



**Ladybridge**  
**Primary School**

## **Wider Curriculum Policy**

## Intent

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

## Implementation

### Planning and Organisation

#### Progression Grids

(Produced by the curriculum lead and subject leaders, progression grids detail the skills and knowledge to be taught per subject, per year group. The content of the National Curriculum lays the foundation for this document.)



#### Long Term Plan

(Produced by class teachers, the long term plan details the themes, which will be taught per half term, per subject. Subjects will be chosen based upon the connections that can be made between them.)



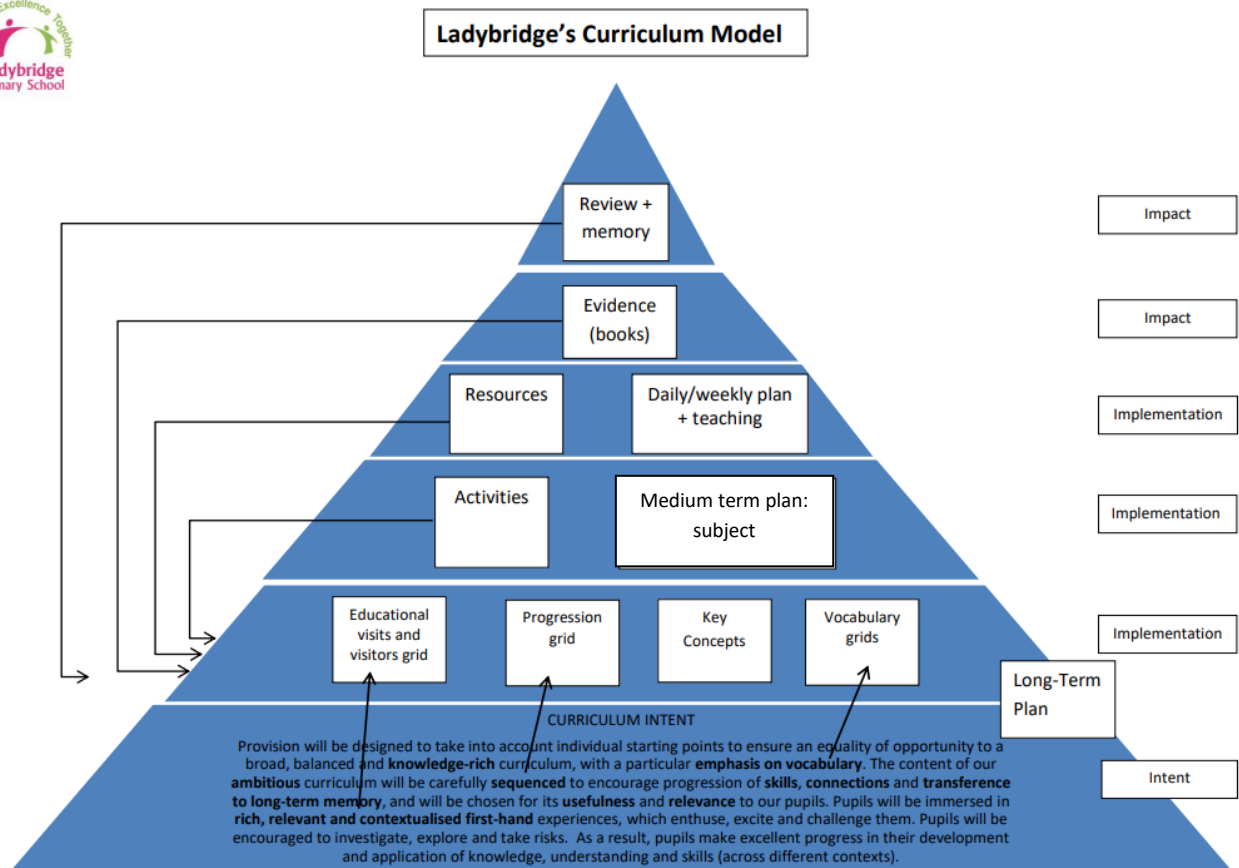
#### Medium Term Plan

(Produced by class teachers and subject leaders, the medium-term plan details the subjects that will be taught on a daily basis, throughout a half term, along with their focus.)



#### Short Term Plan

(Produced by class teachers, short term plans are the most detailed; they include information as to how the learning focus will be taught, and how different starting points will be catered for, in order to ensure that all children are appropriately challenged. Children's starting points are taken into consideration to ensure that previous knowledge, skills and understanding are built upon, year upon year.



## Differentiation within the Curriculum

At Ladybridge Primary School, we believe that when the 'bar' of expectation is raised high, every pupil can be appropriately challenged. To ensure that every pupil can access the learning, and that every pupil is appropriately challenged:

- The needs of learners are considered on a spectrum, and a variety of scaffolding is planned, for those children, who may need a range of differing support, in order to achieve the intended learning objective:
- Scaffolding is only provided when the need arises.
- Teaching is flexible and responsive.
- Groups of learners are fluid, and are as a result of accurate formative assessment.

