

kind | safe | respectful | learning

Maximising life chances for all children in the Summerhill Community through excellent educational experiences.

Summerhill Academy



Core Values

Summerhill Academy provides a **wide-ranging and inspiring curriculum** to meet the needs of the **diverse community** that we serve.

High standards of teaching and learning, delivered in a **kind, caring, inclusive environment**, ensure that all children **thrive**.

Children leave Summerhill Academy with a **sense of community and purpose**, filled with the **skills and confidence** needed to allow them to achieve the best they can in their future lives.

Challenge all children to reach their potential

Expert teaching teams use the latest education research and techniques to provide excellent educational experiences for all children.

In depth, engaging lessons create a love for learning and a hard-working atmosphere in which children thrive.

Learning opportunities include strong challenge for all children, enabling them to achieve their full potential.

Children requiring additional support have their needs met successfully through carefully designed and evaluated provision.

Behaviour for learning

All members of the Summerhill Community adhere to the our core values:

kind| safe| respectful| learning

A calm and caring environment nurtures all children to grow and succeed both socially and academically.

Expectations of all community members are high: all children learn all of the time.

Strong PSHE and cultural education programmes educate the whole child, with rich discussion and debate both encouraged and respected.



Rich Curriculum Experiences

We follow an ambitious and progressive curriculum which exceeds the requirements of the national curriculum and leads to strong outcomes at the end of Key Stage 2.

Programmes of study include the best of what has been thought and said to inspire a love for learning and equip children for their future lives.

Learning opportunities occur across our large, historic site, as well as on engaging educational trips and visits that broaden children's life experiences and build cultural capital.

Strong Summerhill Community

Summerhill Citizens feel proud to be part of something special.

Families feel well-supported and included by the school through effective, pro-active communication and opportunities to interact with academy life in a range of exciting and innovative ways.

Extra-curricula programmes provide depth and breadth, embracing the wide range of skills and experience from the community to enhance children's life chances even further.

All members of the Summerhill Community **shine.**

Safeguarding



At Summerhill Academy, **safeguarding is part of our culture** and is central to everything we do. All members of the community work together to promote children's best interests at all times.

Intent

As well as the absolute priority of keeping all children safe from harm, the academy safeguards children's futures by providing for all needs—whether those are **emotional, social, physical or academic**. Children are **happy and secure** in the school environment, having confidence in their trusted adults and feeling safe to share thoughts and feelings if they need. **Robust procedures and practices** are in place to ensure that any concerns are dealt with in an effective, professional manner.

Implementation

Team communication is key to ensuring that all safeguarding needs are met effectively. Daily SLT safeguarding meetings, weekly all-staff briefings and dedicated weekly SLT meeting agenda time allows for all team members to be informed of both ongoing concerns and strategic priorities. A **robust peer on peer abuse procedure** allows for a quick, effective response to incidents, which are monitored, actioned and coordinated by the DSL and SLT.

All concerns are logged on CPOMS, with key staff alerted immediately, termly safeguarding reports produced to analyse data trends, and the Academy Council link member informed and consulted in order for academy governance to **hold the school accountable** for its actions.

A strong suite of CLF Safeguarding networks and briefings, as well as multi-agency communication, ensures that the academy is kept **up to date with key priorities** and can act on advice given to improve systems and practices.

Comprehensive policies for safeguarding, behaviour, anti-bullying, peer on peer abuse and online safety are consistently applied by the academy team and readily available for the community via our website.

Staff receive regular training on implementation and application through CPDL sessions and INSET days.

Thorough, regular training is given to all staff. The majority of SLT are DSL trained, and **all staff receive safeguarding training** during induction (including cover teachers), bespoke CLF training via Nimble, termly specific CPDL (HSB, Extra-Familial Harm, ACES, FGM etc.) and Team Teach where appropriate.

Safeguarding is an integral part of our curriculum, with our core values of kind | safe | respectful | learning being regularly referenced throughout every academy day, as well as in classes through PSHE Jigsaw sessions, Thrive sessions, and assemblies (PANTS, SOSS, Share Aware, Trust Me, Digiduck etc).

Regular **pupil voice** is sought via the Pupil Council, Safeguarding Champions, Eco-Committee, Pupil Parliament and pupil surveys. Parent surveys and community groups allow for further perspectives to be gathered. SLT members are always available on gate duty to build relationships with the community.

Impact

All children are kept **safe and secure at all times**. Children feel confident to share any concerns they have and happy that they are dealt with quickly, thoroughly and effectively.

