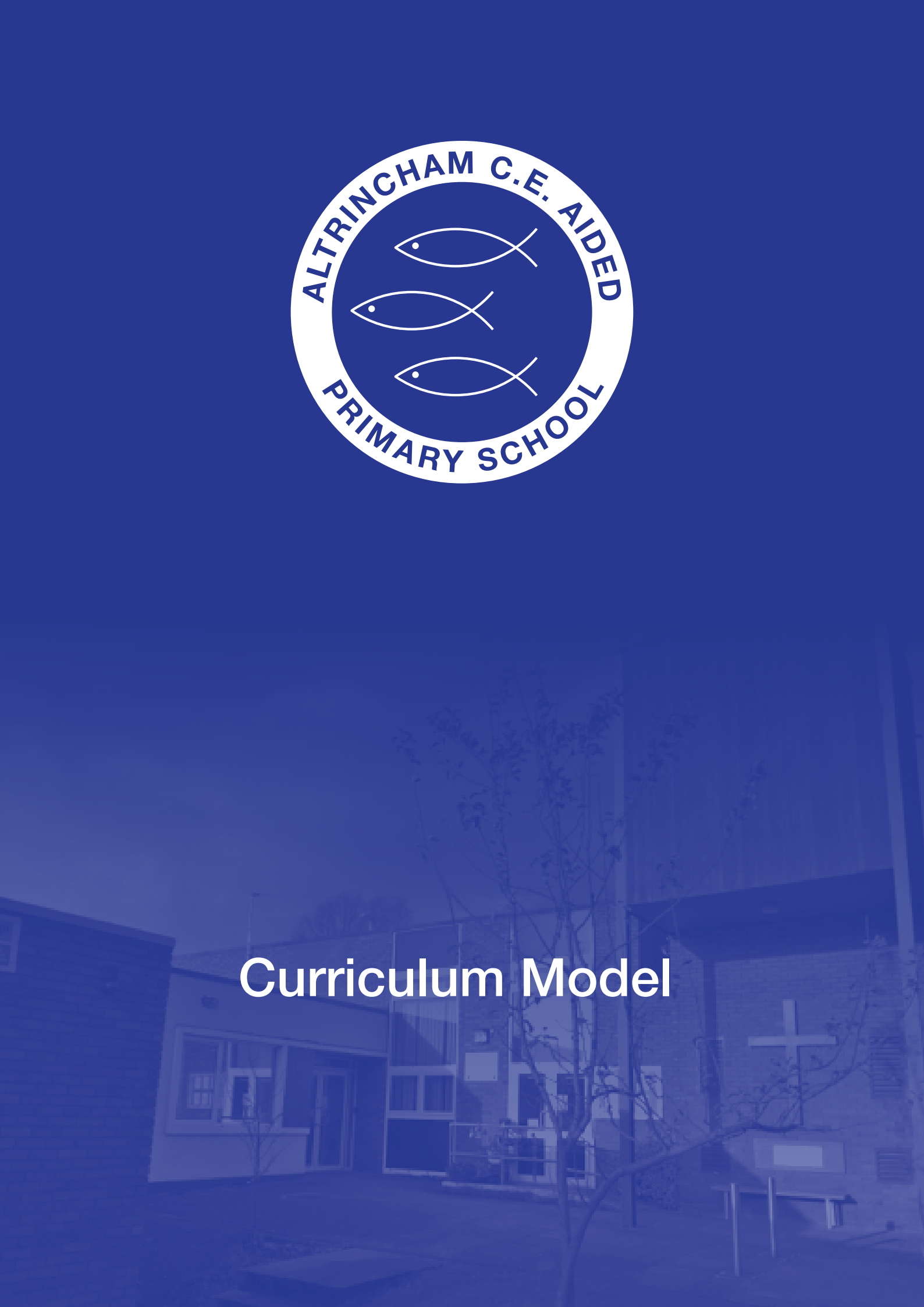
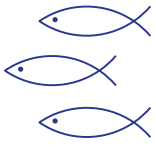
ALTRINCHAM C.E. AIDED PRIMARY SCHOOL

