



## **1. Introduction**

Millside Spencer Academy is planned to open in September 2022 and is part of Nottinghamshire County Council's development plan for education in the East Leake area of Rushcliffe. This area has experienced significant population growth in recent years. It will cater, chiefly, for the educational needs of the children from the new homes being built on the outskirts of the village and will strive to be central to new community development.

We are very fortunate to have had the opportunity to open six brand new schools in September 2019, 2020 and 2021 across the East Midlands, including in Nottinghamshire, and have relished the chance to build a school from scratch. We will use our experience in successfully launching these schools to ensure that Millside gets off to a great start. Angela O'Brien, our Primary Education Director, is working behind the scenes with a Spencer Academies Trust team and looking forward to recruiting the perfect Principal for the school. The team, which includes Principals of other new opening schools, are preparing policies, developing the curriculum and planning to ensure that the school is working towards an outstanding OFSTED judgement from the very beginning.

The academy will be a part of the Spencer Academies Trust and will have close links to Rosecliffe Primary schools, which is the closest Spencer Academy Trust Primary school. The Trust encompasses a regional Teaching Hub (led by Chetwynd Spencer Primary Academy, another Nottinghamshire school) National Research School and a Maths Hub which provides the following

- Initial Teacher Training
- School Leadership Development
- Continuing Professional Development for teachers and teaching assistants
- School to School Support
- Opportunities to develop research-based learning and teaching initiatives, particularly in mathematics as an area Maths Hub.

The new academy will be well supported by the Trust's central team and by the other schools within the group: currently seventeen primary, eight secondary and a primary aged special school. Four of the schools within The Spencer Academy Trust have World Class status: St Giles, Wyndham Primary, George Spencer Academy and Rushcliffe Academy.

## **2. What will Millside Spencer Academy offer?**

Millside will be a school in the heart of a new community with a focus on providing a high-quality standard of education for all of its pupils.

At Millside Spencer Academy we aim for children to leave the Primary stage of their education excited about their future, fully prepared for their next stage of learning; having achieved their highest potential and with a wealth of knowledge and skills in their possession. To achieve this we aim for:

### *Excellence in Learning and Teaching*

At Millside Spencer Academy we have a strong belief that every child has the right to a quality education regardless of background or ability, and an entitlement to the opportunity of a secure progression route in their learning and development. We are a learning community that practises inclusivity, innovation, collaboration and flexibility, while inspiring and nurturing lifelong learning for children and teachers. We



strive for excellence by ensuring that our practices are based on current and informed research. We hold ourselves accountable for the outcomes we achieve.

*High standards through our challenging, knowledge rich curriculum*

Our newly designed curriculum at Millside Spencer Academy will challenge and stimulate our children into asking searching questions, provide them with layers of knowledge and enable them to develop into independent critical thinkers and learners. Our curriculum is rooted in the principles of meaningful, engaging, valuable and challenging. A great, knowledge rich, curriculum - coupled with effective teaching - will lead to outstanding outcomes.

*Strong involvement of families, parents and the community*

We believe that it takes a community to educate a child. Home-School partnerships are crucial in allowing our children to grow and flourish, therefore parents will be regularly informed about their child's learning, invited to join their children in lessons and encouraged to attend creative and curriculum workshops. We aim to ensure that parents are ever present in the learning process. We aim to put community at the heart of our school and its teaching and learning by encouraging involvement with the locality to add an extra dimension to our children's learning.

*High quality staff training and succession planning*

At Millside Spencer Academy we will build lifelong learners including staff who are always motivated in developing their own practice. We endeavour to ensure that our staff are highly skilled and that we provide continued professional development opportunities from the Trust and Teaching School Alliance so that our people continue to develop themselves and provide the highest quality teaching and learning opportunities for the children.

*Unlocking of potential*

We have high expectations and a strong belief in all children achieving greatness with a desire to unlock, release and liberate potential being integral to everything we do. We will strive for excellence, remove barriers and ensure that all children receive a day which is rich in teaching and learning experiences. We will give pupils to opportunity to be independent and collaborative and use coaching partners to develop great learning habits. No moment in learning will ever be wasted. We will strive to inspire our children, empower them and watch them to grow.

### **3. Our Vision**

Our vision at Millside Spencer Academy is that –

'All our children will be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.'

