

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.**

Attendance



We are committed to ensuring that **every child attends school regularly and punctually**, recognising that **high attendance is fundamental to pupil achievement, wellbeing, and long-term success.**

Intent

Our intent is to foster a **culture where attendance is valued** by pupils, families, and staff, and where barriers to attendance are swiftly identified and addressed. We aim to exceed national attendance benchmarks and reduce persistent absence through proactive, inclusive, and supportive strategies, creating **equitable access to education** for all members of the Summerhill Community.

Implementation

We follow the DfE's "**Working Together to Improve School Attendance**" guidance (2024), ensuring clear roles and responsibilities across leadership, staff, and families. **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.

Attendance is **monitored daily** by the academy Attendance Team, with **robust systems** for tracking, analysing, and responding to patterns of absence, **supporting all children to attend every day.** Our Attendance Team works closely with families to **understand and address the root causes of absence**, offering early help and signposting to external support where needed. Communication is key: we use tailored letters, meetings, and positive reinforcement to engage families and celebrate good attendance. Families of absent children are contacted, with concerns about repeat absences followed up swiftly to **minimise disruption to the child's education.**

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. Staff receive regular CPD on attendance procedures, safeguarding links, and inclusive practices to **support vulnerable pupils.**

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

Impact

Attendance at the academy is **above the Bristol average.** Children's pastoral as well as academic needs are met to ensure the impact and sustainability of any strategies put in place.

Children feel safe, supported, and motivated to attend school every day. Barriers to attendance are removed with expert support from the academy team.

Behaviour and Culture



Summerhill Academy promotes a culture of respect, responsibility and resilience through our Core Values of 'kind, safe, respectful learning'. Positive learning attitudes are nurtured through strong relationships, clear routines and a focus on personal development. Children are encouraged to reflect, show empathy and take pride in their contributions to the school community.

Intent

We are committed to a culture of high expectations, mutual respect and positive behaviour. Our behaviour policy promotes kindness, empathy and responsibility, ensuring all children understand the importance of treating others with respect. We aim to provide children with the skills and knowledge to manage their behaviour effectively, approach learning with a positive attitude and contribute to a supportive school community. Our approach is rooted in a deep understanding of individual context and need. We aim to support children to manage, understand and learn from their behaviour.

Implementation

Well established clear and consistent expectations for behaviour and attitudes to learning are communicated effectively to staff, pupils and parents. These expectations are embedded in our behaviour policy and reinforced through our Core Values, Summerhill Standards, assemblies, routines and daily interactions. Staff model expected behaviours and are trained to manage behaviours confidently and fairly, ensuring that all pupils feel safe and valued. We work closely with families to support positive behaviour, maintaining open communication and involvement through early intervention strategies. Staff identify children who are struggling and provide timely, targeted support, ensuring they feel safe and understood. Behaviour incidents, including bullying, discrimination or the use of derogatory language, are dealt with and recorded accurately, in-line with academy policy. Leaders and staff use data to identify patterns and trends, ensuring a proactive and impactful response. Interventions are appropriate and evaluated for impact, with adjustments made as needed. Children are taught to recognise unacceptable behaviour and are encouraged to report concerns confidently, knowing they will be taken seriously.

In the classroom, staff systematically teach children how to approach their learning with focus and resilience. Disruptions to learning are managed effectively. Reasonable adjustments are made for pupils with additional needs, ensuring that high expectations are maintained while recognising individual challenges. Sanctions, including suspensions, exclusions and physical intervention, are used proportionately and only when necessary, with a strong emphasis on restorative practice and reintegration.

Impact

Summerhill Academy is a calm, purposeful learning environment where high expectations support children to succeed. Children demonstrate positive attitudes to learning and show respect for others. They take pride in their conduct. Children feel safe, supported and are confident in reporting concerns. Behaviour incidents are infrequent and dealt with effectively. Staff are well-equipped to manage behaviour and are consistent in their approach. Parents report high levels of satisfaction with the school's behaviour management and appreciate the collaborative approach taken to support their children. Children who require additional support benefit from well-targeted interventions that lead to sustained improvements.

DEIB



Our commitment to Diversity, Equity, Inclusion and Belonging **underpins everything we do**, ensuring that **every child experiences kind, safe, and respectful learning in a community where belonging, self-esteem, and status are nurtured for all.**

Intent

We ensure that every child feels supported, safe, and respected within a learning environment that **celebrates diversity and promotes equality**. We believe that all pupils, regardless of background, ability, or identity, should experience a **strong sense of belonging and develop the self-esteem and confidence needed to succeed**. Our curriculum is designed to reflect a wide range of cultures, histories, and perspectives, preparing pupils to **thrive in modern Britain**.

Implementation

We implement this vision by **embedding DEIB principles throughout our curriculum and daily practice**. Staff receive ongoing professional development in **inclusive teaching strategies** and cultural competence, ensuring that lessons and resources represent and respect diversity, especially that of our school community.

