

CURRICULUM & PEDAGOGY

POLICY

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Approved By	Local Governing Body



1. Our Vision

- 1.1 As a member of Exceed Learning Partnership our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!

2. Our Values

- 2.1 **INSPIRE** - All members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!
- 2.2 **INCLUDE** - We are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
- 2.3 **INTEGRITY** - We always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.
- 2.4 **EXCEED** - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

3. How this looks at Sandringham

- 3.1 At Sandringham Primary School you will see this vision and these values enacted in everything we do. We are ambitious. We are *reaching for stars!* This means we aim for excellence so that we can say with confidence that we give **EVERY CHILD EVERY CHANCE EVERY DAY**.

stretching the mind
nourishing the spirit

excellence

encouraging the will do good
enriching the imagination

opening the heart to others
strengthening the body

4. A vision for excellence in our curriculum



REACHING FOR STARS!

Our curriculum is full, rich, broad and balanced, and through it, all children develop a love of learning. Fair access and equity enable them to reach their full potential, regardless of starting points or disadvantage. It reflects their interests and nurtures their talents. It enables them to enter an ever-changing world feeling prepared and excited to take their place within it.



STRETCHING THE MIND

All children develop deep knowledge, skills and understanding. They love reading and all do so fluently, widely and often from high-quality literature. They use language and vocabulary confidently in any situation and have the maths skills for subsequent learning and real life.



ENRICHING THE IMAGINATION

All children develop creativity. They express this through their exploration of literature, their appreciation of the arts, exposure to cultural experiences, and through a wide range of quality extra-curricular enrichment activities.



STRENGTHENING THE BODY

All children are active, healthy and take responsibility for their own health.



NOURISHING THE SPIRIT

All children develop strong emotional intelligence, so that they are confident, happy learners who are resilient to the challenges of learning and life.



ENCOURAGING THE WILL TO DO GOOD

All children develop responsibility for those around them and for their world. They are ready for life in modern Britain and to become global citizens.



OPENING THE HEART TO OTHERS

All children understand, accept and celebrate the similarity and diversity of those who are in their school, local community and the world.

5. How we will deliver

excellence

in our curriculum

plan | show | feedback | require | celebrate

Plan

- 5.1 In our drive to achieve excellence we **plan** our curriculum intent and implementation carefully so that it is sequenced, cumulative, coherent and connected. We take into account our context and the characteristics of our children and families.

Show

- 5.2 We **show** children examples of excellence. We do this to inspire them and show them the level expected of them. We unpick these models with them, so that they are clear about what makes them excellent. Adults show learning by providing worked examples and sharing teacher books.

Feedback

- 5.3 **Feedback** is effective and provided at the 'attempt' phase, so that learning moves forward at pace. Children are asked to integrate their learning by summarising, questioning and retrieving through cumulative quizzing.

Require

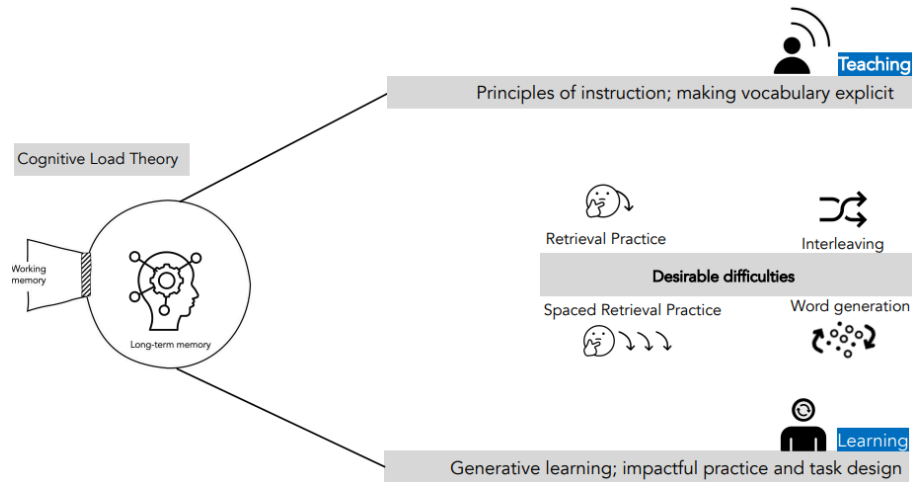
- 5.4 We **require** children to select, organise and integrate their learning, so that they are activating their long-term memories and applying what they know. We require this approach in teachers' planning and delivery of all subjects. Prior knowledge, expected presentation and implementation of feedback are non-negotiable. We require that teachers uphold these expectations and do not settle for less than a pupil's best.

Celebrate

- 5.5 At all times we consider whether learning exudes excellence. We **celebrate** the accomplishments of pupils by sharing their excellence, through praise, assemblies, displays and events. We celebrate the excellence secured by great teaching.

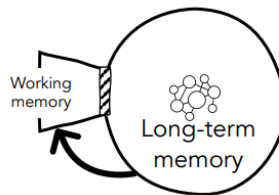
6. Evidence-informed principles

6.1 We underpin our curriculum with evidence-informed principles at the heart of its design:



Cognitive load theory

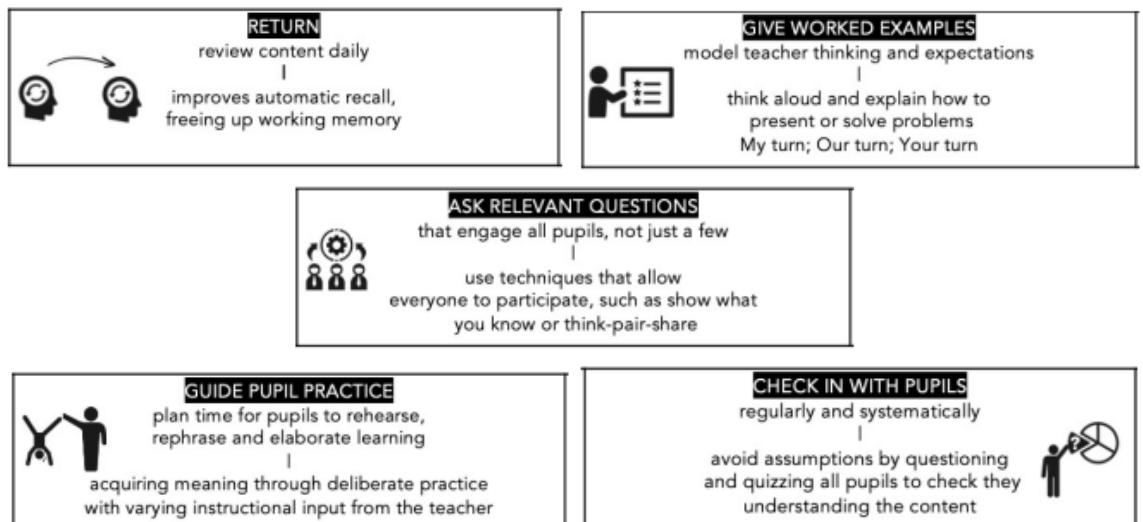
6.2 Sweller's **cognitive load theory** (impact of working memory and the load on working memory)



We can retrieve information stored in the long-term memory to ease the load on the working memory when we encounter something new.

