

**Intent:** Swift academies provide a broad, balanced and challenging curriculum that ignites pupils’ love of learning and successfully unlocks the true potential of each individual.

Our curriculum is carefully constructed to capitalise upon the experiences and backgrounds of our pupils whilst simultaneously providing relevant, new experiences to build their knowledge and understanding of the wider world around them. Underpinned by the 2014 National Curriculum, all of our provision has been coherently planned and sequenced by our subject leaders and cohort teachers to ensure that, alongside breadth and variation, we prioritise children’s depth of learning.

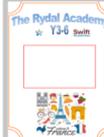
To support this progressive process, our end points are clearly defined and we return to areas of learning in different contexts, multiple times within and across year groups. We ensure that our children develop an increasingly insightful understanding within each subject and are able to apply their knowledge as usable skills within and across subjects fluently.

Our curriculum aims for pupils to accelerate their progress from their starting points to ensure that they reach national expectations in their core subjects. The development of reading is prioritised to ensure that children can confidently and successfully access all areas of the curriculum from the earliest opportunity. Our wider curriculum aim is to provide a full spectrum of enriching experiences whilst developing happy and healthy individuals. In short, we equip our pupils with the core skills, knowledge and cultural capital that they need to succeed in life whilst also ensuring that children are socially and emotionally prepared for their future.

We teach the majority of our foundation subjects through full day, immersive and progressive ‘Magic Mondays’. This alternative approach to curriculum design allows us to use the foundation subjects as a stimulus for learning in core subjects whilst protecting specific opportunities to venture deeply in to each foundation subject and discover its unique knowledge, processes and skills. Embedded throughout the subject content of our curriculum are fundamental key areas of learning that are essential to our pupils’ future success: social development, core skills (reading, writing, calculating, computing), communication skills, positive learning attitudes and resilience, self-esteem development, problem solving and enquiry, independence and life skills, wider real life experiences, aspiration, physical and mental health and development of pupils’ specific talents and interests.

