

Whole School Curriculum Overview

2025-26



Our Curriculum Intent

Our aim at Greswold Primary School is to provide the children with an engaging, relevant and empowering curriculum that equips them for today and tomorrow. Every child is recognised as a unique individual, and we celebrate and welcome differences within our diverse school community thus developing outwardly aware pupils who are able to engage in learning about themselves and have an understanding of the wider world and its cultures.

Greswold believes that childhood should be a happy, social, investigative, and enquiring time in pupils' lives, where there are no limits to curiosity and a thirst for new experiences and knowledge. We use our Greswold Values (Belonging, Respect, Independence, Curiosity, Kindness, and Success) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Our curriculum is bespoke, so to meet the ever-evolving needs of the pupil population at Greswold. However, it is regularly reviewed, amended and updated to stay relevant within the context of the school demographic, the local area in which Greswold is located as well as well as national and global arenas. Its delivery is also adapted to account for inclusivity and current research of teaching pedagogy. The curriculum not only focusses on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but also recognises children's prior learning and metacognitive abilities. It endorses both individual and collaborative learning experiences and provides challenges that take them beyond the classroom combined with an emphasis on developing a positive growth mind-set to generate creative, critical and resilient thinkers.

This is further complemented by use of Skills Builder, a partnership programme which focusses on developing skills to ensure children leave Greswold read for life in the wider world. Numerous opportunities for developing interpersonal skills allows for awareness and appreciation of what others have to offer and the curriculum as a whole is structured using a cross-curricular approach which emphasises pertinent connections in subject matter adding further context, purpose and to help children to retain knowledge long term.

All children have equal access to the curriculum, through the use of Quality First Teaching, adaptive teaching and, where necessary, additional support. Teachers maintain high expectations of pupils and respond to all issues relating to equal opportunities. Staff will strive to help all children reach their full potential irrespective of race, age, ability, gender or any other protected characteristic.

Community involvement is an integral part of our curriculum offer. Greswold actively forges links with community groups, businesses and local organisations (St Helen's Church, Jaguar Land Rover, SMBC Sustainable Travel Team) to help deliver our aims, whilst also inviting parents and other professional visitors to school to share their expertise and add further authenticity to learning through avenues such as Community Week, Science lessons, Life Ready, etc.

Greswold always aims to be heavily involved in inter-school sporting events whilst offering an extensive extra-curricular programme. Other enhancements such as outreach and enrichment opportunities promote community citizenship whilst also broadening the wider academic and social aspects of growing up in a modern-day society.

Children leave Greswold with a sense of belonging and have the confidence and skills to make decisions, self-evaluate, make connections, and become lifelong learners.

Our Curriculum Implementation

Our year group long term plans and curriculum documents specify the topics and units of work that children will be studying, along with identifying the National Curriculum objectives being met. The progression of skills and knowledge within subjects are also mapped out by subject leaders to help build on prior learning and avoid unnecessary repetition of specific objectives within subject curriculum documents. Short term plans are then devised by subject leaders in collaboration with class teachers to deliver the key knowledge and skills that children will acquire, in order to assess end points effectively.

Over the course of an academic year, every child has the opportunity to experience the full range of National Curriculum subjects. Staff use their expertise to pull together areas of learning from different curriculum subjects which contain similar themes or links, where this is beneficial to learning. This allows for a more creative, inter-connected and cross curricular approach to learning and encourages children to apply skills in a variety of ways, where relevant links are made. It adds further context and purpose to lessons and promotes the retaining of longer term knowledge. Curriculum plans are written to ensure coverage of the National Curriculum in foundation subjects. They include learning intentions and activities and are designed so that all children can aspire to and achieve curriculum outcomes (end points).

In 2023/24, subject leaders collectively identified the ultimate end point for each subject, exploring in depth the key skills, behaviours and knowledge a child should be able to demonstrate in a single subject discipline by the end of their time at Greswold. Curriculum leaders then identified the main curriculum 'drivers' for subject-level and whole-school level curriculum development, these drivers are:

- Knowledge
- Skills
- Locality and Context
- Aspirations (including future careers)
- Vocabulary
- Enrichment and Outdoor Learning

Our staff have ensured our curriculum incorporate the locality, incorporating elements of the school's outdoor environment as well as other aspects of the area. For example, the Forest School area providing the perfect learning stimulus for Den Building in Y3 D&T and development of Solihull from Victorian times in Year 5 along with utilising local venues such as St Helen's Church to add authenticity and context to the annual Harvest Festival. Our curriculum is extended and enhanced for all through a variety of enrichment activities including day visits, cultural experiences and themed days. We also offer lunchtime and after school clubs, which are available throughout the school year. Attendance at the clubs is monitored and pupils are consulted to ensure our offer meets their needs. Our curriculum enrichment offer is shown through 'The Greswold Journey' (see Appendix 2 in our curriculum policy).

