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:						

Aspire to be the best they	Have a thirst for	Have an understanding,	Can access the ambitious	Have a wide range of
can be.	knowledge and want to	interest and respect and	curriculum offer we deliver	experience that develops
Have access to a wealth	be lifelong learners.	celebrate diversity within	Are confident, articulate	their own personal
of opportunities within	Need the core skills to	their community and	and successful	understanding of life
and beyond their local	achieve and attain	beyond.	communicators	Are given context and
community.	throughout their lives.	Understand the	Can articulate their	reference points to our
Have a purpose and	(primary school,	importance of equally and	knowledge, learning and	enquiries which allow
internal drive to 'make a	secondary school and	respect and treat others in	understanding	them to build schema and
difference everyday' in all	in adulthood)	a way that they would	Have a love and a passion	retain key information in
they do.	Are equipped with the	want to be treated.	for reading	their long-term memory
Grow as confident,	skills to be good	Challenge discrimination	Can achieve success	Have the confidence to go
independent and resilient	citizens (respect,	such as racism, sexism,	throughout the curriculum	after what they want and
learners who embrace	tolerance, kindness)	homophobia.	and the wider world by	accomplish the goals they
the challenges today,		Understand the	constantly developing	set their mind on
tomorrow and in the		importance of acceptance,	speech and language	Are successful well
future.		inclusion and equality.	Can use written word to	rounded, responsible
			communicate thoughts and	young people who make a
			ideas	positive contribution to
				their community and
				beyond.

	Therefore, our curriculum is based on the following principles:								
Aspirational	Long-term	Inclusive	Vocabulary Rich	Experiences					
	Memory								
This is a key principle for	Our curriculum ensures	We aim to ensure that all	Each enquiry introduced	At Edwalton, children					
all our children. It links to	that powerful 'sticky'	pupils can access our	extends and expands our	benefit from learning					
our school vision to 'Make	knowledge is taught, and	curriculum and achieve	children's vocabulary.	about a wide range of					
a difference, every day'.	cross-curricular links are	the best possible	Teachers are proactive in	topics and themes,					
Our curriculum is	made so that deeper,	outcomes. We celebrate	introducing new words	covering an extraordinarily					
ambitious and allows	broader learning can take	diversity and want all	and phrases whilst giving	broad curriculum. Our					
children to think big -	place. We create	pupils and families with	children opportunities to	children live their					
without barriers or	opportunities to make	protected characteristics	express themselves orally	curriculum. They					
ceilings. Aspiration will	links with prior and	to feel that they truly	and through their writing.	understand the true					
give the children direction	future learning. We	belong at Edwalton.		meaning of sustainability,					
and purpose to help shape	ensure that reactivation			learning on our wonderful					
their life opportunities and	of prior learning is high			school farm and in our					
choices.	profile, all with the aim			amazing 3-acre woodland.					
	that the children will			Edwalton children have					
	'know more and			many special experiences:					
	remember more.'			Viking campfires, dinosaur					
				museums, Edwalton					
				scrambled eggs and even					
				conquering a zip wire!					

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.

Before planning the curriculum intent, each school designs **key principles** that underpin the curriculum. These are the most important things that children need to thrive and succeed. The principles are derived from the **school's context**.

The FHT curriculum meets and sometimes exceeds the expectations of the **NC**, **EY educational programmes** and other documentation, such as the **RE agreed syllabus**. **National association materials** have been used to enhance the curriculum and ensure expertise is evident in our design.

Statements from each subject within the statutory documentation have been broken down and sequenced into strands and year groups. We call these **key knowledge progression documents (KKPDs).** These contain key **substantive, procedural** and **disciplinary knowledge** across all subjects, including PSHE/RSE. Each KKPD sets out the **end points** for each year group. These are derived from the subject's **end point poster** (what children need to know and do to be secondary-ready). KKPDs start in **Nursery** and continue into **Year 7**.

Composite knowledge from the KKPDs is mapped on to a whole school long-term plan and sequenced on subject maps. This work is completed by subject leaders, alongside the teaching team. The curriculum lead oversees all work to ensure a sequential and progressive curriculum. They ensure links are made across year groups and subjects through deliberate and diverse content choices.

Each subject has a subject map that shows what knowledge pupils will learn and in which term of each year group, with knowledge building over time.

The rationale for content choices is given to indicate how learning links to previous and subsequent study within the subject and across other subjects. The Whole school long-term plan sets out what pupils in each year group will be taught in all subjects through a termly enquiry or discrete teaching. Subjects are delivered as drivers and enhancers to the enquiry (when this enables children to answer the enquiry question to its fullest.) When this is not possible the subject is taught discretely. See enquiry on a page document.

Each KKPD statement is broken down into **component (granular) knowledge** and **key vocabulary**. Each subject has a **component knowledge progression document (CKPD)**. Schools tailor these to match the content choices made in subject maps. These progressions are used to support the creation of **learning sequences** and to identify **'sticky knowledge'** – the most important knowledge children need to remember for the next stage. These documents have been created and quality-assured by leading subject experts from the trust and world of education.

KKPDs and CKPDs are used by teachers to create learning sequences and objectives. These are plotted on an enquiry and a discrete medium-term plan. Sticky knowledge we want children to know and remember is clearly identified, alongside ambitious, tier 3 vocabulary. This decision is checked by the subject leader, as the expert of the curriculum progression in school. This sticky knowledge/vocabulary is included on knowledge organisers. Opportunities for promoting British Values, SMSC, working with experts and the community, and leaving a legacy are identified at this stage.

Individual lessons are then planned in finer detail using the lesson design model. At this stage, learning will be adapted for pupils with SEND, using the QFT and subject-specific SEND adaptation sheets. These ensure teachers provide access to lesson content with no lowering of ambition for these pupils. Learning is ideally evidenced in the children's enquiry books. Curriculum symbols are used on each piece of work to indicate the subject that children are studying and the subject-specific knowledge and skills they will need to apply. Knowledge organisers, including key vocabulary, are created for children to refer to throughout the enquiry.

A 'learning journey' display is built up throughout the enquiry. Included on the learning journey will be **sticky knowledge** and **key vocabulary**. Sticky knowledge is checked using a variety of assessment tools, including the **Leitner model**, **double page spreads**, **knowledge organisers**, **Plickers** and the 'reactivation' stage of the lesson design.

At the end of each enquiry, children **answer the enquiry question** and showcase an **authentic outcome**, demonstrating the knowledge they have gained.



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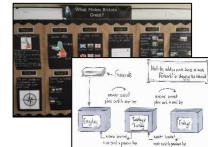
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We organise and deliver a high-quality knowledge rich curriculum. Following research of cognitive scientists in recent years, we believe this is important as the more knowledge or schema our children have secured in their long-term memory, the more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