

# Evergreen

## Primary Academy

### Teaching and Learning 2021

Children at Evergreen Primary Academy learn from an **ambitious, well-designed, progressive curriculum** to ensure that they develop the knowledge and skills needed to **develop of a sense of place and a sense of self** for the future.

They gain the **academic, cultural and social capital** needed to respond and adapt to challenges they may face throughout their lives, with teachers delivering **the best of what has been thought and said** in a professional, reflective and research-based manner.

Disadvantage, in all its forms, is **tackled with rigour**, enabling all children to **learn to their full potential** and ensure that **life-chances are maximised**.

Children are taught to **think logically, clearly and calmly** when responding to challenge, as well as **communicate their thoughts clearly** and successfully in a range of different situations.

As part of the Evergreen Community, children learn to be **kind and caring to people and their environment** and recognise that this is important for their future and that of others.

# Metacognition

Metacognition describes the processes involved when **learners plan, monitor, evaluate and make changes** to their own **learning behaviours**.









## Intent

EPA staff recognise the need to **teach learners how to think, act and respond** in different situations. Teachers plan and create **explicit opportunities** that allow children to develop these skills. When faced with different situations in a school day, Evergreen learners have a **range of strategies** to help them deal with any challenges that they may face. This is a planned and explicit part of the curriculum, which aims to give children the **skills that they need to be successful in their future**.

## Implementation

Teachers will design learning opportunities to **explicitly incorporate** metacognitive skills into every session. They will **model and narrate suggested thought processes** for reasoning and problem-solving across all curriculum areas and suggest strategies for children to use.

To support with this, all staff will refer to the system of **Gem Powers**—a system in place to name and label different metacognitive skills, summarised as follows:

-  Diamond—using a calm, logical strategy to approach a given situation
-  Sapphire—staying focused and concentrated on a given task
-  Emerald—controlling emotion in a situation to allow for reasoned thought
-  Ruby—showing care and respect to other people and our surroundings
-  Amethyst—working well with others
-  Pearl—using existing knowledge and skills in a novel situation
-  Grit—persevering at a task to achieve the best possible outcome
-  Topaz—communicating effectively in a range of situations

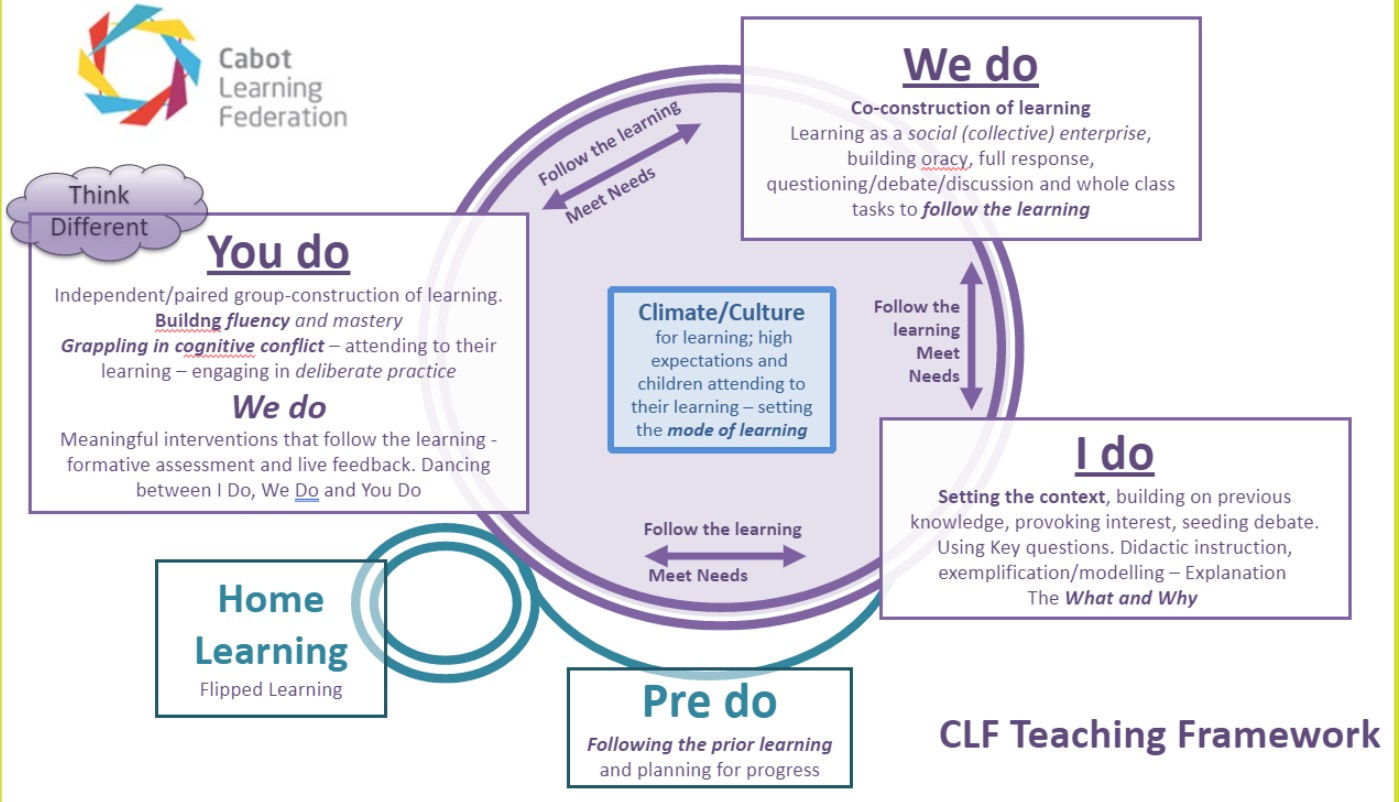
## Impact

Children at Evergreen will use and be able to speak about a **range of strategies** that they can apply to approach different situations. When facing challenge, children will draw upon their prior experiences and learning to **overcome problems** and **seek logical solutions in a calm, measured manner**.