Through the whole school community working together, we will achieve and maintain a school environment based on mutual respect and trust, with high standards of work and behaviour. This involves teachers, teaching assistants, mid-day supervisors, office staff, parents, governors and children all working towards the same objective: a safe, calm school.

The creation of our happy, secure and friendly environment will allow children to learn and develop as caring and responsible people, understanding and respecting the differences that we have.



*We will work together to inspire GROWTH*

- Good communicators
- Respect for ourselves and our community
- Opportunities to reflect and improve
- Whatever it takes
- Team work
- Happy and enthusiastic learners

*Great communication skills*

To unlock potential for our children and to prepare them for the future we believe that building them into ‘great communicators’ is crucial. Great communicators listen to others, ask questions, show empathy, speak confidently and inspire others around them. Developing the pupils’ ability to deepen their thinking and questioning will lead to mastery learning. We also know that presenting skills are sought after in the modern world.

*Resilient, confident learners willing to take risks.*

Building resilience in our learners is crucial in allowing them to grow and learn. Risk taking is essential and we want our children to feel confident in bouncing back from mistakes and in learning from them. The learning opportunities will have challenge tasks and work around growth mindset will be shared with the children. We will celebrate examples of resilient behaviour and learn about famous people who demonstrate these qualities.

*Opportunity to be a curious and independent*

Through the curriculum we will develop curious learners who are always questioning, reflecting and challenging their own thinking. We will develop the skills required to be self-motivated. We have a strong desire to ensure that doors are opened for our children and their potential unlocked. In order to bring about this change, the design of the whole delivery process of learning is able to embrace 21st century technology alongside, fun, adventure and significant, deep-seated opportunities to learn and explore.

*Working together to enjoy learning.*

We believe that when working in collaboration we can achieve great things. Team work is a crucial skill for our children to develop and at Millside Spencer Academy. We will use strategies such as Kagan Structures, talk partners, peer support, group work and learning mentors to create a learning together ethos. Our curriculum is engaging, innovative and creative to ensure that our children are having fun whilst learning. We strive to create memories every day.

#### **4. Millside Spencer Academy School Growth Plan**

It is anticipated that the school may develop thus, depending on numbers of applications –

|                  | <b>Sept 2022</b> | <b>Sept 2023</b> | <b>Sept 2024</b> | <b>Sept 2025</b> | <b>Sept 2026</b>   |
|------------------|------------------|------------------|------------------|------------------|--|
| <b>Reception</b> | <b>30</b>        | <b>30</b>        | <b>30</b>        | <b>30</b>        | <b>From this stage in its growth, it is anticipated that the budget will be determined by numbers on roll and the school budget allocation</b> |
| <b>Year 1</b>    | <b>15</b>        | <b>30</b>        | <b>30</b>        | <b>30</b>        |  |
| <b>Year 2</b>    | <b>15</b>        | <b>15</b>        | <b>30</b>        | <b>30</b>        |  |
| <b>Year 3</b>    | <b>15</b>        | <b>15</b>        | <b>15</b>        | <b>30</b>        |  |



|               |           |           |           |           |  |
|---------------|-----------|-----------|-----------|-----------|--|
| <b>Year 4</b> | <b>15</b> | <b>15</b> | <b>15</b> | <b>15</b> |  |
| <b>Year 5</b> | <b>15</b> | <b>15</b> | <b>15</b> | <b>15</b> |  |
| <b>Year 6</b> | <b>15</b> | <b>15</b> | <b>15</b> | <b>15</b> |  |

### 5. Millside Fields Spencer Academy's Aspirational Targets

| <b>Measure</b>              | <b>Millside Spencer Academy Targets</b>  | <b>Last Published National Data 2</b>  |
|-----------------------------|--|--|
| <b>EYFS Outcomes</b>        | 80% GLD  | 72%  |
| <b>Year 1 Phonics Check</b> | 90% to pass the check  | 82%  |
| <b>Year 1 Phonics Check</b> | 100% to pass the check   | 92%  |
| <b>End of KS2 Outcomes</b>  | Meeting expected standard<br>Reading 85%<br>Writing 85%<br>Maths 85%<br>SPAG 85% | Meeting expected standard<br>Reading 71%<br>Writing 76%<br>Maths 75%<br>SPAG 76% |
| <b>Attendance</b>           | 97%  | 95.8%  |

### 6. Curriculum Strategy

Our broad and balanced primary curricula are the bedrock of our success in achieving high end of key stage outcomes, engaging pupils in relevant, rich and exciting experiences.