Principles of instruction

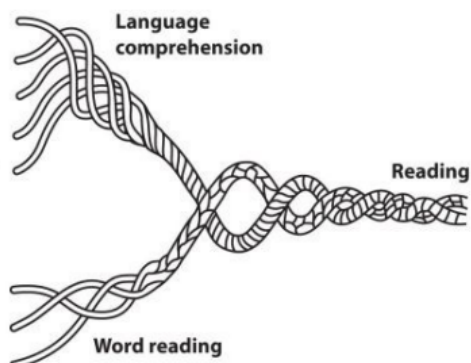
6.3 Rosenshine's **principles of instruction**



Vocabulary instruction

6.4 Cain and Oakhill's **vocabulary instruction**

- Activating word meanings
- Understanding sentences
- Making inferences
- Comprehension monitoring
- Understanding text structure



- Letter-sound knowledge
- Accurate word decoding
- Automaticity in decoding

Desirable difficulties

- 6.5 Bjork's **desirable difficulties** (retrieval practice, spacing, interleaving concepts, not getting fatigue, continuing to be sharp and precise).

Performance \neq Learning

Types of Desirable Difficulties

INTRODUCE IN THIS ORDER	Interleaving	Alternate topics or subjects so that similar learning is separated by time.	Possible Explanations: Learners have to distinguish the difference & similarities in varied learning which creates stronger connections. Reloading memory builds the strength of learning. Testing is a more accurate reflection of our natural learning methods.
	Spacing	Learning is broken up into a number of short sessions over a longer period of time.	
	Retrieval Practice	Deliberately recalling learning through use of quizzing, testing & other recall strategies.	

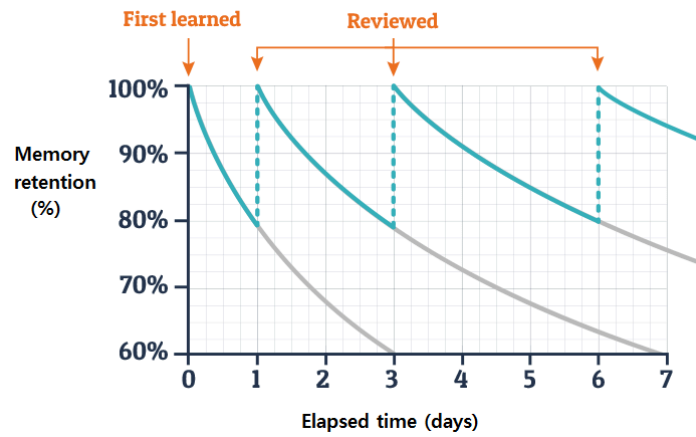
Our advice - spend more time on output!

INPUT	OUTPUT	PREDICTABLE LEARNING
INPUT	OUTPUT	ACTIVE LEARNING

Getting learning out is what counts!

Forgetting curve

- 6.6 Ebbinghaus's **forgetting curve**: spaced retrieval practice (returning to concepts and retrieving information to support long term memory)



Generative learning practice

6.7 Fiorella and Mayer’s **generative learning practice** (task design to secure long term memory)

How Students can Maximise their Learning A Generative Learning Approach

<p>Summarising</p> <p>Breaking down complex material into easy to read, abridged notes. Summarising Key content.</p>	<p>Mapping</p> <p>Creating a flow chart, concept map or graphic organiser to explain links with more complex material.</p>	<p>Drawing</p> <p>Drawing an illustration to compliment a written piece of work, or drawing to explain a set of instructions or connections</p>	<p>Imagining</p> <p>Creating a mental image for a piece of work, how it will look or happen. Visualising before carrying out the action, physical or mental process.</p>
<p>Self-Testing</p> <p>Recall and retrieving all you know about a topic, through writing or mapping. Testing through low stakes quizzes.</p>	<p>Self-Explaining</p> <p>Elaborating (explaining) how and why. Breaking down work with examples or processes that lead to an answer.</p>	<p>Teaching</p> <p>Teaching or explaining to a peer on their knowledge of a topic. Questioning and guiding, building your own topic knowledge.</p>	<p>Enacting</p> <p>Using aides/prompts to complete a task. Working through a problem with visual or mental clues to help solve the problem or learn the method.</p>

The learning challenge

6.8 James Nottingham’s **learning challenge** (an evolution from his work on the learning pit: lesson design that guides students from surface knowledge through the Learning Pit and the emotional struggle of learning something new, to deeper understanding)

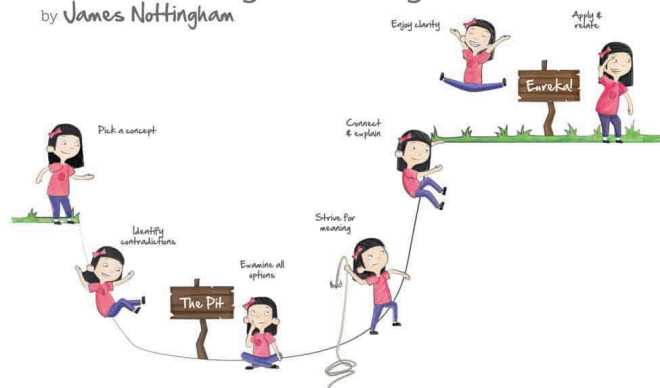
The Learning Pit

by James Nottingham



The Learning Challenge

by James Nottingham

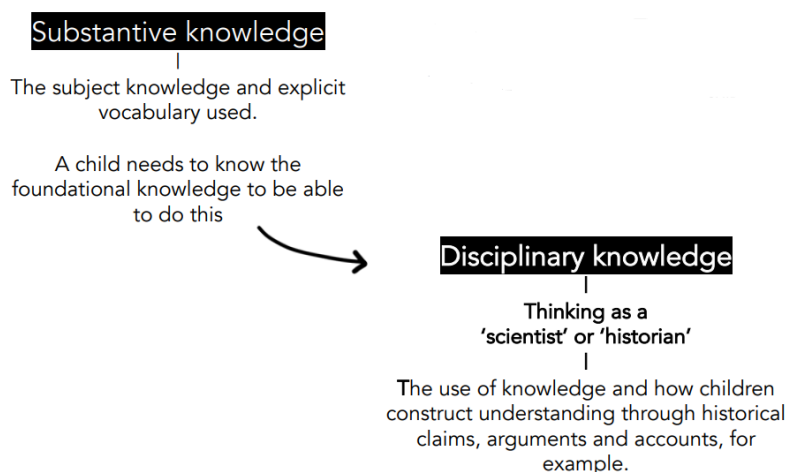


7. Intended learning



Purpose and structure

- 1.1 We define in granular detail the intended substantive and disciplinary knowledge, skills and vocabulary that we want children to remember, do and use. We draw on the ambition of the National Curriculum when forming our intended curriculum.



- 1.2 We structure this for each subject and year group so that our curriculum is cumulatively sequenced, coherent and connected, where appropriate, with a clear rationale for making connections with prior learning. Previous experiences are considered when planning the next steps in the pupils' learning. The connections are rich, strong and meaningful.