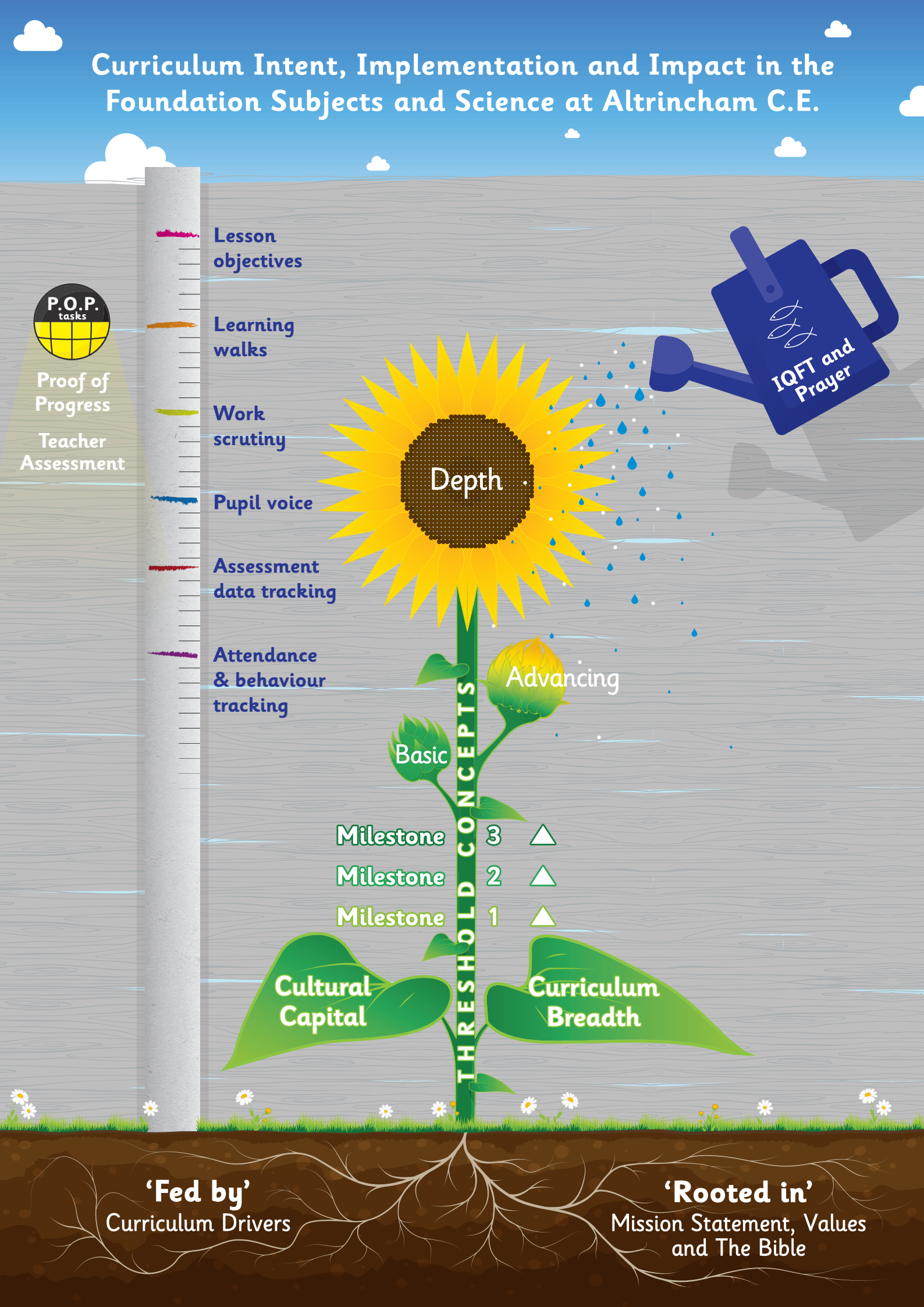
Curriculum Model





Contents

Curriculum Intent, Implementation and Impact in the Foundation Subjects and Science at Altrincham C.E.



