



Discovery Primary Academy

Foundation Curriculum Policy

Purpose

The purpose of this policy is to describe our practice in the foundation subjects and the principles upon which this is based.

Principles and Values

The National Curriculum is delivered at Discovery Primary Academy using a subject specific approach. The National Curriculum is the basis to ensure coverage and progression throughout the academy. The curriculum is underpinned by the Academy's Core Values (aspiration, confidence, determination, kindness and responsibility) and these are taught through other areas in the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

The Foundation Subject Curriculum is clearly mapped out using 'Big Ideas' documents for each subject. Learning is built upon previous knowledge, experiences and skills. Key concepts have been identified that run vertically and horizontally through the curriculum. The teaching of the Foundation Curriculum is based on Rosenshine's principles. These are:

- Daily review
- New materials in small steps
- Ask questions
- Provide models
- Guide student practice
- Check student understanding
- Obtain high success rates
- Scaffolds for different tasks
- Independent practice
- Weekly and monthly review

Our planning format supports our pedagogy and approach to each Foundation Subject. In each lesson, children answer a 'Big Question'. Furthermore, our lessons follow this teaching sequence:

- Super Review (reviewing knowledge from a previous year group)
- Review (reviewing knowledge appropriate for this lesson's learning)
- Vocabulary (explicit vocabulary teaching)
- Teach (sharing the key knowledge or skills)
- Guided Practice (rehearsal of the knowledge or skills)
- Check Understanding (reviewing the key knowledge or skills)
- Independent/Paired/Group Activity (applying the key knowledge or skills)
- Plenary (reviewing the lesson's learning)

For each topic, Knowledge Organisers have been created to show the children what they will learn in a unit and the vocabulary they should acquire and use. Knowledge is adapted to meet the needs of different learners. Knowledge Organisers are used to recap and review prior learning to help children commit key knowledge to their long-term memory.

This instructional approach is structured to manage cognitive load and facilitate mastery. It begins by presenting new information in small steps, immediately followed by practice time to support working

memory. Teachers use carefully considered questions for formative assessment, addressing misconceptions and linking new material to prior knowledge. Students will progress through ample rehearsal and guided tasks. Finally, learners transition to independent practice only after foundational understanding and skills are firmly established.

We aim to ensure that **deep** learning can be applied in a range of different curriculum areas. This enables children to **master** the requirements of the curriculum. We focus on learning approaches that require children to apply their skills and knowledge through problem solving and analytical thinking.

We also place a great deal of emphasis on developing vocabulary and using full sentences. We recognise that weaker communication skills predict poor life chances and that the vocabulary children have aged 5 is a strong indicator of success at GCSE level. Many of the children who join our academy, including the most vulnerable, are 'word poor': they have speech and language skills significantly lower than those expected for their chronological age. We are determined to create better life chances for our children than their oracy skills, upon joining our academy, predict. Through explicit and rigorous teaching of vocabulary across the curriculum, as well as opportunities within every lesson to develop their spoken language skills, we endeavour to address and close the 'language gap'.

Science at Discovery

Intent

The 2014 National Curriculum for Science aims to ensure that all children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop an understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that knowledge can be taught through this.

At Discovery Primary Academy, we encourage children to be inquisitive throughout their time at the academy. The Science Curriculum inspires a healthy curiosity in children about our universe and promotes respect for the environment. We believe Science should promote the acquisition of knowledge, concepts, skills and scientific vocabulary through the key knowledge that has been identified within each unit and across each year group. Throughout our academy, children are encouraged to develop and use a range of working scientific skills, including questioning, researching and observing for themselves. We ensure our Science Curriculum builds and develops both knowledge and scientific skills from EYFS – Year 6.

Implementation

To ensure high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the academy and builds on prior knowledge. Planning for science is a process in which all teachers ensure that the academy gives full coverage of the 2014 National Curriculum programmes of study for Science and Understanding of the World in the Early Years Foundation Stage.

