

# Elstow Curriculum Vision



## Aim

*We believe, that given the right circumstances every child can achieve extraordinary things.*

All children at Elstow are taught a curriculum which prepares them for successful secondary school achievements including the most ambitious academic outcomes. Our lessons are designed to give our pupils the knowledge which will empower them to understand and interpret the world and grow into informed and interested citizens of both their own and the wider community.

We recognise that the national curriculum 2014 at primary level, demands detailed knowledge of dozens of topics and that content knowledge is the most important factor related to teacher effectiveness (Coe, What makes great teaching?) We are developing a Knowledge Rich curriculum which is properly researched by teachers responsible for a subject, and offering class teachers an opportunity to engage in rich subject matter with cohesive learning questions and in some cases prepared, challenging and appropriate resources. A subject lead at Elstow plans the intended curriculum, the resources, some materials and learning questions. We want our teachers to spend their time engaging pupils, explaining difficult concepts and where necessary scaffolding their explanations with skill and professionalism. We want our teachers to focus in their working day on the enacted curriculum.

The teachers at Elstow engage as partners in Advantage Schools, with research literature, informed by key education academics which include, Christine Counsell, Daniel Willingham, David Didau, Jon Hutchinson, Tom Rees, Mary Myatt, Doug Lemov, Paul Bambrick-Santoyo, Tom Bennett, Daisy Christodoulou, E D Hirsch, the Learning Scientists and the Exemplary Leadership Partnership and the ResearchEd series of publications, among others. A comprehensive professional development offer for teachers and teaching assistants NQT's and Teach First Participants, is in place this year to drive forward the highest quality teaching and learning. Our Leadership team models engagement with self-directed professional development through uptake of high quality webinars and curriculum thinking

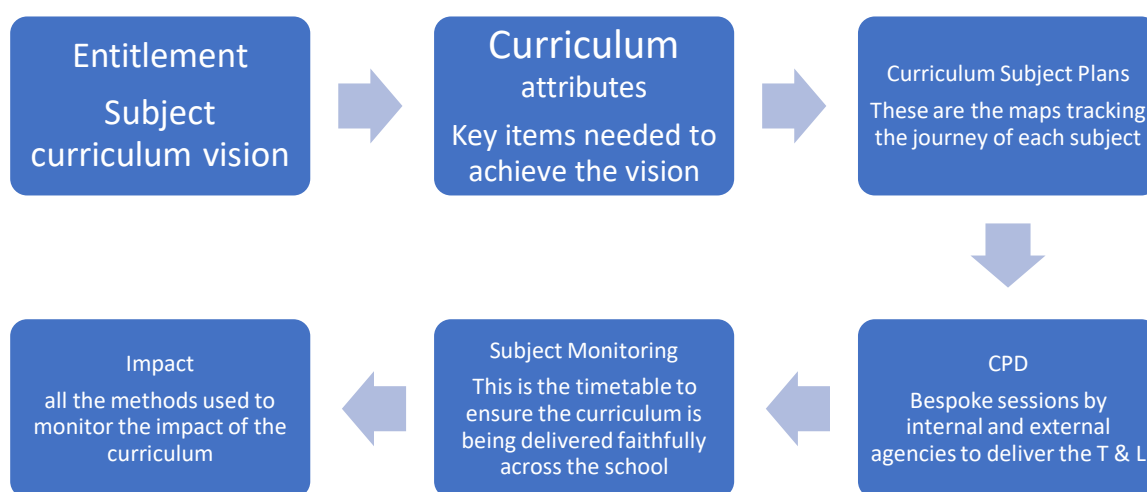
We recognise that the curriculum development is in a state of constant refinement and improvement and as such have a planned transition between the current curriculum offer and the more cohesive version planned and delivered across the school from Early Years to Y6. All teachers engage in their subject leadership journey across the entire school and are able to answer the questions 'Why this?' and 'Why now?'

