

**EDWALTON PRIMARY SCHOOL**



# **Curriculum Policy 2024-2027**

**(to be) Approved by Governing Body Nov 2024**

**Due for Review**

**Oct 2027**

# Curriculum Vision

At Edwalton our curriculum encompasses our school values and provides children with an ambitious high quality education. Our USP reflects our specific school value of 'Sustainability' and threads through many experiential learning opportunities. We utilise our unique setting and therefore, make full use of our woods and farm whenever possible and appropriate to maximise learning. We consider our contextual locality and plan activities around social equity to reflect the diverse context of our school.

## Rationale

- Children on-entry come from a wide range of settings or have not attended any pre-school environment. Therefore some do not have the language development expected. Edwalton ethnicity profile shows that 42% identify as non-white British. Some of these children are EAL and need Early Language Development. Therefore our curriculum is vocab rich from the first day in Foundation.
- The local area is socio-economically diverse meaning our curriculum provides opportunities to access cultural capital within the school setting and beyond. It is also culturally diverse and due to this we want all children to have equal opportunities in order to thrive.



At Edwalton Primary School, we have carefully constructed our curriculum to ensure it provides children with an ambitious high-quality education. It ensures that children are supported to be well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of moral purpose, in addition to a respect for and understanding of people. It is broad and balanced, rich and varied and provides them with experiences and opportunities that are relevant to our children. We are committed to ensuring that our children are not only ready for the next stage in their education but are also prepared to take their place in a truly global society.

We know that our children need:				
Be aspirational and ambitious in all they do	Remember the key skills and knowledge taught in school	Understand and respect others in the community and wider world	Develop language and communication skills	Be given opportunities to develop their cultural capital and have high aspirations for their future
These are important to ensure our children:				

<p>Aspire to be the best they can be.</p> <p>Have access to a wealth of opportunities within and beyond their local community.</p> <p>Have a purpose and internal drive to 'make a difference everyday' in all they do.</p> <p>Grow as confident, independent and resilient learners who embrace the challenges today, tomorrow and in the future.</p>	<p>Have a thirst for knowledge and want to be lifelong learners.</p> <p>Need the core skills to achieve and attain throughout their lives. (primary school, secondary school and in adulthood)</p> <p>Are equipped with the skills to be good citizens (respect, tolerance, kindness)</p>	<p>Have an understanding, interest and respect and celebrate diversity within their community and beyond.</p> <p>Understand the importance of equality and respect and treat others in a way that they would want to be treated.</p> <p>Challenge discrimination such as racism, sexism, homophobia.</p> <p>Understand the importance of acceptance, inclusion and equality.</p>	<p>Can access the ambitious curriculum offer we deliver</p> <p>Are confident, articulate and successful communicators</p> <p>Can articulate their knowledge, learning and understanding</p> <p>Have a love and a passion for reading</p> <p>Can achieve success throughout the curriculum and the wider world by constantly developing speech and language</p> <p>Can use written word to communicate thoughts and ideas</p>	<p>Have a wide range of experience that develops their own personal understanding of life</p> <p>Are given context and reference points to our enquiries which allow them to build schema and retain key information in their long-term memory</p> <p>Have the confidence to go after what they want and accomplish the goals they set their mind on</p> <p>Are successful well rounded, responsible young people who make a positive contribution to their community and beyond.</p>
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Therefore, our curriculum is based on the following principles:				
Aspirational	Long-term Memory	Inclusive	Vocabulary Rich	Experiences
<p>This is a key principle for all our children. It links to our school vision to 'Make a difference, every day'.</p> <p>Our curriculum is ambitious and allows children to think big - without barriers or ceilings. Aspiration will give the children direction and purpose to help shape their life opportunities and choices.</p>	<p>Our curriculum ensures that powerful 'sticky' knowledge is taught, and cross-curricular links are made so that deeper, broader learning can take place. We create opportunities to make links with prior and future learning. We ensure that reactivation of prior learning is high profile, all with the aim that the children will 'know more and remember more.'</p>	<p>We aim to ensure that all pupils can access our curriculum and achieve the best possible outcomes. We celebrate diversity and want all pupils and families with protected characteristics to feel that they truly belong at Edwalton.</p>	<p>Each enquiry introduced extends and expands our children's vocabulary. Teachers are proactive in introducing new words and phrases whilst giving children opportunities to express themselves orally and through their writing.</p>	<p>At Edwalton, children benefit from learning about a wide range of topics and themes, covering an extraordinarily broad curriculum. Our children live their curriculum. They understand the true meaning of sustainability, learning on our wonderful school farm and in our amazing 3-acre woodland.</p> <p>Edwalton children have many special experiences: Viking campfires, dinosaur museums, Edwalton scrambled eggs and even conquering a zip wire!</p>

Our curriculum is enquiry based and is cross-curricular in nature. We ensure that all children develop a coherent and detailed body of knowledge as they progress through school and that they make regular and meaningful links to prior learning and reactivate prior knowledge to enable them to leave our school at the end of Year 6 with a deep schema of knowledge.

