

# Curriculum Design



# Curriculum Accountability

Our leaders have co-constructed the curriculum to define our high ambition for curriculum outcomes.

## Trustees & Governors

Trustees and Governors ensure that the curriculum underpins the mission, vision and values of the school and Weaver Trust. They work alongside the Headteacher to strategically focus on monitoring and challenging intent, implementation and impact.

## Headteachers

Our Headteachers establish the vision and high expectations for a high-quality education. They ensure time and opportunity for staff engagement in curriculum design and review through collaboration, staff meetings and focused school improvement planning and monitoring. This ensures the enactment of curriculum intent is high quality. Our Headteachers ensure subject leaders are clear about expectations and work closely with Governors to focus on monitoring and challenging the right things. A whole school approach is established to engage and enthuse families in curriculum learning, so they can also be drivers of great learning in partnership with teachers.

## Senior Leaders

Alongside the Headteachers, Senior Leaders ensure subject leaders are clear about expectations. They are responsible for leading staff meetings and focusing on the school improvement planning and monitoring to ensure the implementation of the curriculum is high quality and underpinned by research. SEND Lead ensures the curriculum can be accessed by all, with provision made where required. Pupil Premium Lead is responsible for ensuring the curriculum provides the best possible outcomes for all children.

## **Subject Leaders**

Subject Leaders are accountable to the Deputy and Headteacher and ensure the vision and ambition for the school curriculum is translated into the detailed intent for their specific subject areas. They ensure they access the right support, within and beyond the school and share their ambitions and expectations in line with Weaver Trust and school expectations with all staff. They challenge and support curriculum enactment in line with their subject documentation and work in collaboration with other leaders to ensure sequencing shows progression and links are made naturally within subjects.

## **Class Teachers**

Class teachers ensure they fully understand the expectations of the curriculum in our school and the 'whys' behind the decisions that have been made. They ensure they have a clear understanding of the curriculum progression documents and overview for their class, both within year groups, and across year groups. This understanding ensures they are clear about what expectations came before and come after and how the progression model across subjects works. They are a key champion to enthuse, motivate and engage families in children's learning.

## **Teaching Assistants**

Support staff, as partners of teachers, ensure their roles are clear in supporting the learning journey and that they have sufficient direction and understanding of the curriculum to support and extend the learning intentions through questioning and scaffold to learners. They ensure they further consolidate and champion the ambition of high expectations in how their school curriculum reflects this blueprint.

# Curriculum Design

Leaders and all stakeholders have spent time collaboratively reviewing and discussing the core principles of high quality curriculum design and implementation. Educational research, local knowledge and our own school context have all been considered.

Language acquisition is the foundation of thinking and learning. Reading, vocabulary development and phonics – alongside opportunities which give real life experiences - are at the heart of our curriculum design. We have planned a coherent knowledge rich curriculum. Knowledge and skills being two sides of a coin – we know that through gaining knowledge, skills can be mastered. We have carefully considered where to position the experiences, knowledge and skills we believe our children need, in order to be successful on their learning journeys.

Our curriculum empowers teachers to deliver knowledge rich content across the wider curriculum. The sequences of learning deliver the statutory elements of the National Curriculum. Our children are given the time to master knowledge and skills. This in turn, ensures our immersive, connected curriculum leads to impact and improved outcomes for children.

## Interconnections

Our curriculum is linked with interconnections which help children develop a deeper understanding of carefully considered wider concepts. As with the knowledge rich curriculum, the interconnections are progressive and link children’s learning to modern day, ensuring they revisit the concepts in different contexts which refines and embeds understanding.

