



# **Yew Tree Primary Academy**

## **Learning and Teaching Curriculum Policy**

**Yew Tree Primary Academy  
The Avenue  
Halewood  
L26 1UU**



Determined – Resilient – Empowered – Adventurous – Motivated – Beautifully Behaved – Inclusive – Generous

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## 1. What do we mean by the school's curriculum?

The curriculum is the subject content taught across Yew Tree Primary Academy to ensure learning and personal development for all pupils. Its core foundations are taken from the **Early Years Foundation Stage Framework 2021** and the **National Curriculum 2014 for Key Stage 1 and 2**. But of equal importance, our curriculum goes **beyond the statutory requirements**. We have developed a **bespoke curriculum**, linking some established schemes of work with those designed by the school's leaders, alongside staff, to ensure the **needs of our children and their families** are met. The importance of the **school's locality and community** as a learning resource is embedded throughout. This learning is then enriched with a curriculum that extends their learning beyond the locality to an understanding of their place in the **UK and wider world**, with exciting **global and multicultural** content.

Beyond the knowledge that the **academic curriculum** provides, we are passionate about teaching our pupils to grow as individuals. We have a programme of **Personal, Social and Health Education (3D PSHE) and Relationship Sex Education** to nurture pupils to become positive, confident adults. These **skills, values and attitudes** are taught as a PSHE programme as well as being woven into the fabric of the topics across the school's curriculum through a calendar of events that impact our community and nation. We place great emphasis on **Social, Moral, Spiritual and Cultural** learning along with **promoting British Values** in a range of creative forms.

## 2. School's Vision and Values

Our curriculum is underpinned by our school vision and values:

**DREAMBIG** to achieve Excellence for All

At Yew Tree Primary Academy, we strive to create a school community where children and adults DREAMBIG to achieve Excellence for All through:

### Our Core values:

We are **Determined**

We are **Resilient**

We are **Empowered**

We are **Adventurous**

We are **Motivated**

We are **Beautifully Behaved**

We are **Inclusive**

We are **Generous**

### Here is the tool kit we use to develop them:

We are **determined: our teachers encourage us and we believe that with a 'can do' attitude and hard work, we can achieve our dreams; we want to learn and apply new skills, so that each of us can achieve our goals and support each other to achieve as part of the whole community.**

We are **resilient: our teachers encourage us to take risks and show courage and perseverance when faced with challenges. We can effectively control our emotions, to keep going and try**

**new ways to overcome any barriers, allowing us to be confident, independent learners who are thriving.**

**We are empowered: our teachers believe in us and set high expectations. We are confident in our understanding our rights and responsibilities as learners and citizens of the school and wider community. We are ambitious and take ownership of our own learning by asking questions, working independently and sharing our voice.**

**We are adventurous: our teachers encourage us to try new things and take risks in our learning; by accepting challenges that sometimes take us out of our comfort zone, trying different approaches to solving problems.**

**We are motivated: we are keen and enthusiastic; eager to learn new skills and enrich our knowledge of the world around us. We have inquisitive minds, seeking opportunities to extend our knowledge, build upon experiences and develop skills and vocabulary needed to be active, responsible citizens within our community and beyond.**

**We are beautifully behaved: we fully engaged in our learning, allowing us to learn to our full capacity and with no ceiling. We know how to keep ourselves safe, develop positive relationships, encourage one another and celebrate individual success; being the best we can be in a thriving community.**

**We are inclusive: we know all learners are unique individuals and our curriculum ensures all learners are given learning experiences that match their individual needs; creating a learning environment that allows children to believe that there is no ceiling on their learning.**

**We are generous: we help each other when met with a challenge. We give our time and support to our local community and welcome new members to our school by sharing our values and experiences. We help the wider world by raising awareness and actively participating in wider world events.**

**We aim to improve the life chances for all our children by ensuring each child becomes:**

- **A successful learner, who enjoys learning, makes good progress and achieves well.**
- **A confident individual, able to live safe, healthy and fulfilling lives.**
- **A responsible citizen able to make a positive contribution to society.**

### **3. Curriculum Intent**

At Yew Tree, it is our intention that our curriculum is balanced, provoking intellectual curiosity through building knowledge, extending opportunities to raise aspiration by having high expectations for all.

Our curriculum is designed to ensure all learners are confident and resilient life-long learners. Ensuring each child continually practices taking risks; learning from mistakes and persevering towards their most ambitious goals with the qualities of mind, empowering them to face any challenge. Children achieving whatever they put their mind to is at the heart of their learning journey at our school and beyond.

We plan for outdoor learning, external visitors and enrichment trips to support and enhance our learning opportunities, to ensure that learning is always first hand where possible. In addition, we plan a range of extra-curricular activities that we offer to our learners, including physical and creative opportunities outside of the curriculum.

Our curriculum has The National Curriculum at its core, takes into account current research and focuses on the development of reading, oracy and a rich bank of vocabulary to open doors. This ensures learners have the cultural capital to confidently and competently take their place in society: developing critical thinking and the ability to express their own thoughts, feelings and ideas.

At Yew Tree we believe that children can achieve personal excellence through teaching and modelling of our core values of determination, resilience, empowerment, adventure, motivation, being beautifully behaved, inclusive and generous, which drive all aspects of school life. We provide learners with their own learning toolkit through our vision to DREAM BIG to achieve Excellence for all.

### **Our school aims:**

Together, we will ensure all members of our school community are healthy, safe and feel valued by; encouraging them to make the most of their learning opportunities; appreciate the environment and make a positive contribution to fulfill our aspirations and theirs at Yew Tree Primary Academy.

In addition, the **aims** of our school curriculum are:

- ❖ To be accessible for all children to achieve high standards and make good progress.
- ❖ To enable those not achieving age-related expectations to narrow the gap, catch up and keep up.
- ❖ To develop key skills and communication.
- ❖ To develop a lifelong love of learning.

Our commitment to the promotion of **British values**:

- ❖ Throughout our curriculum, we have built in opportunities to promote values of British democracy, law, individual liberty, mutual respect and tolerance of those from different beliefs, faiths and non-faith backgrounds.
- ❖ The school is committed to a curriculum that recognises the **multicultural, multi-faith** and ever-changing nature of the UK and those it serves.
- ❖ We believe in a curriculum that promotes **equal opportunities**, which guarantees that there will be no discrimination against any individual or group, regardless of faith/non-faith, ethnicity, gender, sexuality, political or financial status, or similar.

### **4. The Early Years Foundation Stage**

The curriculum that we teach in Nursery and Reception class meet the requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

The **learning and development requirements** cover:

- The seven areas of learning and development and the educational programmes
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

Our school fully supports the principle that young children learn through play. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1, where appropriate. The EYFS team work closely with Year 1 to ensure that there is continuity and progression between the Early Years curriculum and the start of the National Curriculum in Year 1.

## **5. Curriculum Overview**

Most of this curriculum policy will refer to the **curriculum for Years 1 to 6**, with links/references made to EYFS and our DSP where relevant. For detailed curriculum information on EYFS, please refer to the **'Early Years Foundation Stage' Policy and DSP Curriculum Policy**.

In Years 1-6, we teach the following as **discrete subjects**: English, Mathematics, Science, Computing, Spanish, PE, Music, RE, PSHE Art and Design and Design and Technology. For Geography and History we use themes/topics under the umbrella title of Learning Tree. The themes are selected with our children, families and community in mind, with a progression of skills and knowledge for both subjects. We have made links with our English texts to provide vital connections and context for our children's learning.

At Yew Tree Primary Academy, we teach our English through the Literary Curriculum. This was after extensive research and consultation to ensure it was right for our school.