Science is taught in planned and arranged topic blocks. This is a strategy to enable the achievement of a greater depth of knowledge. At the start of each topic, teachers take time to review prior

knowledge either from the previous topic or year groups. This allows our teachers to identify any misconceptions that the children may have and adapt the learning where necessary. Knowledge organisers are displayed from previous units that have been taught to support the review of knowledge. Our activities are tailored to support the needs of all children, including those with SEND, EAL and those who are working at greater depth.

A key part of all lessons is vocabulary. Key scientific language is modelled throughout lessons, enabling our children to be familiar with and use vocabulary accurately. Links to scientific skills are explicit and children are shown which aspects they are going to be working on during a lesson. Symbols are used to support this to make the learning visual.

Impact

Our Science Curriculum is high quality, well-thought-out and is planned to demonstrate and ensure the progression of knowledge, concepts and skills. Therefore, providing children with the foundations and knowledge for understanding the world around them. We provide children with first-hand experiences to develop their cultural capital. We promote high expectations and positive role models within the field of science through inviting professionals into the academy. This exposure allows children to feel that they are scientists and capable of achieving. Within lessons, children will work collaboratively and practically to investigate and experiment. Children at Discovery Primary Academy overwhelmingly enjoy science and this results in motivated learners with sound scientific understanding.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have secure scientific skills and understanding and a good grasp of five key concepts:

- Cause and Effect
- Similarity and Difference
- Change
- Structure and Functions
- Systems

Children's progress is monitored through a variety of in-class questioning, end-of-unit assessment tasks (posters, quizzes and presentations), bookwork, practical investigations and pupil voice.

Art & Design at Discovery

Intent

Art & Design is planned and delivered as a discrete subject throughout school. Within the Early Years, it is taught through planned focused activities and continuous provision. Within Key Stage 1 and 2, Art is planned following the National Curriculum using the CUSP scheme of work. Art & Design teaching is organised into blocks, with each block covering a particular aspect of art. Pupils build on their previous knowledge of key art skills and concept through planned vertical progression. Teachers plan and build on skills and concepts previously taught and ensure that skills, knowledge and vocabulary are embedded and extended, using Rosenshine's Principles of Instruction. Through a consistent approach to teaching, staff ensure the children can retain information and use skills confidently within their work. Key vocabulary and artist connections are displayed on knowledge organisers within children's sketch books, which outline the key learning in each unit.

Implementation

CUSP (introduced September 2024) ensures full coverage of the learning objectives outlined in the National Curriculum. Knowledge, skills, key concepts and vocabulary are carefully planned to ensure that lessons are taught sequentially and therefore embed the children's knowledge, skills and recall of key vocabulary. Lessons review previously taught skills and provide the children with the opportunities to explore and develop their own use of the media and techniques introduced, through sketchbook work. As skills and knowledge are embedded, the children work towards using these within a main piece at the end of a unit.

Impact

Children develop a range of Art & Design skills and can use a wide variety of media with increasing confidence. They have a good understanding of the subject-specific vocabulary used when reflecting and talking about Art & Design, and their sketchbooks show development in their use and application of different media. Children gain confidence responding to artwork and voicing their ideas. They see art as a process and can use skills and knowledge taught to inform their work. Subject leaders support staff in their planning and give feedback to staff to further develop areas of the curriculum. Throughout our school, the artwork produced is proudly displayed, reinforcing the value and importance of art within our school. Children's work clearly highlights the understanding and skills gained through their focused work, showing a clear progression in skills throughout year groups.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure understanding and a good grasp of seven key concepts:

- Colour
- Shape
- Texture
- Tone
- Line
- Form
- Space

Computing at Discovery

Intent

At Discovery Primary Academy, we recognise that children are living in an increasingly technological world and aim to provide them with the vital skills and knowledge to be confident in this area.

We ensure that children of all ages and abilities are exposed to a progressive Computing Curriculum in which they can demonstrate an understanding of the skills, knowledge and vocabulary relevant to their age that additionally allows them to revisit the skills and knowledge they have learnt through their prior years.

