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Curriculum Intent, Implementation and Impact Statement

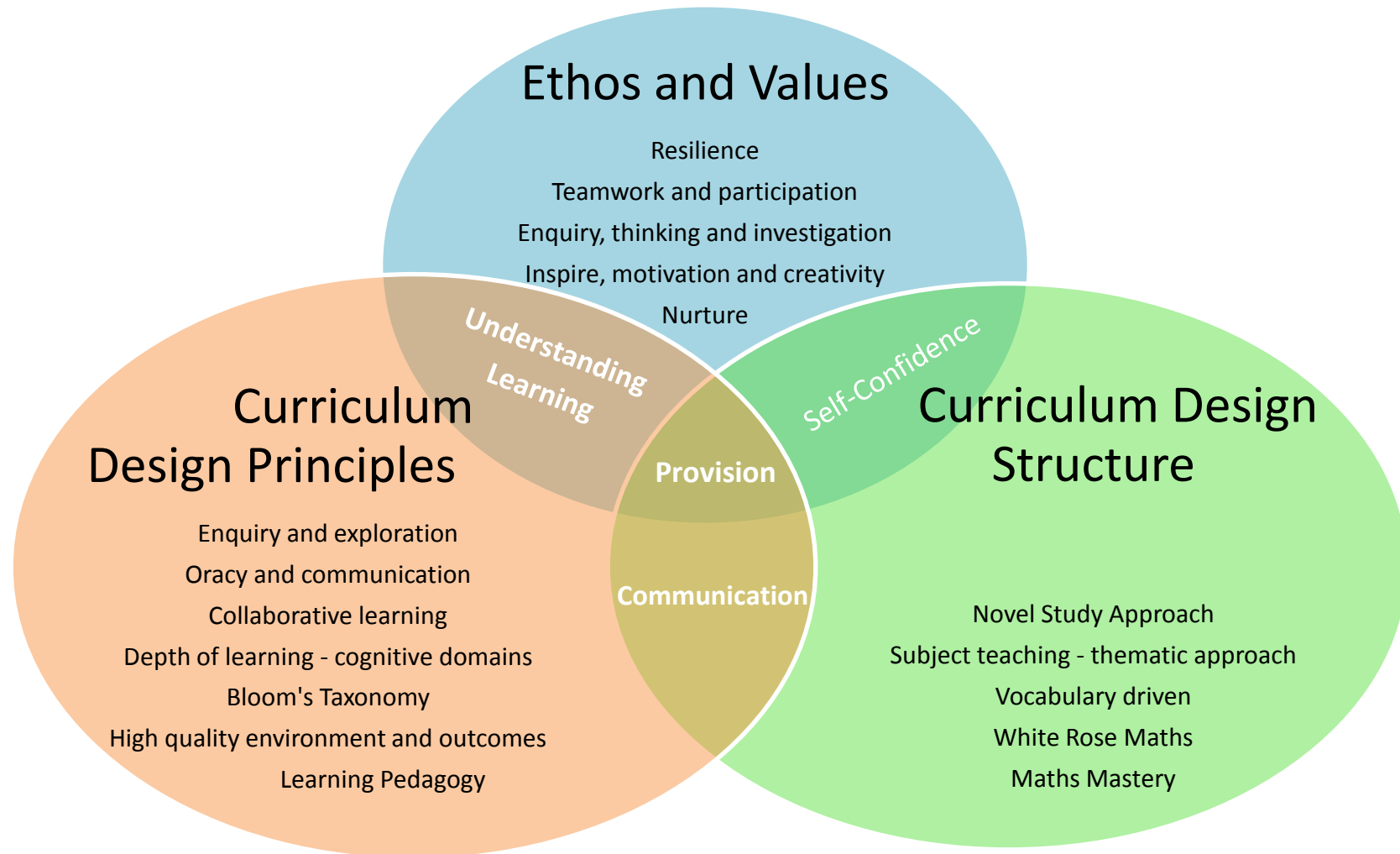
September 2019



Sheep Dip Lane
PRIMARY SCHOOL

Believe, Achieve and Thrive Together!

Our Curriculum Design Principles and Structure



Ethos and Values

At Sheep Dip Lane Primary School the curriculum has been designed to:

Recognise and build on children's prior learning, provide first hand experiences, allow children to develop the skills, knowledge and values they need to embrace the opportunities and challenges they face; to enable them to be create the future World they want to live in.

Recognise every child as a unique individual, celebrate and welcome differences within our community.

Develop with children their ability to learn, underpinned by the teaching of basic skills, knowledge, concepts and values.

Bring learning to life through real life contexts and experiences with provision that uses enhancement opportunities to engage learners.

Enable children to feel safe and happy, have opportunities to enquire, explore and investigate in order to be highly motivated and develop a love for learning.

Use learning pedagogy that promotes positive attitudes towards learning.

