Garfield Primary WIMBLEDON

Friendship, Respect, Excellence.

TEACHING AND LEARNING FRAMEWORK

CURRICULUM INTENT

Vision and Values

At Garfield we have a clear vision, and a set of core values that underpin our commitment to ensuring our children thrive in personal development and grow up 'ambitious for their futures'. Our curriculum is designed with an inclusion-first approach, ensuring that every child - regardless of their starting point - develops into an articulate reader, a precise writer, and a confident communicator. We operate with a 'yes they can' culture, focusing on what we can do to support every child to achieve their potential.
Our school aims are built around our core values: Friendship, Respect, Excellence.

Our aim is for the core values to become part of our character, so we can make positive choices for ourselves & others.						
Equality	**Respect**	**Determination**	**Inspiration**	**Friendship**	**Excellence**	**Courage**
we are fair	we make good choices	we try our best	we are role models for each other	we are caring	we go above and beyond	we believe in ourselves

Ethos: what do Garfield pupils look like?

Our vision is represented by children who embody the core values through their lived experience of school life. By explicitly teaching character, resilience and positive learning behaviours, our routines foster learning habits that support pupils' success in secondary school and beyond. Children at Garfield consistently meet high expectations of conduct, modelling our ethos across our classrooms, corridors and the wider school community.

Personal development is at the heart of what we do. Our pupils learn to be creative problem-solvers who embrace new challenges with confidence as safe and valued learners. As our pupils move on from Garfield, they leave as resilient, values-led citizens equipped with the character, ambition, and skills needed for secondary school and life in the modern world.

Our Curriculum Offer

At Garfield, our curriculum offers a broad, balanced, and knowledge-rich education designed to inspire every child. Guided by our philosophy - 'Fluency First: Simple Things, Done Well' - we build confidence and foundational mastery through meaningful learning experiences. We empower all pupils to thrive across five key aims:

- **Reading, Language & Vocabulary:** At the heart of the curriculum to give every child a voice.
- **Opportunity & Experience:** Rich learning to enthuse, inspire, and raise future aspirations.

- **Developing Character:** Core Values (Friendship, Respect, Excellence) guide responsible choices.
- **Independent Thinking:** Built through explicit instruction, questioning, and metacognitive routines.
- **Ready for the Future:** Empowering children to visualise themselves in multiple future careers.

Reading at the heart	**Opportunity & experience**	**Developing character**	**Independent thinking**	**Ready for the future**
We love to read for pleasure and to learn.	*We try new things with confidence.*	*We make informed and responsible choices.*	*We are independent thinkers.*	*We are ready for the future.*

Early Years Foundation Stage (EYFS)

The EYFS is the important first step at Garfield, providing a happy, stimulating environment where core values are first developed. Our well-designed, ambitious curriculum and nurturing staff support children in becoming self-confident individuals with a 'can do' attitude. Through formative assessment and Tapestry learning journeys, we ensure every child has the strong foundation needed to transition into Year 1.

CURRICULUM IMPLEMENTATION

Our curriculum includes statutory National Curriculum, PSHE, and RE requirements, complemented by high-quality schemes adapted to the needs of our cohorts.

High-Quality Schemes and Resources

We invest in evidence-based resources to ensure full NC coverage and knowledge-rich progression:

- Read, Write inc (RWI) - Phonics: From Nursery to Year 2 (and as needed in KS2).
- RWI - Get Writing: Integrated phonics and writing for KS1 - and Reception when they are ready.
- RWI - Talk Through Stories: reading comprehension and vocabulary from Nursery to Y2.
- RWI - Get Spelling: daily spelling from Y2 to Y6.
- Letter-join: Letter and digit formation and Handwriting from Nursery to Y6.
- Sentence Mastery Sequence: EYFS to Y6 for oral and written sentence fluency.
- The Writing Revolution & DfE Writing Framework: EYFS to Y6 for fluency in speech and writing.
- Storytelling Schools: oracy and creative writing from Nursery to Y6.
- VIPERS: Guided Reading from Y1 to Y6
- NCETM Mastery Approach: Maths from Nursery to Y6.
- Kapow: Science and Foundation Subject schemes from Nursery to Y6.
- Language Angels and Kapow: Spanish in KS2.