We use the National Centre for Computing Education Curriculum to meet the aims of the National Curriculum. Within the Early Years, children are provided with early experiences of technology through having opportunities to handle technology purposefully, such as iPads and interactive screens to deliver basic technology handling skills.

Implementation

Computing is a mainly practical subject with many cross-curricular links. We encourage staff to incorporate technology throughout the wider curriculum and use these skills to research and present their findings in a variety of ways.

The curriculum we use includes specific vocabulary to develop understanding and reviews of previous learning to help develop cross-linking between previous and current learning. Knowledge organisers for each unit include assessment information for children to know how they are doing in each lesson. The practical nature of our curriculum helps to support children of all abilities (including SEND and vulnerable children) to be successful.

Impact

Our curriculum progressively develops skills across the academy, focusing on the core themes of E-Safety, Coding, Digital Arts (photography and video making) and Productivity (office skills). By the end of Year 6, children will be able to confidently take, edit and appraise pictures and video. They will be able to use visual coding languages to create, edit and debug their own programs. They will be able to create, edit, improve and appraise documents, including using outside resources and images/videos to improve impact. We ensure that e-safety is a central theme of our teaching throughout the year, but with a specific focus at the beginning of each academic year and around internet safety day in February.

The use of live assessments allows us to make adaptations to our teaching on a session-by-session basis to ensure all children can be successful at their own level.

Design and Technology at Discovery

Intent

At Discovery Primary Academy, our Design & Technology Curriculum has been created with the aim of delivering inspiring lessons that provide the children with a variety of life skills as well as encouraging creativity, critical thinking and innovation.

We provide varied learning opportunities which aim to develop children's technical skills in Design & Technology, develop their wider knowledge of product design and their ability to apply complex vocabulary accurately. The children learn how to be designers through purposeful projects that provide true-to-life experiences.

Our Design & Technology Curriculum covers all the skills and technical knowledge outlined in the National Curriculum through meaningful units of work that encourage children to challenge themselves. We ensure that we are providing opportunities to revisit skills taught in previous years to embed their learning and deepen their understanding of certain skills or concepts.

Implementation

Lessons are planned and delivered to reflect Rosenshine's Principles of Instruction. We begin with a daily review activity which acts as a recap of prior knowledge and can help to strengthen previous learning. Knowledge organisers have been written for each unit and have been adapted to identify the core knowledge that pupils who are New to English or SEND should acquire and an aspirational section that extends the knowledge that more able pupils should acquire.

Key Stage 1:

Through meaningful and practical activities, the children learn how to design and make functional and appealing products. They are taught how to safely use a variety of tools, express themselves during the design process and evaluate both the process and the outcome. We ensure that the projects have a purpose and can have a 'real-world' application. For example, in Year 1, the children learn about mechanisms by exploring different toys and comparing modern day toys to toys from the past. They then are challenged to create their own pop-up toys that could be sold in our own school shop.

Key Stage 2:

Within Key Stage 2, we ensure that the learning is just as practical and meaningful. As well as this, key events and individuals that have influenced the world of Design & Technology are covered in more depth and sophistication to ensure children can observe the wider context of Design & Technology.

Food Technology:

At Discovery, we have increased the number of food technology lessons being taught. This is in order to reflect the diversity of foods eaten by various different cultures, as well as to truly highlight the importance of healthy eating and teach vital life skills to the children from our community. The children will learn all about where their food comes from, experience a wide range of new foods from different cultures, how to stay safe in the kitchen and how to prepare and cook a variety of different foods.

Impact

Teachers continually assess children in Design & Technology lessons. Our Big Ideas are used as a reference for what practical skills, knowledge and vocabulary children should know by the end of each year group. This assessment is then used to inform teachers, to scaffold and challenge the children where required.

Design & Technology is also monitored by the subject leader throughout the year in the form of book monitoring, lesson observations and pupil interviews to discuss their learning and establish what children know and can remember once a unit of work has been completed.

