

# Wath Victoria Primary School

## *Curriculum Design Statement: intent, implementation and impact*

*Our curriculum vision: We are passionate about creating a love of learning and aim to provide a curriculum that will challenge and engage pupils, encouraging them to think critically and use their imagination. We are building a curriculum in which pupils will acquire knowledge, understanding and a wide vocabulary, where they can find their own voice and build a sense of pride in themselves.*



## **Intent**

The breadth of our curriculum is designed with three goals in mind:

1. To give pupils appropriate knowledge and experiences to enable them to develop as confident, responsible citizens;
2. To provide a rich 'cultural capital';
3. To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

## **1. Appropriate knowledge and experiences**

We have five agreed curriculum drivers (our 5Cs) that shape our curriculum and create the ethos and outcomes outlined in our curriculum vision statement. These have been developed by our Curriculum Working Group in school, and reflect our beliefs and experiences with our pupils and the particular needs of the community we serve:

- **Curiosity** – which helps our children to ask questions, explore and seek out new learning for themselves.
- **Challenge** – which helps our children to aim high, aspire for things that may currently be out of reach and set goals to achieve them.
- **Community** – which helps our children to realise that they share values, and common characteristics with others in our school, locally, nationally and across the world and yet that diversity should also be celebrated and respected in the 21<sup>st</sup> Century.
- **Creativity** – which helps our children to show their talents in many different areas and gives everyone the opportunity to 'think outside the box' sometimes.
- **Communication** – which helps our children to express themselves through different media in confident and appropriate ways and promotes the importance of cooperation between people.

## **2. Cultural Capital**

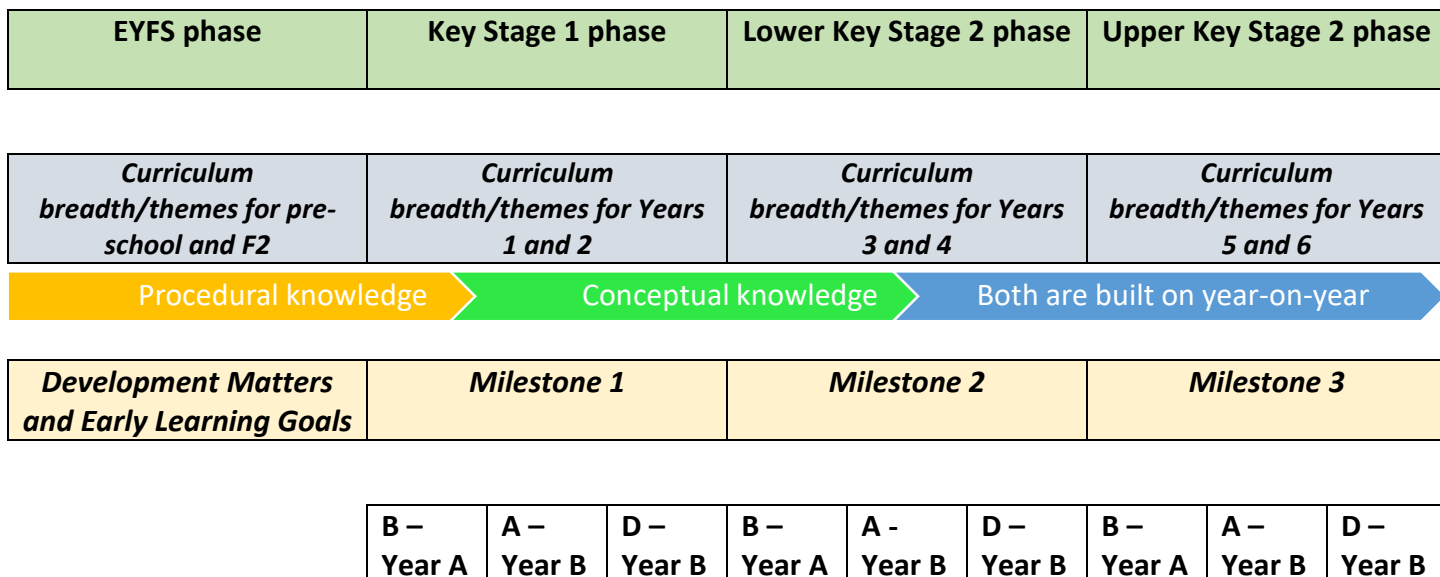
Cultural capital is the background knowledge of the world that pupils need to be able to infer meaning from what they read. It includes vocabulary, which in turn, helps pupils to express themselves in a sophisticated, mature way. At Wath Victoria, we develop cultural capital through explicit vocabulary teaching and planned curriculum entitlements in each phase of school. This is further supplemented by our school reading spine, reading entitlement programme and our daily dashboard curriculum.

### 3. A coherently planned academic curriculum

Underpinned by the 5Cs (our drivers above) our academic curriculum sets out:

- a) a clear map of the **breadth of themes** that will be covered in our two-year curriculum cycle (year A and year B);
- b) the **learning objectives** pupils will cover in each block of learning, based on National Curriculum requirements, and including any **subject specific procedural knowledge** needed to be successful;
- c) the **conceptual subject knowledge** pupils will cover in each block of learning, based on National Curriculum requirements;
- d) criteria for **progression** within the subject area in line with age-related expectations ('milestones');
- e) criteria for assessment of **depth of understanding** – basic, advancing and deepening.

*The diagram below shows a model of our school's curriculum structure:*



- a) the **curriculum breadth** for each phase ensures each teacher and phase team has clarity as to what to cover. This provides **key knowledge** in each subject and provides growing **cultural capital** over the pupil's school journey.
- b) learning objectives give **the key procedural and conceptual knowledge** to be learned in each subject discipline. They are sequenced spirally to build a secure understanding of knowledge across a learning block and across phases, with content being repeated many times to secure and embed knowledge.
- c) milestones define the standards for **assessment** for the learning objectives.
- d) Depth: we expect pupils in Year A of the milestone to develop a Basic (B) understanding of the concepts and an Advancing (A) or Deep (D) understanding in Year B of the milestone. The first year of each phase (Years 1, 3 and 5) is the knowledge building phase that provides the fundamental foundations for later application.

Learning at this stage must not be rushed, and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge within the milestone.

### **Sustained mastery – assessing pupils' learning.**

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed in the short-term. Assessment, therefore, answers two main questions for staff and children. 'How well are pupils coping with curriculum content?' and 'how well are they retaining previously taught content?'

### **Implementation**

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

- *Concepts are sequenced in small repeated steps and effective models underpin learning.*
- *Questioning is planned for and encouraged as making connections with prior learning is a powerful way to build knowledge schemas.*
- *Learning is reviewed regularly using spaced repetition and retrieval practise; this increases storage and retrieval strength and makes knowledge more likely to stick.*

**In addition to these three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time. With this in mind, summative assessment of core subjects only takes place twice a year and for foundation subjects, once a year.**

Some of our content is taught as discrete subject knowledge whilst other content is combined thematically. Continuous provision in the form of daily routines (daily dashboard) replaces some aspects of the curriculum and in other cases provides retrieval practise for previously learned content. In EYFS and KS1, elements of the curriculum are delivered through pupil-led continuous provision in which adults guide the learning through planned and scaffolded independent activities.

### **Impact**

The impact of our curriculum is that by the end of each milestone, the majority of pupils will have sustained mastery of the content - that is they remember it and are fluent in it; some pupils will have a greater depth of understanding. We monitor attainment, progress and mastery of conceptual and procedural knowledge, to ensure that pupils are on track to reach expectations, which are at least in line with their chronological age, or for pupils with SEND, in line with their personal development targets.