# Pedagogy

Staff approach teaching and learning in a **professional, reflective, research-based manner**, using the best of what has been thought and said to **reduce barriers to learning and tackle disadvantage** in all its forms.

## I do, we do, you do



## Principles of Instruction

Teachers apply Rosenshine's evidence-informed Principles of Instruction to ensure that children learn in the most effective way possible. **Regular review opportunities** are built into teaching cycles; **questioning** is used to effectively deepen and embed skills and knowledge; **concepts are sequenced and modelled** to enable all learners to progress over time; and children are allowed time for **guided practice**, with a high success rate, in order for **skills and knowledge to become automatic**.

See: *Principles of Instruction*, Barak Rosenshine (2012); *Rosenshine's Principles in Action*, Tom Sherrington (2019)

## Low Threshold, High Ceiling

Teachers ensure that the needs of all learners are met by providing learning opportunities that are designed to be **accessible to the widest group of learners possible**, both in terms of prior knowledge needed and metacognitive behaviour. Tasks are designed to have lots of **built-in extension opportunities**, so that there are always harder questions to be asked and more challenging problems to solve. This means that all learners are challenged and start to **strengthen their resilience and learn strategies** for making successful progress, **developing their self-agency** as they grow.

See: *Creating a Low Threshold High Ceiling Classroom*, NRICH (2011)

# Raising Attainment

Every child at Evergreen Primary Academy is supported to enable them to achieve the **highest possible standard of learning**, ensuring **life chances are maximised**.

## Intent

Children at Evergreen Primary Academy come from a **diverse range of backgrounds and circumstances**. While in many cases this is an asset to both the children and to the school, some children need additional support to fulfil their potential. Evergreen staff use a **range of strategies to meet the needs of all children**.

Children from disadvantaged backgrounds, those with SEND needs, those new to English or who have English as an additional language, and any children who are not making the progress that they should make, are supported in the best way possible to give them the **education that they need to live a successful life**.

## Implementation

Evergreen staff are experts in **assessing children's needs**—both in terms of their academic progress and more widely, to include pastoral, social and health considerations as well. Teachers and other adults in school use their training in safeguarding, as well as formative assessment, to identify children in need of additional support in order to **fulfil their potential**.

**Weekly core team meetings** are held to ensure that all children are discussed regularly, taking into account all of their needs and putting into place strategies and support where necessary. **Comprehensive Pupil Profile** documents are maintained to include all data on a cohort, enabling a range of factors to be taken into account when deciding on the most efficient way to meet a child's needs.

A **range of assessment techniques** are utilised to ensure that teachers and other staff have the information necessary to plan for the learning needs of all children. Formative assessment and questioning techniques are part of the classroom culture and a well-designed feedback and marking policy allows for personalised development of individual pupils as required. Children also undertake regular formal assessments, with teachers using question level analysis and national data sets to **identify next steps and areas of learning that need to be prioritised**.

Through the use of **metacognitive strategies for learning** and the promotion of a **growth mindset**, children are enabled to recognise their own areas for improvement and use learnt strategies to make progress. Teachers identify group and individual needs in these areas and plan **explicit learning opportunities** to enable children to think clearly and logically when solving problems.

## Impact

Children at Evergreen are **confident learners who achieve to their full potential** and are ready for the next stage in their education. Learning reviews, scrutiny activities and pupil conferencing, as well as internal and external assessment data, show that **significant progress is made by all children**, regardless of any additional needs that they may have. Teachers talk with accuracy about individual pupil's learning and next steps, and can use their **professional expertise to design learning opportunities to meet those needs**.

# Oracy

Evergreen Primary Academy provides children with the tools they need to support their understanding and ability to communicate both socially and academically. **Oracy is at the heart of everything we do.**

## Intent

Children speak **clearly, confidently and proudly**. They recognise that they have a voice and are confident to share their voice and opinions across all subjects and social situations. They **speak politely and respectfully** to peers and adults in the Evergreen Community, speaking in full sentences and in a clear, well-structured way. They communicate successfully with their peers, both socially and academically, as well as being able to communicate in difficult situations. Children are **explicitly taught new vocabulary** and can apply new words they hear successfully in their learning. Children's **bilingualism is valued** and they recognise this as an important skill. Children leave Evergreen feeling secure in their **sense of self and place and have a voice to communicate this effectively**, increasing their chances for success in life.

## Implementation

Oracy is embedded into **all aspects of the school day** and into learning across the curriculum. Children work in pairs or trios, enabling them to practise communication skills such as speaking and listening and turn taking, as well as an opportunity to **discuss their learning and verbalise their thoughts**. Children are provided with sentence stems which support their communication and discussion. Children are supported to share their opinion, agree or disagree with others, and encourage others in their group to speak. These sentence stems are clearly displayed in all classrooms.

