

[illegible]

Basic Principles

- ## Curriculum Intent

- Through our core values of courage, hope and respect and our vision, we want our children to be thoughtful members of our community who understand and believe in British values. We want pupils to have the essential knowledge to prepare them for their future success and to make informed choices.
- Our curriculum is designed to be ambitious and coherent promoting spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical elements.
- Through the delivery of our curriculum, we will underpin our Christian values of courage, hope and respect.
- We use termly overviews to link subjects, concepts and skills. These tie together, making our topics into meaningful schema. Our chosen literature acts to further the links and reinforce learning.

- Knowledge, concepts and skills are developed as the pupil journeys through the school. The same concepts are explored in a wide breadth of topics so pupils gradually build understanding of them.
- As part of our progression model, we use different pedagogical styles: direct instruction in the early stages of learning and discovery/problem-based approaches later.
- We recognise where published schemes are more appropriate to use than bespoke ones.

Implementation

Our topic themes are cross-curricular to support learning involving establishing patterns of information between different academic subjects. It is a creative way of developing knowledge, understanding and practical skills through a study of interconnected subjects to strengthen schema.

Our curriculum design is based on evidence from cognitive science; 3 main principles underpin it:

- learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- retrieval of previously learned content is frequent and regular, which helps pupils to move content/ skills to their long-term memory.

Our whole school overview ensures coverage of the National Curriculum across the school. This is then broken down into mid-term plans or schemes that sequence knowledge, concepts and skills for each year group. These form the progression across the school with objectives, activities, success criteria and resources.

Impact

Learning is a change to long-term memory so impact is not always immediately evident in the short term.

We do, however use formal and informal assessment.

We review the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.

We use comparative judgement in two ways: in the tasks we set and in comparing a pupil's work over time.

We seek feedback from the children themselves particularly when subject leads meet with groups of children and during conferencing.

We share examples of learning with the governing board so they engage more fully with support and challenge in governor meetings.

We use lesson observations to see if the pedagogical style matches our depth of expectations.

We engage in external reviews and audits and engage with Local Authority partners and hubs.

We engage with in-school, local and wider moderation opportunities.

A wealth of digital evidence helps to showcase the breadth of our curriculum offer.