	Structure	Planning for progression	Enrichment	Assessment	Analysis and action planning
English	<p><b>Writing</b></p> <p>Taught Tues - Fri for approx. 1 hour per day (Y1-Y6).</p> <p>Fortnightly units inspired by a relevant novel or linked to a foundation subject unit as the stimulus. Through a range of practical and written tasks (see yellow books), children build towards producing a longer piece of independent writing in the second week and publish it in their purple publishing book.</p> <p>Spelling and handwriting is taught in separate lessons (see small yellow books) as well as throughout English lessons.</p> 	<p>We have identified core novels studied by each year group across the year. These novels, or texts linked to a foundation subject children are studying at the time, form the stimulus for whole class reading sessions and also our writing sessions. The texts used have been carefully selected by our writing leads to ensure that they build in difficulty and provide children with opportunities to read a wide variety of novels and non-fiction. The subject leaders have also taken in to consideration progression within genres. Further detail can be found on the <b>English long term plans</b> for each year group.</p> <p>We use the non-nonsense spelling scheme consistently from Y2 - Y6. Please see phonics section for information on spelling prior to Y2. Assembly interventions and peer mentoring are also regularly used to support progression for children needing further support.</p>	<p>We have a reading focus club every morning and evening. We know that children’s opportunity to read confidently and widely has a positive impact on their writing.</p> <p>Online Reading Eggs/Eggspress is available to all children inside and outside of school. Children are encouraged to use the SPAG games and lessons to develop their understanding.</p> <p>Writing workbooks and specific spelling books are sent home with any children where the teacher and parent agree additional practise is needed or where children are going to be absent or travelling away from school.</p>	<p>Children receive ongoing verbal feedback to develop their writing within their lessons. Teachers continually assess the areas for the class to work on and adapt their focus as appropriate. Once per fortnight teachers complete an impact marking grid for their class based on identifying the key areas for feedback and further teaching. Children are also regularly supported in improving their writing through teacher intervention in assembly time, peer mentoring and/or additional independent improvement time after additional teacher input.</p> <p>Children regularly undertake peer feedback activities with their classmates and once per fortnight teachers highlight the end of year objectives on a target card to indicate to children which objectives they are meeting and which need further focus. Throughout the year teachers highlight the objectives for each child on their end of year expectations assessment grids. Assessments are reported to parents through verbal termly meetings and in written end of year reports.</p>	<p>Termly meetings are held between the Standards Lead, Head Teacher and the cohort teachers to discuss ongoing assessments, analyse progress and to action plan where necessary.</p> <p>Governors receive an in-depth standards report on a termly basis and have the opportunity to analyse the core subjects data and ask questions.</p> <p>The subject leaders analyse attainment and progress within their subject. The findings from this analysis, taken alongside the results from the staff curriculum audit and the findings from book scrutiny, are used to action plan further developments (see <b>English impact report</b>).</p>
	<p><b>Reading</b></p> <p>Whole class reading is taught Tues - Fri for approx. 30-40 minutes per day (Y1-Y6).</p> <p>Reading skills are also developed throughout children’s English lessons.</p> <p>We use Accelerated Reader as children’s Independent reading scheme from Y1—Y6 and Reception to Y6 children also use Reading Eggs/Eggspress for independent reading development.</p> 	<p>Core texts are carefully selected by leaders to ensure that there is progression in the difficulty of texts children encounter. Whole class reading is structured to ensure that, once per week, all children: read aloud and explore the context of a text, investigate relevant vocabulary, analyse an element of spelling, punctuation and grammar within a text and complete carefully selected comprehension questions designed by the teacher based on the text.</p> <p>In addition to the above, teachers monitor children’s progression in their independent reading through the use of Accelerated Reader and half termly Star Reader tests.</p> <p>Interventions (Catch up literacy, Lexia, Comprehension Express and 1:1 reading) are provided additionally for children who may require additional reading support.</p>	<p>Accelerated Reader is championed weekly within the classroom and assemblies through a reward system aimed at individuals improving their own previous achievements.</p> <p>Reading club is held before school and after school <u>every day</u>. Teachers actively encourage any children finding it difficult to read at home to attend at least one of these sessions every week.</p> <p>All children visit the local library on a school trip. We try to get as many families to sign up to the library as possible in this process.