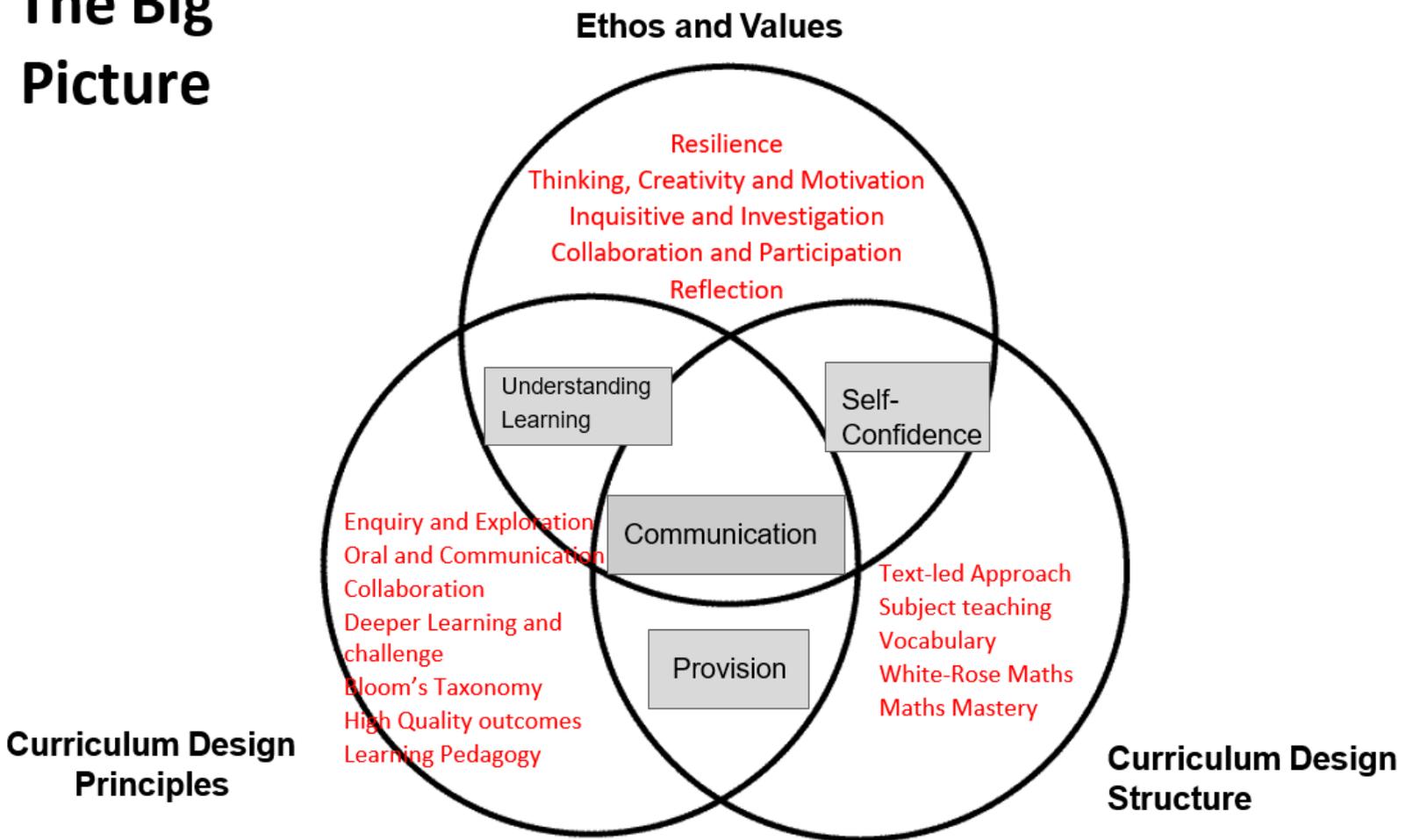


Curriculum Intent, Implementation and Impact Statement

June 2020

“Education is the most powerful weapon which you can use to change the world.” (Nelson Mandela, 1995)

The Big Picture





Vision and Values

Our Vision

TO LEARN, TO GROW, TOGETHER...

