Curriculum Statement

'Let all that you do be done in love' 1 Corinthians 16:14

This document includes:

- The overarching vision for our curriculum which is underpinned by the school's Christian vision and values (Curriculum Intent)
- Our approach to teaching and learning (Curriculum Implementation)

Curriculum Intent:

Underpinning our curriculum is our school vision 'We are one family: love for ourselves, for each other and for the world.' The aim of our curriculum is for all pupils to flourish: to have high aspirations and achieve excellence, to be confident and resilient individuals and to make a positive contribution to the school community and beyond.

We have developed a rich and vibrant curriculum that incorporates the statutory requirements of the National Curriculum (2014) and meets the needs of our children in our local context, where knowledge and skills are taught in engaging and meaningful ways. We are dedicated to addressing disadvantage by providing all children with essential knowledge and experiences that build on their starting points.

Key Principles:

- Happiness, mental health and well-being comes first for children and for staff so there is a strong emphasis on personal development, such as physical health and activity together.
- Learning is a change to long-term memory. Our aim is to ensure our pupils experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of knowledge.
- Reading takes a central place in our curriculum and we have very high standards, consistency and rigor in the academic basics needed to be successful. We do everything that we possibly can to ensure that no child is left behind.
- We welcome everyone and this is reflected in our curriculum. Inclusion is a huge part of who we are and we forge strong sense of community and belonging.
- Our curriculum is meaningful with strong threads about our locality and it's needs together with many opportunities to explore diversity and develop global awareness and focused on how we can make a difference in our world.

Curriculum Drivers:

Our Curriculum drivers shape and enhance our curriculum breadth. They are derived from an exploration of the background and context of our pupils, our beliefs about high quality education and our Christian values 'Confidence, Compassion and Curiosity.' Our curriculum drivers ensure we give our pupils appropriate and ambitious curriculum opportunities.

Cultural Capital:

Cultural capital gives our pupils the vital background knowledge 'powerful knowledge' required to be informed and thoughtful members of our community and it engenders an appreciation of human creativity and achievement.

Long-Term Memory:

We have designed an evidence-informed curriculum where we recognise learning is a change to long- term memory. Long-term memory involves three main areas:

Procedural Memory - this is the part of memory responsible for remembering how to do things that involve a procedure in a certain order, for example the skills of cutting, forming letters, throwing a ball or solving a maths calculation.

Semantic Memory - this is where facts and their meaning are stored e.g. historical dates, the sounds letters make, knowing that 5+5=10

Episodic Memory - this is where experiences (times, places, emotions) act as memory cues of a learned process or fact. It is an individual's recollection of a specific event.

Working Memory: 'Making it stick'

Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater understanding, they must first master the basics, which takes time. This is why we have designed progression maps for each of our subjects, that identify **must have** knowledge and skills, which are revisited and built upon coherently.

At Stoborough, our aim is to build a schema of related facts so that semantic knowledge is strong and learners become procedurally fluent. For example, we want our pupils to achieve automaticity with word reading as soon as possible. Knowledge organisers help us to identify the knowledge we want every child to learn, in each topic. We want the children to remember facts and concepts, not just events or experiences.

Curriculum Implementation:

Cognitive science tells us that learning takes time and is most effective when:

- There is spaced repetition of content
- There are opportunities to make links with previous learning content
- There are regular opportunities for retrieval of previously learned content
- We recognise that different pedagogical styles are required in different subjects and at different stages of learning.

How do we achieve this?

Content is delivered in manageable chunks to avoid over-loading working memory and allows for spaced repetition. Where subjects are taught in alternate half-terms, we have planned opportunities for pupils to recall previous learning at the start of a new topic.

Subjects are taught as discrete elements with their own specific learning objectives and assessment criteria. Each subject has an agreed set of concepts or 'themes' that are set out in long-term planning. Long-term planning supports staff and pupils to see how the specific elements that are taught in each year group link with the wider knowledge and skills for the subject.