Strategic long-term sequencing

- 1.3 **Intent** (progression) documents detail what we teach in each subject and year group. They show progression across and within year groups. Attention is paid to EYFS provision and connection to Year 1. They also revisit and build on foundational knowledge.
- 1.1 We organise intended learning into **modules** or **units**. These group the knowledge, skills and understanding that we want children to remember, do and use. Each module aims to activate and build upon prior learning, including from the early years, to ensure better cognition and retention. The skills required for working in a particular subject are outlined e.g. working scientifically. Close attention is paid to the tier 2 and tier 3 vocabulary to be taught to allow pupils to engage in the required vocabulary. They are deliberately spaced within and across years to introduce and revisit key concepts. This enables staff to deepen pupil understanding and embed learning. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key knowledge.

1.4 **Long Term Sequences** (Curriculum Maps) are high-level overviews that are planned for each **year group** and **subject**. They sequence and structure when we teach the modules within each year group. They show how our curriculum introduces and revisits concepts. Relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge so that connections across subjects are made where purposeful.

1.5 The curriculum lead ensures that these are in place and reviewed in advance of each new academic year. We publish our intent/progression document and long term sequence on our website.

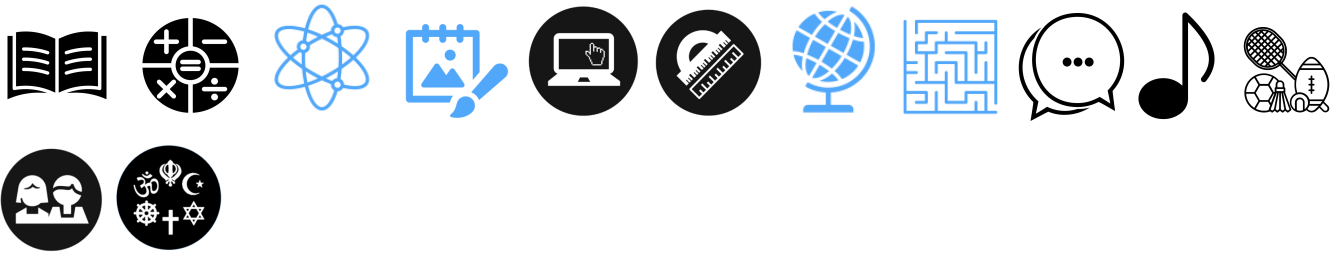
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Maths	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Science	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Art & Design	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Computing	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Design & Technology	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Geography	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
History	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Languages	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
Music	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
PE	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
PSHE	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■
RE	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■	■ ■ ■

Learning characteristics

1.6 Alongside the intended knowledge for each subject, our curriculum defines a clear intent for the development of learners who are:

- Thoughtful, creative and motivated
- Reflective
- Resilient
- Collaborators and Participators
- Inquisitive and Investigative
- Socially responsible
- maintaining Well-being and Mindfulness.

2. How we implement our curriculum



Curriculum subjects

2.1 From the time children enter the academy, we engage them in the importance and uniqueness of every subject. We also emphasise the interconnectedness of subjects. All children study the full requirements of the National Curriculum across all core and foundation subjects:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Languages (French)
- Music
- Physical Education
- Personal, Social and Health Education, including Global Citizenship and Relationships and Sex Education
- Religious Education

Reading permeates our whole curriculum

2.2 Reading is a fundamental part of life at Sandringham. Children are given the opportunity to read in many areas of their school life. The curriculum is infused with ambitious and content-rich texts, which enable pupils to access high-quality literature, information and poetry. Texts are carefully chosen to engage and ignite children's love of reading. These drive our curriculum in reading and writing. We supplement them with other texts that are carefully chosen to expose children to a wide range of quality fiction, poetry and non-fiction. Pupils have access to 'Curriculum Visions' at school and at home. These complement the knowledge that is taught in our wider curriculum.

The importance of our Early Years curriculum

2.3 Our early years setting is welcoming, innovative, and reactive and supports our youngest learning in discovering and developing the early building blocks for successful learning. Through a balance of teacher-directed and child-initiated learning, children engage in a quality learning experience. The learning environment provides the scaffold to challenge and promote effective learning, both indoors and outdoors. Learning environments provide an exciting context for developing an early love of learning. Language and reading are central to our aims, as well as ensuring our children have an excellent exposure to all areas of learning across the early years.

Integrating our learning characteristics

2.4 We promote and celebrate our school learning characteristics in a variety of ways, including through the use of collective worship, theme weeks, our PSHE scheme of work, in all lessons and in the praise that we give to the children. Teachers include images of these within resources to draw children’s attention to them.

Robust approaches to English and mathematics

2.5 We teach English as discrete lessons and across the wider curriculum. This includes opportunities for children to read widely and often across the curriculum through:

- daily shared reading
- daily opportunities for independent reading
- daily teaching of phonics and spelling
- class stories/novels read by adults
- daily shared and independent writing
- explicit teaching of spelling and handwriting.

As children progress through key stage 1, they learn to write extended pieces through explicit teaching of grammar and punctuation within a range of genres. These are taught as sequences that build up

2.6 Our approach to mathematics involves a daily Mathematics session and small bitesize sessions to practise times tables and key maths facts. Children develop fluency and depth through a mastery approach, and as a result they grow as confident mathematicians.

Curriculum structure

2.7 Each subject is unique and dedicated time is allocated to the teaching of subjects

Subject	Support / Resources	Frequency
Reading	Exceed Learning Partnership Reading Intent	Daily
Phonics	Read, Write, Inc!	Daily
Writing	Exceed Learning Partnership Writing Intent	Daily
Handwriting	Penpals	Daily
Spelling	Read, Write, Inc!	Daily
Maths	White Rose Maths & Exceed Learning Partnership Maths Intent	Daily
Science	CUSP	Weekly
Art & Design	CUSP	Modular
Computing	CUSP	Weekly/Modular
Design & Technology	CUSP	Modular
Geography	CUSP	Modular
History	CUSP	Modular
Languages	CUSP	Weekly
Music	CUSP	Weekly

PE	Your-PE	Twice Weekly
PSHE	Jigsaw	Weekly
RE	Doncaster Agreed Syllabus	Weekly/Modular

Strategic medium-term planning

- 2.8 Our curriculum is implemented using a mixed modular and increased frequency model. This has:
- taken into account some key research and evidence including:
 - Forgetting curve - we want to make sure we ease the forgetting curve by coming back to those key learning points after a shorter period of time
 - Retrieval and spaced retrieval practice to strengthen learning and memory
 - Built in dedicated time for daily shared reading;
 - given additional time for scientific enquiry alongside teaching of knowledge and concepts by planning for extended weekly science lessons;
 - enabled time to deepen learning in history and geography by grouping lessons into half-termly blocks. Knowledge notes may be taken over one lesson into the other.
 - We have scheduled at least one double module afternoon above to enable practical subjects like Art or DT to focus for the whole morning or afternoon weekly and not lose time in setting up and clearing up.
 - Given balance and proportionality to the wider curriculum, including RE, music, MFL, PSHE.
- 2.9 **Termly sequence overviews** structure the modules that will be taught during each term, and are based on spaced retrieval practice and interleaving principles. Teachers may make adaptations to these to take account of planned events and available time. They should upload them to [Drive > Teaching & Learning > Planning](#) by the beginning of each term.
- 2.10 **Timetables** enable focused teaching with strategic and dedicated time allocated to subjects. They focus on curriculum studies to increase motivation, pace and connection. Timetables are available on [Drive > Teaching & Learning > Planning](#).
- 2.11 **Modules** provide teacher guidance for each learning module on:
- The Big Ideas
 - Misconceptions
 - Learning sequences
 - Dual coded knowledge organisers
 - Quizzes
 - Additional vocabulary guidance with Tier 2 and Tier 3 vocabulary, etymology, morphology, idioms and colloquialisms
 - Teaching resources and templates

They are available on [Drive > Teaching & Learning > Curriculum](#).