Glossary

Curriculum Drivers

These have been derived through an exploration of our pupils' backgrounds, our beliefs about high quality education and our school values. These are context specific, ensure our curriculum is bespoke to our school and meets the needs of, and builds upon the strengths of, our community. They ensure we give our pupils appropriate and ambitious learning opportunities.

Threshold Concepts

Our curriculum distinguishes between subject topics and threshold concepts.
Subject topics are the specific aspects of subjects that are studied. For example, rivers and mountains in geography, Ancient Egypt in history or plants in science.
Threshold concepts are the big ideas we want our children to learn that tie together the subject topics into a meaningful long term learning structure. These threshold concepts are explored in a wide breadth of topics and subjects. The pupils return to the same concepts over and over and gradually build a deep understanding of them.

Cultural Capital

This relates to the experiences we offer our pupils in order to enhance and deepen the curriculum and introduce them to the best that has been thought and said. In part through a wealth of first hand experiences and learning opportunities, we give our pupils the vital background knowledge required to be informed and thoughtful members of our community, who understand and believe in British and Faith Values. This will include the development of a rich vocabulary and knowledge about people, places, artists, authors, poets and current affairs.

Curriculum Breadth

This is the span of knowledge we want our pupils to learn and the themes which weave throughout the subject areas and topics.

Knowledge Webs

Knowledge Webs have been developed to clearly capture and communicate to children, staff and parents, the key knowledge that will be learnt in each unit of breadth. Vocabulary is included in each knowledge web. Examples of knowledge webs in history include Neil Armstrong, The Ancient Egyptians, Local History and World War 2.

Knowledge Categories

The knowledge webs follow a consistent format including symbols showing the knowledge categories that are used to help children make links between new and existing knowledge. For example in history the knowledge categories are: settlements, beliefs, location, main events, culture and pastimes, food and farming, travel and exploration, conflict, society, artefacts.

Milestones

For each of the Threshold Concepts, there are three milestones:

- Milestone 1 is studied in Years 1 and 2.
- Milestone 2 is studied in Years 3 and 4.
- Milestone 3 is studied in Years 5 and 6.

In the first year of a milestone, we expect pupils to develop a basic understanding of the concepts. This is the knowledge building phase that provides the basic foundations for later application.
In the second year of a milestone, children will be given more opportunities to use and apply their knowledge to create something new. Thereby, moving to advancing and finally deep understanding.

POP Tasks and Assessment

POP stands for ‘Proof of Progress’. Pop tasks deepen connections in long term memory by gradually changing the nature of thinking from basic, through advancing and finally achieving depth. It is not intended that pupils move through basic, advancing and deep POP tasks within the time frame of one exploration of a topic.
Teacher Assessment will allow children to show whether they have achieved basic, advancing or deep understanding of the milestone.

Inclusive Quality First Teaching (IQFT)

This is the style of teaching we use at ACE which emphasises high quality, inclusive teaching for all pupils in a class. It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. IQFT includes differentiated learning strategies to support pupil groups and ongoing formative assessment. It is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation.

Introduction

Our school's journey towards rapid and sustained school improvement began in January 2019. As a school, we have challenged ourselves to think about all that we do: How and why we teach? Why do we do what we do? What are the outcomes we want for every child in our school?

Whole staff involvement has been integral to our success and so Senior Leaders, Subject Leaders, Teachers and Teaching Assistants have researched best practice in all curriculum areas. This has involved extensive reading and taking time to visit other schools to draw upon their knowledge, skills and expertise. This has led to clarity, a deep understanding and an ownership of what we want our curriculum to be about and what we want to achieve – its purpose and design.

We began with our mathematics and English Frameworks and then considered the wider curriculum.

We are excited to implement our new cohesive, progressive and 'irresistible' curriculum framework from September 2020 and to see its impact for every child in our school.