Each class has a set of ground rules for talk which supports all children to feel **confident and comfortable to have a voice**. Teachers use visuals in their lessons and make use of resources such as real objects, knowledge organisers, experiential learning, role play drama and talk for writing. **Classrooms are designed for successful communication and are streamlined and purposeful**. A table top display for each topic supports children's communication with objects, related high quality texts, pictures, key vocabulary and key questions. Classroom displays also feature key vocabulary.

The Evergreen Curriculum is designed for children to make links and gain a wider knowledge base and vocabulary to **support communication across different areas of learning**. Reading sessions are structured to allow children the opportunity to practise oracy skills, including reading aloud, projecting the voice, using a good posture and making eye contact.

## Impact

Children **communicate with confidence in all situations**. They greet members of the Evergreen Community politely and speak confidently in front of their peers, speaking in full sentences.

Children speak confidently about their learning and articulate their thoughts and opinions, as well as reflect on their own progress and achievements.

We are very proud of our **rich and multicultural environment**. We celebrate the **diversity, culture, language and heritage** of all pupils and families and the value they bring to our **Evergreen Community**.

## Intent

At Evergreen we recognise that learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual). We place a high priority on using a wide range of academic and pastoral strategies to ensure all pupils acquire good English speaking and listening skills which enable them to **fully access and engage in our curriculum** and **reach their full potential**. Opportunities for **oracy development** feature across all aspects of academy life and pupils are encouraged to **share and voice their opinions** in their own words. Pupils at Evergreen know that **their voice is important and it matters**.

## Implementation

The Evergreen Community celebrates that many of our children speak more than one language. This **diversity is reflected throughout the curriculum** as well as through display (language, artefacts) learning about other cultures (music, art, food, religion) and famous, influential people from all cultures. When designing our curriculum and planning learning opportunities, we use resources and materials that reflect the cultural, linguistic and social experiences of pupils across the school. Our staff use their **knowledge of pupils' experiences and language acquisition** to plan engaging lessons using a range of visual materials and a multi-sensory approach to make input comprehensible across the curriculum for pupils with English as an additional language.

All teachers plan for **progress in English language development** as well as wider academic learning. Opportunities for using English are carefully integrated across the curriculum through the use of scaffolded materials such as visual prompts, graphic organisers, sequencing cards and sentence frames. All staff use data to map attainment and progress of all pupils. This information supports planning to ensure the best learning opportunities and outcomes, using good models of English and home language where appropriate. Collaborative activities are planned for, to foster **exploration, problem solving and language development**.

An **effective induction process** supports all children who are new to English. This includes access to **specialist online resources** to support acquisition of English language skills. Pupils rapidly **increase their vocabulary range** and develop **effective speaking skills** enabling further access of the curriculum.

## Impact

Evergreen works within the **EAL Academy Quality Mark Award** framework. Children develop the ability to **speak and think fluently in the English language**. They use this knowledge to access and actively engage with the curriculum, develop their confidence in building relationships with others, communicate effectively to solve problems and **develop strong oracy skills** enabling them to become **engaging public speakers** who voice their opinions and debate topics with confidence.

# Disadvantage

At Evergreen Primary Academy, we seek to ensure **equity** for all pupils, **particularly those experiencing disadvantage**, to ensure they **feel success** and can **reach their potential**.

## Intent

Evergreen Community members are **well supported in all aspects of their lives** to ensure they are in a position to take advantage of a range of opportunities for development and future success. Personalised, well-considered and appropriate support is provided to **carefully identified children and families** to **close gaps** in areas such as academic knowledge and skills, cultural capital and health & wellbeing.

## Implementation

The academy carefully considers the needs of the whole child. Our pupil premium strategy demonstrates a **commitment to addressing disadvantage** through a range of effective strategies that focus on both academic and pastoral support. Children and families who are at risk of disadvantage are treated as individuals, not a homogenous group. Where possible, barriers are identified and appropriate resources are used to help **overcome those barriers**.

Consideration is given to the **mental health and wellbeing of pupils** (and their families) as a prerequisite for being **ready to learn** and pupils (and parents) have access to a variety of counselling and therapeutic or play based interventions to support mental health and wellbeing.

**Support for the whole family is considered to be integral** to supporting pupils experiencing disadvantage and the academy supports families through the provision of a Parent Support Advisor who works closely with families to support them with a range of issues including housing, benefits and other often challenging situations faced by families experiencing disadvantage.

There is a shared understanding of **disadvantage and its impact on learning**. A range of assessments are used by staff to inform lesson planning, intervention strategies, strategic planning and pastoral support needs. Summative assessments are used to evaluate learning over time, and are used to inform planning to meet specific needs effectively.

Pupils in receipt of pupil premium funding and those identified as being at risk of disadvantage are prioritised in core team meetings and, where appropriate, actions take place to meet specific needs, with a view to **supporting children to meet age related expectations**.

## Impact

Effective strategies ensure that the social, emotional and mental health needs **of pupils are prioritised and planned for by all staff**. Children and their families have **consistently positive relationships with staff** and work together to improve both academic and pastoral outcomes over time.

## Special Educational Needs and Disabilities (SEND).

Every child at Evergreen Primary Academy is supported through an **inclusive** and **challenging** curriculum to enable children with SEND to be **successful** and **independent** learners.

