

# Wardley CE Primary School

## Curriculum Design Statement: Intent, Implementation, Impact.

### INTENT

Our curriculum is the yardstick that sets out what we want our pupils to know and be able to do by the time they leave our school.

It is driven by our school's vision that we, as a Church of England school, value and recognise the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. This ethos is built on our Christian foundations and drives our belief that **we can do all things** within the deep and rich curriculum that we provide.

***We can do all things through Christ who strengthens us***

***Phillipians 4:13***

Our curriculum rests on this vision and its breadth and scope is designed to deliver it with three goals in mind:

### 1. The 'Wardley Way'

**Our intent** is to provide a curriculum grounded in the 'Wardley Way' so that our pupils can develop as confident, responsible citizens. This means that our curriculum is underpinned by five key drivers which make up our 'Wardley Way' and are central to our curriculum model. They can be seen in the intent, implementation and impact of our curriculum.

THE WARDLEY WAY				
STRONG ETHICS	INCLUSIVE	TEAMWORK	INSPIRING POTENTIAL	CONTINUAL ENHANCEMENT
<i>'RESPECT'</i>	<i>'FRIENDSHIP'</i>	<i>'TRUST'</i>	<i>'COURAGE'</i>	<i>'PERSEVERANCE'</i>
-Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish. -Promoting a sense of justice. -Creating a strong moral purpose which underpins everything we do.	-In celebrating diversity we value the strengths of all and embrace differences. -Engaging stakeholders within and beyond the school.	-No matter how small, we value every contribution and support each other to reach our goals. -In respecting each other, we strive to not let each other down. -In feeling valued and empowered people have desire to go the extra mile for the greater good.	-Recognising, supporting and developing everyone's potential. -nurturing skills and promoting opportunities. -Creating an environment for people to think positively and take risks.	We inspire and innovate – we support others to do the same. -In constantly striving to achieve high standards we never stand still. -All improvements are underpinned with high aspirations.

### 2. Powerful Knowledge

**Our intent** is to give each pupil the opportunity to develop powerful knowledge. This is the powerful background knowledge of the world that pupils need to infer meaning from what they read. It is their cultural capital. Crucially, it includes vocabulary, which in turn helps

pupils to express themselves in a sophisticated, mature way. We believe that knowledge is worthwhile in itself and that our role as a school is to transmit this shared and powerful knowledge on behalf of society. We teach what our pupils need to make sense of and improve the world. Shared and powerful knowledge enables children to grow into useful citizens. As adults they can understand, cooperate and shape the world together. It is fair and just that all children should have access to powerful knowledge.

### 3. A Coherently Planned Curriculum

**Our intent** is to provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

**Our intent** is to ensure that there is a clear purpose to what we teach that is understood by the teacher and the pupils.

**Our intent** is to provide a coherent curriculum that pays attention to the big ideas that underpin each area of the curriculum. This leads to mastery teaching.

**Our intent** is to have a clear picture of the overall provision map for each subject across each year.

**Our intent** is that pupils know how what they are learning fits into the wider whole. This is so they can see, appreciate and learn the particular by locating it in the general. Pupils cannot learn everything and therefore they need to learn the concepts that come up again and again. The unifying ideas of the subject.

**Our intent** is that our pupils are not taught disparate, unconnected material without any effort to ensure that it goes into the long term memory. Planning a curriculum which draws threads between the overarching ideas and the detail is the key to unlocking this.

This intent will be achieved through our coherently planned curriculum which follows this design:

a	Curriculum Breadth for Years 1 & 2			Curriculum Breadth for Years 3 & 4			Curriculum Breadth for Years 5 & 6		
b	Threshold Concepts (Planning foci, Assessment foci)								
c	Milestone 1 The standard to reach by the end of Y2			Milestone 2 The standard to reach by the end of Y4			Milestone 3 The standard to reach by the end of Y6		
d	B Year 1	A Year 2	D Year 2	B Year 3	A Year 4	D Year 4	B Year 5	A Year 6	D Year 6

**Curriculum Breadth.** This is a clear list of the breadth of topics that will be covered. It ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils' growing cultural capital.

**Threshold Concepts.** These are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.

**Milestones.** These define the standards for the threshold concepts and provide criteria for progression within them.

**Depth.** These are the criteria for depth of understanding. We expect pupils in the first year in a milestone to develop a Basic (B) understanding of the concepts and an Advancing (A) or Deep (D) understanding in the second year of the milestone. Phase one (Years 1, 3, and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed. It will involve a higher degree of repetition so that knowledge enters pupils’ long term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge.

### Sustained Mastery

Nothing is learned unless it rests in pupils’ long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: ‘How well are pupils coping with curriculum content?’ and ‘How well are they retaining previously taught content?’

## IMPLEMENTATION

The aim of our curriculum implementation is to make learning stick! We believe that learning must be seen as a change to long term memory. We want children to develop powerful knowledge that they retain, recall, transfer and use in a range of contexts. We have five key cognitive principles that we use in the implementation of our curriculum to achieve this aim.

IMPLEMENTATION				
<b>Overarching Theme: Making learning stick.</b>				
Understanding how long term memory works.				
Cognitive principle 1. Although we are naturally curious, we are not very good at thinking.	Cognitive principle 2. Knowledge precedes creativity.	Cognitive principle 3. Knowledge is the residue of thought.	Cognitive principle 4. Proficiency takes practise.	Cognitive principle 5. Students are more alike than different in the way that they think and learn.
-Engaging students in thinking. -Reducing intrinsic cognitive load. -Reducing extraneous cognitive load.	-Planning for breadth of knowledge. -Optimising intrinsic cognitive load. -Being BAD (Basic, Advancing & Deep Learners).	-Focusing on meaning. -Offering insight.	-Practising for permanence. -Establishing routines. -Modelling. -Scaffolding -Steam lining feedback. -Creating a culture of feedback. -Utilising germaine cognitive load.	-Using content to dictate approaches.

## IMPACT

The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it. Some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

