HEADLEY PARK

PRIMARY SCHOOL

Policy Documentation

Policy: Curriculum, Teaching, Learning and Assessment

Responsibility for review: Local Governing Body

Version history		**Key changes made**
Date written	**September 2021**	-
Date of review	**September 2022**	Updates to foundation subject info
Date of review	**January 2024**	Updates to programmes followed, accessibility information added
Date of review	**September 2026**	Updates to programmes followed
Date of review		

Aims
Our curriculum is the primary way that we seek to achieve our vision. **Research, evidence and wider reading underpinning this policy:** ● Sweller's cognitive load theory ● Rosenshine's principles of instruction ● Cain and Oakhill's vocabulary instruction ● Fiorella and Mayer's generative learning practice **Key reflections that drive this policy:** ● Memory is the residue of thought (Willingham). ● Learning is connecting new experiences to existing ones. ● Learning is a persistent and cumulative change in what we know and can do. ● Explicit vocabulary instruction unlocks complex ideas and positively changes lives. ● Knowledge empowers all pupils to achieve and choose their future. ● A curriculum focused on knowledge can help close the gap between the most and least disadvantaged pupils at our school. ● Knowledge begets knowledge. ● Skills cannot be taught in a vacuum and require extensive factual knowledge in order to be taught successfully. ● Constantly seeking to improve by identifying what students have learned and responding appropriately should be central to our identity as teachers (Fletcher-Wood, 2018).

Our curriculum - guiding principles
The following curriculum principles guide our curriculum design (intent) and delivery (implementation) across all subjects.

At Headley Park the curriculum is:

- rich in powerful knowledge, skills and vocabulary, which are specified, taught, assessed and remembered by pupils;
- well-planned and sequenced so that key concepts are built on year by year;
- rooted in the strongest available evidence about how pupils learn and retain knowledge in the long term;
- taught by expert teachers;
- underpinned by a sharp use of assessment to support and progress learning; and
- supportive of teacher workload, wellbeing and professional development.

At Headley Park we think about curriculum at 4 levels:

1. The **intended** curriculum: what we intend pupils to learn, including the explicit knowledge we expect them to remember, which we set out in detail.
2. The **implemented** curriculum: the resources and structures teachers use to deliver the curriculum.
3. The **enacted** curriculum: the approaches our teachers use to bring this knowledge to life for their pupils.
4. The **impact** of the curriculum: the changes to pupils' long term memory our curriculum leads to and how we check and evaluate how well our pupils understand what they are taught.

The intended and implemented curriculum
See below for information about how the curriculum in each subject area is designed and delivered.

- English - CUSP reading, CUSP writing, Unlocking Letters and Sounds
- Maths - White Rose
- Science - CUSP
- Geography - CUSP
- History - CUSP
- Art and Design - CUSP
- Design Technology - Kapow
- Computing - Kapow
- Modern foreign languages - CUSP French
- PSHE - Kapow
- Music - Kapow
- RE - Kapow
- PE - HPPS progression

Y1 - Y6 Curriculum on a page
You can view each year group's curriculum overviews on the school website.

Knowledge
Each subject is unique, and includes its own substantive knowledge and disciplinary knowledge. Substantive knowledge relates to the core facts, ideas and concepts which are central to a subject (for example how nations make treaties, such as the Treaty of Versailles). Disciplinary knowledge, on the other hand, relates to how scholars and academics within each subject (or discipline) arrive at this knowledge – for example, how physicists use the scientific method to arrive at general principles through observation and systematic experimentation. Our curriculum ensures that all pupils carefully build a comprehensive understanding of both.

Curriculum structure
At Headley Park, pupils are taught a broad curriculum. Each subject is unique and dedicated time is allocated to the teaching of national curriculum subjects discreetly. Relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge. Connections across subjects are made where purposeful.

Daily	**Weekly**	**Modular** (subjects interleaved, repeat twice in a six-week cycle)
English (reading, phonics, writing) Maths Book Club	Science PSHE PE Music RE MFL (Y3-6 only)	Art and Design Design and Technology Computing History Geography

Curriculum with Unity Schools Partnership (CUSP) and Kapow
For some subjects we use and adapt CUSP and Kapow resources, which support a knowledge-rich curriculum structure that is coherent and cumulative.

Increased frequency model
Our curriculum model is designed to be both responsive to the needs of our children and proactive in our approach to providing Headley Park pupils with the opportunities and experiences they need.

The increased frequency model has:

- Responded to the disruption and long-term impact of the pandemic by increasing the frequency of phonics, science and wider curriculum areas;
- Rebalanced the long-term curriculum offer;
- Given balance and proportionality to the wider curriculum, including RE, music, MFL, PSHE;
- Dedicated more time to PSHE given the challenges around social and emotional aspects of learning;
- Responded positively to recent Ofsted curriculum reports (e.g. science and geography subject reviews);
- Dedicated shared reading opportunities each day.