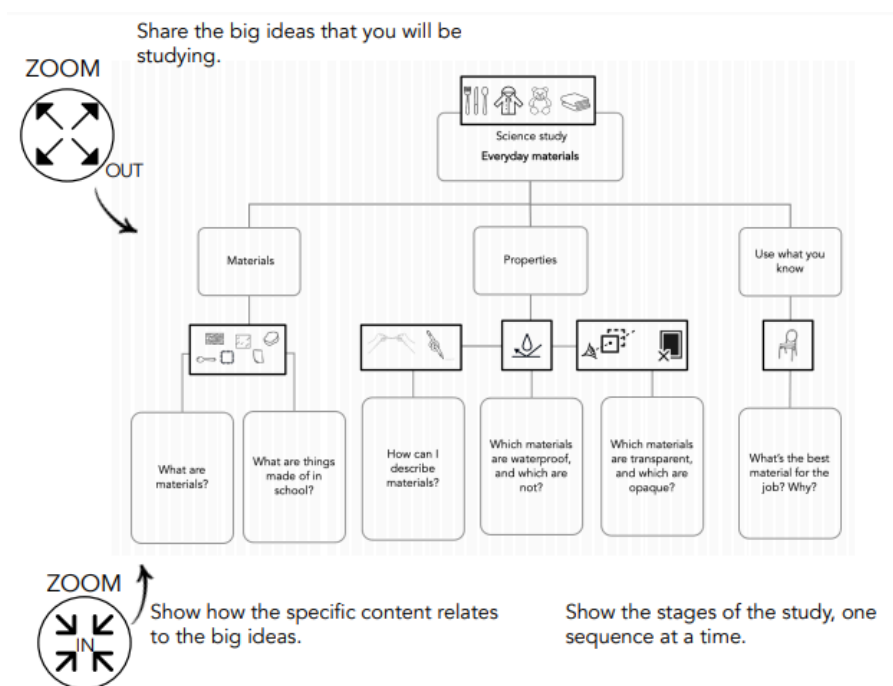
Lesson sequencing and short-term planning

- 2.12 Teachers pay close attention to learning modules when planning sequences of lessons. They use the **wider curriculum lesson notes** as a tool to structure their planning and to record brief notes of their intended learning. For short term planning, all teachers work in teams to plan sequences of lessons.

- 2.13 Teachers should upload all planning to Drive > Teaching & Learning > Planning by an agreed time so that changes can be made to adapt to the needs of individual classes, and so that subject and senior leaders can provide support.

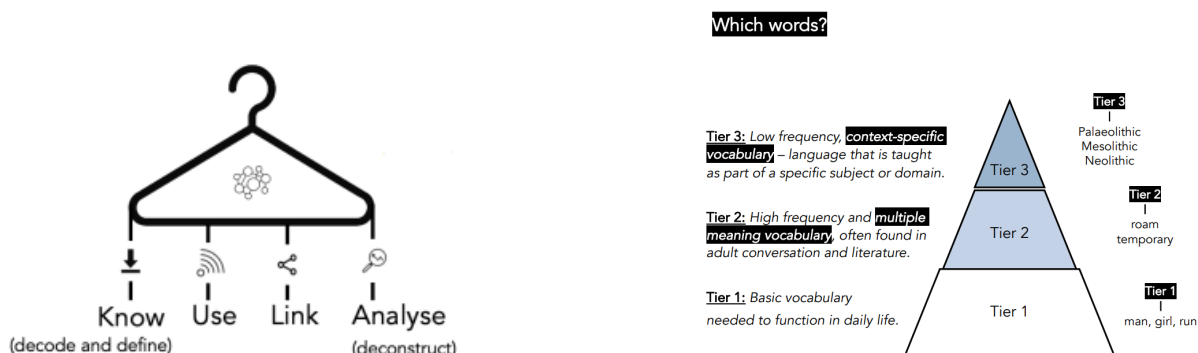
Big ideas

- 2.14 We put an emphasis on sharing the **big ideas** with the children at the beginning of every learning module. This helps to connect working knowledge with existing schema. Knowledge organisers support the BIG IDEA. Content can be connected and annotated to show what pupils know and can do. This is built-in as the learning sequence progresses. To support coherent schemata formation, information must be presented methodically and be well-organised. Lesson by lesson navigation helps build conscious connections.



Vocabulary

- 2.15 At the start of each module, we explicitly teach **vocabulary** using the vocabulary modules. This provides pupils with the definitions of tier 2 and tier 3 words and gives pupils time to practise the words and use them within a sentence. Pupils are given the opportunity to make rich connections and analyse the words.

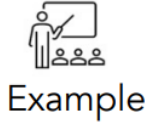


Dual coded knowledge notes

- 1.1 The learning modules contain dual coded **knowledge notes**, which improve accessibility through a combination of words and images. Essential knowledge and vocabulary are communicated and kept in one place. This avoids the split-attention effect and reduces cognitive overload. Important vocabulary, such as tier 3 is highlighted. Teachers should establish the routine of pupils sticking these in their books and using them as a reference throughout

Teaching phases

- 2.16 We plan lessons that include the following 6 **teaching phases**:



CONNECT This provides an opportunity to connect the lesson to prior learning from a previous module or lesson. Teachers should return children's attention to the previous lesson's knowledge note/the big idea for the learning module, including key vocabulary. Examples of thinking harder routines include *Flick Back 5*, *Recap* questions, *Quizzing*. Retrieval practice allows all pupils to take time to remember things and activate their memories. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice. Cumulative quizzing, allows for a few questions to be asked each lesson, which are built upon the previous lesson.

EXPLAIN This is the explicit teaching that needs to take place. Teachers should ensure they are clear what they want children to know and remember. They plan for and explicitly address common misconceptions so they can address these in lessons as they arise. They should be clear about the substantive knowledge and the vocabulary that they want children to understand in the session. This can be developed using key information, facts, and images so that explanations are precise.

EXAMPLE Providing pupils with high-quality examples is essential for learning. Pupils need to see worked examples. My turn, our turn, your turn is a technique that can be used to explicitly teach vocabulary and new concepts. Prepared examples should be carefully planned and need to be evident in teaching. An example in geography could be demonstrating how to label a map, before labelling a map together.

ATTEMPT Guiding pupil practice allows pupils to rehearse, rephrase and elaborate their learning. Children need the chance to attempt and verbalise their understanding. Children's own attempts are what help them to secure their understanding. Children need to have time to struggle and understand for themselves. This is not necessarily something that is recorded in books. This phase provides opportunities for teachers to check in with pupils to see who may need more challenge/support/scaffolds and if any misconceptions have arisen that need to be addressed. Extending the previous geography example, pupils could practice labelling a map.