All members of the Summerhill Community are provided with the training necessary to keep themselves and others safe, both now and in the future.

Attendance



We know that **all children** need to attend the academy all day, every day, to **maximise learning** and therefore maximise their chance of a **successful future**.

Intent

In order for all children to engage with **excellent educational experiences**, we follow systems and processes to ensure that children attend the academy for all possible learning sessions. Families and children are supported, where required, to **overcome any potential barriers** to attendance and punctuality, creating **equitable access to education** and the **greatest life chances** for all members of the Summerhill Community.

Implementation

In order to ensure that all children attend the academy every day, we follow a **comprehensive attendance system**, led by our Designated Safeguarding Lead and Family Support Worker.

Attendance is paramount: it is a key part of academy safeguarding culture, with the appropriate emphasis put on it during Teacher Professional Development, daily safeguarding meetings and in termly reports, including to the Academy Council.

All children are encouraged to attend through the provision of **excellent educational experiences** and **strong relationships** with the teaching teams.

All children unable to attend on a given day are contacted, with concerns about repeat absences followed up swiftly to **minimise disruption to the child's education**. Where necessary, home visits are carried out.

Teachers play a key role in the system, building and maintaining **effective communication with families** to encourage regular attendance by all children in their classes.

Families who face barriers to regular attendance are supported by an expert pastoral team who **work with the community** to engage them in education and support them to overcome any challenges or obstacles that they face when maximising child attendance at school.

A similar system is in place for children arriving late, as even a small quantity of lost learning can have a large impact on **educational chances over time**.

Where necessary, SLT and the Principal Team are involved in putting into place robust plans to ensure that families who continue to struggle with attendance are **given the necessary support**.

The provision of breakfast and after school clubs means that the academy site is open and accessible for family use to fit in with other commitments, enabling flexible arrangements to be made where required.

Impact

Attendance at the academy is **above the national average**. Children and their families **feel happy and excited about coming to school every day**. Barriers to attendance are removed with expert support from the academy team.

Persistent absence rates are decreasing, with children's pastoral as well as academic needs being met to ensure sustainability of any programme put in place.

SEND



Every child at Summerhill Academy is supported through an **inclusive** and **challenging** curriculum to enable children with special educational needs or disabilities to achieve to their full potential.

Intent

At Summerhill Academy, all children with Special Educational Needs and/or Disabilities (SEND) receive an **excellent educational experiences** regardless of need or disability. This is **differentiated** and **scaffolded** to promote engagement and understanding. We believe 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 academic outcomes, in conjunction with social and emotional development, we support learners to develop their sense of self and place to become **successful members of our Summerhill Community**.

Implementation

At Summerhill 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; Summerhill Academy implements the **Assess, Plan, Do, Review** model to **meet need** and **monitor progress**. Pupil voice and parent voice is at the core of this process.

Every child with SEND has their needs monitored through **EduKey**. Teaching teams work with children's **individual strengths and needs** to implement **strategies** that will **support progress**. The EduKey plans are shared with the pupil and parents, and are reviewed three times a year.

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 evidence-based interventions** may be implemented. These support **speech, language and communication, reading, phonics, mathematics, sensory or SEMH** needs. These are monitored to ensure they are appropriate and that children are making progress.

Progress of all pupils including children with SEND is tracked regularly, and class teachers have regular **Core Team Meetings with the SLT 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, respected and included** in school. They demonstrate high levels of **engagement**, developing their **speaking, listening and social skills**. Children make **good progress from their starting points** through high quality, inclusive teaching and small group or 1:1 support. On leaving Summerhill Academy, children have developed **good independence and life skills**.

Disadvantage



At Summerhill Academy, we **actively prioritise children** at risk of disadvantage, giving them **excellent, wide-ranging educational experiences**, therefore maximising their chances of a **successful, happy life**.

Intent

Members of the Summerhill Community are **well supported in all aspects of their lives**, to ensure an **equitable opportunity for development and future achievement**.

Children and families are carefully identified for bespoke support to **close gaps** in areas such as academic knowledge and skills, cultural capital, life experiences, health and wellbeing.

Implementation

Our Pupil Premium Spend Strategy demonstrates a commitment to a **research-evidence informed approach to addressing disadvantage**. Academy Council awareness and discussion of the Pupil Premium Spend Strategy, ensures governance supports a **whole-school culture** of addressing disadvantage. 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 to overcome those barriers.

Academic and pastoral assessments are used by class teachers, learning support assistants and senior leaders to inform lesson planning, intervention strategies, strategic planning and professional development needs. Summative assessments are used to evaluate learning over time, and are used to inform planning to **meet specific needs effectively**.