The Mastery Approach

Across the curriculum, we implement a mastery learning approach to ensure that all pupils master key concepts and build deep, long-term understanding before moving on to new material. Content is broken down into small, carefully sequenced steps where we keep the learning goals the same for every child, giving each pupil the extra time, tools, or practise they need to reach them.

We deliver this approach using evidence-informed resources such as Read, Write inc Phonics, our Sentence Mastery Sequence, strategies from the DfE's Writing Framework and The Writing Revolution and from Storytelling Schools in English, alongside the NCETM Mastery Approach in Maths. We ground our practice in five core components:

- **Carefully Sequenced Curriculum:** Small steps that systematically build on foundational knowledge and prior learning.
- **Effective Diagnostic Assessment:** Identifying specific strengths, misconceptions, and gaps in understanding.
- **Monitoring & Feedback:** Maintaining high expectations for all learners and giving continuous feedback, so pupils show secure understanding before progressing to more complex content.
- **Targeted Support:** Providing support e.g pre-teaching, immediate live feedback, and structured interventions, for pupils who need extra time to achieve fluency, preventing gaps from widening.
- **Flexibility:** Teachers pace topic learning in their curriculum until mastery is demonstrated.

We prioritise staff CPD that builds knowledge, motivates staff, develops teaching techniques and embeds practice. We foster links with expert trainers and specialists through organisations such as the Wandle School Teaching Hub, The Maths and English Hubs and Merton School Improvement Team. We support our teachers with peer to peer instructional coaching when learning evidence-based teaching strategies rooted in a deep understanding of how learning works. This helps our teaching team develop a shared understanding of key techniques.

Prioritising Reading

Teaching reading starts with oracy and phonics. We teach using 'Read, Write inc' - the Ruth Miskin phonics programme, providing a structured and systematic approach. This is complemented with purposeful talk and shared reading experiences that expose pupils to a wide range of vocabulary and sentence structures. Children in Reception and KS1 enjoy a daily group phonics lesson in which they participate in speaking and listening activities precisely matched to their developmental needs. Teachers draw upon observations and continuous assessment to ensure children are challenged appropriately.

In KS1 & KS2 children enjoy daily whole class guided reading lessons. We focus on vocabulary development, specific reading skills and immersion in a range of texts. Lessons use Talk Through Stories and class novels as a stimulus for deeper thinking and link fiction and non-fiction texts, developing contextual knowledge and understanding. Children use the VIPERS domains to explore vocabulary, inference, prediction, explanation, retrieval and summarising skills. Kapow's knowledge organisers and Garfield 'vital vocab' also forms part of the reading curriculum.

Oracy and Storytelling

Garfield children are immersed in storytelling. In KS1 & KS2, children are taught six core texts a year, linked to each year group's topics, which drive the curriculum. Children are taught to retell shortened versions of these using visual prompts and gestures, enabling children to gain confidence by using their voice in an improvised way across a range of contexts and promoting fluent language use. Through creative deepening activities, this oracy translates into engaged and empowered writers.

Sentences First

In KS1, children read and discuss vocabulary before writing, using the sounds they have just learned. We treat transcription as the key that unlocks great writing - focusing on spelling, handwriting, and sentence structure so children can express their ideas smoothly and with confidence. In KS2, we use Sentence Mastery strategies to secure sentence fluency. While core texts and oral rehearsal remain a catalyst for ideas, sentence instruction provides the execution. We master the sentence before moving to multi-paragraph writing, treating sentences as the fundamental building block of all communication.

Maths Mastery

We use the National Centre for Excellence in the Teaching of Mathematics (NCETM) Prioritisation Framework to deliver the NCETM Mastery Approach in small steps.

- **Slow Down to Speed Up:** We secure core concepts and 'ready-to-progress' criteria before layering on complex objectives.
- **Mathematical Oracy**: Pupils use stem sentences to speak like mathematicians.
- **CPA Approach**: We use Concrete-Pictorial-Abstract representations as a bridge to understanding.

Maths Core Principles:

- **All Can Achieve:** Maths is for everyone. Pupils are not labelled by perceived ability.
- **Whole-Class Together:** The class learns the same curriculum content, with teachers using careful scaffolding, questioning, and small steps to support each learner to keep up.
- **Understanding over Speed:** Success means having a deep and secure grasp of maths concepts.
- **Keep Up, Not Catch Up:** Children who struggle to grasp concepts right away are given help straight away so they do not fall behind.