The curriculum at Millside Primary will be responsive to the needs of the pupil intake but the core principles are that it will be:

- knowledge based, to stimulate the children to ask searching questions, shape their learning and enable them to develop into independent thinkers and learners.
- engaging, exciting and innovative, encompassing and celebrating all curriculum areas, helping to ensure that they develop the knowledge and skills they need to excel and become creative and curious citizens.
- personalised, purposeful and real to their lives now and in the future, tailored to the needs of the pupils within the school. It will be based on the Mastery approach in all subjects, with a focus on deepening learning, and putting children into the role of Lead Learners.
- based on the National Curriculum and the Early Years curriculum to ensure breadth and balance, encircled by the school's own additional learning which will include local global links through some of the larger businesses in the area.
- designed to encompass knowledge and understanding of the world and also events that have shaped the past to make it what it is today. All topics will complement each other with clear progression and links to allow children to explore concepts more deeply, applying their knowledge in different contexts.
- enhanced through our Mastery reading curriculum as books are carefully chosen to support the curriculum and to provide a rich diet of excellent literature. Through in-depth discussions, debates and questioning, children develop a schema for core knowledge and values that are transferable.

#### *Our Curriculum*

Children will follow the Early Years Foundation Stage curriculum with a focus on learning through purposeful play, phonics, books and literacy. The learning will be child-led and based upon questions arising from



natural curiosity and interests. Good use will be made of outdoor learning with opportunities to develop reading, writing and numeracy skills woven through all activities. There will be an emphasis on continuous provision to promote independence and deeper learning through making connections.

- The extended curriculum will be supported through the provision of after school activities led by members of staff and outside providers. The school will run fundraising events and choose good causes for which to raise money. The school will have making global links and local community building events as priorities.
- The curriculum will be full of ‘WOW’ moments so that learning is real, exciting, fun and challenging. The organisation of the curriculum will allow time for deep learning, for children to spend whole afternoons on one piece of learning and to carry out investigations, hear from experts, use outdoor learning and go on visits.
- The curriculum focus on global links and building community will lead naturally into learning about other cultures. Knowing and understanding about other cultures and human diversity helps to build respect and tolerance. Comparing and contrasting will lead to children developing a clearer understanding of UK values. It is our responsibility to do our best to prepare children to be successful in this Global Community, however exciting, challenging and uncertain that might be.
- We will develop understanding of other cultures through literature and other experiential learning opportunities through the use of high-quality texts such as the use of the book ‘Freedom’ during the learning of Black history and the use of ‘Wonder’ with discussions centred on the mistreatment of someone because of their appearance. This knowledge, and the empathy shared through the text is ‘tapped into’ when the children discuss prejudice, persecution and discrimination.
- Our curriculum will build children’s technological skills to enable them to be effective communicators, knowledgeable thinkers, resilient, enquirers, risk takers, analytical thinkers and problem solvers. It is our responsibility to do our best to prepare children to be successful in this Global Community, however exciting, challenging and uncertain that might be.
- Varied enrichment opportunities will be provided to all children to consistently enhance their learning experiences and at least one visit or visitor will be used to enhance the curriculum each half term. Our curriculum offers opportunities to inspire creativity, curiosity and build aspirations. It is extremely important to us that the curriculum unlocks potential in all of children and allows them to flourish.
- If the school is to be a hub of the community in which it sits, there will be real opportunities to operate democratically and to learn on a smaller scale some of the skills and attitudes necessary to be successful, purposeful members of society, enjoying life and caring for others less fortunate than ourselves. These opportunities will be maximised. We will work with community leaders in East Leake to enhance the wider life of the children
- Oracy will be a golden thread throughout the curriculum. There will be planned oracy sessions in which language and more complex vocabulary is modelled, discussed and then the children will be encouraged to use this language as part of debate, presentations and whole class talk. Oracy will also be intertwined into every session with the children encouraged to discuss their learning with their peers and communicate their thinking.
- The hidden curriculum is around leading by example. Teachers and all adults working in the schools would be expected to treat everyone with utmost respect. The school will be a non-shouting school and children would be expected to follow this example. Good behaviour will be expected and there will be disappointment if this is not the case, with children being given opportunities to put things right in an appropriate way, including through restorative justice approaches, where appropriate.



