

Curriculum at Rushey Green Primary School



Article 28: Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Our curriculum

- At Rushey Green we have revised our current curriculum based on research and evidence and have adopted the CUSP curriculum model written by Alex Bedford of Unity Schools Partnership and Lauren Meadows.











Intent:

- At Rushey Green our intent is to **improve the quality of teaching and learning** for all. We offer a curriculum that is **ambitious** and is designed to teach and enrich the knowledge and cultural capital of all pupils. Our curriculum is **broad** and **literacy rich** curriculum underpinned by evidence, research and cognitive science. Units of work, known as Learning Modules, are deliberately sequenced to allow for teachers to focus on the lesson and to ensure there is robust progression.

Key principles:

<u>Principle</u>	<u>Meaning</u>
- Spaced retrieval practices	<ul style="list-style-type: none"> - Revisiting concepts - Giving children the opportunity to continue to practice and consolidate previous learning
- Interleaving	<ul style="list-style-type: none"> - Purposefully making links between subjects - Imparting children with a deeper understanding and knowledge
- Principles of instruction, Rosenshine's work	<ul style="list-style-type: none"> - Limiting the amount of material children receive at one time - Giving clear and detailed instructions and explanations. - Actively involving children in learning and - asking a range of well-thought out questions to check understanding.

Rosenshine's 10 principles of instruction

1	 <p>RETURN review content daily improves automatic recall, freeing up working memory</p>	<p>CHECK IN WITH PUPILS regularly and systematically avoid assumptions by questioning and quizzing all pupils to check they understanding the content</p> 	6
2	<p>SEQUENCE NEW MATERIAL present new content in small steps be precise - the working memory can only handle and process a few pieces of new information at once</p> 	<p>GENERATE SUCCESS small steps with lots of practice this eases the load on the working memory and supports transfer to the long-term memory</p> 	7
3	<p>ASK RELEVANT QUESTIONS that engage all pupils, not just a few use techniques that allow everyone to participate, such as show what you know or think-pair-share</p> 	<p>SCAFFOLD DIFFICULT TASKS temporary support to help with new or complex tasks structured templates, modelling, teacher explanation, checklists</p> 	8
4	<p>GIVE WORKED EXAMPLES model teacher thinking and expectations think aloud and explain how to present or solve problems My turn; Our turn; Your turn</p> 	<p>OPPORTUNITIES FOR INDEPENDENT PRACTICE practice what you know teacher led guided independent</p> 	9
5	<p>GUIDE PUPIL PRACTICE plan time for pupils to rehearse, rephrase and elaborate learning acquiring meaning through deliberate practice with varying instructional input from the teacher</p> 	<p>REVISIT WEEKLY AND MONTHLY spaced learning activates retrieval practice revisiting recently learned content strengthens the cognitive connections within the long-term memory</p> 	10



Implementation

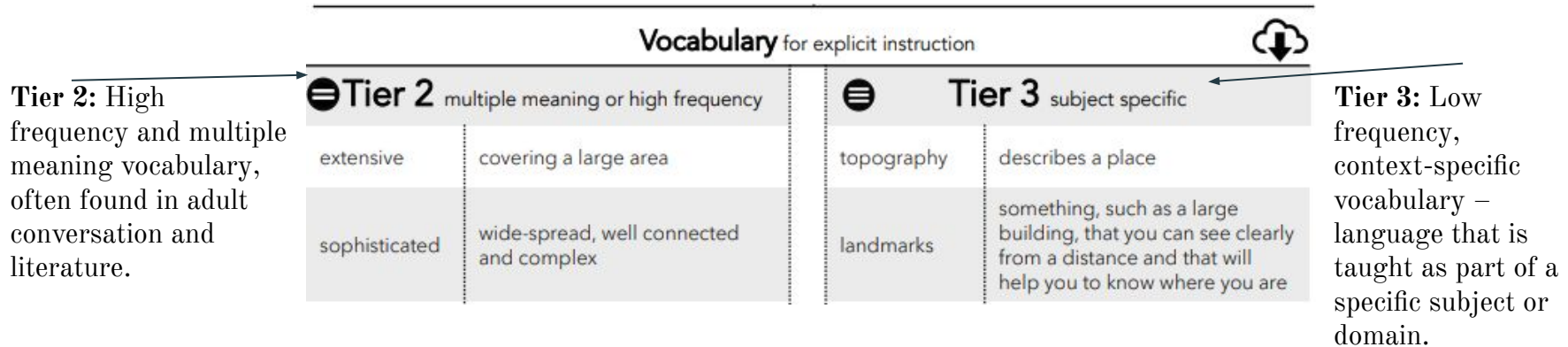
Foundations of the curriculum



- At Rushey Green, we want our children to develop the skills they need to become fully participating citizens and able thinkers, instilled with a lifelong love for learning, prepared for tomorrow's world.
- The intent is to increase fluency and reduce cognitive load.
- ***‘Learn more, remember more, do more.’***

