

Kew Woods Primary School

Curriculum Statement



The National Curriculum forms the basis of the curriculum at Kew Woods Primary School identifying what pupils are expected to know and understand. However, our school curriculum provides our pupils with wider knowledge, skills and understanding unique to our school.

Curriculum Intent Statement

Basic Principles

- 1. Learning is a change to long-term memory.**
- 2. 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 knowledge.**

Curriculum Intent Model:

Curriculum drivers shape our curriculum breadth. They are developing a love of reading, being happy, healthy and safe and performing arts. The drivers are derived from the backgrounds of our pupils, our beliefs about high quality education and our values. As a school with higher than average SEND and Pupil Premium pupils, this alongside our customised PSHE curriculum, are used to ensure we give our pupils appropriate and ambitious curriculum opportunities as we have ambition for all.

Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Exposing our children to a wide range of quality literature including archaic text, non-linear sequences, narratively complex, symbolic text and resistant text is a key factor in developing cultural capital and enriches their vocabulary. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for our pupils.

Our curriculum distinguishes between subject knowledge (substantive knowledge) and subject skills (disciplinary knowledge). Within each subject units of work are designed to encapsulate both of these.

The disciplinary knowledge threads through the subject topics into meaningful schema. The same skills are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same skills over and over and gradually build understanding of them.

Knowledge organisers in each subject allow pupils to develop their understanding of the substantive knowledge.

Opportunities are planned to help pupils to revisit and relate each topic to previously studied topics and to form strong, meaningful schema.

There is a high-quality oracy curriculum embedded across the school which has been designed with the strengths and needs of the students in mind.

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Cognitive science tell 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. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

Within each area of substantive knowledge, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the 'advancing' stage of understanding by the end of each key stage 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.

As part of our progression model we are developing different pedagogical styles in each of the cognitive domains of basic, advancing and deep. We use direct instruction in the basic stage and problem based discovery in the deep stage.

Implementation:

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.**

In addition to the three principles we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. When appropriate links across the curriculum may be made to strengthen schema. When appropriate, quality schemes and resources are purchased to support the delivery of high quality lessons and reduced teacher workloads. These include Read Write Inc for phonics lessons, Charanga for music, 1Decison for PSHE and RSE lessons for example.

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.

Impact:

Because learning is a change to long-term memory it is impossible to see impact in the short term.

We do, however, use assessment based on deliberate practise. We use comparative judgement in two ways: in the tasks we set and in comparing a pupil's work over time.

We use lesson observations to see if the pedagogical style matches our depth expectations.