- Developing the holistic child is of utmost importance and, with this in mind, we offer a broad and balanced curriculum which encompasses the whole national curriculum. Children will explore and learn through both core and foundation subjects so that they build a relevant body of knowledge over time.
- Home-School partnerships are crucial in allowing our children to grow and flourish, therefore parents will be regularly informed of their child's learning, will be invited to join their children in lessons and will be encouraged to attend creative and curriculum workshops. We will use Class Dojo to make meaningful communications home and to share personal achievements.
- We aim to put community at the heart of our school and of our teaching and learning by encouraging involvement with the locality to add an extra dimension to our children's learning

## 7. A typical Spencer School Day (reception to year 6)

|                                   |   |
|-----------------------------------|---|
| <b>07.30am</b>                    | Breakfast Club - - TBC, number dependent  |
| <b>08.45am</b>                    | Doors open for early learning   |
| <b>09.00am</b>                    | School starts   |
| <b>Session 1</b>                  | Core subjects (phonics, reading, writing, maths)  |
| <b>Morning Break</b>              |   |
| <b>Session 2</b>                  | Core subjects   |
| <b>Lunch</b>                      |   |
| <b>Afternoon Sessions – Theme</b> | Including Science, PE, Modern Foreign Languages, ICT, History, Geography, RE, PSHE, Art and Design plus interventions and mindfulness |
| <b>Assembly</b>                   |   |
| <b>30.30pm</b>                    | End of school   |
| <b>3.30pm – 5.30pm</b>            | After school club – TBC, number dependent   |

## 8. How the curriculum is organised

### *Mathematics*

- Maths will be taught daily from EYFS, through Key stages 1 and 2. The focus of the mathematics learning will be on the mastery of numeracy concepts and skills in order to be able to use the fundamentals of the subject fluently to solve problems and to reason.
- A high-quality mathematics education is vital as mathematics has so many links to other areas of life such as science, technology, financial understanding – most types of employment require mathematical knowledge and the ability to use this to solve problems. The beauty and enjoyment of mathematics will be modelled leading children to appreciate the power of mathematics and to become more curious about it.
- Children will, as suggested in the National Curriculum move through the programmes of study at the same pace, not moving on before they have fully mastered the ideas. Children who quickly understand need to be able to apply their learning to challenging problems before moving on
- Great communicators can discuss their problem-solving strategies and we will be encouraging the children to use their mastery knowledge and skills to – Explain, Convince, Teach and Invent.

### *English*



- English is the key that unlocks the whole curriculum. Oracy, talk for writing, speaking and listening in classrooms, reading, writing and phonics will be emphasised from the earliest years and facilitated through a collaborative pedagogical model. Writing begins with mark making and compelling reasons to write. A desire to write and an understanding of the purpose is key. Children will be encouraged to form letters and words, write imaginatively, form sentences, extend and develop ideas throughout paragraphs and across a range of genres, ultimately writing with fluency and style. There is a rigorous focus on secretarial skills required of competent writers through emphasis on phonics, spelling, handwriting, sentences structure and punctuation.
- There will be a relentless focus on the acquisition of the meaning and appropriate use of extended vocabulary from the earliest years. Rigorous assessment, supported by school leaders, will identify gaps in the acquisition of the skills imperative to written communication; personalised programmes will be developed which enable children to overcome any barriers they may face, with an unconditional expectation that pupils achieve short term goals and long term aspirational targets.
- Our English curriculum will be underpinned by a real-world appreciation of the many audiences, genres and foci for writing, explicitly modelled and articulated to children in order to accelerate their mastery of the written word. Pupils will write for a range of audiences and purposes. The use of authors in school will be a common occurrence so that pupils are frequently inspired to produce outstanding outcomes and to view themselves as authors, and staff subject knowledge further enhances.
- Staff will access the best training and be expected to research what works well both nationally and internationally in the teaching of English. They will lead on approaches to the teaching of reading, spelling strategies, grammar and phonics. The Trust will utilise our highly talented SLE's in the English field of expertise.

