Tealby School's Curriculum

The word curriculum is derived from the Latin word meaning 'racecourse' or race and has come to mean a general course of direction

Aspire, Believe, Achieve

We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.

The Principles of Our Curriculum

Our Curriculum is…

-Balanced
-Rigorous
-Coherent
-Vertically Integrated
-Appropriate
-Relevant

Curriculum - the umbrella term denoting the totality of the learning experience of children in our school. Pupils are at the heart of this vision.

Our curriculum model – Our planning will start with the consideration of purposes and values, with content and methods selected to be fit for purpose. We adapt evidence based pedagogy to suit our pupils.
We recognise that this approach can be complex and demanding, but we appreciate the levels of engagement and excellent outcomes it delivers.
We want to describe our pupil's work as genuinely brilliant!

"We find it exciting. It is the chance to be creative and come up with brilliant things to do with the children, and when it's done, staff and pupils get the sense of satisfaction that comes from having created something interesting, exciting and new."

Purpose: WHY are we delivering this curriculum?

We believe that our curriculum must encourage pupils to…

- **connect the outside world with the learning world of the pupils.**
- **help pupils understand how their learning fits in to the 'bigger picture'.**
- **teach pupils how they learn and why knowing things is important.**
- **inspire a 'love of learning'.**
- **understand that our school community is the soul of our society and that we are all responsible for it.**

Intent: Our aim is to plan and teach an inspiring and memorable curriculum that provides pupils with powerful knowledge. To set the scene for learning that is active and teaching that is inspirational.

We seek to implement this by delivering great lessons informed by cognitive science; great explanations; core knowledge and concepts, hinterland illustrations (the examples, anecdotes that pupils don't need to remember accurately but provide the richness of their understanding and contribute to the richness of their understanding); lots of retrieval practice, frequent low stakes quizzing and dual coding; as well as explicitly teaching pupils how to learn and develop metacognitive strategies.

Explicit details to be shared in official documents, Curriculum Display and on the school website.

Curriculum framework – the documents (NC/Policy/LTP) that outline the structure of the curriculum and its purposes. WHAT content will be taught and what will be learned?	**Curriculum Provision** – the systems and structures established in our school to organise teaching. HOW are we going to achieve this? * timetabling * organisation * groupings * planning formats/journaling etc. * planning processes * mastery – developing expertise *curriculum pace *SEND – consideration for vulnerable groups *non-negotiables (feedback & marking/presentation/display etc.)	**Pedagogy** – teaching strategies and learning opportunities planned to achieve the aims and fulfil the planned curriculum framework. HOW we will teach and How pupils will learn. * teaching methodologies *cognitive science * planning * stimulus * knowledge organisers * vocabulary & etymology *core learning *hidden curriculum	**Assessment** – the methods used to judge the extent of our pupil's learning. *The word assessment is derived from the Latin to 'sit alongside'. The process of gaining an insight into what our pupils know, understand and can do as a result of what we have taught them.* *formative assessments: afl to ascertain whether pupils have 'got it' and to what depth. Informs where the learning and work needs to go next. *summative assessments * SATs/NFER/White Rose/standardised assessments/internal & external moderation. *evaluative assessment– has our teaching been effective?

Whose curriculum is it? Who is it for?

*Important to consider the dichotomies

Knowledge V Skills is better seen as the balance between different types of knowledge that are all essential for a meaningful education. We believe Knowing THAT something, knowing HOW something and knowing and understanding how the structures and approaches to inquiry all come together to provide an all rounded 'outcome of learning'. Teachers at Tealby will both teach directly and facilitate inquiry learning depending upon the nature of the task being undertaken. Balance and relevance are crucial. We aim to create a curriculum that creates the conditions for these skills to develop alongside the acquisition of knowledge because we can't learn, develop or practise a skill without applying it to a piece of knowledge… and,	**Choice and organisation of curriculum content** – our curriculum follows a themed approach, with project-based units providing opportunities to deliver the majority of the curriculum. It has relevance to the outside world when appropriate and encourages pupils to work as a team towards a specific outcome. We have key drivers that focus the direction of our curriculum and key driving questions that are the spine of our project-based units. Additionally, we use the core concepts of PSHE & R.E to centralise the two subjects and make them the heart of our curriculum.

if we attempt to teach children the knowledge without concerning ourselves with the skill, then we are reducing the subject matter to nothing more than a 'body of facts' to be remembered.