<i>Early Years Foundation Stage</i>	At Greswold, the Early Years Foundation Stage encompasses the Nursery and Reception classes. The Early Years Foundation Stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to co-operate with others to prepare children for Key Stage 1 of the National Curriculum. The EYFS framework includes 7 areas of learning and development that are inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive. The prime areas are: • Communication and language • Physical development • Personal, social and emotional development The prime areas are strengthened and applied through 4 specific areas: • Literacy • Mathematics • Understanding the world • Expressive arts and design In all parts of our Early Years provision we promote that every child is unique, and able to be resilient, capable, confident and self-assured. Staff recognise that children develop and learn in different ways and at different rates. We have created an attractive and stimulating learning environment where children feel confident, secure and challenged. Our EYFS classrooms and learning spaces are organised to allow children to explore and learn securely, safely and independently. There are areas where the children can be active or complete tasks more quietly. At Greswold our EYFS classes have access to a wonderful outdoor space. Being outdoors offers the children the ability to explore, use their senses and be physically active and exuberant, developing not only their gross motor skills but also further supporting all areas of learning. Play-based learning is paramount and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We respond to each child's needs and interests, guiding their development through warm, positive interaction.
<i>Key Stage 1</i>	Initially, in Key Stage 1, we emphasise the importance of building on the child-initiated ethos of the Early Years Foundation Stage principles. This is particular evident in year 1 where activities are designed to be active, practical, inspire a greater sense of independence and utilise the children's curiosity. Actions, rhymes, songs and music are regularly used to impart learning while children are also taught in focused groups to further aid the children's smooth transition from Reception. Children's learning evolves throughout the phase, enabling pupils to start making more choices about their own learning as lesson delivery evolves to receiving input as a whole class, fostering our school value of independence and preparing them for the next stage in their education. However, the promotion of collaboration and being practical is maintained in year 2.

	Classrooms in Key Stage 1 are set up to allow the children to work both independently and collaboratively with one another. Resource accessible spaces allow lessons to be practical and engaging. The children also have access to the outdoors which helps to children adapt their approaches and apply their learning to different contexts.
Key Stage 2	In Key Stage 2 we use a variety of approaches to further build on independence and perseverance as well as children's own curiosity. Lessons and activities are devised to engage and empower the children. In Lower Key Stage 2 teachers continue to account for the needs of the children and their learning styles to plan and deliver learning effectively. Adaptive teaching is used by teachers to adjust elements of lessons to ensure all children are successful and achieve the learning objective. Interventions are then utilised to support pupils who require additional consolidation. At Greswold we feel it is important that teachers do not direct every piece of work, in terms of ideas and preferred layout, but simply provide the building blocks for the children to explore each avenue to eventually find the route that suits them best – all the while achieving the same outcomes as those around them. This sense of empowerment is further embodied in the use of learning objectives and success criteria which both helps to promote aspiration whilst allowing children the change to self-assess their own progress thus sustaining independence. At Greswold a wide variety of teaching and learning approaches and styles are used to promote pupil engagement in curriculum delivery. Opportunities are also identified to enable pupils to further develop their metacognitive abilities. Staff regularly utilise a range of high-quality resources to encourage independent learning and to inspire pupils. The use of the whole school environment, both inside and outside, enriches the curriculum and Greswold takes advantage of partnerships with parents and local, national and global communities when these will create real and meaningful contexts for children to retain vital aspects of learning. It also adds further elements of diversity to everything we do as part of our curriculum offer. Perfect examples of these include our whole school Community Week and the Ready for Life work done in year 6, both opportunities for community leaders and professional visitors to visit and work with pupils.

Planning

To ensure our curriculum is well planned and sequenced, teachers and middle leaders over the past few years have crafted and created high-quality and well-resourced planning ensuring that the curriculum we deliver is contextual, relevant and creative.