Our reading spine has been carefully curated to **reflect the rich diversity of our school community**, featuring authors, characters, and themes that represent a wide range of cultures, experiences, and perspectives. This ensures that every child can see themselves in the stories they read while also developing empathy and understanding for others. **Teaching resources are selected and adapted to promote inclusivity and respect**, using materials that challenge stereotypes and celebrate difference. Lessons are designed to encourage discussion, critical thinking, and appreciation of diversity, reinforcing our core values of kindness, safety, and respect. Robust systems identify and support pupils with SEND and those experiencing disadvantaged early, providing tailored support so that **every child can access learning equitably**.

We **actively seek feedback from pupils and families** to shape our inclusive practices and ensure that every child feels a sense of belonging. Our policies, including those on anti-bullying, safeguarding, and behaviour, explicitly promote equality, equity and respect throughout the school. Through strong partnerships with families and the wider community, we celebrate diversity and foster positive relationships. A key part of our approach is the **EDI Action Team** pupil voice group, which gives children an active role in shaping our inclusive culture. This group meets regularly to share ideas, review school practices, and lead initiatives that promote kindness, respect, and belonging. Their work has had a tangible impact, such as influencing classroom displays to reflect diversity, helping design peer-support systems, and contributing to anti-bullying campaigns.

Impact

All pupils, including those with SEND and from disadvantaged backgrounds, **make strong progress and achieve well across the curriculum**. Pupils report that they feel **safe, respected, and included** in all aspects of school life, and any incidents of discrimination are rare and addressed swiftly. Children develop a deep understanding and appreciation of diversity, which equips them with the cultural capital needed to thrive in modern Britain. Regular monitoring and evaluation ensure that **equality, diversity, and inclusion remain a dynamic and evolving priority embedded in every aspect of school life**.

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, school attendance, 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. Where possible, **barriers are identified** and appropriate resources are used to help to overcome those barriers.

Robust systems for tracking, analysing, and responding to patterns of school absence, **support all children to attend every day**. Our Attendance Team works closely with families to **understand and address the root causes of absence**, offering early help and signposting to external support where needed.

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 **understanding and addressing disadvantage** across the school. Training and evidence based discussion ensures that all staff have the **highest expectations of all pupils**. 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**. **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 and attendance gap** between those receiving Pupil Premium funding and those who do not is **reduced over time**.

EAL



We support pupils with English as an Additional Language to thrive through our provision which recognises and celebrates diversity, ensures inclusion and supports achievement for all learners.

Intent

Our curriculum is designed to be **ambitious and inclusive**, ensuring that pupils learning English as an Additional Language (EAL) can access the full breadth of subjects and achieve highly. We recognise that EAL learners are already competent in at least one language and maintain **high expectations** for their progress. Our curriculum provides a coherent approach that builds English language proficiency alongside academic knowledge, enabling pupils **to develop the vocabulary, phonics, and subject-specific language needed to succeed**.

Implementation

We deliver our EAL provision through a **consistent, whole-school approach** that ensures pupils can access the full curriculum while developing English proficiency. Teachers accurately assess pupils' language levels on entry and throughout the year, using this information to plan lessons that build on prior knowledge. Our EAL provision is strengthened through the use of Bell Foundation resources, which provide evidence-based guidance and practical tools for assessing language proficiency and planning targeted support. These resources help staff implement **effective strategies for vocabulary development**, scaffolding, and inclusive classroom practice, ensuring consistency across the school. By using Bell Foundation frameworks, we can accurately track progress and maintain high expectations for achievement, while promoting diversity and inclusion in every aspect of learning.

EAL learners are actively celebrated in the academy's **culture of celebrating linguistic diversity**, fostering inclusion and belonging. Summerhill pupils introduce our weekly Celebration Assembly in their home languages, building a **strong sense of self-esteem and status** within our Community.

High-quality teaching incorporates scaffolding, modelling, and structured opportunities for talk, enabling pupils to acquire both everyday and academic language. Vocabulary is taught explicitly and revisited systematically across subjects, with a strong focus on subject-specific terminology. Reading and phonics are prioritised to accelerate language acquisition and comprehension. Staff receive regular professional development to strengthen inclusive practice and maintain high expectations for EAL learners. We **work in partnership** with families to support language development at home and encourage the use of pupils' first language as a bridge to learning and cultural identity. Technology and visual resources are used to enhance understanding and engagement, ensuring that all pupils can participate fully in lessons.

Impact

Staff are confident in supporting EAL learners to develop and secure English language skills and **achieve as well as their peers** across the curriculum. EAL learners participate actively in lessons and demonstrate increasing fluency in listening, speaking, reading and writing. Regular assessment shows sustained improvement in both **language proficiency and subject knowledge**.

Oracy



At Summerhill Academy, we ensure that **children's life chances are maximised** through engaging in a **oracy rich community** where **every member has the skills to communicate effectively**.