"It's not about linking subjects with each other, but about finding the concepts that allow us to thread everything together."

Our Identity: What makes Tealby so special?

1) A curriculum that stimulates creativity and ownership, where the children become experts in their own learning:
-creative themes/projects that the children find exciting - MOE/Contextualised Learning/Purpose/a sense of wonder is paramount
- rich curriculum - a mix of knowledge and skills
-the opportunity to learn from the point of view of an 'expert'

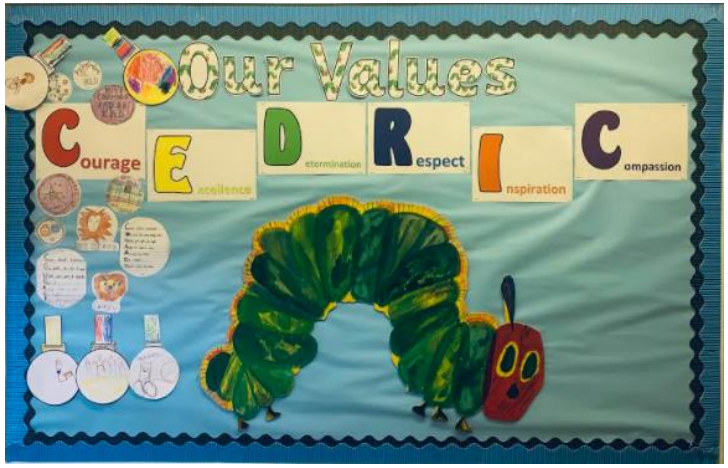
2) A family focused school where children and staff support each other and are happy in their learning.
-pupil engagement is high
-children are happy and secure at school
-positive attitudes to learning.
-hands on learning opportunities are frequent
-pupil voice/pupil elect – assembles, school meeting, buddies, ambassadors etc.
-the older pupils nurture and care for the younger pupils
- core values are at the heart of our school
-pupils are proud of their school and relish sharing their positive experiences
-all pupils are given the support that they need through different programs such as: Elsa, Friends, S&L - Elklan

3) Ensuring that pupils experience enrichment opportunities beyond the core subjects are a priority for our school.
-trips (near and far) that bring the world to life – Rand Farm Residential Y3, Edale Residential Y4/5, London Residential Y6, Young Voices, other day trips to enhance the projects & Pantomime etc.
-forest school/outdoor learning/wildwood craft
-music lessons – all pupils to leave the school being able to play at least the keyboard/recorder competently.
-Sporting opportunities are of a wide variety – frequent winners in local tournaments
-opportunities to work alongside experts – RAH, Young Journalists, ROH,
-visits to the theatre, Royal Opera House, Royal Albert Hall etc.

Core Concepts of PSHE

Adversity	Consequences	Freedom	Passion	Spirituality
Beauty	Creativity	Friendship	Peace	Stewardship
Belief	Democracy	Happiness	Poverty	Strength
Belonging	Discrimination	Identity	Power	Sustainability
Care	Diversity	Individuality	Pride	Tradition
Change	Dreams	Influence	Protest	Transformation
Choice	Duty	Integration	Truth	Resilience
Class	Equality	Judgement	Reform	Responsibility
Cohesion	Failure	Justice	Sacrifice	Rights
Common-good	Fairness	Love	Trust	Weakness
Community	Faith	Loyalty	Value	Wealth
Compassion	Fear	Media	Virtue	Well-being
Conflict	Forgiveness	Morality	Segregation	Wisdom
Consent	Free-will	Oppression	Service	Prejudice

Our Core Values		
COURAGE	EXCELLENCE	DETERMINATION
RESPECT	INSPIRATION	COMPASSSION



Curriculum Policy - the Prescribed Curriculum/ The written curriculum, embodied in the NC, our school's documents. The official Curriculum.