APPLY This is where pupils would typically begin to record in books. The number of scaffolds may vary.

CHALLENGE Teachers should get the children to interrogate their learning - summarise, explain, compare and contrast. Tools should be built into routines to reduce overload and allow for hard thinking. These can be adapted for children's individual needs.

- 2.17 Teaching tasks should be planned cumulatively throughout the lesson using a **TEACH, TASK, TEACH, TASK...** approach. This is to provide pace, ambition, and build knowledge. Planning should develop coherent sequences with questions that activate pupils to retrieve and remember. Tasks should give pupils the

opportunity to select information, rephrase it, practise it, say it and use it. We also want our pupils to be able to become skilful in organising their information. They will also be asked to integrate their learning through summarising, questioning and retrieving through cumulative quizzing. As pupils are selecting, organising and integrating their learning, they will be activating their long-term memories and be able to use what they know.

Key guidance points for teachers

- 2.18 Throughout our curriculum we drive the ambition for curriculum excellence and long-term learning interweaving at five key points:



POINT OF REFERENCE: these draw attention to **content** and **sequencing**. We draw in the defined substantive and disciplinary knowledge and vocabulary we want children to know, remember and be able to use, making skilful use of expert subject knowledge. We do this frequently and cumulatively within lessons and across sequences of lessons. Knowledge notes are a key point of reference.

POINT OF EXPLANATION: these build and develop **subject knowledge**. We give thoughtful and considered understanding of the concepts and knowledge to be taught. This influences both the instruction and pupil task design. We draw upon content, including long-term and lesson sequences.

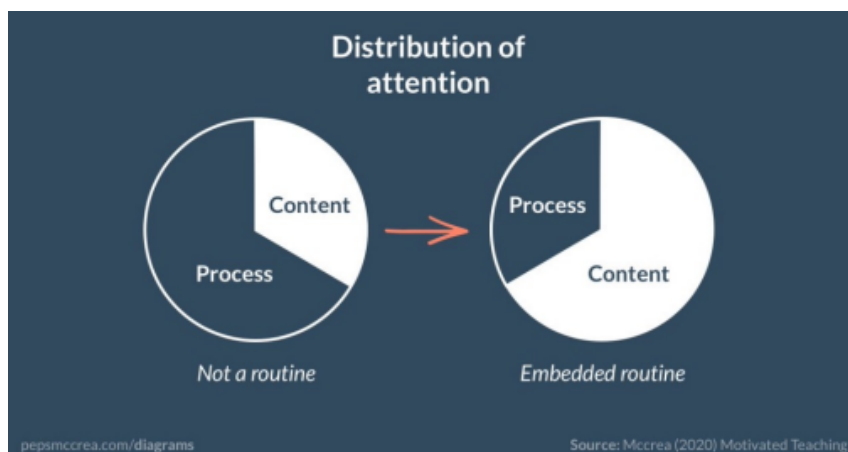
POINT OF DELIVERY: **explicit instruction** is given when needed. This includes priming – preparing children to remember, structured discussions, low-stakes retrieval and explicit teaching of vocabulary. We ask relevant questions and provide full or partially worked examples & non-examples.

POINT OF PRACTICE: develops **metacognition**. Generative learning is achieved through the designed tasks. These are teacher-led, guided and independent. They require selecting knowledge, rehearsal to achieve automaticity, retrieval, rephrasing and organising taught knowledge, and elaborating and integrating prior and new knowledge.

POINT OF REFLECTION: these support **metacognition, retrieval & evaluation**: We reflect on the learning that has taken place, looking for improved retrieval and retention. Tasks include self-questioning, low-stakes retrieval (just two things, word paths, vocabulary maps) and precise summaries and explanations.

Thinking hard routines

- 2.19 We develop routines (well-trodden paths) to help children attend to the content. Routines bring about consistency, so that children become a little more expert. Establishing these routines allows teachers to focus attention on thinking hard about the learning, rather than the task organisation being the hard thinking.



DOUBLE PAGE SPREAD: This provides space for thinking hard. Teachers should plan cumulative tasks within a lesson or series of lessons. This avoids the ‘dollop’ of teaching and ‘slow fade’ of learning through weak task design. Teachers should instruct pupils and reduce the cognitive load by modelling with a TEACHER BOOK. Teachers may position the knowledge note to suit pupils. For example, on the left for right-handed pupils, on the right for left-handed pupils or in the middle if it works for them. It allows supports the build-up of opportunities to know, do and remember more.

1. Why did the Anglo-Saxons come to Britain?
 Romans had already built Stone Forts to protect against Anglo-Saxon invasions.
Romans left Britain AD 410
 Britain was left unprotected from invaders.
Scots and Picts
 Ireland Scotland
 raided Britain
 Britons weren't trained to defend became an easy target
 Germanic warrior tribes were asked to help (many of these warriors had been paid by the Romans to protect their Empire ahead)
Anglo-Saxons
 fought off the Scots and Picts in return for money and land
 Scots remained in Northern Ireland
 Picts remained in lands north of Hadrian's wall.
AD 450
 Anglo-Saxons liked Britain (began to settle)
 Kingdoms formed with powerful chiefs and kings

Romans left Britain in AD 410
 Northern tribes raided Britain
 Ancient Britons weren't fighters
 Germanic warrior tribes asked to help
 Anglo-Saxons repelled Scots and Picts
 Northern Ireland north of Hadrian's wall
 Anglo-Saxons received money and land as their reward
 AD 450 settled in Britain

FLICK BACK 3, 4 OR 5: Teachers use this at the beginning or end of a lesson as part of pupils’ learning routine. The quizzes and questions support pupils to return to prior learning. The routine can be used to support the cumulative quizzing methodology. It is also used as an oral response to promote structured dialogue. It is one of a suite of resources to support retrieval practice.

Flick back 3 ← KS1

- When did the Great Fire of London start?
- What caused the fire to start?
- Why did the fire spread so quickly?

Flick back 4 or 5 ← KS2

- What is a biome?
- Name two biomes north of the equator.
- What biome can be hot and polar?
- Why are deserts above and below the equator?

TWO THINGS: This is a structured response framework. Pupils close books and write down two things they remember. Share with a partner. Check against their knowledge note. Could they add more? This can be used as a retrieval activity at the start of the lesson, middle or end as a summary.

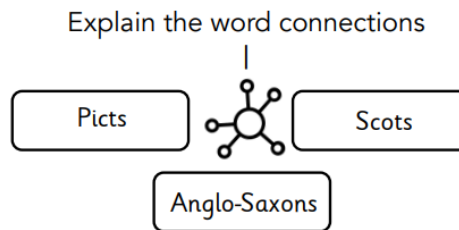
+2 Remember two things – show what you know

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

GIVE ONE GET ONE: This is a structured response framework. GIVE ONE – pupils close books and write down two or three things they remember. Share with a partner. Check against their knowledge note. Could they add more? They elaborate using GET ONE – this may be information they didn't remember the first time. It shouldn't be brand new information they haven't come across before as this is retrieval practice.