## Expanding Vocabulary

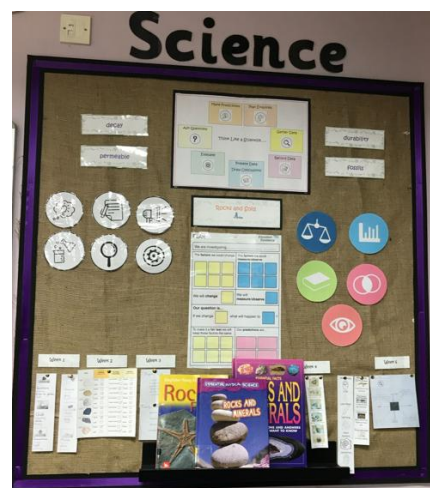
Opportunities for developing a rich and varied vocabulary are woven throughout the curriculum. Between 6-9 key words are chosen, by class teachers, per subject. These words are displayed on our working walls, in the children's books and are referred to regularly to ensure that children develop a secure understanding of their meaning. Words are carefully chosen, some which are subject specific, and some which can be used in a variety of contexts. Some words may be repeated throughout year groups, in order to build on children's previous understanding.

Key Vocabulary		
artefacts	prehistoric	advancements
Palaeolithic	Mesolithic	Neolithic
Common Era (CE)		Before Common Era (CE)

## Working Walls

From Year 1 to Year 6, every classroom has consistent working walls for history, geography and science. These displays highlight the key lenses for each subject, important vocabulary, the enquiry question, and examples of work from each unit.






Each subject is linked to a specific colour, helping children to recognise it and make connections across different classrooms and areas of the school. The working walls are updated weekly as each unit develops, supporting pupils in linking their learning and providing a helpful visual reminder of key concepts.



## Lenses

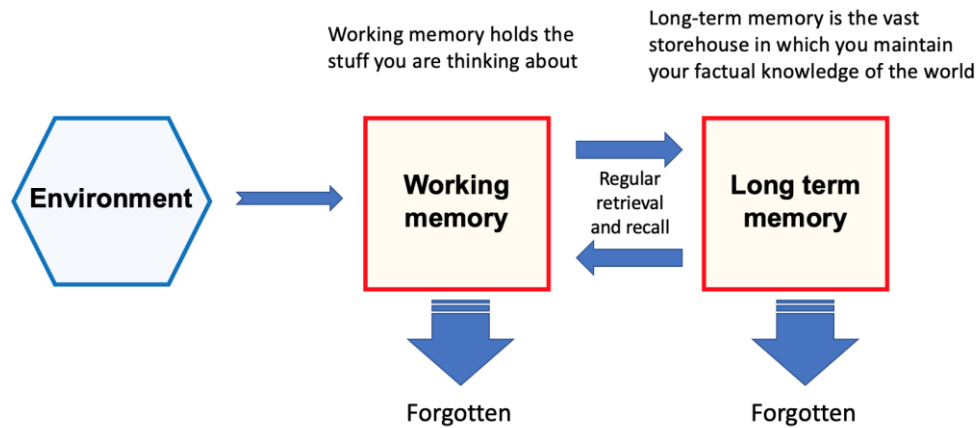
Each foundation subject has a set of lenses, tailored to both our school and the individual subject. These lenses represent the key concepts or essential skills required within that area of learning. They have been created as a visual reminder for children, helping them to identify and connect recurring themes and skills across different topics and year groups.

By revisiting these lenses regularly, children are more likely to make meaningful connections in their learning, retain knowledge more effectively, and build on prior understanding to develop greater expertise in each subject. The lenses are consistently displayed during lessons and are also reflected in the children's books.

Cause and Consequence	Continuity and change	Significance	Using sources and evidence	Chronology
				

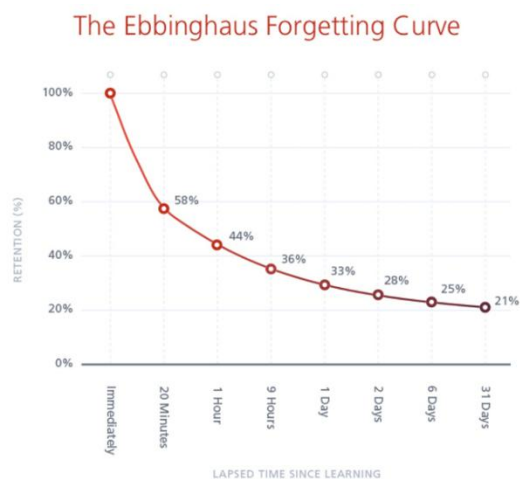
## Retrieval

### Models of Memory



Retrieval practice is a way of consolidating that learning, it's an essential part of the learning process.

Retrieval practice is a powerful way to consolidate learning—it's not just a test of what you know, but **an essential part of the learning process itself**.



Numerous studies on memory show that people usually forget between 80% - 90% of what they learn in class after 30 days – and the majority of this forgetting occurs within the first few hours after class.

Studies on memory show that repeated exposure to information, recalling and retrieving what has been previously learnt in spaced intervals, provides the most powerful way to fix memory into the brain.