Described Curriculum/ Intended Curriculum – what we say as a school that we teach. Evidence: *Long Term Planning *Weekly Timetables *Lesson scaffold/slides *Success criteria *Provision Mapping *Pupil progress	**Enacted Curriculum** – what we are actually observed teaching. Evidence: *Work in books *lessons *displays *journals *website *pupil voice	**Received Curriculum/Learned Curriculum** – the 'bottom line' curriculum; what our pupils actually learn. This is the most important curriculum of all; but it is also the most difficult one to quantify, and the one over which we have the least control.	**Hidden Curriculum** – virtually everything that happens in our school that is not subject to reflection and intention. *non-academic learning we actively promote, through the attitudes, values and culture of our school. *the physical environment of our school building and grounds. *the social environment of our school – high expectations of conduct/behaviour.

Basic skills: the core essence of what we want our pupils to achieve.

- To Speak clearly and confidently convey ideas
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Generic skills: the skills needed to become an effective learner

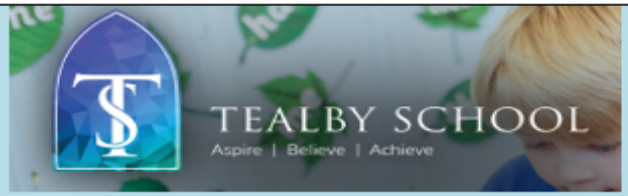
Active Learning: A desire to learn • To seek out and enjoy challenges • To collaborate with others • To show commitment and perseverance • To assess themselves and others	**Creative Thinking:** • To ask questions to extend thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives and adapting or developing ideas.

INVESTIGATING Autumn Term: Focus on Geography, Science & D.T.	DISCOVERING Spring Term: A focus on History & RE	CREATING Summer Term: A focus on the Arts and Music

An example from the skills and assessment document:

Science

Progression of Learning



Curriculum 2020

Autumn Term 'Investigate'

Themed Skills:

- *Recognise their roles as Global citizens*
- *Communicate their learning in relevant ways*
- *Recognise that they can impact their environment and community*
- *Show a commitment to justice*
- *Show empathy*

	PLANTS	ANIMALS, INCLUDING HUMANS	EVERYDAY MATERIALS	SEASONAL CHANGES	LIVING THINGS AND THEIR HABITAT	ASSESSMENT	
Y1	*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * Identify and describe the basic structure of a variety of common flowering plants, including trees	*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * Identify and name a variety of animals (fish, amphibians, reptiles, birds and mammals including pets) * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	*Distinguish between an object and the material from which it is made * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * Describe the simple physical properties of a variety of everyday materials * Compare and group together a variety of everyday materials on the basis of their simple physical properties	* Observe changes across the 4 seasons * Observe and describe weather associated with the seasons and how day length varies.		EMERGING	*Begin to ask questions to clarify thinking about why something happens *Begin to describe observations using some basic scientific vocabulary *Observe aspects of science and begin to identify simple patterns
						EXPECTED	*Begin to use observations and basic research to develop a response to an enquiry question *Begin to develop ways to collect and record data *Reflect on what they have observed and begin to give explanations using a developing range of scientific vocabulary. *Begin to generate simple conclusions based on observations and investigations
						EXCEEDING	*Begin to categorise ideas or statements into things that can be investigated and things that can't (Introduce terms enquiry and investigation) *Begin to apply simple measuring equipment to record observations in an investigation (can be non-standard units) *Begin to use previous knowledge to predict the outcome of a simple scientific investigation *Begin to summarise their observations using some basic scientific language

Project Overview:

Through identifying core concepts, it allows us to decide which aspects of the curriculum content we might adopt, which bits we might adapt and which bits we might ignore

This is the 'hook' for the Mantle of the expert part of the project - an opportunity to provide pupils with a problem to solve or help with. This is the moment that pupils help to 'steer' the learning.