Intent

There is a **whole school commitment** to creating a culture in which children both **learn to talk and learn through talk**, using a range of communication skills across a range of contexts. All members of our school community **feel heard** and have the confidence and emotional intelligence to **communicate constructively**. The skills of oracy are taught discretely and opportunities for oracy practice are purposeful, appropriately pitched and thoughtfully planned, ensuring that our children **improve their skills over time**. The acquisition of aspirational **new vocabulary** is a high priority and is taught explicitly.

Implementation

Oracy is a **valued** part of our whole-school identity and vital part of every lesson. Children are taught to use their voice to reason, negotiate, present and explore ideas to support their learning across the curriculum and to prepare them for life in modern Britain.

Research-informed whole staff training ensures that the planning and delivery of dialogic teaching is **progressive**, giving our children a **range of opportunities** during the school day to both learn to talk and learn through talk. During lessons, **adults expertly model** and encourage the use of Standard English to reason, discuss, argue and explain, in order to develop higher order thinking as well as articulacy. Children have **regular opportunities** to share, develop and consolidate their learning through talk. Children are expected to speak in full, grammatically correct sentences and are supported by adults across the school community to be successful. Children are given regular opportunities across the curriculum to **develop their subject knowledge and understanding through talk** in a range of contexts for a range of audiences. **Sentence stems** are provided and used where appropriate as regular scaffolds to embed basic oracy skills. Children are immersed in a curriculum which makes **explicit links between the spoken and written word**, where oracy supports well structured written sentences and extended pieces of writing. During reading lessons, direct links are made between oracy skills and **reading fluency**, each supporting the other to achieve success in decoding and understanding texts.

The focus on effective oracy is extended beyond the classroom to **all areas of school life**. Children are supported to use their communication skills across the school by adults who orally model appropriate sentence stems e.g. lunch time and office staff, and visual communication prompts which are placed where our children are most likely to need them. The knowledge and use of a range of oracy skills supports the development of our children's **confidence and self-esteem**, building a greater **sense of community and belonging in school**.

Impact

Children at Summerhill learn by developing ideas, taking risks and deepening understanding through meaningful talk with peers and adults. **Members of the school community speak with kindness, confidence and clarity, valuing their own and others' contributions.**



Personal Development

At Summerhill Academy, all pupils access a range of experiences that foster pride, belonging, and personal growth. Vigilant support and strong community partnerships support a sustained impact on pupils' development, well-being and aspirations.

Intent

We are committed to providing rich and inclusive wider opportunities that nurture the whole child, regardless of background or ability. These opportunities are carefully designed to reflect our school's unique context and to meet the diverse needs, ambitions, and aspirations of our pupils. We aim to foster a strong sense of belonging, pride, and self-worth in all children, particularly those who are disadvantaged or have special educational needs.

Implementation

Our wider curriculum is a vital part of our personal development offer, helping pupils to discover their passions, develop resilience, and build the confidence to succeed in life beyond school. Opportunities are expertly planned and embedded across the school year. They include a wide variety of clubs, enrichment activities, educational visits and partnerships with local organisations. Activities and opportunities are woven throughout the curriculum selected to ensure they are enriching, accessible, and relevant to our pupils' interests. It is designed to raise aspirations, broaden horizons, and prepare pupils for the next stages of their education and life.

Participation is tracked to ensure equity of access, with a particular focus on pupils experiencing disadvantage and those with SEND. Barriers to participation are identified and removed through targeted support and close collaboration with families.

Staff are proactive in supporting pupils' well-being and engagement and receive ongoing professional development to provide high-quality care and support, ensuring that all pupils feel safe, valued, and included. Our strong relationships with parents, carers, and external agencies further enhance our ability to provide tailored guidance and support. This collaborative approach ensures that pupils' wider development is nurtured alongside their academic progress.

Pupils are encouraged to take on leadership roles across the school, represent their school with pride and confidence, and engage with the wider community, fostering a sense of pride and responsibility.

Impact

The impact of our wider opportunities is evident in the enthusiasm and pride with which pupils participate in school life. Pupils regularly represent their academy, demonstrating confidence, teamwork, and a strong sense of identity. Disadvantaged pupils and those with SEND are fully included and benefit significantly from the tailored support and inclusive ethos of the school. Pupil voice indicates that children feel welcome, respected, and valued. They speak positively about their experiences and the opportunities available to them. Attendance at clubs and events is high across all groups. The programme has made a tangible difference to pupils' personal development, well-being, and readiness for future challenges. It has helped to close gaps in opportunity and fostered a culture where every child can thrive and feel proud of their achievements.

Raising Achievement



Every child at Summerhill Academy is supported to enable them to achieve the **highest possible standard of learning** through excellent educational experiences, ensuring **that their futures shine**.

Intent

Children at Summerhill Academy come from a **diverse range of backgrounds and circumstances**. Summerhill staff use highly effective **formative assessment** strategies to identify children's learning needs and next steps and plan to enable them to make progress with their learning. Teaching teams use a **range of approaches to meet the needs of all children**.

Learners experiencing disadvantage, those with SEND needs, those new to English or who have English as an additional language, and any children who are not making the progress that they should make, are supported as a priority to give them the **education they need to live a successful life**.