What is the purpose of our Curriculum? *(the reason for doing something)*

At Altrincham CE Primary School, the overarching purpose of our curriculum is to:

Enable our children to develop a lifelong love of learning; to develop learning and thinking in order to secure deep knowledge and understanding; foster and build self-confidence, independence and resilience; promote personal and social skills which will ensure a strong sense of self-worth and esteem as well as a strong sense of justice, fairness and respect for others: instil a deep understanding of the Christian faith and respect for other faiths; encourage a love of nature; establish a strong shared set of moral values.

What are our Curriculum Aims? *(the outcomes we want for our children)*

At Altrincham CE Primary School we want our pupils to be engaged, confident, curious and excited to learn. In turn, pupils will retain knowledge, make links in their learning to deepen understanding and will achieve well in all areas of the curriculum.

Our curriculum has been designed to enable our children to be:

- Resilient
- Independent
- Risk takers
- Thinkers, learners and problem solvers (metacognition)

Our curriculum will enable all our children to:

- achieve well in all areas of the curriculum and close the
- disadvantage gap;
- secure knowledge and understanding and experience a wide
- breadth of study, across all areas of the curriculum, that is embedded in long term memory;
- develop a rich vocabulary that they are able to confidently use in their speaking, listening, reading and writing;
- grow a strong sense of faith, spirituality and social conscience
- nurture a love and value of reading beyond the reading scheme
- foster a passion and excitement for learning

What are our Curriculum Drivers?

Our Curriculum Drivers were identified and defined as we challenged ourselves to consider the following questions:

- What traits would we like to see in our pupils?
- What challenges and advantages do pupils' backgrounds present?
- What are our values and how do we fulfil our mission as a church school?
- Where is our school located?

The following are the key curriculum drivers at Altrincham CE Primary School, through our curriculum pupils will:

1. Gain a wealth of first hand learning experiences through the curriculum. ENQUIRY
2. Thrive on challenge and see challenge as the way to further their knowledge and deepen their understanding. ENTERPRISE
3. Be immersed in a vocabulary rich curriculum which is linked to closing the gap for disadvantaged pupils. POSSIBILITIES
4. Develop a deep understanding and appreciation of quality texts and literature spanning all areas of the curriculum, beyond the reading scheme. KNOWLEDGE OF THE WORLD
5. Take full advantage of the school's geographical location: locally and nationally. ENVIRONMENT
6. Celebrate the diversity of our school community and our strong links with our churches. DIVERSITY AND SPIRITUALITY

Through an effective staff professional development programme we enable our teaching staff to have the skills, knowledge, confidence and enthusiasm to plan and deliver a robust curriculum which addresses the needs of all pupils including those in our vertically grouped classes.

Curriculum Design

Basic Principles:

Our curriculum design is based on research, with three main principles underpinning it:

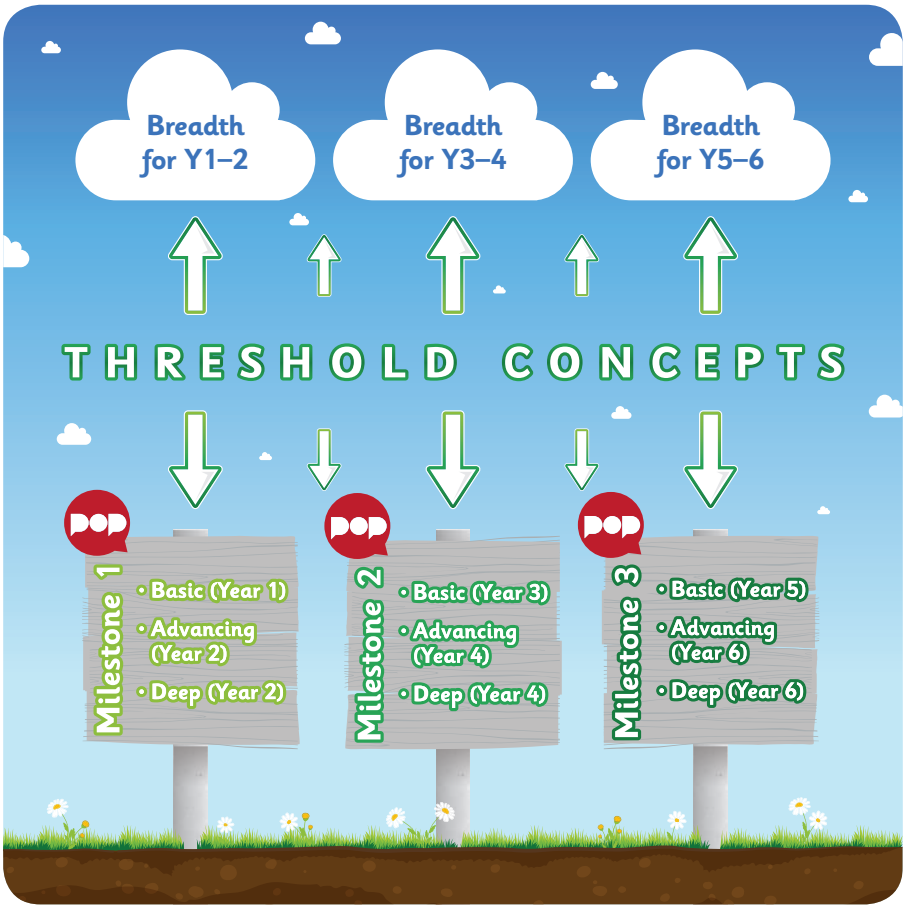
- Learning is social - children learn best when doing so with others. Lessons encourage interaction and collaboration.
- Learning is associative - children are encouraged to look for links and build on their prior knowledge.
- Learning results in a change in long term memory and therefore cannot be assessed in the short term.

At Altrincham CE Primary School we deliver a coherently planned academic curriculum, underpinned by our drivers which sets out:

- A clear list of the breadth of topics that will be covered
- The 'threshold concepts' children should understand
- Criteria for progression within the threshold concepts
- Criteria for depth of understanding

Altrincham CE Primary Curriculum Model

Our curriculum model shows the structure for all foundation subjects, including science and computing:



What do we expect our pupils to understand?

We expect pupils in the first year of each milestone to develop a Basic understanding of the concepts and an Advancing or Deep understanding in the second year of each milestone.

The first year in a milestone (covered in academic years 1, 3 and 5), is the knowledge building phase that provides the foundations for later application.

Learning at this stage must not be rushed and will involve a high degree of repetition to ensure knowledge enters the long term memory.

In the second year of the milestone (School Years 2, 4, 6) children will be given more opportunities to use and apply their knowledge to create something new.

Progression

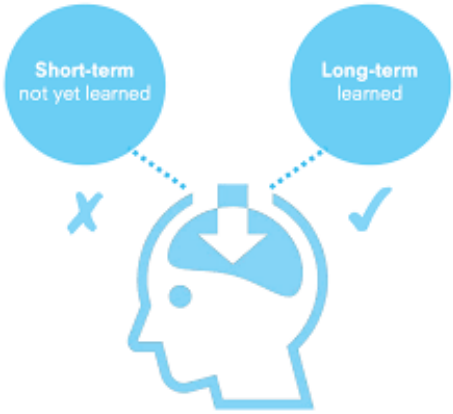
Here is an example of the threshold concepts for history. Within each milestone, certain themes are revisited. These are called the 'knowledge categories'. To help children make connection between learned knowledge and new knowledge, teachers will make reference to where these links occur. They are shown visually to the children using symbols. By making links in this way, we can be sure that the curriculum is progressive and that children are given lots of help to make new knowledge stick.

Knowledge Webs

We are developing Knowledge Webs to clearly capture and communicate to children, staff and parents, the key knowledge that will be learnt in each unit of breadth. As you can see, they follow a consistent format and the symbols showing the knowledge categories are used to help children make links between new and existing historical knowledge. Vocabulary is featured on every knowledge web.

Sustained Mastery

Nothing is learned unless it rests in pupils' long term memory. This does not happen, and cannot be assessed, in the short term. Assessment therefore answers the following questions: 'How well are pupils coping with curriculum content' and 'how well are they retaining previously taught content?'



