

Gateacre School Curriculum Policy: September 2019

Introduction and Rationale

We believe that ‘powerful knowledge’ can ‘enable students to acquire knowledge that takes them beyond their experiences’ (Young et al., 2014). We believe this is particularly important in disadvantaged contexts in relation to social justice. It is our belief that it is the educational right of the child to receive a comprehensive education committed to academic excellence – regardless of background or social standing. Our knowledge-led curriculum attempts to provide young people with a school experience that enables them to be socially mobile, for this is at the core of what social justice is: enabling all people, regardless of socio-economic background, to be provided with the opportunities to succeed in life.

This policy aims to set out the principles, approach and ‘non-negotiables’ that guide curriculum intent, implementation and the monitoring, evaluation and reporting on the impact of the curriculum at our school. The intention of this policy is to both ensure consistency of quality for our students by providing a strong curriculum framework rooted in cognitive science and to develop staff pedagogical content knowledge.

Our Principles

- Irrespective of their starting points, every student has full access to our school’s curriculum.
- Every student, Irrespective of their starting points, is provided with opportunities to learn rich content and develop skills that allows them to achieve examination success this facilitates broad choice when moving to the next stage in their education, training or employment.
- The curriculum intends to provide every student with deep and broad knowledge of all subjects they study so that they are may work towards ‘knowing more and remembering more’ in those subjects. There is the implicit understanding throughout the design of our curriculum that this looks different, and will be achieved differently, in each subject specialism.
- The curriculum will form a well-sequenced narrative that builds declarative

(and substantive), disciplinary and procedural knowledge.

- We actively encourage our staff to improve and refine their existing subject ‘content’ knowledge through active engagement with the latest academic thought, publications and research, such as those produced by the EEF. We also actively encourage our staff to seek opportunities to enhance their understanding of how this content knowledge feeds into their knowledge of how to deliver it in the classroom – pedagogical content knowledge – through subject associations and the like Geographical Society; Chartered College of Teaching.
- Our CPL (Continuous Professional Learning) Programme delivers knowledge of evidence-based research strategies or theories that curriculum teams can utilise in the design and implementation of their curriculum; for example, by employing interleaving, dual-coding and deliberate practice (See Curriculum Progression Maps).
- All teachers will draw on the curriculum to secure their pedagogical content knowledge and all teachers will update the curriculum with improved sequencing, narratives, strategies and explanations using evidence of the impact of the curriculum.
- How the curriculum is being implemented, and its subsequent impact, will be monitored routinely against the intended curriculum outcomes and teachers will be provided with feedback that supports them in that implementation - improving their explanations, narratives, strategies and sequencing within and across lessons so that all students have access to and can achieve the intended curriculum outcomes.
- Every teacher, irrespective of their stage, is a leader of curriculum and, during calendared CPDS (Curriculum Planning and Development Sessions), is afforded opportunities to enhance their practice and contribute to the curriculum development. Teachers own their curriculum – they are the experts.

Our Implementation

Gateacre aspires to a knowledge-led curriculum where curriculum is the ‘knowing more and remembering more’ of a body of declarative, disciplinary and procedural knowledge as defined by the subject specialists, who take account of the national curriculum, the shared wisdom of subject pedagogical communities and the understanding we have of ‘science of learning’. The invaluable knowledge of a

subject which students will acquire is planned skillfully by specialist subject teams. Procedural knowledge (skills) is developed as students gain more subject specialist knowledge.

All curriculum areas within our school have a clear statement of intent which sets out the inherent worth and purpose of the subject. They all have clearly sequenced Curriculum Progression Maps for each year group, clearly linking SOL to ensure students make a systematic, logical progression from KS2 – KS5. These documents are monitored throughout the year and reviewed on an annual basis and all staff within the teams contribute to them.

The curriculum is sequenced in a way which allows progress across units of work, year groups, key stages and the whole time in the school. This enables each subject to teach hierarchical elements of the curriculum in the correct order. It also allows cumulative elements of the curriculum to be introduced in an order which is appropriate for each individual subject. It also allows for subjects to spiral their curriculum content and ensure greater complexity as students' journey through the subject. Teams will review the sequencing of the curriculum on an annual basis taking into account the evidence derived from comparing actual outcomes with intended outcomes.