<i>Religious and Cultural Diversity</i>	<i>Technological Innovation</i>	<i>Empires and Monarchy</i>	<i>Social Change</i>	<i>Environmental Impact</i>	<i>Displacement and Invasion</i>	<i>Individuality</i>
A particular system of faith and worship and various cultural, racial, and ethnic groups. We can learn from one another, but first we must have a level of understanding about each other in order to facilitate collaboration and cooperation.	Developing new technologies for the betterment of society.	An extensive group of states or countries ruled over by a single monarch, head of state or oligarchy. The monarch (Queen/King) and royal family of a country.	Changes to the way a society functions, is governed and the behavioural norms of its people.	Changes to the environment and exploring the impact humans and animals have on the environment.	Displacement is the movement of people from their home or home region, either voluntary or forced. Displacement is also known as migration. Invasion is an instance of forcefully entering a country or region with an armed force.	Awareness of self as an individual and knowing that you have the right to be your own person.

# Metacognitive Principles Drive our Curriculum Intent & Implementation

Our curriculum content has been produced using educational research into how children learn. As a result, the way we teach aims to maximise opportunities for our children to retain key knowledge for the longer term. There are many opportunities to revisit interconnections, key vocabulary and knowledge over time to secure understanding to long-term memory.

## **Retaining Information for the Long Term: What We Already Know**

The human brain can only process a small amount of new information at once. Igniting what children already know supports the process and aids the link between working and long-term memory. The Frontal Cortex contains parts of the brain that connect new knowledge to prior knowledge so that it is stored in long term memory. These cortex areas in children are quite immature and don't strengthen naturally until the late teenage years. Therefore, our teachers specifically teach how to make use of this natural memory support and encourage children to make connections to the schema they already have, whatever that schema may be.

## **Theory of Cognitive Development**

John Piaget's theory talks about our use of schema to build our knowledge of the world. Put simply, our schema are our ideas about something based on prior knowledge. Activating our schema helps us to understand more and remember more by linking it to what we already know and expanding our existing schemas with new information. If we consider Willingham's quote, 'memory is the residue of thought' we cannot assume to see learning happen within one lesson. We need to see children have remembered at some point in the future. With this in mind, we have a comprehensive assessment model to support effective formative and summative assessment. These include the use of pre and post learning tasks.

## **Metacognitive and Self-Regulation: What We Already Know**

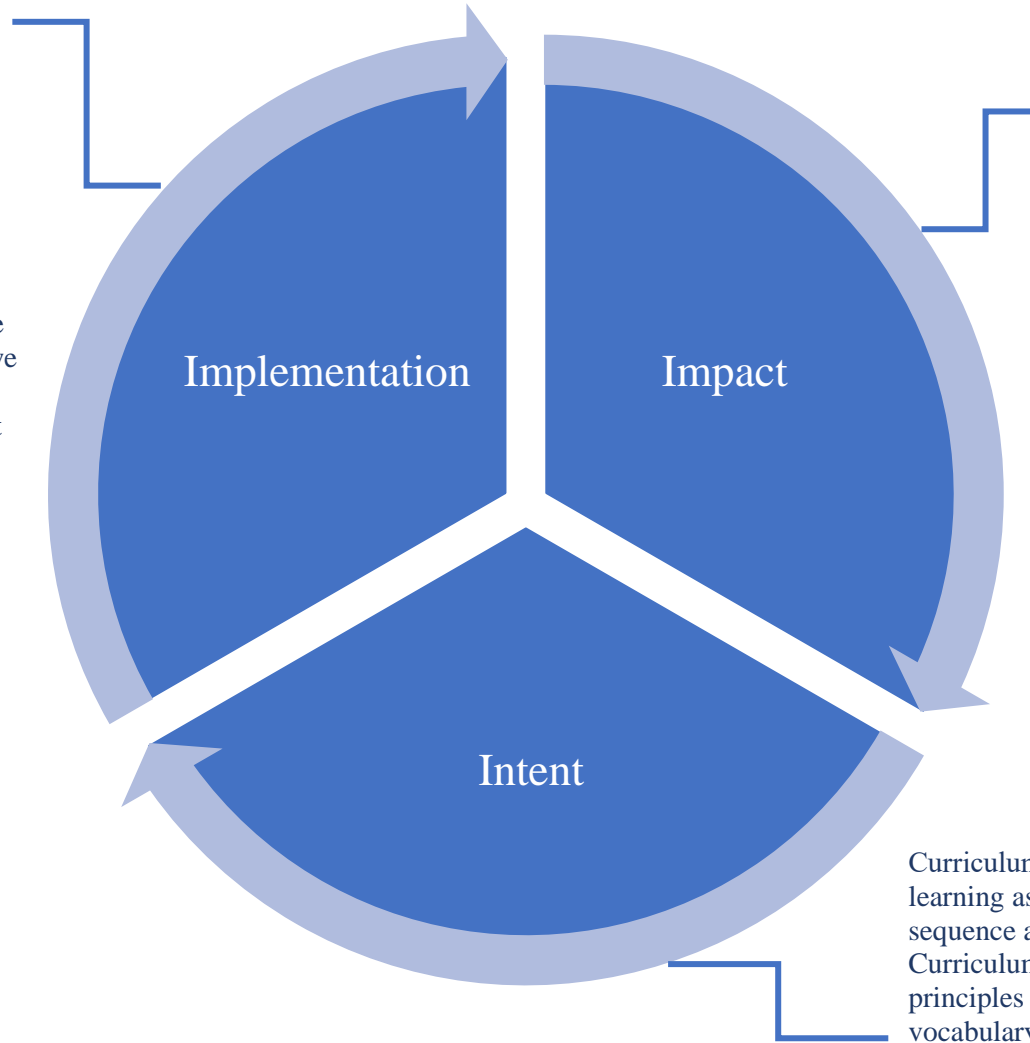
Metacognition and self-regulation approaches aim to help pupils **think about their own learning more explicitly**, often by **teaching them specific strategies** for **planning, monitoring** and **evaluating** their learning. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. To facilitate this, our teachers develop pupils' metacognitive knowledge, (their awareness of themselves as learners), by helping children to **plan, monitor** and **evaluate** their learning, alongside cognitive strategies (techniques of how to learn).

