



St Uny Church of England Academy

Curriculum Teaching & Learning Principles



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'

Matthew 5:16

Statement of Intent:

At St Uny CE Academy we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. We have designed a curriculum which inspires, engages and challenges learners so that they know more, remember more and understand more.

Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more.

Intention 2: To build a curriculum with Cornwall at the heart of it, which develops pupils' understanding of their heritage, sense of place in the world and how their actions can influence change for the future.

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are equipped well to live with Jesus Christ and others so that they know more, remember more and understand more.

Teaching & Learning Principles:

At St Uny CE Academy we apply these core teaching and learning principles across the curriculum. These principles lead to consistent, high quality teaching across all year groups. Learners are provided with opportunities to build on prior learning and apply new concepts so they know more, remember more and understand more.

Growth Mindset:

At Uny CE Academy we encourage our pupils to develop their independent learning skills and apply a positive growth mindset to their learning. We have six learning powers woven throughout our curriculum which are designed to teach our pupils how to learn successfully and live well with each other. These skills are developed in all curriculum lessons with a whole-school focus each half term.



Pupils are also challenged to develop their independent learning skills and to work independently when faced with challenging learning.

At St Uny CE Academy we use the 5B approach to overcoming challenges. All teachers use these to support pupils in becoming more independent in their learning.



Planning:

At St Uny CE Academy, medium term planning is used to support teachers in making cross-curricular links and ensuring curriculum coverage is in place for all subjects. Curriculum plans are communicated with parents / carers via the school website.



Sequenced Learning:

At St Uny CE Academy, curriculum units are sequenced into small steps so that pupils learn in a way which enables them to build on prior learning and make links. The learning within a specific lesson is identified through the use of an enquiry question: a small step towards answering an overarching enquiry question for the unit. The enquiry question, subject knowledge and skills are mapped out for each lesson.

St Uny C of E Academy: Knowledge & Skills Overview

Curriculum Subject: History

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Question	How has Britain changed over time?	How has Britain changed over time?	How has Britain changed over time?	How has Britain changed over time?	How has Britain changed over time?	How has Britain changed over time?
Learning Objectives	Know the names of the different parts of the British Isles.	Know the names of the different parts of the British Isles.	Know the names of the different parts of the British Isles.	Know the names of the different parts of the British Isles.	Know the names of the different parts of the British Isles.	Know the names of the different parts of the British Isles.
Skills	Identify the different parts of the British Isles.	Identify the different parts of the British Isles.	Identify the different parts of the British Isles.	Identify the different parts of the British Isles.	Identify the different parts of the British Isles.	Identify the different parts of the British Isles.

Revisiting Prior Learning: Vocabulary

At the start of each lesson across the curriculum, pupils are challenged to recap prior learning (independently or collaboratively) by focusing on key vocabulary. In History, Geography, RE & Science – the first lesson of each unit will revisit disciplinary vocabulary which has been set by the subject leader. Throughout the sequence of learning, teachers use subject-specific vocabulary linked to learning within the sequence, as well as continuing the revisit the disciplinary vocabulary. It is also an expectation that key vocabulary is shared at the start of core curriculum lessons such as Maths.



Hinge Questions

A hinge question is used during curriculum lessons after the teacher input, before pupils start independent tasks. It is an expectation that a minimum of three hinge questions are used within a sequence of learning. This enables teacher assessment to take place and in-lesson intervention to be effectively tailored to tackle pupil misconceptions across the curriculum. Hinge questions can include written information or images, depending on the learning taking place.



KS1 – this will include one non-example.

LKS2 – this will include two non-examples.

UKS2 – this will include three non-examples.

For pupils with SEND (working out of year group), teachers decide which model of hinge question is most suitable (number of non-examples) and how to represent examples / non-examples (text / images).

Tasks

All tasks must directly link to the enquiry question. It must be explicitly clear how the task enables each pupil to demonstrate their understanding of the subject knowledge.

At St Uny C of E Academy, we have categorised our tasks in five ways:

- Retrieval.
- Consequence & Sequence.
- Justification & Reasoning.
- Compare & Contrast.
- Hierarchical.



Teachers must decide which type of task matches the skill and enquiry question set out in the curriculum overview:

- It is an expectation that teachers use a range of different task types within a sequence of learning (at an age-appropriate level).
- It is an expectation that teachers use the task design templates to adapt tasks to meet the needs of pupils with SEND.
- Whilst it is not an expectation for teachers to use the task design templates in all lessons, there must be a minimum of three within a sequence of learning.

Lesson Structure:

- A vocabulary check must take place at the start of every lesson.
- A minimum of three lessons must have a Hinge Question, this acts as our in the moment assessment.
 - If you do use a Hinge Question, this must be followed by one task.
 - If you do not use a Hinge Question, this must be followed by two tasks with a teacher input in between (pupils with SEND may only be required to complete one task, and this might be different).

Self-Reflection:

During lessons, pupils are challenged to consider their own thoughts, beliefs and viewpoints. This supports learners in developing the school's 'Empathy & Listening' learning power and nurtures learners' spiritual development.



Spiritual Development:

Our definition of 'Spirituality' is that it is an on-going, reflective journey. It is something that makes us ask big questions, deepens our understanding of the world around us and encourages us to consider our relationships. Relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy, flourish, succeed and live life in all its fulness.



Approach

Children explore 'Spirituality' through 'Windows, Mirrors & Doors'. Leaders have mapped out opportunities for Spirituality across the curriculum, teachers are encouraged to plan for 'WMD moments' across the curriculum.

Homework:

At St Uny CE Academy we believe homework should inspire and motivate pupils to learn more about their topics and engage in cross-curricular activities. 'Chilli Challenge Homework' plans are communicated with pupils and parents at the start of a new topic and these provide pupils with a range of cross-curricular and creative challenges designed to enhance and deepen their class-based learning further. Reading for pleasure is also an integral part of our approach to homework. We use 'Reading Karate' to set an expectation for the amount of daily reading expected at home and we provide VIPERS question stems to support parents / carers in developing reading skills at home.

