

Whole School Curriculum Rationale



INTENT

At Glusburn we deliver a broad and balanced curriculum where knowledge building is at the heart. Our long term plans ensure mastery of subjects where progression is built on and deepened year on year and children successfully 'learn the curriculum'. Our learning culture is based on high aspirations and the motivation that 'every child can' through a carefully planned and cumulative learning process.

The evidence base for our approach to the knowledge-based curriculum is derived from Daniel Willingham's 9 principles of cognitive science that inform classroom practice and the research from his book: *Why Don't Students Like School*. <https://www.jpcc.be/wp-content/uploads/2018/05/D-Willingham-9-principles.pdf>

CURIOSITY: People are naturally curious but they are not naturally good thinkers. We plan sequences of lessons through thought-provoking questions that progressively build on previous learning.

KNOWLEDGE: Factual knowledge precedes skill. We recognise that pupils cannot think about a topic without having factual knowledge first, finding out exactly what pupils know and building on that knowledge.

MEMORY: Memory is the residue of thought. Considering what the children will think about in the lesson in the basis of curriculum planning.

UNDERSTANDING: New things are understood in terms of what we already know. Teachers demonstrate an awareness of what pupils already know that will help them grasp new material.

PROFICIENCY: Proficiency requires practice. We ensure that pupils are provided with opportunities for deliberate practice of essential knowledge; making our pupils practise those things they will need readily at their fingertips.

COGNITION: Novices and experts think differently. We aim for pupils to develop a deep understanding.

DIFFERENCES: Students have more in common with each other than differences. Children are more alike than different in terms of learning styles. We think very carefully about the knowledge that pupils need to acquire and whether or not differentiation is appropriate.

INTELLIGENCE: Intelligence can be changed through sustained hard work. We continue to develop pupils' growth mindsets, talking about successes and failures in terms of effort and not ability.

TEACHING: Teaching is a complex cognitive skill that improves with practice. Teachers' experience alone is not enough to ensure improvement — it also needs conscious effort and feedback.

IMPLEMENTATION

The **Glusburn School Curriculum** offers all pupils a broad and balanced curriculum. The curriculum is aligned from EYFS to Y6, is sequenced and systematic, building on prior knowledge week-to-week, unit-to-unit and year-to-year. Subject leaders have established long-term and medium term plans, ensuring essential knowledge for each subject and year group, subjects are led through individual subject rationales and a parallel vocabulary curriculum.

Nurturing Memory

Each subject divides new material into manageable steps, lesson by lesson, fostering and nurturing a child's semantic memory through use of repetition and revisits, STEM sentences and focused lessons where the memory is not over loaded. This implementation ensures that pupils are ready for the next stage, whether that is the next lesson, unit of work, year or key stage.

Creativity

Although 'knowing and remembering more' is our key driving factor, creativity also permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways; find different solutions; make links and connections between subjects and information and imaginatively use and apply knowledge. This is achieved by teachers presenting concepts and key knowledge in a variety of ways.

Creating Global Citizens through Cultural Capital

Our children leave Glusburn as independent and resilient learners full of curiosity and wonder. We hold reading at the centre of our curriculum and aim to encourage wider, more avid and life-long readers. To do this, we choose texts which explore many social, emotional and cultural issues thus developing the cultural capital of our children. We nurture the intrinsic links between pupils, parents and school, striving to help our children become respectful and kind citizens on a local and global scale with a central focus on the UNICEF Rights of the Child.

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UNCRC ARTICLE 28: Every child has the right to education. Primary education should be compulsory and free. Different forms of secondary education should be available to every child. School discipline should respect children's dignity and rights. Richer countries should support poorer countries in this.

UNCRC ARTICLE 29 Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Leaders are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life and supporting specific outcomes: communication and interaction, cognition and learning, physical health and development, social, emotional and mental health. In line with our Inclusion Policy all children on the SEND register have a 'My Support Plan' and Individual Provision Map (IPM) detailing all support and provision in place for each child; these are reviewed termly with parents. Children with more complex needs have an Educational, Health Care Plan which details specific provision from all agencies involved with a child; these are reviewed annually.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

IMPACT: Assessment

How are the foundation subjects assessed?