## Roles and responsibilities

Staff member	Role	Curriculum responsibility
Samantha Barlow	Principal DSO	SLT; whole school curriculum; Latin and RE and Music and Science
Sarah Ciantar	Deputy Head Teaching and Learning UKS2 Phase Lead ECF Lead mentor	SLT UKS2 Phase Lead; computing and maths Lead on quality of teaching and pupil achievement Mentor lead – responsible for overseeing the embedding of support for ECT's using the ECF.
Vicky Maples	Deputy Head Inclusion/Senco EYFS Phase Lead ECF Coach	SLT; PSHE curriculum; Pupil Premium Lead on SEN achievement Lead on EYFS curriculum, achievement and embedding the Early Adopter framework.
Liz Maker	Class Teacher, SLT KSI Phase Lead ECF Coach	Literacy Lead Lead Phonics across the school EY – Y6 Writing – including essays across other subjects and Comparative Judgement submissions in each year group Reading

These teachers below have developed the curriculum progression for their subject and track its progress across the whole school.		
Julie Bennett Jess Morrison Helen Woodham Hannah Jorsh Frankie Jenkins Oliver Drake Hannah Elms Katie Clover Amelia Breacker Jo Ricketts	Subject Leaders or team members responsibility	Mathematics (with SBA SCI and NBE) Phonics/English KSI (with Liz Maker) Science Music (with Sam Barlow) PE Team PE Team Geography History History Computing (with Sarah Ciantar)

### Overview of curriculum planning



### Entitlement - attributes

All subjects should have

- A subject specific vision statement.
- A long term model of progression, which specifies content in each year group.
- Intentional sequencing for progression.
- Lessons which explain and include the key aspects of cognitive science to ensure knowledge enters the long term memory. The development of teachers as experts explaining the lesson content.
- Challenging texts both fiction and non-fiction which are appropriately matched to the year group.
- Specific vocabulary development which is introduced and developed through the course of a subject.
- Knowledge Organisers which itemise and clarify the core content which is expected to be learnt by the end of the unit of work.

At Elstow we have developed a strategy to allow our curriculum to be developed, sequenced for cohesion and delivered in a workable format which allows teachers to rediscover their joy in teaching interesting and informed lessons and reduces unnecessary workload ( which hitherto had resulted in - as Clare Sealy named it - ‘Twinkl Studies’) We are working on individual subject responsibility with CPD to support, allowing for robust and careful sequencing of content which gives children multiple opportunities to revisit concrete examples of important concepts.

<b>A subject specific vision statement</b>	
Description	A series of paragraphs, by subject as taught at primary, which outlines the aim and curriculum intent for children at Elstow between EY and Y6.

Research	Ruth Ashbee – Theory, culture and subject specialisms Mary Myatt – Gallimaufry to coherence Michael Young – Knowledge and the Future School Howard and Hill – Symbiosis the curriculum and the classroom
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<b>A long-term model of progression, which specifies content in each year group</b>	
Description	A map which clearly identifies the key learning in each unit in each subject for each year group. <ul style="list-style-type: none"> <li>• Learning questions which when answered, help children make progress in a subject</li> <li>• The things we intend our children to learn are ambitious and content is not watered down</li> </ul>
Research	ResearchEd Guide to Leadership – ed Stuart Lock Mary Myatt – Gallimaufry to Coherence Michael Young – Knowledge and the Future School ED Hirsch – Cultural Literacy – What your child needs to know. Reforming RE – Mark Chater The ResearchEd guide to curriculum – Edited by Clare Sealy Symbiosis – The Curriculum and the classroom - Howard and Hill

<b>Intentional sequencing for progression</b>	
Description	Key concepts are revisited and progression through a subject is coherent, challenging and age appropriate
Research/curriculum support	The Reach Curriculum published materials supporting geography, history and RE Empiribox science for KS2 I Decision for PSHE and SRE Model Music Curriculum DFE March 2021 and Sing up resource for music Purple Mash/Barefoot for Computing SoundsWrite phonics and spelling throughout the school Oak National Academy support for MFL Music RE and computing. Mastery for Primary Mathematics – Tom Garry  Christine Counsell; curriculum content is structured as narrative over time Mary Myatt; ‘At the start of each subject area to be taught, is a clear statement of the big picture’.

<b>Lessons which are delivered with the key aspects of cognitive science exemplified in practice to ensure knowledge enters the long term memory. We invest in the development of teachers as experts explaining the lesson content.</b>	
Description	If we are going to be successful in our ambitious intent then every explanation must be planned and then taught by teachers who have invested time and energy into becoming experts. At primary level, teachers having learned the lesson content and written Knowledge Organisers optimises cognitive load effects on pupils. Specific cognitive science practice is explicit through evidence in planning and teaching of dual coding, retrieval, spaced practice and interleaving.
Research/curriculum support	Clare Sealy – blogs on developing schema The Learning Scientists; <a href="https://www.learningscientists.org/retrieval-practice">https://www.learningscientists.org/retrieval-practice</a> Mary Myatt – ‘Our pupils having access to and mastering robust knowledge’. Reach Curriculum planning and work booklets In house CPD on sequencing and planning and lesson flow. <a href="#">Daisy Christodoulou – How to remember everything for ever</a> <a href="#">Olver Caviglioli – Dual Coding to organise ideas</a>