Give One	Get One
Rainforests have 4 or 3 layers.	The Amazon is 5.5 million km ² .
Rainforests are found between the tropics of cancer and capricorn.	Usually in tropical, bioma.
The biggest rainforest is at south america and its call largest rainforest today. The Amazon rainforest.	The Amazon is the largest rainforest today.

WORD CONNECTIONS: pupils are given or select words that are connected. They explain the connections. These can be adapted so that there are 2, 3 or more words to connect.



VOCABULARY QUADRANTS: This is a structured response framework to apply the SEE – HEAR – SAY – DO NOW approach to explicit vocabulary instruction:

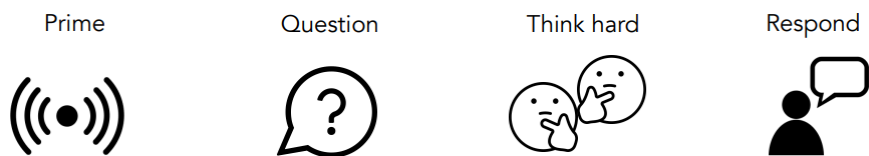
KS1 vocabulary quadrants

Draw	Word
	<u>rotated</u>
Unwrap	Sentence
<u>rotated</u> wheel past	<u>The Earth rotated</u>

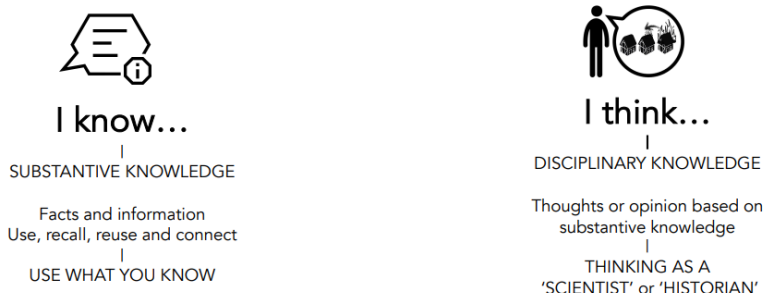
KS2 vocabulary quadrants

Analyse	Definition
Den = People Cratly = Power/Ruler	Rulers are chosen/rotated in by the people.
Democracy	
Related words: Voting, election, government, democratic leader	The people of the UK vote as part of a democracy.
Opposite words: dictatorship, tyrant	
Connection	Use in context

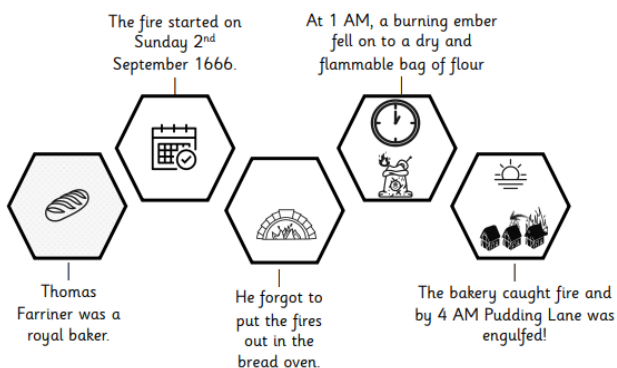
QUESTIONING: we require all pupils to take part in retrieval practice, deploying strategies to avoid hands up, so that everyone takes part in remembering. This includes the PRIME – QUESTION – THINK HARD – RESPOND approach.



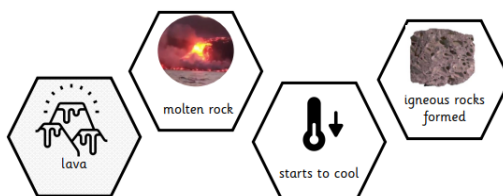
SENTENCES: Used to structure reasoned responses to form word connections



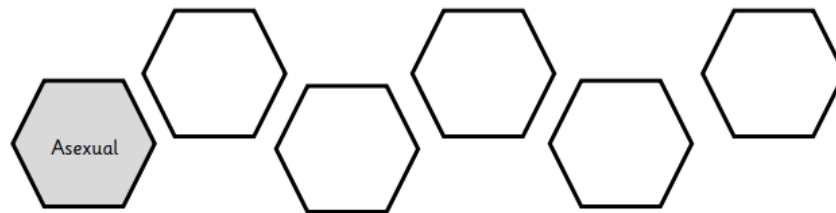
SEQUENCED THINKING PATHS: These are designed to chunk content into manageable and cognitively digestible sections. Teachers can use vocabulary, single words or phrases to chunk the information, and icons to dual code words. They help explain or sequence, order chronology and elaborate with more information. Partially completed versions can be used as retrieval or priming tools.



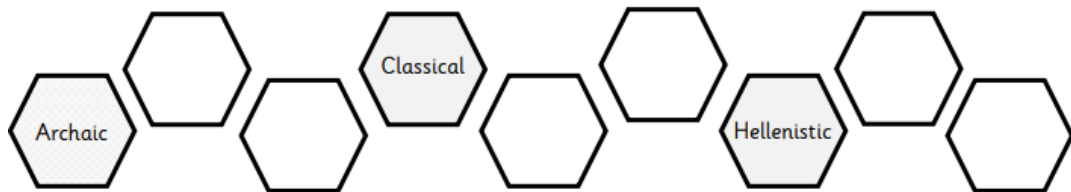
WORD PATHS: These are designed to drive connections between and within vocabulary and concepts. Icons can be used to dual code vocabulary using <https://thenounproject.com> to source icons. They chunk the knowledge into digestible sections, and are flexible with the amount of content – some pupils will be able to process and think hard about more things. This is an opportunity to present worked examples. These can be fully or partially completed, with pupils using the knowledge note as a point of reference.



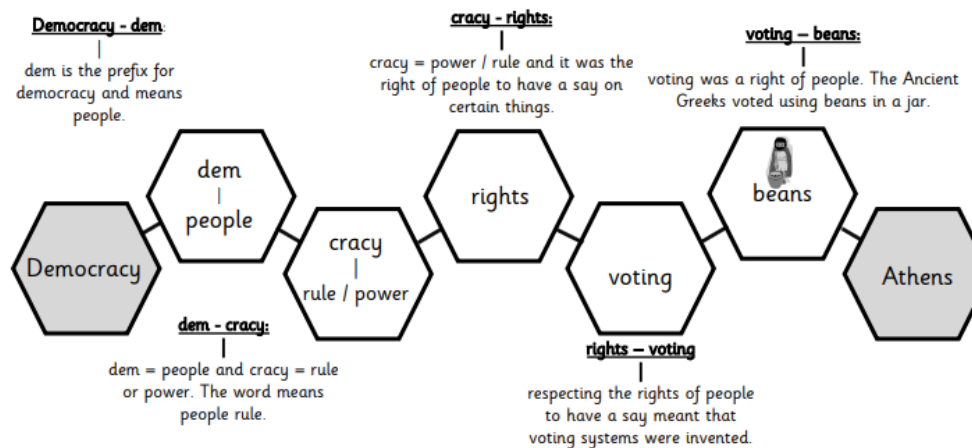
OPEN WORD PATHS: They can be used to help explain, connect and elaborate words. They can be extended by the use of sentence or question stems. They structure reasoned responses to word connections. The 'why?' challenge component sophisticates the path with explanations using sentence stems – *I know, I think and I wonder... Why do these words connect? How are they complementing each other?*



PARTIAL WORD PATHS: Vocabulary connections guide pupils and prompt them to elaborate and use substantive knowledge and concepts. They are useful for retrieval or connection tasks. They help pupils think like a historian – making connections, pattern-seeking or cause and effect. Increased challenge can be offered by using with single or multiple points of reference.