The Literary Curriculum is a complete, thematic approach to the teaching of English, placing children's literature at its core. Text studied have been carefully chosen to support the spiral approach to the curriculum ; ensuring coverage, opportunities to revisit, revise, rehearse and reflect as well as application of new knowledge and skills. In all year groups, we teach reading and writing through high-quality texts – ranging from picture books to Shakespeare, immersive real-life experiences, such as school trips, or a combination of both. The particular choice of rich texts support the contextual understanding needed to broaden and deepen understanding of key concepts within our Learning Tree and other Foundation subjects.

As a whole school approach, it provides complete coverage of all National Curriculum expectations for writing composition, grammar, punctuation and vocabulary, as well as coverage of spelling, phonics and reading comprehension. All sequences lead to purposeful application for a wide range of audiences across a variety of outcomes. Over their time at the school, children will read and write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing.

At Yew Tree Primary Academy, we have chosen to adopt the Read, Write Inc Systematic Synthetic Phonics (SSP) teaching programme, which has been validated by the Department for Education as our teaching strategy for teaching early reading.

This is a way of teaching children how to read and write by developing their phonemic awareness—the ability to hear, identify, and manipulate different sounds used in the English language. Children learn the correspondence between these sounds and the spelling patterns (graphemes) that represent them. At Yew Tree, we place a strong emphasis on the teaching of phonics in the early years of reading and writing in order to give all children a solid foundation for learning. Because not all words in the English language comply to the rules of phonics we also teach so-called 'sight words' by repetition and retrieval.

Phonics lessons at Yew Tree are taught daily from Nursery up to Year 2. The sessions are short, engaging and memorable with an emphasis placed on revising a previously learned letter-sound correspondence, learning a new one, practicing this, and applying it to sentence level work.

The teaching of phonics begins in Nursery and Reception using the 'Read, Write, Inc' scheme which continues in Years 1 and 2, where children learn alternative spellings of the previously learned sounds and refining their knowledge to become more fluent readers and more accurate spellers.

Handwriting is taught weekly from Reception to Year 6, beginning with mark making and patterns in Early Years all the way up to legible, joined handwriting in Year 6, we use Nelson handwriting as a teaching resource to support this.

Spelling is taught through the Literary Curriculum's Spelling Seeds. These are directly linked to the main focus texts and Appendix One of the English National Curriculum.

From January 2019, all children in Key Stage 1 and 2 have been taught Mathematics using the Maths No Problem Scheme of Work (SOW) and mastery approach.

"Maths — No Problem! is a series of textbooks and workbooks written to meet the requirements of the 2014 Maths National Curriculum. The Maths — No Problem! Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. As a result, the Maths — No Problem! Primary Series are recommended textbooks for schools on the mastery programme."

Lessons typically are broken into four parts:

- Anchor Task – the entire class spends time on a question guided by the teacher. The children are encouraged during this time to think of as many ways as possible to solve the question.
- New Learning – the teacher introduces and explains the new learning for the lesson.
- Guided Practice – children practice new learning in groups, pairs or individually guided by the teacher.
- Independent Practice – practice on your own. Once children have mastered the concept they use their reasoning and problem-solving skills to develop their depth of learning.

Key points:

- A highly effective approach to teaching maths based on research and evidence
- Builds students' mathematical fluency without the need for rote learning
- Introduces new concepts using Bruner's Concrete Pictorial Abstract (CPA) approach
- Pupils learn to think mathematically as opposed to reciting formulas they don't understand
- Teaches mental strategies to solve problems such as drawing a bar model

Each curriculum area (excluding MFL - as it is only taught at Key Stage 2) has been planned as a progressive **scheme of work** that incorporates EYFS as a starting point.

For our Science curriculum, The National Curriculum provides a structure and skill development being taught throughout the school. At Yew Tree Primary Academy, children have weekly lessons in Science throughout Key Stage 1 and Key Stage 2. In EYFS, science is taught through the children learning about the world around them in their learning through play. In our DSP, children follow an individual CAP alongside the National Curriculum, if relevant.

We use 3 Dimensions PSHE scheme to support our teaching to enable our pupils to be able to make informed choices about how to develop their physical and mental health and wellbeing, and in doing so keep themselves safe and physically and mentally healthy.



Knowsley City Learning Centres has produced a robust scheme to support Knowsley schools in their delivery of computing, which we have chosen to adopt. As a result, computing is taught in five main areas:

**Digital Literacy-** which looks at life online including staying safe on the internet

**Computer Science-** which looks at computers, programming and coding that will involve being resilient and determined in order to solve problems

**Information Technology-** This area explores visual coding, classification, publishing and virtual life.

**Byte Size and Fun-** Children will learn a plethora of skills helping to enhance their digital understanding including animations, videos and mathematical skills.

For our Physical Education curriculum, we use Get Set 4 PE scheme of work and resources to support our teaching. The scheme of work has been written with careful consideration of the aims of the National Curriculum, to ensure that children are given a wealth of opportunities to develop their physical skills as well as developing the whole child. We also have strong links with 'Everton In The Community'. Our partnership with Everton in the Community allows our pupils to apply their PE knowledge, skills and understanding beyond sport.

Our partnership also provides our pupils with a variety of opportunities to showcase talent, demonstrate inclusion and respect for all.

Our Music, Art and Design and Design and Technology is taught through a scheme called Kapow. This is after extensive research and piloting the schemes. The scheme provides our children from Year 1-6 with board and balanced skills and knowledge linked to the National Curriculum.

Our chosen Modern Foreign Language is Spanish. This was a considered change that was made in September 2021. Most of our Spanish teaching is delivered by a specialist Spanish native speaker from The School Improvement Liverpool MFL Team. We work together to ensure that all long term and medium term plans link to The National Curriculum set out for Key Stage 2. Spanish is planned on a rotational basis, so when the specialist teacher is not teaching, class teachers reinforce the learning using the resources provided by the Language Angels scheme of work.

Yew Tree has chosen to adopt the Liverpool Agreed Syllabus and scheme of work for Religious Education. Our intent is that they will develop their knowledge and understanding of Christianity and other major world Faiths and what it means to be committed to a Faith so they can develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today preparing them for life in a multi-culturally diverse society.

Teachers in each year group take the school's schemes of work and **key learning objectives** and adapt these to weekly **teaching and learning activities** that suit the diverse needs of the pupils that they are teaching. Schemes of work are planned to ensure the requirements of the **National Curriculum** are met. These can be found on the National Curriculum website:

[www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4).

Curriculum maps have been created to show the coverage of topics/themes for each year group as well as for individual subject areas.

## **6. Progression of skills**

Each subject area has a progression of skills from EYFS to Year 6 (excluding MFL) to ensure continuity and progression in learning. This progression has been incorporated into schemes of work which are used to plan lessons.

## **7. Organisation and planning**

In Years 1-6, although lessons are planned and taught as discrete subjects, units of work, where possible, are linked, to ensure **creative, cross-curricular** learning is maximised.

Each subject has a Long Term Plan which teachers use to create a series of lessons to be taught (medium-term, weekly planning). They include teaching strategies and activities, differentiation for different learning needs and key vocabulary/resources needed to deliver activities.

## **8. Curriculum delivery**

In a typical week, Mathematics and English are taught every day. English includes Oracy, Writing, Reading, Handwriting, Spelling/Grammar and Phonics. Mathematics includes daily basic skills sessions outside of the Mathematics lesson. Some other subjects are fixed on a weekly basis, such as PE, Science, Learning Tree (History and Geography) and PSHE. Other subject areas are taught in blocks, allowing flexibility for teachers in how they organise each week. During a half-term, the focus may be on Geography as a blocked unit and History is not taught at all during this time and will change to a History focus the last half of a term. Art may be taught as a block, and then this reverts to Music or DT during the next term as examples. Teachers may also take some subjects, such as computing, and organise a specific day on this, i.e. 'Coding day' so that they can focus on a specific project.