Implementation

Summerhill staff are experts in **assessing children's needs**—both in terms of their academic progress and more widely, to include pastoral, social and health considerations. Where appropriate, children may be involved in academic interventions, Thrive sessions, or other bespoke plans, coordinated through EduKey for children with SEND.

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

A **range of assessment techniques** are utilised to ensure that teachers and other staff have the information necessary to plan for the learning needs of all children. Formative assessment and questioning techniques are integrated into classroom culture, supported by **an oracy-rich learning environment** and feed-forward forms identify areas for development for whole-cohort, specific group or individual pupils as required. Children also undertake regular formal assessments, with teachers using question level analysis and national data sets to **identify next steps and areas of learning that need to be prioritised**.

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

Impact

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

Safeguarding



At Summerhill Academy, safeguarding is deeply embedded in our culture and underpins every aspect of school life. Our entire community works collaboratively to ensure that the safety, wellbeing, and best interests of every child are prioritised.

Intent

In addition to prioritising the protection of children from harm, the academy promotes their long-term wellbeing by addressing emotional, social, physical, and academic needs. Pupils feel safe, supported, and confident in trusted adults, knowing they can share concerns. Children are happy and secure in the school environment, having confidence in their trusted adults. Clear and robust procedures ensure that any issues are managed promptly and professionally.

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 child on child 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 at Summerhill Academy are kept safe and secure at all times. They feel confident to raise concerns, knowing these will be addressed promptly, thoroughly, and effectively. All members of the school community receive comprehensive safeguarding training, equipping them to protect themselves and others both now and in the future. The effectiveness of this training is regularly reviewed through safeguarding audits, and refresher sessions to ensure continued vigilance and best practice.

SEND



At Summerhill Academy, a vigilant and inclusive culture is upheld, where **staff promptly identify and address individual barriers to learning and well-being**, using detailed data and regular reviews to ensure sustained impact. Learners with SEND benefit from **high expectations, tailored support, and proactive adaptations** that lead to **improved outcomes and a strong sense of belonging**.

Intent

At Summerhill Academy, we are **deeply committed to ensuring that every child thrives**, regardless of the challenges they may face. We aim to foster a **culture of vigilance, understanding, and high expectations**, where staff proactively remove barriers to learning and well-being in a timely manner, following Summerhill Academy's **Assess, Plan, Do, Review cycle**. Our approach is rooted in a belief that with **precise and effective support, and high-quality adaptations, every child can achieve their full potential, maximising their life chances**.

Implementation

Leaders embed a **culture of early identification and responsive support** across the school. Through professional development opportunities, staff are trained to be **highly observant and to act swiftly when a pupil shows signs of struggling**. Through fortnightly year group Core Team Meetings, open communication channels, safeguarding communications (CPOMs) and Developmental Drop-Ins (DDIs), staff share concerns and insights, ensuring that no child is overlooked.

Leaders use a **rich blend of quantitative data** (such as assessment outcomes, attendance, and behaviour logs) **and qualitative insights** (including pupil voice, teacher observations—DDIs—and parental feedback) to **build a comprehensive understanding of each child's needs**. This data is **analysed rigorously and used to inform** targeted interventions, curriculum adaptations, and pastoral support.

Our pupil premium strategy is dynamic and responsive. Leaders monitor its implementation closely, evaluating the impact of each initiative and making proactive adjustments to ensure it remains effective. Similarly, the **SEND provision is underpinned by a robust cycle of assess, plan, do, and review**. Adaptations are not static; they are continually refined, through regular monitoring and reviews, to ensure they are making a sustained difference to pupils' learning and well-being.

High expectations are maintained for all pupils, including those with SEND. Staff are supported to **deliver inclusive, high-quality teaching that meets diverse needs** through a tailored coaching support package. Leaders **work closely with external agencies** (such as the Bristol Autism Team and NEST outreach) and families to ensure that support is holistic and well-coordinated.

Impact

Our vigilant and responsive approach is **evident in the progress, confidence, and well-being of our pupils**. Disadvantaged pupils and those with SEND are well-known to staff; their needs are met with precision and care. Regular reviews show that **interventions are effective and that pupils are making strong progress from their starting points**. Pupil voice indicate they learners are **well supported, understood, and valued**; they are **engaged in their learning and demonstrate increased independence, resilience and self-belief**. Staff are empowered to make **timely adaptations and are confident in the systems** to support vulnerable learners. Data shows **narrowing gaps in attainment** and improved outcomes for targeted groups. More importantly, our **pupils feel safe, included, and capable of achieving their goals**.

ART



At Summerhill Academy, we empower children to **express their creativity** by drawing inspiration from a diverse range of influential artists. Summerhill Academy artists develop expertise using a range of **artistic mediums and techniques**.

Intent

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

Our influential artists are all associated with major art historical movements whilst also reflecting the diverse community that we serve. Children learn to analyse, appreciate and evaluate their own artwork and the work of others. There is a **prioritisation of process** in all sequences of learning so that our children are encouraged to **take risks** and **experiment** during all sequences of learning.