- At West Road Primary, **children are at the heart** of everything we do.
- We know that education ensures choice, choice creates opportunity – **education, choice and opportunity** are the keys to unlock a limitless future for us all.
- We offer an **irresistible invitation to learning - an exciting, lifelong adventure**. We turn mirrors into windows.
- We will inspire - the **child who loves learning has everything** within their reach.

Our Values

- We are a learning community. **We are all learners**. All that we do is underpinned by our **West Best Skills for Lifelong Learning**:

WEST BEST			
Taking care of ourselves and each other	Reflection and evaluation	Independence	Enquiry and exploration
Respect, understanding and tolerance	Confident communication	Perseverance	Imagination
Community and teamwork	Risk taking	Making the right choices	Problem solving



We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world. At the heart of our design for learning, is the need to ensure that our pupils understand themselves as citizens of the world and want to contribute to both local, national and global issues which may impact on their lives.

Curriculum Design Principles

West Road's curriculum delivers an entitlement to knowledge, underpinned by key skills. Reading, writing and maths provide the foundations, but specialist knowledge of the arts, humanities and physical education widens children's experience and outlook within a complex context of social and cultural disadvantage. **We turn mirrors into windows.**

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. With this knowledge, our staff design learning that focuses on small steps of progression. The schemes of learning have been designed to identify the on-going assessment of knowledge (concepts) and skills. This will support teachers to design learning to ensure that pupils retain this and build upon their prior knowledge in order to apply independently to a range of contexts.

Our design principles have been created to enable pupils to make deep connections between learning and understanding the world they live in, leading to pupils connecting taught knowledge and skills with agency and purpose. We therefore

ensure that learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- Deeper thinking
- Deeper purpose
- Active and collaborative engagement so that pupils meet the world but are not the centre of it

We move through three cognitive domains within the teaching sequence to ensure that pupils gain fluency, reasoning and application to develop their understanding and master new skills and concepts

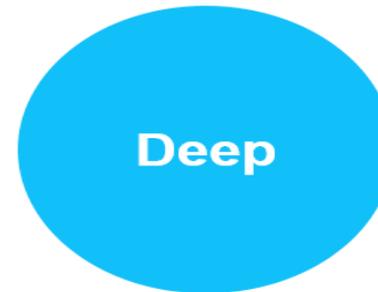
Increasing understanding by gradually moving through cognitive domains



Low level cognitive demand. Involves following instructions.



Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.



Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.

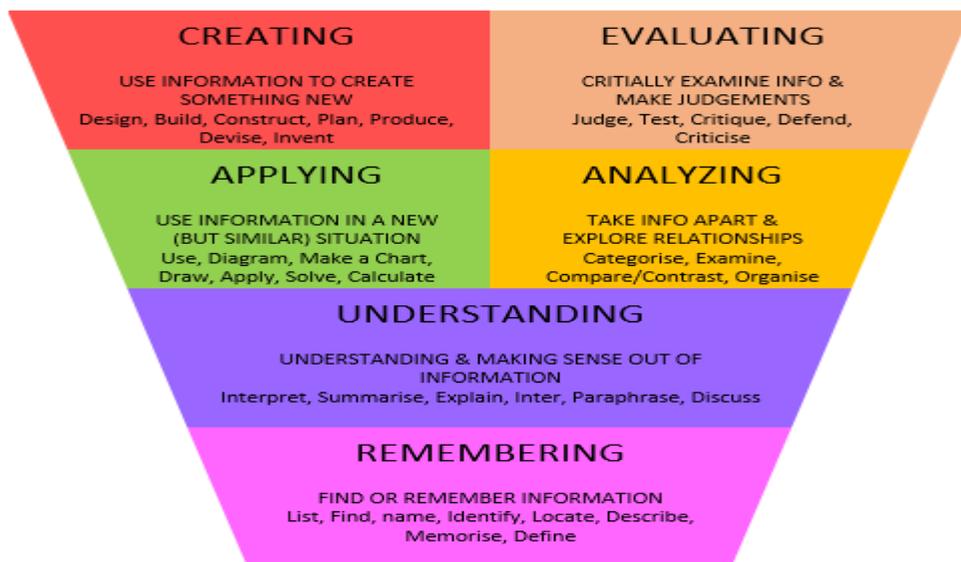


Within the teaching sequence, we plan and outline questions which support the domain of learning. These verbs support this:

Basic	Advancing	Deep
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare	Think, Explore, Challenge, Question, Select, Reason, Justify, Consider, Demonstrate, Innovate, Decide, Create, Reflect, Critically Evaluate, Plan, Judge, Test, Defend, Design, Build, Construct, Invent

Understanding 'deep' learning, means that teachers have to plan a range of learning opportunities for pupils to demonstrate their level of thinking and understanding. In order to support this development of 'Concepts and Skills' builders we use Bloom's Taxonomy as a way of facilitating the appropriate levels of challenge and pitch. It is also providing a shared language to describe where a pupil is on the learning journey towards deep understanding of the concept or skill.

Bloom's Taxonomy:



Deep
Advancing
Basic

Metacognition

Metacognition plays a pivotal role within our teaching sequences through explaining and reasoning, thinking about evidence, evaluating and making judgements or decisions. Through deeper thinking and reflection our pupils are able to make links between subject knowledge so that they are learning systematically. Teaching our pupils to reflect, explain, justify and question is key to lesson design.



Feedback is integrated into our curriculum design principles and a range of feedback types are provided throughout the sequences. We are developing the use of prompts to deepen connections with the learning and encourage pupils to respond to these to explain or reason their learning at a deeper level.

Skills and Knowledge

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.” *(Kofi Annan 2005; Ghanaian former Secretary-General of the United Nations, Nobel Peace Prize winner.)*

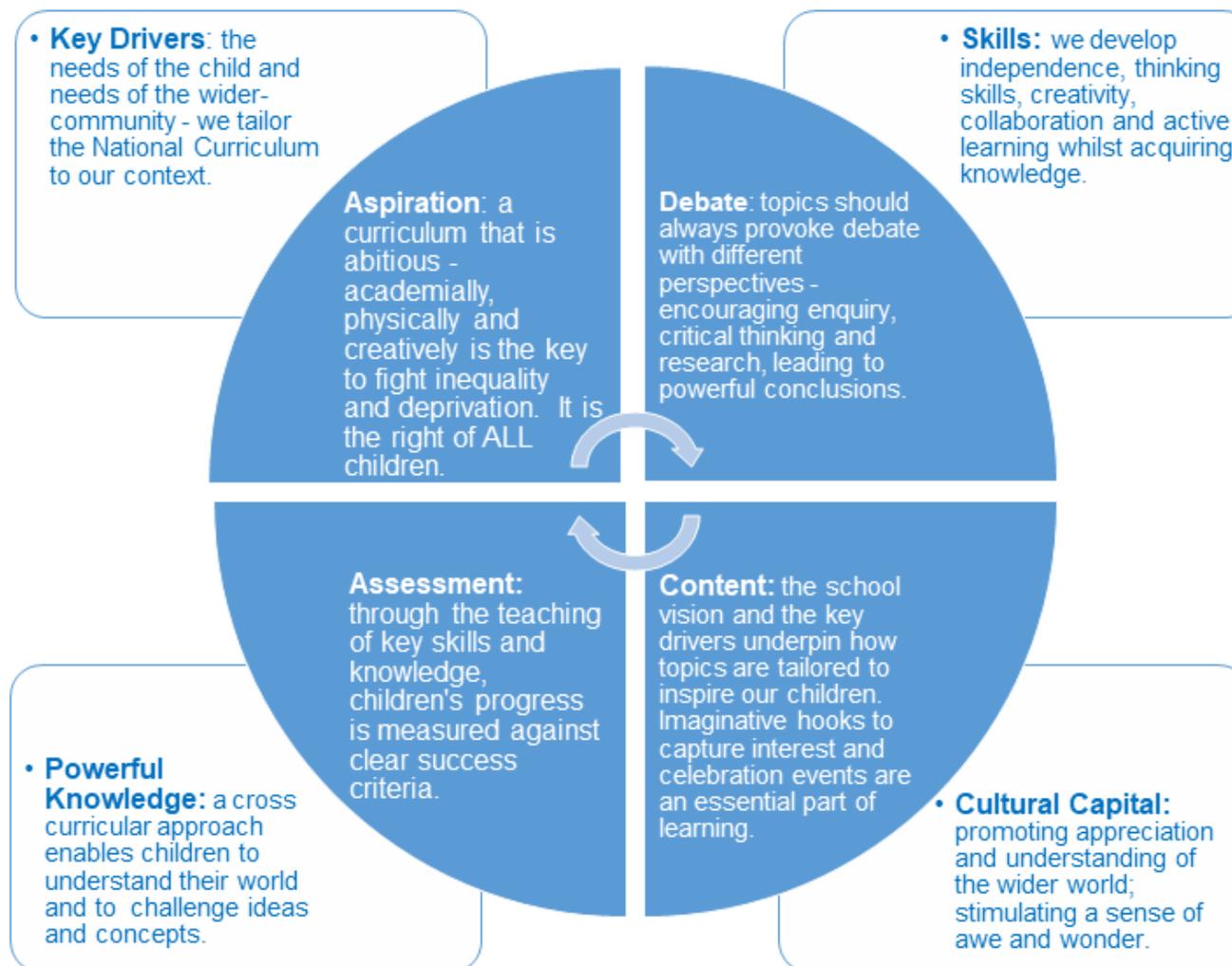
Knowledge liberates children – it enables them to develop critical thinking skills and understanding, to be able to challenge ideas and ask questions. These skills are transferable and underpin all learning. A mastery of ‘Number’, for example, enables a child to develop key skills, eg addition, using a ruler, multiplication tables. Such skills are then nurtured through the delivery of a rich, inspiring and challenging curriculum.

“Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things.” *(Lev S Vygotsky, 1922)*

Once a teacher has facilitated the acquisition of key skills, the child is able to use these independently in a range of contexts, moving beyond everyday experiences, developing a love of learning.

Key Drivers

At West Road, the Key Drivers for our curriculum are **ASPIRATION, CULTURAL CAPITAL, LANGUAGE** and **POWERFUL KNOWLEDGE**.



Curriculum Design Structure

Intent

Our curriculum design structure is underpinned by these core areas:

1. **Subject-specific domains** which ensure progression of knowledge (Concepts), skills and values in order to lead to application, synthesis and evaluation. We value the potential of each subject and promote experts within these areas in order to build aspirations for our pupils.
2. **A Text-led approach** will drive each of the learning themes in order to expose our learners to quality literature. This will include narrative, poetry and non-fictional text in order to develop the imagination of our pupils.
3. **Vocabulary development** in context is a key driver for our curriculum structure. We want our pupils to understand language and be able to communicate in a range of settings and situations. Language will be 'taught' throughout all areas of learning and not 'caught' in order to close the attainment gap for all our pupils.
4. **Basic skills** teaching will be fundamental to improving the life chances of all our pupils. Our curriculum begins with the high-quality teaching of **basic skills** (reading, writing, number and speaking and listening), which are then practised through a series of well-planned contexts and cross-curricular themes. We aim to provide thematic and contextualised learning experiences where children are encouraged to make links across subjects in order to broaden their general knowledge and understanding of the world around them. Progressive key performance indicators will ensure that we can assess our learners accurately and provide personalised programmes of learning in order to maximise progress from their starting points.
5. Our learning pedagogy will have equal focus and underpin all our curriculum to ensure that pupils gain a greater understanding of how they learn and the skills of the **West Best Values**.



Implementation

Subject-Specific Domains

Our themes will be organised around subject areas in order to ensure subject progression of knowledge (concepts) and skills across all areas of the curriculum. Some subject areas will be taught discretely. All areas of learning will be underpinned by strong subject knowledge to ensure teaching is developmental and builds on the prior learning of pupils. The curriculum themes will be planned to ensure that pupils have the opportunity to become experts in each subject area. They will experience the 'greats' within the subject areas in order to enhance their learning. Each subject area is underpinned with key assessment criteria at both age-related and greater depth within all year groups to allow pupils to experience a wide range of learning within the subject area. It will also promote the individual disciplines of the subjects to ensure that pupils learn the knowledge and skills as they progress through the academy.