We also have specialist teachers deliver some subjects across school, for example Spanish. This way of working differs for each term and from year group to year group. The school's Curriculum Leader oversees this to ensure that there is sufficient coverage of skills at the end of each year and key stage. Each year group has a Year group curriculum map/overview which is made available to parents so that they can see a full terms coverage of topics/learning.

Our delivery and organisation of each subject is to ensure that children's learning is spiralled. This means that the children have the opportunity to rehearse, revisit, revise and reflect then extend their learning across the skills and knowledge they are being taught.

## **9. Children with Special Educational Needs and Disabilities (SEND)**

The curriculum in our school is designed to provide **access and opportunity for all children**. Teachers take responsibility for planning lessons to ensure the needs of each child is met. This may be in light of advice/documentation from outside agencies involved with a child or in discussion with parents.

If a child has a need, the school does all it can to meet these individual needs. We comply with the requirements set out in the **SEND Code of Practice (2014)**. A teacher, often with support/advice from the school's SENCo/Inclusion Lead, is able to provide curriculum resources and educational opportunities which meet the child's needs within the normal classroom organisation. However, children's Special Educational Needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers. There may be in some cases, where we need to refer to other professionals for support or advice e.g. Occupation Health Practitioner or Speech and Language Therapists, this is overseen by our SENCo/Inclusion lead and with talks with parents.

For more detailed information on how the school ensures the needs of SEND pupils are met, please refer the school's **SEND policy**.

## 10. Speech and Language and Oracy

A whole school priority at Yew Tree, is to enable all children to articulate their thoughts, feelings, wants, likes, dislike, opinions and learning effectively, with the understanding that effective communication is an essential skill for life. To ensure that children have the receptive and expressive language they need, we screen every child on entry to Nursery and Reception using WellComm. Following this, we implement various support, as we have found that our cohorts starting school, are increasingly in more need of Speech and Language intervention. Our children will receive intervention from either: an NHS Speech and Language Therapist, an independently school funded Speech and Language therapist or Speech and Language one-to-one and group intervention from our school staff.

Our Oracy teaching, within our curriculum at Yew Tree, facilitates and develops the children's communication skills. It reflects the importance of listening, understanding and spoken language in pupils' development. We also believe that these areas of communication and language underpin the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. We believe that pupils at our school should develop these skills to enable them to explain their understanding of books and other reading, and to prepare their ideas before they write. We aim that our children practise and apply their communication and language skills in a variety of different contexts and use these skills to become articulate learners. This then permeates through all areas of the curriculum. Oracy skills are taught right across school, from Nursery to year 6. Teachers build into their plans, opportunity for the children to demonstrate these skills in a variety of subjects over the course of the year.

## 11. The importance of wider skills, creative experiences and enrichment

Our curriculum has been planned across the school to ensure that pupils have a range of learning opportunities which incorporate the following:

- ❖ reasoning;
- ❖ enquiry and problem-solving;
- ❖ working with others and communication (oracy);
- ❖ improving own learning and performance;
- ❖ creativity

Whilst we are wholly committed to ensuring that pupils have a secure grasp of the **basic skills in core subject areas** and make good progress in these, we believe in ensuring that the school's curriculum is regularly supplemented with a range of **creative, engaging enrichment experiences**. As well as rigorous learning in Mathematics and English, our curriculum includes the following as an example:

- ❖ Visiting artists, musicians, dancers and storytellers
- ❖ Art, science, drama and music workshops
- ❖ Trips and Visits
- ❖ Peripatetic Music and Spanish Teachers
- ❖ Everton In The Community Sports Coaches

## 12. Assessment and reporting

Our school promotes the use of accurate and focused assessment throughout the curriculum as essential to high quality teaching. The school's assessment policy sets out how the curriculum is assessed and all teacher judgements are recorded on an electronic database called Insight. Teachers use Parent/Teacher evenings to report on pupils' attainment and progress; this

information is supplemented with an end-of-year written report. In Our DSP, teachers use BSquared as an assessment tool to record small steps of progress and record teacher judgements across their curriculum. In EYFS, we use the Tapestry to record observations of the children's attainment of skills and knowledge linked to the EYFS framework, followed by recording teacher judgements on Insight.

### 13. Monitoring standards and provision

The **Governing Body** is responsible for ensuring the school curriculum is implemented. Governors work with the Principal and senior leaders to review the curriculum and its policies. Senior Leaders, TLR holders and subject leaders report to Governors on curriculum updates annually.

The **Assistant Principal** is responsible for the day-to-day organisation of the curriculum as the designated **Curriculum Leader**, and oversees many aspects of this. The Principal, Assistant Principal and senior staff monitor the school's curriculum, to make sure it is fully implemented and staff are adhering to school curriculum policies and practice. This will include lesson visits, learning walks, book looks, pupil voice, feedback from/discussions with teachers, data/assessment outcomes. Monitoring information will be used to make changes/improvements to ensure that the curriculum is delivered to a high standard.

**Subject leaders** review and monitor their subjects (with support/direction from members of the extended leadership team). This includes teaching and learning, schemes of work, subject policies, resources, environments, CPD and whole school practices that are important in ensuring **continuity and progression** in learning for the subject across the school.

In addition, where subject leaders hold **Teaching and Learning Responsibility (TLR)** posts, there is an expectation that they lead a curriculum team, to ensure the standard of teaching and learning in these areas, as well as a responsibility for pupil progress. We have four curriculum teams:

- Humanities Team (Geography, History and MFL)
- Creative Team (Art, DT and Music)
- Science and Technology Team (Maths, Science, Computing and PE)
- SMSC Team (PSHE, Attendance and Behaviour, RE and SMSC, Growth Mindset and Wellbeing)

### 14. Subject Leadership

The role of the subject leader is to work with the school's Principal, Curriculum Leader and Team Leader to:

- ❖ provide a strategic lead; planning, delivering and reviewing priorities for their subject
- ❖ develop schemes of work to ensure coverage and progression of the programmes of study across the school linked to The National Curriculum;
- ❖ support, deliver or organise possible CPD and advice to inspire colleagues;
- ❖ provide information on teaching and learning to the Senior Leadership Team;
- ❖ have efficient resource management.
- ❖ Keep up-to-date on changes and developments in their area of responsibility.

The school builds in subject management time within each teacher's directed hours, as well additional specified time throughout the year, including staff meetings, Curriculum team meeting, and TLR post-holders have more regular allocations; this supports them in carrying-out the duties involved with their role.

The school's Curriculum Lead meets with Curriculum Team Leads, twice during the year, who are expected to keep up-to-date with developments in their subject and team, and ensure changes are planned for and communicated. They will monitor progress through the action plan priorities and communicating this to the Curriculum Lead.

All subject leaders review the way the subject is taught in the school and plan for improvement, this development planning links to whole-school priorities within the School Development Plan. Each subject leader reviews the curriculum plans for their subject to ensure that there is full coverage of the children's entitlement to the National Curriculum.

### **15. Developing Middle Leadership capability**

The school is fully committed to supporting the development of **leadership at all levels** of the school; this includes middle leadership. The school's Curriculum Lead ensures all non-TLR holders, who are curriculum leaders have the relevant CPD to effectively lead their curriculum areas. Some of this work has included planned training activities such as how to organise a curriculum leader file, how to monitor effectively, writing action plans and how to create a subject leader report. In particular, those teachers who are relatively **new to curriculum leadership** are given additional time, with the Curriculum Lead, to support them in their role.