Planning Type	Year Group Based	Subject Based
Long-Term	Class teachers provide an overview of units including key texts used to inspire the curriculum each year. This is published on our website and shared with staff at the Meet the Teacher evening in the autumn term.	Subject leaders map out units across the school (including the EYFS) to ensure breadth and depth within their subject area. Leaders will consider the prior knowledge and cross curricular links that they build in to ensure that the curriculum is relevant and purposeful.
Medium-Term	Class teachers review the medium-term plans created by subject leaders and amend through professional dialogue with subject leaders.	Subject leaders will identify the key outcomes (end-points) of each unit. They will ensure that units are: • Driven by the development of knowledge and skill. • Sequenced effectively so that learning builds upon prior knowledge. • Breadth of activities and way knowledge will be delivered.
Short-Term	Class teachers resource the curriculum based on the medium-term planning and sequencing of learning.	Subject leaders support class teachers in the direction of resources and activities to deliver the medium- and long-term plans effectively.

Delivery

Through the development of our coaching model in the 2024/25 academic year and with the introduction of Teaching Walkthrus, we have developed a teaching framework that will be implemented within the 2025/26 academic year with further development continuing beyond this. This will be linked to our school improvement plan, professional development curriculum and performance management cycles. The framework is detailed as follows:

Pillar	Intent	Teacher Standards
Lesson Structure and Delivery	All lessons, topics, and activities at Greswold are purposeful and intentional with our curriculum, longer-term knowledge and understanding in mind. Our staff are expert practitioners who impart knowledge effectively through modelling and explaining in line with the principles of cognitive science. Prior knowledge will be built upon and staff will elicit children's understanding to enable further learning to take place – our staff will revisit and share new vocabulary to ensure our children's cultural capital is in line with their peers nationally.	TS3, TS4, TS5
Behaviour and Engagement	All staff at Greswold have high expectations for the achievement of all children, therefore behaviour and engagement are key pillars within every lesson taught within our school. We aim to provide a calm, stimulating and safe environment underpinned by the principles of NurtureUK, our BRICKS values and Skills Builder universal skills. Through a focus on behaviour and engagement, including for those children with additional needs, allows for all pupils to achieve well.	TS1, TS7
Assessing and Checking	In order for learning to be effective practitioners will constantly assess and check the level of understanding and knowledge of children to extend and in cases revisit learning. Our staff will use a set of core techniques and routines to assess and check, which will become familiar with and routine for the children. As a result, our children will be able to know more, do more and remember more.	TS2, TS6

TS8 and Part 2 are linked throughout the Pedagogical Framework.

Principles		
Teach for All <i>The expectation and aspiration that all children will achieve regardless of any barriers or background.</i>	Strong Starts with Robust Routines <i>Our learning environments will be safe, predictable and calm allowing for learning to be effective.</i>	Build on and impart 'sticky' knowledge <i>We will build upon what children already know using retrieval to support this whilst building on and imparting new 'sticky' knowledge.</i>
Modelling with Practice <i>Our staff will expertly model at an appropriate pace providing children with numerous opportunities to apply their new learning.</i>	Vocabulary Instruction <i>For our children to be successful in the wider world, they need to be exposed to a range of vocabulary and language.</i>	Considerate, Curious Questioning <i>Staff will intentionally question children using a range of techniques to check for understanding and</i>

		<i>demonstrate a love of learning through embodying the value of curiosity.</i>
Checking for Understanding <i>Before moving on within lessons and units, a range of techniques will be used to check that children have understand what has been taught.</i>	Restorative Practice <i>Where we need to rebuild relationships and repair issues in class we will use a restorative approach ensuring high expectations for all.</i>	Feedback to move Forward <i>Using a variety of strategies to assess and move the learning forward, feedback will be delivered in a variety of ways.</i>

