

[illegible]

Taking into consideration what we know and understand about the needs of our school community and locality, the breadth of our curriculum is designed with four goals (drivers) in mind:



To support and enable pupils in developing and **flourishing** into happy, engaged and motivated learners.



To provide a coherent, language rich curriculum, underpinned by PSHE, in order for pupils to apply knowledge and approach appropriate challenges with confidence.



To give all pupils a breadth of experiences to develop as confident, responsible citizens.

Respect and Celebrate Differences



To provide all pupils with a background knowledge of the wider world so that they value diversity and are able to gain a greater understanding and make links to **their own** world.

Curriculum Ethos and Implementation

Key Foci for Curriculum Development

Memory-metacognition Vocabulary-Questioning and Explaining **Development of Pedagogy**

To develop an engaging, coherent, structured curriculum, underpinned by PSHE, so that pupils are able to apply knowledge and approach appropriate challenges with confidence, making good rates of progress and achievement across the curriculum (knowing more and remembering more).

Underpinned by the four drivers our curriculum sets out:

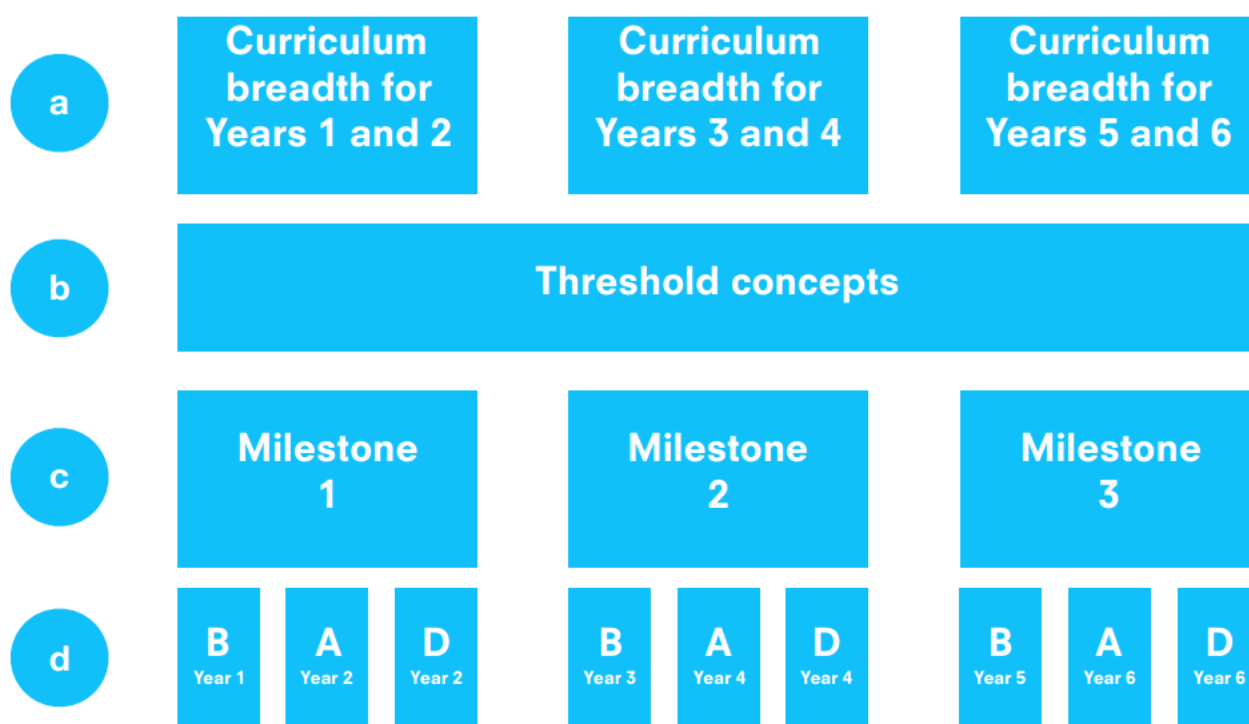
- a) a clear list of the breadth of topics that will be covered;
- b) the 'threshold concepts' pupils should understand;
- c) criteria for progression within the threshold concepts (milestones);
- d) criteria for depth of understanding.

We recognise that Maslow's Hierarchy of Needs must be addressed in order for children to reach their potential.



In addition to this, we also understand that learning is invisible in the short-term and that acquiring sustained knowledge and understanding takes time and is dependent on the above.

The diagram below shows model of our curriculum structure from September 2020.



- a) The **curriculum breadth** for each year group ensures each teacher is clear about what content should be covered. As well as providing the key knowledge within subjects, it also provides opportunities for pupils' growing cultural capital.
- b) **Threshold concepts** are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
- c) **Milestones** define the standards for the threshold concepts.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) learning is most effective with **spaced repetition**.
- 2) **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
- 3) **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Lessons are designed, taking into consideration '**Rosenshine's Principles of Instruction**', which support pupils in acquiring new knowledge, retaining in their long term memory and applying independently. (see Appendix 1)

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (for example, telling the time) and, in other cases, provides retrieval practice for previously learned content.

Impact

The intended impact of our curriculum is that by the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum and that they are knowing more and remembering more over time.

Teachers use a variety of methods of measuring progress (lesson re-caps, quizzing, work within lessons, assessed pieces of work, testing) and attainment, making assessments in the short-term (within lessons) and termly.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

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01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