### Intent

At Evergreen Primary Academy, all children with Special Educational Needs and/or Disabilities (SEND) receive a **high-quality and ambitious education** regardless of need or disability. This is **differentiated** and **scaffolded** to promote engagement and understanding. We believe that it is vital that our pupils are equipped with the tools needed to become **independent, curious** learners to **maximise their life chances**, and to prepare them for **adulthood**.

Through our focus on oracy, we support learners to develop their **voice and skills** for effective communication, engagement and agency in the world.

### Implementation

At Evergreen Primary Academy, **every teacher** is a **teacher of SEND**. **Inclusion** runs through every area of the school through **collaboration** between leaders, teachers, support staff, **external agencies, parents** and most **importantly, the child**.

Identification and assessment of need is key; EPA implements the **Assess, Plan, Do, Review** model to **meet need** and **monitor progress**.

Every child with SEND has a **1 Page Profile** or **Learning Plan** that shares **individual strengths and needs** and the **strategies** that will be used to **support progress**. These are shared with the pupil and parents, and are reviewed termly.

Teachers **plan inclusive, high quality** lessons that are **differentiated and personalised** to meet the **individual needs** of children with SEND.

Additional **1:1 or small group interventions** may be implemented. These may support **speech, language and communication, reading, phonics, sensory or SEMH** needs. These are monitored to ensure they are appropriate and that children are making progress.

Progress of all pupils including SEND children is tracked regularly, and class teachers have weekly **core team meetings with the principal, vice principal and SENDCo**. At these meetings, we **discuss the needs, provision and progress** of children with special educational needs, ensuring that teaching and learning is **accessible and ambitious**.

### Impact

Children with SEND feel **happy, safe, included and respected** in school. They demonstrate high levels of **engagement**, developing their **speaking, listening and social skills**. Children make **progress from their starting points** through high quality, inclusive teaching and small group or 1:1 support. On leaving Evergreen Primary Academy, children have developed **good independence and life skills**.



# PSHE

The teaching of personal, social, health and economic education (PSHE) enables our children to become **independent, confident, healthy and responsible members of society**.

## Intent

Our PSHE curriculum equips children with relevant and meaningful content, supported through a strong emphasis on **emotional literacy, building resilience and nurturing mental and physical health**. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in **playing a positive role in contributing** to the school and the wider community. Additionally, through the use of our metacognitive Gem Powers system, our children benefit from a **knowledge of their thoughts and feelings** as they happen, so they are better prepared to choose an appropriate response to situations. Our approach to the teaching of PSHE promotes **emotional regulation** and builds **emotional resilience** as well as promoting **focus and concentration**.

## Implementation

At Evergreen we believe that PSHE plays a vital part of primary education and is **integrated throughout our curriculum**. In addition, we ensure that children receive regular PSHE lessons which follow the Jigsaw scheme of work. Learning opportunities in the classroom show progression across all years within the PSHE core themes: Being me in my World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. RSE is threaded through these core themes but is at the heart of the relationships and changing me themes. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Every year group works on the same theme at the same time, allowing for a **whole-school approach**. Every lesson follows a set structure: Calm, Connection, Open mind, Tell Me or Show me, Let me learn, Help me reflect.

The academy also follows the **Kindness in the Classroom** programme which focuses on **six key aspects of social and emotional learning** - respect, caring, inclusiveness, integrity, responsibility and courage. Children are encouraged to demonstrate these qualities alongside the gem powers which focus on emotional development (ruby, emerald etc.)

PSHE is an important part of school assemblies, where children's **spiritual, moral, social and cultural curiosity** is stimulated, challenged and nurtured. Class assemblies are used to launch each Jigsaw theme and children continue learning at an age appropriate level. We hold focused whole school assemblies to support the children's **understanding of the five British Values**; what they mean, why they are important in our society and how they can uphold them in our school and wider communities.

## Impact

Evergreen children have a ready willingness and ability to **try new things, push themselves and persevere**. They have a good understanding of how to stay safe, healthy and develop good relationships. All children are **positive members of a diverse, multicultural society** and demonstrate a **strong self-awareness**, interlinked with **compassion for others** that they will carry with them throughout their life, to help them **shape their world** and the world of those around them.

All children deserve the **best possible start** to their school education. At Evergreen EYFS we offer our youngest children a **positive and supportive** education **rich in wonder** and memorable experiences that allows their **natural creativity and curiosity** to flourish, alongside the **purposeful acquisition of skills and knowledge**.

## Intent

Early Years learning and development provides **firm foundations** upon which the rest of a child's education is based.

We work **in partnership with parents** and carers to develop **independent, happy learners** who thrive in school and reach their full potential. Children in the EYFS learn by **playing and exploring**, being **active**, and through **creative and critical thinking** which takes place both indoors and outdoors. We understand and follow **children's interests** to plan an **inclusive and enabling environment** that meets the needs of all children. Children are **well supported** to make **excellent progress** from their various starting points and to become **confident and independent** learners.

## Implementation

EYFS staff work closely with children, parents and carers and former settings before they start at Evergreen to build **positive relationships** and ensure that each child has the support necessary to settle quickly and **enjoy school**. All areas of the **EYFS curriculum** are followed and planned for to ensure there is a **broad, balanced and progressive learning environment and curriculum**. Planning for the curriculum is designed to be flexible so that a **child's unique needs and interests** are supported.