Locally, further Middle Leadership development is provided by the Leadership Team in school, Southern Area Collaborative and through the Primary Lead Principal and Primary Improvement Leads in Wade Deacon Trust. Middle Leaders are also encouraged to access national qualifications such as NPQML.

The school has found that the development of middle leaders has had significant impact on the development of the curriculum across the school and has identified it as a central part of school improvement.

### **16. The role of the school's Curriculum Leader**

The school's Curriculum Leader has a responsibility to undertake and oversee training and development within the role to ensure that the school's curriculum continuously evolves to be the best it can be, keeping pace with modern times and the changing needs of our children and families. This includes attending school improvement training activities such as curriculum forum and conferences, undertaking reading and research of up-to-date curriculum practice, sourcing subject-specific support from school improvement partners and specialists. The Curriculum Lead ensures that monitoring is completed and accurate, linking to the school's SDP and ensuring that priorities are completed in a timely manner, holding leaders to account for their areas of responsibilities and pupil progress.

### **17. Communication with parents**

Information on the school's curriculum is detailed on the school's website, as per statutory Government guidelines. Year group curriculum maps/overviews are sent out each term as well as information on newsletters, particularly relating to the wider curriculum. The school also has a Twitter account and a learning platform (Class Dojo), which informs parents and carers about curriculum and enrichment activities and achievements.

### **18. Learning environment**

The school environment is an important stimulus and support for teaching and learning across the school. Class displays all have working walls for English, Maths, Science and other boards cover aspects of the wider curriculum. Some boards are used for teaching and learning, as a resource to

support learning and independence, whereas others celebrate pupils' work and achievement. All year groups (1-6) have a display board outside in the corridor, to show case children's learning across a curriculum theme or genre of writing linked to their Literacy Tree Curriculum.

Each classroom from years 1-6 are equipped with Science and Maths Stems to support and challenge the children's reasoning and explanations. They also have Maths toolboxes to facilitate the children's problem solving, using a variety of concrete objects. Each class, has a reading area/class library with a variety of fiction and non-fiction books for them to enjoy. Books are carefully selected to link to books by the same author they have studied, and linked to their History or Science topic where possible.

In our EYFS, DSP and year 1 classrooms, we have carefully planned continuous provision areas that have a variety of resources that enhances our curriculum. These areas are carefully designed to support the children in revisiting, rehearsing and extending their skills and knowledge. The children may access continuous provision independently or support by an adult.

Yew Tree also has a virtual environment, which is a teaching, learning and communication platform (Class Dojo). The platform is used to communicate to the whole school community by teachers and senior leaders, and can be used to target groups also. Teachers are using the platform to deliver remote learning, provide support and advice, post homework, deliver key information, communicate with parents on a one-to-one and celebrate achievements. Class Dojo also plays a role in our behaviour strategy. For more details on this, please refer to our **behaviour policy**.

**The policy document will be reviewed by curriculum leader annually or earlier if required.**

# Early Years Foundation Stage (EYFS) Policy

## Yew Tree Primary Academy



**DREAMBIG**

**Determined – Resilient – Empowered – Adventurous – Motivated – Beautifully Behaved – Inclusive – Generous**

|                            |                          |                                   |
|----------------------------|--------------------------|-----------------------------------|
| <b>Written by:</b>         | Emma Hanlon              | <b>Role:</b> EYFS and KS1 Manager |
| <b>Approved by:</b>        | Principal/Governing Body | <b>Date:</b> Autumn 2025          |
| <b>Last reviewed on:</b>   | Autumn 2025              |                                   |
| <b>Next review due by:</b> | Autumn 2026              |                                   |

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### **1. Introduction**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. It is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

At Yew Tree Primary Academy, we believe that EYFS is fundamental in laying the foundations for each child's future learning and preparing children for later schooling. In EYFS, we love to engage curious minds, develop creativity and challenge thinking. Following our school motto, we aim for our children to 'DREAMBIG' so that they can become determined, resilient, empowered, adventurous, motivated, beautifully behaved, inclusive and generous.



## 2. Aims

In EYFS, we aim to:

- Provide an education that builds on what each child already knows and can do
- Provide the foundation children need for good future progress through school and life
- Encourage every child to fulfill their potential
- Ensure every child is included and supported through equality of opportunity and anti-discriminatory practice
- Provide a wide range of opportunities for independent learning, adult directed learning, adult led learning and child-initiated learning.
- Provide a positive, supportive environment where children feel safe and secure to learn
- Develop positive attitudes to learning from an early age
- Encourage parents/carers to become involved in their child's learning

## 3. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our [Wade Deacon Trust funding agreement](#) and [articles of association](#).

## 4. Structure of the EYFS

Our early years setting consists of one Nursery class, which has 26 FTE places, and one Reception class, which has 30 places. We take pupils into the nursery on a termly basis – usually the term following the child's third birthday. The local authority nursery information sheet and application form can be accessed [online](#). Information about the 30 hour offer can be accessed [here](#).

### Nursery School Day:

8:30 am to 11:30 am

12:15 pm to 3:15 pm

### Reception School Day:

8:40 am to 12:00pm

1:00 pm to 3:10 pm

### Staffing and responsibilities

|                            |                                                                        |
|----------------------------|------------------------------------------------------------------------|
| Miss E Hanlon              | EYFS/KS1 Manager and Reception Teacher                                 |
| Mrs A Parkinson            | Nursery Teacher                                                        |
| Mrs S Rogan                | Nursery Teaching Assistant                                             |
| Miss J Aliski              | Reception Teaching Assistant                                           |
| Miss J Appleton            | SENCO and Reception teacher (covers Reception PPA and Management time) |
| Teaching Assistant 1:1 x 3 |                                                                        |

## 5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and 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

EYFS practitioners also reflect on ways in which children learn and develop through characteristics of effective teaching and learning that are identified below:

#### 1. Playing and Exploring

Children investigate and experience things, and 'have a go'.

**2. Active Learning**

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

**3. Creating and Thinking Critically**

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### 5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. EYFS staff have planned for a progressive curriculum that is bespoke to Yew Tree. Our curriculum identifies ways in which the learning can be supported either through focus teaching, supported by adults in provision or supported by a high quality learning environment.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

### 5.2 Teaching and Learning within EYFS

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## **6. Assessment**

At Yew Tree Primary Academy, ongoing assessment is an integral part of the learning and development processes. Assessment helps teachers to identify the needs of individual children and groups of learners in order to plan for their next steps of learning. Staff observe pupils to identify their level of achievement, interests and learning styles. These

observations are used to shape future planning. Staff also consider observations that may be shared by parents/carers. In line with whole school assessment practice, progress is tracked through 'Insight', an online pupil tracking database for primary schools, each term. Further information can be found in the whole school assessment policy.

#### Reception Baseline Assessment (RBA)

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment.

#### Assessment at the end of EYFS - The Early Years Foundation Stage Profile

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **7. Working with parents**

At Yew Tree Primary Academy, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

In EYFS, we encourage parents and carers to support their child in home learning activities. We believe in an 'open door' policy and encourage parents/carers to talk to their child's teacher about their child's progress or if they have any questions or concerns regarding their development.

Each child's progress and development is shared with parents/carers twice a year during Parent Review Meetings, which take place in Autumn and Spring terms. During the Summer

term, the EYFS profile is shared with parents/carers as this helps to provide a well-rounded picture of their child's knowledge, understanding and abilities.

## **8. Safeguarding and welfare procedures**

In Early Years, we promote good oral health, as well as good health in general by talking to children about how to stay healthy including:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

The rest of our safeguarding and welfare procedures are outlined in our [safeguarding policy](#).

## **9. Monitoring arrangements**

This policy will be reviewed by EYFS Manager and approved by the Principal every year.

At every review, the policy will be shared with the governing board.