Text-Led Approach to Learning

High-quality literature, including fiction, non-fiction and poetry will be the starting point for all curriculum themes. This will provide pupils with opportunities to read engaging text. It is human nature to love a good text. We have long been storytellers and story consumers. The aims of using high-quality texts are to build background knowledge and world exposure, authentic vocabulary, communication and dialogue, development of social skills and to provide engagement and excitement for learning. This approach will enhance critical thinking skills by promoting deep understanding of character and plot development.



Vocabulary Development

Vocabulary will be planned within all the units of learning and explicitly taught (for instance, tier 2 and tier 3 words). Opportunities will be provided for pupils to explore both oral and written language. All academies will promote and scaffold high-quality talk in the classroom to allow pupils the opportunity to apply language in context and to use for a purpose. All academies will foster 'word consciousness' in pupils and teach pupils independent word learning strategies. Vocabulary will be enhanced across all areas of the curriculum.

Basic Skills Teaching

The development of the basic skills will be applied across all curriculum themes. Lessons in English and Mathematics will integrate the curriculum themes in order to provide opportunities to build up the knowledge and apply in different contexts. This will ensure that pupils are given opportunities to practice the skills they need to apply so that working memory is not overloaded. Research underpins this approach and it is known as the deliberate practice method.

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. With this knowledge, our staff design learning that focuses on small steps of progression. By slowing learning down, we ensure that our focus remains on depth. Our journeys are supported at all times by high expectations.

Mastery Approaches

The principle of deep learning or mastery has been applied with great success in high-performing jurisdictions around the world. All academies will adopt these approaches across the curriculum and translate this into practice 'fewer things in greater depth'. The long-term and medium-term planning for the curriculum has been organised into topics focusing on subject disciplines as well as the connects between them. Teachers will adapt their approach and style based on the progress of the group. Regular assessments, testing and quizzing is required to gauge when the group is ready to move on.

“Mastery learning breaks subject matter and learning content into units with clearly-specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.” Education Endowment Foundation, June 2015

Within Mathematics we have adopted the 'Maths Mastery Programme in conjunction with The White Rose Scheme' as both of these approaches have been developed to ensure that pupils master the learning.



Assessment Framework

West Road Primary Academy has developed an assessment framework in order to ensure that we have personalised knowledge of all our pupils including their strengths and gaps.

In Reading, Writing and Mathematics: Key Performance Indicators (KPIs) have been written based on the subject domains that pupils are required to master. These are progressive objectives so that pupils build each year on their prior attainment. Teachers use the KPIs in their planning and as part of the success criteria for each lesson. Teachers use on-going assessment to evaluate the learning of all pupils and ensure that next steps are specifically planned for. Within pupils' books, assessment is on-going and builds an evidence-base to support summative assessment judgements.

In Science and the Foundation Subjects, progressive assessment has been implemented in order to develop the key subject domains. Teachers integrate this in the planning processes to ensure that learning is pitched at the appropriate level and meets the personalised needs of all pupils. These are planned in the half termly topics and evaluated through the term. The topics will evolve to meet the needs of the pupils and to allow pupils to take control of the learning journey, implementing areas of learning that the pupils want to explore.



Curriculum Impact:

- Within West Road Primary Academy, we use regular and robust triangulated monitoring to evaluate the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward.
- We ensure that our children's attainment and progress are in line or exceeding their potential. We measure this using national data (where appropriate), our curriculum topics, KPI documents and monitoring evidence.
- Our curriculum ensures that we develop well-rounded citizens with a clear understanding of values such as care, responsibility and friendship. Our new curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights.
- Learning dispositions are developed, leading to success both now and in the future. Children demonstrate greater levels of resilience and motivation, and a growth mind set when faced with different types of challenge. They develop attitudes and dispositions to make a positive contribution to the world. Our daily interactions provide a regular check on this and success across the wider areas of the curriculum reflect this.