Data-led professional development secures a collective buy-in, ownership and commitment to addressing disadvantage across the school. Along with a **collective understanding of disadvantage and its impact on learning**, training and evidence based discussion ensures that all staff have the highest expectations of all pupils. Listening to teacher voice about how disadvantage impacts on pupils' learning, prioritises school-wide expertise and responsibility for addressing disadvantage. Pupils in receipt of Pupil Premium funding and those identified as at risk of being disadvantaged, are prioritised in year group Core Team Meetings, and where appropriate, **short term action plans** are put in place to meet specific needs, with a priority being to **meet/exceed age related expectations** and to **maintain/exceed KS1 achievements**. All children in receipt of Pupil Premium funding have individual targets for reading, writing and maths which are shared and discussed during CPDL, focussing on exceeding their end of year achievements based on their KS1 achievements. **Pupil voice** collected across the curriculum influences strategies used across the school, focussing on pupil need, not labels.

Pupils in receipt of Pupil Premium funding are **prioritised for places** in our after school clubs and are actively targeted for extra-curricular provision.

Impact

Adopted strategies ensure that the **social, emotional and mental health of pupils is prioritised**. **Positive relationships** are built with families, ensuring that **all families are held in high regard** by school staff. The **academic attainment gap** between those receiving Pupil Premium funding and those who do not is **reduced over time**.

Art



At Summerhill Academy, we want the children to be able to **express** themselves, using the **styles** and **techniques** that famous artists have become recognisable for, in their own artistic way.

Intent

Summerhill Academy artists learn from an ambitious and progressive curriculum which develops their skills over time. They understand that **anything is possible** when being an artist and have the freedom to express their **thoughts, emotions** and **perceptions**.

All art learning is tailored to the individual and expresses the ideas and cultural background of the children regardless of circumstance. The children understand the importance of reflecting and evaluating on their own, peer and significant artists products. Our children are encouraged to **take risks** and **experiment** during all sequences of learning.

Implementation

At Summerhill Academy every child is an artist. The art curriculum provides a **clear and comprehensive** scheme of work that shows progression of skills across all year groups within the strands of art. Children are encouraged to use their **imagination** through a wide range of media as well as experimenting with technical disciplines: line, shape, form, tone, pattern, texture and colour.

Individual disciplines are taught and progress over a sequence of learning. Our children's art books demonstrate a continuation and development of skills.

Children are **immersed** in the style of identified artists, architects and designers. Children develop their own opinions, expressing thoughts and feelings and describe **similarities** and **differences** between their artwork and that of other artists.

Children use subject specific vocabulary when discussing the techniques they and other artists have used, alongside discussing why the art was created and the intended purpose.

Adults delivering the art curriculum **receive CPDL sessions** before each discipline is taught so they can familiarise themselves with the age related outcomes and progression of skills required to complete their piece of art. Art books provide a record of skills taught and developed throughout their time at Summerhill Academy and are used as assessment to inform teacher judgement of where the children are. Pupil voice and curriculum walks ensure that appropriate skills, media and art appreciation are being taught throughout the academy.

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 paintings, or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Impact

Children at Summerhill Academy are excited about being artists. They record their observations and **review** and **revisit** ideas as they develop their skills throughout their school journey.

Children are inspired by great artists, architects and designers. As a result of our ambitious and progressive curriculum, children **experiment, invent** and **create** their own **masterpieces**.

Citizens



Every child at Summerhill Academy will experience a **wide-ranging and inspiring curriculum** which fosters their **personal development, independence and empathy** for others.

Intent

At Summerhill Academy, personal, social and health education (PSHE) enables our children to become **healthy, independent and responsible** members of their community. We work alongside the children to help them navigate how they are developing **personally and socially**. This empowers them to consider good choices for themselves and to support others.

We provide our children with opportunities for them to learn about **rights and responsibilities** and appreciate what it means to be a member of a diverse community whilst developing their own **confidence, independence and emotional literacy**. Our children are encouraged to develop their sense of **self-worth** by playing a positive role in contributing to school life and the wider community.

Implementation

At Summerhill Academy, lessons in RE and Worldviews will enable learners to gain knowledge of **world religions** and their associated **traditions**. They learn how beliefs, traditions and values influence the way people live as individuals, as a community and a society. Trips to and visitors from a diversity of faiths and places of worship will broaden the children's experiences bringing **learning to life** and building their **cultural capital**.