# Yew Tree Primary Academy

## DSP Curriculum Policy

Yew Tree Primary Academy  
The Avenue  
Halewood  
L26 1UU

**DREAMBIG**

Determined – Resilient – Empowered – Adventurous – Motivated – Beautifully Behaved – Inclusive – Generous

## **The DSP Classes**

The Designated Specialist Provision consists of 3 classes which cater for children who have a special educational need, specifically Autism, and present with Communication and Interaction, Cognition and Learning and Sensory Needs.

A great emphasis is placed in all classes on providing a safe, caring and happy environment which enables and encourages each child to develop his/her potential.

Classroom organisation and teaching methods take account of the individual learning requirements of the pupils and various strategies and techniques are used throughout the DSP by highly skilled and committed staff who work very much as a team.

The DSP follows a unique curriculum entitled 'Curriculum Around the Pupil' (CAP).

## **Curriculum Around the Pupil (CAP)**

The new curriculum approach is entitled CAP and simply means Curriculum around the Pupil. There are five key elements to the CAP approach, the use of Engagement and Progression Steps on B Squared, the Developing Skills Curriculum, Emotional Literacy, Sensory Diet and Total Communication.

### **Progression Steps**

Some pupils are able to access subject specific learning and will be following the Progression Steps area of B Squared, which means where appropriate pupils will still benefit from National Curriculum coverage of Numeracy and Literacy at a level that is suitable for them. There will be a strong emphasis on functional Literacy and Numeracy skills even for those pupils who appear to be functioning at National Curriculum levels. These will be delivered in Numeracy and Literacy sessions, as well as through practical activities in the afternoon such as individual or group Speech and Language sessions, and practical life skills sessions. Some pupils who are ready for more structured learning will be taught through Maths, No Problem!, Literary Tree, Read, Write, Inc (Phonics), Kapow (Art, DT and Music), and GetSet4PE!

### **Engagement Steps**

Pupils who are not yet accessing National Curriculum and who are not ready for subject specific learning will be supported through developing areas of Engagement, which include Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and Physical. Pupils will have individualised targets on their Personal Provision Plan, related to these areas as well as outcomes on their EHCP. These will be delivered through 1-1 work sessions, small group activities where subjects are used as a vehicle for delivering these objectives, multi-sensory activities, and SALT/OT input.

Pupils will follow a 'Theme' approach but the Theme will act as vehicle to teach the skills that are related to the pupils' specific areas of needs as opposed to delivering a set of National Curriculum objectives related to specific subjects. National Curriculum subjects and objectives will still be used where appropriate and where they support and extended the skills pupils need to develop.

## **Developing Skills Curriculum**

Where pupils who can access elements of the National Curriculum need a modified approach then the guidance called 'Developing Skills' will be used to support planning for learning opportunities for these pupils. This document outlines four key areas to address in a curriculum for pupils with additional needs and then further expands on these areas:

**KEY FUNCTIONAL SKILLS-** including communication, application of mathematical and number skills and using information and communication technology.

**SKILLS FOR LEARNING-** including working with others in a team, reflecting on learning and problem solving and independent inquiry.

**THINKING SKILLS-** sensory awareness and perception and early thinking skills

**PERSONAL SKILLS AND OTHER PRIORITIES-** physical, orientation and mobility skills, organisation and study skills, personal and social skills, daily living skills and leisure and recreational skills.

## **Emotional Literacy**

It is recognised that for pupils to fully engage in learning experiences they need to use their 'thinking' and 'feeling' brain together but strong feelings such as confusion, anxiety or anger can overwhelm our pupils and make it difficult for them to make effective use of their whole brain. In creating an emotional literate environment we are aiming to make our pupils feel CLASI

Capable- people around me are genuinely interested in enabling me to realise my potential

Listened to- I am free to say what I think or feel and it may lead to things changing

Accepted- I can explore different ways of being myself

Safe- I do not have to hide the way my emotions influence what I think, do or say

Included- I am valued for the distinctive role I play in this class and school

We will aim through developing emotionally literate environments and providing learning opportunities through activities such as 'Check in/check out', 'Relax kids' and circle time activities to enable pupils to:

- Recognise their emotions in order to label and find them
- Understand their emotions in order to become effective learners
- Handle and manage their emotions in order to develop and sustain positive relationships
- Appropriately express emotions in order to develop as 'rounded people' who are able to help themselves and, in turn, those around them.



## **Sensory Diet**

For many pupils with additional needs there may be difficulties with their sensory processing ability. The term sensory processing refers to the ability to take in information through our senses (touch, proprioceptive, smell, taste, sight, hearing, vestibular), organize and interpret that information and make a meaningful response. The seven senses are fundamental to a child's ability to learn & function in any environment. Therefore if there is a difficulty in organising or integrating this sensory information this can have a dramatic impact on the pupils ability to engage in learning experiences. This is when they will need a Sensory Diet approach related to specific senses they may have problems with in order to enable them to utilise the senses they have and integrate information from the developing senses. These activities will vary greatly depending on the needs of the pupils but could include the need for rebound therapy, sensory room, and specific equipment such as physio balls, visual stimulus and auditory stimulus.

## **Outdoor Area**

Within the DSP, we are lucky enough to have a newly developed outdoor area, specifically designed to meet the sensory needs of our pupils. It includes a climbing frame, swing, trampoline, sensory foot trails, mud kitchen, racing track for scooters and bikes, bedding areas and wild flower area. This provides lots of vestibular, proprioceptive and tactile input which helps to regulate our children, ensuring they are calm and ready to learn. The area also provides opportunities to develop cognition and learning, as activities are set up in the space using natural resources with a specific learning, as well as communication using Intensive Interaction, communication boards and Blank Level Questioning all based around activities.

## **Total Communication**

Underpinning this whole Curriculum is the need for the Total Communication Approach. If pupils cannot access the curriculum due to difficulties in receptive language skills and cannot demonstrate their learning due to difficulties in their expressive language skills then the Curriculum approach will be ineffective. The Total Communication approach acknowledges the need to match our expressive communication to the needs of the pupils so that they can engage in learning experiences be that through Sign, use of Objects of Reference, PECS, clear speech, body language, intensive interaction and the use of visual supports such as timetables, now and next boards and symbols such as 'wait', 'help' and 'Traffic Lights'. The Total Communication Approach also acknowledges that we need to be adept at responding to the child's expressive communication so as to build relationships and understand what they have learnt during activities so we can build on this for future learning experiences.

## CAP Pathways

The DSP designed Curriculum Pathways as a way to deliver our CAP effectively via three strands; Informal, Semi-formal and Formal. All present strategies appropriate for each class for lessons, communication, sensory and LOTC, Emotional Literacy and Behaviour, and Key Skills/Personalised learning. This demonstrates how skills within each area are built upon and continually developed for long-term learning. They also identify areas of learning for pupils within each class, means of assessment, and what the environment should be to enhance learning.

