

Knowledge Rich Curriculum

Intent Policy

Basic Principles

1. Back to Basics: due to the pandemic throughout 2020 and 2021,
2. Learning is a change to long-term memory.
3. Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory,
4. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent

1. **Curriculum drivers** shape our curriculum breadth. They are derived from ongoing research, an exploration of the backgrounds of our pupils, our beliefs about high quality education, school values and British Values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities, whilst addressing identified gaps in their knowledge and skills, namely our drivers: **Oracy, Vocabulary Enrichment** and **Building Learning Power**.
2. **Cultural capital** gives our pupils the essential background knowledge required to be informed and educated members of our community. Exposing them to a range of experience and raising their self awareness that opportunities extend beyond their immediate surroundings.
3. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, enrichment, entitlements and our ambition for pupils to be the best they can be.
4. **The WALT (learning objectives)** are linked through knowledge webs (schema). Knowledge webs make meaningful links to past and future learning.
5. We aim to ensure that our curriculum is planned, sequenced so that knowledge and skills build on prior learning as progression through each year group is key to retaining prior learning.
6. **Cognitive science** tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Objectives are prioritised based upon the learning needs of our pupils.
7. **The Progression Model** outlines the knowledge and skills pupils need to acquire by the end of each phase with links made to previous and future learning.
8. As part of our **Progression Model** we use **Retrieval Practice tasks** to embed pupil's learning and implement the key **Principles of Rosenshine**.

Implementation

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with **spaced repetition**.
 - **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
 - **Retrieval** of previously learned content is frequent and regular, which **increases both storage and retrieval strength**.

The Rosenshine Principles support the implementation of the curriculum by ensuring that pupils regularly recall prior learning. You will often see this at the start of our lessons in the form of a mini quiz or questioning. When prior learning is committed to their long term memory it becomes fluent or 'automatic', freeing space in our working memory which can then be used for comprehension, application, and problem solving.

2. In addition to the three principles, we also understand that **learning is invisible in the short-term** and that sustained **mastery takes time**.
3. Embed key concepts in pupils' long term memory so they can apply them fluently.
4. Sequencing and progression is planned across all subjects.
5. Phonics and reading are prioritised to enable pupils' to access all curriculum areas. When learning to read, reading books match pupils' phonic knowledge.
6. Although our content is **subject specific** (oracy, vocabulary enrichment and BLP interweaves throughout), we make intra-curricular links to strengthen schema wherever possible and reference made to national and international events.
7. **Continuous provision**, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content. For example, teaching time with real time opportunities, using Roman numerals daily in maths lessons (Y4 onwards).
8. Teachers use a range of strategies e.g. modelling, scaffolding questioning to enable pupils to understand key concepts across a range of subjects.
9. **Continuous Professional Development (CPD)** is designed to ensure teachers subject knowledge is continuously strengthened.
10. **Oracy** teaching and learning, enables all pupils' to communicate effectively, develop a higher order thinking and deepen pupil's understanding. A classroom rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking, being the intended outcome.
11. Effective use of assessment enables teachers to check pupil's understanding which helps to plan and further shape the curriculum.

Impact

1. We recognise that children learn at different rates through different learning styles. Secure learning is a change to long-term memory and progress is measured by pupils' application of retained knowledge, facts and skills. All pupils including, socially disadvantaged and SEND are prepared for the next stage of their learning.
2. Attainment in phonics and reading is assessed and gaps effectively closed through interventions so that pupils are able to read widely and often with fluency and comprehension, appropriate to their age.

3. At key points in the year, formative and summative assessments are undertaken, which allow pupils to demonstrate their growing understanding of their subject and enable teachers to assess the impact of their teaching. These summative assessments are typically taken three times a year, allowing teachers to focus on formative assessment lesson to lesson.
4. We use lesson observations and learning walks to monitor if the **pedagogical style** matches our non-negotiables and expectations.
5. Pupils' confidence, articulacy and capacity to learn are developed and improved through explicit teaching of oracy skills.