We believe that a meaningful and enriching Design and Technology curriculum, which develops academic, cultural and practical skills, will support children in becoming well-rounded global citizens with strong cultural capital.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure understanding of the design process and a good grasp of seven key concepts:

- User
- Purpose
- Design Decision
- Functionality
- Innovation
- Authenticity
- Nutrition

Geography at Discovery

Intent

At Discovery Primary Academy, our Geography Curriculum is designed to ignite children's curiosity about the world around them. We are determined that, alongside Geographical Knowledge, there will be a high focus on the development of specific Geographical Skills through discrete Geography lessons to ensure children know more, can do more and remember more.

The teaching of Geography in our academy is intended to be inclusive and equip pupils to ask questions about the wider world around them, analyse evidence and statistics, think critically and develop informed judgements, so that they know more and remember more.

Geography is delivered as a discrete subject and, wherever possible, cross-curricular links are made. However, teachers make it explicit to the children that they are learning geographical skills and encourage them to think like 'Geographers.' This is enhanced by the addition of 'Working Geographically' slides to inform children of the skills they will be learning. Pupils are encouraged to develop their skills such as interpreting maps, reading a compass, collecting and analysing data as evidence and communicating geographical information in a variety of ways.

Implementation

Geography lessons are planned and delivered to reflect Rosenshine's Principles of Instruction. Opportunities are planned to study various countries and processes around the world and compare them to one another to deepen children's understanding and sense of scale. Knowledge organisers are used so that children have access to key language and meanings, to help them understand and readily apply this knowledge to their written, mathematical and verbal communication skills, in a purposeful context.

At Discovery Primary Academy, our Geography Curriculum is enhanced through local walks, which are planned to allow children to make connections between STEAM and Geography. In order to do this successfully, children will be provided with local maps which will enable them to navigate and apply their geographical skills when accessing the local area.

Geography is assessed through teacher judgement using ongoing formative assessment. At the end of each unit, children will partake in an assessment to inform the teacher of skills and knowledge learnt. These assessments are offered in a variety of ways, whether it be a written or practical task, to allow the children to embed what they have learnt.

Impact

Children will retain knowledge that is vital to Geography within a real-life context; they will have a very good understanding of the world around them and how it has been shaped by physical and human geography. Geography is monitored by the subject leader throughout all year groups using a variety of strategies such as book and planning looks, lesson observations, staff discussions and will involve pupil interviews. Feedback is given to teachers and leaders using the information to see if the children know more and remember more.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure geographical understanding and a good grasp of three key concepts:

- Space, place and scale
- Human and physical processes
- Interdependence and patterns

History at Discovery

Intent

The value that Discovery Primary Academy places on History is clear the moment you enter the building, with historical murals, and year groups named after historical period. The purpose of History is to help children understand how the past shapes the present and to build a strong sense of identity through a clear chronological framework. Pupils develop essential knowledge, vocabulary and disciplinary skills such as questioning, explaining and interpreting, supported by the key concepts (change, continuity and cause). What they learn influences their choices, attitudes and values, aligning closely with our school values. We ensure all pupils, including those with SEND, can access the curriculum through explicit vocabulary teaching, scaffolding, chunked tasks, visuals and high-quality knowledge organisers.

Implementation

At the start of every academic year, each year group learns about the period of history that their classes are named after.

Knowledge organisers have been written for each unit and have been adapted to identify the core knowledge that pupils who are New to English or SEND should acquire and an aspirational section that extends the knowledge that more able pupils should acquire.

We follow the CUSP History units to support us in planning our History Curriculum. Every lesson starts with a review that helps the children to recall previously taught facts. As part of our Cultural Capital, Tier 2 and 3 vocabulary is taught as part of every lesson; visual support is given to pupils who are New to English or have SEND to ensure access. Lessons begin with a question that all pupils should be able to answer by the end; the unit culminates in an independent activity that assesses the children's knowledge and understanding.

The key concepts and big questions are revisited throughout the year to ensure that pupils' knowledge and understanding is committed to their long-term memory.

