***Our Pledge***

*Delivering educational excellence so that* ***all Tees Valley Education children*** *can achieve their dreams, hopes, aspirations and a great sense of self-worth. By doing this, our children will become outstanding citizens able to contribute to society with the skills, ability, confidence and a voice to* ***shape a better future for all****.*

**TRUST INTENT**

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| **Trust Intent & Entitlement**  At Tees Valley Education our knowledge-rich national curriculum based offer is mapped to reflect, and meets, the bespoke needs of all children in the trust; across mainstream, unit and specialist provision. Through defined pathways the curriculum encompasses a mainstream, unit and specialist curricula offer delivered through a SEND continuum of formal, semi-formal and informal. Designed to ensure academic progress for all children, using the latest research in the science of learning, the inclusive practice and provision demonstrates the trusts determination to achieve excellence.  We want all of our children to make progress: to know more, remember more and do more. We provide learning opportunities that will widen, deepen and build on prior knowledge across all curriculum areas, fostering curiosity, aspirations, a passion for learning and the cultural capital needed to succeed in life.  At Tees Valley Education we are utterly committed to narrow the gaps and support the development of the reading, vocabulary and oracy as we recognise the trusts community needs, supported during the transition phase through blended learning and digital agency. The intentions are to enable pupils to communicate effectively, become independent learners and prepare them well for the next stage of their education, their future lives and employment and to be responsible active citizens.  *‘The limits of our language are the limits of our world’ Ludwig Wittgenstein* |

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| **Formal Curriculum Pathway** |  | **Semi-Formal Curriculum Pathway** |  | **Informal Curriculum Pathway** |
| **Intent:** -  Across the formal curriculum we ensure our pupils have the learning dispositions and attitudes to question and explore subject specific learning through a structured approach, modified accordingly.  We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop metacognitively to support them to take risks in their learning. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long lasting knowledge cumulatively. | **Intent:** -  Across the semi-formal curriculum, we ensure pupils are confident, communicators who are independent and have a sense of agency. We provide opportunities for pupils to access a more structured teaching and learning environment with a focus on multi-sensory learning. Subject specific learning takes place but is adapted to need dependent where on the semi-formal continuum the child is. All pupils have personalised learning intentions and access to opportunities designed to develop key social, emotional and communication skills and independence. Teaching may be delivered on an individual and small group basis or through whole class learning sessions. | **Intent:** -  Across the informal curriculum we ensure that all pupils are able to develop communication using augmented and alternative communication approaches. We ensure that they have opportunity to develop social interaction and are able to control their environment and the world around them. We offer an informal curriculum that allows pupils to be confident and independent to allow them to make and communicate choices, feel safe, self-regulate and develop a sense of self. Pupils access provision that is less formally structured incorporating a range of spaces within the classroom. The main route to learning is through personalised targets with one to one teaching and support. |

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| **Early Years** |  | **Early Years – SEND Unit & Special** |
| **Intent: -**  Our early years curriculum aims to develop the pupils holistically, taking into consideration early childhood development and their cognitive stage.  The curriculum is progressive and coherently planned to engage all learners and to build upon the children’s prior knowledge. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum develops each child’s unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. The development of communication and language is a fundamental skill which allows pupils to be increasingly articulate in their learning and prepare them for the next stage of their education | **Intent: -**  Our SEND early years curriculum aims to develop each child’s unique characteristics, build resilience, self-regulation and independence, increase their knowledge and sense of themselves and the wider world.  The ‘characteristics of effective learning’ are at the heart of our SEND early years curriculum which provides opportunities for pupils to develop in environments which enable learning.  We recognise communication and language as fundamental skills which we need to prioritise, alongside attention and perceptual skills. This allows pupils to be responsive, curious, and active learners, supporting their personal development and preparing them for the next step on their educational pathway. |

**TRUST IMPLEMENTATION**

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| **Trust Rationale – How do you know?**  Our curricula are organised around subject areas, chosen to inspire, motivate and reflect their local area, in order to ensure progression of knowledge and skills across each curriculum pathway. The most up to date research is central to development and review. The curriculum gives us the opportunity to have ‘end goals and outcomes’ the children work towards whilst developing their knowledge and skills, therefore providing a wide and varied learning experience which is enriched through creative contexts and values-based learning.  Subject areas will be taught discretely through applied learning opportunities and where appropriate cross curricular links. Areas of learning will be underpinned by strong subject knowledge to ensure teaching is developmental and builds on the prior learning of pupils. High-quality literature, including fiction, non-fiction and poetry is used in all curriculum themes. Vocabulary will be planned within all the units of learning and explicitly taught. Opportunities will be provided for pupils to explore both oral and written language. All academies will promote and scaffold high-quality talk in the classroom to allow pupils the opportunity to apply language in context and to use for a purpose. Quality of teaching and learning, including pedagogy, assessment of and for learning, is developed and maintained through high quality professional development for all staff. Each core subject is underpinned with key assessment criteria at both age-related and greater depth, and non core are assessed using key questions, within a formal pathway and against personalised targets within a semi-formal and informal pathway. |

**Delivered Through……**

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| **Planning & Sequence of Learning** | |  | **Pedagogy** | |  | **Assessment** | | |
| **Coherent & Meaningful Learning** | * LTP * MTP * STP * Progression Framework that builds knowledge over time and provides opportunity to apply | **Pedagogical Principles** | * Age, stage & phase * Subject methodology * Contextualisation * Application * Styles/ delivery/ participation – intention, active, retrieval, experience, modelling, shared, guided, independence, HOTQ   (Childhood Development, Science of Learning, Cognitive development) | **Progress** | * Assessment for learning * Feedback * Peer * Daily/weekly * Unit of work * Intervention and additionality * Support for vulnerable learners * Milestones (SF/IF) |
| **Formal/Semi-Formal/Informal** | | **Formal/Semi-Formal/Informal** | | **Formal/Semi-Formal/Informal** | |