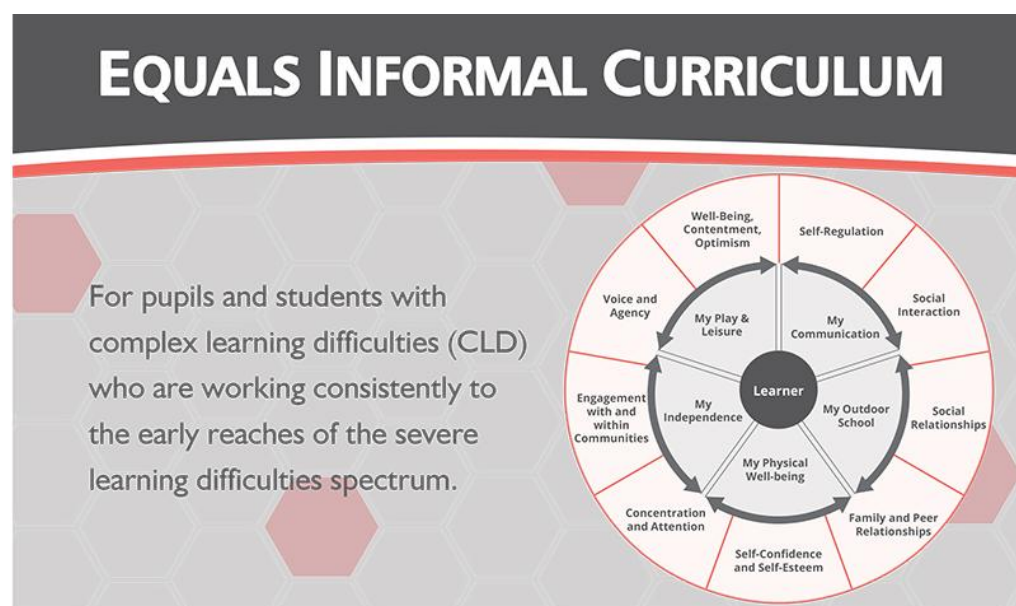
**Informal:** Pupils who are not yet ready to access any subject-specific learning. Working on Engagement Steps.

**Semi-formal:** Pupils who are still accessing areas of Engagement Steps as well as Progression Steps. Some subject-specific learning.

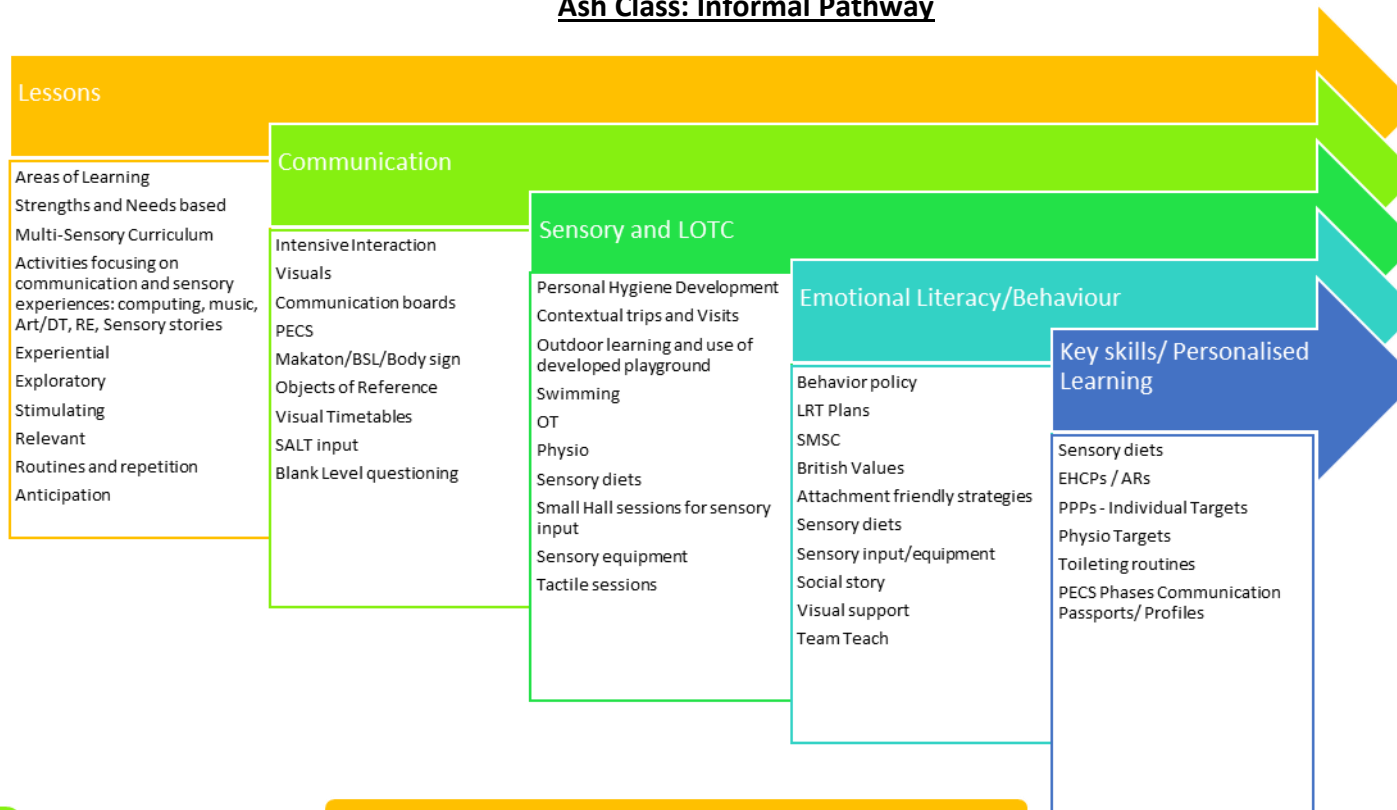
**Formal:** Pupils who are accessing Progressions Steps with subject-specific learning.

Yew Tree DSP uses a thematic approach as an overarching focus to provide relevant learning context and ensure a breadth of experience for pupils. Individual target work is often focused around these themes.

\*For the academic year 2023-24, Equals Informal Curriculum will be trialled as a way to deliver the informal CAP pathway. This is a pedagogical approach which ensures learning experiences are purposeful, repetitive and supported to ensure that pupils have a broad and balanced curriculum. The areas of this approach are My Play and Leisure, My Communication, My Outdoor School, My Physical Wellbeing, and My Independence. Throughout these sessions, pupils will have the opportunity to communicate, play, develop independence, and build their physical and emotional well-being.