PSHE at Summerhill Academy is implemented using the **JIGSAW** programme which is a whole school approach designed to equip children for their futures.

This is **underpinned** by our **core value of behaviour for learning** which encourages the children to find their **own unique voices** through groups such as the pupil voice, the eco-committee and young carers group. They also learn to listen to the views and concerns of those in the community such as, the walk to school initiative and our local councillors. Each lesson is tailored carefully to include all students and to celebrate the diversity of our community, promoting our core values of: **kind | safe | respectful | learning**.

Children will have the opportunity to **challenge misconceptions** and develop an understanding of their place in the world whilst expressing their own worldview. Through discussions they will learn to be respectful towards those whose values differ from their own. Summerhill Academy children are taught to understand the importance of **disagreeing respectfully** —and embrace living in a diverse **society**. Within a kind, caring and inclusive environment the importance of **British Values** is promoted so that children are aware of their own **rights and responsibilities** as UK citizens.

Impact

Through the excellent educational experiences provided, children of Summerhill Academy make links between their own lives and those of others in the community and wider world. They will have developed their own sense of **belonging and identity** in preparation for their future lives. They will leave Summerhill, where diversity is celebrated, as **skilled cultural navigators** with an understanding of other cultures and **sense of community**. The children of Summerhill Academy have a **self-awareness** and an **awareness** of others. They leave Summerhill Academy with a sense of right from wrong and understanding of their own rights and responsibilities to become a **considerate and empathetic citizen**.

Computing



At Summerhill Academy, we ensure that children's **life chances** are maximised by providing them with a **wide-ranging curriculum** that develops their understanding of how the **digital world** works.

Intent

Children learn to be **safe, creative and confident users of technology** who successfully **solve problems** and **communicate** using a variety of programmes. Age related **unplugged activities**, ensure that children have a secure understanding of the main **principles of programming** while providing support for the **inspiring** projects completed digitally. At Summerhill Academy, children apply their computing skills and knowledge across our Summerhill Academy curriculum.

Implementation

All children take part in a series of **computing projects** that start off developing the **core programming skills** of decomposition, abstraction, algorithm creation and pattern recognition. Lessons build on prior knowledge to engage all children with hands on activities that promote and widen the **problem solving** abilities needed to create programmes. These initial lessons build the confidence needed to plan, complete and review IT based projects that range from animating to webpage design. The use of a well resourced scheme of work (Switched on Computing by Rising Stars) gives the children access to a **board** and **exciting** range of activities, which supports in building their **digital literacy**. Children's digital portfolios capture what they have learnt as computer scientists throughout Summerhill Academy and support teacher assessment.

Technology is used to link to our Summerhill Academy curriculum. Researching a topic or presenting information on a range of subjects enables all children to be well versed in the practical **applications of technology** while reinforcing the principles taught in dedicated computing lessons.

With the support of the **central CLF IT team** all children enjoy state-of-the-art laptops and programmes that support them in all aspects of their learning while being kept **safe** when online—each child having an individual username and password.

Scheduled events and visits like Safer Internet Day and Be Internet Legends (by Google) provide all children **fun learning experiences** that work to keep children **safe** and furthermore inspire them to learn more about the digital world, of which they are a part.

Regular continued **professional development for teachers** is provided to ensure that levels of confidence and expertise is high. This in turn ensures that all our children benefit from lessons **tailored** to meet their **individual needs** and to promote the highest standards.

Impact

Children at Summerhill Academy are **confident and creative user of technology**. They have high levels of **digital literacy** that includes practical knowledge of computer icons and their use as well as how to plan, create and debug computer programmes. They see technology as a means to communicate with the world around them and apply this knowledge appropriately and safely in all curriculum areas and the wider the world.

Geography



Every child at Summerhill Academy is supported to develop an appreciation and concern for the diversity of the **natural environment**, and an understanding of **human and physical processes**.

Intent

At Summerhill Academy, all children **access a rich and full curriculum**, which builds a **sense of the world around them** and an **understanding of their place within it**. The study of geography helps the children to gain a sense of **where** places are; **how** places and landscapes form and **how people and their environment react**.

Our ambitious and progressive curriculum **ignites a curiosity about the world** which provides meaning and **gives context to their present** and **encourages** them to undertake independent learning beyond the classroom.

Implementation

At Summerhill Academy, **every child is a geographer**.

Excellent educational experiences are well planned with a range of resources and practical activities, including workshops, visits, and themed days, so that everyone is an active participant in their learning. At Summerhill Academy every child is able to **question, investigate and practice** skills learnt in the classroom in context.