Inclusive Quality First Teaching

It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. High quality, inclusive teaching is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation.

IQFT strategies are directly linked to our curriculum aims and look like this at ACE:

Planning Learning Opportunities

- Carefully planned, well-structured and paced lessons.
- Making strong cross-curricular links when appropriate.
- Clearly defined Learning Objectives and Tasks, shared with pupils at the beginning of each lesson. These are known as 'Ls' and 'Ts' at ACE.
- Each Learning Objective is differentiated on a number of levels so that children gradually develop skills, knowledge and application of knowledge. These are known as 'Chilli- Challenges' at ACE.

High Expectations

- Children at ACE are expected to be RISK-TAKERS and choose their own level of challenge. Thereby taking control of their own learning.
- Children understand that they need to challenge themselves in order to learn and that this will require them to work outside of their comfort zone and show RESILIENCE. At ACE, we talk about being in the 'Learning Pit' and 'Wobbling'.
- Resource boxes and Table packs develop INDEPENDENCE, support and deepen leaning.
- Positive relationships between adults and pupils, using praise and positive reinforcement so that children feel valued and inspired to achieve their best.
- Setting high standards and expectations for behaviour.

Engagement and Enhancement

- Pupils demonstrating their learning in a variety of forms, with a focus on enjoying the journey that comes from DEEP THINKING, LEARNING and PROBLEM SOLVING.
- Imaginative and creative approaches to ensure lessons are interesting and stimulating.
- Varied teaching styles.
- Use of ICT to enhance learning experiences

Learning Environment

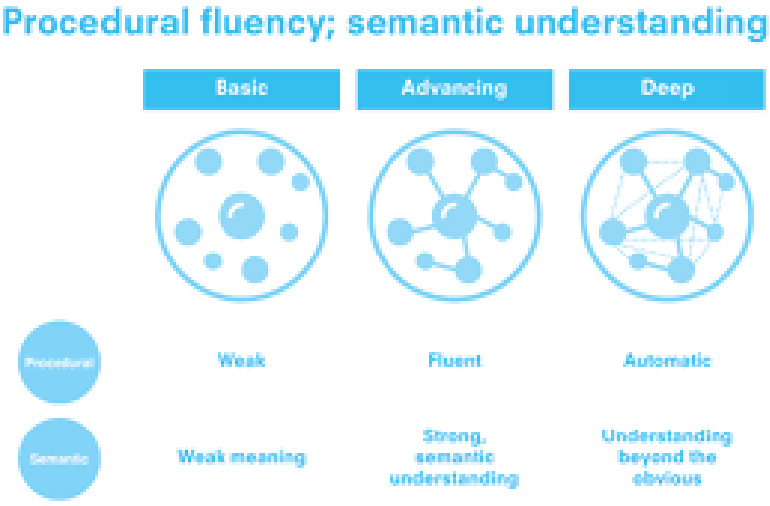
- Classrooms are bright, vibrant and alive with learning, following our 'communication friendly' guidelines.
- Displaying self-help working walls to promote independence and perseverance
- Examples of WAGOLs (What a good one looks like) and high quality pupils' work.