Impact

At the end of each unit, we expect that children will be able to:

- Use the tier one and two vocabulary correctly and in context.
- Answer each of the questions posed at the start of every lesson.
- Make links between units taught that year and in previous years.
- Make links between key historical concepts and concepts taught in other subjects.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure chronological understanding and a good grasp of four key concepts:

- Cause and consequence
- Continuity and change
- Similarity, difference & significance
- Perspectives

Music at Discovery

At Discovery Primary Academy, Music is taught by a specialist music teacher and Performing Arts are incorporated into the lessons as appropriate.

Intent

At Discovery Primary Academy, our intent is to provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. Across the academy, they will learn about the same musical concepts through different musical activities which will enable them to develop a secure, deeper learning and mastery of musical skills.

- We encourage our children's understanding and enjoyment of music through an active involvement in listening, composing and performing.
- We provide the opportunity for children to develop their individual skills, sharing and co-operative learning experiences.
- We help children to develop an awareness of musical traditions and developments from various cultures.
- We build all children's confidence by encouraging children to participate in a variety of musical experiences.

Implementation

The implementation of the Music Curriculum at Discovery Primary Academy is delivered predominantly through the specialist music program, which is designed specifically for the teaching of music in primary schools. Lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. A dedicated, specialist teacher produces inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.

Children are taught to recognise the musical elements of pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure. Furthermore, they are taught to make music together, to understand musical notation and to compose pieces. The children will learn how to play the recorder, xylophone and a variety of percussion instruments, as well as perform using body percussion and vocal sounds. They are also taught to sing and play in time, controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

Discovery Primary Academy also offers private tuition and a range of extracurricular music activities to enrich children's love and learning of music.

Impact

Through the child's journey at Discovery Primary Academy, their musical skills and understanding are developed year-on-year, from singing simple songs from memory and performing simple rhythm patterns in KS1, to more advanced techniques and skills, and understanding in lower KS2, further developing in upper KS2 where the children can play an instrument confidently, and can read and follow a simple musical score. Throughout all this, the child's enjoyment of music is a key element, running alongside the 'taught' musical skills and objectives. We want our children to become musical, creative pupils.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have secure skills and understanding and a good grasp of nine key concepts:

- Pulse
- Pitch
- Tempo
- Rhythm
- Timbre
- Dynamics
- Structure
- Notation

- Texture

PSHE at Discovery

Intent

At Discovery Primary Academy, our PSHE curriculum is designed to provide a high-quality, ambitious and inclusive education that supports pupils' personal development alongside their academic achievement. The curriculum is coherently planned and sequenced to ensure that pupils develop the knowledge, skills and attributes needed to keep themselves safe, maintain positive physical and mental health, and build respectful relationships. It fulfils statutory requirements for Relationships Education and Health Education, while also promoting British Values, economic understanding and active citizenship. We intend that all pupils develop emotional literacy, resilience and an understanding of diversity and equality, enabling them to become confident, responsible and well-informed members of modern society.

Implementation

Our PSHE curriculum is implemented through the Jigsaw programme, which provides a well-structured and progressive sequence of learning. Content is organised into clearly defined units that are revisited and built upon over time, ensuring depth of understanding and secure knowledge retention. PSHE is taught through regular, timetabled lessons and reinforced through a whole-school approach, including assemblies, behaviour systems and wider curriculum links.

Teaching is inclusive, adaptive and responsive to pupils' needs, including those with SEND, ensuring all pupils can access and engage with the curriculum. Lessons are interactive and discussion-based, enabling pupils to develop oracy, reflect on their learning and apply their knowledge to real-life situations. A strong emphasis is placed on emotional literacy, safeguarding and respectful relationships, with opportunities for pupils to practise key skills such as communication, decision-making and self-regulation. Curriculum content is informed by statutory guidance, local context and pupil voice, ensuring it remains relevant and meaningful.

Impact

The impact of our PSHE curriculum is evident in pupils' ability to apply their learning confidently in a range of contexts. Pupils demonstrate secure knowledge of how to keep themselves safe, understand healthy relationships and make informed choices about their wellbeing. They show respect for others, an appreciation of diversity and a clear understanding of right and wrong.

