



Overall Curriculum Statement

Context of Devonshire Road Primary School

Our curriculum has been carefully crafted with our school community needs at the very centre. The following outlines both the data and current context relating to ethnicity, religion/belief and socio-economic factors of the community at Devonshire Road Primary School.

Ethnicity/culture context of the school

40% of pupils at the school speak English as an additional language compared to 32% in Bolton. In recent years, we have had an increasing number of International New Arrivals welcomed into our school.

At Devonshire Road, we have 21 different languages that are spoken throughout the school. 254 (60%) pupils speak English as their first language. We also have 81 pupils speak Urdu and 31 pupils who speak Punjabi. We also have pupils that speak Chinese, Arabic, Gujarati, Portuguese, Polish and a range of other languages.

Religion/belief context of the school

There are two main religions observed by our children within the school: Islam (63%) and Christianity (19%). Other religions are represented, including Hinduism, and a number of pupils (13%) identified as having no religion.

Socio-economic context of the school

24% of our pupils are eligible for Free School Meals, compared to 25% within Bolton. 55% of our pupils are classified as being in the 20% most deprived based on the 'Indices of Multiple Deprivation', and based off postcode entries.

Current issues affecting cohesion at school

There are few racist incidents at school and we are proud of the positive way in which children mix well together. Any incidents that do occur are recorded and dealt with swiftly and in line with our anti-bullying policy. Any incidents reported are dealt with thoroughly by the senior leadership team and reported to the governor board termly.

Foundational Principles

Our curriculum is formulated in order to teach for long-term memory changes. This is to enable their learning to 'stick' and remain with them throughout their lives.

Our aim is to ensure that children are provided with a broad curriculum of study, which leads to a deep and secure set of procedural and semantic knowledge which will assist them throughout their life. At Devonshire Road, we want children to be able to make links in their knowledge and apply them in relevant situations.

Intent

Our '**Drivers**' have shaped the breadth of study throughout our curriculum. They have been identified as the key areas that reflects our school context, coupled with our 3B's (Be Kind, Be Curious, Be the Best You Can Be)

Our drivers are:

- **Choices** – to raise aspirations, to show the children what they can achieve and the difference they can make in the world; to broaden horizons; to show them the possibilities that are open to them; to allow them to take their own 'path' through the world, to help them to make choices in how they can become a well-adjusted citizen who contributes positively to society.
- **Closing the Vocabulary Gap** – to broaden vocabulary and broaden visions of the wider world; this will enable children to communicate effectively and competently with everyone around them; to teach the children the vocabulary which will help them to interpret the world around them and articulately express their opinions.

At Devonshire Road, we believe that '**Cultural Capital**' provides the essential background knowledge they require to be well-informed members of the community, leading to greater life chances in the future.

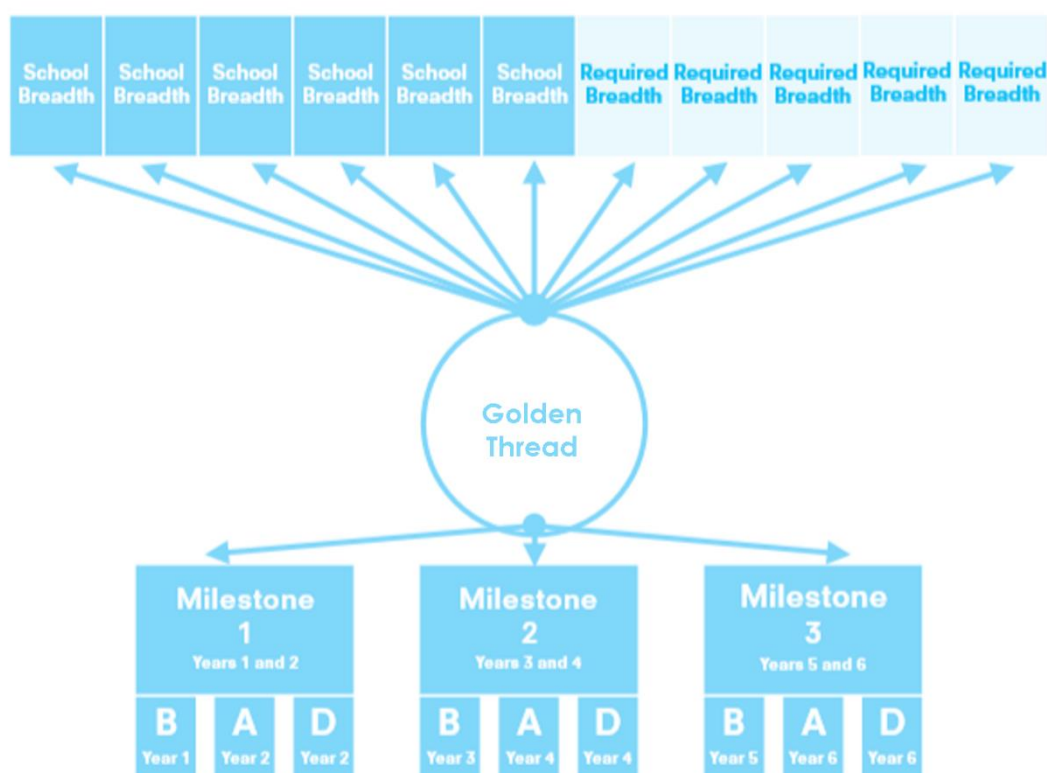
Our '**Curriculum Breadth**' is shaped by the 'Drivers', 'Cultural Capital' and 'Subject Topics'. The ambition at Devonshire Road is for children to study and learn outstanding content set out in each subject. This will ensure that our children are given a high-quality, tailored education relevant to their needs.