Implementation

At Summerhill Academy, every child is an artist. Our art curriculum provides a **clear and comprehensive** scheme of work that shows progression of skills across all year groups within five strands: drawing, painting, collage, print and 3D. Children develop artistic skills and techniques through the use of a range of mediums to explore line, shape, form, tone, pattern, texture and colour. Each sequence of learning follows the cycle created by the National Society for Education in Art and Design: Knowledge, Generate Ideas, Make and Evaluate. Art lessons are delivered in our dedicated **Summerhill Studio space**, which allows children to **see themselves as artists** and to deeply engage in artistic exploration.

Children are **immersed** in the styles of influential artists, which deepens their art historical understanding and develops their artistic skills. Children develop their own opinions and are able to compare their artwork to that of influential artists by using **disciplinary oracy** to deepen understanding and support progression. **Sketchbooks are integral** to how art is taught at Summerhill and reflect each child's creative journey. They provide a record of skills taught and developed throughout their time at Summerhill and are used as assessment to inform teacher judgement.

Adults delivering the art curriculum **receive CPDL sessions** before each sequence is taught so they can familiarise themselves with the age-related outcomes and progression of skills required. Pupil voice, book looks and curriculum walks ensure that skills and concepts are being taught to a consistently high standard across the academy.

Learning **across the curriculum** takes shape in a variety of different ways. These include, for example, drawing historical artefacts in detail, drawing settings to enhance Storytellers learning or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Summerhill works in **collaboration** with local artists and art institutions to enrich the curriculum. Extra-curricular art clubs give children a chance to explore skills they learned in class in further depth.

Impact

Children at Summerhill Academy are excited about being artists—about speaking, writing and making as artists. They record their observations and **review** and **revisit** ideas as they develop their skills throughout their school journey. Children are inspired and influenced by influential artists and movements, which deepens their understanding of themselves and the world around them.

Citizens



Every child at Summerhill Academy will experience a **wide-ranging and inspiring curriculum** which equips them with the knowledge, skills, and values to thrive as healthy, respectful, and responsible individuals.

Intent

Our **Core Values** underpin everything we do and prepares our children for life in modern Britain. Children are taught to **foster positive relationships** through understanding family diversity, friendships and respectful interactions. Children are prepared for the **emotional and physical changes of growing up**, including puberty and human development. We promote **physical health and wellbeing**, encouraging healthy lifestyle choices and understanding the link between physical and mental health. We ensure children are **digitally literate and safe online**, with the ability to critically evaluate online content and relationships. Children are **supported with their mental health and emotional literacy**, enabling them to recognise and manage their feelings, seek help, and build resilience.

Implementation

We deliver our Citizens Curriculum through a carefully sequenced and age-appropriate programme that is embedded across the school year and supported by high-quality resources.

Our children are encouraged to develop their sense of **status, self-esteem and belonging** by playing a positive role in contributing to school life and the wider community through pupil voice groups (Pupil Council, EDI Action Team, Safeguarding Champions, Eco Committee) and carrying out different roles and responsibilities. The use of 'Gem Powers' encourages children to reflect on their own thinking and develop metacognitive skills, helping them become resilient, self-aware, and independent learners. It empowers our children to embrace challenge, take responsibility for their learning, and understand that effort and reflection are key to success

Weekly PSHE lessons (Jigsaw) ensures comprehensive coverage of the statutory Relationships and Health Education. Staff training supports confident and sensitive delivery of complex topics.

At Summerhill Academy, we know that children learn and develop better if they are healthy and happy. As such, we promote a '**Healthy bodies, healthy minds**' approach in a range of ways: active learning across the curriculum in our active uniform, healthy eating and drinking habits and embedding positive mental health within our curriculum.

Through our Inquisitive Citizens curriculum, children 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 broaden experiences, bringing **learning to life** and build **cultural capital**. Children have the opportunity to **challenge misconceptions** and develop an understanding of their place in the world whilst expressing their own worldview. Through discussions they learn to be respectful towards those whose values differ from their own and they are taught to understand the importance of **disagreeing respectfully**.

Impact

Summerill Citizens are well-rounded, confident and informed children who are able to make links between their own lives and those of others in the community and wider world. They have developed their own sense of **belonging and identity** in preparation for their future lives. They leave Summerhill as **skilled cultural navigators** with an understanding of other cultures and **sense of community** and an 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 computing 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 **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 broad and comprehensive 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 short films to multi-layered animations. The use of a well resourced scheme of work (National Centre for Computing Excellence) gives the children access to a **broad** and **exciting** range of activities, which supports in building their **digital literacy**. Children's digital portfolio continues to develop as they progress throughout Summerhill Academy as a result of the progressive curriculum.

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, as well as training to stay safe when online at school and at home.

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 high quality lessons **tailored** to meet their **individual needs** and to promote progression across the lessons.

Impact

Children at Summerhill Academy are **confident and creative users 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. The children demonstrate their knowledge of computing safely via communication in technologies whether local or in the wider community.