A good way to explore a concept is to use children's experiences and make connections to their world.

Enchanted Woodland: "All Creatures Great and Small"	
Driving Question: If you go down to the woods today, who do you think you'll find?	
PHSE project themes:	-Feeling positive about ourselves -Knowing what improves and harms our natural, local and built up environments and learn about how people look after them.
Core concepts for this project:	Beauty, Belonging, Care, Duty, Responsibility and Common-good.
Enquiry Question to launch learning:	Do humans have a responsibility to protect nature and wildlife? *What will you use to engage and hook the pupil's attention? Mantle opportunity?* *-a story* *-a letter from someone asking for help* *- a trip to the woodland...* *etc.*
Threshold concept questions: Ideas pupils need to understand to be able to access the knowledge in the project.	What is a human? What does it mean to be responsible? How can we protect something? What/where is nature? Who is in charge of the wildlife and animals? What dangers might the woodland face? Where do we fit into this? What is our duty? Role to play? How can we help? *This list is not exhaustive
Links to R.E.	What do religious stories tell us about caring for our world? What does it mean to be human? What does it mean to belong? Is everyone the same or are we all special?
Community Links:	Consider roles in the community – who could you involve in the project to support, guide, engage and motivate the pupils and possibly appraise their work at the end of the project. Connecting the project to the real world of work and sharing job opportunities etc.

This Driving question has to be unpicked with the pupils. It allows the group to explore the key concepts and kick start the pupils' curiosities and desire to find out more, with the opportunity to develop further lines of enquiry. The importance here is that the pupils get to ask questions and offer ideas that 'drive' the learning.

Threshold concepts are what the pupils need to understand in order to fully grasp the bigger picture.

Our projects' culminate in authentic outcomes with a 'critical' audience – this celebration of learning can take on a variety of forms: an exhibition/a museum, a gallery etc.

This learning is shared with parents and stakeholders from the community and is a positive incentive. Links with the local community enhances this approach as by the time pupils reach year 6 they will have worked with a variety of different careers/models. Thus giving them a sense of understanding and appreciation of a range of occupations and professions. This results in an exposure to an incredible range of rich vocabulary. Our projects are bursting with language and a deep understanding of what it all means.

We are constantly developing the range of opportunities available to our children and surrounding them with people who have made a career out of their interests, talents and passions. This means they can develop a formidable range of language whilst at the same time experiencing what is out there in the world for themselves.

Subject Rationale: *an example from the History Rationale*

TEALBY PRIMARY SCHOOL

Aspire, Believe, Achieve'