Our curriculum is relevant and interesting to our children. Learning is supported by first-hand experiences and experts coming into school. The local context is included in learning wherever possible to ensure our children can relate to key knowledge and understanding.

## Enquiry Curriculum

Our Edwalton Primary School curriculum is delivered through an enquiry approach, where children have an overarching enquiry question to structure their learning each term.

Our school curriculum delivers at least the expectations of the Early Years Foundation Stage curriculum and the National Curriculum, and in some cases exceeds these expectations. It is supported by other documents such as the SCARF (PSHE) and the Nottinghamshire Agreed Syllabus for RE. National associations also support our curriculum to ensure it is supported by nationally recognised expertise.

The composite knowledge we teach across school, from Reception to Y6, is organised into Key Knowledge Progression Documents (KKPDs) for each National Curriculum subject. Substantive, procedural and disciplinary knowledge is organised into strands for each subject in each KKPD. The KKPDs are organised into a long-term plan and subject maps to ensure that our learning is progressive and linked across year groups and subjects through deliberate content choices. Knowledge identified on the KKPDs is linked to component knowledge progression documents (CKPD) for each subject. The CKPDs identify knowledge to be taught for each KKPD statement.

Termly, the KKPDs are used to plan out sequences of granular learning using our Medium-Term planning documents. Knowledge statements are skilfully transferred into sequences of learning objectives that build, day by day and week by week, to answering the enquiry question. This authentic outcome to the enquiry allows children to answer the question in a way that allows them to demonstrate their learning and knowledge gained from the enquiry; produce high quality work that answers the question; share their answer to the question with an audience wider than the school and also leave a social legacy beyond their classroom and their school.

We teach three enquiries in an academic year, each enquiry lasting for one term. Each enquiry has an overarching enquiry question and the granular learning sequence for each enquiry develops the children's knowledge and skills to be able to answer the enquiry question at the end of the term through the enquiry authentic outcome. We recognise that our children must learn knowledge first in order to then be able to develop new skills.

Each enquiry has a driver subject:

- Autumn Term – history
- Spring Term – geography
- Summer Term – science

For each enquiry, there are identified enhancer subjects with knowledge and skills for the children to learn that enhances their driver subject knowledge and helps them to answer the enquiry question through their authentic outcome.

Our enquiry curriculum approach allows us to ensure that our ALIVE principles underpin our children's curriculum learning as the curriculum design promotes:

**Aspirational-** This is a key principle for all our children. It links to our school vision to 'Make a difference, every day'