Kapow Schemes of Work

We use Kapow to ensure coverage and knowledge-rich progression in the wider curriculum. Kapow provides a carefully sequenced, cohesive curriculum created by specialists with guidance for subject leaders and non-specialists. Content is delivered through subject-specific projects, which last a half term. Lessons deepen pupil knowledge and extend vocabulary, with varied recap and retrieval opportunities.

Kapow schemes of work are designed as spiral curriculums with these key principles in mind:

✓ Cyclical: Pupils return to the key and skills again and again during their time in primary school.
✓ Increasing depth: Each time a skill is revisited it is covered with greater complexity.
✓ Prior knowledge: Prior learning is used - pupils build on previous foundations, rather than starting again.

Curriculum enrichment experiences are also prioritised. Memorable experiences are often drawn from the heritage of each class, with home traditions a starting point for capturing children's interest.

The Wider Curriculum

At Garfield, we cultivate an inclusive environment where every child is supported to flourish and make strong progress. Through clear, high-quality classroom teaching and high expectations, we ensure all pupils can access ambitious learning. Pupils ready for greater depth are challenged to extend their thinking, while those who need extra help receive targeted scaffolding to secure foundational skills and build confidence in ways that suit individual needs.

Our curriculum is enriched by skilled specialist teachers and coaches who share their subject expertise with real enthusiasm, inspiring our children to learn and excel.

Garfield works alongside Merton Music Service specialists to deliver high-quality music teaching and 1-to-1 instrumental lessons. During their time with us, every KS2 pupil learns to play a tuned instrument: the ukulele. We are equally committed to physical health and activity through the Merton School Sports Partnership; our full-time sports coach teaches across the school to ensure every child receives exceptional PE support. Pupils in KS2 also enjoy weekly Spanish lessons taught by our specialist native speaker.

Enrichment

Enrichment is crucial. We ensure every child is offered opportunities that complement the curriculum with lasting memories. Memorable experiences are often drawn from the background / heritage of classes, with home traditions a starting point for capturing children's interest. The school offers a variety of extra-curricular activities, with clubs that support the core curriculum, as well as those developing specialist skills.

During the year we have themed weeks, such as Book Week, Arts Week and STEM Week (Science, Technology, Engineering, Maths), which allow children to develop their skills in a more focused way. Educational visits reinforce learning taking place in the classroom and we enjoy visits from a variety of experts including musicians, historians and scientists. We also benefit from the help of amazing parent volunteers and we welcome input from parents who offer their expertise e.g during Careers Week.

Curriculum Planning

Long-Term and Medium-Term Planning: (LTPs & MTPs)
Our wider curriculum long-term plans are adapted from Kapow. To help pupils retain and apply what they learn, we use Knowledge Organisers (KOs) and 'Vital Vocab' lists. These share key concepts and subject-specific vocabulary with pupils and parents before a topic begins, so families know what is being taught and children know what to focus on.

These resources - alongside tailored tools like Widgit visual adaptations - are available both in the classroom and on Google Classroom to support home learning. Teachers use Google Slides for daily and weekly planning and regularly revisit prior learning through retrieval practice, such as daily review grids and short quizzes, to build long-term memory.

EYFS: EYFS-ELG-one-page-doc.pdf
Children in Early Years explore all areas of the EYFS framework, with an initial focus on the Prime Areas of Learning to secure strong foundational skills. Our Reception topics build essential skills across both Prime and Specific areas, preparing children for a smooth transition into KS1. Kapow Reception Units
A progression-of-skills framework ensures learning flows seamlessly from Nursery right through to Year 6.

Whole-School Curriculum Overview: 24.25 Curriculum Map whole school
Our whole-school curriculum overview provides a complete map of the subjects and topics covered from Nursery to Year 6. Detailed year-group Curriculum Overviews are shared with parents during our September Curriculum Evening and remain accessible year-round on the school website, via Google Classroom, and on Tapestry for EYFS families.