Teaching across all 7 areas of learning is **practical and playful** and supported by adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a range of **stimulating continuous provision opportunities**. The learning environment is adapted regularly to meet the different and developing needs of the children. Activities and resources are accessible to all children, and are developed to promote children's increasing **independence and confidence**.

Throughout all of the areas of learning and at the heart of the EYFS Curriculum are the "**Characteristics of Effective Learning**". Development of the key characteristics are valued and modelled in order to give the children the skills that they will continue to draw upon throughout their development and learning.

## Impact

By the end of reception, Evergreen children demonstrate **high levels of engagement** in activities and are **confident** in their skills across all areas of EYFS curriculum. They are able to **apply their knowledge** to a range of situations: **making links and explaining their ideas, taking risks and exploring new ways of doing things**. From their own starting points, children will make **excellent progress** academically and socially, developing a sense of themselves and the world around them, so that they are **well prepared for Key Stage 1**.

# Reading

At Evergreen, we recognise that reading is a **fundamental life skill** and the **foundation of all learning**.

## Intent

Evergreen readers learn from a **progressive curriculum** to enjoy reading and being read to. They understand the **importance of reading for their future lives**. They build reading fluency as well as consider the impact of language, and build their knowledge of words and their use of literature to make strong academic progress across different curriculum areas.

Pupils understand that **reading is a life skill**. Our curriculum covers the key skills pupils need to become confident, fluent readers for life – understanding inference, retrieval of information, the author's intentions and how vocabulary can enhance meaning. Within the Evergreen Community, **reading is encouraged and respected as a fundamental building block within society**.

## Implementation

Early readers are encouraged to respond to stories they have heard through talk and play. In reception, **pupils read to an adult in school every day** to ensure the best start. Decodable books link directly to each child's phonics skills and a structured system is in place to support these books being taken home. Prior to decodable phonics books going home, learners can take home picture-only books to share with their family. To **promote a love of reading**, pupils can select a book to take home for an adult to read to them.

Once a child is able to read phonetically, they will read levelled books which will grow with their ever-widening vocabulary and phonic knowledge while supporting comprehension skills. Regular assessment ensures that book levels are accurate to meet the child's needs. **New arrivals to the school are supported effectively** and assessed so that relevant phonics and comprehension support can be put in place.

As learners build phonics knowledge, reading skills are introduced through Whole Class Reading sessions to support their progress as a reader, following a progressive curriculum that **builds knowledge and skills over time**. Reading sessions start with a DERIC activity for learners to develop their Decoding, Explanation, Retrieval, Interpretation and author's Choice skills. This activity is followed by a teacher-led session following the **'I do, We do, You do' pedagogy**.

Learners visit the school libraries regularly, where teachers **model effective practice** and support learners to choose interesting, enjoyable and challenging texts. A strong partnership with the local public library enhances this experience through visits and guest readers on a regular basis.

## Impact

Reading is a **fundamental building block** for our pupils' knowledge and understanding their world. Learners at Evergreen show a love of reading and make strong progress during internal and national assessments, **regardless of their starting point**. Evergreen readers can confidently stand and read to an audience of their peers, use their reading skills to support their wider academic progress and participate in discussions about what they have read and what they have enjoyed reading.

# Phonics

At Evergreen, we recognise that **high-quality phonics** teaching provides the foundations of learning that underpin the development of **fluency in reading and writing**.

## Intent

Evergreen pupils learn phonics as **part of a broad and rich curriculum** that engages children in a range of activities and experiences to develop their **speaking and listening skills and phonological awareness**.

Evergreen pupils are able to **blend to read fluently**; with speed, precision and expression. They understand how to apply their phonics knowledge to segment to **spell accurately**.

## Implementation

At Evergreen, all staff are well trained to use the **Letters and Sounds: Principles and Practice of High Quality Phonics** programme, which teaches **synthetic phonics**, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Teaching **reinforces and builds on previous learning** to secure children's progress. It is **multisensory** and incorporates the use of **visual, auditory and kinaesthetic cues** to strengthen phoneme to grapheme correspondence and letter formation. Key phonics resources, such as flashcards and phoneme mats, are used consistently throughout the school to ensure continuity of provision.

Evergreen pupils learn phonics from their first day at school. In reception and KS1 classes phonics is **taught daily and discretely**. Phonics lessons follow a **clear teaching sequence**: revisit and review, teach, practise, apply. Phonics learning is reinforced by planned opportunities to apply phonics knowledge and skills across the curriculum and in shared and independent reading and writing activities.

In reception class, whilst children are learning new phoneme to grapheme correspondences, children have sound books to learn at home. Across EYFS and KS1, where new tricky words are being taught, children have these tricky words to practise at home. Fully decodable books, at the appropriate level, are sent home and changed weekly when children begin to read independently. From year 2, children who are ready can take home benchmarked books.

Children's phonic knowledge is assessed and monitored throughout reception and KS1 to identify gaps and ensure that their **progress is rapid and secure**. Children who are new to the school are assessed within their first two weeks in school and given the support appropriate to meet their needs.

## Impact

Evergreen pupils make rapid progress in phonics throughout reception and KS1. By the end of year 1, they know the most common sound-spelling relationships so that they can decode and encode words. Pupils are well prepared for the phonics screener assessment at the end of year 1 and are **competent readers and writers** by the end of Key Stage 1, ready to develop their **fluency and comprehension** skills throughout Key Stage 2. By the time they leave Evergreen Primary Academy, children have the skills to read skilfully and write proficiently in a variety of genres, expressing themselves effectively and being prepared for success in their future lives.