Teachers aim to bring places, times and events to life and thereby broaden the children's concepts of the world and their place within it: their **inclusive** and **high-quality lessons** show progression and support each pupil's learning journey.

Children are guided to develop **knowledge, skills** and **understanding** relating to specific subject content and concepts within geography. Children are guided to **make links** in their learning, build on prior learning and apply their growing sense of understanding in one subject and to make links across and beyond the subjects they study.

At Summerhill Academy children will conclude their geographical learning with an independent piece of written work answering the geographical question posed at the outset and detailing their learning. This is used to inform assessment and teacher judgement of what the children have learnt.

Impact

Children at Summerhill Academy will explain the world around them **confidently** including naming and explaining facts about the continents and countries of the world. Due to our **broad and balanced** curriculum, children make **comparisons** and explain differences between geographical locations and explain the link between natural and manmade geography. As geographers, children will make links between the globe, the climate and scientific explanations of the world. Children **articulate** what they have learnt and share their knowledge in **explaining** our world.

History



At Summerhill Academy, we subscribe to the philosophy that historical learning **includes** everybody and that everyone has the opportunity to **excel** with our rich and full curriculum.

Intent

Every child understands the historical story of **changing human** cultures, politics, lifestyles, beliefs and creativity. Children will understand the events that have happened, happen today and events that may happen in the future. Children will study history themes to gain a better sense of who they are and their place in the world. Summerhill historians understand **chronology** and that different people lived in different places in the world at different times. They seek to **understand** how societies of people lived, know their lives and the impact they had on others, locally, nationally and globally.

Implementation

History follows a progressive curriculum where historical events are presented **chronologically** across the Academy.

Children at Summerhill Academy will be introduced to **historical learning** through a **question**. **Excellent historical experiences** enable all children to develop answers to this question. Whilst exploring the question, children are provided with: **key vocabulary, historical facts, research** and **evidence**.

Key knowledge and **vocabulary** is collated each lesson and displayed on the learning journey wall. Each child has a **knowledge organiser** with **key vocabulary** and **historical concepts**.

Children at Summerhill Academy will be receive **high standards** of historical teaching and learn from a wide ranging and **inspiring curriculum**. Their historical learning experiences will include **trips, artefacts** and/or **visitors** linked to the historical enquiry question.

Children at Summerhill Academy will be encouraged to support their historical learning by choosing **non-fiction reading texts**. Where appropriate teachers choose **historical related texts** for **class reading**.

When ending a sequence of learning children will showcase their historical knowledge through independent pieces of written work which encourages them to **think like historians**. This is used by adults to inform **assessment** and teacher judgement of where the children are with their learning journey. Knowledge quizzes ensure key facts are learnt and questions from them are displayed and build up over the years to ensure these facts are retained. Historical skills are assessed and recorded to ensure planning meets individual needs within the classroom context.

Substantive concepts (Monarchy, Invasion, Empire, Revolution, Civilisation) are introduced in each year group for the appropriate sequence of learning and built upon over time to ensure children have a knowledge of the key drivers of events throughout history.

Impact

Children at Summerhill Academy are **excited about being historians**. They **develop historical knowledge, vocabulary and understanding** that enables them to **explain** the **historical story of humankind**. Children are **inquisitive and questioning** when exploring the historical story of the people on our planet. Children have historical skills to **investigate, explain** and **justify their opinion on significant historical events and people**. As a result of **active participation in historical enquiry**, children are able to **articulate** what they have discovered and **share their new expertise**.

Maths



At Summerhill, all learners develop a **love and enjoyment of mathematics**, based on meaningful, connected understanding of concepts and the development of mathematical **habits of mind**.

Intent

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 Summerhill 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**.

Implementation

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.

Lesson inputs provide 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, supported through our school-wide focus on **oracy and vocabulary development**.

A **'Try it, Use it, Prove it'** sequence is used to allow to practise discreet skills before moving on to applying that skill in a range of different ways (often requiring them to draw on other mathematical concepts) and finally **delving deeper into the concept** with an element of explanation and open-ended problem solving.

Children use answer stations to self-assess learning throughout independent practice, encouraging **independent problem solving**. Teachers use formative assessment to gauge next steps and appropriate **challenge to deepen understanding**. Teaching teams evaluate lesson outcomes using a triangular assessment sheet, reviewing children's needs and adapting future learning to suit.

Children entering the school in year 3 follow the Number Sense programme to **ensure basic numeracy skills are secure** before moving onto **higher-level concepts**. Any children identified as needing additional and different provision receive appropriate support, through well-structured interventions, gap-filling sessions and pre-teaching where appropriate.