Subject Rationale: History

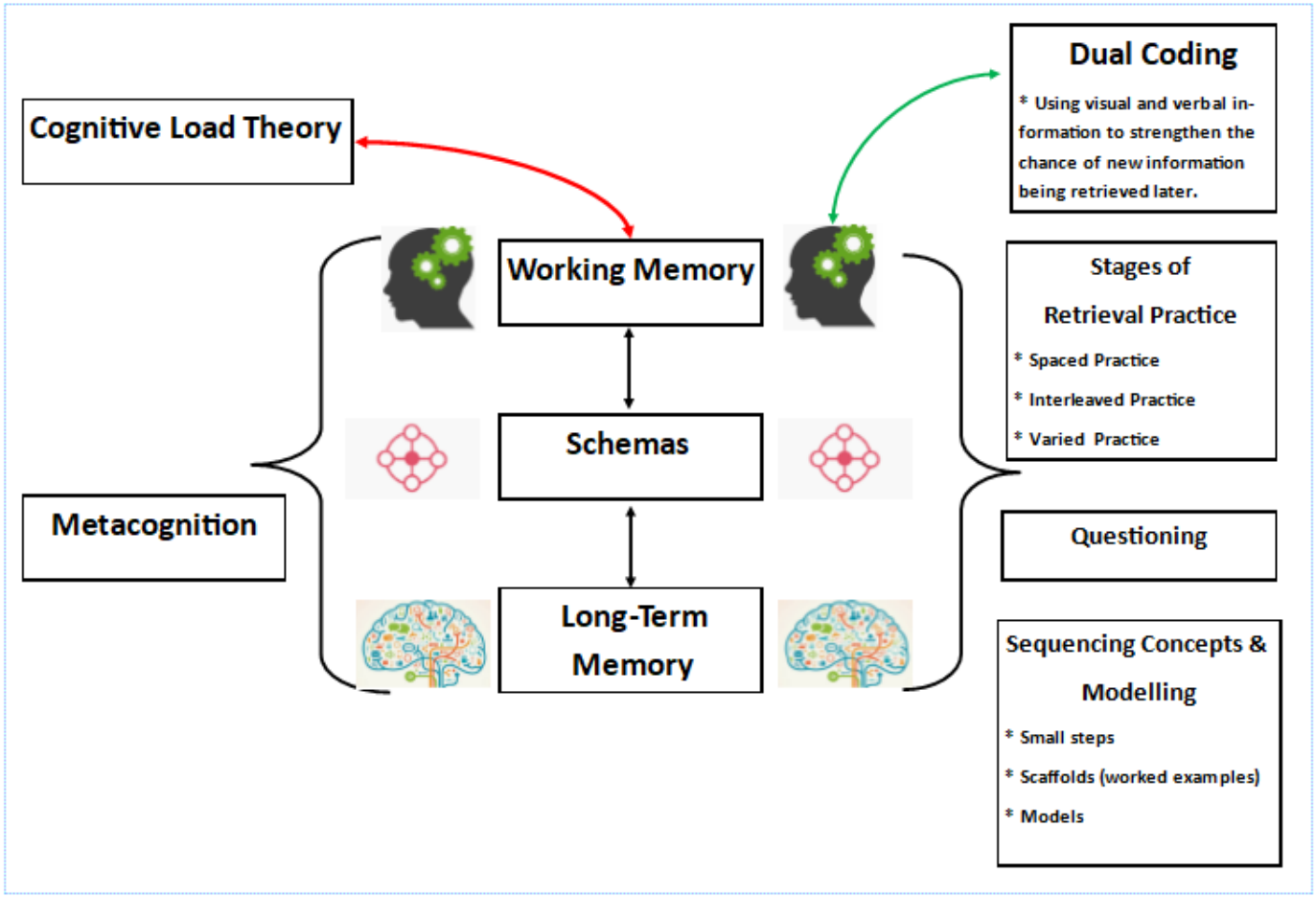
Year group	Context for learning: National Curriculum	Coherence of Key Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Key Skill: what they will be able to do to understand the context	Substantive Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Year 1/ Year 2	**Changes within living memory should be linked to changes in national life** *How will this be delivered – through which theme /topic?* **Memory Box**	**Chronological understanding –** what was it really like at that time?	* Order and sequence * The language of description * Self - awareness.	*Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking * Sequence events and artefacts into chronological order	**Memory Box:** -Life events e.g. birth, sibling's birth, holiday, first day of school… -Changes over time e.g. Transport, toys, technology…	**Change**	**Time, events, chronology, timeline, memory**
			* Awareness of the past * Understanding chronology	Sequence events, photographs and artefacts into chronological order within closer time boundaries			
		Historical enquiry - ***Using evidence** ***Communicating ideas** what can we infer from the past? ***Cause and consequence** Events, decisions or developments in the past produce later actions, results or effects	* Opinions and ideas differ in people. *Cause and effect	* Begin to analyse stories about the past and discuss the difference between fact and fiction. * Begin to use a range of sources of information, making appropriate observations about what they have noticed * Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc.	**Memory Box:** -Celebrations and special events	**Celebration**	**Party, celebration, religion, culture, birthday, wedding, Diwali, Christening, Hanukah, Christmas**
			* What are good questions? * What is a source? *Why people behave in different ways *People's lives are all different (past and present)	* Understand some of the different ways the past can be represented * Collect and use some relevant material to develop a picture of a past event. * Discuss the effectiveness of sources of information * Handle a range of sources of information, asking and answering questions to demonstrate their thinking			
		Continuity and change - Some things change over time and others remain the same. ***Similarity / Difference** within a period/situation (diversity)	* Being different * Being similar * Reality * Change	* Create a timeline using common words and phrases related to the passing of time * Identify and reflect some of the differences between people 'then' and 'now'	**Memory Box:** -How people change over time -Living things -Human Senses: how humans learn about the world.	**Identity**	**Baby, toddler, child, teenager, adult, senior citizen, living, alive, remembering, dying parent, sight, eyes, hearing, ears, nose, smell, touch,**
			* Things change over time	* Create a timeline using some dates and the vocabulary related to the passing of time * Analyse photographs or pictures of people or events in the past and identify differences in the ways of life.			