Subject Schemas: (Connecting Concepts)
To help children make sense of their learning, every subject is built around core schemas - key concepts that run through the curriculum and are revisited with increasing depth as children grow. By connecting new knowledge to these familiar themes across different topics and year groups, pupils build deep understanding, make connections, and achieve strong academic progress. Subject Schemas

The Learning Environment

Teachers ensure classrooms are welcoming and purposeful places to learn by:

- Arranging furniture and space to create a safe, clutter-free, flexible learning environment
- Making sure equipment is accessible to promote independent learning
- Teaching and expecting children to respect and care for their school environment
- Setting clear expectations of volume - silence, whisper voices, table talk, inside voices
- Providing an inviting book corner, using working walls and topic / role play areas when relevant

Personal Development

We put personal development at the forefront of school life - educating children to grow up leading safe, happy, healthy, and successful lives is at the heart of what we do. We designed our curriculum to cultivate a strong sense of pupil agency - empowering children to set goals, make positive choices, and act with purpose and confidence. Through our curriculum and extended school provision, we enable pupils to:

Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being

We weave these opportunities throughout school life—from our Core Values assemblies and PSHE lessons to our Directory of Experiences, which brings learning to life through visits and expert visitors like the fire brigade and road safety teams. Pupils also put empathy into action by actively supporting local community initiatives, including raising funds for the Wimbledon Dons and contributing regularly to Foodbank Fridays.

Effective Lessons

Our Teaching & Learning strategy is based on cognitive science and aligns with core principles from evidence-based research sources such as Rosenshine's Principles of Instruction and the Education Endowment Foundation (EEF). It can be summed up by our core philosophy: Fluency First – Simple Things, Done Well. Every step in a sequence of lessons works to systematically reduce cognitive load, automate foundational skills, and remove barriers to learning, particularly for our most vulnerable pupils. This is underpinned by our schoolwide Routines & Culture - such as calm transitions and standardised voice levels - which promote our core values of Friendship, Respect & Excellence, while automating classroom management so pupils can dedicate maximum cognitive energy to learning.

- **Daily review:** Revisit core concepts and key facts to strengthen long-term memory, targeting micro-components through precision diagnostic trackers.
- **Small steps of learning:** Break topics into micro-steps so working memory isn't overwhelmed.
- **Skilled questioning:** Monitor understanding and adapt instruction using live checking.
- **Providing models:** Use instruction & 'I do, we do, you do' modelling to build mental models.
- **Guided pupil practice:** Practise foundational mechanics to secure fluency before moving to independent application.
- **Checking all understanding:** Use live-checking to ensure immediate 'keep up' support.
- **Good level of challenge:** Give all pupils access to ambitious, age-related content.
- **Scaffolding:** Ensure all pupils access complex thinking without watering down expectations.
- **Independent pupil practice:** Pupils should apply automated foundational skills to automaticity.
- **Regular ongoing review:** Ensure key skills are fully automated and deeply embedded.

Adaptive Teaching

Our teachers support all learners in the classroom through inclusive High-Quality First Teaching. A well-planned curriculum reduces the need to make in the moment adaptations. When additional adaptations are necessary, teachers adapt responsively using OAG & according to individual need e.g:

pace	content	questioning	task	resources e.g Widgit
scaffolding	extension	autonomy	adult support	outcome

See our SEND Policy Feb2024-25 FGB for full details of our inclusive provision.
See our Key Stage specific OAG documents: EYFS_OAG.pdf and KS1&2 OAG.pdf

Live Feedback and Marking

Feedback is given live during tasks wherever possible. Marking alongside the child allows misconceptions to be diagnosed immediately, reinforcing success and maintaining learning momentum.
24.26 Feedback & Marking Policy

CURRICULUM IMPACT

Measuring Progress & Fluency

Impact is measured by how securely knowledge and skills are automated and retained over time.

- **Precision Diagnostic Trackers:** We use centralised trackers to measure essential building blocks of learning - such as handwriting speed, phonics sounds, and multiplication facts - replacing guesswork with precise data to support every child.
- **Formative & Daily Assessment:** Live checking during lessons and everyday classwork drive immediate, daily 'keep up' support.
- **Topic & Termly Assessment:** End-of-topic reviews in foundation subjects, NTS Assessments in KS1 and Quest Progress in KS2 pinpoint foundational gaps to inform instructional adjustments.
- **Termly Review Cycles:** Towards the end of each term, teachers take part in structured review and moderation cycles in Reading, Writing, and Maths to benchmark standards, compare work with peers, and plan seamless next steps for learning.

Our Summary of Assessment at Garfield Primary School **Parents Assessment Summary** provides a useful overview of our assessment system.