Our aim is for pupils to be able to articulate their thoughts, manage their emotions effectively and resolve conflicts in a constructive manner. Furthermore, they demonstrate increasing levels of independence, resilience and responsibility as they progress through the school. Through ongoing assessment, monitoring and pupil voice, we ensure that learning is embedded and that all pupils are well-prepared for the next stage of their education. As a result, pupils leave Discovery Primary Academy as confident, respectful and responsible individuals who are ready to contribute positively to society.

Physical Education at Discovery Primary Academy

Intent

At Discovery Primary Academy, we recognise that Physical Education (PE) plays a vital role in supporting children's physical development, health and wellbeing. In line with the National Curriculum, our PE curriculum aims to ensure that all children develop the competence, confidence and motivation to participate in a wide range of physical activities.

Through high-quality teaching in a safe, supportive and inclusive environment, children build fundamental movement skills, improve their physical fitness and develop an understanding of how to lead healthy, active lives.

Our curriculum promotes opportunities for children to engage in competitive and co-operative activities, apply principles of fairness and respect, and develop teamwork and leadership skills.

We are committed to enabling every child to achieve their full potential in PE, including developing proficiency in swimming, and fostering positive attitudes that support lifelong participation in physical activity.

Implementation

At Discovery Primary Academy, the long-term Physical Education (PE) plan specifies the curriculum units to be delivered throughout the academic year. Using PE Passport, we ensure compliance with the statutory requirements of the National Curriculum.

The Academy is committed to providing a challenging, engaging and enjoyable PE programme that encompasses a broad spectrum of activities, including invasion games, net and wall games, striking and field games, gymnastics, dance and outdoor and adventurous activities. Swimming instruction is provided for pupils from Years 1 to 6 on an annual basis.

In addition to the formal curriculum, pupils are actively encouraged to participate in a wide range of extracurricular opportunities, both during lunchtimes and after school. Pupils are also invited to represent the Academy in competitive sporting events within the local community.

Discovery Primary Academy adopts an inclusive approach to team selection and participation, with the aim of promoting engagement in physical activity for all pupils, while supporting their physical, social and mental wellbeing.

Impact

Through high-quality teaching, we inspire and motivate pupils to engage in a wide range of sporting activities. Our curriculum encourages children to take responsibility for their own health, fitness, and wellbeing, while providing opportunities for them to experience success in competitive sports. Pupils develop essential life skills, including resilience, teamwork, and self-discipline, as they strive to achieve their personal best. As a result, all children are empowered to succeed both within Physical Education and in broader aspects of their personal development.

Religious Education at Discovery Primary Academy

Intent

At Discovery Primary Academy, the Religious Education and World Faiths Curriculum intend to provide children with a balanced and open-minded education. Through learning about all the major world faiths, humanism and non-religions children will be prepared for life in our diverse and multicultural society.

The curriculum uses the Cambridgeshire Locally Agreed Syllabus (2023-28) units as well as our own. At Discovery Primary Academy, we use an enquiry-based approach to encourage critical thinking and

reflection about children's own beliefs and other peoples' values. We aim to foster empathy and respect for each other, celebrating similarities and differences within and between faiths. Religious Education intends to challenge prejudice and stereotypes. Therefore, children are confident to proudly share their beliefs in lessons, but also very willing to listen to others' knowledge, comparing and developing religious literacy.

The children learn through the intertwined strands, learning about and from religions. The teaching of Religious Education in our academy is inclusive and equips pupils to sensitively ask questions about religious groups, families and their beliefs, places of worship, special books, celebrations, values and morals. It is delivered as a discrete subject with strong links to PSHE, British Values and SMSC. Pupils are encouraged to develop skills of empathy and respect by activities such as visiting places of worship, listening to visitors, exploring religious artefacts and listening to and asking questions of their peers.

Implementation

Religious Education lessons are planned and delivered to reflect Rosenshine's Principles of Instruction. The syllabus teaches important themes of belonging, identity, diversity, meaning and values.