Pillar	Principle	Techniques and Steps (Walkthrus)	Adaptive Teaching
Lesson Structure	Teach for All	Teach to the Top 1. Plan for difficulty & challenge. 2. Identify the highest attainers. 3. Teach so the highest attainers are always challenged. 4. Provide scaffolds and supports. 5. Vary modes of guided and independent practice.	• More or less challenge. • Supporting resources for those who are lower ability or SEND with cognition and learning needs. • Reduce or heighten scaffolding.
	Modelling with Practice	Modelling Handover 1. Set up the task/ learning. 2. I do: live modelling; check for understanding. 3. We do: complete examples with students' input. 4. You do: students practise for themselves. 5. Evaluate, repeat, extend.	• Slower or quicker pace. • More or less examples (which can include non-examples). • Some children could be moved onto the 'You Do' quicker than or slower than others. • A different method of modelling – visualiser, whiteboards, notebooks, practice activities.
	Build on and impart 'sticky' knowledge	Using a Knowledge Organiser 1. Design knowledge organisers to be quizzable. 2. Focus on specific elements. 3. Read and rehearse. 4. Close or cover for generative recall. 5. Check for accuracy.	• More or less text. • Broken down further. • Sentence stems provided. • Range of ways to present a glossary. • The usage of widgets and images to support with vocabulary development.
	Vocabulary Instruction	Deliberate Vocabulary Development 1. Specify and define the words. 2. Say the words. 3. Read words in context.	• More or less vocabulary – no more than five. • Different methods of choral response.

Pillar	Principle	Techniques and Steps (Walkthrus)	Adaptive Teaching
		4. Practise using the words verbally and in writing. 5. Engage in word-based retrieval practice.	• Different ways to present the vocabulary – definition, synonyms, antonyms, syllables, in context, image/widget. • Different retrieval practice methods.
Behaviour and Engagement	Strong Start with Robust Routines	Getting Lessons Started 1. Establish arrival & entry routines. 2. Address the class; <i>take the register</i>. 3. Do now: establish a repertoire of entry tasks. 4. Set the context for the lesson within a sequence. 5. Discuss specific learning goals. Rehearse Routines 1. Design your routines. 2. Walk through each routine. 3. Teach the signals. 4. Make routines routine. 5. Refresh or reboot.	• Different ways to enter – different noise levels, standing behind chairs or starting straight away, having a task ready on the desk. • Supplement with rewards to encourage lessons to start well e.g. table points, class points, house points, secret student. • Different ways to present the learning and success e.g. a marking label. • Usage of a countdown. • Non-verbal (visual) cues/reminders. • Posters / prompts within the classroom to support. • Time given for a routine. • Add fun to the routine.
	Restorative Practice	Repair and Rebuild 1. Initiate a rebuilding process. 2. Reinforce mutual respect & belonging. 3. Establish problems & trigger points. 4. Identify specific changes. 5. Commit & review.	• Giving more time and space. • Getting a trusted adult (a different adult) to witness / support with those conversations. • Choosing the right time to have these conversations. • Have these as a passing conversation rather than a standalone conversation.
Assessing and Checking	Feedback to move Forward	Whole Class Feedback 1. Read through students' work. 2. Note the strengths. 3. Note areas for improvement. 4. Give the feedback. 5. Give improvement time.	• How you give the feedback – verbal or written. • When you give the feedback – in the moment, after etc. • How much feedback you give at any one time. • Display whole class feedback on the board and go through it. • Print and use as a checklist for the children to go back and edit their work.

Pillar	Principle	Techniques and Steps (Walkthrus)	Adaptive Teaching
		Feedback that Moves the Learning Forward 1. Focus forwards. 2. Keep it positive and specific. 3. Match the message to the student. 4. Avoid satnav syndrome. 5. Reduce feedback over time.	• Use a piece of work that has been produced by a child and under the visualiser edit using whole class feedback.
	Checking for Understanding	Show Me Boards 1. Ensure every student has a board and pen to hand. 2. Set the question with a goal and a timeframe. 3. Build in thinking time. 4. Signal: 3–2–1 and show me. 5. Sample student responses and follow up.	• Use whole class or with a specific focus group. • The length of time the boards are used for. • Using boards in pairs to support one another and scaffold the learning. • The activities that boards are used for.
	Considerate, Curious Questioning	Cold Call 1. Ask the class a question. 2. Give thinking time. 3. Select someone to respond. 4. Respond to the answers. 5. Select another student and respond again. Think, Pair, Share 1. Establish talk partners for every student. 2. Set the question with a goal and a timeframe. 3. Build in thinking time. 4. Circulate to listen as pairs are talking. 5. Use cold call to sample pairs' responses.	• The amount of questions posed. • Posing questions verbally or in written form. • How much thinking time is provided when asking and answering questions. • Providing sentence stems for an answer. • Support in paraphrasing a question.