# Writing

Evergreen learners use writing as a **powerful form of communication** to express themselves across a range of different forms, purposes and genres.

## Intent

Written communication continues to be a key life skill in order to have a successful future. Learners at Evergreen learn to write for a **range of purposes and across a range of genres**. They can write in different styles, choosing an appropriate level of formality suited to the intended audience. Evergreen writers have the **technical knowledge and skill** to write with accuracy, have the stamina to produce extended pieces of writing with confidence, and take pride in the way that they construct and present their learning **across all areas of the curriculum**. Learners accumulate writing experience and expertise from a progressive, sequenced curriculum, which is carefully designed and enacted to produce excellent writers capable of **expressing themselves eloquently in different situations**.

## Implementation

Evergreen writers are exposed to **rich, diverse experiences** as they study all aspects of the curriculum, producing high-quality, interesting and varied pieces of writing as a result.

Learners study **key texts** across three-week units, being immersed in the genre, vocabulary and authorial style of a book in the first week; learning the technical aspects of related grammar and punctuation across the second week; and using the third week to study composition and structure, ready to plan, write, edit and revise their own **end of unit outcome** inspired by the book's author. Three-week units begin with an **'immersion event'** which is planned to inspire and engage learners. Following this lesson, learners are exposed to a high quality model, or models, and identify the **'steps to success'** of this genre of writing. Lessons are subsequently linked to these 'steps to success', which allows learners to clearly understand how to write a successful piece of genre-specific writing. Learners are supported to make progress by being set **personalised writing targets** which are stuck into the back of learners' writing books. Writing units are supported through the use of the daily reading sessions to add further knowledge of the author, context, setting and history of the chosen text, expanding learners' **cultural and literary capital** further.

In addition to units based on a key text, learners also study writing forms from across the curriculum, including learning how to take notes, write detailed reports, create non-chronological texts and design presentations for a range of audiences and purposes. Throughout these units, learners gain the subject-specific knowledge needed to write as **scientists, historians, geographers** and others, while also learning the **key technical skills** necessary to write in these ways.

## Impact

Writing across all aspects of academy life is **high-quality and fit for purpose**, with learners making clear progress from unit to unit, term to term and year to year.

Evergreen Excellence books showcase pupil's knowledge and skills, and the **learners are proud to share their learning** with others and talk about why and how they composed it in a particular way.

# Mathematics

At Evergreen, we develop a **love and enjoyment of mathematics**, based on meaningful, connected understanding of concepts and the development of mathematical **Habits of Mind**.

## Intent

Children follow a **well-designed, progressive curriculum**, enabling them to build a **deep and sustained understanding of mathematical skills and knowledge**. Children become **fluent in the fundamentals, confidently reason** about their choices and ideas and become **flexible, resilient problem solvers** with the ability to reflect and improve.

Children at Evergreen will understand maths in the real world and will have a **growth mindset** that allows them to develop their mathematical understanding and skills through **challenge and perseverance**. Maths teaching at EPA is designed to enable all children to develop their **Mathematical Habits of Mind** within a culture of talk being valued.

## Implementation

Maths follows a progressive curriculum of **key skills and concepts** across the academy. Daily maths sessions are structured to **develop conceptual understanding** and support the children to develop their ability to talk about and offer conjectures about the maths—to develop their Mathematical Habits of Mind.

There are two maths sessions a day. The first session includes a lesson input that provides children with the opportunity to **explore, wonder and offer conjectures** about concepts. The sharing of ideas and opinions is valued and used to assess the child's current understanding and craft the remainder of the lesson. Emphasis is placed on the **conceptual understanding** and varied **representations** are used to support this; children are able to move between concrete, pictorial and abstract representations with confidence. An **'I do, we do, you do'** model is used to support the children in this session. At the end of this session, a **hinge question** is used to assess if the children are ready to move on to independent learning.

In the second session, children are given the opportunity for independent practise to **apply these skills and knowledge to mathematical problems**. In KS2, children use answer stations to self-assess learning throughout independent practice, encouraging **independent problem solving**.

Teachers use a range of formative assessment techniques to gauge next steps and appropriate **challenge to deepen understanding**. A review of the day's learning will identify children who require a **'keep-up'** maths session before the next day's learning to ensure they are ready to move on with their peers. Children may also be given **pre-teaching** in the 'keep-up' to allow them to keep up with their peers.

To ensure basic number skills are secure, the **number Sense programme** is used whole class in KS1 and Year 3 and as interventions in other year groups.

Times tables are taught throughout the maths curriculum and practised using the **Times Table Rock Stars programme**. To secure times tables understanding by the end of Year 4, a programme which relies on children storing the facts using sound patterns is used daily in Year 4.

## Impact

Evergreen mathematicians **love maths**. They are fluent mathematicians who are able to recall mathematical facts and move fluently between strategies and procedures to solve a problem in the most efficient way. They are **confident to talk about their mathematical understanding** and have the **perseverance and resilience** to learn from their mistakes and challenge themselves within mathematical ideas.

# Science

At Evergreen, we develop scientists who seek to **explain the world around them**. They build their theories **based on evidence** collected and by **making observations** in the natural and physical world.