Knowledge organisers are used so that children have access to keywords, concepts and meanings. As well as RE days and units, we integrate the subject into daily routines with class and assembly reflection time. A variety of engaging activities are used, such as role-playing celebrations, researching information and presenting, and religion and art.

At Discovery Primary Academy, our Religious Education Curriculum is enhanced through local visits to places of worship such as the church and visitors to school such as Humanists and Gospel Hall assemblies telling Bible stories with strong morals. Religious Education is assessed through teacher judgement using ongoing formative assessment. At the end of each unit, children will partake in an assessment to inform the teacher of skills and knowledge learnt as well as their ability to listen to others' beliefs and values. These assessments are offered in a variety of ways, whether it be a written or practical task, to allow the children to embed what they have learnt, and to show their respectful understanding.

Impact

The impact of our Religious Education curriculum is evident in pupils' ability to apply their learning thoughtfully and respectfully in a range of contexts. Pupils demonstrate secure knowledge and understanding of a variety of religious and non-religious worldviews and are able to make meaningful connections between beliefs, values and ways of life. They show respect for others, appreciation of diversity and an understanding of how faith and belief influence individuals, communities and society.

Our aim is for pupils to confidently articulate their ideas, ask thoughtful questions and engage in balanced discussions about religion, belief and life's big questions. As they progress through the school, pupils develop increasing levels of curiosity, empathy, critical thinking and reflection. By the time they leave the academy at the end of Year 6, pupils have developed a strong understanding of three key concepts:

- Making sense of religious and non-religious worldviews.
- Understanding their impact on people and communities.
- Responding to life's big questions.

Pupils develop an awareness of the multicultural society in which they live, gain an understanding of the history and significance of different religions and festivals, and consider challenging issues

within the wider world. As a result, pupils leave Discovery Primary Academy as respectful, open-minded and reflective individuals who are well prepared to thrive in a diverse and ever-changing society.

Equal Opportunity

We recognise that in all classes, children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, adaptation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the children's needs.

We enable all pupils to have access to the full range of activities involved in the foundation subjects. We are committed to providing a sufficiently challenging curriculum for all pupils. Our vision is to provide 'Opportunities for All'.

Where children are to participate in activities outside the classroom (a trip to a science museum, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

We have ample resources for all the teaching units in school. However, we strive to provide the best resources for the children and will always search to improve the resources being provided.

Assessment

Assessment is an integral part of teaching and learning at Discovery Primary Academy.

Each lesson begins with a **Super Review**. This is an opportunity to assess the learning that took place in a previous year group and an opportunity to address misconceptions.

After that, there is a **Review**. This is an opportunity to assess the learning that took place in the last lesson and earlier in the unit. It is used to inform teaching and to support teachers in making adaptations to the lesson to meet the learning needs of their children.

Following whole class teaching, in which **new material is introduced in small steps** and children are supported through **Guided Practice**, teachers **Check Pupil Understanding**. This is another assessment opportunity which teachers use to inform who will work as part of an adult guided group and to determine which pupils may require **scaffolds** or further extension.

At the end of each unit, children take part in a task to assess the skills and knowledge that they have learned and developed. It provides an opportunity to assess pupils' understanding within key concepts. Teachers use this as an opportunity to identify children who would benefit from support.

Discovery Primary Academy has a spiral curriculum in which children return to key concepts, building knowledge and making connections, across the Foundation Stage, Key Stage 1 and Key Stage 2. Each time a concept is revisited, this provides an opportunity to reassess the children's understanding so that this knowledge can be used formatively.

Monitoring and Evaluation

The monitoring of the standards of the children's work and of the quality of teaching in the Foundation Subjects is the responsibility of the subject leader and Senior Leadership Team. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject and for providing a strategic lead and direction for their subject in the academy. Subject Leaders complete vital tasks such as reviewing samples of children's work, speaking to children and staff about learning, visiting classes to observe teaching, monitoring planning and evaluating standards of teaching and learning.

Date presented. June 2026

Date reviewed Summer 2029