

Our Curriculum Implementation

Although our curriculum is based on the National Curriculum, there are other planned opportunities that make up the wider curriculum. We like to involve learning inside and outside, promoting their social, moral, cultural and spiritual development.

Where possible we follow a topic-based approach to the curriculum in the belief that children learn best when logical connections are made between different aspects of their work. We support them in becoming aspirational – aiming high – in order to make the most of their learning.

Effective Teaching

At Epping Upland, we use a personalised learning approach that expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are strategies to support those who are struggling to maintain trajectory, including those who require SEAL intervention. The teacher's priority is to support and challenge children so that they can keep up with the pace of learning and make good rates of progress.

Quality first teaching

- Well planned lessons with clear intentions;
- High expectations of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Teaching and interventions are adjusted in the light of progress children make;

Focussed assessment

- Core and non-core subject assessment of children's knowledge and understanding takes place to inform classroom practice

- Regular informal assessments are used to gain a picture of children's self-awareness and how they view their own progress

Adjustments

- Individuals and groups who are not making sufficient progress are identified;
- Provision for adjustment is mapped according to need;
- Interventions are evaluated and relevant adjustments are made;

Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and IT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', IT suite, hall space, additional learning rooms;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

Curriculum organisation

The curriculum is designed to cater for the needs and interests of a full range of learners including:

- Gifted and talented
- Learners with learning difficulties, including those with speech, language and communication needs
- Pupil Premium children
- Learners who are learning English as an additional language
- Boys and girls
- Children who are in care
- Learners with social, emotional and behavioural difficulties

Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

Extended curriculum

- Epping Upland offers a range of extra-curricular activities and clubs which enhance and extend the basic curriculum, including breakfast club and many after school clubs;
- We try to ensure access for all;
- Access to other services is provided or arranged, including health and social services.

Supporting children's wider needs

- Epping Upland maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- We employ a 'Wellbeing Mentor' as a first point of contact for parents and carers.

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies, which enable all children to learn in ways, which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- extra-curricular clubs and activities.