### *Reading*

- Our reading curriculum will be underpinned by a desire to bring a love of books to pupils' right across the age range, developing a culture of reading for pleasure. Through a range of reading experiences, pupils will be introduced to a wide range of authors, genres, classics and modern literature so that they can develop an awareness of their own reading preferences and an ability to explain their choices. The range of texts on offer to pupils will be extensive and a school wide reading culture will establish reading habits which lead to competent, fluent and expressive readers from a very young age.
- Texts will be central to our curriculum and incorporated into all areas of learning. The understanding of vocabulary, and the authors use of language to create effect, will be a relentless focus, extending understanding of a wide range of texts, supporting writing outcomes and establishing a deep appreciation of authorial intent.
- The ability to infer, deduce, articulate, explain, research, note, re-word and extrapolate information from digital media and paper-based texts is central to the curriculum model and establishing behaviour for learning. The ability to analyse a text, identify and discuss themes, characters, intended audience, organisational features and explain viewpoint with clarity progresses naturally from oral to written methods.

### *Phonics*

- The teaching of phonics will be a high priority, with dedicated daily phonics sessions throughout Foundation and KS1 and 2, embedding the core skills of segmenting and blending. We will ensure consistency in our approach through the adoption of a well-researched and proven systematic synthetic phonics program from the DFE recommended list. This will be underpinned by outstanding teacher subject knowledge, rigorous assessment, pace, high levels of pupil engagement



and achievement, progression in the level of challenge and a core expectation that pupils master the skills necessary for competent reading, writing and spelling.

- The program we will follow will enable daily, dedicated rehearsal of segmenting, blending and handwriting to ensure a multi-sensory approach, and will remain focused on our approach to extending and developing understanding of the meaning of challenging vocabulary from the earliest years. There will be no separation between phonics and spelling, with a consistent approach to the teaching of encoding words. All staff will be intensively trained in the teaching of phonics.

#### *Thematic Study*

- Each study will be 6 weeks long and will alternate between being based on a History topic or a Geography topic for each half term. Children will be fully immersed in the topic and study both breadth and depth. Cross curricular planning will engage and motivate our children whilst ensuring that they receive a broad and balanced curriculum. Throughout their theme children will also explore Art, D&T, ICT, RE, PSHE, Music and PE, links will be made to their theme where relevant.
- The use of technologies for learning will be embedded across all aspects of the curriculum. Discreet ICT learning will include key skills and will develop progressively through Key Stages.

#### *Science*

- One hour per week has been set aside for science, though it may be chunked into larger quantities of time depending on the experiments in which children will be taking part.
- In Early Years and Key Stage 1 the principal focus is for children to experience the world around them, to ask questions and explore. Children will have opportunities to observe the natural and man-made world. Curiosity will be encouraged and children will develop their understanding of the world through noticing changes over time, classifying, noticing patterns and carrying out simple tests. Children will be given plenty of 'hands-on' opportunities for learning and secondary resources will also be used if appropriate. There will always be a focus linked to scientific knowledge for the explorations.
- This understanding of the world will be broadened in lower Key Stage 2 by further exploring of everyday phenomena and the relationship between living things and familiar environments. Children will be encouraged to suggest their own questions to investigate and to choose appropriate methods for carrying out the scientific enquiry and record the results. They will be encouraged to draw conclusions and to use simple scientific language to communicate what they did and what they found out. Children will begin to use simple scientific equipment to measure and to collect data.
- In upper Key Stage 2 children will be taught to plan and carry out a variety of scientific investigations in order to find the answer to questions. They will learn about the need to control variables to gain accurate and meaningful data. They will take measurements using a range of instruments and become more precise.
- Children will use more complex methods of recording including diagrams, labels, keys and different forms of pictorial representation.
- Children will check their findings with further testing to test predictions and will be encouraged to present their findings in written and oral forms using scientific evidence to support or refute ideas or arguments.
- Science resources are shared across primary schools in the Trust

#### *SMSC – Spiritual, Moral, Social and Cultural Development*



SMSC runs as a golden thread throughout the curriculum. Important opportunities to explore empathy and understanding are provided through the rich topics covered, which incorporate moral dilemmas, community challenges, wide social concerns and contemporary issues. Through its approach to the curriculum and its nurturing ethos that celebrates the value of every individual, Millside Spencer Academy will embed positive attitudes, feelings of high self-worth, pride in personal contribution, learning resilience, life resilience and aspiration. We will use Philosophy for Children and the Starfish story for delivering this aspect.

