

Rushbrook Primary Academy: Curriculum Policy

1. Basic principles

- 1.1. Our curriculum is designed to secure, in students' long-term memory, an ambitious body of essential knowledge for both academic and personal development.
- 1.2. We recognise that it takes a long time for long-term memory to develop, and that repetition and a carefully sequenced curriculum is required in order for it to do so. This is inclusive of all children's needs including children with EAL and SEND.
- 1.3. Learning episodes are always appropriate and, over time, varied with the aim of building strong schemata in students' long-term memory. Very few episodes are planned that are driven by 'fun' or 'wow-ness' as was the case with our previous curriculum.

2. Breadth of study (content)

- 2.1. Our curriculum meets the requirements for a broad and balanced curriculum:
 - 2.1.1. It has Spiritual, Moral, Social and Cultural development at its heart;
 - 2.1.2. It prepares students for the next stages of education and for life in modern Britain;
 - 2.1.3. It is coherently planned;
 - 2.1.4. It is published on our website, for all stakeholders to view.
- 2.2. In addition to being broad and balanced, our curriculum meets the requirement to provide a basic curriculum:
 - 2.2.1. A daily act of collective worship is undertaken in a variety of forms;
 - 2.2.2. A well-planned personal development programme, that includes age-appropriate sex and relationships education, is in place.
 - 2.2.3. A well-planned programme for Religious education is in place.
- 2.3. Based on the aims of the National Curriculum, our curriculum offers students an introduction to the best that has been thought and said, giving them the essential knowledge and cultural capital that they need to be successful citizens.
- 2.4. In order to meet the needs of our students, we have:
 - Pupils with extremely low starting points in comparison to the national picture
 - A high mobility especially for EAL children
 - A high percentage of children with SEND

our breadth of study is far more wide-ranging than the requirements of the national curriculum; it includes powerful knowledge, and essential academic and subject-specific vocabulary so that

students can engage in intellectual and academic ways of thinking. In short, our aim is to transform the life opportunities for our students.

2.5. Subjects form the basis for planning with the aim of giving students meaningful subject-specific schemata.

2.6. Within each subject, topics are carefully sequenced around key areas (the schema) which reference the prior knowledge gained in previous topics, thus building a solid understanding of how each topic relates to others. Topics, therefore, are not seen as stand-alone units of learning but as a further development of a strong subject schema.

3. Progression

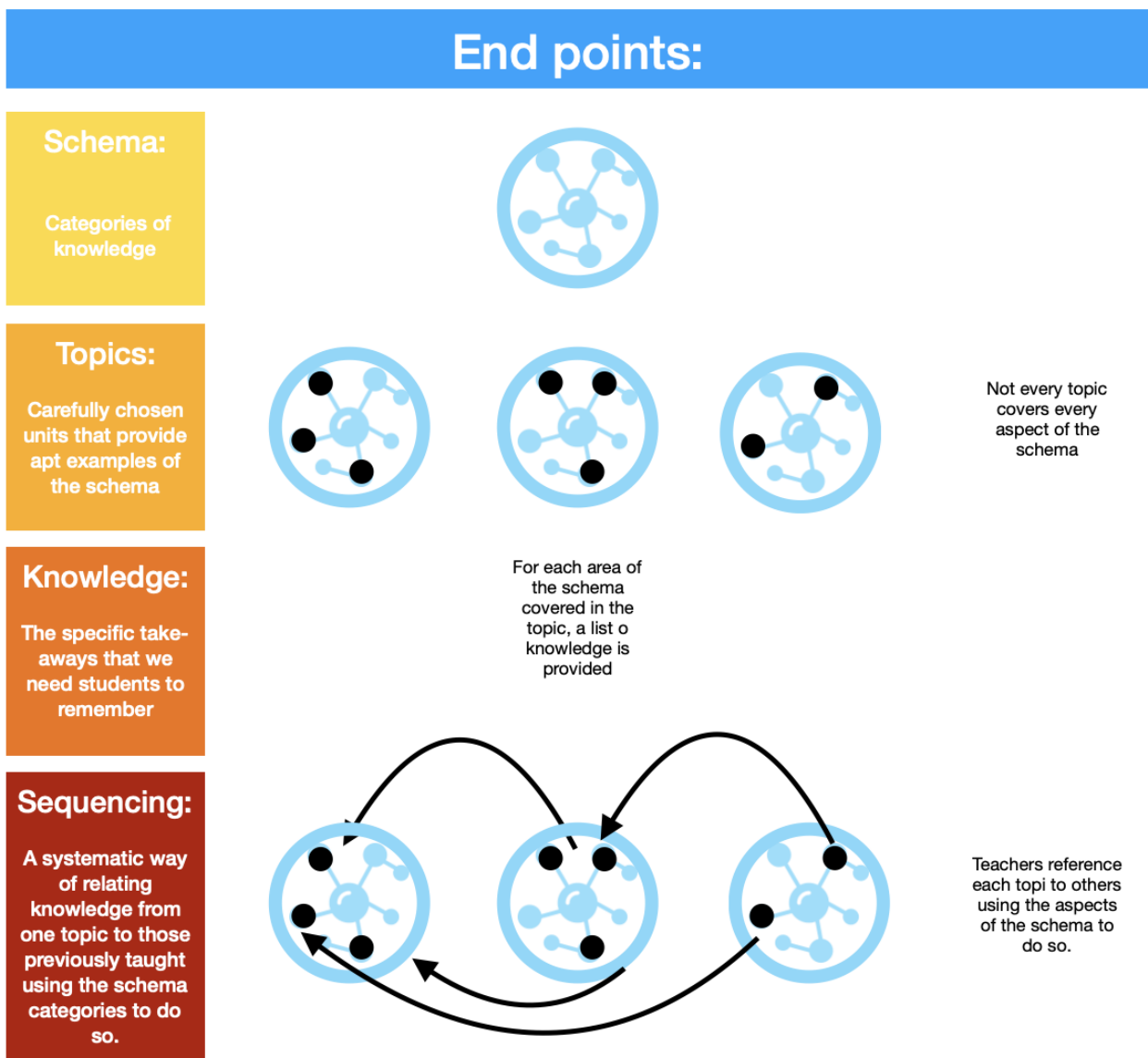
3.1. Students work towards clearly defined end points at a range of scales: topic, year group and key stage. These end points can be adapted to suit the children's needs. These end points are established using the following process:

3.1.1. For each subject, the basis for a schema is established. This is done by categorising the types of essential knowledge we want our students to acquire.

3.1.2. Topics are carefully chosen so that students have many illustrations of each type of knowledge within the schema; over time, students will be shown how to relate the essential knowledge from one topic to that of other topics they have studied.

3.1.3. For each topic, the essential knowledge (including academic and subject-specific vocabulary) is organised into the relevant categories of the schema.

3.1.4. Teachers constantly reference the current topic to previous topics by using the



schema categories to do so.

4. Implementation

4.1. We understand that knowledge can be easily forgotten once a topic is completed. To mitigate the likelihood of forgetting we:

4.1.1. Reference each new topic (as shown in the progression diagram, above) which provides opportunity for recall of previous knowledge;

4.1.2. Use retrieval practice in a number of ways:

4.1.2.1. retrieval from previous year groups;

4.1.2.2. retrieval from previous topics;

4.1.2.3. retrieval from previous lessons;

4.1.2.4. retrieval from earlier in a lesson.

4.2. Knowledge organisers provide students with an overview of the essential knowledge which are organised on the basis of the schema. They are not used as a 'fact sheet' but as a useful overview of the essential knowledge students should remember. Lessons are designed so that all students understand this knowledge and have access to it.

4.3. Systematic modelling forms the basis for the vast majority of teaching. We follow Rosenshine's principles of instruction, in particular:

4.3.1. Step-by step modelling

4.3.2. Frequent re-visiting

4.3.3. Frequent questioning

4.3.4. High success rate for students.

4.4. Students produce high quality work that reflects the essential knowledge they have been taught in each lesson.

4.5. We are aware that different subjects require different pedagogies and so, across the subjects, teaching is, necessarily, different. We are embarking on further research into pedagogical content knowledge to help us develop teacher expertise in this area.

5. Impact

5.1. Monitoring

5.1.1. Senior leaders monitor whether the intended curriculum is enacted by assessing:

5.1.1.1. The extent to which the curriculum is implemented as planned;

5.1.1.2. The extent to which teaching reflects our stated approaches (see section 4, above) through direct observation;

5.1.2. Senior leaders monitor the effectiveness of the implemented curriculum by assessing:

5.1.2.1. The expertise of teachers in implementing the curriculum, providing support and training where necessary (lesson observations)

5.1.2.2. The quality of students' recorded work (book scrutiny)

5.1.2.3. The extent to which students are remembering and knowing more as they progress through the curriculum (pupil voice)

5.1.3. Subject leaders provide information to senior leaders about 5.1 and 5.2, above. In addition they are supported in conducting a deep dive into their subject so they can see the strengths and areas for improvement in curriculum design. They produce subject reports for senior leaders based on their findings.

5.1.4. Phase leaders conduct book scrutinies to quality assure consistency of presentation, check that the intended curriculum is enacted and to highlight good practice.

5.2. Assessment

5.2.1. Our approach to assessment is:

5.2.1.1. Assessment is based upon progression towards our curriculum end points (see section 4)

5.2.1.1.1. In the short term assessment for learning through class teaching, questioning and retrieval practice gives valuable practice towards the stated curriculum end points. In addition to this, teachers gain valuable insights that highlight the need for interventions. This is not formally recorded.

5.2.1.1.2. In the medium-term, termly (half-termly for phonics) formative assessments give insights to teachers that allow them to make well-founded decisions as to the next steps for students. All assessments of this nature are recorded and tracked so that they can be used to later evaluate the teacher's response to the assessments.

5.2.1.1.3. In the long-term, end of year assessments in reading, writing and maths give us valuable insights about students' long-term retention of essential knowledge. Interventions are planned for those falling behind.

5.2.1.1.4. National screening tests give us valuable insights into the effectiveness of our curriculum in closing gaps between the national and school picture.

5.2.2. Teacher workload is foremost in our mind when making assessment arrangements; arrangements have been stripped back to only the most useful and informative.