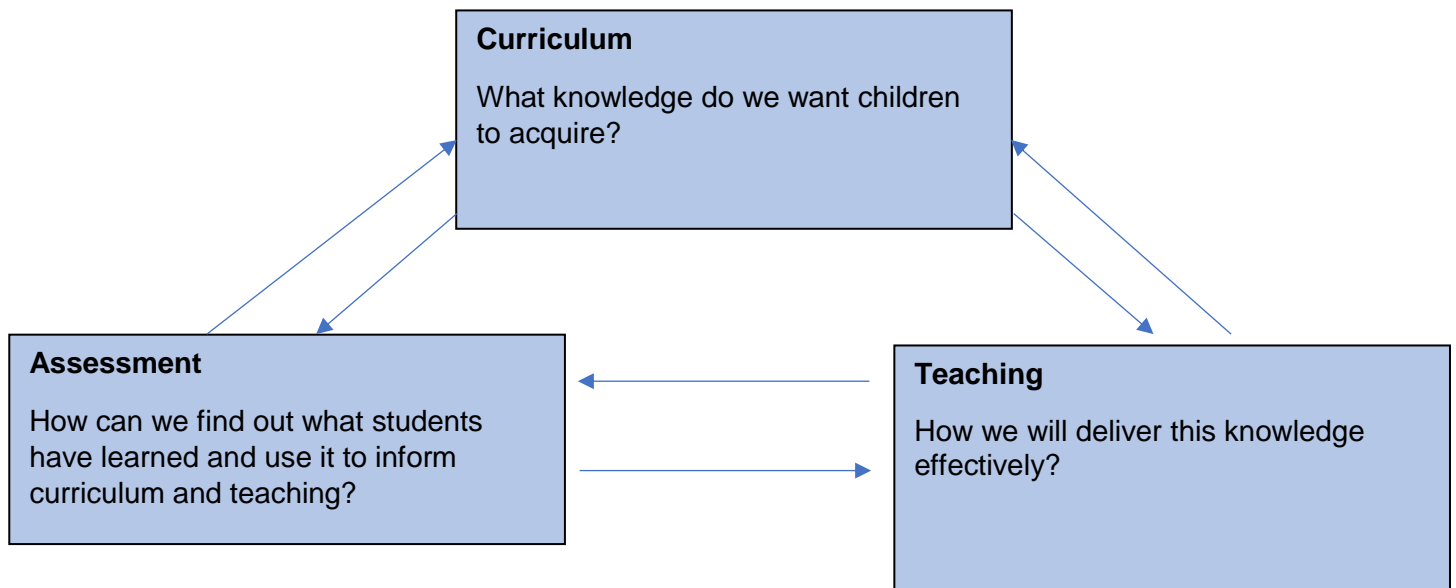




Curriculum, Teaching and Assessment Policy



CURRICULUM INTENT

What do we mean by 'Curriculum'

The curriculum refers to the content that is taught. It is an umbrella term as it covers the knowledge, vocabulary and concepts that children need to understand, learn and be able to do (Kate Jones, 2022). Put simply, 'The curriculum is the stuff you want students to be able to know, understand and do by the time you have finished teaching them.' (John Tomsett, 2021)

The Flanderwell Curriculum Intent

We have an **ambitious, broad and balanced** curriculum which meets the aims of the EYFS statutory framework and the national curriculum. We intend for all children to acquire the knowledge set out in the EYFS and national curriculum (composites/identified end points) to enable them to be empowered to flourish in the next step of their education.

Our Curriculum Content

Reading, vocabulary and oracy development are key drivers in our curriculum, as we believe these are vital tools which enable all children to access a broad and balanced curriculum and develop the cultural capital needed to thrive and be successful.

Reading, vocabulary and oracy development support all children to acquire the content and knowledge taught in each subject area. The content and knowledge that is taught can be broken down into three umbrella terms: substantive knowledge, disciplinary knowledge and experiential knowledge.

Substantive knowledge refers to the body of factual knowledge the children will learn in each subject area.



Disciplinary knowledge refers to the skills required to gain the substantive knowledge in each subject area. Whereas substantive knowledge refers to 'what' the children will learn, disciplinary knowledge refers to 'how' the children will learn the knowledge.

Experiential knowledge refers to the knowledge gained through physical and practical experiences.

The knowledge gained is categorised further into **factual knowledge**, **procedural knowledge**, **conceptual knowledge** and **meta-cognitive knowledge**.

Factual knowledge refers to the knowledge of vocabulary and knowledge of specific details in each subject.

Conceptual knowledge refers to the knowledge of classifications and categories and the knowledge of theories, models and structures.

Procedural knowledge refers to the knowledge of subject specific techniques and methods and when to use them.

Metacognitive knowledge refers to the knowledge of how to tackle problems and answer questions before children being able to evaluate their success against a clear criteria.