Feedback

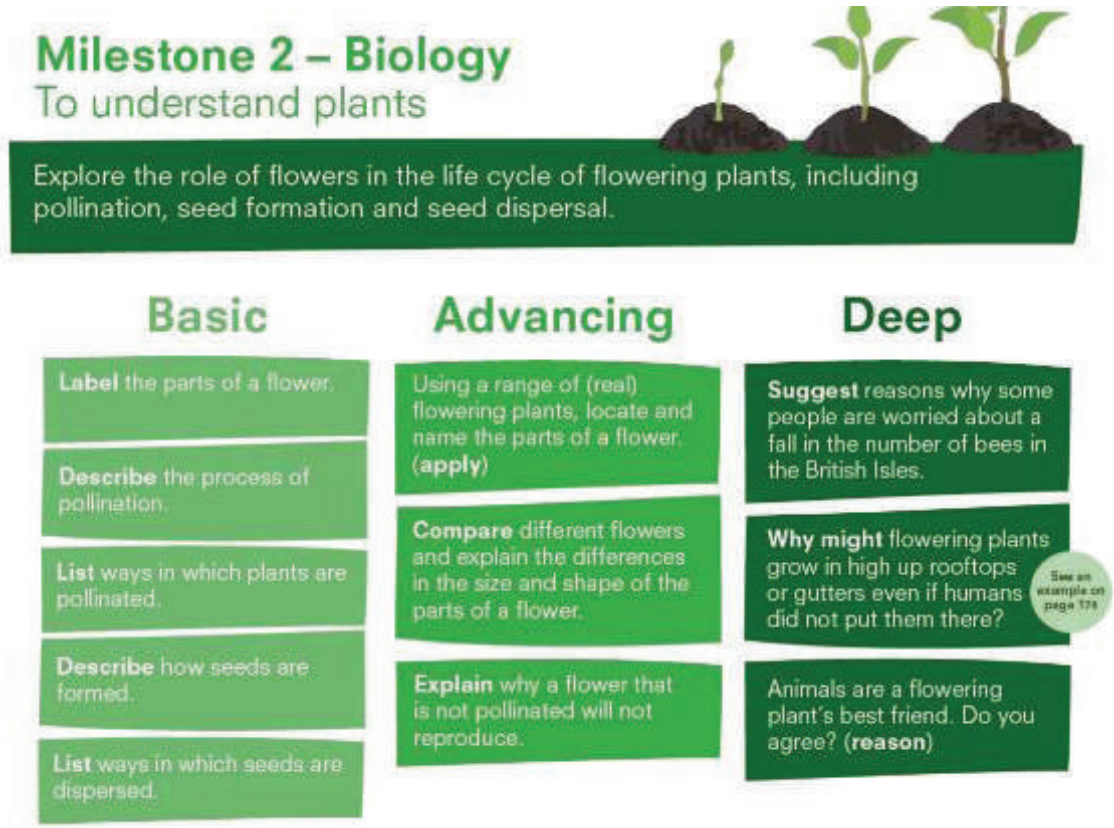
- Use continuous Assessment for Learning to make ongoing judgements of pupils
- Teach at the Point of Learning (TaPoL) to be responsive to children's needs.
- Give timely feedback during the lesson.
- Enabling pupils to respond to feedback (self, peer, adult) in an age appropriate way.
  Pupils at ACE in Year 1 (Summer Term onwards) and Years 2-6, will have opportunities to edit, improve and
- Correct their learning outcomes. For example, pupils will make changes to grammar, spelling and content after drafting their writing. At ACE, this is known as 'Purple Polishing'.

Impact

The intended impact of our curriculum is that children build knowledge, make connections between this knowledge and use it to explore and create.



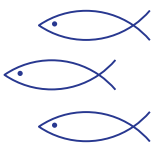
Below is an example of POP (Proof of Progress) Tasks from Year 3/4 Science. POP tasks further deepen connections in long term learning memory by gradually changing the nature of thinking. It is not intended that pupils move through basic, advancing and deep POP tasks within the time- frame of one exploration of a topic.



By the end of each milestone (School Years 2, 4 and 6), the vast majority of pupils have sustained mastery of the content e.g. they have fluency in procedural knowledge (skills) and strong, semantic understanding (a type of long-term memory, consisting of concepts, facts, ideas, and beliefs). They are assessed as Advancing. Some pupils will have a greater depth of understanding, with automatic procedural knowledge (skills) and be able to use their semantic knowledge to make connections that are not obvious. They are assessed as Deep. Assessment (in subjects other than mathematics and English) will allow children to show whether they have achieved Basic, Advancing or Deep understanding of the milestone.

Impact is monitored through:

- Summative testing in reading, maths and grammar, punctuation and spelling
- Teacher assessment in writing, science and foundation subjects
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil focus groups
- Assessment data tracking at Pupil Progress Meetings
- Attendance and Behaviour data tracking.



ALTRINCHAM C.E. AIDED PRIMARY SCHOOL