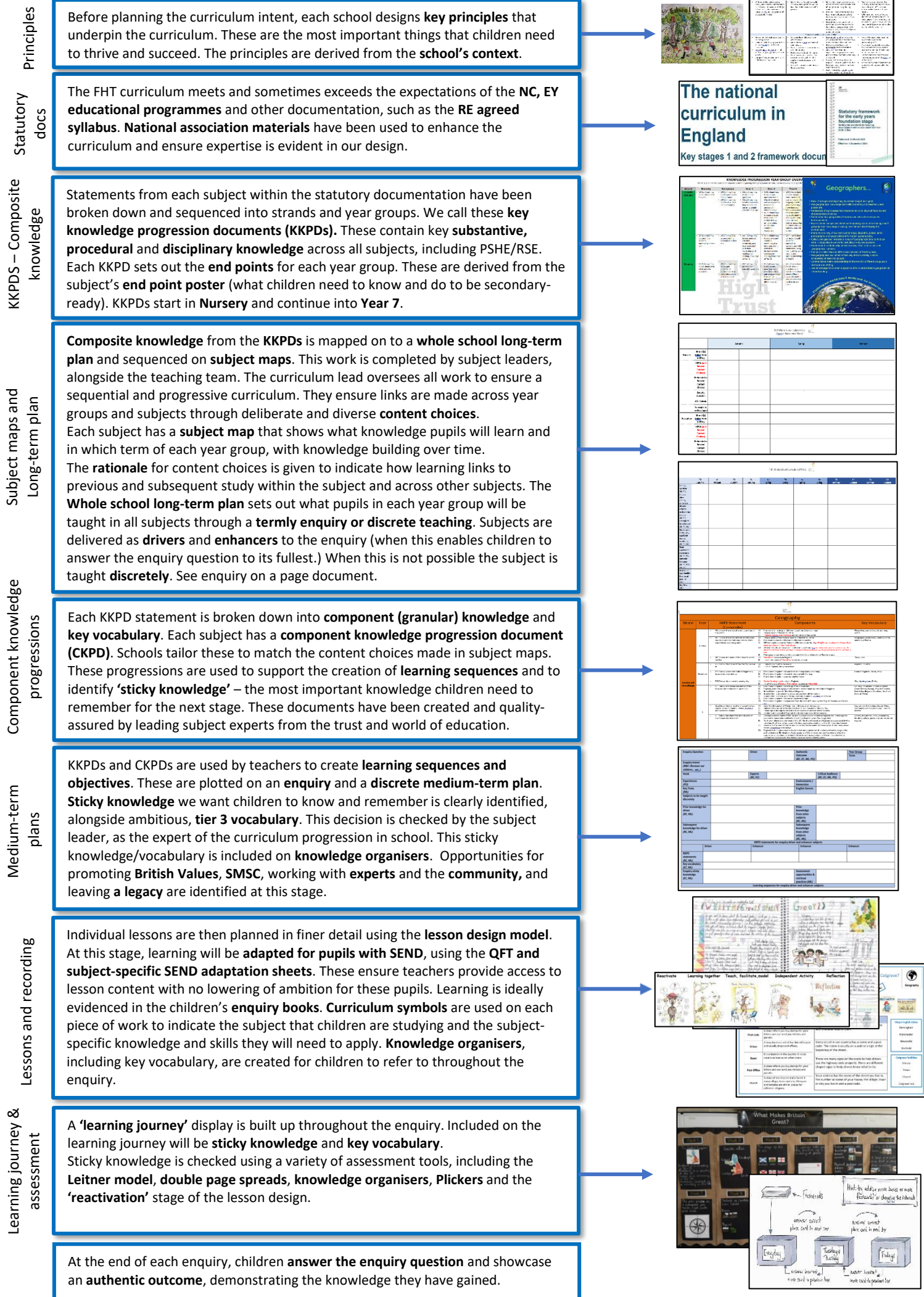
**Long Term Memory-** Our curriculum ensures that powerful 'sticky' knowledge is taught, and cross-curricular links are made so that deeper, broader learning can take place.

**Inclusive-** We aim to ensure that all pupils can access our curriculum and achieve the best possible outcomes.

**Vocabulary Rich-** Each enquiry introduced extends and expands our children's vocabulary.

**Experiences-** Our children live their curriculum. They understand the true meaning of sustainability, learning on our wonderful school farm and in our amazing 3-acre woodland.

The flowchart below summaries our approach to enacting our enquiry curriculum model.



We organise and deliver a high-quality knowledge rich curriculum. Following research of cognitive scientists in recent years, we believe this is important as the more knowledge or schema our children have secured in their long-term memory, the more space is freed up in their working memory to learn new knowledge.

### 1. Knowledge frees up your brain's capacity for thinking



Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your times tables by heart is useful. Completing more complex calculations is made more simple if knowledge of tables is already 'locked in'. This links to our use of rolling numbers.

### 2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.



Strong knowledge retrieval is key to our children retaining knowledge from their working memory in their long-term memories.

We are explicit in our approaches to curriculum knowledge retrieval in order to ensure our children increase their retrieval strength and 'know more and remember more' key sticky knowledge in their long-term memories.

Retrieval practice strengthens our children's storage of key sticky knowledge and allows them to apply this knowledge to a wide variety of skills across the curriculum.

#### Retrieval Strategies at Edwalton:

Curriculum Learning Journey	Double Page Spreads	Enquiry Key Vocabulary
Plickers Quiz	Enquiry Knowledge Organiser	Lesson Design

#### Curriculum Learning Journey

- Each classroom has a Curriculum Learning Journey display. It has 10 blank pieces of black card to show up to 10 weeks of key enquiry sticky knowledge and vocabulary. Children are explicitly taught new knowledge and vocabulary.
- The knowledge and vocabulary on the display mirrors the enquiry knowledge organiser, which is in each child's enquiry book.

- Dual coding of images with each piece of sticky knowledge helps children to retrieve the knowledge.