Children **practice their mathematical fluency** every day during early morning maths upon entering school, as well as in regular times tables lessons and as part of their homework provision, allowing them to access reasoning activities with the basic skills necessary to succeed.

Impact

Summerhill mathematicians **love maths**. They have the ability to reason mathematically, an appreciation of **the beauty and power of mathematics**, and a sense of enjoyment and curiosity about the subject.

Children 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. When challenged, they have the confidence to 'have a go' and are **equipped with self-agency, perseverance and resilience** to learn from their mistakes and challenge themselves within mathematical ideas.

MFL



At Summerhill Academy, **excellent educational experiences** give children the opportunities to develop a **love of language learning** which enables them to **develop an understanding of the world**.

Intent

Linguists at Summerhill Academy access a **rich and full curriculum** which builds on fundamental language skills **progressively**. We know that learning a foreign language is a necessary part of being a member of a **multi-cultural society and community** so high quality language teaching enables children to **foster their curiosity and deepen their understanding of the world**. Language teaching enables children to **express their thoughts and ideas** and be able to **understand and respond, both in speech and writing**. Being a linguist at Summerhill Academy provides children with the opportunity to **communicate for practical reasons**, alongside learning about and developing an appreciation for another culture.

Implementation

At Summerhill Academy, Spanish is taught through a **clear and comprehensive** scheme of work (iLanguages) which works in line with the KS2 National Curriculum. The curriculum is designed to **progressively develop key skills** in Spanish which builds children's confidence to **read, write, speak and listen** in Spanish. There is a strong **phonics** focus within the scheme of learning which supports non-specialist teachers with sound files and video clips to aid pronunciation.

In addition to this, teachers are provided with a wealth of PowerPoints, worksheets and interactive resources to enable them to teach **high quality lessons**. Alongside language lessons, teachers are also encouraged to incorporate Spanish into everyday scenarios within the school day, making the language learning **meaningful**.

At Summerhill Academy, we are fortunate to have a **multi-cultural and diverse community** so native Spanish speakers within the school offer advice and support around the implementation and **pronunciation** of Spanish.

Evidence of learning will be kept in a Spanish folder and photos and recordings will be posted on Class Dojo.

Impact

Children at Summerhill Academy understand the relevance of what they are learning and how it relates to everyday life and travel. The teaching of languages will be **varied and joy filled, fostering a love of languages for all**. They will be able to **read, write, listen and speak** in Spanish to an age-appropriate level. Teachers are able to use assessment for learning within language lessons in order to **support and progress** children's skills and understanding of Spanish, offering verbal feedback where appropriate. Progression through a topic will be evident by the **development of key skills** and acquisition of **key vocabulary**.

PE



At Summerhill Academy we subscribe to the philosophy that physical activity **includes** everybody and that everyone should have the opportunity to **excel**.

Intent

Every child is supported to gain **independence** and develop a strong sense of self. They are taught the fundamental skills of **agility, balance and co-ordination** which will enable them to succeed in any physical activity. Children experience a wide variety of games and sports at various levels of competition. Through physical activity, every child learns the skills of **resilience, leadership and teamwork**. Children of Summerhill Academy **support** and **encourage** each other, give constructive feedback which will help improve their performance and the performance of others, stretch themselves and learn how to

Implementation

Children at Summerhill Academy are engaged in two hours of PE every week. This includes one hour of sport and one hour of Real PE.

All children take part in every lesson and remain active participants throughout. Children who cannot physically join in (for example, due to physical injury) are given other roles within the lesson.

Children receive **praise** based on the learning cogs (personal, social, physical, cognitive, creative and health and fitness). Adults use these cogs to assess individuals skills and adapt planning to meet the needs of their children based on this.

There is a wide range of **inclusive extra-curricular** active clubs for children to choose from throughout the year, both after school and at lunchtimes. These are prioritised and targeted based on assessment of children's fundamental movement skills in years 3 and 6.

Teachers are supported with curriculum delivery through high quality CPD from Bristol Forever Sports. The CPD is matched to the individual requirements of the teacher and involve **specialist coaches**.

There is an element of **competition** throughout each unit. Each sport unit ends with an intra-school competition between classes within year groups.

