

Intent – The ‘What’

Within our trust we provide pupils with a knowledge-based curriculum that develops essential skills, equipping them for the next stage in their education and lives. This knowledge-based curriculum approach is intended to ensure pupils develop a deep body of knowledge across the curriculum. We believe that through a well sequenced, progressive curriculum our children can develop the knowledge and skills to excel in a rapidly changing world. As part of our curriculum we have six global themes that underpin our curriculum. We believe by ensuring coverage of these global themes throughout our curriculum we will be providing a rich, vibrant and complete curriculum that develops every aspect of the child ready for the next step in their education. We aim for this to address social disadvantage and offer all disadvantaged pupils tutoring time with their class teacher each week to close gaps identified across the curriculum. The curriculum is successfully adapted to meet the needs of pupils with SEND so they can develop their skills and knowledge to increase independence and gain the cultural capital they need to be successful. Our curriculum enables pupils to think critically about local and world issues and to interact successfully with the world around them. The way our curriculum content is selected allows vital concepts to be taught progressively through the school which allows links to be made between different concepts and vital learning to be rehearsed and retrieved when needed in order to build ‘cumulative fluency’ across all subjects. In all areas our curriculum is not only well sequenced but it is ambitious and ensures we have high expectations for all children in our school. We understand the importance of quality across all subject areas because every subject plays a part in a child’s holistic growth and knowledge development. Across the school there is a focus on ensuring gaps are closed that were evident post pandemic. We place importance on reading and reading across the curriculum. We believe that reading is crucial to learning and prioritise this from the moment children start in EYFS. Through the promotion of British and school values we ensure that our curriculum focuses on development of the whole child and values all aspects of what makes our children unique and special.

Implementation – The ‘How’

Our knowledge rich approach is delivered by teachers with strong pedagogical knowledge. There is a focus on teachers developing highly effective learning sequences. Throughout the teaching of these highly effective learning sequences we ensure that retrieval activities are utilised and feedback from this used to inform the rest of the learning sequences. Class teachers are empowered to enact the curriculum in their classrooms using the resources provided for them in different subject areas. The focus on children ‘knowing and remembering more’ means we have worked to ensure that teaching sequences build in opportunities for retrieval and rehearsal of core concepts to ensure these transfer into long term memory. A teaching backwards approach in classrooms focuses on what is essential knowledge at the end of a teaching sequence and this then is used to ensure that sequences are well planned towards children acquiring this knowledge. Scaffolds and supports are used to ensure that all children have the opportunity to reach the high expectations of the curriculum. In addition to this, by focusing on slowing learning down we try to ensure that our focus remains on depth and allows knowledge to be retained and remembered whilst still ensuring there is challenge present in all learning sequences. There is strength in the school in following the ‘I do, we do, you do’ model which ensures that all aspects of learning are modelled clearly by the class teacher, time is then given in groups to practise and reinforce learning before children are given the chance to work independently. This approach allows teachers to quickly check pupils’ understanding and correct any misunderstandings during the ‘we do’ stage. Our dedication to reading is seen in classrooms with it being prioritised across the curriculum and ensuring we have a rigorous and sequential approach to the teaching of phonics and spelling. To ensure quality across all areas of the curriculum, we employ specialist staff who offer excellent opportunities for all pupils. Our resident artist, sports coaches and music teacher provide excellence in these subjects. In order to support teachers to deliver a highly effective knowledge-rich curriculum we use carefully selected schemes when appropriate. Finally, pupils’ engagement with the curriculum is monitored effectively and communicated with parents and other colleagues if there are any concerns.

In order to support our class teachers in the implementation phase we have a robust approach to professional development that tackles two strands:

Firstly ‘content knowledge’ which focuses on ensuring teachers have the required subject knowledge to deliver the curriculum. This support this through planning days, allowing expert subject leaders to support year groups and other CPD opportunities.

Secondly ‘pedagogical content knowledge’ which focuses on ensuring teachers have the required knowledge of good teaching to enact the curriculum in the classroom. Our disciplined inquiry approach to appraisals is central to this and we use a range of resources and expertise to provide this.

Impact – The ‘How Well’

The impact of our curriculum is where we focus on and measure the quality of outcomes. Essentially we are focused upon ensuring that pupils are making progress in what they need to know and remember. Teachers and leaders check that they are learning what is intended in the curriculum. This measuring is completed in a variety of ways and all on-going assessment and monitoring is vital. What we see in classrooms and what we hear when we speak to children are the drivers for assessing our intent and adapting and improving our implementation. Class teachers are responsible for the on-going assessment of their children. This is completed through mini-plenaries and carefully planned questioning. These are both vital tools in allowing classroom teachers to see the impact of the curriculum they are delivering and adapt it accordingly to the needs of the children. Children are regularly spoken to by subject leaders and senior leaders to ensure they understand their lived experience of the curriculum with a particular focus on what they have learned and remembered.