**Challenging texts both fiction and non-fiction which are appropriately matched to the year group.**

Description	<p>The literacy long term overviews for every year group identify the core texts and the subject overviews identify non-fiction texts or text extracts which are closely linked to the writing or learning taking place.</p> <p>The reading and writing curricula have been radically overhauled and feature high quality texts and a range of appropriate genres from a range of new and established authors, covering a wide range of text types. The reading curriculum is taught through a bespoke and now well established lesson sequence which includes reading aloud, explicitly taught vocabulary and discussion leading to literal and inferential understanding.</p> <p>Writing is supported by high quality texts, intentional sequencing of age appropriate and explicitly modelled outcomes for pupils.</p> <p>In linguistic phonics, the classroom teacher teaches a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching whole class groups of children to read and spell. The Sounds-Write programme is implemented in the Elstow classroom providing fast and effective teaching for children at all levels.</p>
Research	<p>Daniel Willingham- Why don't students like school?</p> <p>Dylan William – The Reading Mind</p> <p>Wexler and Hochman – The Writing Revolution</p> <p>SoundsWrite Linguistic phonics</p> <p>Mary Myatt – Gallimaufry to Coherence p113 ' Reading is a gateway into unfamiliar places, other people and alternative experiences. If we are serious about literacy we need to be considering what other texts pupils should be exposed to beyond literature'</p> <p>Doug Lemov – Reading Reconsidered</p> <p>Research published by The Reading Ape (source: Twitter)</p>

**Specific vocabulary development which is introduced and developed through the course of a subject**

Description	<p>Vocabulary which children are deliberately exposed to, over a sequence of lessons or a cohesive key concept. Magic boards and Knowledge Organisers make the vocabulary explicit. Opportunities for learning and using the tier 2 and 3 vocabulary are built into lessons as deliberate practice daily. Dual Coding especially for proper nouns improves understanding and absorption of new knowledge without increasing extraneous cognitive load.</p>
Research	<p>Daisy Christodoulou 'Seven myths about education</p> <p>Alex Quigley Closing the Vocabulary Gap</p> <p>Wexler and Hochman – The Writing Revolution</p> <p>Classics for All – Latin for Primary Pupils – Minimus Guides</p>

**Knowledge Organisers which itemise and clarify the core content which is expected to be learnt by the end of the unit of work**

Description	<p>The beating heart of each unit or overarching knowledge which pupils should learn</p> <p>Opportunities to recap previous knowledge</p> <p>A set of fundamental facts at the heart of a topic which students must know in order to access the topic and further knowledge</p>
Research	<p>Reach Curriculum – Knowledge Organisers – geography, history and RE KS2</p> <p>The Learning Scientists blogs</p> <p>ResearchEd home – Dual Coding - Oliver Caviglioli</p> <p><a href="#">Adam Boxer – Dual Coding for teachers who can't draw</a></p>

**Curriculum subject planning**

Teachers at Elstow work together to create coherent overall high level aims of a curriculum. The progression is the curriculum – once pupils have learned the subject within these lessons they will have made progress. Once the high level aims have been mapped and challenged for coherence and appropriateness or relevance (in this respect meaning its part in the coherent journey of a subject across the school) then the subject lead develops sequences of learning questions in blocks of around six lessons.

The subject lead creates some Knowledge Organisers and the Feedback book for the set of lessons to enable teachers to focus on spending the vast majority of their time thinking about how to teach the lesson, ask questions to ensure comprehension and retrieve previously learned knowledge which links to this learning.

Specific CPD sessions are in place weekly with subject leads and planning support from the curriculum leaders and SLT to ensure lessons are outlined and learning questions for the following half term are in place.

The curriculum at present is increasingly developed and the PKC (Primary Knowledge Curriculum) materials due to be integrated into Elstow from January 2022.

We are conscious that our 16% disadvantaged pupils have lower starting points (*generally in EY between 30 – 50 months Emerging*) and that therefore they are disproportionately affected by issues of cognitive overload and lack of starting knowledge not the least in vocabulary development which may be at 12 million words by age 4 as opposed to 50 million at age 4 for a child from a non-disadvantaged background.

### Professional development

Implementation of the curriculum quality assured through learning walks – timetable for all SLT, formal lesson observations for TeachFirst participants and ECT’s and a cycle of coaching through instructional leadership principles.

