

Curriculum intent and implementation guidelines (Sept 2022 update)



Vision and Values

Learning together to be the best we can be

We are independent and inquisitive learners, well prepared and excited for the challenges of the 21st century. We are resilient, confident and empowered to make the right choices. We are equipped with all the skills we need to be lifelong learners, reach our full potential and step out into the world.

Happy, healthy and hard working

On a journey together to be:

Respectful, responsible and resilient,

Truthful and tolerant,

Open minded and outward looking delivering

New experiences, new horizons and excellent outcomes for all.

Rationale

The aim of the curriculum planning document is primarily to promote children's learning and development, through a broad and balanced curriculum to ensure **children learn together to be the best they can be** and achieve **excellent outcomes**. We have **high expectations** and believe that children should be given every opportunity to achieve their own personal potential. Children should achieve a **love of learning** and a **life-long work ethic**.

Overarching Curriculum Intent Statement

'LEARNING TO READ AND READING TO LEARN'

Introduction

At Horton Grange Primary School we are committed to ensuring that the scope and ambition for the curriculum is at least as good as the requirements of the Primary National Curriculum. In addition our curriculum is carefully designed to reflect our vision and values, the local context of the school, the needs of our pupils and also takes account of evidenced based research on how children learn best. Without a curriculum, a building full of teachers, leaders and pupils is not a school. Without receiving knowledge, pupils have learned nothing and no progress has been made – whatever the measure might indicate. At Horton Grange we are committed to ensuring that statutory testing should exist in the service of the curriculum rather than the other way round. Tests are our best measure of what has successfully transmitted the pupils' cognition...any test can only ever sample the knowledge that has been gained... As an excellent school we aim to achieve careful balance. Therefore there are choices we need to make about what to do, how much depth to pursue, which ideas link together, what resources to draw upon, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught.

Most importantly, these decisions are rooted in a solid consensus about what education should deliver for each pupil at Horton Grange. Based on what we know about our pupils, what is the body of knowledge that a child needs so that they flourish in the future and are not left behind? Raised expectations in statutory assessments have improved outcomes at Horton Grange and raised expectations for the better. There should be no tension between good test outcomes and a good curriculum. Quite the opposite – a good curriculum should lead to good results.

Fundamental elements which underpin and run through our curriculum:

- ***Learning to read and reading to learn***
- Rich knowledge, broken down into component parts which are sequenced progressively to clear end points
- Ambitious vocabulary development and a focus on speaking and listening
- The mechanics of writing (spelling and handwriting, punctuation and grammar) and writing for a purpose through the implementation of the Horton Grange writing process.
- Mathematical fluency
- Opportunities for retrieval to ensure learning is embedded in the long term memory.
- Planned checks on learning to see what has been remembered through 'Assessment **of, for and as** learning'.
- Social and emotional development
- Metacognitive approaches
- Real life experiences to support children making connection in learning

The curriculum is organised under the principles of:

- **Intent:** leaders adopt or construct a curriculum this ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. It is centered around ***learning to read and reading to learn***.
- **Implementation:** We ensure that the way we teach, deliver and assess the curriculum supports pupils to build their knowledge and to apply that knowledge as skills.
- **Impact:** We aim to ensure that the intent and implementation of the curriculum impacts on the outcomes pupils achieve as a result of the education they receive.

Curriculum organisation and planning

Our curriculum is designed to be knowledge rich and aims to adopt a spaced learning approach so that the key knowledge / vocabulary of a subject is revisited and it becomes embedded in the long term memory through a carefully planned out curriculum map and the use of knowledge organisers. This is based on the principle that if nothing has been changed in the long term memory, nothing has been learned. However, teaching and learning approaches also aim to develop skills and values alongside knowledge, ensuring that both are explicitly developed. The curriculum is designed to enable progress by teaching new information that relates to what is already known, enriching and or transforming what is already known. Through our curriculum review, we aim to develop a 3d curriculum over a 3 year period. We aim to provide a curriculum that has:

- Vertical links (within a subject over the years)
- Horizontal links (between subjects in a year)
- Diagonal links (between subjects and year groups)



Teaching and learning approaches

At Horton Grange EEF evidenced based school understands the importance of developing metacognition to support progress, especially for disadvantaged

research is considered and the

children. Teaching approaches aim to develop metacognition and planning formats are designed to promote this. In addition to support learning and improve long term memory we adopt the following practices:

- Spaced learning (aka distributed practice or interleaving)
- Chunking to avoid cognitive overload
- Retrieval practice (aka can you still) to avoid retrieval failure

Form and layers of planning and HGPS

Triple I documents

Triple I documents are in place for each subject area and, in some cases, for an approach used at Horton Grange e.g. metacognition. They outline a clear rationale for decisions made regarding what we intend to implement and how we intend to implement it at Horton Grange. They are rooted in the Horton Grange values, what we know about our children and the context of the school. The intended impact is also documented.

Subject overview and progression of learning documents

Subject overviews and the progression of learning documents are the responsibility of the subject leader and senior leaders. Subject overview documents map the implementation of a subject area across all years and terms. They demonstrate coverage, sequence and progression and are structured in a way to ensure the 'essence' of the subject and/or the 'fluency' of the subject is given a focus and then drip fed to ensure key learning is embedded in the long term memory. The progression of learning documents for subject areas outline clearly how skills, knowledge and vocabulary progress through a curriculum.

Long term planning (Intent and implementation) – Long term plans set out what should be taught and when in all curriculum areas for one year group. They are the responsibility of the class teacher, who will draw upon the subject overviews and progression of learning documents to inform this. Where appropriate, teachers will make additional obvious and meaningful links in curriculum units to develop a topic theme. Long term planning will also reference class texts and any planned themed weeks.

Long term plans are completed by the final day of term at the end of the Summer term for the next academic year.

Medium term planning grids (Science and foundation subjects)

A plan broken down into weeks for each curriculum area detailing key learning/knowledge/skills/vocabulary to be taught and achieved and how this will be delivered. In line with metacognitive approaches it will also include:

- Activation of prior knowledge (retrieval practice)
- Modelling and teacher input
- Independent practice
- Reflection and extension
- An overview to include key fluency for the subject area and vocabulary

** COVID amendments - At the medium term planning stage teachers will consider any missed content as a result of COVID that may be a barrier to accessing current learning and will use the curriculum overviews and progression of learning documents to inform amendments to the medium term plan. Staff also take account of 'teaching a broad and balanced curriculum for recovery document'.*

Knowledge organisers are developed to support medium term planning. They include:

- Vocabulary and definitions
- Key knowledge to be learnt

This document is used as a toolkit to support learning at home and for retrieval practice in line with the 3d curriculum approach.

Medium term planning grids are to be completed and ready for the start of each half term.

Weekly planning

Detailed planning for daily English and maths lessons to include key learning/ knowledge/skills and vocabulary to be taught and achieved including how this will be achieved. In line with metacognitive approaches, weekly planning will include:

- Activation of prior knowledge (retrieval practice)
- Modelling and teacher input
- Independent practice
- Reflection and extension

In English the plan will also reference:

- Reading decoding focus
- Reading comprehension focus
- Whole class reading

- Punctuation and grammar focus
- Spelling pattern focus
- Can you still / drip feed / retrieval practice
- Key vocabulary the children will learn
- Homework (basic skill focus)

In maths the plan will also reference:

- Times tables / number bonds/facts focus (fluency)
- Arithmetic / fluent in 5
- Can you still / drip feed / retrieval practice (memory)
- Conceptual links
- Key vocabulary the children will learn
- Homework (basic skill focus)