Our curriculum is continuous.
Not just a sequence or a chronology,
but,
a narrative – a narrative over time.

A good narrative has the effect of keeping multiple strand 'spinning' at once, therefore earlier stage of learning stay in pupils' memory longer. This means that they form the 'backdrop' through which we interpret new learning.

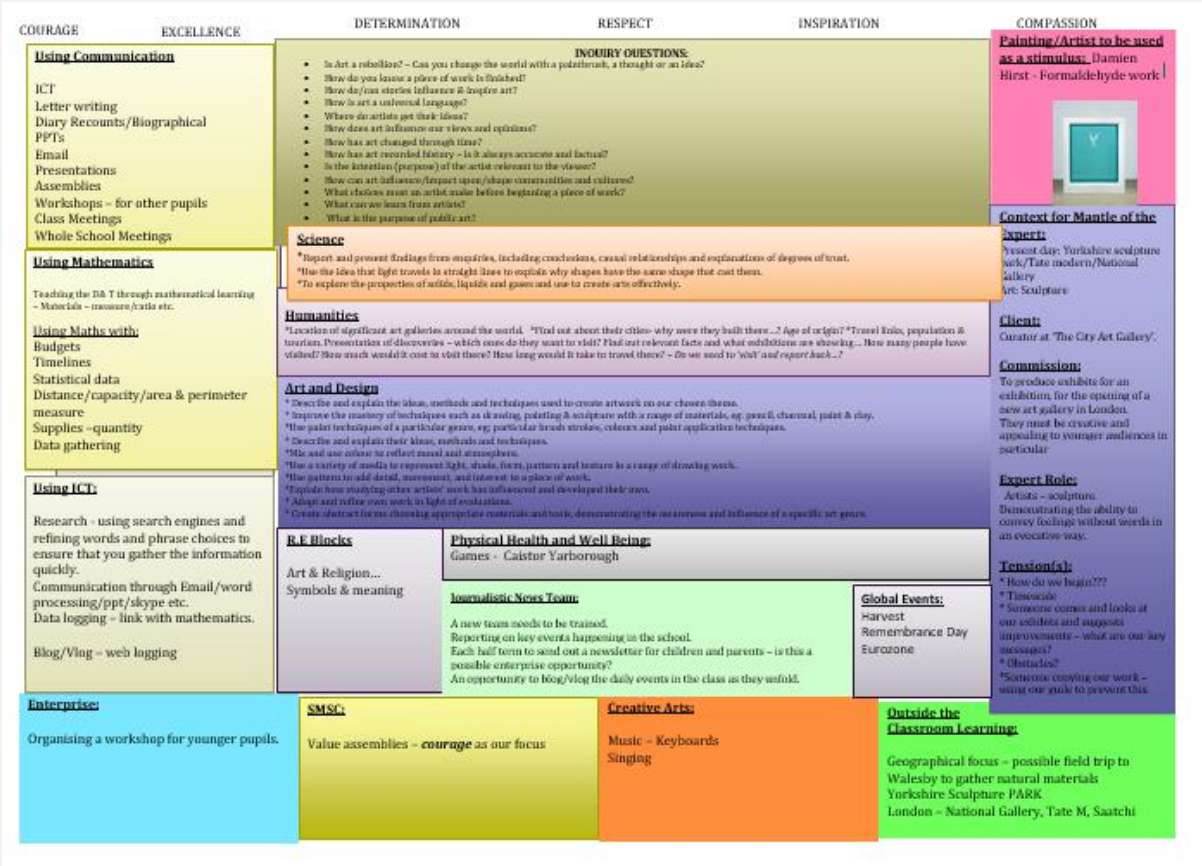
So, with knowledge being so important and imperative to achieving Mastery, we must consider carefully our effectiveness at the planning stage.