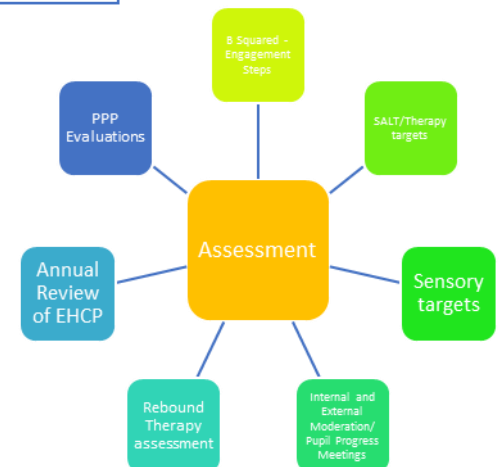


## Ash Class: Informal Pathway

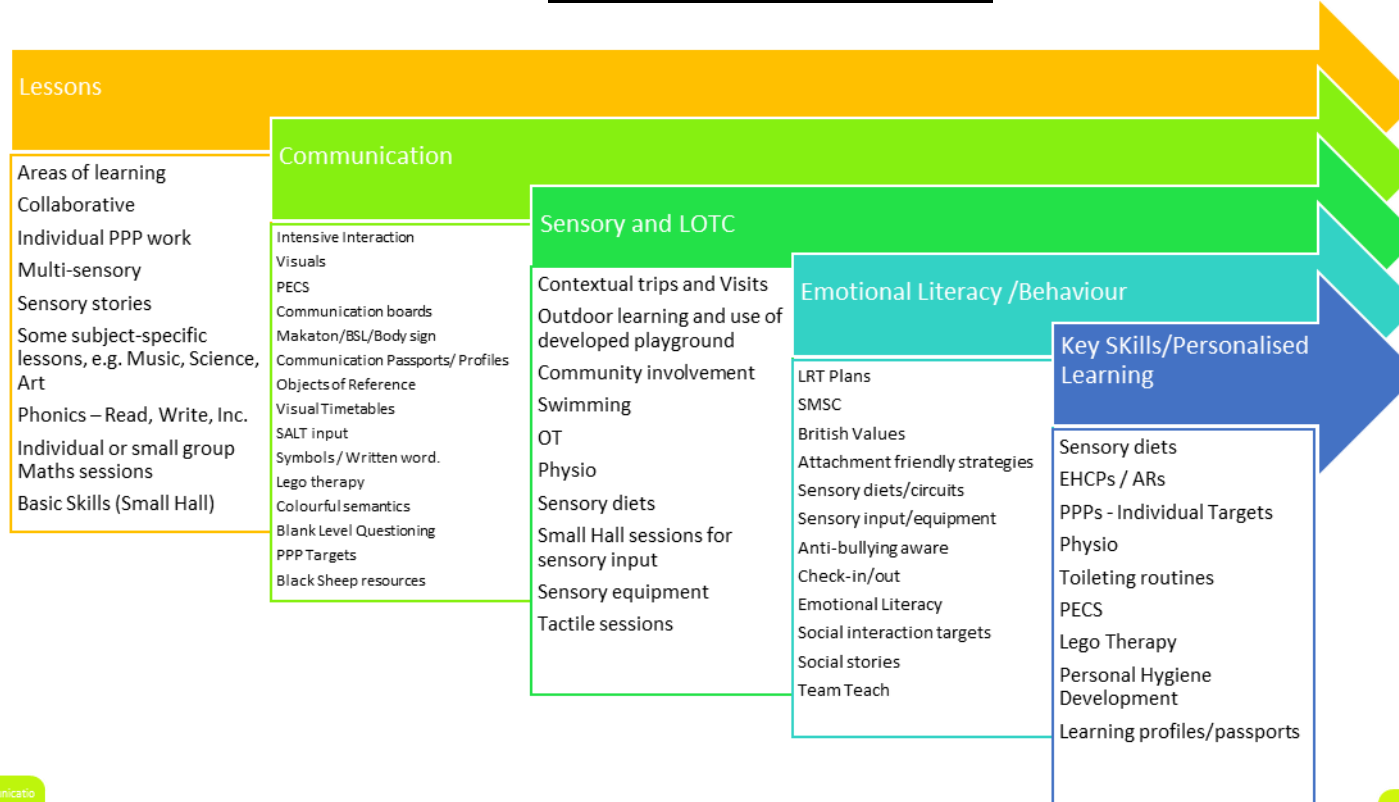


## Environment

- Inclusive
- Accessible
- Sensory Room
- Soft play room
- PECS room
- Workstation
- Developed playground
- Rebound Therapy
- Sensory equipment in classroom
- Use of small hall for sensory activities
- TEACCH approach

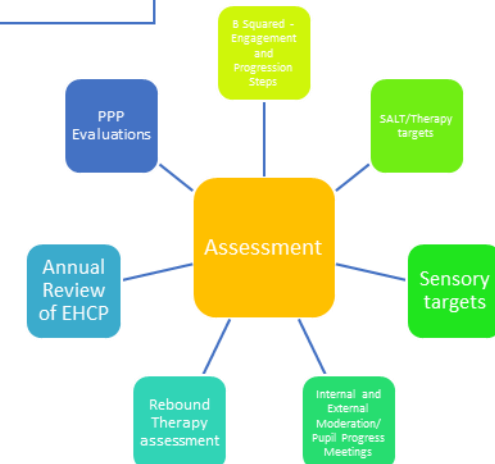


## Birch Class: Semi-formal Pathway

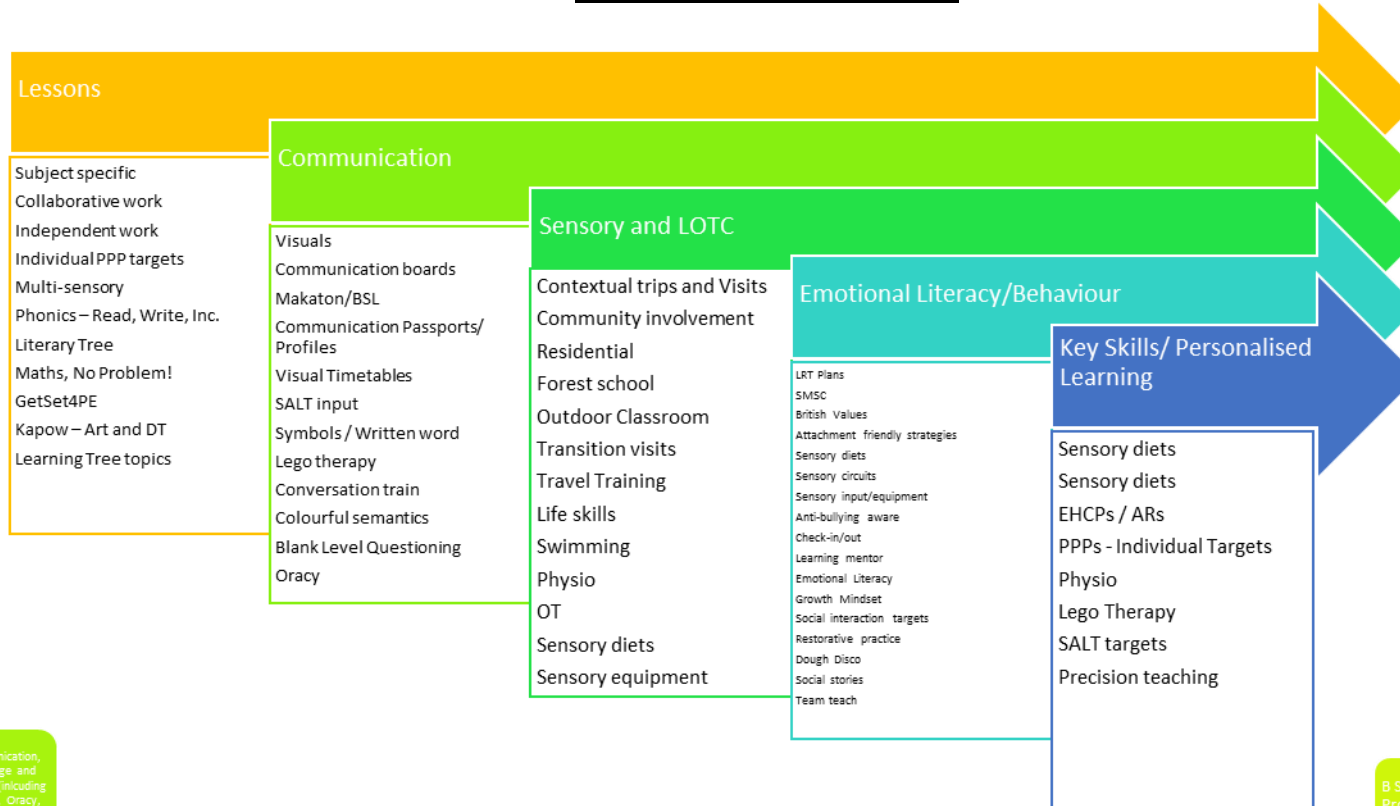


### Environment

- Inclusive
- Accessible
- Multi-sensory
- Visual Timetables
- Sensory Room
- Soft play room
- Small Hall for sensory activities and basic skills
- PECS room
- Developed playground
- Rebound Therapy
- Now and next boards
- Neutral displays
- Workstations
- Sensory equipment

