

# Primary Curriculum Newsletter 5



## Summer Update! July 2022

Congratulations everyone for making it through what seems like the busiest half term in schools. Summer has well and truly arrived and I hope you've all managed to stay cool!



I thought it would be useful to do an end of year round up, in terms of curriculum.

### Trust Directors

Excitingly, we have started to grow our Primary curriculum team even further. Joining Millie Chapman (EYFS Director) & Katie Crozier (Primary Maths Director), I'd like to say Congratulations to Alice Evans who has been appointed as the Primary English Director and to Robyn Wilson who will be the Primary IT Director. They will both have a day a week each to focus on school curriculum development across our Trust schools. Really exciting times as we continue to improve the curriculum offer in each of our schools.

### CPD opportunities

This year we have run the first round of our **ETL** (Enhanced teaching and learning) course, with teachers across the Primary schools and the feedback has been really positive. From September, this will increase to facilitating the **OTL** (Outstanding teaching and learning) and the **ELTA** (Enhancing learning for Tas). All of these courses have been reviewed and adapted to meet the needs of our Primary schools and are really useful. It would be great to see more faces attending these in September.

### Trust Subject Leaders

As always, a huge thank you to our wonderful team of Trust Subject Leaders. They have worked hard to keep communication going within each subject. Through Teams chats and network meetings its been great to see subject leader engagement across all of our schools. We are so lucky to have this expertise at our fingertips.

### Vacancy

If you are interested in becoming a Trust Subject Lead, then we are recruiting for Music, Art and Geography. If you are interested in taking on one of these roles, please do get in touch with me and I can tell you more. You don't need to have a degree in this subject, just passion and drive to become an expert and the ability to support other subject leaders.

I hope you all have a lovely restful summer, see you in September!

Em McMurray [emcmurray@jeavonswood.org](mailto:emcmurray@jeavonswood.org)



## A few subject updates...

### IT

#### Computing in the Curriculum

It's been a busy, exciting year with the arrival of iPads in many of our primary schools. We've been lucky enough to receive training from Apple Specialist David Kirtlan (the founder of 'iBand'). We've learnt quick, easy wins on the iPads and launched 'iMovie' at our trust training day too. It was lovely to hear Gamlingay so keen to use iMovie with their Year 6's soon after. Thank you for all your feedback from this training.

Most recently, it was great to share accessibility features and specialist apps with the trust SENCOs. There are so many apps out there, it can be difficult to know where to start and what are most effective. I will be offering training in subject-specific apps next academic year to support with this.

As a trust, we are now the proud owners of a 'Seesaw District Account'. You may have noticed that after you've created an activity, there's the option to share within the district library, which has great collaborative potential. Watch this space!

Share to School & District Libraries

Other teachers at your selected Schools or District will be able to use this activity.

[Share](#)

Jeavons

Digital Leaders in Year 5 who have shared iPad training with other year groups. On Tuesday, they're very excited to go into Foundation to teach them how to use Seesaw, preparing them to use it to support their independent learning in Year 1. Having a team of experienced pupils is a great way to teach other year groups.

Thank you for your time and patience with the iPads this year. Now that the iPads set up, I am excited to work together to develop their use within the curriculum.

Robyn Wilson  
rwilson@jeavonswood.org

Wood have a team of



## A few subject updates...

### Science

It's been a busy year, setting up the Trust Science Coordinators group, establishing working relationships and getting to know how Science works in the very different schools across the Trust. Our schools have lots of great practise to celebrate and share, as well as plans to continue developing the subject, their curriculums and general pedagogy.

The Trust meetings have been amalgamated with the CB23 Science Network meetings, in order to reduce the meeting needs on busy teachers. Upto 20 schools meet once a term (the last one was in person!) to look at pedagogical ideas and needs within the schools to support each other as coordinators. We have looked at; OFSTED experiences and tips, Assessment - formative to Statutory and everything in between and Working Scientifically - EYFS into KS3 and how we can establish great habits, skills and knowledge all the way through the phases.

In addition, our Trust schools have been both working with myself and each other to support leading Science and curriculum development. I worked with Katie May at Gamlingay, who in turn, is now working with Offord and Everton schools on curriculum design with my continued support. Hartford Juniors is also now reviewing its curriculum with support. Jonathan Bowers has set up an area on Share Point where we are able to share resources and this is quickly filling up with CPD, curriculum and a host of resources and is proving very popular!

We have also been fortunate to be able to work with Becky Gail, Biology Lead at Cambourne VC who has a role to support Primary Science CPD. She successfully wrote and won a bid to the Trust's Development Fund to fund essential resources for practical science, release time to support each other and membership to a published on-line scheme to support curriculum planning.

In addition, I have also attended on-line meetings with Astra-Zeneca and Cambridge United FC to investigate a project linking football and science and a project with York University about air quality and how children can become involved, taking part in practical lessons. All in all, a busy and successful year!

Please feel free to contact me with any Primary Science needs at

[kiallen@jeavonswood.org](mailto:kiallen@jeavonswood.org)

Kirsty Allen

Trust Primary Science Lead

## A few subject updates...

### RE

We have had some really great discussions this year across the Trust regarding RE. As a trust, we use different syllabi. However, through discussion we have learnt that whilst the knowledge outcomes maybe tailored to our school or content of the syllabus (AF1) our expectations of what the children learn from religion (AF2) is fairly consistent. This led us to consider how we assess children's learning within Religious Education. The National Association of Teachers of Religious Education (NATRE) have produced an assessment document (please contact me if you would like to see this,) that outlines the 8 steps of progress for children between the ages of 5-14 within RE. It then goes on to explain that there are three key separate areas that progress can be monitored;

- Knowing about and understanding religions and worldviews,
- Expressing and communicating ideas related to religions and worldviews,  
Gaining and deploying the skills needed for studying religions and worldviews.

