



Roman Way Primary School Curriculum Statement

Curriculum Intention

Our curriculum is underpinned by a set of values. These values form the consensus amongst our team for skills children need to support them becoming happy, resilient children who take advantage of opportunities, responsibilities and experiences in later life.

Our curriculum values are called **SHIELD** values:

Safety: being aware of the world around you, taking care to keep yourself and others safe

Honesty: telling the truth, even when it's difficult

Integrity: doing the right thing, even in tricky situations

Excellence: using your skills to create excellent results

Love: being kind and caring to those around you and helping people when you can at school, at home, in the community

Determination: never giving up and trying your very best

Together, these values dovetail to ensure our children become confident communicators and have the ability to express thoughts, feelings and ideas.

In every area of the curriculum, we aim for children to acquire the vital knowledge that is needed in order to become proficient in the discipline of the subject.

To achieve these aims we have:

- Identified a set of concepts in each subject. This enables teachers and children to understand the discipline of each subject.
- The 'crucial knowledge' within each concept. The knowledge the school has identified as being essential for all children to know.
- Knowledge as a skill. This sets out how knowledge builds in subjects and across the curriculum, how schema's can be strengthened and how children can apply their knowledge in different ways.
- Key vocabulary- the vocabulary that all children need to know to enable them to attribute meaning to new information they encounter, and to support them in making connections.

Our curriculum is knowledge based. Leaders and teachers have worked together to identify the crucial knowledge that is needed to support children in building meaning and strengthening their understanding of concepts and key ideas, within every subject in the National Curriculum. Our curriculum has been sequenced to enable children to acquire knowledge, to use knowledge as a skill, and to revisit knowledge to ensure key ideas are embedded into the long term memory.

We have a progressive curriculum model because children can only make progress by knowing more, remembering more and being able to do more. This notion forms our rationale for our curriculum organisation, our design of learning activities, our teaching methods, and how we assess the progress our children are making, as well as, what we do with that information.

Curriculum Implementation

Curriculum Organisation: The sequencing of the curriculum enables knowledge to build. Leaders and Teachers have identified the knowledge that will be most useful in supporting children to acquire information in the first instance, and to ensure a quicker and more detailed grasp of subsequent information as it is encountered. The knowledge for each subject is revisited throughout the year to support children in getting better. Getting better comes from regularly revisiting knowledge and applying it in new or different contexts because it aids children in connecting new information to an existing schema. Our subject curriculum maps clearly demonstrate when knowledge will be taught and how, and enables teachers to see what has come before and what needs to come next.

Design of learning tasks: Our curriculum is delivered by clear learning journeys. Systematic repetition of the most crucial content is the rationale for learning journey planning. Repetition (spaced practice) and retrieval are very effective in getting information into children's long term memories.

Our learning journeys support children in acquiring, consolidating and using knowledge in different ways. *Learn, practice and apply* facilitates this. These approaches enable children to repeat crucial content across a sequence of lessons.

Proficiency in learning subject knowledge comes from acquiring knowledge, conceptual vocabulary and the characteristics of effective learning. Knowledge, vocabulary and the characteristics of effective learning inform all task design and take different forms depending on the content that is being taught. Focusing on these aspects ensures that disciplinary specificity is not lost during topic learning and supports teachers in delivering effective subject teaching through an integrated approach.

Knowledge is considered powerful because **the more you know, the more you can learn**. Vocabulary is considered vital because understanding words and their meaning promotes cognitive growth. The school holds the view that knowledge comes before creativity; knowledge is given to children and teachers design tasks that enable children to do something with that knowledge.

Teaching for progression: Within each lesson, knowledge and associated vocabulary are selected for emphasis and thoroughness. Lessons are never in isolation. Learning journeys are used to ensure all lessons fit within a sequence and teachers know **what has gone before and what comes next**. Learning journeys enable teachers to purposefully position knowledge to build on previous and subsequent teaching; all planning for learning begins with "why this, why now?". Clearly defined end points for each term and year group will be used as a measure for progression

Real life, practical, and first hand experiences are key features of the school's curriculum. Knowledge is always given to children in ways they can access to achieve equality, and to ensure that no child should have poorer chances or opportunities because of ability or background and to close cultural capital gaps.

Curriculum Impact

Our curriculum effectiveness is measured by children remembering crucial knowledge and developing the skill of deploying this knowledge in different contexts. Across all subject disciplines, learning journeys support children in **acquiring (learning) knowledge, practising the knowledge and applying it**; this makes it easy for us to assess children's progress.

Assessment is considered in three ways:

Assessment Of Learning

We expect all children to achieve subject specific milestones by the end of EYFS, KS1 and KS2. This is primarily measured by data. The school limits the use of data analysis to twice during the academic year and finally at the end of the year.

Assessment As Learning

Our research on strategies for effective learning have influenced our choice of using regular, routine low stake tasks as part of the learning process. Our approach of metacognitive strategies serve to strengthen children's memory as well as supporting teachers to assess exactly what knowledge children have retained and can recall.

Assessment For Learning

Formative assessment takes place at all times; in lessons and during the school day. Leaders and teachers continuously assess to what extent children remember powerful knowledge, the ways in which they can deploy this knowledge, and the content children can remember from their subject specific learning, over time.

School leaders choose to use a range of assessments procedures to ensure reliability and validity of the information they obtain. The impact of our curriculum is measured by the following assessment information:

- Children's books
- Feedback from pupils (pupil conferencing)
- Learning Looks of teaching and learning
- Subject Lead pedagogical knowledge
- Pupil progress review meetings