Regular opportunities for retrieval of previously learned content is built into lessons.

Stages of learning:

1. First a learner must acquire knowledge (Novice)
2. Then they will be able to apply knowledge (Proficient)
3. Next they will be able to reason with knowledge (Expert)

Agreed Principles of Effective Teaching:

Principle	Examples of what this looks like
Previous learning is reviewed to develop fluent recall.	Daily review section in Read, Write Inc Phonics Flashback Four daily in maths Key automaticity objectives in maths Retrieval of previous lesson, week, sequences of learning. Retrieval and practice of vocabulary
To avoid overloading working memory, material is presented clearly in small steps with opportunities for pupils to practice , eventually leading to independence – 'I do, we do, you do.'	Spaced repetition My turn, your turn Read Write Inc eventually leading to 'Fred in your head.' Guided practice i.e- 'Let's Learn' section in maths. Steps are mastered before moving on Success is modelled through worked examples Teacher models through 'thinking aloud' Pupils taught explicitly how to work collaboratively Common misconceptions are pre-empted Meta-cognition skills are developed
Effective questioning – helps children to practise new information and make connections with prior learning as well as checking understanding.	Adult questioning pupils Pupils questioning adults Pupils questioning each other Teacher correcting incorrect responses promptly Teacher prompting pupils Pupils explaining processes All pupils participating- talking partners, show me, raise your hand if you agree, choral answers A mix of recall and higher-ordering questioning- e.g. fastest finger (retrieval) and prove it. True or False- why? Appropriate response time
Provide models – this cognitive support helps learners solve problems and clarifies the steps involved.	Teacher modelling Worked examples Teacher thinking out loud
Guided practice, leading to independent practice- produces 'overlearning' allowing for material to be recalled automatically	Close supervision from the teacher with immediate feedback 80% success rate is optimum Eventually working on their own – monitored by teacher
Teachers provide scaffolds so all learners can achieve and so they can have a wider impact in the class.	Pre teaching Prompting… adult prompting, writing frame, word mats, phoneme mats, mind maps Giving clues Presenting information visually and verbally Manipulatives in maths
Teachers check for understanding and give systematic feedback - Assessment should have a purpose. It should be meaningful, impacting outcomes and informing future learning. Assessment should also be manageable for staff.	Asking questions Frequent checking Live marking – throughout the lesson Self-assessment A mixture of verbal feedback and in-depth marking Pupils responding to feedback Peer review Challenging next steps e.g. application to solve a problem

The sequence of learning is carefully considered and planned by the teacher.

These are the main features of a lesson sequence:

- Previous learning is frequently revisited with regular retrieval practice so that the memory of previously taught content is strengthened
- New material is presented in small steps with the opportunities for pupils to practise after each step. The table below shows what is required for each stage of learning during the sequence.
- We recognise that pupils may be at different stages in their learning and provide opportunities to meet the needs of all learners, regardless of their stage.

Novice →	Proficient →	Expert
Explicit instruction and models, including guided and shared practice.	Independent practice and feedback afterwards	Discovery approaches to learning
Tasks that aid the acquisition of the basics.	Tasks that allow for decision making, comparison and adaptation of models.	Tasks which require reasoning, research and critical thinking
Example: Which trees are deciduous and which are evergreen?	Example: What are the similarities and differences between deciduous and evergreen trees?	Example: Suggest a garden design for someone who likes privacy and bright autumn colours.

Curriculum Impact:

The impact of our curriculum model and teaching strategies will be continuously monitored, evaluated and adapted by subject leaders, the senior leadership team and the governing body.

We carry out formative assessment of subject specific objectives at regular intervals

1. Spaced retrieval practice 'Flashback 4'
2. End of unit quizzes for foundation subjects

2. Carry out end of year/key stage summative assessment:

- Good Level of Development (EYFS)
- Phonics Screening Check (Years 1 and 2)
- Multiplication Check (Year 4)
- SATs (Year 2 and Year 6)
- NFER (Years 3-5)