</p> <p>World Book day is celebrated each year and reading for pleasure is highlighted through the activities undertaken on the day.</p>	<p>Teachers make assessments for each child against two end of year reading objectives during each guided reading session. These objectives are selected by the teachers based on identified need of the class and individual groups.</p> <p>Comprehension, follow up tasks and text related SPAG activities are all marked by the teacher against the specific objectives set.</p> <p>Throughout the year teachers highlight the objectives for each child on their reading end of year expectations assessment grids. Assessments are reported to parents through termly meetings and the end of year reports.</p>	<p>Termly meetings are held between the Standards Lead, Head Teacher and the cohort teachers to discuss ongoing assessments, analyse progress and to action plan where necessary.</p> <p>Governors receive an in-depth standards report on a termly basis and have the opportunity to analyse the core subjects data and ask questions.</p> <p>Along with the SLT the subject leaders analyse attainment and progress within their subject. The findings from this analysis, taken alongside the results from the staff curriculum audit and the findings from book scrutiny, are used to action plan (see <b>Reading impact report</b>).</p>
	<p><b>Phonics</b></p> <p>Phonics is taught in ability groups from nursery to Y2. Nursery and Reception have phonics sessions daily and Y1 and Y2 have 30 minute phonics sessions Tuesday—Friday (in addition to reading and writing sessions).</p>	<p>We use Letters and Sounds guidance to plan our phonics sessions across the school. Progress is tracked carefully and this information is used to plan appropriately for progression.</p> <p>The phonics lead completes progress check tests with Y1 and relevant Year 2 children across the year.</p>	<p>We have phonics clubs each week. Teachers can put forward children to attend these sessions after discussion with parents.</p> <p>Reading Eggs is accessed by Reception—Y2 children both in school and out of school to support phonic development.</p> 	<p>As well as check tests across the year, the phonics leader is responsible for administering the statutory phonics test each year. Children’s results throughout the year are used to discuss groupings and relevant support.</p>	<p>Along with the leadership team, the subject leaders analyse attainment and progress within their subject. The findings from this analysis, taken alongside the results from the staff curriculum audit and the findings from book scrutiny, are used to action plan (see <b>Phonics impact report</b>).</p>
Mathematics	<p><b>Mathematics and calculations</b></p> <p>Taught Tues - Fri as 1x 40 minute calculations session and 1x 40 minute mathematics session (timings approximate).</p> <p>Children are set specific Mathletics tasks by their teacher to practise their learning further outside of lessons.</p> 	<p>Our maths curriculum is organised to cycle round to each area of mathematics regularly to give children opportunities to use and apply their understanding in lots of different contexts (see our <b>long term plans, curriculum impact report and S plans</b> for more details).</p> <p>We build on children’s understanding each time they re-encounter each objective and varied fluency, problem solving and reasoning opportunities are consistently embedded in teaching. We have had three years of involvement with the local Maths Hub on their specialist maths programme.</p> <p>Interventions (Catch up maths ) are provided for those children working below age related expectations.</p>	<p>Mathletics tasks are assigned by teachers to children based on their current learning and personal areas for development. As well as children accessing Mathletics at home teachers also give time in assembly and play times for children to access Mathletics.</p> <p>Mathletics is championed weekly within the classroom and assemblies through praising individuals and classes gaining the most points.</p> <p>Mathletics club is held every night afterschool. Teachers actively encourage children who would benefit from extra maths practise to attend. Workbooks are also provided to pupils who need additional practise.</p>	<p>Teachers assess against each objective on children’s weekly target cards. Any children requiring immediate intervention are supported via assembly interventions and/or peer mentoring.</p> <p>Teachers provide a weekly ‘next step’ challenge (in addition to extensions within lessons) for all children to extend their thinking further.</p> <p>Throughout the year teachers highlight the objectives for each child on their mathematics end of year expectations assessment grids. Assessments are reported to parents through termly meetings and the end of year reports.</p>	<p>Termly meetings are held between the Standards Lead, Head Teacher and the cohort teachers to discuss ongoing assessments, analyse progress and to action plan where necessary.</p> <p>Governors receive an in-depth standards report on a termly basis and have the opportunity to analyse the core subjects data and ask questions.</p> <p>Along with the leadership team, the subject leaders analyse attainment and progress within their subject. The findings from this analysis, taken alongside the results from the staff curriculum audit and the findings from book scrutiny, are used to action plan (see <b>Mathematics impact report</b>).</p>