A published professional development schedule which includes SLT development and trainee external offers such as Teach First and Ambition ECF training webinars. Training and professional development through AS Trust led by Sallie Stanton DoE.

Each overview document to be laid out in the following format

Table of contents	Sections in the coming document laid out and with titles
Key Questions	The key learning questions which the pupil will be able to answer at the end of the lessons
Setting the scene	The story behind each lesson – what the pupil has learned before which helps them learn this and what will follow on afterwards
Knowledge Organisers	Mind maps, vocabulary and key facts with dates if appropriate. Answers to key questions pupils must know in order to learn this unit of work Explanations which use concrete examples or worked examples
Vocabulary Tier 2 and 3	Listed with explanations, use in sentences and graphics to enable pupils to remember

### Development of curriculum thinking within Elstow

Members	Objective
SLT Weekly	<p>To review the current state of planning by subject leads</p> <p>To ensure in school and weekly uploaded website documents are checked and in line with what is being taught – links to the Remote Learning are included</p> <p>To quality assure the:-</p> <ul style="list-style-type: none"> <li>- Feedback on desks for teachers and marking books (where possible)</li> <li>- Evidence of planned curriculum being taught</li> <li>- Quality of work in children’s books</li> </ul> <p>To ensure that barriers to delivering the planned curriculum for each subject are identified and solutions sought.</p> <p>Discuss the thinking and framework of the current curriculum</p>

	Share blogs and latest research on curriculum to provide insights into what a good one should include Whole school curriculum journey on published on website
Phase meetings - held at least fortnightly – curriculum and research articles included in agenda	To review the lessons taught in phases that fortnight and gain feedback on successes and barriers to learning To over -communicate the whole school focus on curriculum To ensure SLT have feedback on areas going well and for development with individual teams and adults leading learning
Weekly CPD all teaching staff TA's From September 2021 onwards	To offer opportunities for subject leads to plan lessons and sequences of lessons and prepare/support writing knowledge organisers To check feedback and marking documents To share outcomes of learning walks in their subject Gain insight into latest research through shared articles Maintain professional focus on curricular development (See <i>curriculum overview document format above</i> )
Weekly coaching cycle	To offer specific support for teachers in delivering high quality knowledge driven lessons Feedback weekly to SLT ECF coaching cycle in place Teach First coaching cycle in place
Weekly TEAMS meeting by Director of Mathematics with SBA and SCI and JBE TEAMS and in person weekly.	To develop the flow of mathematics lessons as a series of CPD sessions To monitor mathematics in the school through triangulation of observations through learning wanders, planning checks and discussions with and looking at work from children. To continue to drive high quality maths lessons and outcomes

## **Subject Vision Statements**

### **English**

To be able to read fluently and confidently at Age Related Expectations from EY through to Y6 by means of linguistic phonics and access to a phonics decodable reading book well matched to their ability.

To have read, partially read, or have been exposed to a range of newly identified quality fiction texts and been exposed to a wide range of non-fiction sources which pupils can use to summarise and draw on key information.

Be confident in using an increasingly sophisticated range of tier 2 and 3 vocabulary across a range of writing genres with a clearly identified purpose evident.

For Years 2 – 6 be able to write an extended essay linked to the history, geography RE or science curriculum which ensures synthesis of learned ideas and elaborate on knowledge acquired throughout a unit of work.

### **Mathematics**

For all pupils to become fluent in the fundamentals of mathematics, becoming increasingly confident in solving complex problems.

To make connections across mathematical ideas and apply their knowledge of mathematics to science and other subjects and use mathematical vocabulary confidently to explain their ideas through written calculations and verbal reasoning.

To have a sense of enjoyment and curiosity and a sense of the importance of the subject as well as an appreciation of its beauty and power and its ability to provide a foundation for understanding the world and beyond.

### **Science**

To offer high-quality science education which provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics – these subjects are taught specifically by term, in Key Stage 2.

To allow pupils to build up a body of key knowledge and concepts, and be encouraged to develop a sense of curiosity about natural phenomena.

To be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

To focus especially on investigations and using scientific vocabulary to explain the world around them and link their understanding to other aspects of their learning.

### **Geography**

To teach a high-quality geography education which inspires a curiosity and fascination about the world and its people

To equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

To ensure progress in their growing knowledge about the world in the formation and use of landscapes and environments. To teach geographical knowledge, understanding and skills that provide the framework and approaches which explain how the Earth's features at different scales are shaped, interconnected and change over time.