We will help <u>all</u> our pupils to be better learners using the model below.



Pupils remember material more easily if they know something about the content already. Knowledge is planned explicitly before the critical thinking of a project gets underway to ensure that it makes links/connection (schemas) with the information stored in pupil's long-term memory, which is then added to their LTM and frees up room in their working memory.

An example of a Curriculum Project Content overview:



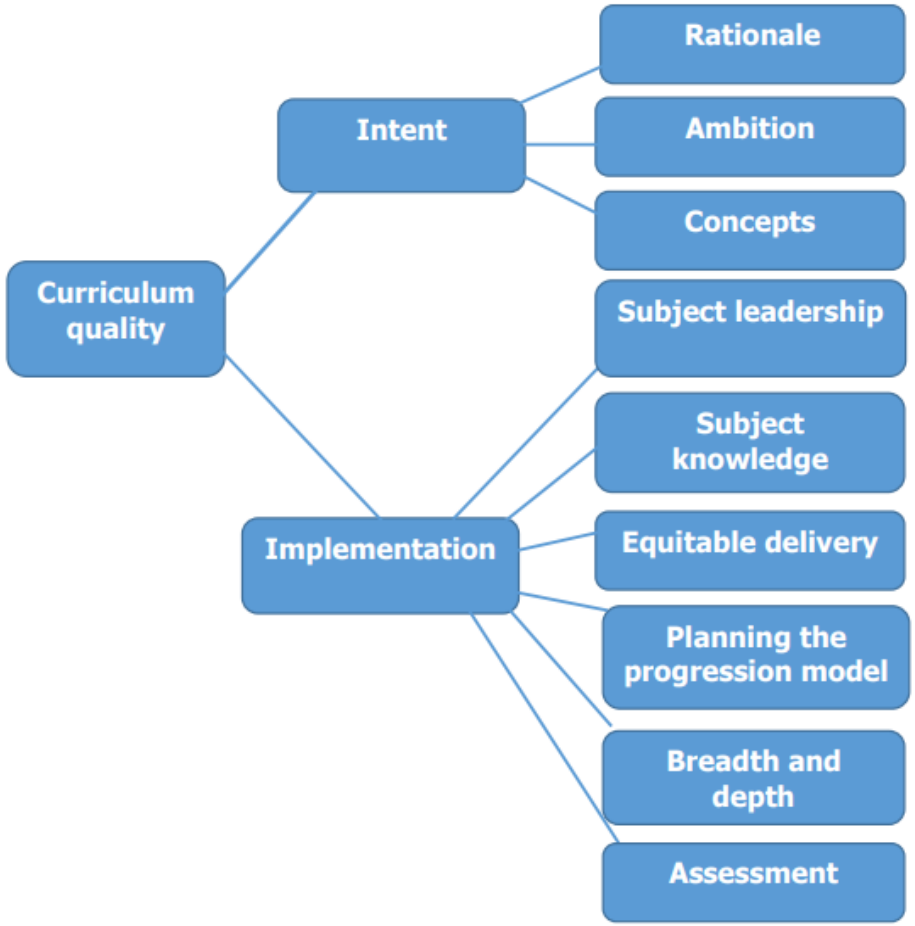
Do you know your curriculum – what are the reasons behind its design?	Do you know how the curriculum is being delivered across all year groups?	Do you know what impact your curriculum is having on pupils' knowledge and understanding?	Do you have evidence that pupils build on prior learning as they progress at points of transition and across year groups?
- 3D curriculum - 6 principles of curriculum design - PSHE at the heart - Supporting children to develop themselves as a whole and understand their place in the world.	- Curriculum Projects: Autumn Term Focus – science, geography and DT Spring Term Focus – History/RE Summer Term Focus – The Arts and Music - MOE approach throughout all projects - Knowledge and key skills to be taught across the school using a coherent progression.	- Pupil engagement is high (despite covid restrictions to continuous provision from Y2 upwards) - Retrieval Practice is embedded as a tool for learning, helping pupils to understand and use metacognitive strategies. - Project 'Big-Books' to encapsulate the depth of learning across the curriculum projects.	- We have documents that are beginning to document as we go along the core concept coverage. - Project Overviews/newsletters - The progression docs show teachers what should have been taught previously, so that they can build on this prior knowledge.