Assessment

Daily in lessons Assessment for Learning strategies.pdf
Daily assessment lies at the heart of children's learning. It provides the framework for recognising achievement, monitoring progress and guiding future planning. Assessment for Learning (AfL) is incorporated into all teaching to diagnose misconceptions, adapt learning experiences, plan next steps, provide challenge, judge how securely and deeply pupils have learnt and chart progress. Assessment is fundamental in every lesson - teachers are constantly assessing; they observe, ask questions for a range of purposes to support pupils to achieve ARE/GD and work with groups and individuals throughout the day.

At the end of topics / sequences of lessons
Teachers make judgements about how well a child has connected schema in the foundation subjects, with the purpose of supporting achievement, closing learning gaps and encouraging flair. Teachers identify pupil outliers at GD/WT each term. In class support and curriculum consolidation weeks in July provide teaching time to ensure pupils are ready to progress. Judgements in foundation subjects are made against 'Assessing Pupils' Understanding & Progress' end point standards in Assessment Grids, designed for use alongside Kapow schemes of work. Y1-6 Science-Assessment

At the ends of terms
We follow a three week Assessment Cycle (assess-moderate-data.) Each Assessment Week, teachers make summative judgements about how well a child has mastered subject domain content in Reading, Writing and Maths, using standardised assessments from Quest Progress and NTS. In Moderation Week, teachers moderate writing with their peers and the wider school, aligning judgements with support from AP Literacy. In Data Entry Week, teachers record judgements in Bromcom. Pupil Progress Meetings are held.

At the end of a year
Teachers make summative judgements about how well a child has mastered core content in all subjects, moderating writing against standardised exemplifications from the STA, Merton, Herts for Learning, AP Literacy, and in the wider curriculum using Garfield Assessment Grids and our own learning samples.

At the end of a Key Stage
Teachers make summative judgements about how well a child has mastered core content in RWM, set against end-point descriptors in Reception, Year 2 and Year 6 and using DfE / STA exemplifications.
See our Assessment Policy 24 for full details of all assessment procedures at Garfield.

EYFS Provision

INTENT

At Garfield Primary, the Early Years Foundation Stage (EYFS) is an important first step in our school. We aim to provide a happy, stimulating learning environment where all children are celebrated and where we promote good learning, development and behaviour. Every child deserves the best possible start in life and support that helps them fulfil their potential.

The Early Years Foundation Stage includes all children in our Nursery and Reception classes. Our core values underpin everything we do at Garfield and this begins with Early Years as they are the first step in developing the core values - building on children's skills, attitudes and knowledge.

IMPLEMENTATION

Our EYFS includes the Nursery, offering a choice of morning or afternoon sessions, or 30 hours full-time places for children aged 3 and 4. We also have two full time classes for children aged 4 and 5 in Reception. Our outdoor learning areas offer a wide range of opportunities for children at each age. Nursery enjoys a spacious and inspiring indoor and outdoor environment. Reception children can access both Reception classrooms and outdoor learning areas as well as the main playground and all its facilities at different times during the school day.

Through our well designed, ambitious curriculum and nurturing staff, we support children in being happy and self-confident individuals with strong values and a 'can do' attitude. Our children are encouraged to respect the rights of others, aspire for success, aim for excellence and achieve their full potential. We want our children to love learning and be ready for the future.

Children access stimulating indoor and outdoor learning environments with resources chosen to meet their needs and promote learning. We encourage confidence, independence and a desire to learn. Books are used to support learning in all areas of the indoor and outdoor learning environments and stories/poems and rhymes are read/sung aloud frequently. Children have opportunities to develop and embed maths skills in a wide range of contexts.

IMPACT

The impact of the EYFS curriculum is reflected in happy and confident children transitioning into Year 1. We measure progress and children's learning across the year through formative and summative assessment based on the teacher's knowledge of the child, their observations and interactions with others as well as evidence in their 'Tapestry' learning journeys including photographs, samples of learning and comments from parents. Staff use observational assessments to identify children's starting points and plan experiences that ensure progress.
As a team, we carry out internal moderation and staff attend external training so we feel confident in our judgements and that these are consistent with other settings. By regularly monitoring assessment we see what learning is taking place and how each child is progressing in the seven areas of the EYFS curriculum.