**BRAMBLES PRIMARY ACADEMY INTENT**

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| At Brambles Primary Academy we foster a love of lifelong learning through creating a stimulating and happy learning environment, where all pupils will have the skills and resilience to think and learn for themselves regardless of socio-economic background. Progress will be at the heart of everything we do. We provide a safe, caring and stimulating learning environment, with a variety of educational experiences in which each pupil will realise his or her full academic, social, and cultural potential.  We ensure that high levels of oracy are built into curriculum through a diet of language rich environments so that all pupils are supported to access demanding work, through appropriate scaffolding and support, primarily through vocabulary rich teaching.  Our curriculum ensures pupils experience a broad range of subjects in an exciting, innovative and knowledge rich curriculum. This curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. We apply the key theories of cognitive science to plan for concepts, sequencing and spaced repetition in order to help pupils retain learning in the long term memory.  Our curriculum promotes and sustains a thirst for knowledge and understanding, and a love of learning. This curriculum approach is designed to provide our children with rich, deep and durable learning that is transferrable across a range of contexts. We will continue to develop an offer dedicated to providing the best for all pupils. As a school we actively seek to involve and promote the local and wider community wherever possible. This will equip them with the knowledge, skills, understanding behaviours and attitudes necessary for success in their next stage of education, their future employment and for their adult life within an ever changing world. |

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| **Formal Curriculum Pathway - Early Years** |  | **Formal Curriculum Pathway - Year 1 - 6** |
| **Intent: -**  Our early years curriculum develops the pupils holistically, taking into consideration early childhood development and their cognitive stage.  The curriculum is progressive and coherently planned to engage all learners and to build upon the children’s current prior knowledge. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum develops each child’s unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. Given the significantly low starting points of our pupils on entry to the academy, we prioritise the development of communication, language and social interaction as fundamental skills which allow pupils to be increasingly articulate in their learning and prepare them for the next stage of their education. | **Intent: -**  We ensure our pupils have positive learning behaviours and mindset in order to question and explore subject specific learning through a structured approach, modified accordingly.  We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop the schema necessary to enable them to take risks in their learning and build the language necessary to articulate their understanding. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long lasting knowledge cumulatively. |

**BRAMBLES ACADEMY IMPLEMENTATION**

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| **Academy Rationale – How do you know?**  Our curriculum is organised around subject areas, chosen to inspire, motivate pupils and celebrate the local area in order to ensure progression of knowledge and skills across the curriculum. The curriculum is designed in order for children to answer key questions at the end of each unit. This gives them the opportunity to have ‘end goals and outcomes’ they work towards whilst developing their knowledge and skills. We provide a wide and varied range of learning experiences which aim to enrich.  Subject areas will be taught discretely, as well as cross curricular links and through applied learning opportunities. Areas of learning will be underpinned by strong subject knowledge to ensure teaching is developmental and builds on the prior learning of pupils. High-quality literature, including fiction, non-fiction and poetry is used in all curriculum themes. Vocabulary will be planned within all the units of learning and explicitly taught. Opportunities will be provided for pupils to explore both oral and written language. Our Oracy offer promotes and scaffolds high-quality discussion in the classroom to allow pupils the opportunity to apply language in context and to use language fit for purpose. Quality of teaching and learning, including pedagogy, assessment of and for learning, is developed and maintained through high quality professional development for all staff. Each subject area is underpinned with key assessment criteria. |

**Delivered Through……**

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| **Planning & Sequence of Learning** | |  | **Pedagogy** | |  | **Assessment** | | |
| **Coherent & Meaningful Learning** | **Formal**   * LTP * MTP * STP * Progression Framework that builds knowledge over time and provides opportunity to apply * Knowledge organisers * Co-planning |  | **Pedagogical Principles** | **Formal**   * Age, stage & phase * Subject methodology * Contextualisation * Application * Small group/Whole class sessions * Opportunities for retrieval practise, prior learning and identifying misconceptions linked to Science of Learning * Teaching pedagogy - active, retrieval, experience, modelling, shared, guided, independence,   (Childhood Development, Science of Learning, Cognitive development) |  | **Progress** | **Formal**   * Assessment for learning * Feedback * Peer * Daily/weekly * Unit of work * Intervention and provision mapping * Pupil progress meetings * Support for vulnerable learners * PIVATS where necessary * PiXL assessments |

**IMPACT**

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|  | **Assessment Tools** |  | **Data** |  | **Accountability** |
| **Formal** | * Assessment for learning * Triangulation of a range of sources * Children self-assessment and metacognition * Moderation * Trust Assessment timetable – termly and annually (AoL) | Data tracking and analysis follows the same format, however the data systems will change dependant on the pathway   * Data suite (progress and attainment) * Tracking – termly, since last benchmark and from entry * Analysis – termly, yearly * Pupil progress meetings, including a focus on vulnerable learners * Progress matrices pathway (cohort, phase, school) * Comparisons and benchmarks – FFT, quintiles, national & regional * Case study approach | * Pupil voice * Parental voice * Staff voice * Staff efficacy and competency in curriculum delivery * Monitoring of teaching and learning * Personalised staff support * Academy progress meetings * EHCP reviews and impact * Impact of CPD plan * Impact statement from PPG * Quality assurance – internal and external * Governance * Challenge Board * IMB * Standards Committee * SEF |
| **Semi-Formal** | All of the above, plus: -   * Pivats personalised assessment |