

# 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 topics and that content knowledge is the most important factor related to teacher effectiveness. 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 maps and 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.

The teachers at Elstow engage as partners in Advantage Schools, with research literature, informed by key education academics which include, Christine Counsell, D Wiliam, Daniel Willingham, David Didau, Jon Hutchinson, Tom Rees, Mary Myatt, Doug Lemov, Paul Bambrick-Santoyo, Tom Bennett, Ruth Ashbee, Daisy Christodoulou, E D Hirsch, the Learning Scientists, and blogs and articles from Advantage School's including Sallie Stanton, among others. A comprehensive professional development offer for teachers and teaching assistants and ECT's is in place via AS\_KE and offered at Elstow to drive forward the highest quality teaching and learning. Our leadership team promotes engagement with self-directed professional development through uptake of high-quality webinars and curriculum thinking, courses and opportunities to improve teaching and learning.

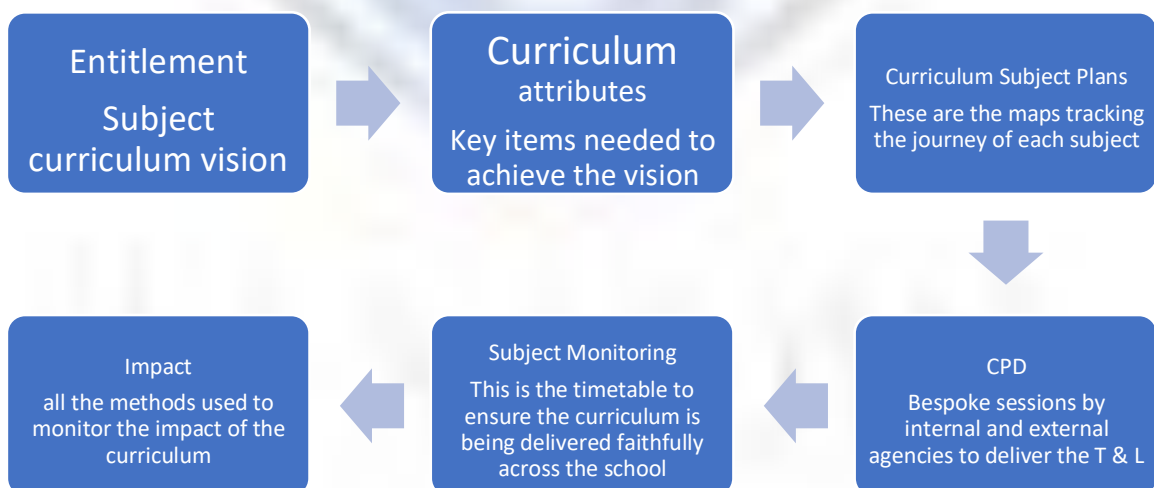
We recognise that the curriculum development is in a state of constant refinement and improvement and constantly challenge our offer across the school from Early Years to Y6. All staff, who are involved in a subject leadership journey across the entire school, are asked to answer the questions 'Why this?' and 'Why now?'

## Roles and responsibilities

Staff member	Role	Curriculum responsibility
Sarah Ciantar	Principal DSL	SLT Whole school curriculum Attendance Safeguarding
Vicky Maples	Deputy Head Inclusion/SENCo Behaviour	PSHE curriculum
Liz Maker	Assistant Principal SLT EYFS-Year 2 lead	Literacy & Phonics Lead
Julie Bennett	SLT	Maths Team

	Year 4 – Year 6 lead Year 6 class teacher	
These teachers below have developed the curriculum progression for their subject and track its progress across the whole school.		
Shannon Keates Jo Ricketts Jennifer Lobban Jo Campbell Hannah Elms Helen Woodham Steph Loose Amy Winder Kelly Vasselka Laura Brandon Sebastian Collinge Giorgia Barberi	Subject Leaders or team members responsibility	Music Computing DT/Art DT/Art Maths Team, Induction tutor Science, year 3 lead Re/Latin PE Re/Latin Geography History Phonics Champion

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.
- High quality and age appropriate texts both fiction and non-fiction.
- Specific vocabulary development which is introduced and developed through the course of a subject.
- Some have 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. We continue to develop 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 (and others)

<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	<p>The Primary Knowledge curriculum published materials supporting geography, history, science, visual arts and EYFS</p> <p>Decision for PSHE and SRE</p> <p>NCCE and Purple Mash for Computing</p> <p>SoundsWrite phonics and spelling throughout the school</p> <p>Mastery for Primary Mathematics – Tom Garry</p> <p>Kapow for Music and Design Technology</p> <p>Christine Counsell; curriculum content is structured as narrative over time</p> <p>Mary Myatt; ‘At the start of each subject area to be taught, is a clear statement of the big picture’.</p>
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**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.**

Description	<p>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.</p>
Research/curriculum support	<p>Clare Sealy – blogs on developing schema</p> <p>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’.</p> <p>PKC Curriculum planning</p> <p><a href="#">Meno Academy</a> focused videos addressing subject knowledge for class staff</p> <p>In house and AS_KE PD on sequencing and planning and lesson flow.</p> <p><a href="#">Daisy Christodoulou – How to remember everything for ever</a></p> <p><a href="#">Oliver Caviglioli – Dual Coding to organise ideas</a></p>