Each unit of work begins by ascertaining the children's prior knowledge and any connected knowledge held in their long term memory. Any misconceptions that arise throughout the unit are identified and addressed appropriately. Children continue to recall their knowledge throughout a unit in order to ensure an alteration in long term memory.

The curriculum provides sufficient opportunities for planned revisits of previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories.

Regular 'low stake' assessments and 'deliberate practice' are used in order to strengthen memory by revisiting prior learning

These 'Learning Vibrations' occur throughout units of work so that all children have the opportunity to make connections and embed the information in their long term memory. To ensure that these connections become stronger and children have gained the intended understanding and unconscious competence in knowledge, 'Learning Vibrations' take place after a half-term's unit of work.

Learning Vibrations help the children to tune in, recall and listen to their learning; increasing the volume and vibrancy of their knowledge.

This system of sequenced 'Learning Vibrations' allows children to continue to learn new curriculum content whilst also making alterations to long term memory; not overloading the child.

Learning Vibrations: The process

1. Weekly recalls of learning throughout.
2. Knowledge Organiser; the process by which children record the new knowledge they have learnt into their Learning Vibration Book. This could be at the end of each lesson, or a full lesson at the end of the unit.
3. Learning Vibration 1: children are given the opportunity to recall previous learning via a range of activities including: short quiz; verbal discussion; video. The children can use their KO for reference.
4. Any gaps of forgotten information can be recorded within a 'simmering pot' in class which can be referred to intermittently to keep the vibration going.
5. Learning vibration 2: End of half-term, children are given the opportunity to recall previous learning via a quiz, or open written question. Children will not have their KO for reference.

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Example Sequence of Learning Vibrations Timescale							
Spring 1	February Half Term	Spring 2					
Week 7		Week 1	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Knowledge Organised</i>		<i>Learning Vibration 1</i>					

IMPACT: Monitoring

How do we monitor the Foundation Subjects?

Subject leaders partake in an annual **Deep Dive** of their subject. The questions below are designed to gain an understanding of how each Foundation Subject is managed and led by the subject leader, as well as recognising its impact on children’s progress, knowledge and understanding of that subject.

The **Deep Dive** will also consist of:

Subject leader discussion/questions; pupil discussion; lesson visits following the subjects journey and transition from EYFS to KS2; study of ‘Learning Vibrations’ book; staff meetings to present an alignment of work showing progression from EYFS to KS2.

Key questions for the Deep Dive

Intent: planned intentions for your subject across school

Explain the rationale for your subject?

How do you know that your subject meets the requirements of the National Curriculum?

What is the aim for all children to know when they leave year 6?

Is the curriculum ambitious for all pupils? PP / SEN How it is adapted to meet the needs of children who are disadvantaged or have SEND?

Tell us about the long-term / medium term plan your subject and how progression is planned.

How do class teachers know what has been taught in previous year groups?

Implementation: teaching of your subject across school

How do you know essential knowledge is built systematically and cumulatively for each year group?

How do you know that your subject is taught consistently across all year groups and the teachers show good subject knowledge?

How are lessons implemented to ensure that children are able to memorise and recall knowledge about the subject and understand how this knowledge fits with larger concepts?

Selecting an area that is currently being taught, can you talk through the progression of skills linked to the National Curriculum from year group to year group?

Impact: intended cumulative outcomes for your subject

What is the intended knowledge that pupils are expected to remember in each year group?

What does children’s achievement look like in this subject?

A lesson observation

What do you expect us to see in this lesson?

How does this lesson fit into the long-term plan for your subject?

Will the children be learning new skills and knowledge? How will we know?

What vocabulary should we expect to hear in this lesson?

Monitoring and Assessment

How do you monitor your subject: quality of teaching; outcomes for pupils?

Cultural Capital

How well does this subject contribute to developing pupils’ cultural capital?

Remote Learning and Learning Loss

How was your subject taught during lockdown? How has remote learning impacted upon your subject? (revisions/adaptations)

Evaluation

What do you consider the strengths of your subject? What areas do you need to develop?