



Towcester C of E Primary School

We will send the children out, as Noah did the dove (Genesis 8:8 -12), having nurtured and prepared them for life. Knowing that they are valued they can fly and take the values of the school out into the world.

'If we live by the spirit, let us also walk in the spirit.' (Galatians 5:25)

Our Curriculum Statement

Our Vision:

At Towcester C of E Primary School we aim to foster within our school community a drive to learn and develop a thirst for knowledge and a love of learning. Our Curriculum endeavours to provide our pupils with a global, national and local perspective with the skills and experiences needed to live a full and productive life.

Curriculum Intent:

In our Trust the curriculum is broadly defined as the knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling. By knowledge we mean facts, concepts and rules (declarative knowledge: to know that...), and procedural knowledge (to know how....) acquired through experience and /or education.

The curriculum lies at the heart of education in Towcester C of E Primary School. It therefore determines what our learners will become, what they will know and understand, and what they will be able to do by the time they leave.

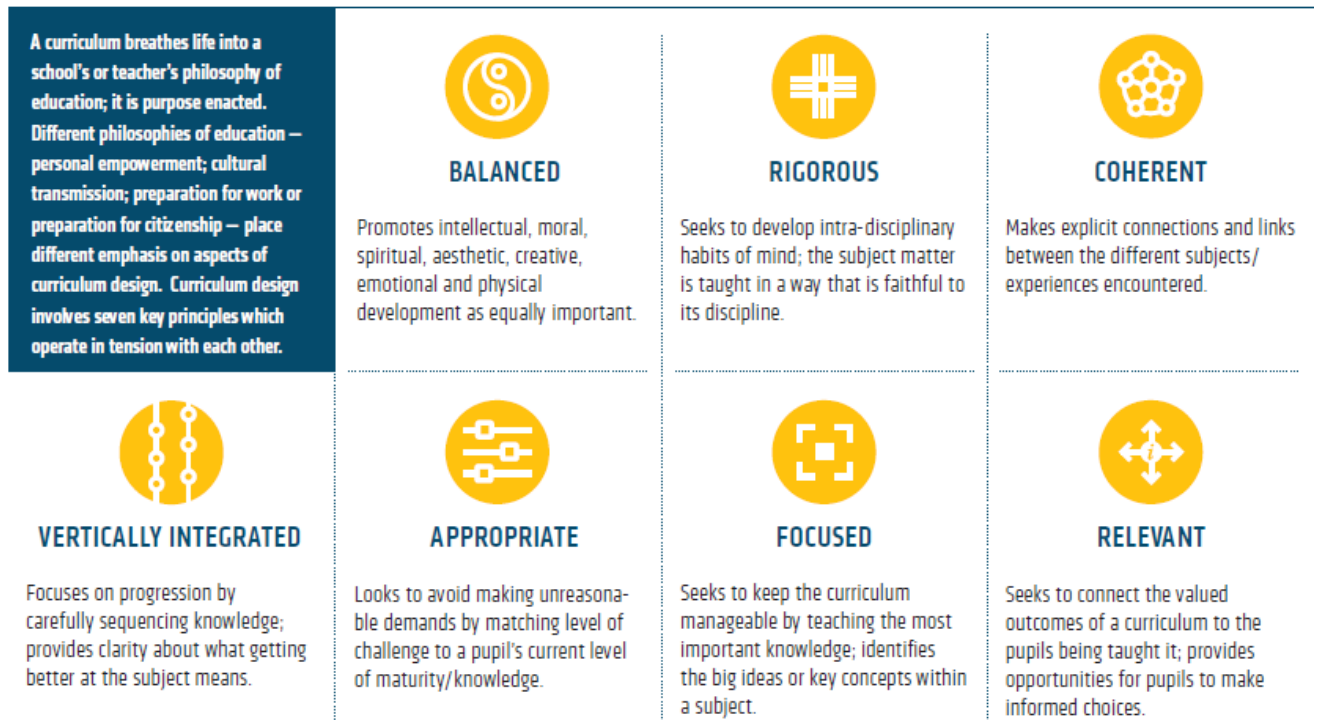
Bearing in mind the definition of knowledge above, we aim for our knowledge-rich curriculum to enable:

- (i) Sustained mastery (and a greater understanding for those who are capable) of subject specific key knowledge that we want the children to acquire;
- (ii) Sustained mastery of knowledge that pupils will need to be able to make sense of the world by providing rich cultural capital.