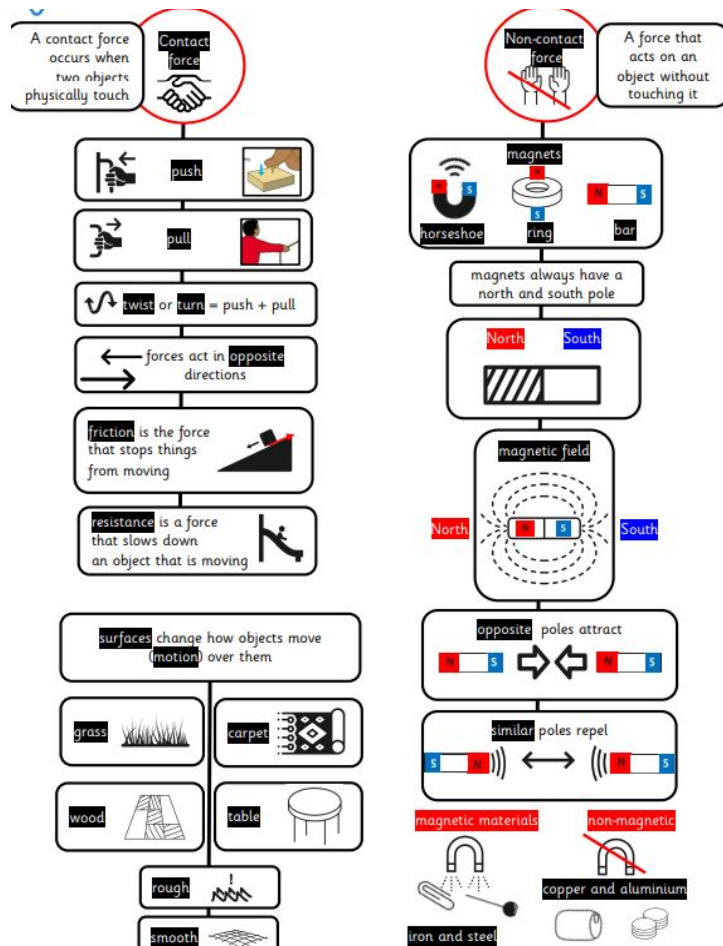
Infusing a Rich Vocabulary

- At Rushey Green, developing our children's vocabulary and talk is a key priority in order for our children to have better reasoning and pragmatic skills; enjoy greater academic success and future employment and experience better mental health and well-being.
- Carefully planned and well sequenced lessons which builds on prior knowledge aims to ensure that within our curriculum effective, explicit teaching of specific vocabulary is consistently taught.



Sequencing of lessons

- Our main purpose at Rushey Green is to increase consistency and ensure excellent practice throughout the school, imparting children with depth of knowledge and vocabulary.
- We teach a coherent sequence of lessons using high quality resources, supported by cumulative quiz questions to direct retrieval practice over time.
- Each lesson has suggested 'Desirable' and 'Essential' knowledge for teachers to use.
- Knowledge organisers and knowledge notes are accessible to both teachers and children to support the planning (thinking) process and support children's learning.



A knowledge note...

1. What is sound?

Remember: particles from states of matter

sound is a very quick vibration

travels as waves



sound waves can ONLY travel through a medium such as:

- gas (air)
- liquid (water)
- solid (wood)

sound travels as vibrations through anything with particles

sound



you can hear

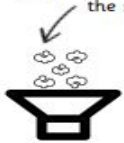
see vibrations



feel vibrations

Place popcorn on a speaker.

compare the reaction of popcorn to the loudness of the speaker



feel your throat as you speak in low voice

is driven by the lesson question.

is used to complement your teaching.

supports pupil participation.

supports all phases of a lesson.

is one part of the resources used in a lesson.

is vocabulary rich.

is a guide for that lesson.

enables pupils to check back on their work and think metacognitively.

Supports pupils to think independently

2.

What are the components in a series circuit?

series circuit



series circuit drawn as a diagram with symbols



symbols



battery



bulb



motor



switch



buzzer

Test it - How does the number of batteries and potential difference affect components in a circuit?



Quality first teaching



- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way
- Highly focused lesson design
- High demands of child engagement with their learning
- High levels of interaction for all children
- Appropriate use of teacher questioning, modelling and explaining
- Emphasis on learning through dialogue
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to motivate children - use of recognition board to help promote this.



Impact



- Children are assessed during every lesson which enables our teachers to plan the next steps for each child.
- Teachers assess against the title or learning questions and provide live feedback which enables each pupil to make progress within the lesson. Written feedback is also given.
- Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.
- We use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design.
- Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil book study, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened.



- The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils and for the year group.
- Enjoyment of the curriculum promotes achievement, confidence and good behaviour.
- Children feel safe to try new things.
- Pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners.
- Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.