We will use the Jigsaw programme to deliver our PSHE. Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively o Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

| Term     | Puzzle Name            | Content   |
|----------|------------------------|---|
| Autumn 1 | Being me in my world   | Includes understanding my place in the class, school and global community as well as devising learning charters |
| Autumn 2 | Celebrating difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work                              |
| Spring 1 | Dreams and Goals       | Includes goal-setting, aspirations, working together to design and organise fund-raising events                 |
| Spring 2 | Healthy Me             | Includes drugs and alcohol and education, self-esteem and confidence as well as healthy lifestyle choices       |
| Summer 1 | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2 | Changing Me            | Includes sex and relationship education in the context of looking at change                                     |

### *British Values*

British Values run throughout our curriculum and will be discussed regularly as part of our assemblies. The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” At Millside Spencer Academy these values are reinforced regularly and in the following ways.

- **Democracy:** Democracy will be embedded at our school. Pupils will always be listened to by adults and will be taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils will also have the opportunity to air their



opinions and ideas through our School Council and regular pupil questionnaires and pupil voice. The elections of the School Council members and other Pupil Leadership roles are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

- *The Rule of Law:* The importance of laws whether they are those that govern the class, the school or the country, will be consistently reinforced. Our school will have clear rules, which are deeply embedded in everything we do every day. Our pupils will be taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- *Individual Liberty:* Within school, pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we will educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils will be encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. Whether it is through choice of challenge; of how they record; of participation in our planned numerous extra- curricular activities, our pupils will be given the freedom to make choices.
- *Mutual Respect:* Our pupils will know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.
- *Tolerance of Those with Different Faiths and Beliefs:* Through our teaching and modelling of respect, this will include an understanding of showing tolerance of those who have different faiths and beliefs. Millside Spencer Academy will enhance pupils understanding of different faiths and beliefs through religious education studies; SMSC work; visits to other schools in different settings to participate in celebrations such as Diwali; welcoming visitors from other schools and enjoying a depth of study throughout the curriculum. Beliefs, traditions and customs will be studied, with visitors being invited into our school to enrich and extend understanding. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

### **Physical Education**

Throughout Foundation Stage, children will be encouraged to spend time outdoors, where they can choose which physical activity they would like to partake in. Some choose sports and games, gardening, challenges in the sandpit or even construction. This is key to developing the children's fine and gross motor skills and allowing the children to set their own challenges.

- Key Stage 1 is seen as a vital time in the children's lives to build upon the fundamental skills they have developed and extend these within structured environments and gaming situations. Within these years, children take part in physical activities such as gymnastics, bench ball, dodgeball, dance and athletics.
- Throughout Key Stage 2, children extend their learning and physical development further by thinking strategically to partake in competitive situations. Again, skills such as throwing and catching, balance and movement are vital and are used throughout the curriculum. Sports such as Netball, Football, Archery, Tri Golf and Cricket are all fantastic ways to take charge in their learning and develop their physical ability.
- There will also be an appreciation and understating of fitness, of the benefits and effects of exercise, and the importance of a healthy life style for long term health and well-being will be developed from the earliest years. Families will be encouraged to participate in healthy activity alongside pupils during healthy schools focused weeks.



### *Modern Foreign Language*

The teaching of a Modern Foreign Language may begin in Key Stage One in order to build pupil confidence and resilience in listening, speaking and deriving understanding. Learning will begin with songs, rhymes and simple vocabulary; saying Hello, Goodbye Thank you etc. Learning will focus mainly on speaking. We believe that an additional language is best acquired through immersion, through making mistakes and through repetition. Technologies will be used extensively in order to capture learning and provide rich opportunities for evaluation, feedback and assessment. This methodology will be continued through Key Stage 2.