'**Golden Threads**' are separated from 'Subject Topics'. These tie together learning in a meaningful and strong schema. The same 'Golden Threads' are studied and revisited throughout a child's educational journey at Devonshire Road through a wide breadth of 'Subject Topics'. This enables children to return to their thinking several times to ensure they are gradually building understanding of them and making links.

For each 'Golden Thread', there are three distinct '**Milestones**' across a child's time in school, each of which includes the procedural and semantic knowledge required to understand the 'Golden Thread'. This provides a progression model for each subject, which are then assessed through '**POP Tasks**' (Proof of Progress), which shows our curriculum expectations in each subject.

Cognitive Science sets out that if students are rushed, or they are cognitively ‘overloaded’ (i.e. the cognitive load is too high), working memory is limited, and therefore, learning will be limited. In addition, basics must be mastered first in order for creative thinking and problem solving to take place.

Our curriculum is designed in such a way, through the ‘Golden Threads’ and ‘Milestones’ to allow this to happen. Students gradually progress through the procedural and semantic knowledge through three sections: basic, advanced, deep. The goal is for each student to display an understanding of the subject content at the ‘advanced’ level by the end of the ‘Milestone’, with the most able within a subject area showing a greater depth of understanding at the ‘deep’ standard at the end of the ‘Milestone’. Therefore, each ‘Milestone’ will have a two-year programme of study to allow for sustained progression and development.



Implementation

Our curriculum implementation has been designed with a strong evidence base from cognitive science; the following main principles underpin its delivery, which we are referring to as ‘Interweaving’:

- Learning is most effective when revisited several times with space to ‘remember’ – this is known as ‘**Spaced Repetition**’.
- ‘**Interleaving**’ helps children distinguish between different subjects and topic areas, allowing them to focus on the ‘Golden Thread’ development.
- ‘**Retrieval Practice**’ is effective in building and strengthening children’s memories and retrieval strength, which ultimately, assists in the transition from working memory to long-term memory.

- **‘Optimal Cognitive Load’** helps to maximise children’s learning, as it reduces the strain on the working memory – too much information can cause ‘cognitive overload’, which slows down or even stops learning from taking place.

Some of the specific ways we utilise the cognitive science research on a day-to-day basis includes the following:

- Pre-assessments to identify what children already know
- Effective direct instruction – this particularly takes place in the ‘basic’ section of a ‘Milestone’
- Retrieval grids (including Knowledge Organisers)
- Low-stakes quizzing
- Scaffolds (worked examples, ‘My turn, Your turn’, success criteria, etc.)

With learning being defined as a change from working memory to long-term memory, we understand that ‘learning’ in the short-term can appear invisible, and that this can take time. By following the main principles above, we provide children with the opportunity to build strong schemas with an extensive knowledge of the content they have been taught being transferred into the long term-memory.

The content that we teach in each curriculum area is **‘Subject Specific’** and is easily identifiable as such. We aim to make **‘Intra-Curricular’** links to strengthen the subject schema. However, we recognise that some lessons may have some **‘Cross-Curricular’** content/opportunities; these are utilised carefully and with careful consideration for the impact it could have.

Impact

As learning is the change to long-term memory, it can be difficult to assess ‘learning’ and impact in the immediate short-term. However, we understand that we need to be able to provide parents/carers with information about how their child/children are performing in school.

As a result, we use **‘Comparative Judgement’** in order to assess how children are performing. This is done through the use of ‘POP Tasks’, and the comparison of a student’s work over time to see progression against the ‘Milestones’ within each ‘Golden Thread’.

