



INTENT

<b>Core values</b>	<b>Determination</b> We know we can do anything if we try. It's not that we can't do something, it's that we can't do it yet. 	<b>Effort</b> We are the best we can be. We always try our hardest. We take pride in what we do. 	<b>Reflection</b> We use what we have learnt. We recognise what we have done well. We can see what we need to do to improve. 	<b>Collaboration</b> We share our ideas. We succeed together. We value each other. 	<b>Talk</b> We actively listen. We give suggestions. We ask questions. 	<b>Resilience</b> We never give up. We learn from our mistakes. If we get stuck we try another way. 	<b>Confidence</b> We believe in ourselves. We are not afraid to have a go. We feel safe to make mistakes. 
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**Learning is a change to long-term memory**

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.

**Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure that we give our children appropriate and ambitious curriculum opportunities.

**Cultural capital** gives our children the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

**Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are being studied.

**Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through the 'forwards-and-backwards engineering' of the curriculum, children return to the same concept over and over and gradually build an understanding of them. For each of the threshold concepts there are three **milestones**, each of which includes the procedural and semantic knowledge children need to understand the threshold concepts, provides a progression model.

**Knowledge categories** in each subject give children a way of expressing their understanding of threshold concepts.

**Knowledge webs** help children to relate each topic to previously studied topics and to form strong, meaningful schema. Cognitive science tells us that working memory is limited and that cognitive load is too high if children are rushed through content. This limits the acquisition of long-term memory. **Cognitive science** also tells us that, in order for children to become creative thinkers or have a greater depth of understanding they must first master the basics, which takes time. Within each Milestone, children gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for children is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the more able to have a greater depth of understanding at the 'deep' stage.

The timescale for **sustained mastery or greater depth** is therefore two years of study. As part of our progression model we use a **different pedagogical style** in each cognitive domain of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based on approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the **reversal effect**.

Also, as part of our progression model we use POP tasks (**Proof of Progress**) which shows our curriculum expectations in each cognitive domain.

<b>Behaviour values</b>	<b>Ready</b>		<b>Respectful</b>		<b>Safe</b>	
<b>Curriculum Drivers</b>	<b>Possibilities</b>	<b>Community</b>	<b>Communication</b>	<b>Initiative</b>	<b>Environment</b>	<b>Adventure</b>

	<b>Cultural Capital Drivers</b>	<b>General Knowledge</b>	<b>Reading the right books (text selection and complexity)</b>	<b>Vocabulary</b>	<b>Reading Comprehension</b>	<b>Something to write about</b>	<b>British Values</b>	<b>Cultural Experiences</b>
	<b>Social &amp; Emotional Drivers</b>	<b>Equity</b>		<b>Independence</b>		<b>Health Lives, Healthy Minds</b>		<b>Resilience</b>
	<b>British Values</b>	<b>Democracy</b> We can have our say We will be listened to We will listen to others		<b>Liberty</b> We have the freedom to be ourselves and have our own choices		<b>Equality</b> We are all equal and we treat each other fairly We are kind & considerate		<b>Tolerance</b> We accept and value people's differences
								<b>Law</b> We abide by the laws of our country
	<b>Education Research Cognitive Science to be utilised</b>	<b>Retrieval Practice</b> Previous learnt content is reviewed regularly to increase storage in both short and long term memory.		<b>Spaced Practice</b> Learning is most effective when spaced rather than blocked.		<b>Interleaving</b> Support pupils to discriminate between topics and aiding long term retention		<b>Pictorial/Concrete Examples</b> Using specific examples to understand abstract ideas
								<b>Cognitive Load Theory</b> Learning experiences that reduce the need for ongoing exchange from short term memory
<b>IMPLEMENTATION</b>	<b>Inclusion (adaptive, responsive and bespoke)</b>	<b>QFT for all</b> Research based T & L approaches Incremental coaching High quality feedback Lessons to develop children's: Thrive strategies Mental Health Independence Collaboration Resilience		<b>SEND Support</b> Graduated response Support – bespoke to need Precision teaching Pre and post teaching Overlearning Differentiation based on level of cognitive understanding		<b>Social &amp; Emotional Support</b> Thrive Nurture Check-Ins Pastoral Support		<b>Parent Partnerships</b> Early Help Open Classroom Support with key transition points Links with local children's centre Support from Welfare Mentor
								<b>Outreach Partnerships</b> Educational Psychologist Speech & Language Therapist Outreach partnerships from specialist provision ASET CAMHS Early Help Hub / Social Care Support
	<b>High quality teaching and learning.</b>	<b>High expectations</b>	<b>Good progress</b>	<b>Good subject and curriculum knowledge</b>	<b>Well-structured lessons</b>	<b>Adaptive teaching</b>	<b>Assessment</b>	<b>Effective behaviour management</b>
	<b>Organisation of the curriculum</b>	<b>Early Years – Environment</b> Personal, Social and Emotional Development, Physical Development, Communication and Language development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design.						
		<b>English</b> Novel study, phonics reading, writing, grammar, spelling, vocabulary				<b>Maths</b> Mastery Maths		

			<b>Science (discrete)</b>	<b>History (discrete)</b>	<b>Geography (discrete)</b>	<b>Safeguarding (e-safety)</b>			
			<b>Art and Design</b>	<b>RE</b>	<b>PSHE</b>	<b>Computing</b>	<b>French</b>	<b>PE</b>	<b>Design and Technology</b>

<b>IMPACT</b>	<b>curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. The following are our aspirational goals to measure the success of our curriculum:</b>	<p><b>IMPACT: Standards</b></p> <ul style="list-style-type: none"> <li>- Children to achieve their potential</li> <li>- Children develop a love of reading</li> <li>- Children to have a good sense of general knowledge and the vocabulary to equip them for the next stages in their life.</li> <li>- Children meet the milestone expectations of the broad and balanced curriculum.</li> </ul>	<p><b>IMPACT: Social and emotional</b></p> <ul style="list-style-type: none"> <li>- Children understand the world of possibilities around them.</li> <li>- Children are resilient in all aspects of life</li> <li>- Children are confident to articulate and able to express views and opinions.</li> <li>- Children understand how to have 'healthy body, healthy minds'</li> <li>- Children display as well-rounded global citizens.</li> </ul> <p><b>Are life ready</b></p> <ul style="list-style-type: none"> <li>- Children are proud of who they are. They understand their role in society, know who they are and what makes them special.</li> <li>- Children are able to recognise and take measured risks and keep themselves and others safe</li> <li>- Children are lifelong learners who continue to what to broaden their horizons and experiences.</li> </ul>
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<b>Adult Curriculum</b>	High quality development of subject leaders*	Evidence informed teaching and learning (inc. use of early career framework)*	Cognitive Science *	Teaching metacognitive strategies within the classroom*	High quality writing across the academy*	Early reading *	E-safety KCSIE document*	Annual Safeguarding Training, Prevent training and cyber training	Work life balance Mental health & Wellbeing
<b>Incremental coaching</b>									