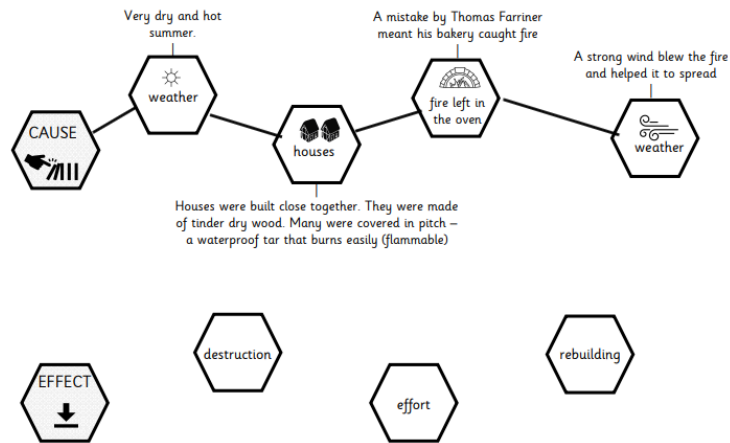


CLOSED WORD PATHS: These require precise use of vocabulary with substantive concepts.

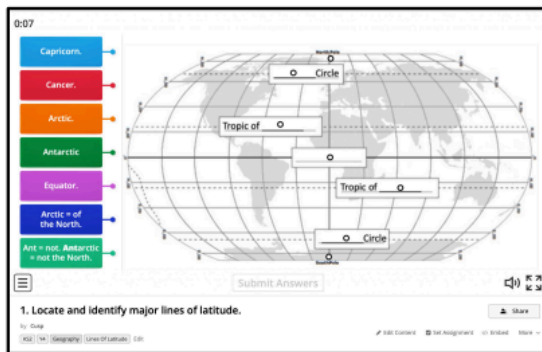


CAUSE AND EFFECT PATHS: Vocabulary connections guide pupils and prompt them to elaborate and use substantive knowledge and concepts. They are useful for retrieval or connection tasks. They help pupils think like a historian – making connections, pattern seeking or cause and effect. They can be used to chunk knowledge into manageable pieces – identifying events, patterns and decisions to explain, reason, elaborate and summarise. They focus pupils to attend to their learning and think hard by selecting, organising and integrating knowledge, skilfully. They are also a useful prompt for developing oracy and discussion of the content.

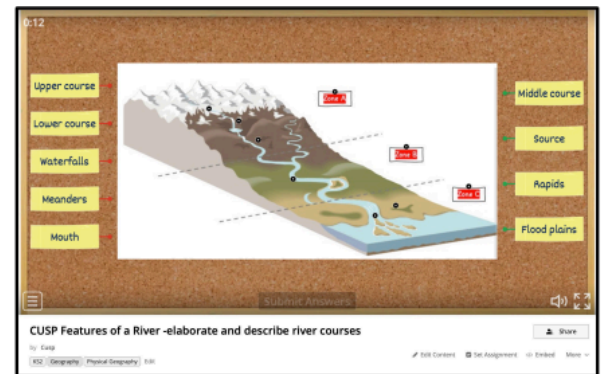
Great Fire of London – summary task



STRUCTURED DELIBERATE PRACTICE: This increases attention and retention. It includes essential modelling and deliberate practice of the intended knowledge. Wordwall offers great opportunities to practice and rehearse taught content with a low stake challenge and high productivity.



[Have a go...](#)



[Have a go...](#)

Resources

- 2.20 A wealth of high-quality images and diagrams are utilised within the teaching and pupil tasks. These are included within modules to reduce teacher workload. These are also a useful resource to support teachers' subject knowledge. These are inspiring images, that can be zoomed in on to explain difficult concepts and images that spark discussion and challenge thinking.

3. Special Educational Needs

- 3.1 We adapt the curriculum to meet children's special educational needs and disabilities.

Identifying critical core content

- 3.2 We identify the **CRITICAL CORE CONTENT** that pupils with SEND need to know and use. So that ALL pupils can take part in all the lesson sequences, teachers ensure they are clear about this content when planning. They highlight this core content and use this as their assessment framework for pupils with SEND.

Chunking knowledge

- 3.3 We **CHUNK** knowledge notes/models into manageable sections. We make the question the focus of attention. We don't write a separate learning objective as this splits attention.

Structured response frameworks

- 3.4 Teachers use structured **RESPONSE FRAMEWORKS** to promote hard thinking. They identify key vocabulary and icons. They use word paths to structure concepts and <https://thenounproject.com> to source icons. They chunk the knowledge into digestible sections, and are flexible with the amount of content as some pupils are able to process and think hard about more things. We present worked examples. We use the structured words and pictures to elicit oral responses, in sentences. We model for pupils how to select and organise the content. We orally and physically rehearse and practice (attempt). We design opportunities to retrieve and rehearse within a partially completed response framework. We use the knowledge note/model as a point of reference. We then ask pupils to select and organise core content. If helpful, we rephrase it into simple sentences using sentence or question stems.

Structured deliberate practice

- 3.5 Teachers use structured **DELIBERATE PRACTICE** to increase attention and retention.

Challenge frameworks

- 3.6 Pupils with SEND are entitled to think hard. We use structured **CHALLENGE FRAMEWORKS** to promote hard thinking, drawing on the content, including *explain the word connections* and *sequenced thinking paths*. We provide frameworks to scaffold these and we spend time developing their use throughout school so that they become routines to reduce cognitive load.

Adapted Curriculum

- 3.7 For pupils requiring significant adjustments and to accommodate a focus EHCP/Support Plan personalised targets, we plan **ADAPTED UNITS** of work. These adapted units reflect pupils' specific barriers, level of need and accessibility.

4. Including Parents in our Curriculum

- 4.1 We welcome parents and carers to be active partners in delivering excellence in the curriculum and we provide many opportunities for this:

Published curriculum

- 4.2 Our curriculum and guidance for parents is published on our website.

Welcome meetings

- 4.3 Before the start of each school year, all parents are invited to attend a Welcome Meeting. This introduces parents to the new class teacher and is a valuable opportunity to share the key curriculum knowledge, understanding and skills that will be taught along with some of the other experiences (performance, visits and visitors) that will be part of children's next stage in their learning journey. We also encourage parents to share any expertise or resources that will enhance our curriculum.

Home learning

- 1.1 We promote regular reading at home and ask parents to make time and space for children to read at least five times a week. We share other home learning activities with parents using Seesaw and Tapestry. This is linked to the curriculum children are following in class. In Years 1-6 pupils also complete English and Maths activities which provide further opportunities for pupils to practise sounds, spellings and key number facts. We celebrate excellent home learning in class on a regular basis and we provide feedback on this on a termly basis in pupil reports.