A philosophy of keeping active runs throughout the school. Children are encouraged to travel to school in active ways which is logged via The Travel Tracker. Children are given opportunities to be active in all other curriculum areas with active tasks planned in. Lessons are separated with active brain

Impact

Children at Summerhill Academy are excited about being athletes and make good progress in PE based on their individual starting points. Every achievement is celebrated, fostering a sense of **pride** and **unlimited possibility**. Children at Summerhill Academy gain the **resilience, teamwork skills** and sense of **fair play** to be able to win and lose in competitions. Children will take responsibility for their own health and fitness and leave Summerhill Academy with the **lifelong skills** and attitudes to enable them to **lead a healthy active lifestyle**.

PSHE



Every child at Summerhill Academy will experience a **wide-ranging and inspiring curriculum** which fosters their **personal development, independence and empathy** for others.

Intent

At Summerhill Academy, personal, social and health education (PSHE) enables our children to become **healthy, independent and responsible** members of their community. We work alongside the children to help them navigate how they are developing **personally** and **socially**. This empowers them to consider good choices for themselves and to support others.

We provide our children with opportunities for them to learn about **rights** and **responsibilities** and appreciate what it means to be a member of a diverse community whilst developing their own **confidence, independence and emotional literacy**. Our children are encouraged to develop their sense of **self-worth** by playing a positive role in contributing to school life and the wider community.

Implementation

PSHE at Summerhill Academy is implemented using the **JIGSAW** programme which is a whole school approach designed to equip children for their futures.

The six topics covered by the JIGSAW programme are: **Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me**. These themes are covered in weekly PSHE lessons which build upon previous learning. In addition to this, the children receive **RSE** lessons that are relevant to current times and government guidelines.

The topics are discussed in a **familiar** environment with **trusted** adults. The children understand the sensitive nature of some of the subject areas and are reminded to be kind and considerate to others' views and opinions.

This is **underpinned** by our **core value of behaviour for learning** which encourages the children to find their **own unique voices** through groups such as the pupil voice, the eco-committee and young carers group. Summerhill Academy children have the opportunity to have their views **celebrated** and **heard** and to use their **oracy skills** throughout our rich curriculum. They also learn to listen to the views and concerns of those in the community such as, the walk to school initiative and our local councillors.

Each lesson is tailored carefully to include all students and to celebrate the diversity of our community, promoting our core values of: **kind | safe | respectful | learning**.

Impact

The children of Summerhill Academy have a **self-awareness** and an **awareness** of others. They leave Summerhill Academy with a sense of right from wrong and understanding of their own rights and responsibilities to become a **considerate and empathetic citizen**.

Reading



At Summerhill Academy, we ensure that children's **life chances** are maximised by developing a **love of reading** and literature in all children.

Intent

Children learn to be **fluent, confident readers** who are able to successfully comprehend and understand a wide range of texts. Reading opportunities enable our pupils to develop a love of reading, have a good knowledge of a range of authors, and have a better **understanding of the world** in which they live through the knowledge they gain from texts.

Implementation

All children take part in **daily reading lessons**, based on high-quality texts from our reading spine, with reading **VIPERS** used to support the learning of reading skills. The use of **phonics knowledge** is encouraged to decode **new vocabulary**, which is an explicitly taught component of every lesson, matched to the programmes used during their EYFS and KS1 education.

A **love of reading** is encouraged daily through teachers reading texts to the children, providing expert modelling of fluency, expression and intonation. A **well-resourced library** allows children to choose a reading book to take home every week, with themed curriculum-linked books also available in every classroom. Home Reading Records ensure **strong communication with families**. The records are checked weekly by teaching teams, with support in place where need is identified.

Strong engagement with **events and celebrations of reading**, like our reading celebrations in assembly, World Book Day and regular signposting to reading resources and reading reminders via our communication channels, maintain children's enthusiasm and commitment to becoming better readers.

All children are assessed using a **holistic approach**, which includes measures of word recognition, fluency, PM Benchmarking, decoding, language use and comprehension. Assessment data is used formatively by staff to provide **bespoke support** for all children based on identified needs.

Our **lowest 20% of readers are supported** with additional quality teaching of reading and phonics as required, tightly monitored and tracked by school staff to ensure that their needs are met and they quickly make progress towards ARE. **Teaching teams are well trained** and supported to deliver this.

Teachers have regular **professional development** in relation to reading, and **parents** are provided with workshops and other bespoke activities to support with reading acquisition at home.

Impact

Children at Summerhill **love reading**. They are competent, age-related readers who can recommend books to their peers, read a range of genres, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They read books to enhance **their knowledge and understanding** of all subjects on the curriculum, and can communicate their research to a wider audience.