## Intent

Scientists at Evergreen know that scientific theories are supported, modified or replaced as they find new evidence. They understand that the search for evidence in science occurs through an inquiry process that blends their **curiosity, imagination and logic**. They understand that scientific knowledge is provisional: although reliable and durable, scientific knowledge is subject to change as **scientists learn more about phenomena**. Evergreen scientists **learn about the theories and models** that are used to describe the natural and physical world. They use these models or theories to **make and test predictions** through **experimentation and observation** and use their results to **revise and improve the models**.

## Implementation

Children develop their scientific understanding of the world around them through **studying key concepts** from the areas of Physics, Chemistry, Earth & Space and Biology. Children regularly **engage in scientific discovery** through a range of observations, experiments and investigations undertaken during progressive sequences of learning.

Children are encouraged to **ask their own questions** and are provided with regular opportunities to use their scientific skills and research to discover the answers. Through this, children will **develop a greater depth of knowledge** as they follow a progressive curriculum which builds upon prior learning from Reception through to Year 6.

Planning involves teachers creating engaging lessons, involving high-quality resources to aid **understanding of conceptual knowledge**. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.

The scientific skills of enquiry and application are embedded into learning opportunities to ensure these skills are being continuously developed. Opportunities to **select and use appropriate scientific equipment** are regularly planned for and ensure children are in a strong position to **collate and interpret results** which leads to conclusions being based on real evidence gained in the classroom or local environment.

## Impact

Children at Evergreen believe they are scientists and consistently demonstrate well thought out approaches to **investigating the natural and physical world** around them. They confidently use a range of scientific vocabulary to **explain their research methods and findings**. Evergreen scientists regularly **pose a range of innovative questions** and use their understanding of scientific skills, knowledge and key concepts to investigate possible answers.

# Athlete

At Evergreen we recognise that PE has the potential to **optimise wellbeing** and have an impact which can **last a lifetime**. Our PE lessons are inclusive and supportive to allow **all learners** to excel.

## Intent

At Evergreen we teach a **fun, high-quality** physical education curriculum that **inspires all learners** to **participate and succeed** in a broad range of physical activities. We provide opportunities for learners to develop their **fundamental movement skills** which will allow them to grow and flourish into **physically confident** young people. Our learners will have opportunities to compete in sport and other activities that help to build lifelong attributes such as **resilience, leadership, teamwork, fairness and respect**. Learners at Evergreen **support and encourage** each other by giving constructive feedback and praise.

## Implementation

Learners at Evergreen engage in two hours of PE every week. This includes one hour of Bristol Sport and one hour of Real PE. Our **"I am an athlete"** PE curriculum at Evergreen provides a framework for the progressive development and acquisition of the skills and attitudes that support our learners to become confident athletes. Both our Bristol Sport and Real PE lessons support our learners to develop an understanding of the importance of a **healthy and active lifestyle**.

All learners at Evergreen are provided with 10 minutes of timetabled **daily exercise** in the form of a physically active video and laps of the playground. All learners are **acknowledged, encouraged and praised** to stay active for the full 10 minutes.

In EYFS, PE is taught through physical activities that develop both **fine and gross motor** skills. Our Reception learners also discuss and explore factors that can impact our **health and wellbeing**. From Year 1 to Year 6, learners are taught the importance of **physical health** and **fitness** through a range of fun and engaging **physically challenging** activities. Learners are challenged to grow as physically literate athletes not only during timetabled PE lessons but also through high profile **extra-curricular activities** at break times, lunch times and **after school clubs**. All children at Evergreen will have the opportunity to learn how to swim proficiently in KS2.

Learners at Evergreen have a variety of opportunities to **participate competitively** in a range of sporting competitions across our trust and against schools in our local area.

## Impact

Evergreen learners are excited about being an athlete and experience a **sense of achievement and success** in our PE lessons. They are able to combine physical skills with fluency and apply them consistently to a **broad range of physical activities and sports**. Learners have the opportunity to **take part in competitive sport** and know how to **collaborate and communicate** impactfully with others. They understand the importance of leading a **healthy and active life**.



# History

At Evergreen, we develop **confident Historians** with a **strong sense of identity** who understand what has gone before them and how it affects their lives today.

## Intent

Children have their own **sense of time and place in the world**. They learn that history is created by **all people, in all places, at all times** and that through studying history, we can understand its influence on the present and future.

Pupils connect with their own and others' histories to **understand our collective identity** and be shown the consequences of key historical events through time. They know the world has changed due to **culture, religion, people, technology and economics** and that history is **local, national and global**.

Evergreen historians understand **chronology** and understand that different societies of people lived in different parts of the world at different times. They seek to understand **who lived when** and know more about their lives and the **impact they had on others**. Children ask questions and investigate lines of enquiry as well as explore artefacts and **use evidence** to learn about the past. As historians, they **consider and challenge viewpoints and share their own perspectives**.

## Implementation

History follows a progressive curriculum where historical events are presented chronologically across the academy. Learning begins with the **knowledge of oneself** in the present and grows from there.

Skills and concepts are taught and explored across termly units, which develop from an **exploration of a specific period in time** and then look in more detail at the **lasting cultural, technological and economic impacts** it had.

Learning across units takes a range of forms, with children carrying out studies of **sources of evidence** in history sessions as well as in reading and writing sessions, and also through **trips, visits and other special events**. Evergreen historians produce **historical reports** to draw on what they have learnt, but also represent history in a range of different ways through **projects and investigations**.

Children are encouraged to **think like historians** in approaching their studies by learning skills such as understanding chronology, practising historical enquiry, using different sources of evidence, communicating their ideas, interpreting history, and by using **questioning as a route to understanding**.

