St Anne's RC Primary School

Curriculum Statement

At St Anne's School we offer an exciting, deep, knowledge rich, challenging and experiential curriculum which inspires learning, identifies talents, promotes achievement and celebrates personal achievement.

Our curriculum is designed to ensure that every child has the opportunity to thrive and flourish, in which knowledge, concepts and overarching ideas of individual subjects is an **entitlement** for every child. We have a designed a coherent curriculum, stemming from the aims and topics outlined in the National Curriculum, which is structured to tell a **story** over time.

Subject leads and teachers make learning experiences challenging, appropriately demanding, and inspiring; nurturing a lifelong love of learning – this is not an **entitlement** for the few but for the many. We aspire for every child to be a confident, responsible, successful, innovative and independent learner. Our school focuses on success for all, delivering an education that equips every child with the tools to enter the world, ready to make a difference and leave their legacy.

At St Anne's we provide powerful **stories** so that our pupils can write their own.

Basic Principles

1. Learning is a change to long-term memory
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent Model

1. **Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the backgrounds of our student, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
   We use the following curriculum drivers to shape our curriculum breadth. These are taken from the consideration of our pupils' community and background; our school values and our values of a high-quality education:

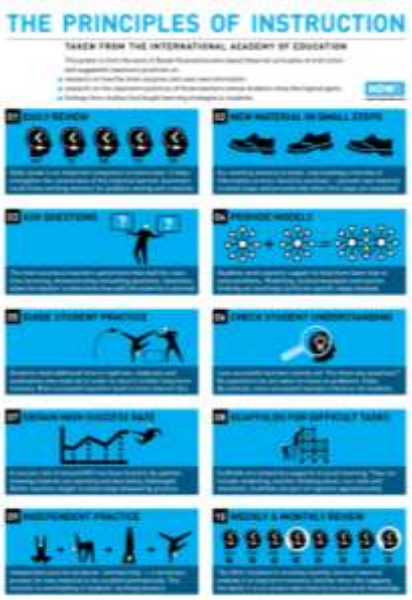
   (See Drivers – separate document)

2. **Cultural capital** gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academic and scholars.
4. Our curriculum distinguishes between **subject topics** and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
5. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. **Links** are explicitly made for our pupils, continually reminding them of the connection between what is being taught and learnt that lesson to the bigger story. They know how their learning fits into the wider whole.
6. **Provision maps** for each subject, across each year provide coherence and tell a story.
7. These threshold concepts feed into **end of phase targets**, of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provide a progression model.
8. **Knowledge categories** in each subject give students a way of expressing their understanding of the threshold concepts.

9. **Subject specific terminology** supports pupils to enter the domain of the academic discipline. It is an entitlement for pupils to know what these words mean, how they fit into what they are studying and for them to use them with confidence.
10. **Knowledge webs** help students to relate each topic to previously studied topics and to form strong, meaningful schema.
11. **Cognitive science** tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time. Creating stories within the curriculum will help information move from the short-term memory into the long-term.
12. Within each phase, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: **basic, advancing and deep**. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each stage and for the most able to have a greater depth of understanding at the 'deep' stage. **The time-scale for sustained mastery or greater depth** is therefore in some areas a two years study and in some areas across a number of year groups.
13. As part of our progression model we use a **different pedagogical style in each of the cognitive domains** of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the **reversal effect.**
14. Also, as part of progression model, we use **proof of progress tasks** which shows our curriculum expectations in each cognitive domain.

Implementation

15. At St Anne's, we have used evidence from cognitive science to form our curriculum design; three main principles underpin it:
    15.1. Learning is most effective with **spaced repetition.**
    15.2. **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
    15.3. **Retrieval** (a part of Rosenshine's Principles of Instruction) of previously learned content is frequent and regular, which **increases both storage and retrieval strength** aiding the process of the moving learning to the long-term memory.
16. In addition to the three principles we also understand that **learning is invisible in the short-term** and that sustained **mastery takes time.**
17. Our content is **subject specific.** We make intra-curricular links to strengthen schema.
18. **Continuous provision**, in the form of daily routines, project work and home learning, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.



Impact

19. Because learning is a change to long-term memory it is **impossible to see impact in the short term.**
20. We do, however use **probabilistic assessment** based on **deliberate practise.** This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.
21. We use **comparative judgement** through comparing a student's work over time and termly monitoring between year groups to establish mastery and understanding at greater depth.
22. **Quizzes** – taken regularly and often repeated to ensure understanding of concepts and that learning is stored in the long-term memory.
23. **Answering their own questions** – at the end of lessons children ask questions about things they do not know and revisit these over time providing visible evidence of what they knew at the beginning of a unit and how much they knew at the end.
24. **Essays** – end of unit essays as a chance to revisit, recall and 'play' with the knowledge, further embedding it into long term memory. For our younger pupils these are more straightforward and structure strips aid their writing, however as our pupils get older the essays become more sophisticated as they are asked to make judgements and explore subjects as disciplines.
25. **Real audiences** – children are involved in projects with real audiences when they have something authentic and of a **high quality** to share, based on solid foundations of deep knowledge.
26. **Pupil voice** – discussions with pupils about learning. Pupils should be able to speak confidently, authoritatively and with precision and enthusiasm about their learning.
27. We use lesson observations to see if the **pedagogical style** matches our depth expectations (see point 11).