



## Overall Curriculum Statement

### 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 knowledge in each subject, which will help them throughout their life.

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

### Our drivers are:

1. 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.*
2. 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.*

Our curriculum is designed in such a way to allow this to happen. Students gradually progress through the knowledge for each subject, and implementation strategies support pupils to learn more and remember more over time.

Each subject's intended curriculum (along with the **substantive concepts** and progression of knowledge) can be found on the individual subject's policy.

### Implementation

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 implementation has been designed with a strong evidence base from **cognitive science** principles; the following practice underpins the delivery of the curriculum, 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**.
- **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.)

By following the main principles above, we provide children with the opportunity to build strong **schemas** with an extensive understanding 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.

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. We enhance our curriculum through our outstanding offer of personal development, including wider opportunities.

### Impact

To assess the whether children are learning more and remembering more over time, we use a range of strategies to assess the impact of our curriculum:

- Retrieval practice – children will answer questions about previous learning (including last lesson, last unit, last term) to assess whether the children are retaining knowledge.
- Lesson observations - to see whether the pedagogical approach is appropriate for the year group and the subject being taught.
- Book scrutinies - to assess whether the learning in the children’s books is appropriate against the subject’s policy.
- Pupil conferencing – speaking to the children to develop an understanding of how children view the subject, and to ensure that the children are learning more and remembering more of the intended curriculum over time.

In core subjects (English, Maths, Science), termly assessments take place to gather summative information about the children’s learning. More information about this can be found in our assessment policy.

*To read more about the legislation, roles and responsibilities, and inclusion within our curriculum, please see Appendix B and Appendix C of this document.*

## Appendix A

### 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
- Computing - Teach Computing (and Project Evolve for Online Safety)
- 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 substantive concepts to further enhance the offer for the curriculum.

## Appendix B

### 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 guide](#).

### 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.

## Appendix C

### 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 making progress.

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.

## Appendix D

### Glossary of Terms

<b>Cognitive Science</b>	The study of thought, learning and mental organisation.
<b>Cross-Curricular</b>	Involving curriculum content in more than one educational subject.
<b>Cultural Capital</b>	The essential knowledge that children need to know to be educated citizens.
<b>Drivers</b>	The main ideas and 'reasons' behind our curriculum; the main elements we will use to teach our curriculum.
<b>Interweaving</b>	The process of implementing our curriculum through 'blocking', 'retrieval practice', 'interleaving' and 'spaced repetition'.
<b>Intra-Curricular</b>	The links we want to make internally within subjects to strengthen each subject schema.
<b>Learning</b>	The change from knowledge being stored in short-term memory to the long-term memory.
<b>Optimal Cognitive Load</b>	The 'ideal' working memory being used and the amount of information that can be held at one time.
<b>Retrieval Practice</b>	The method of retrieving knowledge and content through activities (such as quizzes).
<b>Schema</b>	A bank of information in the memory that can be applied to and categorise knowledge and relationships about a certain object or subject.
<b>Spaced Repetition</b>	The deliberate practice and repetition of key knowledge, spaced out over time.
<b>Subject Specific</b>	Content and knowledge that is only found in one specific subject.
<b>Substantive Concept</b>	The overarching focus that knowledge can be categorised in to.