It is our vision that we thrive together and are part of a great close knit community. Our curriculum enables us to celebrate local traditions and play an active role in respecting and supporting each other through community events so that children leave Sheep Dip as active citizens who can make appropriate decisions, evaluate situations and have the characteristics to make meaningful contributions to the society in which we all live in.

At Sheep Dip Primary School we recognise the challenges our learners often face, which makes it essential that we our enabling the children we serve to proactively change the world through learning. We understand that employers are calling for education to expand its focus beyond the tradition cognitive domain. Our school curriculum must emphasise **teamwork, resilience, creativity, self-motivation** and **mindset**. Children will need to develop skills that are not yet considered crucial to current jobs today – such as **persuasion, emotional intelligence and teaching others**. In essence technical skills will need to be supplemented with strong social and collaborative skills.

At the heart of our design for learning, is the need to ensure our children see themselves as citizens of the world, members who contribute to local, national and global issues which may impact on their lives. We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world.

Curriculum Design Principles

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of this approach is carefully thinking about process, enabling us to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. With this knowledge, our staff design learning that focuses on small steps of progression. The schemes of learning (medium term plans) have been designed to identify the on-going assessment of knowledge (concepts) and skills through to application. This will support teachers to design learning to ensure that pupils retain this and build upon their prior knowledge in order to apply independently to a range of contexts.

Our design principles have been created to enable pupils to make deep connections between learning and understanding the world they live in, leading to pupils connecting taught knowledge and skills with agency and purpose. We therefore ensure that learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- Deeper thinking
- Deeper purpose
- Active and collaborative engagement so that pupils meet the world but are not the centre of it

Increasing understanding by gradually moving through cognitive domains



Low level cognitive demand. Involves following instructions.



Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.



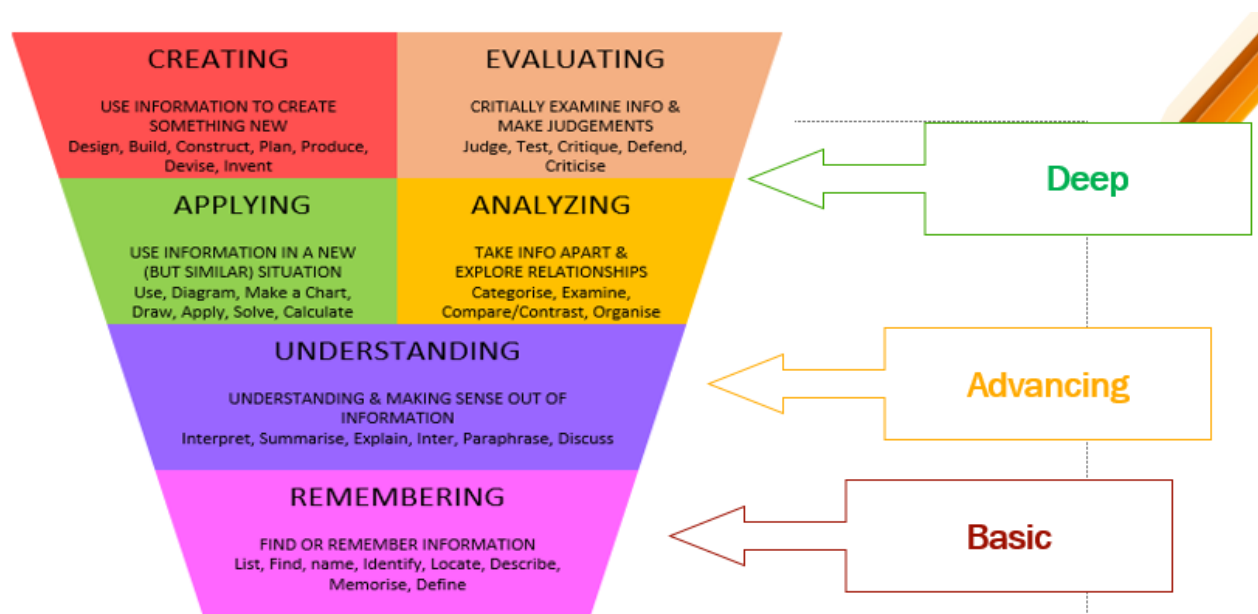
Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.

We move through three cognitive domains within the teaching sequence to ensure that pupils gain fluency, reasoning and application to develop their understanding and master new skills and concepts.

Within our teaching sequence, we develop an enquiry question with the children and then plan and outline further questions which support the domain of learning. We use verbs within our learning intentions to support this approach:

Basic	Advancing	Deep
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare	Think, Explore, Challenge, Question, Select, Reason, Justify, Consider, Demonstrate, Innovate, Decide, Create, Reflect, Critically Evaluate, Plan, Judge, Test, Defend, Design, Build, Construct, Invent

Understanding ‘deep’ learning, means that teachers have to plan a range of learning opportunities for pupils to demonstrate their level of thinking and understanding. In order to support this development of ‘Concepts and Skills’ builders we use **Bloom’s Taxonomy** as a way of facilitate the appropriate levels of challenge and pitch. It is also providing a shared language to describe where a pupil is on the learning journey towards deep understanding of the concept or skill.