## **Igniting Prior Learning**

Our curriculum ignites in children what they already have experience of. We make learning links between subject matter taught and the children's own prior experiences, prior learning or memories.

## Curriculum: Intent, Implementation, Impact

Curriculum implementation and the 'enacted' curriculum is the realised vision in plans and practice. We have specific areas of implementation – this ensures our curriculum is adaptable and responsive to the changing world. Implementation cannot be seen in isolation from robust and rigorous review. For example, in reviewing core knowledge learned and remembered, we can review the effectiveness of instructions and opportunities to revisit interconnections, key vocabulary and knowledge over time to secure understanding to long-term memory.



The impact of the curriculum is the evidence of our school's efforts. We use a wide range of measures to test the impact of the intended curriculum. Our curriculum is not carved into stone. We evaluate annually the successes.

Curriculum intent is our ambition for children's learning as detailed within our content, structure, sequence and pace of the curriculum map. Curriculum intent is realised through fundamental principles and informed decision making about vocabulary and knowledge acquisition.

# Curriculum: Intent

Language acquisition is the foundation of thinking and learning. Reading, vocabulary development and phonics – alongside opportunities which give real life experiences - are at the heart of our curriculum intent. We have planned a coherent knowledge-rich curriculum, which is progressive in knowledge, skills and vocabulary. All key drivers, including interconnections and metacognitive strategies, are well considered, in order for children to be successful on their learning journey.



All subjects are progressively mapped out, to include the aims of the National Curriculum, statutory objectives, prior knowledge, new subject specific knowledge, prior skills and vocabulary, new skills and vocabulary, as well as links to interconnections and metacognition strategies.

# Curriculum: Implementation

The intent of our curriculum is our ambition for children's learning, which is detailed within the structure and sequence of our curriculum map. To realise this vision, and ensure the implementation is rigorous and robust, we use ten key areas.

These areas ensure that the intent is implemented to develop cultural capital, diversity and global citizenship to ensure our children become well-rounded citizens who will make a positive contribution to the world in which they live.