Regular communication

- 1.2 We communicate our curriculum regularly. Half-termly newsletters: teachers provide a summary of each half-term's curriculum. Teachers share learning questions each week via SeeSaw and Tapestry so that parents can have structured conversations with children about the learning that has taken place.

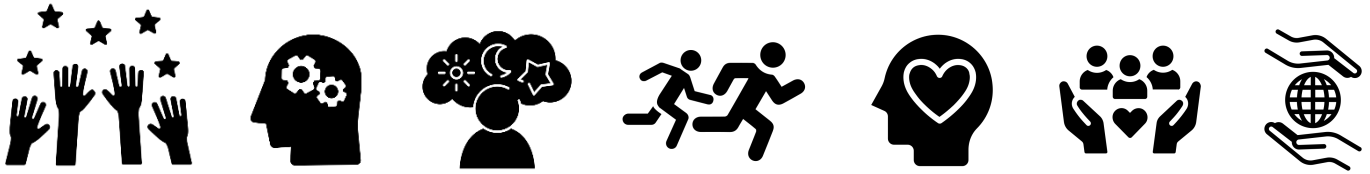
Learning Conferences and SEND reviews

- 1.3 Parents are invited each term to talk about their children's academic performance. Between these times we operate an open-door policy where parents are able to arrange meetings with class teachers, the SENCO or leaders to talk about their child's progress in the curriculum.

Themed and Sports Events

- 1.4 During the year, parents are invited to attend a number of events. These include our annual Sports Day, key festivals at St Aidan's Church, key festivals at St Aidan's Church, and termly workshops, performances and galleries to take part in learning linked to each year group's curriculum.

2. Checking the impact of our curriculum



Permanence and outcomes

- 2.1 In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children's long-term memory in addition to looking for excellence in their outcomes. We ask the following key questions:
- How well do pupils remember the content that they have been taught?
 - Do books and pupil discussions radiate excellence?
 - Does learning 'travel' with pupils and can they deliberately reuse it in more sophisticated contexts?
- 2.2 Teachers employ a range of strategies both at and after the point of teaching to check the impact of their teaching on the permanence of pupils' learning. These include:
- retrieval practice
 - vocabulary use and application
 - deliberate practice and rephrasing of taught content
 - cumulative quizzing within the learning sequence
 - summarising and explaining the learning question from the sequence
 - tests and quizzes.

Cumulative Quizzing Model

- 2.3 Teachers use cumulative quizzing to check learning. This provides pupils with frequent opportunities to retrieve their knowledge at regular intervals throughout learning modules through a 'teach – test – teach – test' model. This supports pupils' cognitive load. The aim of this model is to reinforce and revisit previously taught knowledge and vocabulary. In Years 2 and 3, children are tested using written quizzes. 'Socratic' is used to facilitate this model of testing in Years 4 – 6 via pupil iPads.

Summative assessments

- 2.4 The aim of summative assessment is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). In order to achieve this, summative tests consist of standard tasks taken in standard conditions and other assessment judgements are made using shared assessment models (the curriculum). If our curriculum is effective, it will lead to improvements in summative assessments over time. We administer standardised tests up to three times a year in phonics, reading, grammar, punctuation and spelling, and maths. Teachers record test scores on Arbor. Teacher assessment judgements are against an agreed assessment model (the curriculum). We make summative judgements half-terminly in phonics, terminly in reading, writing and maths, and annually for other subjects. Teachers record summative judgements on Arbor.

Pupil Book Study

- 1.1 Pupil book study is used as a method to quality assure our curriculum by talking to the children and looking in pupils' books. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills.

Responsive Teaching

- 1.2 Teachers use information from tasks, tests, pupil book studies and other monitoring to support learning by responding to the gap between where pupils are and where they need to be. In lessons, they adapt explanations and examples to address misconceptions and provide additional practice or challenge where required. After lessons or tests, they analyse pupils' responses to identify shared and individual gaps in learning and misconceptions. Teachers then adjust subsequent planned teaching in response.

Accountability

- 1.1 Governors provide strategic monitoring of the curriculum. In holding the Principal to account for the educational performance of the school and its pupils, they check that the curriculum is broad, balanced, and well taught, including whether enough teaching time is provided for pupils to cover the curriculum.
- 1.2 The Principal, with the support of the Curriculum Leader, ensures that a broad and balanced curriculum is in place, monitors that it is implemented as intended, and evaluates the extent to which it provides excellence.
- 1.3 We use four main tools to quality assure the implementation and impact of our curriculum:
 - **Learning observations** help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.
 - **Professional growth models** help to improve staff subject knowledge and evidence informed practice such as retrieval and spaced practice, interleaving and explicit instruction techniques.
 - **Assessment and achievement** articulate the outcomes from tasks and tests, how well the content is understood and what the strengths and limitations are; it informs what to do next.
 - **Pupil Book Studies** help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.
- 1.4 Subject leaders undertake a range of activities to help them to understand what their subject's curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. They use their findings to support teachers to improve how they implement subjects and to make recommendations about the suitability of the intent for their subject. Core Subject Leaders report termly and other Subject Leaders report annually on the impact of the curriculum to the Curriculum Leader, Principal and Governors.
- 1.5 The SENCO monitors and evaluates the implementation and impact of the curriculum for pupils with SEND. They support teachers to make adaptations to the way they implement it. They make recommendations to the Curriculum Leader and Principal about the suitability of the intent for each subject for pupils with SEND.
- 1.6 The Curriculum Leader supports subject leaders and the SENCO to monitor and evaluate the implementation and impact of the curriculum, coordinating their findings. The Curriculum Leader uses these findings to update the academy's Self-Evaluation Form each term. The Curriculum Leader formally reports on impact of our curriculum each term to the Principal and Governors.

2. Equality of Opportunity

- 2.1 We provide all children with equal access to the curriculum, regardless of gender, race, religion or ability in line with our Equal Opportunities and Inclusion Policies.
- 2.2 For religious reasons, parents can request that children do not take part in collective worship, festival activities and Religious Education. If children are withdrawn from sessions this will be done sensitively and, where possible, the activity will be adapted to allow access for all pupils. For example, pupils who are Jehovah's Witnesses will also not be permitted to take part in lessons or activities specifically about festivals, such as Christmas or Easter. However, these pupils could take part in these festivals in an academic sense. For instance, they can't make Christmas cards, but they can paint a snow scene. If teachers are concerned about topics and content then discussions should be held with parents in advance of the work so that appropriate planning can be put in place.

3. Workload

- 3.1 We have designed our curriculum so that it minimises the workload of teachers, leaders and other staff.
- 3.2 Our intent ensures that teachers are clear about what they need to teach. Our curriculum model also maps the time across each term and within each week for the full curriculum to be implemented with time available for additional experiences and to consolidate learning.
- 3.3 The intent and learning modules are the central driving force of teaching, so that time spent planning can be focused on the planning the precise knowledge, activities, resources and adaptations that will enable excellence. Where appropriate, staff are encouraged to work together when planning so that their workload is further reduced. Notes for sequences of lessons should be kept to the minimum necessary to support effective teaching and learning, rather than writing detailed individual lesson plans.
- 3.4 Our chosen implementation approaches further reduce workload by ensuring that teachers have the resources they need to implement the intended curriculum. Teachers should use these as a starting point and do not need to reinvent the wheel.