### **Enquiry Knowledge Organisers**

- Each child has an enquiry knowledge organiser in their enquiry book for each termly enquiry.
- The knowledge organiser is also shared with parents and carers at home.
- The knowledge mat is used to refer to each lesson to show key vocabulary and sticky knowledge for each enquiry lesson.
- The sticky knowledge and vocabulary on the knowledge mat is mirrored on the learning journey display.
- At the end of each enquiry, children complete a knowledge mat with blank sections in order to demonstrate their retrieval of key sticky knowledge and vocabulary for the enquiry. This is stuck into their enquiry book.

### **Plickers Quiz**

- Sticky knowledge in the Plickers quiz mirrors the knowledge from the learning journey display and enquiry knowledge mat.
- Sticky knowledge from previous weeks is included along with the new sticky knowledge from the enquiry.
- The way questions are asked varied to ensure secure knowledge

### **Enquiry Key Vocabulary**

- Key vocabulary for each enquiry is displayed on the learning journey display and is also included on the enquiry knowledge mat.
- Teaching of the meaning of key enquiry vocabulary is included in all enquiry lessons.
- Retrieval of key enquiry vocabulary is included in enquiry lessons through: picture prompts, multiple choice definition questions, reactivate questions, understanding checks.
- Children are expected to use the vocabulary correctly in discussions and written work.

### **Lesson Design**

- Our Edwalton Primary lesson design is underpinned by cognitive science, including Sweller's cognitive load theory, Ebbinghaus' forgetting curve, and Rosenshine's principles of instruction.
- Retrieval of enquiry key sticky knowledge and vocabulary is included in aspects of each lesson.
- Previous sticky knowledge and vocabulary (from previous lesson, week, term, year or years) is referred to during each lesson.

- Reactivate: children retrieve and recall key sticky knowledge and vocabulary needed to access the new learning in each lesson.
- Understanding Check: new sticky knowledge and vocabulary is retrieved and recalled as part of interrupting the forgetting curve and helping move this knowledge from working memory to long-term memory.
- Reflect: key sticky knowledge and vocabulary is retrieved at the end of each lesson.

### **Double Page Spreads**

- Children complete a double page spread as part of each enquiry.
- The double page spread will have the same title as the enquiry question and will answer the question.
- A double page spread consists of pictures, diagrams and written information to demonstrate retrieval and retention of key sticky knowledge and vocabulary from the term's enquiry learning.
- Double page spreads show retrieval of three types of knowledge: substantive, procedural and disciplinary.
- Double page spreads are completed in curriculum books.
- Double page spreads are creative and allow children to apply key sticky knowledge and vocabulary in a format and style chosen by them, including pictures and diagrams.

### **Love of Learning Week**

- Love of Learning week happens termly as part of assessment week.
- During Love of Learning week, children retrieve and apply key knowledge and vocabulary from subjects across the curriculum.
- Children retrieve and apply knowledge and vocabulary through: quizzes created by children, Plickers quizzes, double page spreads, fact files, posters, Top Trumps and other creative methods.

# Curriculum adaption and provision for SEND pupils

We adapt the curriculum and learning environment for pupils with SEND. We believe in 'scaffolding up' our curriculum to enable pupils with SEND to work and learn at an age-related level.

Edwalton Primary School has a range of approaches to supporting children with SEND. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Scaffolding and differentiation is provided to enable all children to achieve the learning objective and gain knowledge. Where children need additional support, they will receive additional support and intervention in order to meet their needs.

As a school we try to be 'Dyslexia Friendly' in all areas of the curriculum which includes making adaptations which may specifically target an individual, examples include use of resources / colour adaptations / organisation OR may be available to all children but may carry added benefit for dyslexic students for example using a variety of teaching styles, reducing the cognitive demands during writing and considering seating positions and pairings.

Some of the children in the school will require a SEND support plan and additional or different provision. This will be put in place in discussion with parents/carers and where appropriate the child. This may mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- o Make adaptations in all lessons and in all subjects across the curriculum to ensure that all pupils have access to the school curriculum and school activities.

- See curriculum adaptations document

- o Support pupils to achieve their full potential despite any difficulty or disability they may have.

- See inclusive Quality First Teaching document

- o Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.

- See SEND support plan (where appropriate)

- o Provide opportunities for pupils to develop confidence, self-esteem and resilience.

- o Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.

- o Make provision for children with SEN to fully develop their abilities, interests and talents.

- o Identify special educational needs at the earliest opportunity to ensure early intervention and support.

- o Ensure all children with SEN are fully included in all aspects of school life.

- o Regularly review policy and practice in order to achieve the best outcomes for all our pupils.