Children will know what they are being asked to learn and more importantly, why they are being asked to learn it which allows them to make meaningful links between their current learning and previous learning. They will become increasingly confident when discussing and critiquing their learning. Regular feedback, both written and verbal, between the teacher and learner help this learning journey to be tracked and monitored. We are developing clear expectations for each year group and subject so teachers and learners know what has been achieved and the next learning steps. These are also used at the end of the year to make judgements as to whether children are working at the expected standard or not. Summative assessments (Y2 to Y6) are used in terms 3 and 6 and help to inform planning and judgement in core subjects (Maths and Literacy) and data from national tests (SATS). We work hard to ensure that we monitor the progress of our SEND and disadvantaged children and provide additional support whenever needed to ensure they acquire the knowledge and cultural capital needed for them to be successful.

Subject Specifics

English

Reading is prioritised, with a rigorous and sequential approach to the teaching of phonics and spelling. To ensure we deliver high quality phonics provision across the school the Soundwrite scheme is used. Reading continues to develop throughout the school with excellent choice of core texts and structured approach to teaching reading. Writing is sequenced carefully to allow skills to build throughout the school whilst exploring high quality literature and creation of pieces of texts of different styles.

Maths

Using White Rose as a base to ensure that learning is mapped out and in line with national curriculum, we follow a mastery approach with the foundation that every child can achieve with classes working broadly at the same pace. Support is provided through concrete resources and visual representations and for those children working at greater depth, challenge is provided through planned opportunities to deepen understanding. Number sense is a key priority to ensure children can calculate effectively and apply their understanding to reason logically and solve problems across a range of contexts. Pupils apply mathematical knowledge to problem solving, connecting new to existing knowledge.

History and Geography

For both History and Geography, we follow the Pearson scheme of work which is well-sequenced and knowledge-rich. Throughout the programme of study, we adapt the scheme to ensure teachers can enact it in their classrooms and we build in links to our local area.

Science

Using the national curriculum as a base, we are creating our own scheme of work using a range of resources (TigTag, Kent Scheme, Empiribox, BBC Bitesize) that is well-sequenced and knowledge-rich. We are working to generate medium term planning, that is regularly checked by the expert subject lead, so key knowledge is explicitly taught and the best resources used.

PSHE

We use PSHE Association here at Loose to provide our overview and coverage to ensure that all statutory requirements are met and that learning is sequenced accordingly. The use of these resources is combined with promotion of British Values throughout the curriculum.

Music

Luckily, here at Loose we have access to our own expert music teacher. The music teacher works hard to ensure that coverage from Yr 1 – 6 is progressive and national curriculum expectations for music are covered and deepened in many areas.

Physical Education

Through the use of 'Sports Coaches' and the PE scheme 'GetSet4PE' we ensure that we deliver two high quality PE sessions weekly. Class Teachers are able to access GetSet4PE plans which are extremely well resourced and sequenced so skills and knowledge build over time.

Modern Foreign Languages

We have invested this year in the scheme 'Language Angels' to support our class teachers in delivering high quality MFL in school. The scheme has provided us with a bespoke coverage document based on prior knowledge and crafted to ensure knowledge is built over time.

Computing

Through the use of the 'Purple Mash' scheme of work we have an excellent computing provision here at Loose. The in-depth lesson plans provide teachers with the substantive knowledge needed to teach the lessons and ensure that deep body of computing knowledge develops from Year 1 through to use Year 6.

Religious Education

We deliver our RE curriculum using the Kent Scheme of work which ensures that we are meeting all statutory requirements of the national curriculum.

Art

We have a residential artist who works alongside our experience subject leader to develop effective learning sequences for year groups. We are looking at a trust developed scheme to ensure well sequenced units are in place across the school. We have introduced the use of sketchbooks this academic year to showcase the children's learning.

Concept Overview

When designing our own schemes of learning or selecting schemes of work, we carefully consider two key types of concepts:

First Order (Substantive)

These are concepts and ideas that children continually encounter throughout their curriculum journey. One good example of these concepts is 'Democracy' which is something that is encountered during our historical curriculum as well featuring throughout our PSHE curriculum and also in other aspects of school life (elections for school roles, choosing reading texts). Through carefully mapping the curriculum we can ensure the conceptual understanding of this concept is reinforced. Another example is looking at how the substantive concepts important to Geography such as place knowledge, human and physical geography, etc., are developed through the curriculum of that subject.

Second Order (Disciplinary)

These are the specific things that are developed through each of the individual subjects that are specific to that subject. For example, looking at concepts that are specific to an 'Historian' e.g. focusing on chronology and understanding this concept is key to being a successful historian. Another example could be looking at the concepts involved in being a 'Scientist' and looking at validity and fair testing as concepts. Children's understanding of these subject specific concepts is vital to assessing their progress through the curriculum of that subject.

For more information on individual subjects and year group curriculums please follow the link below:

<https://www.loose-primary.kent.sch.uk/page/?title=Curriculum&pid=22>