Metacognition

Metacognition plays a crucial role within our teaching sequences through explaining and reasoning, thinking about evidence, evaluating and making judgements or decisions. Through deeper thinking and reflection our pupils are able to make links between subject knowledge so that they are learning systematically. Teaching our pupils to reflect, explain, justify and question is key to lesson design. Evidence-based research is a key driver to the development of our learning.

Feedback is integrated into our curriculum design principles and a range of feedback types are provided throughout the sequences. We are developing the use of prompts to deepen connections with the learning and encourage pupils to respond to these to explain or reason their learning at a deeper level.

Learning Pedagogy

Equal focus within our curriculum design is given to the affective domain through our focus on values, motivation and skills for 'Empowering Learning'. These are broken up into five areas which need to be taught and nurtured across all areas and ages. These can be viewed as the 'Learn to Learn' skills. At Sheep Dip Lane Primary we recognise that these need to be seen alongside basic expectations for oracy because these are, in many ways, together, the key to unlocking access to many of these areas of learning. These skills and values are also central to developing the ability of learners to assimilate, enjoy, voice and reflect on their learning. The essence of these oracy expectations needs to pervade the climate of the classroom, teachers' modelling and all areas of the curriculum and school life.

- Resilience
- Teamwork
- Thinking, Creativity and Motivation
- Inquiry and investigation skills
- Nurture

It is important to recognise that there are no programmes of study or National Curriculum objectives set against these criteria. It is important to remember that 'learning behaviour' needs specific attention. Developing these learning dispositions requires nurturing with our children.

For each of the five identified areas, a set of expectations has been drawn up for each year group between Foundation and Year 6. They attempt to provide guidance for teachers and staff as to what to expect in age-related terms.

Curriculum Design Structure – Intent

Our curriculum design structure is underpinned by these core areas:

1. Subject-specific domains which ensure progression of knowledge (Concepts), skills and values in order to lead to application, synthesis and evaluation. We value the potential of each subject and promote experts within these areas in order to build aspirations for our pupils.
2. All areas of learning will be organised around key enquiry questions in order to promote learner independence, self-confidence and ownership over the learning journey. As part of this, learners will be entitled to a variety of experiences to ensure that the learning connects to purpose, context and real-life application.
3. A Novel Study/Text-Led approach will drive each of the learning themes in order to expose our learners to quality literature. This will include narrative, poetry and non-fictional text in order to develop the imagination of our pupils.
4. Vocabulary development in context is a key driver for our curriculum structure. We want our pupils to understand language and be able to communicate in a range of settings and situations. Language will be ‘taught’ throughout all areas of learning and not ‘caught’ in order to close the attainment gap for all our pupils.
5. Basic skills teaching will be fundamental to improving the life chances of all our pupils. Our curriculum begins with the high-quality teaching of **basic skills** (reading, writing, number and speaking and listening), which are then practised through a series of well-planned contexts and cross-curricular themes. We aim to provide thematic and contextualised learning experiences where children are encouraged to make links across subjects in order to broaden their general knowledge and understanding of the world around them. Progressive key performance indicators will ensure that we can assess our learners accurately and provide personalised programmes of learning in order to maximise progress from their starting points.
6. Our learning pedagogy will have equal focus and underpin all our curriculum to ensure that pupils gain a greater understanding of how they learn and the skills of resilience, teamwork, participation, inquiry, investigation, thinking, creativity, motivation and reflection.

Implementation

Subject-Specific Domains

Our themes will be organised around subject areas in order to ensure subject progression of knowledge (concepts) and skills across all areas of the curriculum. Some subject areas will be taught discretely. All areas of learning will be underpinned by strong subject knowledge to ensure teaching is developmental and builds on the prior learning of pupils. The curriculum themes will be planned to ensure that pupils have the opportunity to become experts in each subject area. They will experience the 'greats' within the subject areas in order to enhance their learning. Each subject area is underpinned with key assessment criteria at both age-related and greater depth within all year groups to allow pupils to experience a wide range of learning within the subject area. It will also promote the individual disciplines of the subjects to ensure that pupils learn the knowledge and skills as they progress through school and beyond into KS3.

Enquiry-based Learning (EBL)

EBL describes an environment in which learning is driven by a process of enquiry owned by the pupils.

Starting with a 'scenario' and with the guidance of the teacher as facilitator, pupils identify their own issues and questions. They then examine the resources they need to research the area of learning, thereby acquiring the requisite knowledge. Knowledge gained in this way, is more readily retained because it has been acquired by experience and in relation to a real problem or context.