Curriculum teams plan resources together during CPDS (Curriculum, Planning and Development Sessions) to share best practice and train staff in the best practice of sequencing new learning. Curriculum Teams considered the following questions before embarking on the design of our new curriculum:

1. KS2-3 Transition: What knowledge and skills did our students learn/experience in primary?
2. Intent: What is the purpose of teaching your subject?
3. Content: What knowledge and skills are you going to teach them?
4. Sequencing: What order are you going to 'teach things'?
5. Rationale: What is the rationale for your sequence? How does it build knowledge?
6. Key Skills: What are the key skills students will learn?
7. Vocabulary: How will you develop Tier 2 and Tier 3 vocabulary?

8. Assessment (Formative and Summative): How will you measure attainment and progress?
9. SMSC: How does your curriculum facilitate a students' social, cultural, spiritual and cultural development?
10. Cultural Capital: What experiences do you facilitate for your students beyond your lessons to enable them to acquire 'knowledge beyond their experiences' (Young, 2014)?
11. Careers: How do you ensure students understand the import of your subject in students' aspirations?
12. Impact: How do you know your curriculum is 'Good'?

Thus, all Curriculum Progression Maps now clearly show:

- a clear sequence
- a rationale for the sequence
- an outline of the key building blocks of learning
- retrieval practices
- key skills to be learned
- key vocabulary to be learned
- links to numeracy/literacy to develop schema
- formative assessment practices
- summative assessment
- opportunities to develop SMSC
- opportunities to develop cultural capital
- clear links to careers

Each leader of a subject area, along with their team of subject specialists, choose the most appropriate resources for the curriculum. The curriculum will dictate the use of resources, rather than the other way around – for example, where subject leaders choose text books this will follow a rigorous assessment of the textbook and making sure that the textbook matches the expectations of the curriculum. Where quality text books do not exist the specialist teachers will create and share appropriate resources.

Each unit of work is accompanied by a variety of strategies to ensure learning is embedded into LTM (long-term memory). This may take many forms of retrieval practices such as: exit tickets; LSQ (low-staked quizzes); multiple choice quizzes and peer/self- quizzing. We also use Knowledge Organisers for homework to further ensure the retention of knowledge and students develop independent learning skills.

Assessment

In all departments, teachers will utilise live marking, corrections in class and whole class feedback to ensure students learn more and remember more. Staff review the achievements of their classes and then plan lessons to address misconceptions or extend progress.

To ensure that students ‘learn more and remember more’ of our knowledge-led curriculum, in all departments, students will complete recall style quizzes that respond to knowledge-learning homework. These knowledge assessments will provide regular opportunities to recall knowledge through quizzes, exit tickets, LSQ, multiple-choice questions and other tasks that require students to demonstrate their acquisition of knowledge.

Each half term there will be (at least) one formal “DIRT” lesson for all classes in the school. Whole class, and where required individual, feedback will be provided on what students have learned and remembered. The teacher will identify what students need to do to improve.

All departments have three summative assessment points each academic year to assess how well students are learning the content in the progression plan. Each assessment ‘tests’ knowledge learned over the year: AP1 is the knowledge learned September – December; AP2 in April, contains 30% of content from the learning that took place between September- December and the new knowledge learned between January and April. Finally AP3 assesses knowledge over the whole year. This allows us to ensure that students learn more and remember more.

Assessment of the curriculum will compare the actual outcomes/progress of students

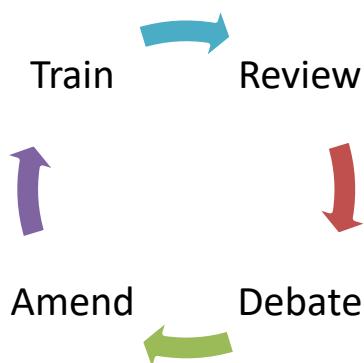
with the intended outcomes/progress of the curriculum. Each department plans the assessments that will be used to monitor the effectiveness of the curriculum and will use this to adjust the curriculum of future units to minimise any gaps in students' knowledge of the subject. The planned assessments are outlined in a document for use in MER of the curriculum.

Monitoring the Quality of the Curriculum

All monitoring must be recorded on SISRA Observe by the 'owner'.

Intended curriculum to Actual curriculum monitoring by Curriculum Leaders

Curriculum Leaders will use the line management and meeting structure and CPDS to evaluate whether their intended curriculum is becoming actual curriculum and intended outcomes are becoming actual outcomes. Senior Leaders will take feedback from the Head of Faculty and employ due diligence to ensure what is reported is accurate and offer challenge where their evidence and target setting does not match that of the Curriculum Leader.