## **9. Delivery and planning of the curriculum**

- Beginning in EYFS, through KS1 and KS2, the curriculum is a high-energy context driven approach to learning and teaching which requires high-order interactions between staff and learners, and peer-to-peer, throughout the session.
- This approach features continuous collaboration, discussion, research and investigation supporting children in developing their oracy, literacy and numeracy. It also supports children in developing their social and emotional intelligence by positioning them as architects of their own ambition in the context of community, society and World studies.
- Co-construction of learning, a focus on the accumulation of knowledge and skills and an emphasis on appropriate narratives, contexts and attributes of independent thinking and learning is a seam throughout school. The integrity of learning is reinforced through outstanding teaching, firm and high expectations and challenging content.
- Feedback is rich and 'just in time' ie; it happens in-situ, in the classroom where a clarity of learning dialogue is emphasised and rooted in the culture of the classrooms and the school as a whole. Millside Spencer Academy's curriculum approach draws its research basis from Educational Endowment Fund research which found high quality feedback to be the most important factor in securing rapid progress.
- High challenge is built into every session. Oracy and articulacy are a key feature as we strive to create 'great communicators'. Children throughout the school are asked to verbalise responses as well as providing robust and rigorous written evidence. Children are asked to justify, rationalise, explain and expand ideas and offer their developing view of the world and their place within it. High challenge at Millside Spencer Academy will support the development of aspiration and self-worth – it will expand the cultural horizons of every child and unlock their potential.
- High engagement is achieved through exciting, dynamic and stimulating learning that is linked to problems, dilemmas, challenges, real-world contexts and contexts that children recognise. Heightened participation in sessions is achieved through a clear focus on the contribution of every individual, the use of resources and the high expectations of the teachers and the children themselves.
- Weekly planning will be detailed and will highlight particular children who have been noticed from the previous week to need attention in order to improve their rates of progress and address learning gaps. In each week there will also be a focus on a particular group of vulnerable children to ensure their learning is boosted. Each week has a question as the focus for learning based on Bloom's Taxonomy. This ensures that higher order thinking skills are developed. The Bloom's Taxonomy Teacher Planning Kit provides question types for each of the levels of thinking.



### *Breaks and Lunchtimes*

There will be a wide range of provision, a consistently high adult: pupil ratio for all breaks. There will be high expectations of pupils and a variety of team games will be promoted and encouraged.

## **10. Promoting positive Behaviour**

We aim to create a positive, happy and caring environment so that all of our children are able to make the most of their education and realise their full potential. Our strategy is underpinned about the latest evidence about what works best. We will have a positive approach to discipline and rely heavily upon the use of praise and rewards. Within school we aim to provide a stimulating and supportive environment where high standards are set and even small achievements are celebrated.

- We will endeavour to develop the self-esteem and confidence of all pupils, ensuring to the best of our ability that, with perseverance, children learn to see mistakes positively as learning opportunities and eventual success through endeavour.
- The children's work is valued, and effort is recognised and rewarded. The children will be taught to respect all members of the school community and their property. We recognise that the ethos of the schools depends upon the quality of the relationships within them. Adults will endeavour to present good models of behaviour thus creating an atmosphere of mutual respect.
- Each half term pupils will collect 'Dojo Points' on clasdojo.com. These points are given to pupils by all staff throughout the day. 'Class Dojo', a monster themed computerised system, is used to record the behaviour throughout school and as a tool for tracking. At the end of each term pupils receive a 'Dojo Certificate' in the area which they received the most 'Dojo Points'.

## **11. Building Community**

Each half term parents/carers and visitors from the local community, including local businesses will be invited to share the learning. Classes will showcase their best learning with children explaining what they have learnt over the half-term. There will then be an assembly where each class will share an overview of the highlights.

- There will be regular information sessions, good communication and regular opportunities to meet with staff to share views.
- Regular social activities will be organised and the school will quickly draw together parents to help with the organisation of these. Examples might be a summer barbeque, sports day, fireworks night, family trips out, family quiz nights, board games evenings etc
- Local businesses will be approached for support with resources, governors, people to present the world of work to children and to engage positively with the schools at an appropriate level.
- Millside Spencer Academy will make links with local church groups, local sports clubs and take part in local community events. Half-termly coffee mornings with the Principal will be held for sharing of views and ideas for further development.