It is essential that our pupils are educated for knowledge creation, lifelong learning and leadership. They will take on leading roles in their future working environments: directing change, asking important questions, solving problems and developing new knowledge.

1. Enquiry questions will be devised for each unit of learning and pupils will be encouraged to ask further questions to support the direction of their learning journey. They will be encouraged to self-assess and reflect on the knowledge (concepts) they have acquired and how they have applied this to develop their skills. We plan across each phase three key themes per year in order to achieve depth of thinking and learning. Our learning journeys are supported at all times by high expectations.

Text-Led Approach to Learning

High-quality literature, including fiction, non-fiction and poetry will be the starting point for all curriculum themes. This will provide pupils with opportunities to read engaging text. It is human nature to love a good text. We have long been storytellers and story consumers. The aims of using high-quality texts are to build background knowledge and world exposure, authentic vocabulary, communication and dialogue, development of social skills and to provide engagement and excitement for learning. This approach will enhance critical thinking skills by promoting deep understanding of character and plot development.

Vocabulary Development

Vocabulary will be planned within all the units of learning and explicitly taught. Opportunities will be provided for pupils to explore both oral and written language. We will promote and scaffold high-quality talk in the classroom to allow pupils the opportunity to apply language in context and to use for a purpose. Vocabulary will be enhanced across all areas of the curriculum.

Basic Skills Teaching

The development of the basic skills will be applied across all curriculum themes. Lessons in English and Mathematics will integrate the curriculum themes in order to provide opportunities to build up the knowledge and apply in different contexts. This will ensure that pupils are given opportunities to practice the skills they need to apply so that working memory is not overloaded. Research underpins this approach and it is known as the deliberate practice method.

‘This method argues that the best way to impart such skills is to teach them more indirectly. Break down skills into component parts and teach to those. This is classed as developing a pathway for learning. (Activities don’t look like the final task but helps to develop towards the end outcome.)’

Mastery Approaches

The principle of deep learning or mastery has been applied with great success in high-performing jurisdictions around the world. The long-term and medium-term planning for the curriculum has been organised into schemes of learning focusing on subject disciplines as well as the connects between them. Themes have been developed in ‘chunks’ or ‘units’ set over longer periods of time. Teachers will adapt their approach and style based on the progress of the group. Regular assessments, testing and quizzing is required to gauge when the group is ready to move on.

“Mastery learning breaks subject matter and learning content into units with clearly-specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.” Education Endowment Foundation, June 2015

Within Mathematics our school uses ‘The White Rose Model’ developed to ensure that pupils master the learning through a progressive approach moving from understanding concepts using concrete material, practice taught key skills through to application in a variety of contexts with reasoning.

Assessment Framework

At Sheep Dip Lane Primary we use an assessment framework in order to ensure that we have personalised knowledge of all our pupils including their strengths and gaps.

In Reading, Writing and Mathematics: Key Performance Indicators (KPIs) have been written based on the subject domains that pupils are required to master. These are progressive objectives so that pupils build each year on their prior attainment. Teachers use the KPIs in their planning and as part of the success criteria for each lesson. Teachers use on-going assessment to evaluate the learning of all pupils and ensure that next steps are specifically planned for. Within pupils’ books, assessment is on-going and builds an evidence-base to support summative assessment judgements.

In Science and the Foundation Subjects, progressive assessment has been implemented in order to develop the key subject domains. Teachers integrate this in the planning processes to ensure that learning is pitched at the appropriate level and meets the personalised needs of all pupils. These are planned in the schemes of learning and evaluated through the term. The schemes of learning will evolve to meet the needs of the pupils and to allow pupils to take control of the learning journey, implementing areas of learning that the pupils want to explore.

Curriculum Impact:

- Across our school we use regular and robust triangulated monitoring to evaluate the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward.
- We ensure that our children's attainment and progress are in line or exceeding their potential. We measure this using national data (where appropriate), our curriculum schemes of learning, KPI documents and monitoring evidence.
- Our curriculum ensures that we develop well-rounded citizens with a clear understanding of values such as love, responsibility and friendship. Our new curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights.
- Learning dispositions are developed, leading to success both now and in the future. Children demonstrate greater levels of resilience and motivation, and a growth mind set when faced with different types of challenge. They develop attitudes and dispositions to make a positive contribution to the world. Our daily interactions provide a regular check on this and success across the wider areas of the curriculum reflect this.

Pupil Voice:

Add comments about the wider curriculum KS1 and 2.

Teacher Voice: add comments about concepts, skills, real life experiences, application and purposeful learning.

Parent Voice: seek feedback and comments linked to set questions around how our curriculum is preparing behaviours needed, tolerance RE understanding and understanding of the wider world.