Curriculum Design

At Flanderswell, we believe that learning has only taken place when an alteration has been made to the child's long-term memory. Due to this, our curriculum has been designed with the concept of memory in mind with the desire to enable children to 'know and remember more'.

The Science of Memory

The concept that children need to have developed the correct schema (mental model built on prior knowledge) to support them to make sense of new learning in order for it to make an alteration to their long-term memory is central to our curriculum design. Due to this, our curriculum is coherently planned and sequenced so knowledge is built on systematically both within and across year groups. This is to ensure children learn the required background knowledge to make sense of the new knowledge they are taught allowing greater transference of understanding into the long-term memory.

Coherent Planning and Sequencing

For each subject area in the Early Years Foundation Stage Statutory Framework and in the National Curriculum, clear end points (composites) have been identified which we intend for all children to achieve. These end points meet the aims of the EYFS framework and the end of key stage 1 and key stage 2 national curriculum.

To ensure these end points (composites) are achieved, the curriculum has been broken down into component (smaller) parts. These component parts have been sequenced coherently to ensure knowledge is built on ensuring children achieve the desired end points. For each component part, the essential knowledge the children need to learn in order to access the subsequent concepts and knowledge has been identified. This essential knowledge includes the substantive knowledge, disciplinary knowledge and vocabulary we want to be transferred to the children's long-term memory.



To facilitate this transference of knowledge, we have incorporated a 'spiralised' curriculum where knowledge and concepts are revisited regularly. Knowledge and concepts are consistently revisited and reviewed with retrieval practice (both daily and spaced) being central to our curriculum. Knowledge and concepts are revisited and built upon throughout subjects, academic years and year groups.

Ambitious for all

Due to the coherent sequencing of the curriculum and regular retrieval practice, all children are able to access and gain success against the desired learning outcomes for each component part. Due to the curriculum design, all children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. Where required, adaptations to the curriculum and classroom provision are made to ensure all pupils, regardless of their starting points, are supported to expand their knowledge and understanding.

TEACHING

For each subject area, knowledge is taught coherently and sequentially across a series of lessons. Within each lesson, our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence.

Teaching Sequence

Review/Revisit

In lessons, prior knowledge needs to be deliberately activated so at the start of every session before new ideas are introduced, time is spent enabling all children to revisit the knowledge they will need. This REVIEW helps children to make connections and should be generative so all students are engaged in retrieving their existing schema.

Teach: My Turn

All children are working on the same objectives supported by scaffolds where necessary. Teachers model their thinking through narrating their thought processes. This will ensure that children know how to be successful. They actively teach for misconceptions and plan for small steps in learning to ensure no child is left behind. Questioning is productive: children are given time to think and discuss answers before they are shared.

Practice Our Turn, Your Turn

Guided practice involves intelligent practice where children are encouraged to notice things and spot patterns. Guided practice (involving scaffolds) leads to independent practice. Scaffolds allow accessibility and success.

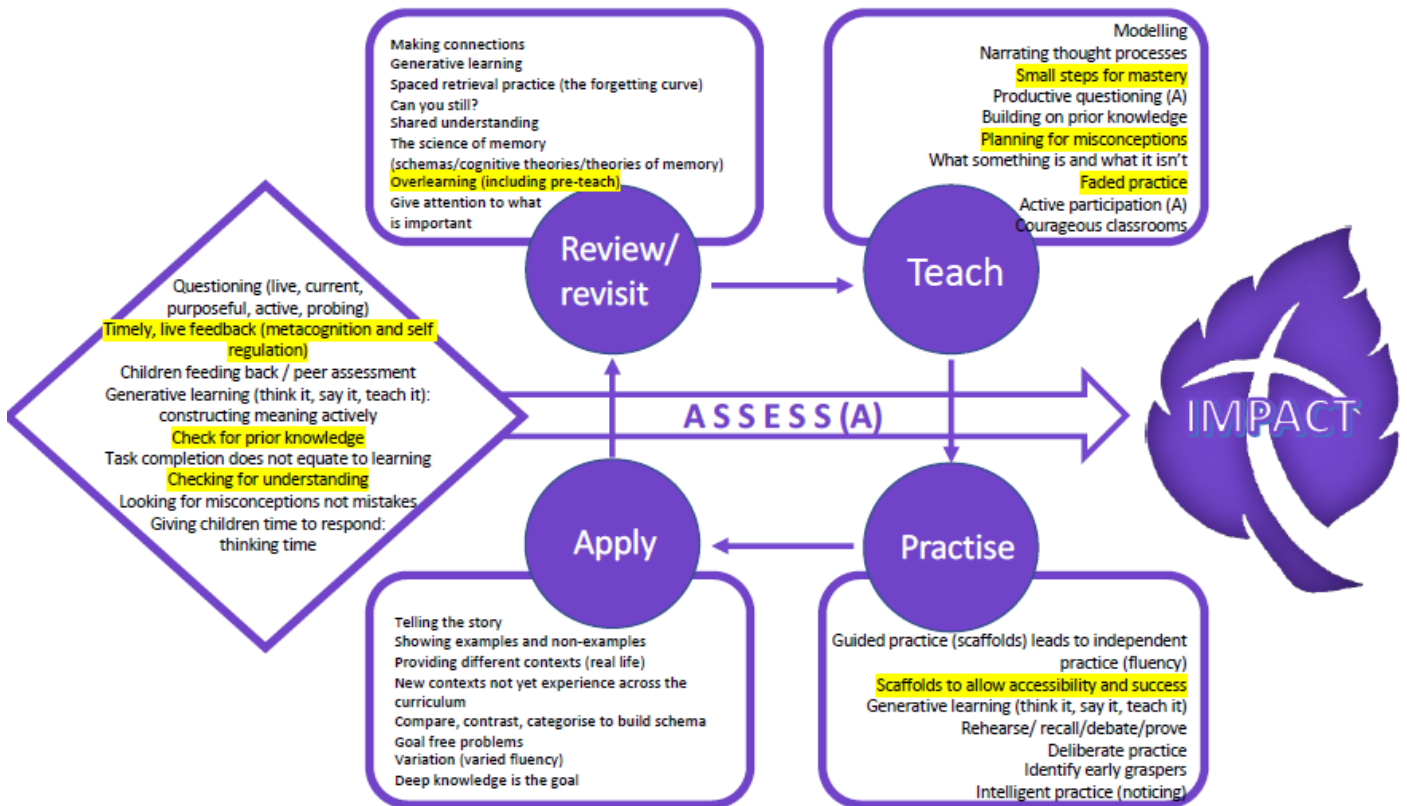
Independent practice allows children to build their fluency. The aim of independent practice is to gain a high success rate from the children (80% or higher) as this will mean children are practicing the correct responses and not embedding misconceptions.