Geography



At Summerhill Academy, our geography curriculum is designed to inspire pupils' curiosity and fascination about the world in which they live and its people.

Intent

We aim to equip children with a **deep understanding of diverse places, people, resources, and natural and human environments**. We develop pupils' geographical knowledge, skills, and vocabulary so they can **interpret the world around them** and **understand their role as global citizens**. Children leave our school with a strong sense of place, environmental responsibility, and a lifelong interest in the planet. Our ambitious and progressive curriculum **ignites a curiosity about the world** which provides meaning and **gives context to their present** and **encourages** them to be inquisitive about the world around them.

Implementation

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

Excellent educational experiences are well planned using a carefully sequenced curriculum that builds knowledge and skills progressively from local to global scales. Every child is taught to **question, analyse evidence and draw conclusions**.

Learning sequences bring places, times and events to life, **broadening the children's concepts of the world and their place within it**. Where appropriate, cross-curricular links are made to deepen understanding and relevance. We celebrate **diversity and sustainability**, embedding themes such as climate change, migration, and fair trade into our teaching.

Year groups revisit core concepts such as **place, space, scale, diversity, environment and sustainability** to strengthen long-term understanding.

Children are taught to read, speak and write as geographers. A range of oracy strategies are explicitly planned into learning sequences to support **deeper enquiry and contextual learning**. Learning is presented in a variety of ways, including oral presentations, written work and diagrams.

Geography Passports are used to demonstrate children's understanding of key learning concepts and ideas.

Local and regional sites of interest are visited where appropriate to **broaden understanding** and give context to the children's learning.

Impact

Children demonstrate a secure understanding of key geographical concepts, vocabulary, and skills appropriate to their age. They confidently use maps, atlases, and digital tools to explore and explain geographical ideas. Children show **curiosity about the world** and discuss environmental issues with **empathy and insight**.

Pupils are prepared for the next stage of their education with a strong foundation in **geographical thinking and global awareness**.

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 understand the events that have happened, happen today and events that may happen in the future. Children 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 are 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.

Children at Summerhill Academy receive **high standards** of historical teaching and learn from a wide ranging and **inspiring curriculum**. Their historical learning experiences include **trips, artefacts and 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 and communicate like historians**. This is used by adults to inform **assessment** and teacher judgement of where the children are with their learning journey. **History Passports** are used to demonstrate children's understanding of key learning concepts and ideas.

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 use 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 whilst making links of main historical concepts with different** periods of history.

Maths



At Summerhill, all learners have a **love and enjoyment of mathematics**, based on meaningful, connected understanding of concepts and a secure **mastery** of mathematical skills and knowledge.

Intent

Children are 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 understand maths in the real world and will have a **growth mindset** that allows them develop their mathematical understanding and skills through **challenge and perseverance**.

Implementation

Daily maths lessons are structured to **develop conceptual understanding** and support the children to develop their ability 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 adapt the remainder of the lesson, supported through our school-wide focus on **oracy and vocabulary development**.

Children are supported to develop **mathematical fluency** in a number of ways, including through the Mastering Number programme, use of Ashley Down Times Tables, during Morning Maths, and later in weekly arithmetic practice in UKS2. Use of Times Tables Rockstars for homework adds to this fluency practice.

We follow a mastery approach to teaching maths and a '**Try it, Use it, Prove it**' sequence is used to allow children 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 reasoning, explanation and open-ended problem solving. Children are exposed to the **Five Big Ideas in Teaching for Mastery** to deepen their understanding of the skills that underpin the key mathematical concepts. Children understand that whilst all five big ideas are used in each lesson, each lesson lends itself to a particular skill, for example using the skill of representation and structure when learning about place value. Children can confidently **speak and write as mathematicians**.

Children are supported to use answer stations and peer tutoring to self-assess learning where appropriate, 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 feed-forward sheet reviewing children's needs and adapting future learning. Children entering the school in Year 3 follow **Mastering Number** 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.

Impact:

Summerhill mathematicians **love maths**. They have the ability to reason mathematically and a sense of enjoyment and curiosity about the subject. Children are **fluent mathematicians** who are able to recall mathematical facts and move confidently 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 challenge themselves within mathematical ideas. Our high-quality maths provision at Summerhill Academy has led to end-of-year Key Stage 2 outcomes that are **significantly above the national average**, with particularly strong results also in the Multiplication Tables Check (MTC), reflecting both depth of understanding and fluency.

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**. Learning a foreign language supports our children to be a successful member of a **multi-cultural society and community**. Immersion in high quality language teaching **sparks curiosity and deepens understanding of the world which our children live in and contribute to**. Language teaching enables our children to **express their thoughts and ideas** and be able to **understand and respond, both in speech and writing**. Linguists at Summerhill Academy have opportunities 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, comprehensive and progressive** scheme of work (iLanguages) which works in line with the CLF Linguists Curriculum. The curriculum supports children **to develop key knowledge and skills** in Spanish, building their confidence to **listen, speak, read and write in Spanish**. Sound files and video clips support the development of an understanding of this highly phonetic language with a clear focus on correct pronunciation.