We deliver the National Curriculum 2014 throughout Key Stage 1 and 2 providing pupils with 'an introduction to the essential knowledge that they need to be educated citizens and to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement'.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of themes or topics. Hence, our long term aim is for our curriculum to be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited.

Key principles of our curriculum design are illustrated below:



William D. (2013) Principled Curriculum Design (Designed by Oliver Caviglioli)

Our Long-Term Overview of Topics is available in school and on the school website. Termly Curriculum Overviews are available on the Class Pages on the website and are shared with pupils and parents.

Whilst we ensure that there is a broad and rich curriculum, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. We aim to develop Tier 1, 2 and 3 vocabulary (Isabel Beck 2002). Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad curriculum within a language rich environment.

We also aim for our curriculum to develop attitudes, attributes and dispositions which enable our children to:

- (i) develop as confident, responsible citizens;
- (ii) be prepared for future learning e.g. resilience, perseverance and a growth mind-set.

Our curriculum reflects our local needs and context. The curriculum meets the particular aims and values of our school by:

- Developing our pupils' appreciation and understanding of the rich diversity within our local, national and global community.
- Developing the breadth of our pupils' cultural experience and understanding by offering a range of experiences both within the classroom and beyond to build cultural capital, enable the discovery of talents and inspire a love for learning.
- Developing our pupils' courageous aspiration; providing opportunities and experiences that allow them to flourish. Developing their qualities of leadership, resilience, risk-taking, ambition and perseverance.

We want our children to flourish in their learning and use our values to take out into the world with them for the future. This is central to the school's overall vision:

We will send the children out, as Noah did the dove (Genesis 8:8-12), having nurtured and prepared them for life. Knowing that they are valued they can fly and take the values of the school out into the world.

'If we live by the spirit, let us also walk in the spirit.' (Galatians 5:25)

We want our children to be proud of who they are and share this positively with others.

Our links and relationships with the local community are very strong. We want our children to know their role within their own community and work with, and for it, to make a difference for everyone. Friendship with children from other countries shows that we are equal and have a mutual respect for others at all times.

Our teachers and staff strive to make the curriculum enjoyable and memorable for all. We aim to ensure all of our children to 'Enjoy, Believe, Achieve, Succeed' – enjoy what they do, believe in themselves and their God for guidance, achieve their best and celebrate their successes with others.

We strive to ensure that learning is accessible to all pupils, regardless of disability or additional need.

Curriculum Implementation:

'Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory then nothing has been learned.'

Sweller et al. 2011

In line with cognitive load theory we aim, through our teaching, to develop understanding by building well-developed schema: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory by:

- Providing overviews
- Outlining content to be covered and signalling transitions between different parts of the lesson;
- Calling attention to main ideas;
- Providing daily, weekly and monthly reviews.
- Re-teaching when necessary.

We regard teaching as effective when underpinned by Rosenshine's 'Principles of Instruction' (see the Trust's Teaching and Learning statement). Effective questioning, effective use of formative assessment and adaptive, responsive teaching are regarded as key.

We regard the following teachers' knowledge as essential:

- pedagogical knowledge: teachers' knowledge of effective teaching methods;
- content knowledge: teachers' subject knowledge;
- pedagogical content knowledge: teachers' knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

Adaptations are carefully planned and resources are targeted to ensure that all pupils can access the full curriculum.

Leadership of the curriculum is distributed within our academies. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.

Curriculum Impact

We measure this by the extent to which our aims, curriculum defined end points and strong outcomes are achieved as a result of our curriculum intent and implementation.

The vast majority of our pupils will have sustained mastery of key, detailed knowledge identified and some children will have a greater depth of understanding.

'If a student has learnt the curriculum, they have made progress.'

Michael Fordham

Curriculum Leadership

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September 2019