In addition, in order to identify whether we are providing the best education, we use **‘Probabilistic Assessment’** – this means we look at the day-to-day practise that is happening in classrooms to determine whether the teaching is related to our school’s goals and aims, and, how likely it is to ensure the children achieve their **‘Milestones’**. This is done through the following methods:

- **‘Lesson Observations’** - to see whether the pedagogical style matches our expectations of the required depth of teaching (basic, advanced, deep)
- **‘Book Scrutinies’** - to check whether learning is being recorded in appropriate ways to assist the change from working memory to long-term memory.
- **‘Pupil Conferencing’** - to develop an understanding of how children view the subject, and to ensure that the ‘learning’ that has taken place builds on prior knowledge, and, is suitable to the ‘Milestone’ that they are working towards.

To read more about the legislation, roles and responsibilities, and inclusion within our curriculum, please see p6-7 of this document.

Schemes of Work

Some of our subjects use high-quality schemes of work to help inform planning and assessment points for specific areas. At Devonshire Road, we ensure that the schemes of work are adopted and tailored to meet the needs of our individuals at school, taking into account the starting points of each cohort.

By utilising a high-quality scheme of work, and implementing it to ensure our curriculum drivers are being delivered, it can help to use the expert knowledge of those who have crafted the plans and resources. In addition, the scheme of work can also help to provide continuous professional development for teachers to help them to deliver the units effectively with the key knowledge they need to teach the children.

The subjects we currently use a scheme of work for are as follows:

- Art and Design (Kapow)
- Design Technology (Projects on a Page – D&T Association)
- French (Kapow)
- Maths (White Rose Maths)
- Music (Kapow)
- PE (iMoves)
- PSHE (Islington)
- RE (SACRE)

All of the above schemes have been carefully crafted by subject experts and gone through a rigorous selection process. Each scheme ensures that the coverage of the National Curriculum is fulfilled, and we at Devonshire Road ensure that the schemes are linked with each subject's 'Golden Threads' to further enhance the offer for the curriculum.

Legislation and Guidance

This policy also reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and Responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- There is enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN.

Other staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to monitor progress, set ambitious targets and plan appropriately challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. School recognises that proficiency in English does not indicate proficiency in the wider curriculum.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Glossary of Terms

Blocking	The study of one subject area/topic very thoroughly before moving on.
Book Scrutinies	The act of subject leaders and SLT looking at books to check standards and coverage.
Cognitive Science	The study of thought, learning and mental organisation.
Comparative Judgement	A judgement where we compare standards of work against others to judge whether a piece is at the 'expected standard' or higher/lower.
Cross-Curricular	Involving curriculum content in more than one educational subject.
Cultural Capital	The essential knowledge that children need to know to be educated citizens.
Curriculum Breadth	The content / knowledge areas that will be covered in each subject.
Drivers	The main ideas and 'reasons' behind our curriculum; the main elements we will use to teach our curriculum.
Golden Threads	The main concepts that will be taught and assessed at the end of each phase. These are re-covered through each breadth/subject topic.
Interleaving	The process of mixing multiple topics and subjects at the same time.
Interweaving	The process of implementing our curriculum through 'blocking', 'retrieval practise', 'interleaving' and 'spaced repetition'.
Intra-Curricular	The links we want to make internally within subjects to strengthen each subject schema.
Learning	The change from knowledge being stored in short-term memory to the long-term memory.
Lesson Observations	The process of observing teaching practice in class to monitor standards and coverage.
Milestones	The assessment framework for each subject to monitor progress against the intended learning.
Optimal Cognitive Load	The 'ideal' working memory being used and the amount of information that can be held at one time.
POP Tasks	Proof of Progress tasks which are used to assess progress against the Milestones.
Probabilistic Assessment	The assessment method used to determine how probable it is that a child will reach the 'expected standard' in each subject.
Procedural knowledge	The knowledge of how to carry out specific procedures; these are often referred to as skills (such as driving). We want children to have 'procedural fluency'.
Pupil Conferencing	The method of discussing learning and opinions with the children in school to ascertain their level of knowledge, their thoughts about the subject, and what they have been learning.
Retrieval Practise	The method of retrieving knowledge and content through activities (such as quizzes).
Schema	A bank of information in the memory that can be applied to and categorise knowledge and relationships about a certain object or subject.
Semantic knowledge	The knowledge and content that can be recalled, such as facts and information. We want children to have 'semantic strength'.
Spaced Repetition	The deliberate practice and repetition of key knowledge, spaced out over time.
Subject Specific	Content and knowledge that is only found in one specific subject.