Alongside language lessons, teachers also incorporate Spanish into everyday scenarios within the school day such as taking the register in Spanish and writing the date in Spanish. This high level of exposure to the language makes language learning **meaningful**.

At Summerhill Academy, we celebrate our **multi-cultural and diverse community**. Native Spanish speakers within the school community are encouraged to contribute towards learning in lessons, in particular offering advice and support around the **pronunciation** of Spanish.

Evidence of learning is celebrated in Spanish booklets, and photos and recordings are posted on Class Dojo for our wider community to enjoy.

Impact

Children at Summerhill Academy understand the relevance of what they are learning and how it relates to everyday life and travel. Summerhill linguists **have a love of learning languages**. They are able to **listen, speak, read and write** in Spanish at an age-appropriate level. Teachers use assessment for learning opportunities within language lessons to **support** and **progress** children's skills and understanding of Spanish, offering verbal feedback where appropriate.

MUSIC



At Summerhill Academy, we celebrate music as a **powerful and inclusive language** that connects, inspires, and enriches the lives of all our learners.

Intent

We believe music is a powerful and unique form of communication that nurtures personal expression and supports both emotional and cognitive development. Our music curriculum is designed to reflect the diverse culture and society our children live in, while also broadening their horizons through exposure to music from around the world. We make music learning meaningful and relevant to every child, providing opportunities for them to explore, create, and express their emotions through sound. Through a rich and inclusive musical journey, children develop the confidence to share their ideas and feelings, both individually and collaboratively.

Implementation

Music is delivered through a carefully sequenced and inclusive curriculum that builds progressively on knowledge, skills, and understanding. Lessons are designed to be engaging, practical, and accessible to all learners, with a strong emphasis on **creativity, participation, and enjoyment**. In addition, weekly whole-school music assemblies bring together the **Summerhill Collective** to build a shared appreciation of different musical genres and participate in shared musical experiences.

We follow a spiral curriculum model, where key musical concepts—such as rhythm, pitch, dynamics, structure, and notation—are revisited and deepened over time. Children experience music through singing, playing instruments, composing, listening, and performing, using a range of high-quality resources and instruments.

The **Charanga** music scheme supports the delivery of our curriculum, ensuring consistency, progression, and access to a wide variety of musical genres and activities. We work closely with **Bristol Beacon**, to provide our pupils with inspiring opportunities to engage with live music, professional musicians, and community events. We collaborate strongly with the **Cabot Learning Federation Musician's Network**, to share best practice, access specialist expertise, and ensure a high-quality music education across our wider school community. We are proud to be part of the **Music Mark** programme, championing access to high-quality music education for all children.

Assessment is ongoing and formative, enabling teachers to adapt teaching to meet the needs of all pupils and celebrate their progress in a meaningful and supportive way. In addition, all pupils perform to an audience as part of a whole-class performance at least once a year, including in shows to parents and in instrumental ensembles.

Impact:

Music at Summerhill Academy is reflected in pupils' growing confidence, creativity, and ability to express themselves musically. They develop strong foundational skills in performing, composing, and listening, alongside a secure understanding of musical vocabulary. Our curriculum ensures all children access high-quality music education, supported by carefully chosen resources and enrichment opportunities. As a result, pupils leave with a lasting appreciation of music and the ability to engage with it meaningfully throughout their lives.

PE



At Summerhill Academy we subscribe to the philosophy that physical activity **includes** everybody and that everyone should have the opportunity to **excel** and develop a sense of independence and self.

Intent

Children are taught the fundamental skills of **agility, balance and co-ordination** which enables 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 **support** and **encourage** each other, give constructive feedback, stretch themselves and learn how to lose with grace. A selection of children are appointed as **Sports Leaders**, which includes roles such as preparing resources and supporting other children and lessons.

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 need.

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. All children attend interschool competitions in a variety of different sports and games. Children also take part in a wide variety of extra-curricular clubs.

A philosophy of keeping active runs throughout the school in line with our **Healthy Bodies, Healthy Minds** approach, through active travel, Daily Move and planned active tasks within lessons. Children are encouraged to be active at lunchtime with different activity zones led by our SMSA team.

Disciplinary oracy is embedded within PE lessons, enabling pupils to articulate strategies, reflect on performance, and use subject-specific vocabulary to deepen their understanding of physical education concepts

Children from years 5 and 6 are appointed as **Sports Leaders**, taking on roles and responsibilities such as assisting children with play at lunchtimes, running tournaments, supporting in lessons and preparing resources.

Impact

Children at Summerhill Academy are excited about being athletes and make good progress in PE. Every achievement is celebrated, fostering a sense of **pride** and **unlimited possibility**. Children gain the **resilience, teamwork skills** and sense of **fair play** to be able to win and lose in competitions. Children take responsibility for their own health and fitness and leave Summerhill with the **lifelong skills** and attitudes to enable them to **lead a healthy active lifestyle**. Curriculum enactment is strong across the academy, and best practice is shared externally through our status as Youth Sports Trust ambassadors. Summerhill consistently achieves the prestigious Gold Award in the School Games Mark, reflecting our ongoing commitment to excellence in physical education, school sport, and pupil engagement.