Modular approach

- History, Geography and Computing are taught in a modular approach with each subject having 3 module sessions each week on a 3-week rotation meaning there is more frequent teaching of these subjects across a year. This gives us more time to focus on the content of the sessions and knowledge notes might be taken over one lesson into the other.
- This takes into account some key research and evidence including:
    - Forgetting curve - we want to make sure we ease the forgetting curve by coming back to those key learning points after a shorter period of time
    - Retrieval and spaced retrieval practice - powerful toolkit to strengthen learning and memory
- Light green spaces on the yearly overviews are additional opportunities to extend science lessons (flexibility to respond to pupil need) and plan specific opportunities for working scientifically.
- This model enables us to make provision each week for PSHE, RE, Music and MFL
- We have scheduled at least one double module afternoon above to enable practical subjects like Art or DT to focus for the whole afternoon weekly and not lose time in setting up and clearing up.

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

The enacted curriculum

To support excellent teaching we consider five points of effective provision:

Point of				
Reference	**Explanation**	**Delivery**	**Practice**	**Reflection**
Content	Subject knowledge	Explicit instruction	Metacognition	Metacognition, retrieval and evaluation
Teachers use resources such as CUSP	These resources directly support the POINT OF EXPLANATION. Teachers understand the subject knowledge and are able to explain it in	Explicit instruction techniques are used at the POINT OF DELIVERY, where teachers model and explain foundation concepts and knowledge.	Carefully designed learning tasks underpin the POINT OF PRACTICE. Pupils are expected to draw upon prior learning. Generative learning tasks support	The POINT OF REFLECTION is carefully deployed through specific and deliberate techniques, such as self-questioning, retrieval practice and

	multiple ways, which leads to thinking carefully about task design.		deliberate practice of taught content enabling pupils to become fluent and automaticity is increased.	resources like word paths. These directly support metacognitive development and enable pupils to plan, monitor and evaluate their learning with structure and depth.

Teachers employ a clear structure to scaffold pupils towards success across the curriculum. This is:

	**Connect**	Explicit connection to prior learning
	**Explain**	Teaching through instruction
	**Example**	
	**Attempt**	Learning through teacher-led, guided or independent practice
	**Apply**	
	**Challenge**	

Teachers make use of the range of methods within the **HPPS teaching toolkit** to support each element of the lesson structure.

Great teachers use professional and evidence-led understanding along with a wide range of tools articulated in teaching toolkits. Typically, teachers have autonomy about when and how they deploy and use these tools within lessons.

The impact of our curriculum

Learning

At Headley Park, we have a concise whole school shared definition of learning: ‘Learning is a change in long term memory.’ In order to identify the impact our curriculum is having on our pupils, teachers employ a range of assessment strategies both at the point of teaching and after.

Formative assessment

Formative assessment is the information teachers glean as teachers that closes the gap between where the pupil is and where they need to be. This is also known as 'responsive teaching’.

There is a very close link between curriculum design and assessment. Teachers at Headley Park understand the cumulative model of our curriculum. They know what has been taught before, position prior learning and build on it with clear and precise explanations. Teachers design tasks with clear purpose. They use quizzing cumulatively to support formative assessment. They plan for and explicitly address common misconceptions.

The high-quality use of a range of responsive teaching techniques is at the forefront of all aspects of teaching and learning at Headley Park so that teachers are able to evaluate and respond to the needs of pupils fluidly. These include:

- Deliberate practice and rephrasing of taught content
- Cumulative quizzing within the learning sequence
- Retrieval practice, including strategies such as 'just two things' (self-testing)
- Vocabulary use and application
- Summarising and explaining the learning question from the sequence

Feedback
Our feedback policy details the approach we take to using feedback to move learners' forward.

Summative assessment
The aim of summative assessment is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). In order to achieve this, summative tests consist of standard tasks taken in standard conditions (designed by PiXL). They are taken up to three times a year in reading and maths so that pupils have the chance to improve on them meaningfully.

If our curriculum is effective, it will lead to improvements on summative tests over time.

Trust, workload and professional development
The ability of teachers to adapt instruction to meet pupil needs increases pupil achievements. 'There is literally nothing else that can increase student achievement by so much, for so little cost' (Wiliam, 2018). Therefore, leaders ensure teachers have the opportunity to become skilled and confident at assessing pupils' learning through high-quality school based and external training.

Teachers do not need to compile evidence to prove all the assessments they make. Leaders support teachers to make accurate and honest judgements and will always take teacher workload into account when developing new assessment initiatives.

Subject leaders
All teachers are responsible for leading a curriculum subject. Their role is to analyse the intended content of their subject, know what is being delivered and when, and understand the impact of the provision.

Accessibility
HPPS offers an ambitious and rigorous curriculum for all pupils, which is scaffolded for pupils who require additional support to access age related content. We use resources tailored to the needs of pupils who require support to access the curriculum (for example, individual iPads for pupils who are visually impaired to access whole class teaching; and resources printed on coloured paper for children with visual stress).For pupils who require significant curriculum adaptations, learning content is differentiated appropriately. We seek advice from relevant services (e.g. Occupational Therapy, Sensory Support Service) and set targets for pupils with additional needs.