SCIENCE



Every child at Summerhill Academy becomes a scientist as they experience the **wide-ranging and inspiring science curriculum** to fuel their **curiosity** and enable their independence in navigating the world.

Intent

At Summerhill Academy, the children see themselves as scientists. They **explore** as scientists. They **investigate** the world around them as scientists. They **question, develop their own theories** and then **test and adjust** their beliefs as scientists.

At Summerhill Academy, we **inspire awe and wonder** at the world around us. We facilitate the children to **develop their own questioning, reasoning and analytical skills** through **child-led learning and guided investigation**. This consolidates their knowledge to enable them to explain what happens in their everyday life.

Implementation

Science topics **begin with a question** that the children will be able to answer by the end of the topic through **observation, investigation and research**.

Children share what they think they know and what they would like to find out – as a class, collated for the working wall display.

Key vocabulary is discussed so that the children can define the words themselves and the class helps develop word banks for the topic. Children practise their handwriting/spelling using these words. The topic starts with an initial **WOW - experiment/demonstration** - based on the question. This is followed up by an **investigation or research project** where the **children are encouraged to take a lead** in the planning and decisions regarding what could be changed. Teaching is focussed on the **scientific skills** most relevant to that topic.

Throughout the investigative/research phase, children record their observations independently, working on key sentence-level written skills or orally (Dictaphone) as appropriate for individual need. Children use their oracy skills to present their own groups' plans and findings. **Relevant knowledge** is taught so that children have the **scientific understanding** to explain their investigations/research.

When children have the knowledge, have explored scientifically (research or investigation) and are in a position to explain the science, they answer the question posed in the most appropriate format based upon individual need (oral presentation, group work, short or longer written work). Time is given for the class to reflect on their learning from the topic along with discussing any other questions posed by children. We **assess children's understanding of knowledge** taught using the key checkpoints which then enables adaptation of planning and demonstration of progression. **Scientific skills** are assessed in class and through **pupil voice**.

Impact

Children at Summerhill Academy are **excited about being scientists**. They **develop scientific knowledge, vocabulary and understanding that enables them to explain the world** around them.

Children are **curious and questioning** when exploring their environment and use their **scientific skills** to investigate and explain. As a result of **active participation in scientific enquiry**, children can **articulate** what they have discovered and **share their new expertise** in explaining their world.

Writing



At Summerhill Academy, **excellent educational experiences** give children the opportunities to develop a **love of writing** which enables them to **express their thoughts and ideas clearly and creatively**.

Intent

Opportunities for writing **across the curriculum**, ensure all children develop a **passion for writing** across a **range of genres**. Immersion in **high quality texts** ignites our children's imaginations, enabling them to have a **focus and audience** for their writing. Children confidently use age-related skills in writing to plan, write, edit and revise their ideas. **High expectations** mean children take pride in their work and have a fluent, cursive handwriting style.

Implementation

In order to develop **confident, enthusiastic writers** who can express themselves in a variety of **different genres and across a variety of contexts**, opportunities to write are evident in every aspect of our curriculum. This provides our children with regular opportunities to write for a **range of purposes and audiences**.

Writing tasks are **specific and meaningful** to **engage** children and to illustrate how their writing skills can be **applied to real life contexts**. We support each child to **maximise their potential** from their relative starting points. Where both formative and summative assessment indicates that children require additional support, targeted intervention is delivered, **enabling every child to fulfil their potential**.

The objectives of the National Curriculum are closely followed to ensure that the skills learned in spelling, punctuation and grammar are **embedded and transferred** into writing. Oracy strategies are used throughout the school to support the learning of writing. Children are given opportunities to **ask questions, discuss and justify** their ideas before writing, ensuring that they are able to speak and write **coherently and expressively**. Lessons are carefully planned so that skills are **taught, embedded, revisited** and then developed in a sequential way which **promotes learning and retention of knowledge and skills**. Writing is modelled on **challenging texts**, strengthening the **link between reading and writing**. We deliver a **language rich curriculum**, encouraging the accurate and effective use of **adventurous vocabulary** in writing. Because we expect and encourage children to present their work neatly in a cursive script, handwriting is taught throughout the school. Children are expected to start using a joined script in Year 3 and continue to develop this into Years 4, 5 and 6.

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum.

Impact

Children make **good progress** from their relative starting points. They are able to write **clearly and accurately**, adapting their language and style for a range of **contexts, purposes and audiences**. Our children acquire a **wide vocabulary** and have an **effective and efficient** command of the written word. Most importantly, they **develop a love of writing** and are **well equipped for the rest of their lives**.