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. When '**reading as a writer**', children explore how authors use language, structure, and literary techniques so they can apply similar strategies in their own writing.

Implementation

All children take part in **daily reading lessons**, based on high-quality texts from our reading spine, with reading **VIPERS** modelled and used to support the learning of reading skills. Weekly **fluency lessons** empower our children to become confident readers, alongside improving comprehension and retention of information. 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. '**Reading as a writer**' guides children to notice and discuss the author's choices—such as vocabulary, sentence structure, and literary devices—and reflect on how these can inform and inspire their own writing.

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. Home Reading Records ensure **strong communication with families**. The records are checked daily by teaching teams, with support in place where need is identified via our reading tracker.

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 lifelong 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, and are 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



At Summerhill Academy, every child is empowered to be a scientist. Driven by our mission to ignite curiosity and nurture critical thinkers, our ambitious science curriculum inspires children to explore boldly, question deeply, and understand the world with confidence and wonder.

Intent

At Summerhill Academy, we celebrate the rich diversity of our community and ensure that every child sees themselves as a scientist. Children develop the disciplinary skills of scientists while exploring and investigating the world around them. They are encouraged to question, theorise, test, and adapt their ideas, understanding that scientific knowledge evolves with new evidence. We make science meaningful by connecting learning to what matters in our students' lives and our community. Science at Summerhill Academy empowers children to feel part of something bigger, fostering agency, belonging, and a strong sense of science citizenship.

Implementation

A **key question** provides a theme across a sequence of lessons. This key question is supported by “so that...” statements, disciplinary skill symbols and statements regarding reading, writing and speaking like a scientist. These ensure children understand that there is purpose to their learning and have strong understanding of what success can look like when learning as a scientist.

Throughout the learning sequence, there is a focus on developing fluency in a range of **scientific skills**, as well as **subject knowledge**. When children have explored through scientific enquiry, they answer the overarching key question through a written piece of work.

In every lesson, links are made to prior learning so children build a secure mental model over time. These prior learning links are made between lessons in a sequence and build on learning from earlier year groups in a spiral approach, helping to consolidate understanding. Science passports support children to reflect on this journey in their learning, and the ways in which they have applied and developed their disciplinary skills and subject knowledge. These passports are also used to support assessment of understanding, along with formative assessment through feedforward forms, end of sequence writing, deeper questioning, oracy and whiteboards. These tools are used to provide immediate feedback that can then be fed into teaching and learning to meet individual need through outstanding teaching.

Knowledge organisers provide children with key concepts and vocabulary as a resource for them to use, empowering children with autonomy in their learning. This **key vocabulary** is also given in context within lessons. Children are provided with sound buttons and bars to support their decoding and acquisition of this new vocabulary. **Disciplinary sentence stems** are integrated with real-world issues to act as launchpads into authentic scientific dialogue and to promote inclusive participation.

Children are provided with opportunities for science citizenship and to develop science capital, through science clubs, links with a diverse range of science role models and through a science week, where they are empowered to provide solutions to big issues affecting our community.

Impact

Children at Summerhill Academy are curious, inquisitive, and confident in using a wide range of scientific skills to explore and explain the world around them. They develop the vocabulary, understanding, and critical thinking needed to communicate their ideas and challenge assumptions. Through meaningful, real-world learning and exposure to diverse scientific role models and careers, children see science as something they can do—and something they belong to. They understand that being a scientist can mean many things, and this broad view supports their engagement now and their aspirations for the future.

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**. Reading **high quality texts 'as writers'** ignites our children's imaginations, enabling them to have a **focus and audience** for their writing. Children **confidently engage in the full writing process**, applying age-related expectations to **use writing as a tool for learning across the curriculum**. **High expectations** support children to take pride in their work and have a fluent, cursive handwriting style.

Implementation

Opportunities to **write across the curriculum** are deliberately planned, enabling our children to become **confident, enthusiastic writers** who can express themselves in a variety of **different genres and across a variety of contexts**. This provides our children with regular opportunities to write for a **range of purposes and audiences**.

Writing tasks are **specific, meaningful and engaging** and are inspired by **high-quality model texts, strengthening the link between reading and writing**. Every child is supported to **maximise their potential** from their relative starting points, using scaffolds where appropriate. 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 **progressive and embedded and transferred** into writing. Oracy strategies are used throughout the school to support the explicit teaching of the writing process. 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**. 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 are able to write with increased **stamina and fluency**, adapting their language and style for a range of **contexts, purposes and audiences**. They use **ambitious vocabulary** and have an **effective and efficient** command of the written word. Children **develop a love of writing** and are **well equipped with the skills and confidence** to succeed in the next stage of their education and beyond.