Our Curriculum Impact

Greswold Primary School places the learner at the centre of the curriculum. As a result of the education pupils receive, they leave Greswold academically and physically prepared; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to a community and how to endeavour to be the best they can be. They have a clear understanding of complex values like equality, friendship and trust, demonstrating tolerance, as seen in the daily interaction of all members of our community, including staff and children. They are able to decide what is right and what is wrong, and are resilient to the influence of others. Pupils take pride in all that they do, always striving to do their best. Greswold learners are the owners of their own destinies, ready to continue life in secondary school, modern Britain and the world.

Evidence and Assessment

The impact of our bespoke curriculum is assessed and evidenced as follows:

What we're looking for	How we see this, evidence we gather
Children enjoy their learning and actively engage.	<i>lesson observations, Learning Walks, pupil interviews, creative half termly home learning challenges, book scrutinies, Floor Books, use of the Adaptive Teaching, work on display, school reports, Pupil Passports, Success Stories, Latest News on school website, presentation of work by children at events such as assemblies, school productions and performances.</i>
Children develop their own interests, skills and strengths through a range of learning opportunities.	<i>lesson observations, pupil interviews, creative half termly home learning challenges, book scrutinies, use of the Adaptive Teaching, work on display, school reports, Pupil Passports, Success Stories, Latest News on school website and presentation of work by children at events such as assemblies.</i>
Children tackle challenges confidently and know when and how to get help.	<i>lesson observations, interviews with pupils e.g. discussions held annually in cross year groups with staff / governors, many children pursue work to an exceptional / exceeds expectations level, school reports, Pupil Passports, Success Stories and HRBQ surveys.</i>
Children feel safe to try new things.	<i>lesson observations, Learning Walks, interviews with pupils e.g. annual Pupil Voice, subject leader interviews, School Council, completion of creative home learning, finished class work, work on display, school reports, Pupil Passports and HRBQ surveys.</i>

Children's individual needs are met within the environment using high quality first wave teaching, supported by targeted, proven interventions where appropriate.	<i>lesson observations, Learning Walks, daily intervention groups, Provision Map, half termly pupil progress meetings, Pupil Passports, Success Stories and individual's Mosaic SENCo Network Assessment Grids (this breaks down each area of learning into much smaller steps to enable staff to celebrate successes and identify next steps to support learning).</i>
Children make strong progress and close attainment gaps through rigorous assessment and tracking of performance to inform classroom practice.	<i>internal data analysis, results of statutory testing, School Improvement Adviser reports, Provision Map, Pupil Passports, Success Stories, individual's Mosaic SENCo Network Assessment Grids, pupil progress meetings, feedback on learning in books and use of HLT A and TA support.</i>
Children participate in extra-curricular activities with enthusiasm.	<i>lunch time and school clubs, extra-curricular club registers, KS2 inter-school sports' participation data, School Games Sportsmark result, register of those not attending clubs – encouraged to do active kids at lunch times, Latest News on school website, competition results and awards and positive feedback from both parents and events' coordinators.</i>
Subject Leaders are aware of the strengths and areas for improvement and use this information to produce purposeful action plans that continue to develop our curriculum.	<i>action plans, subject overviews, medium term planning, subject intent (as published on the website), Latest News on the school website, Performance Management reviews, monitoring feedback from lesson visits, work scrutinies and through instructional coaching.</i>

Monitoring

Greswold uses rigorous monitoring throughout the year to gauge the impact of our curriculum design. The School Self Evaluation timetable ensures that monitoring is balanced, spread out across the year and that the results from monitoring feed into the SIP. The senior leadership team have an overview of this and decide key areas to prioritise based on actions from the SIP and results of monitoring tasks.

Type of Monitoring	Governors	Headteacher, SLT & Curriculum Leader	SENDCo	Subject Leaders	Class Teachers
School Visits	✓				
Pupil Voice / Pupil Interviews	✓	✓	✓	✓	
Presentations/Updates	✓	✓	✓	✓	
Learning Walks		✓	✓	✓	
Lesson Observations		✓			
Performance Management Cycles		✓			
Data Analysis and Pupil Progress Reviews		✓	✓		✓
Planning Scrutiny				✓	
Book Scrutiny		✓	✓	✓	
Success Stories				✓	✓