

Ensuring we have a shared understanding of our Curriculum Pedagogical Intent

Our curriculum has been developed in line the National Curriculum programme of study and shaped by the distinct nature of each subject discipline. It is purposefully tailored to the specific context of our school, the needs of our pupils and our vision to ensure 'A Love of Learning Grows Here'.

Each subject is shaped by a clear pedagogical approach that reflects our commitment to high standards and providing meaningful opportunities for children to learn. It is sequenced to support progression and designed to provide engaging experiences that deepen understanding within each subject and ensure our pupils know more and remember more in line with curriculum expectations. Tasks are designed to engage pupils meaningfully while supporting the development of subject-specific knowledge and vocabulary and to apply skills in line with each pedagogical intent. This will result in our children developing secure, deep and connected knowledge to be able to talk confidently about their learning and apply it across contexts.

Clear Planning Structures and Consistencies of Lesson Delivery

Our curriculum planning for foundation subjects is underpinned by three aligned documents

Component Map

This defines the core National Curriculum knowledge, vocabulary and skills to be taught in sequenced learning for EYFS and then from Years 1-6

Medium-Term Plan

These detail how this content is covered across the term, considering assessment opportunities and purposeful learning links within and across curriculum subjects

Lesson Plan

Plans ensure each session is clearly structured, consistent between classes and considers the inclusion of all learners

Cognitive Science Slides

To support subject knowledge and cognitive load, each lesson is introduced with that activate prior learning and present new content in manageable steps(vocabulary, connections, misconceptions)

<p>PRIOR KNOWLEDGE– what have you learn before that is relevant to what you are learning now?</p> <p>Insert descriptors of prior learning (do not just copy from component map)</p> <p>e.g. We use the same compass directions to locate places on a map to locate things that in our physical environment. There are other ways of being more specific about the location for something, such as using latitude and longitude.</p> <p>This knowledge does not have to be from a previous unit, it can be from a previous lesson</p>	<p>VOCABULARY– Which new words will we be using in this lesson and what is their definition?</p> <p>Use visual representations or physical resources for complex concepts</p> <p>When discussing the learning, I should try to</p> <p>Insert sentence stems that might be appropriate for discussion in this lesson. The physical features subjects (Their/their/their/their)</p>
<p>MISCONCEPTIONS– Something that might become a misconception in this lesson is:</p>	<p>CONNECTIONS</p> <p>Connections to other subjects</p> <p>Connections within this unit</p> <p>Insert part of knowledge organiser here</p> <p>MAHS: Understanding right-angle means we can use degrees to indicate direction or latitude and longitude</p> <p>ENGLISH: We have learnt about the impact of plastic in the oceans in our class text</p>

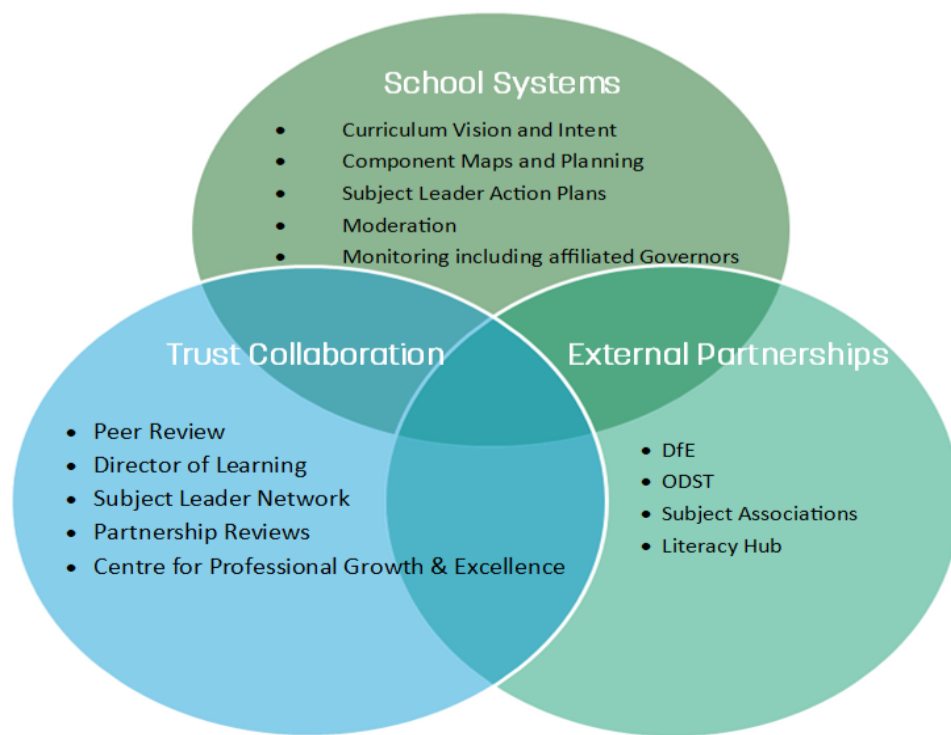
Knowledge Organisers

Children are provided with one page knowledge organisers that detail knowledge and vocabulary taught over each topic module and are used as a reference point throughout each lesson

Quality Assurance and Evaluation

Quality assurance is embedded to evaluate how effectively the curriculum is understood and delivered across subjects and year groups.

Insights from quality assurance inform strategic decisions that strengthen staff CPD, resourcing, subject leadership, improve teaching practice and ensure pupils gain the intended knowledge.



Pupil Outcomes and Monitoring

Through review of assessment information, pupil work and discussions with pupils, we can see that children know more and remember more in line with curriculum intentions. This evidences that the curriculum is being delivered as intended and children know more and remember more.

An ongoing cycle of monitoring of planning, lessons and pupil books enables leaders to provide timely support, refine curriculum delivery and ensure high standards in line with our curriculum intent.

Subject Leadership & Targeted Staff CPD

Subject leaders play a critical role in driving curriculum excellence. Subject leaders are expected to have a deep understanding of their subject's curriculum structure and effective teaching strategies, enabling them to lead with clarity and impact.

Action Plans- Subject leader action plans outline priorities including refining pedagogy, strengthening cross-curricular links and addressing key aspects needed to meet curriculum intent.

Professional Development and targeted CPD- To develop staff subject knowledge and pedagogy, offering planning support to maintain consistency across year groups and progression across the school.

Coaching- Leaders deliver high-quality and engaging coaching sessions to ensure teachers are reflective of their practice and are committed to continue to improve standards.