval from long-term memory into working memory and offers the best opportunity for them to be successful. This means embedding key skills and knowledge by providing opportunities to master and being frequently required to recall what has been learnt.

Our aim is for our curriculum to be steeped in real life experience, to develop a purpose for learning for children. We build in opportunities for exploration and investigation, ensuring high levels of engagement and elements of self-selected research. Topics are full of possibility, encouraging our children to ask 'What if..?' Research indicates that children learn best when there is an element of challenge or struggle in their remembering. What children will remember from a lesson that has bored them is being bored!

When resourcing our curriculum, we look for materials that will enable explicit and implicit character education, reinforcing our church school and British values wherever we see the opportunity. High quality resourcing demonstrates the Trust's ambition for its pupils and we buy into and sign post resources to support staff in striving for high quality resourcing in all areas.

Varied delivery, learning experiences and demonstration of learning encourage inclusivity and children to feel they are all smart in their own ways. Delivery may include the use of ideas such as adult led-fictional or non-fictional provocation, child-led investigation, Mantle of the Expert techniques and other forms of experiential learning. The learning experience will offer the opportunity for individual, group and whole-class work together with structures for group and paired work, which can be used to add variety using our indoor and outdoor environment. Evidencing learning can be done in many, many ways through a written outcome, presentation or demonstration, collaborative responses and may be dictated by the subject. Above all else, we want our children to be inspired, engaged, challenged and immersed in their learning and love coming to school each day to discover what is in store for them.

On a lesson-by-lesson basis, children are often able to self-assess the level of challenge they feel confident in engaging with. This decision is based on the premise that all children will have strengths and weaknesses within areas of learning and have an accurate knowledge of their capabilities. This approach ensures adults do not place a glass ceiling on what children can achieve with the right level of determination, sitting well with our growth mindset approach. True 'challenge for all' based learning, with carefully targeted questions generated from basic lines of enquiry, will be followed throughout the topic.

Questioning will not be based on a hands-up approach, instead pupils will know they can always be asked to respond and therefore the "learning bus" has no passengers. Children will expect feedback in various forms and this will help them know where their strengths lie and their next steps. Questioning is a crucial part of the learning process and is planned for carefully within our curriculum design.

Alongside the learning of subjects, we aim for our children to leave our school with a tool kit for life. This kit is developed through our learning behaviours and carefully planned experiences, which we believe to be enabling and enriching and work to overcome disadvantage. Our Parent Consultation Groups (PCG) have worked in collaboration with teaching staff with our schools' communities specifically in mind.

Our Trust's Curriculum is based within the National Curriculum, ensuring coverage is at least what is expected from this document. Mathematics and English are taught in the mornings ensuring a timetable that largely remains stable as pupils move through school, supporting routine. However, it is important to note we take advantage of opportunities to work in a cross-curricular way when it is helpful to do so and our curriculum is designed to support staff in making these links for their pupils. Topic plans cover humanities and science, these have been developed with our communities in mind, for example we have included progressive topic themes focusing upon working scientifically to ensure greater exposure to the specific knowledge and skills needed across the sciences.

In addition to all of the above, we, as a community, have added elements we believe enhance the offer for our particular pupils. They work to offset disadvantage and aim to support extending oracy - language and communication. We use the WellComm assessment and NELI and these assessments have identified a need for a curriculum that includes exposure to rich working language. As a result we have continued to develop areas additional to the National Curriculum such as Philosophy into our provision.