## Short Term Retrieval - Check-it Challenge

A 'Check-it!' takes place at the start of all foundation subject lessons.

The information that is being retrieved should be contextual for new learning. It should be based upon the retrieval of the knowledge required for the lesson, but taught in a previous lesson.

*You are sitting down to watch the newest episode of your favourite show on a Sunday evening. As the show begins, the usual recap of what has previously happened rolls on. You notice that not only is the recap showing what happened last week but also shows some details from a previous season, flagging this information as important for what will come next.*

*This recap consolidates the knowledge of what happened in previous episodes, but also provides a solid base for the events of the new episode to build upon.*

Our 'Check-its' should fulfil a similar function for students in our lessons.



A rectangular card with a white background and a thin grey border. In the top left corner, there is a circular orange icon containing a white hand with the number '5' on the palm, and the text 'GIVE ME' above it. To the right of this icon is an orange rectangular box containing the text 'Write 5 things we know about maps.' Below the icon and box, there is a list of five numbered lines for writing.

**GIVE ME**

Write 5 things we know about maps.

- 1.
- 2.
- 3.
- 4.
- 5.

## Mid Term Retrieval

Mid-term retrieval takes place at the beginning of the next unit within the same subject. Children are given the opportunity to recall learning from their previous topic through a range of varied activities.

Following the forgetting curve model, this approach encourages children to retrieve knowledge after a period of time has passed, making the process more challenging and therefore increasing the likelihood that the information will be retained. It also provides an effective opportunity to identify and address any misconceptions.

Who was Henry VIII's first wife?	Who was the first Tudor King?	How long did the Tudor dynasty last for?	Why did the Tudor dynasty end?
Why did Henry VIII become King and not his brother?	Why did Henry want to divorce his first wife?	What did Henry do to make sure he got a divorce?	Why weren't girls allowed to go to school in Tudor times?
Name one thing that a wealthy Tudor person would have worn and explain why.	How did the first Tudor King become King?	Name all of Henry VIII's wives.	What are the main differences between school now and school in Tudor times?
1 point	2 points	3 points	4 points

## Long Term Retrieval

This takes place during our Flashback Fridays!



**Flashback Friday, here we go,  
Time to show what we know!  
Looking back, it's quiz time today,  
Flashback Friday—hooray!**

Flashback Friday takes place every Friday. During this session, children will recap learning from their current year group as well as from previous year groups. This will be delivered through a Nearpod quiz.

Following the quiz, the teacher will lead a discussion on the topics covered and address any misconceptions that arise.

<u>Class</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>			Rec Au 2	Rec Sp 1	Rec Sp 2	Rec Su
<u>Year 1</u>	Rec Au	Year 1 Au 1	Year 1 Au 2	Year 1 Sp 1	Year 1 Sp 2	Year 1 Su
<u>Year 2</u>	Year 1 Au	Year 1 Sp	Year 2 Au	Year 1 Su	Year 2 Sp	Year 2 Su
<u>Year 3</u>	Year 2 Au	Year 2 Sp	Year 3 Au	Year 2 Su	Year 3 Sp	Year 3 Su
<u>Year 4</u>	Year 3 Au	Year 3 Sp	Year 4 Au	Year 3 Su	Year 4 Sp	Year 4 Su
<u>Year 5</u>	Year 3 Au Year 4 Au	Year 3 Sp Year 4 Sp	Year 5 Au	Year 3 Su Year 4 Su	Year 5 Sp	Year 5 Su
<u>Year 6</u>	Year 4 Au Year 5 Au	Year 4 Sp Year 5 Sp	Year 6 Au	Year 4 Su Year 5 Su	Year 6 Sp	Year 6 Su

## **Impact**

### **Assessment**

Assessment is used as a diagnostic tool that informs future learning. A range of continual assessment methods and strategies are used, to enable us to monitor and support children as they progress. Questioning is used extensively to probe and extend understanding. Supportive and constructive feedback is provided to all pupils, verbally.

Individual books, and increased access to technology, such as iPads, allow for learning to be captured, in a variety of meaningful and purposeful ways. This may include responses to learning that are written or drawn; presented in graphic organisers (such as flow charts, thinking hats, fish bone diagrams or Venn diagrams) or using apps (such as Key Note, Showbie or Nearpod). This capturing of evidence also allows for accurate assessment against learning objectives, which are highlighted for each child on a daily basis, to indicate whether they have been achieved. Collectively, this daily assessment informs a teacher's professional judgements, as to whether a child is working below the expected standard or in line with the expected standard, for each individual subject. Systematic recording of this summative assessment, on a termly basis, is used as a diagnostic tool that informs future planning. It is analysed by class teachers, subject leaders and senior leaders to ensure that children make at least sufficient progress.

### **Monitoring**

The Curriculum lead along with subject leaders regularly check the quality of teaching and learning across the wider curriculum, through a range of monitoring activities; this may include book or planning scrutiny, observations, data analysis, or discussions (with both pupils and teachers). Subject leaders will provide guidance, advice and support to staff, to ensure secure subject knowledge and high quality teaching; effective use of resources and improved standards of learning, and, therefore, achievement for all pupils.