# Curriculum: Implementation - Why?

<i><b>Underpinned by school mission, vision &amp; values</b></i>	The starting point is to be clear about our vision, values and aims as a school and how our school vision, values and aims support those of the Trust. Everything that makes our school unique has the opportunity to shine, be celebrated and demonstrated through how the curriculum is delivered.
<i><b>Develops the whole person - knowledge, skills, attitudes</b></i>	The curriculum develops threads of learning to ensure knowledge is contextualised, purposeful and remembered. The approach ensures knowledge is taught alongside subject specific skills and essential skills. Essential skills ensure our children develop the ability to creatively solve problems, manager themselves, communicate effectively and work well with others.
<i><b>Offers purposeful opportunities and experiences</b></i>	In devising our curriculum, we promote partnerships, locally, nationally and internationally to provide meaningful, inspiring opportunities. Through our curriculum children develop a wide cultural capital. They experience opportunities which enhance learning, build meaningful links and allow them to master concepts.
<i><b>Demands participation and contribution</b></i>	We carefully consider the context of our school. The profile of disadvantage and SEND, and particular barriers to learning is understood to ensure equality for all. Equally, we recognise particular strengths or prior deep understanding and the need to challenge through expose new thoughts and ideas. Our curriculum is differentiated to allow everyone to participate and contribute. We demand this of all of our children.
<i><b>Has local, national and international dimension</b></i>	Our school has its own local context and history. These are important contextual factors that we acknowledge to ensure the curriculum offer celebrates local identities. Being in a 98% white British community, we know it is also important to ensure children have an understanding of our rich and diverse country and wider world. Our curriculum covers subjects such as the slave trade, refugee crisis, islamophobia as well as providing opportunities to contract and compare other regions and countries.
<i><b>Out of classroom learning environments</b></i>	Our outside learning environment is fully utilised for teaching and learning. We provide our children with challenging, exciting and different experiences to help them learn. We believe that young people should have access to frequent, continuous and progressive experiences in the school grounds, educational visits further afield and residential, and that these experiences should be utilised as a tool for teaching, learning and delivering our curriculum across all subject areas. Learning outside the classroom is built into planning for all learners and all year round. It is a powerful tool that is proven to raise attainment, bolster social, emotional and personal development and contributes to the health and wellbeing of our children.
<i><b>Makes meaningful links and addresses issues of our time</b></i>	The curriculum aims to develop pupils so they are confident, happy, articulate learners, who are well prepared to make a positive contribution to society, and are best prepared for their next stage in education, increasing social mobility. It provides pupils with an introduction to the essential knowledge, develops skills and understanding that they need to be educated citizens in today's modern society – and reflects and challenges changes and attitudes.
<i><b>Looks to the future</b></i>	Our curriculum is ambitious and designed to give all learners, particularly the most disadvantages and those with SEND or high needs, the knowledge and culture capital they need to succeed in life. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Our children are at the heart of the monumental shift in technological progression and ought to be prepared, so that innovation and creativity can thrive and develop in future careers. We play a central role in preparing our children for the future. In order to give children in our education system the best chance in life, we need to be equipping them with a broad and adaptable skill set that will best prepare them for the challenges that lie ahead.
<i><b>Flexible and responsive to need</b></i>	The curriculum is tailored according to the potential, progress and ability of each learner. The flexible nature of the curriculum means that staff can respond to learners' needs throughout the year. It can also respond to the changing environment in which we live, and capture events and moments of history.
<i><b>Progressive knowledge and skills</b></i>	We ensure that we are very clear about the core knowledge and skills for all of our curriculum subjects. We do not dilute the integrity of the subject, but celebrate the aims of the National Curriculum, for example what it is to be a historian, or a geographer. Reading is at the heart of the curriculum. Curriculum intent is articulated by a subject overview, underpinned by a progression of knowledge, subject specific skills, vocabulary and quality texts.

# Curriculum: Impact

The impact of our curriculum will show itself not only the outcomes our children achieve, but their readiness for the next stage in their education.

We expect all our children, whatever their starting point, to make academic progress. But the impact of our curriculum will also be seen through the ability of our children to be resilient, tolerant, moral citizens, who know how their actions, thoughts and opinions can make an impact on others, and in the world we live in.