## **12. Our Approach to Teaching Learners with SEND**

At Millside Spencer Academy we will ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We will have effective management systems and procedures in place for SEN, taking into account the current Code of Practice (2015)

- We will have successful communication between teachers, children with SEN, parents of SEN children, Teaching Assistants and outside agencies
- We will acknowledge and draw on parents' knowledge and expertise in relation to their own child
- Through Parent meetings the children will be encouraged to take an increasingly active role in their targets, progress and next steps.
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We will have an effective review cycle which allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle, as explained within our SEN Policy.
- Through our curriculum, we will ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning.
- The SENCO will work with all agencies – CAMHS, school nurses and National Health Services, Safeguarding and Education welfare – and with the Trust Director of Inclusion and Engagement. The SENCO will link with community groups and charities that work within the area. All pupils with additional needs will be supported and targeted throughout the whole school day.

## **13. Pupil Transition**

Millside Spencer Academy will be offering an extensive programme to all new starters. This programme will offer opportunities throughout the summer term to help children and families become acquainted with others and help them to understand the school ethos and vision.

## **14. Measuring Performance and Setting Challenging Targets**

Data and assessment are at the core of every area of learning and teaching. Assessment will take the form of both formative and summative assessment. Formative assessment will be ongoing throughout the year and used effectively in all lessons to ensure that children are making progress.

- Regular assessments will be collected from staff and they will all be involved in setting curricular targets. Opportunities for moderation will be key in ensuring consistency across the school and moderation across the Spencer Trust schools will also consolidate judgements.
- Progress will be monitored rigorously so that any children falling behind or not progressing as expected will be quickly identified and interventions will be timely.
- Children will be encouraged to self-assess and there will be a strong ethos of learning from mistakes and responding to feedback. This fits with the growth mind-set ethos of being able to do things with effort and perseverance. Time will be given for children to reflect on the previous day's learning and to respond by making improvements



- All children will regularly reflect on their progress: by themselves, with their peers and with their teacher. This will ensure that children become increasingly aware of what the next steps in their learning need to be. Progress will be tracked and children needing to make accelerated progress will be targeted for interventions.
- There will be a computerised system which places emphasis on quality dialogue rather than numerical input. There will be discussion around provision, intervention, additional resources required and evidence of success from the previous week.
- Children's progress will be regularly evaluated to identify what is needed for them to be successful in the week to come, using a standardised model used successfully across all Spencer Trust Primary schools.
- Regular meetings will focus teachers on the learning for the week to come and allow time to celebrate what went well in the previous week.
- Pupils not meeting targets will be allocated specific interventions to support them and ensure that targets are being met.
- Parents and carers will be made aware of the progress their children are making through report slips, meetings and a full written annual report. Teachers will be expected to build positive relationships with parents reporting on what is going well as well as what needs to be done to improve. This is especially important in a new school community. If teachers suspect an issue or problem with a child, then they will be expected to communicate directly with parents so that home and school can work closely together in the best interests of the child and learning
- Parents will be encouraged to support homework activities, reading and basic number fact learning. Each half-term an overview of the planned learning will be published so that parents are aware of what their children are learning about at school and can supplement the learning with family activities

### **15.School Development Cycle**

Each year when the School Development Plan is being drafted, parents will be asked to share their ideas on the way forward with the development priorities. This will be done by posting the priorities in the entrance hall for two weeks, including over a Parents'/Carers' Evening, leaving post-it notes underneath the priorities and asking for suggestions.

### **16.Monitoring School Improvement**

The leadership team will monitor and evaluate following a plan, which will include the following:

Regular reviews of the phase Rapid Improvement Plans

- Book scrutinies
- Environment scrutinies
- Progress of vulnerable groups
- Progress in each class
- Individual progress
- Formal and informal teaching observations



- Monitoring planning
- Monitoring global links
- Progress reviews for any NQTs
- Staff catch-up chats
- Moderation between schools
- Monitoring of the impact of special events
- Monitoring the impact of CPD
- Principal reviews across the Trust

There will be many other forms of monitoring, dependent upon the emerging priorities for the school. External review of standards and performance will be rigorous and carried out by one or more members of the Trust Executive leadership team of the Trust each term. The School Development Plan will remain under constant review and will be amended in response to additional priorities identified at any point in this process.