□ senior leaders (intent) □ subject leads/teachers (implementation) □ pupils (implementation and impact) □ governors (intent and impact)	*Lesson observations are not an in-depth or central part of the triangulation process – the work scrutiny and teacher/pupil discussions carry more weight in our monitoring process. This is beneficial in ensuring that leaders look at the quality of learning over time and not individual lessons.* A new model of lesson study was due to be introduced in March 2020, however due to the nature of its structure and organisation we will postpone until September 2021.				
Tealby School's Curriculum Audit: Autumn Term 2020*	**1** **This aspect is absent in curriculum design**	**2** **Major weaknesses evident either in leadership, coverage or progression. Weaknesses are not identified.**	**3** **Coverage is sufficient but there are some weaknesses overall in a number of examples. Weaknesses are identifies, but not yet remedied.**	**4** **This aspect of the curriculum is embedded with minor points for development. Leaders are taking action to remedy minor shortfalls.**	**5** **This aspect of curriculum underpins/ is central to the school's work. It shows embedded practice. Includes examples of an exceptional curriculum.**
1a There is a clear and coherent rationale for the curriculum design?					
1b Rationale and aims of the curriculum design are shared across the school and fully understood by all – they are displayed and understood.					
1c Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts					
1d Curriculum coverage allows all pupils to access the content and make progress through the curriculum					
2a The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications					
2b Curriculum principles include the requirements of centrally prescribed aims					
2c Reading is prioritised to allow pupils to access the full curriculum offer					

2d Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum					
3a Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery					
3b Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum					
3c Leaders at all levels, including governors, regularly review and quality assure aspects of the curriculum and subject areas to ensure that it is implemented sufficiently well					
4a Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met					
4b Leaders enable curriculum expertise to develop across the school					
5a Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation					
5b The way the curriculum is planned meets pupils' learning needs					
5c Curriculum delivery is equitable for all groups and appropriate					
5d Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum					
6a The curriculum has sufficient depth and coverage of knowledge in the subjects					
6b There is a model of curriculum progression for every subject					
6c Curriculum mapping ensures sufficient coverage across the subject over time					
7a Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous					
7b Assessments are reliable. Teachers ensure systems to check reliability of assessments in subjects are fully understood by staff					

7c There is no mismatch between the planned and the delivered curriculum							
8 The curriculum is successfully implemented to ensure pupils' progression in knowledge – pupils successfully 'learn the curriculum'							
9 The curriculum provides parity for all groups of pupils							

Curriculum Quality Model for Tealby School



Content is sequenced to ensure that components of knowledge lead to conceptual understanding.