To link learning over time and revisit key concepts and ensure that links are made with other subjects including history and science

### **History**

To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:

To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; and be able to link key concepts such as 'empire', 'civilisation', 'parliament' across their learning from EY to Y6.

To understand concepts continuity and change, cause and consequence, similarity, difference and significance,

To create their own structured accounts, including written essays to explain their thoughts and develop their understanding

To understand there are different methods of historical enquiry and begin to explain how and why contrasting arguments and interpretations of the past have been constructed

### **Physical Education**

To develop competence to excel in a broad range of physical activities including dance in a number of different styles.

To be physically active for sustained periods of time – in competitive sport as well as individual pursuits

To be able to swim at least 25M on leaving in Y6

To recognise the link between sport, mental health, and values such as team work, respect and fair play

To enjoy physical exertion daily at school, including such activity as a Daily Mile to help increase resilience and concentration

To learn the specific vocabulary around sports and and recognise the links with other areas of the curriculum including science and PSHE.

### **Art**

To produce creative work which explores and challenges their ideas

To become proficient in drawing, painting, sculpture and other art, craft and design techniques

To evaluate and analyse creative works using the language of art, craft and design

To learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Update Oct 21

To visit galleries and museums to experience the rich experience of art and design and its place in historical development

To be able to name important influences in art and link to learning in other areas of the curriculum including science, music and history.

### **Modern Foreign Languages**

To understand and respond to spoken and written language from a variety of authentic sources including an enrichment opportunities once the current pandemic situation is resolved.

To recognise the importance of Latin in developing a broader knowledge of the links and connections to other aspects of the curriculum including history geography art and music.

To learn Latin vocabulary making and becoming increasingly confident what they want to say in lessons

To continually improve the accuracy of their use of vocabulary and ability to write in Latin and translate from and to English.

To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

To write phrases from memory, and adapt these to create new sentences, to express ideas clearly

To provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation

To develop a Classics Club for exceptionally interested students to further their interest and learning

### **Computing**

To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

To learn how to analyse problems in computational terms, and have repeated practical experience of writing simple computer programs in order to solve problems or create their own code sequence to define an action e.g. with a BeeBot.

To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

To learn and use with confidence, an increasingly sophisticated computer science related vocabulary which pupils have opportunities to develop and have sense of the rapid development of the subject in the last few decades and onwards into the 21<sup>st</sup> Century.

To make links between computer science learning and knowledge in other areas of the curriculum such as mathematics, science and art.

To be aware of their online presence and the necessity for online safety

### **Music**

To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

To make links between their listening and their learning in history and art.

To learn to sing and to use their voices, learn lyrics and learn to perform as a choir for a range of audiences

To compose music on their own and with others.

To use computer and other technology appropriately and make links between orchestral music, other styles of live music.

To understand and explore how music is created, produced and communicated, including through the dimensions of : pitch, duration, dynamics, tempo, timbre, texture, and structure.

To begin to learn about music as a code and learn to read music notation in a simple form.

To be able to use the vocabulary associated specifically with music and understand how musicians use it and link musical vocabulary to Italian



## **Religious Education**

To learn about the five main world religions and appreciate the value of faith and belief in humans

To know the importance of leadership, and religious leaders and make links to historical knowledge and current affairs

To develop an understanding of religion in the world and the global picture and make links and connections to the world map and civilisations past and present

To know about important key concepts such as leaders, celebrations, the importance of light, special stories and books, sacred objects and values.

To learn that worldviews are an overarching framework for seeing and understanding everything that exists and the values therein, including ourselves.

## **Early Years Foundation Stage**

It is our intent that the children following the Development Matters framework in EYFS:-

Develop physically, verbally, cognitively and emotionally while embedding a positive attitude to school and learning.

Are confident in reading, writing and maths reaching a good level of development and that these strands are interwoven into all of our curriculum areas,

Are taught early reading and writing and it is implemented through a whole school, whole class phonics scheme, where children become confident in segmenting and blending when reading and writing.

Receive high quality interactions, through questioning during their learning and the modelling of new vocabulary.

Have fun in learning in an engaging and suitably challenging indoor and outdoor environment so all learners can develop their thinking and problem solving skills.

For humanities, we want our children to leave each topic with a deep understanding of the knowledge surrounding it. Children will draw comparisons within their learning and develop detailed specific vocabulary linked to their experiences.

The impact will be on our young learners developing detailed knowledge and skills across the curriculum and, as result, achieving exceptionally well during their time in Early Years, moving into Y1 and ultimately across all their years at Elstow School.