

Sunnyside Academy

Curriculum Vision



“The aim of education is to foster the growth of competent, caring, loving and lovable persons”

- The Challenge to Care in Schools (1992)

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Our Curriculum Vision

At Sunnyside Academy, our curriculum is designed to equip every child with the knowledge, skills and personal qualities they need to thrive in an ever-changing world. We believe that education should nurture curiosity, creativity, confidence and compassion. Through rich experiences, underpinned by high expectations, we aim to develop lifelong learners who are ready to make a positive contribution to their community and beyond. We are proud to be a Flagship School for Inclusion, recognised with the Inclusion Quality Mark of Excellence. Working together, we identify and remove barriers to learning and, through strong adaptive teaching, ensure that all children can succeed.

Curriculum Intent

Our curriculum is built upon three key drivers that reflect our school's context and ambitions for our pupils. It is also underpinned by our Ad Astra STARS values:



Key Drivers



We have designed our curriculum with clarity to meet the needs of our children:

- ✓ **Coherent and sequenced:** knowledge and skills built progressively over time, revisited through retrieval.
- ✓ **Broad and balanced:** Every subject is valued for its unique contribution to the whole child.
- ✓ **Rooted in research:** Our pedagogical choices are informed by research and underpinned by Rosenshine's, 'Principles of Instruction'. These are outlined in our teaching and learning policy. [Teaching and Learning Policy](#)
- ✓ **Responsive to context:** Our local environment, heritage and community both inside and outside of school are integral to our learning experiences.

Curriculum Implementation

Our staff, supported by curriculum co-ordinators, implement the curriculum in five, key ways:

Subject-specific progression

Each year group has a clear sequence of knowledge, skills and vocabulary mapped from EYFS to Year 6. In our higher needs bases, teaching staff implement the curriculum in a bespoke way to meet the needs of the children.

Explicit instruction and retrieval practice

Teaching draws on evidence-informed strategies to support memory and mastery. This is based on Rosenshine's, 'Principles of Instruction' and implemented through Sherrington's teaching walkthrus.

Reading at the heart

Reading underpins all learning. We ensure that pupils develop fluency, comprehension and a love of literature across a range of genres. Reading is build into our wider provision and through a range of effective initiatives.

Enrichment and experience

Trips, outdoor learning and visitors to our school extend learning and build cultural capital for our disadvantaged pupils.

Effective Assessment

Formative assessment approaches and adaptive teaching ensure that teachers can identify gaps and build the knowledge children need to succeed. These are carried out in line with our Teaching and Learning Policy and consider staff well-being and workload.

Curriculum Impact



Our Curriculum in Action

Learning in the Early Years: Teaching in the early years is driven by a strong focus on early communication and core foundations for learning. We use *Launchpad for Literacy* to ensure children can secure the essential building blocks for language, attention and early reading, complementing our chosen SSP scheme, 'Sounds Write'. Learning takes place through high-quality provision that promotes exploration, talk and purposeful play, both inside and out. Adults model language, guide interactions and introduce new concepts in ways that feel natural to young children while still building ambition and precision. Assessment is continuous and responsive, ensuring children move forward with confidence.

Learning in KS1: In KS1, teaching becomes increasingly structured as children transition from early exploration to acquiring key knowledge and skills. Lessons are designed to make information clear, memorable and meaningful. Teachers prioritise vocabulary, retrieval and understanding of core concepts so pupils develop firm foundations in reading, writing and mathematics while also engaging with the wider curriculum. Explanations are direct, practice is purposeful and tasks are designed to ensure pupils know more and remember more over time through carefully sequenced schema.

Learning in KS2: KS2 builds on the foundations set in KS1 by broadening pupils' knowledge. Teaching goes beyond isolated knowledge: pupils connect ideas, deepen their understanding and apply what they learn in more sophisticated ways. They encounter greater complexity, develop subject-specific discipline and refine their ability to reason, articulate and evaluate. Teachers design sequences that ensure knowledge is revisited, expanded and secured, preparing pupils for the demands of secondary education.

Whole School: Across the whole school we have an intentional approach to collaborative learning through agreed walkthrus such as 'think, pair, share'. Children are encouraged to work with their peers to solve problems in an active and engaging way.

Base Provision: Within our base settings, the curriculum is delivered through a bespoke and responsive model, shaped by the prevailing needs of each provision. National Curriculum themes provide a clear framework, which is carefully adapted to meet the specific needs of our children, with a strong emphasis on communication and the purposeful revisiting of prior learning.

The curriculum within our base settings is attachment- and trauma-informed and rooted in the principles of Thrive. We are explicit that emotional development is foundational – the golden thread that underpins learning, engagement and progress within these settings and beyond.

Continuous Improvement

Our curriculum is regularly reviewed considering pupil outcomes, pupil/staff feedback, research, staff expertise and pupil demographic. Subject co-ordinators work alongside teachers to support with planning and implementation of the curriculum and informing them of future developments. This ensures that our curriculum continues to evolve collaboratively and is responsive to the needs of the children. Leaders and governors keep the curriculum under review, respond to evidence and support s/informs staff development. We also work with our families and wider community to support learning, reading, attendance and aspiration.