Apply

The goal of teaching and learning is to deepen knowledge where the children can apply their learning in different contexts. Children need to be flexible in their thinking and can choose appropriate



methods and apply them efficiently and accurately. They need to apply what they have learned into their work.



ASSESSMENT

The accurate assessment of children's knowledge is critical to ensure all children have the required background knowledge needed to access the next component identified in our curriculum. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each concept.

We have broken down assessment into 3 areas: **assessment for learning**, **assessment as learning** and **assessment of learning**. **Assessment for learning** sets out how teachers assess the children's understanding as they introduce the children to new concepts. **Assessment as learning** sets out how teachers can use assessment strategies to consolidate and deepen knowledge in the children's long-term memory. **Assessment of learning** sets out how teachers assess the children's knowledge and understanding of previously taught concepts and knowledge.

Assessment for learning

- 🌀 A knowledge-based learning objective is shared for every lesson
- 🌀 Learning objectives are pitched at the year group programme of study
- 🌀 Through precise modelling and narrating the thought process, children are clear about what 'success' looks like.
- 🌀 Children are clear about what they need to do to achieve the learning objective (what the steps to success are)



- Teachers deliver new materials in coherently sequenced, small steps and provide all children with the opportunity to articulate what they have learnt to enable assessment of knowledge and understanding to take place
- Adults in class strive to provide live feedback. Through teaching in small steps with opportunities for children to articulate their learning teachers continually assess progress in lessons
- Teachers use a range of individual, small group and whole class feedback following each small step
- Teachers focus on misconceptions rather than mistakes in their feedback
- Children regularly self and peer assess their learning against the learning objective and steps to success

Assessment as learning

- Each lesson begins with a review and revisit of prior learning to make connections between what has previously been learnt and new knowledge
- Regular opportunities for retrieval practice are put in place to enable children to remember something aiding that specific memory to get stronger.
- Use of low stakes quizzes, 'can you still' activities etc are used to assess the children's knowledge and understanding but also help the children to deepen their learning
- Regular use of generative learning activities to consolidate and help children deepen their knowledge through the use of selecting, organising and interpreting information

Assessment of learning

- We carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points
- During weeks 3 or 4 of each unit, low stakes quizzes take place to assess the children's knowledge of key facts taught during the unit
- Teachers carry out end of unit assessments to identify any gaps in the children's understanding.
- Low stakes quizzes take place at the end of each unit for each area of the wider curriculum for teachers to assess what knowledge has been integrated into the long-term memory.
- For children in years 1-6, Teachers' carry out summative, point in time assessments at the end of each term in English and Maths to identify any gaps in the children's long-term memory. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.
- Assessments of the wider curriculum are made regularly throughout the year using the approaches previously stated. A summative assessment is carried out for each curriculum area at the end of each year.
- In the EYFS children will carry out a baseline assessment to identify if children are ready to access the F1 or F2 curriculum. Following this, teachers' carry out summative, point in time assessments at the end of each term for each area of the EYFS curriculum. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

This document is reviewed on an annual basis and the approaches stated reflect those set out in the checking for understanding policy, Flanderwell's approach to assessment and Flanderwell's whole school lesson structure and Flanderwell's curriculum offer.