Curriculum Leaders will scrutinise the work across the Faculty each term. They will provide details of the training, review and debate activities completed within their faculty through line management.

	Evidence	Actions
Macro Sequencing	Consider content/concepts which have not been consolidated. How should	Have we got the sequencing right? Train the department on the content of this scheme of

	<p>these be interleaved into this unit?</p> <p>Owner: Head of Faculty/department Assisted: 2nd in Dept/Faculty</p> <p>Outcome: feedback from work scrutiny and Student group meetings</p>	learning and why it is sequenced into this order.
Micro Sequencing	<p>Learning Walks by the person appointed to peer review this unit</p> <p>Owner: Each unit is owned by a person responsible for reviewing</p> <p>Outcome: updated Scheme of Learning</p>	Feedback to the team on adjustments to the unit. Share best explanations of content and order within lessons.
Outcomes	<p>Work scrutiny of books compare intended curriculum outcomes with actual. Ensure feedback policy in action.</p> <p>Owner: Head of Faculty/department Assisted: 2nd in Dept/faculty</p> <p>Outcome: Set interim targets for staff so that become actual outcomes by the end of the unit. intended outcomes</p>	Following final assessment. What changes are required for next year and what needs to be consolidated in the next units this year. Share the expected outcomes from the unit in the form of what the students will be able to recall and do and plans for how to interleave missed outcomes
Groups	<p>Student group meeting</p> <p>Owner: Curriculum Leader & Senior Leader</p> <p>Have a control group discussion with a cross section of students</p> <p>Have a discussion with a group being looked at in depth, DS, WBR, SEND,HAPS, other</p>	Feedback to the curriculum team about adjustments that need to be made to teaching within the unit to help your group make most progress. How could groups be better served by our curriculum/pedagogy?

	<p>Students show books Ask them how they know they are making progress</p> <p>Do learning walks to see them in lessons</p> <p>Outcome: Department Training and targets for individual staff</p>	
Groups	<p>Results</p> <p>Owner: Head of Faculty & Senior Leader</p> <p>Have a control group discussion with a cross section of students</p> <p>Compare the results of groups of students on AP1, AP2, AP3 - DS, WBR, SEND, HAPS, other</p> <p>Compare the results of different classes</p>	

Curriculum Review

The work of Curriculum Leaders throughout the term will feed into a Senior Team Curriculum Deep Dive with focus on curriculum design and implementation translating the information gained through the Curriculum Leaders work. The curriculum review will establish and evaluate the rationale for curriculum content and sequencing as well as the extent to which intended curriculum and outcomes have become actual curriculum and outcomes. Strengths and areas for development will be synthesised throughout the process and a clear target will be set for each curriculum area to further improve their work.

Curriculum Leaders and Line Managers will collect and scrutinise evidence throughout the term. With a Curriculum Deep Dive being completed by SLT Line Managers during the penultimate week of Autumn 2 (to begin Spring, 2020), Spring 2

(2020) and Summer 2 (2020).

Activity	Evidence Collection	
Synthesize the work from the Curriculum Leader MER	<p>Analyse core themes, Assessment Results, Work Scrutiny, Lesson Observations and Student Group Meetings</p> <p>Are there any trends in teacher work which need a deeper exploration?</p> <p>Are there any trends in student performance which need deeper exploration?</p>	
Lesson observation and subsequent conversation with teachers	<p>Each teacher should be able to explain why they chose to teach the content within the lesson in that order and how it fits into the sequence of lessons in that unit.</p> <p>In a particular lesson interrogate why the content was introduced in that order.</p> <p>Did the narrative hang together in a memorable way? What were the concepts for that lesson and how did the teacher decide that the students understood those concepts?</p> <p>Can you see that the intended curriculum is being used?</p> <p>Can you see that the hinterland in the unit scheme of Learning is being used? What was / will be the impact of that?</p> <p>Did the teacher have enough information about all students to plan the next lesson?</p>	
Group discussion with department	<p>Each teacher should be able to articulate the intent of the subject, how it is sequenced across each year and all years and how they have contributed to the curriculum design</p> <p>Do all staff understand the intent of the subject and of individual planned units?</p> <p>Do all staff know how the subject was</p>	