## Impact

Evergreen historians talk about and discuss with enthusiasm the history they have learnt, explaining key **facts and their legacy**. All pupils will be aware of their own history, national history and global history. Their historical reports and project outcomes will reflect their depth of knowledge and understanding. They will have a **foundation of historical skills and knowledge** that gives them the **cultural capital** needed to understand their place in the world.

# Geography

At Evergreen, we develop **confident Geographers** who have a strong sense of identity and **understand the physical and human world** around them.

## Intent

Pupils are taught to understand their **sense of place and space** in the world and appreciate the relationship between people and their environments. They understand that geography's fundamental role lies in **helping to understand the world**, its environments and places near and far, and the processes that create and affect them.

Evergreen geographers gain an appreciation of how the world works and of the **interconnections between concepts such as scale, community, cultural diversity and sustainability**. They study the **shape and features of the Earth's surface**, including countries, vegetation, climates and how humans use the world's resources.

Through active engagement with Geography, children are enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it into the future.

## Implementation

Geographical progression is organised across the school to allow pupils to learn about locational knowledge at a local and national scale as well places at a distance. Learning begins with the knowledge of oneself in terms of immediate location of home and school and develops to learning about the wider world.

Skills and concepts are taught and explored across curriculum-focussed units, which develop from studying the two main concepts of **human and physical geography**. Children study the skills of a geographer, including using maps, atlases and compasses as well as experiments and fieldwork.

Learning across units takes a range of forms, with children carrying out studies in specific geography sessions as well as part of reading and writing units, and also through **trips, visits and other special events**. Evergreen geographers produce **geographical reports** to draw on what they have learnt, but will also represent geography in a range of different ways through **projects and investigations**. Contexts in geography are also aligned to other curriculum areas, such as history and science, where children can use the wider context provided in these learning opportunities to build a **greater sense of their own place in the world**.

## Impact

Evergreen geographers can talk about and discuss with enthusiasm what they have learnt, **explaining key facts and their importance in the world**. Pupils are aware of their own sense of place, in a local, national and global context, including both **human and physical aspects** of their environment. They produce high quality written pieces that reflect their depth of understanding and have a **foundation of geographical skills and knowledge** that will give them the **cultural capital** needed to be successful in the future.

# Art

Evergreen Primary Academy develops **unique Artists** who have a strong sense of identity and self. Each child is on their own artistic journey that is **creative, passionate and personal**.

## Intent

Evergreen artists learn from a progressive curriculum which develops their skills over time. They understand that **anything is possible** when being an artist and have the **freedom to express opinion, uniqueness and individuality**. Pupils are able to explore the world we live in by following their creative ideas and imagination.

All art learning is tailored to the individual and every piece of art work **expresses the ideas and cultural background** of children regardless of circumstance. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth.

Evergreen artists understand the importance of reflecting and evaluating their own, peer and significant artists' products. Our children are encouraged to **take risks and experiment** and then **reflect** on why some ideas and techniques are successful or not for a particular project. Our curriculum is shaped in such a way that children are able to experiment, progress and reflect on learning from Reception to Year 6.

## Implementation

At Evergreen, the art curriculum provides a clear and comprehensive scheme of work that will show **progression of skills** across all key stages within the strands of Art. Children are given an opportunity to present their **sense of vision** through **observation, experimentation and illustration**. Pupils are encouraged to use their imagination through a wide variety of media, and manipulative skills are developed as well as an awareness of **colour, texture, design and dimension**. Because the children will have access to key knowledge, language and meanings, they will be able to apply this to their work in Art and across the wider curriculum.

Learning across the curriculum takes shape in a variety of different ways. These include, for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting, or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Artistic opportunities are designed for children to **think like artists** to be able to learn new skills along their artistic journey, such as the influence of art in the **modern world**, the development of skills which can be taken further and evaluating every step of the way to ensure individuality is being expressed.

## Impact

Evergreen artists are able to discuss their learning in a thoughtful and reasoned manner. They will have the fundamental skills of being an artist which **showcases their unique sense of self and place in the world**. Alongside our Artsmark journey, the children can express that art reflects themselves, our community and the wider world as a whole.

# Design Technology

Evergreen Primary Academy encourages our designers to explore, create and evaluate. We shape our ideas to become practical, innovative and to tell a story.

## Intent

Evergreen designers surround themselves in a range of products and inspirational contexts. We aim for the children to find meaning and tell a story through their design challenges. Using creativity and imagination, pupils design and make products that solve real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. Design Technology allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through unit learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning.

## Implementation

All children follow the discover, define, develop, deliver and evolve cycle rooted in technical knowledge. Each stage should be rooted in technical knowledge regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary.

At Evergreen, we encourage children to understand the story of people, their interactions with their environments, their wants and needs and how these lead to the design and creation of products for specific purposes. This is Design and Technology. We actively encourage children to make wider links and bring in their own knowledge and background.

At Evergreen, we utilise our local links with Bristol University, UWE and Bristol Museums to support our learning in the wider world.

## Impact

Evergreen designers are able to evaluate and evolve their learning in a thoughtful and reflective manner. They will have the ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs. Our designers have the ability to act responsibly, working ethically, using finite materials carefully and working safely. In line with our Artsmark journey, the children can express that design and technology reflects themselves, our local community and the wider world as a whole.