**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 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 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 teachers a very highly structured, multisensory, 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 Wiliam – 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>Wexler and Hochman – The Writing Revolution</p> <p>Research published by The Reading Ape (source: Twitter)</p>
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<b>Specific vocabulary development which is introduced and developed through the course of a subject</b>	
Description	<p>Vocabulary which children are deliberately exposed to, over a sequence of lessons or a cohesive key concept. Knowledge Organisers make the vocabulary explicit.</p> <p>Opportunities for learning and using the tier 2 and 3 vocabulary are built into lessons as deliberate practice daily. Dual Coding 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>

<b>Knowledge Organisers which itemise and clarify the core content which is expected to be learnt by the end of the unit of work</b>	
Description	<p>The beating heart of each unit is the 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>Primary Knowledge Curriculum Knowledge Organisers – geography, history, visual arts and science</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.

Specific CPD sessions are mapped in across the year 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) resources are being embedded.

We are conscious that our disadvantaged pupils have different starting points and that therefore they are disproportionately affected by issues of cognitive overload and lack of starting knowledge especially in terms of encountered vocabulary.

### Professional development

Implementation of the curriculum is quality assured through learning walks – timetable for all SLT, lesson observations for 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 Ambition ECF training webinars. Training and professional development through AS-KE Advantage Schools Knowledge Exchange, led by Sallie Stanton DoE.

### Development of curriculum thinking within Elstow

Members	Objective
SLT	<p>To review the planning of subject leads and class teachers</p> <p>Whole school curriculum journey is published on website To ensure website documents are checked and uploaded so that they are in line with what is being taught (half termly knowledge organisers)</p> <p>To quality assure the:-</p> <ul style="list-style-type: none"> <li>- Feedback on desks for teachers and Over the Shoulder marking or verbal feedback</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> <p>Share blogs and latest research on curriculum to provide insights into what a good one should include</p>
Phase meetings <i>curriculum and research articles included in agenda</i>	<p>To review the lessons taught in phases and gain feedback on successes and barriers to learning</p> <p>To over -communicate the whole school focus on curriculum</p> <p>To ensure SLT have feedback on areas going well and for development with individual teams and adults leading learning</p>
Weekly CPD all teaching staff TA's	<p>To offer opportunities for subject leads to plan lessons and sequences of lessons and prepare/support others</p> <p>To check feedback and marking</p> <p>To share outcomes of learning walks in their subject</p> <p>Gain insight into latest research through shared articles</p> <p>Maintain professional focus on curricular development (See <i>curriculum overview document format above</i>)</p>
Weekly coaching cycle	<p>To offer specific support for teachers in delivering high quality knowledge driven lessons</p> <p>Feedback weekly to SLT</p> <p>ECT coaching cycle in place</p>
Fortnightly Maths Team meeting by Director of Mathematics with JBE & HEI	<p>To continue to drive high quality maths lessons and outcomes</p>
Fortnightly English Team meeting with LMa & SCi	<p>To develop writing across the school through targeted PD</p> <p>Monitor quality of reading texts and age appropriate challenge</p>

# **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.

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.

To be able to write confidently and at length in a range of genres – using increasingly sophisticated sentence construction and vocabulary linked to the curriculum for writing.

## **Mathematics**

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 well sequenced progression of learning from EYFS to Y6.

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 for example, empire or civilisation, 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 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 recognise the links with other areas of the curriculum including science and PSHE.

## **Visual arts**

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

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.

## **Design and Technology**

All pupils to know the different factors that contribute to complex design decisions and secure knowledge of all the relevant materials, equipment, tools and manufacturing methods.

Develop the ability to evaluate design through application of concepts such as aesthetics and functionality.

Work with simple materials including textiles and ingredients with emphasis on the design process as well as the end product

Use a range of simple tools safely to meet an identified design need.



Generate develop model and communicate ideas through talking templates, mock-ups annotated sketches, pattern pieces and where possible and appropriate, using IT.

Select construction materials, textiles and ingredients according to their need and characteristics

Evaluate both a range of existing products and their own against design criteria

Understand how key events and individuals in design and technology have helped shape our world

Be familiar with and apply their understanding in technical areas such as: mechanical systems, electrical systems, and add strength and support to structures.

Understand the basic principles of healthy eating and prepare and cook a variety of dishes with a link to seasonality.

### **Modern Foreign Languages**

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 speak and 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 visit sites of Roman archaeology to link Latin language learning to previous populations in the United Kingdom.

### **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 group or choir for a range of audiences

To compose music on their own and with others in practical music lessons

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 and to understand how to perform musically according to the directions.

### **Religious Education**

To learn about the 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 follow the Development Matters framework in EYFS:-

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

To be confident in reading, writing and maths reaching a good level of development (GLD) 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.

Develop detailed knowledge and skills across the curriculum and, as result, achieving exceptionally well during their time in Early Years, and being able to transition into Year 1 and begin to experience an increasingly more formal style of education.