This research challenges previous models of assessment in RE, as mentioned above there are traditionally only two key areas, which as suggests that across the trust we can we support not specialist staff further in their understanding of what age-related learning looks like within these different key stages. Therefore, next academic year, we plan on looking at how we can further support school staff in developing their subject knowledge.

Sophie Butcher

### Music

Music appears to be getting a re-focus from the DfE currently. A Government paper has just been released (June 2022) which has ambitious goals for music education in our schools - A National Plan for Music Education. There is a recognition of how much music contributes to well-being and also to our economy. I think that one of the most useful tools in the document is the self-evaluation audit for primary music which will help us to identify priority areas for our work next year.



*Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us. Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives.*

## A few subject updates...

### EYFS

What a busy year for all EYFS practitioners across our Trust.

Both our Pre-School and Reception practitioners have been 'getting to grips' with the expectations of a new curriculum. Ages and stages to assess children by have changed, along with curriculum areas and expectations within those areas - a lot for everyone to be thinking of and working through. As always though we have successfully navigated these changes and adjusted our practice accordingly to ensure that our children are receiving best quality provision.

There has been a great deal of work around planning for the new curriculum. Ensuring that we still provide broad and varied experiences that challenge all learners. We have moderated Reading, Writing and Number across the schools together, with a good level of professional dialogue around why certain judgements had been made. This moderation proved to be a valuable process for all and was well received by all Early Years colleagues.

The real strength now within our Early Years settings across the Trust is the sense of collaboration that has been built. The open sharing of good practice at our meetings is a privilege to be part of, along with the support from school to school to overcome issues that have arisen. Colleagues are working closely together from Pre-school to Reception which is facilitating a much smoother transition into school. We recently invited Year 1 colleagues to join us, again to support that smooth transition from Reception to Key Stage One.

All in all a very successful year for Early Years, where face to face meetings once again have enabled us to form the close bonds that are now embedded across our schools.

Millie chapman MChapman@catrust.co.uk



## English

With phonics being such high profile in our schools, I thought it would be useful to share our experience of swapping to a new scheme....

Back in September last year, Jeavons Wood made the jump to Little Wandle phonics; it being the only DfE approved phonics scheme at the time. I thought it might be interesting to tell you about our Little Wandle journey in the Reception Classes.

Set up was seriously underestimated; who knew you would have to chop and sort so many word cards!!! All hands were on deck for the ordering and sorting of the books. Collins (The publishers) had managed to mix all the books up in the huge quantity of boxes that we received. Then, we put aside two staff meetings for teachers to watch the training videos, but more time was needed on top of this. We also paid all Teaching Assistants to complete the training in their own time at home. This proved to be invaluable. When we finally began, we found the lessons much longer than the recommended time, and the scheme too sedentary resulting in the children becoming disengaged from their learning. Had we made the right decision?????



Jump one month forward and we are now in the week following October half term. Watching phonics being taught in Foundation Stage is a joyful experience. Teachers are pacy and engaging, children understand expectations and can anticipate what is coming next. The confidence of children with their gpcs and remembering the associated rhymes is delightful to see. Children are now ready to start their reading sessions.

After a bit of time spent on scheduling and staffing the sessions, we are up and running and ready to go. The children are loving their sessions and groups are swapped half termly so that all children get to read with a different member of staff. Staff are surprised at how quickly the children are recalling tricky words and many are beginning to read with automaticity. In the early days, there was a temptation to tweak parts of the lesson, and we are really glad that we resisted. Children have made excellent progress and are reading with a new-found confidence. The only small change, during the sentence reading and spelling section at the end of the session, our SEND children leave the room and have a differentiated task. We felt this was necessary to meet the needs of our particular cohort.

What we have noticed as we come towards the end of the school year, is that the children have a sound knowledge of phases 2,3 and 4. All children are blending, and many are reading with automaticity. We are so impressed with how well they have done. We look forward now with anticipation to the phonics check at the end of year 1 and feel confident that we have indeed taught these children to read. And read well.

Sally Day [sday@jeavonswood.org](mailto:sday@jeavonswood.org)

## Maths

The Trust primary maths leads have been regularly meeting this year to work on a project studying the effectiveness of pre-teaching in maths.

We started by looking in depth at the action research conducted by Babcock Education in partnership with Devon County Council, Jurassic Maths Hub and Cornwall and West Devon Maths Hub. Trust maths leads have been trialling pre-teaching with a group of children from their class to assess the impact.

All teachers that have taken part have concluded that there are significant benefits for the children in terms of their conceptual understanding but also in assigning competence. Maths leads have noticed that the majority of children involved in a regular pre-teach group have raised status within the class and have a more positive attitude towards maths lessons. With pre-teaching, children come into the maths lesson already equipped to make sense of learning rather than losing lesson time, feeling despondant and then having to spend time out of other lessons catching up on post-teach. The other significant impact has been on teachers own practice. The pre-teach session is short and in some cases can only be held once a week. The teacher needs to look carefully at the up-coming unit of work and think about potential difficult points and misconceptions. Decisions need to be made about which representations and language to make a focus of the session. Teachers felt that they had a better understanding of the unit of work by thinking about the pre-teach session.

Maths leads are considering how to implement this strategy more widely next year.

Katie Crozier

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**Supporting children to be active  
and influential participants in  
mathematics lessons through  
effective use of assigning  
competence and pre-teaching**

**Final Report July 2017**

Report of an action research project

Babcock LDP

Ruth Trundley

Carolyn Wreghitt

Helen Edginton

Helen Eversett

Stefanie Burke

