



Pedagogy and Curriculum Statement

At All Saints Academy Trust, we strive to provide an enriched, engaging and relevant learning experience that supports retention for our pupils. Our aim is to secure the highest levels of achievement and personal development possible for every individual child. We believe that the quality of our curriculum is the driver for progress and growth. Through high-quality teaching and learning, pupils experience a curriculum designed to prepare them for the next stage of their education, promote a lifelong love of learning and enable 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 we 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 that pupils' ability to apply knowledge and skills to other problems depends upon them chunking information learnt and over-learning it, supporting long-term retention. This ensures easier retrieval from long-term memory into working memory and offers the best opportunity for pupils to be successful. For this reason, we embed foundational skills and knowledge by providing opportunities to master key content and by expecting pupils to recall what has been learnt frequently. This requirement underpins curriculum design across our Trust.

Our curriculum is designed to use every opportunity for gains. We are conscious that foundational skills are the building blocks for curriculum access for all, and we are rigorous in ensuring that these are taught, practised and secured to an age-appropriate level wherever possible, which means taking advantage of cross-curricular opportunities for gaining and rehearsing basic competencies. Reading, writing, number sense, vocabulary and secure subject knowledge must be strong before pupils can build with confidence. This is not left to chance: we identify gaps early, respond to them quickly and revisit the same core knowledge and routines until fluency is evident. Topics are full of possibility, encouraging our children to ask, "What if...?" We recognise that children learn best when there is an element of challenge or struggle in remembering. What children will remember from a lesson that has bored them is being bored. As a result, we plan learning that is purposeful, engaging and demanding, while making sure the basics are robust and well-secured.

Opportunities to develop oracy skills are built into our curriculum in multiple ways. Our "Let's Talk About It" frames support this work and help pupils to develop vocabulary, fluency and confidence in speaking and listening. When resourcing our curriculum, we look for materials that will enable explicit and implicit character education, reinforcing our church school ethos and British Values wherever we see the opportunity. Research based resourcing demonstrates the Trust's ambition for its pupils, and we buy into and signpost resources to support staff in striving for the best quality resourcing we can budget for in all areas. Our Trust's commitment to supporting children in developing their ability to work with others, in some cases beyond our school and Trust, is clearly seen in both our Living Well Together Curriculum and our Diversity Project.

Varied delivery, learning experiences and ways of demonstrating learning encourage inclusivity and help children to feel that they are all smart in their own ways. Delivery may include adult-led fictional or non-fictional provocation, child-led investigation, Mantle of the Expert techniques and other forms of experiential learning. The learning experience offers opportunities for individual, group and whole-class work, together with structures for paired and collaborative work. Kagan collaborative working strategies provide a framework of ideas that encourage cooperation and the development of communication and leadership skills for all. We are committed to using both our indoor and outdoor environments, ensuring

that learning is not limited by setting and that children can explore, create, test and reflect in meaningful ways.

Evidencing learning can be done in many different ways through a written outcome, presentation or demonstration, collaborative responses and other forms that may be dictated by the subject. This flexibility supports access and inclusion. We want our children to be inspired, engaged, challenged and to love coming to school each day to discover what is in store for them.

Children have a voice when working on tasks and deciding on being ready for independent work 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, is followed throughout each topic. Questioning is not based on a hands-up approach. Instead, pupils know they can always be asked to respond and therefore the “learning bus” has no passive passengers. Children expect feedback in various forms, and this helps them know where their strengths lie and what their next steps are. Questioning is a crucial part of the learning process and is planned for carefully within our curriculum design. We also ensure that assessment is regular and responsive in the moment, so that teaching can be adapted immediately to meet need. For example, where a pupil has not securely grasped a phonics pattern, number fact or sentence structure, this is revisited through short post-teach sessions such as Wobbly Wallet, allowing us to close gaps quickly and prevent misconceptions from becoming embedded.

Alongside the learning of subjects, we aim for our children to leave our school with a toolkit for life. This toolkit is developed through our Learning for Life Behaviours and carefully planned experiences, which we believe to be enabling and enriching and which work to overcome disadvantage. Our Parent Consultation Groups (PCG) have worked in collaboration with teaching staff, with our schools’ communities specifically in mind. This partnership supports curriculum design that is responsive, relevant and rooted in the needs of our pupils and families.

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 and supporting routine. However, it is important to note that 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 and language and communication. We use NELI to assess language skills on entry into school, and these assessments have identified a need for a curriculum that includes exposure to rich working language through an oracy curriculum. As a result, we have continued to develop areas additional to the National Curriculum such as our Living Well Together Curriculum, our Diversity Project and our wider commitment to communication-rich learning experiences.

Across all aspects of our curriculum, pedagogy is guided by the belief that every child can succeed when teaching is well planned, knowledge is revisited, vocabulary is explicit, and pupils are given the chance to think deeply, talk clearly and work collaboratively. We value consistency where it supports security, and creativity where it deepens understanding. In this way, our curriculum supports pupils to know and do more, strengthen character, develop confidence and prepare well for the next stage of education and beyond.