Curriculum Design Statement

Intent, implementation, impact

The Grove Primary School

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

1) To provide a rich "cultural capital";
2) 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. Cultural capital (Powerful Knowledge):
   Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which in turn, helps pupils to express themselves in a sophisticated and mature way. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
2. We also have a set of agreed **VALUES** curriculum which also encompass the importance of British values and Equality which are taught throughout our curriculum.
3. Our curriculum is also **BUILT ON POWERFUL KNOWLEDGE** and gives children a systematic and progressively challenging and coherently planned broad **VOCABULARY.** It uses a knowledge rich curriculum to develop **THINKING**, which is explicitly taught - research demonstrates children remember what they think about.
4. **OVERCOMING DIFFICULTIES –** our curriculum seeks to remove barriers and instils aspiration in the children and a desire to do well.
5. Provides **QUALITY EXPERIENCES** where learning is at the heart of the experiences and these provide key moments of learning.
6. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics. Our academic curriculum sets out;
   a) A clear list of the breadth of topics that will be covered.
   b) The "threshold" concepts pupils should understand
   c) Criteria for progression within the threshold concepts.
   d) Criteria for depth of understanding

a	Curriculum breadth for years 1 and 2			Curriculum breadth for years 3 and 4			Curriculum breadth for years 5 and 6		
b	Threshold Concepts								
c	Milestone 1			Milestone 2			Milestone 3		
d	B	A	D	B	A	D	B	A	D
	Year 1	Year 2	Year 2	Year 3	Year 4	Year 4	Year 5	Year 6	Year 6
	basic	advanced	depth	basic	advanced	depth	basic	advanced	depth

The diagram above shows the model of the curriculum structure at The Grove Primary School for those subjects covered by The Essentials Curriculum. The structure also supports mixed age teaching and our assessment policy.

a) The **Curriculum Breadth** for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils growing cultural capital. Our curriculum distinguishes between **subject topics** and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.

b) **Threshold concepts** are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

c) **Milestones** define the standards for the threshold concepts. For each of the threshold concepts three **Milestones**, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.

d) **Knowledge categories** in each subject give students a way of expressing their understanding of the threshold concepts

e) **Knowledge webs** help students to relate each topic to previously studied topics and to form strong, meaningful schema.

f) **Cognitive science** tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.

g) Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage. **The time-scale for sustained mastery or greater depth** is, therefore two years of study.

h) As part of our progression model we use a **different pedagogical style in each of the cognitive domains** 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 approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the **reversal effect**.

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

j) **Depth:** we expect pupils in year 1 of the milestone to have a Basic (B) understanding of the concepts and an Advancing (A) or Deep (D) understanding in year 2 of the milestone. Phase one, (Years 1, 3 and 5) in a milestone 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 long term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge.

Sustained mastery

Nothing is learned unless it rests in pupil's long term memories. This does not happen, and cannot be assessed in the short term. Assessment answers two main questions. "How well are the pupils coping with Curriculum content? And "How well are they retaining previously taught content?"

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Implementation

The Curriculum design at The Grove is based on evidence from cognitive science; three main principles underpin it,

1. Learning is most effective with **spaced repetition.**
2. **Interleaving** helps pupils to discriminate between topics and long-term retention.
3. **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.
4. In addition to the three principles we also understand that learning is invisible in the short term and that sustained mastery takes time.
5. Our content is **subject specific**. We make intra-curricular links to strengthen schema where appropriate.
6. **Continuous provision**, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content Some of our content is subject specific, whilst other content is combined in a cross curricular approach. Continuous provision, in the form of daily routines, re places the teaching of some aspects of the curriculum and, in some cases provides retrieval practice for previously learned content.

Impact

1. Because learning is a change to long-term memory it is **impossible to see impact in the short term**.
2. We use **comparative judgement** in two ways: in the tasks we set **(POP Tasks)** and in in comparing a student's work over time.
3. We use lesson observations to see if the **pedagogical style** matches our depth expectations
4. The impact of the Curriculum is judged at the end of each milestone. The goal is for the majority of pupils to have sustained mastery of the content. We aim that the children remember and are fluent in the content. We aim for those that can to have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of the curriculum. We keep what we see what works for our children through evidence and we reflect adapt and change that which appears not to be working.
5. In line with The Grove Assessment policy we review in depth at the end of each Milestone in Year 2, 4 and 6.

Other subjects:

Subject	**Progression model and assessment criteria**
Maths	White Rose Mathematics
English	The Literacy Tree Assessed using the Hertfordshire Teacher Assessment Frameworks

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RE	The Agree Cambridgeshire Syllabus
PSHE	Jigsaw
Phonics/Early Reading	Little Wandle
Music	Progression from The Cambridgeshire Music Service