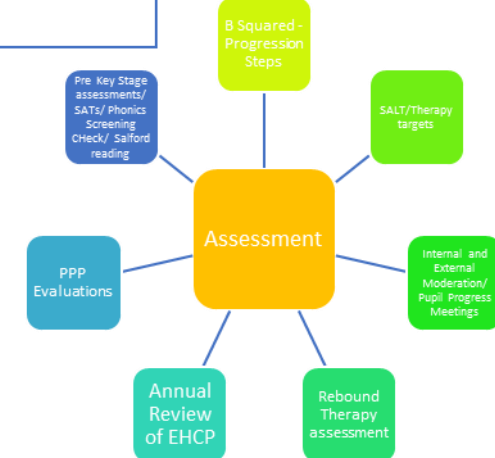


## Cedar Class: Formal Pathway



### Environment

- Inclusive
- Accessible
- Multi-sensory
- Visual Timetables
- Sensory Room
- Soft play room
- Intervention room
- Developed playground
- Rebound Therapy
- Now and next boards
- Agora areas



## **Delivery & Assessment**

### **How will CAP be delivered**

These sessions will be planned for by each individual class teacher as depending on the needs of the pupils they may have a CAP more weighted towards Communication and Sensory Skills or Developing skills or National Curriculum. Themes will be decided on based on what elements of CAP need to be focused on for those pupils so this will be done on a yearly basis to accommodate changes in class structure. Each Pupil will have a Learning Profile, using information from their EHCP, where their specific areas of needs are identified. This learning profile will also generate information for their LRT plans and PPP'S. Together this information will be used to support planning that will lead to a variety of learning experiences that specifically cover their areas of needs for example fine motor skills, gross motor skills, early play skills, sequencing skills, expressive and receptive language skills, turn taking, understanding and expressing emotions, controlling anger, accepting responsibility and working together, functional Literacy and Numeracy.

### **How CAP will be assessed**

B Squared is used in the Designated Specialist Provision for Assessment and Evidence of Learning for Pupils with Special Educational Needs, to show small steps of progress for each child. All children are assessed in one of two areas for Cognition and Learning:

- [Engagement Steps](#) (Students not yet engaged in subject-specific learning)
- [Progression Steps](#) (Students engaged in subject-specific learning)

Other areas of assessment include:

- Communication and Interaction – Assessment of the expressive and receptive communication skills of learners, enabling staff to recognise the skills employed to transmit and receive information about an individual's own needs thoughts, and feelings and those of others.
- Social, Emotional and Mental Health – Assessment of the social and emotional capabilities of learners, enabling staff to recognise the skills employed by individuals to make sense of, and cope with, other people's expectations, societal rules, and their own experience of life.
- Sensory & Physical – Assessment of the sensory and physical capabilities of individuals, enabling staff to recognise the skills necessary for individuals to sense and interact with the world around them.
- Autism Progress – Profile the communication, social interaction, flexible thinking and emotional regulation of individuals with autism. Also contains strategies to help create personalised support plans.

Pupils' work is assessed by DSP staff using B Squared achievement codes so that small steps of progress can be tracked over a longer period of time. These include:

- Attention and Response- The pupil is now listening or aware of what is going on and may react to events. Depending on the level of pupil, could be a smile as something happens or a vocalisation.
- Engagement- The pupil is now involved and ready to join in, again depending on the level will depend on whether it could be physical support to join in, verbal prompting or imitating.
- Involvement- The pupil is more involved, they may need no physical support perhaps only a visual gesture to start them off or a few words to prompt.
- Gaining skills and Understanding- Give the pupil a chance to do it on their own, no physical support and minimal prompts- maybe just to get started or to finish task. The pupil may achieve the task but can't repeat again or only in a certain way.
- Mastered- Staff are confident pupil can achieve the skill, they have demonstrated this a number of times.

Key to Judgements on progress using B Squared:

#### Yearly Progress

|           |                |
|-----------|----------------|
| 50% +     | Outstanding    |
| 21% - 49% | Expected       |
| 0% - 20%  | Below expected |

#### Termly Progress

|           |                |
|-----------|----------------|
| 17% - 33% | Outstanding    |
| 7% - 16%  | Expected       |
| 0% - 6%   | Below expected |

New pupils are baselined within 6 weeks and all pupils are assessed across all areas termly using B Squared, which is then analysed using the judgements above. Staff identify reasons for progress and what strategies need to be implemented to close gaps, as well as limiting factors. This is further discussed through Pupil Progress Meetings with class teacher, DSP Lead, SENCo and Principal, during which actions are agreed by all and reviewed half termly. This information is also now shared on Insight Tracker.

Cedar class follow whole school marking policy, as well as observation records in evidence books relating directly to PPP targets for specific pupils. Ash and Birch class have evidence books for each pupil, in which observational work is recorded relating to areas of learning and PPP targets, as well as activities associated with EHCP targets. PPP targets are assessed each session using codes of engagement, and a written evaluation, which allows other adults to address misconceptions, revisit skills or further challenge during following session.

Annual reviews – Each child with an EHCP has an Annual Review. Teachers fill in paperwork, reviewing each outcome, and this is shared with parents two weeks prior. These reviews

include parental and pupil voice. A meeting is then held where we talk through each of the outcomes, progress made and next steps. Any adjustments to EHCP are suggested during meetings and then this is sent to Local Authority for alterations to be made or to agree continuation of EHCP and placement. Local SEND Caseworker attends specific meetings.

SALT – Review and update care plans termly.

Rebound Therapy and sensory – Assessed by trained staff and new targets created. Sensory diets updated as and when to reflect children's changing needs.

Where appropriate, Pre Key Stage assessments/ SATs/ Phonics Screening Check take place.



## **Rebound Therapy**

### **Benefits of Rebound Therapy**

#### **Strengthening of Limbs**

- Jumping straight, astride
- Gentle bouncing on hands and knees or feet
- Kneeling and bouncing with or without coaches support
- Arm movements
- Stretching of body

#### **Numeracy**

- Jumping and counting
- Counting the steps as they mount / dismount trampoline
- Clapping and counting
- Number Rhymes

#### **Patience**

- Waiting their turn
- Safe progression of moves

#### **Communication**

- Learning new words and signs
- Eye contact
- Using symbols and other aids (PECS)
- Facial expressions
- Using on body signs
- Co-ordination
- Jumping
- Bouncing in sitting position
- Balancing
- Kneeling
- Clapping
- Arm movements

#### **Independence**

- Progression from assisted bouncing to bouncing independently or jumping independently
- From assisted mounting/dismounting to unaided

#### **Self Confidence**

- Being praised, happy to try move again or try new moves
- Knowing what is expected
- Asking for or independently completing moves
- Progressing from assisted sitting and bouncing to attempting independently or becoming independent

#### **Self-Image**

- Achievement
- Coach Praise
- Progressions
- Feeling good having worked hard

- Eye Contact
- Face to face bouncing/jumping
- Sitting face to face

#### Social Awareness

- Waiting their turn
- Watching others
- Recognising success and clapping

#### Stamina

- Regular sessions
- Controlled exercises
- Develops fitness

#### Body Awareness

- Using rhymes (if you're happy, head, shoulder knees and toes)
- Coach bounces section of trampoline near different parts of pupils body
- Stretch limbs, raise legs, arms and keep hold of while bouncing

#### Spatial Awareness

- Standing/sitting in middle
- Walking around the trampoline
- Bouncing using arms

#### Sense of achievement

- Praise from coach, peers and visitors
- Award schemes
- Increasing Height and Depth Perception
- Controlled bouncing (gentle, vigorous, high, low)
- Mounting/dismounting trampoline correctly
- Locating parts of the trampoline

There are also benefits of Rebound Therapy: Stimulation of the digestive system, improved bowel function, internal organ massage and clearing of toxins from the body. These are achieved by the different movements on the trampoline (bouncing, walking, side to side at different tempos and weights offered) The toxins are cleared by the bouncing, causing stretching and contracting of cells in the body.