Foundation subjects and science

Structure	Planning for progression	Enrichment	Assessment	Analysis and action planning
<p><b>Magic Monday</b></p> <p><b>Science</b> (taught as 10 full days/85 minutes per week)</p> <p><b>History, geography</b> (taught as 6 days/50 minutes per week each)</p> <p><b>Art, DT</b> (taught as 5 full days/40 minutes per week each)</p> <p><b>Music, RE</b> (taught as 7 half days/40 minutes per week).</p> <p>Taught as full, immersive subject days every Monday. Regularly forming the stimulus for reading and writing across the rest of the week (see year group long term plans).</p>	<p>Our Magic Monday subjects are carefully planned in to unit days by subject leaders and cohort teams to ensure that children deepen their learning within the 2014 National Curriculum objectives in a coherent and progressive way.</p> <p>All objectives are carefully mapped by subject leaders to ensure coverage and depth.</p> <p>See the middle pages of each subjects <b>curriculum impact report</b> for further information.</p> 	<p>Weekly clubs for Magic Monday subjects: art and design, ukulele, languages, music, eco-warriors, project time, cooking, choir, science and technology, drums.</p> <p><b>Science</b> - Children can access <b>Developing Experts</b> from home to further Develop their science knowledge and enquiry skills.</p>  <p>Each week children have an assembly with a foundation subject focus. These are planned to extend children's understanding of the world around them within each subject.</p> <p>All out of school trips are planned in on an <b>annual enrichment map</b>. Every child experiences <b>32 school trips</b> based on enriching these subjects throughout Nursery - Y6 . These provide valuable new experiences and are all paid for by the school to ensure that every child benefits from them.</p>  <p>Children also have access to <b>19 different visitors and workshops</b> during their time in our school.</p>	<p>Throughout each Magic Monday teachers make assessments against the objectives outlined within each unit taught. An evidence sheet is created by each teacher with information about the classes progress and images to show the learning. This evidence sheet indicates each individual child's performance against the objectives.</p> <p>Teachers review the evidence sheet with children later in the week, discuss the learning journey from the day and children answer a next step question set by the teacher.</p> <p>At the end of each half term, teachers use an additional half a day to ask children to apply their learning from relevant Magic Mondays across the half term. This provides assessment information about children's retention of learning and allows teachers to action plan for future learning accordingly</p> <p>Teachers highlight all foundation subjects' objectives across the year accordingly and make an overall judgement for each subject at the end of the year.</p> 	<p>Each Magic Monday subject leader is responsible for analysing attainment and progress within their subject.</p> <p>The findings from this analysis, taken alongside the results from the staff curriculum audit and the findings from book scrutiny, are used to action plan for the subject. Each action plan indicates how the subject leader is continually improving the implementation and impact of their subject. Please see the <b>curriculum impact reports</b> for each subject for further detailed information.</p> <p><b>Curriculum impact report</b></p> 
<p><b>Computing</b></p>  <p>Computing is taught one out of every three days Tuesday -Friday resulting in 2 or 3 sessions per fortnight.</p> <p>We use the Conquer Computing platform to support children's learning in computing.</p> <p>Internet Safety is taught at the beginning of each half term to address relevant issues and how to stay safe online.</p>	<p>Using the Conquer Computing planning and resources consistently across the school ensures progression within and across year groups. Non-specialist teachers are supported in having expert videos to use within their lessons.</p> <p>See the middle pages of the <b>computing curriculum impact report</b> for further information.</p>	<p>We have a computing club that runs weekly across the full year.</p> <p>Children can access Conquer Computing from home using their logins. This enables them to watch the computing educational videos and practise the computing skills being taught in school.</p> <p>Children are also all able to log on to the RM unify platform from home and access a range of online games. They use Purple Mash to practise computing skills as well as a range of games that support learning from across the curriculum.</p> 	<p>Teachers make assessments against the objectives outlined within each unit taught. An evidence sheet is created by each teacher each half term with information about the classes' progress and images to show examples of the learning activities.</p>  <p>The evidence sheet indicates the individuals' performance against the objectives and includes the opportunity for children to self assess. Children are also asked to answer a differentiated next step question to show their understanding. This is then checked by the teacher.</p>	<p><b>Curriculum audit report</b></p> 
<p><b>Physical Education</b></p> <p>PE is taught two out of every three days Tuesday - Friday resulting in 5 or 6 sessions per fortnight.</p> <p>Both of our halls are carefully timetabled to ensure that children have access to appropriate indoor space whenever the weather makes outdoor sport inappropriate.</p>	<p>The curriculum has been planned by the PE subject leader to ensure progression through each objective outlined in the 2014 National Curriculum for Ks1 and Ks2.</p> <p>The children experience 2 to 3 different PE units per half term depending on age and content.</p> <p>We provide additional swimming sessions for all pupils Y1-Y6 due to most children not accessing swimming sessions outside of school.</p> <p>See the <b>PE long term plan</b> and the middle pages of the <b>PE curriculum impact report</b> for further information.</p>	<p>Entry in to <b>all</b> Darlington and Tees Valley SSP inter-sports competitions. Our commitment to sport helps us to retain our School Games Gold Award. each year (awarded 3 years running).</p>  <p>Weekly clubs available across the year: Sports-ability, football, cricket, cross country, athletics, gymnastics, TAG rugby, hockey, mini tennis, dance, ball games, cycling and high 5 netball.</p>	<p>Teachers make assessments against the objectives outlined within each unit taught. An evidence sheet is created by each teacher each half term with information about the classes' progress and images to show examples of the learning activities.</p>  <p>As with the Magic Monday subjects, teachers make an overall judgement for each subject at the end of the year and this is reported to parents.</p>	<p><b>Curriculum audit report</b></p> 
<p><b>PSHE</b></p>  <p>PSHE is taught in a discreet session for at least 30 minutes per week.</p> <p>Sessions focus on spiritual, moral, social and cultural development activities whilst also including community contribution activities and team building sessions. Many elements of PSHE feed in to other subject sessions throughout the week.</p>	<p>The PSHE subject leader has developed our own learning booklets in order to ensure that progression is carefully planned in to each unit.</p> <p>The units have the same heading each year and learning is consolidated and extended within them.</p> <p>See the <b>PSHE long term plan</b> and the middle pages of the <b>PSHE curriculum impact report</b> for further information.</p>	<p>In addition to our PSHE lessons we also have SMSC assemblies for KS1 and KS2 on a weekly basis. These assemblies are planned to extend and consolidate children's learning from their PSHE sessions.</p> <p>We also have pedestrian training for our Reception -Y3 children, road safety assemblies, Police talks for KS2 about antisocial behaviour, a Y6 safety carousel, puberty and healthy living workshops, NSPCC workshops and Childline workshops.</p>	<p>Teachers assess each activity within our school PSHE books and indicate whether each child has achieved the objective..</p> <p>At the end of each unit children are asked to record key new learning in their own words on a summary sheet within their PSHE books.</p> <p>KS1 and KS2 teachers make an overall judgement at the end of the year and this is reported to parents.</p>	<p><b>Curriculum audit report</b></p> 
<p><b>Languages</b></p>  <p>French is taught for 30 minutes per week in KS2.</p> <p>In Y6 we also give pupils opportunities to experiment with Spanish in their final term.</p>	<p>We use the i-languages scheme to ensure progress throughout KS2 and record activities within our French activity books.</p>  <p>This quality scheme provides clear structure and support for non-specialist teachers.</p>	<p>We have an MFL club which runs every week across the year.</p> <p>Due to our growing population of EAL children, class teachers also integrate the use of a range of languages in to daily activities e.g. completing the register, lining up etc.</p>	<p>Teachers assess each activity within our I-languages French books and indicate whether each child has achieved the objective.</p> <p>KS2 teachers make an overall MFL judgement at the end of the year and this is reported to parents.</p>	<p><b>Curriculum audit report</b></p> 