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Primary Curriculum

experience success, particularly where they may be working below Age Related Expectations. The individualised approach ensures all pupils are able to experience success. A tracking document supports teachers keep an accurate record of the impact of the curriculum, to inform planning and transitions.

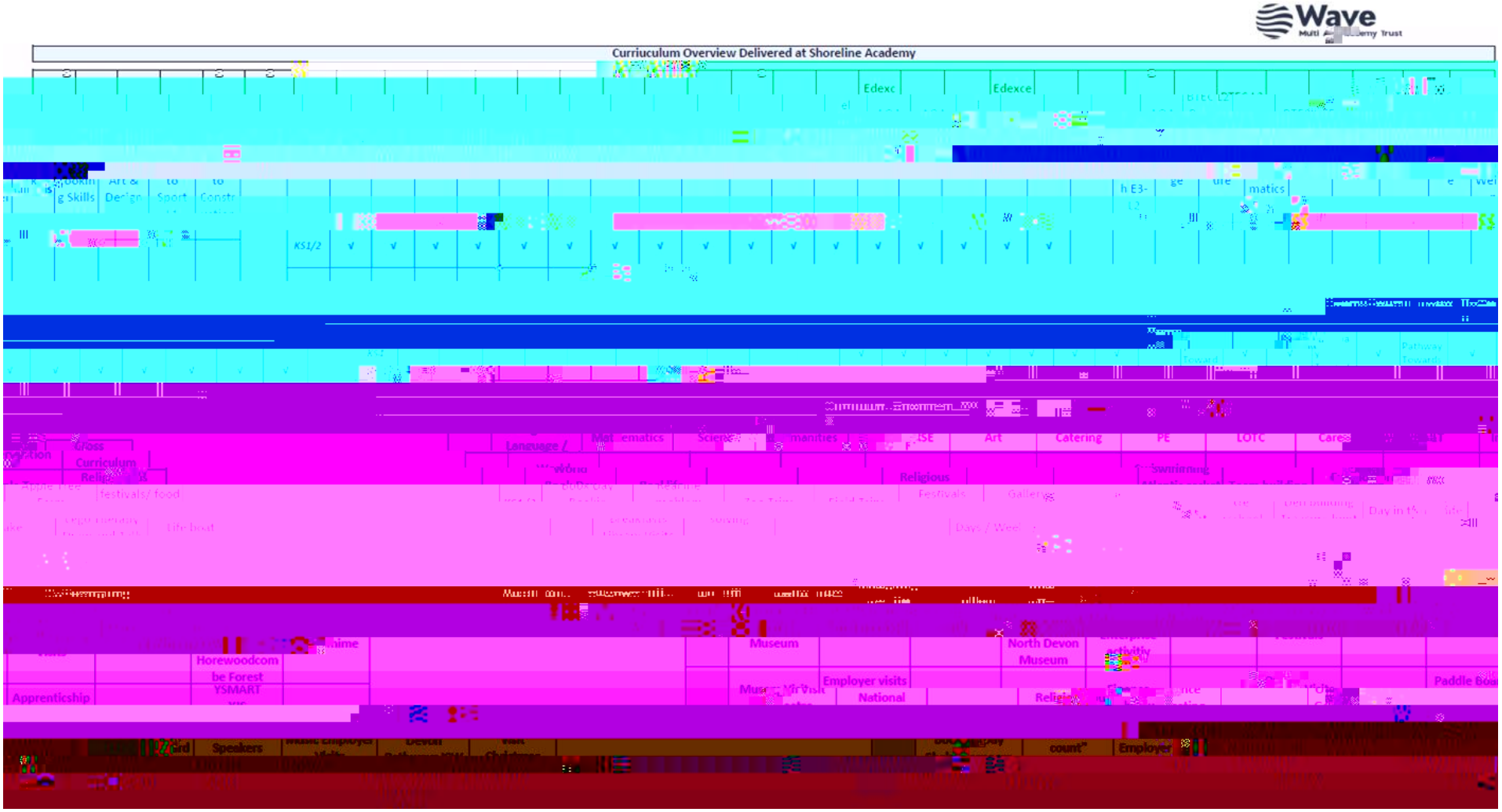
The Trust Curriculum long term map also helps provide guidance of what pupils will have been taught in mainstream, but also that they may return to. In English and Maths, learning is highly individualised so that pupils are moving forward from the correct challenge point, and assessment supports this. Every pupil is entitled to study the full breadth of the curriculum and develop the knowledge and skills they need to be successful in their next educational setting. Academies run a two-year rolling programme with a therefore the breadth comparable to the national curriculum, along with the additional capacity that comes with working on an individual basis on barriers to success with excluded pupils with social emotional and mental health (SEMH) needs. PE is part of the core offer and Primary pupils engage in swimming lessons.

At Wave, given the small size of our Primary Teams in Regional APA, and to facilitate effective team working across our Academies, we have adopted Kapow subject curriculums for foundation subjects. We believe this provides the tools and training our teachers need to deliver an ambitious curriculum. Research into neighbouring schools offering have impressed us in terms of outcomes, and enable us to keep fully abreast of mainstream developments, whilst supporting teacher to adapt learning, and providing clear overviews that link to our principles for effective teaching and learning in AP.

Implementation of the Wave Curriculum:

Long term plans progressively introduce new concepts, knowledge and ideas and these clearly identify opportunities to allow children to revisit learning so that knowledge, skills and understanding are embedded.
Medium term plans further breakdown learning into sequences of learning with clearly defined learning objectives, subject-specific pedagogical content knowledge outlined, scaffolds defined and opportunities for assessment identified.
Subject knowledge is essential to effective teaching therefore teachers work to develop a deep and fluent knowledge of the content they are teaching.
Teachers have an excellent knowledge of common misconceptions and plan accordingly to address these.
Lessons are clearly sequenced, succinct, and focused on learning outcomes.

responses from all children and to identify where children are in their learning. Questions are broad in their scope and probe deeper in


Curriuculum Overview Delivered at Shoreline Academy
Edexc
Edexce
KS1/2
Museum
North Devon Museum
Employer visits
National
Horewoodcom be Forest YSMART
Apprenticship
Speakers
Employer

Key Stage 1 Sample Timetable