	<p>sequenced and did they take part in that sequencing?</p> <p>What were the conflicts that came up when you were sequencing the subject and how were they addressed?</p> <p>Was the unit planning document being used by all teachers effectively?</p> <p>What have staff identified that needs to improve?</p>	
Work Scrutiny and lesson observation	<p>The intended outcomes and actual outcomes should be regularly reviewed to ensure that all students have access to and achieve the intended outcomes</p> <p>Complete a work scrutiny.</p> <p>What were the intended outcomes in the scheme of learning?</p> <p>Can you see evidence that the outcomes match the intended outcomes?</p> <p>Are the planned assessments and feedback present?</p> <p>Do they effectively provide information about achievement of intended outcomes?</p> <p>Are they used to adapt the curriculum?</p> <p>Are they useful for comparing intended outcomes against actual outcomes?</p> <p>Can you see the progress of students through the module?</p> <p>Did the teacher make use of the Scheme of Learning unit?</p> <p>Are any groups of learners not making the intended learning outcomes or not having access to achieve the intended learning outcomes?</p> <p>How do staff use the information gained through assessment to adapt the curriculum?</p>	

Group discussion with Students	<p>Have two discussions one with a cross section of students and one with a group targeted by the school or the curriculum area.</p> <p>Students show books</p> <p>Ask them how they know they are making progress.</p> <p>Are there any differences between the control group interview and the targeted group interview?</p>	
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Format of write up of the Review

- 1) Context of the review
- 2) Statement on sequencing of the Subject as a whole, the department approach and consensus
- 3) Statement on sequencing within lessons
- 4) Statement on whether the intended curriculum in that unit became the actual curriculum delivered
- 5) Statement on whether the intended outcomes became the actual outcomes
- 6) Statement on the extent to which all students had access to the curriculum
- 7) Statement on the extent to which all students successfully achieved the intended outcomes
- 8) Areas of strength and improvement and targeted action for the Curriculum Team

Faculty/Department Curriculum Deep Dive

	Evidence	Actions
Macro Sequencing	Evidence on sequencing	Feedback, discussions, consensus on actions and details of training
Micro Sequencing	Learning Walks - interim evidence and target setting	
Outcomes	Work Scrutiny of Books - interim evidence and target setting	
Groups	Student group meeting interim evidence and target setting	
Groups	Results	

Work Scrutiny Form

May be completed as a work scrutiny or as a part of a learning walk/lesson observation/student interview. In subjects such as MFL the work scrutiny requires lesson observation to validate it.

Comment on the bold titles in each row the examples illuminate areas of focus for good learning and are not a tick list of what should be evidenced in books.

	Evidence	Actions
Building on Previous Learning For example: A series of lessons can be seen, building on from key concepts. Teaching addresses misconceptions in prior lessons. Previous knowledge is continually assessed through lesson tasks.		
Depth and Breadth of Coverage For example: All areas of the intended curriculum have been delivered and can be seen in successful learning outcomes All students have received and accessed the curriculum entitlement Teaching beyond the curriculum occurs often in lessons/where appropriate. Students will understand how topics link together wherever possible.		
Students' Progress For example: The level of challenge in lessons is appropriate to each student in the class. Show that students have acquired knowledge and been able to achieve a		

particular learning aim. Show that a particular student has demonstrated progress in this lesson		
<p>Practice</p> <p>For example: Student work demonstrates the application of acquired knowledge through skills practice. There may be repetition in exercises with minor changes to questions.</p> <p>Teachers model examples where appropriate, allowing students the opportunity to copy and annotate.</p> <p>Students work at a pace appropriate to their understanding. Not all students do exactly the same work in the same way.</p> <p>Where students have misunderstood a concept there is evidence of corrections and subsequent practice. Learning is durable and demonstrated through recall in later work, across several lessons.</p>		

Learning Walk Form – Guiding to improve

Name of Participant:	Observer:	Year group/set:	Date:
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Agreed Focus of learning walk:

What is the teacher doing?	What are the students doing?
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What are the bright spots to continue to cultivate?

Discussion questions for further development:

Developmental Targets:

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Pstudent Group Meeting Form

Students involved (please give initials only and group they belong to)
How do you know you are making progress in {subject}?
Work Scrutiny
Follow up learning walks
What is the best thing about {subject}

If you could change one thing in {subject} what would it be

Pstudent Results Summary Form

Year group reviewed?

Evidence	Actions

