

Active Ingredients for our Curriculum and Teaching

Our ambitious curriculum is designed with knowledge at its heart and we strive to inspire a life-long love of learning. We encourage children to make connections so they develop a deeper understanding of our changing world and become responsible, resilient global citizens. Our curriculum content is planned and sequenced to ensure the right knowledge and skills are continuously developed and built upon.

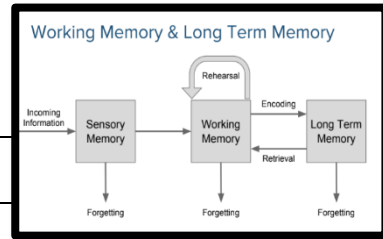
Knowledge

The right amount of knowledge is clearly identified and taught. *(underpinned by the national curriculum)*

The curriculum identifies the **essential semantic** and **procedural** knowledge that our pupils will learn. Essential knowledge is that which we prioritise for 100% of pupils to know 100% of.

Sequenced

Planning builds on what prior learning has taken place before. Knowledge is carefully **sequenced**, within and across subjects and year groups, and through each unit of learning, to ensure that it is **progressive**.



Schema Building

Careful thought is given to how learning is ordered, builds and links to support encoding. This allows **schema** to build effectively, with new learning building on and connecting to **prior knowledge**, securing **encoding** in long-term memory and considering the management of **intrinsic cognitive load**.

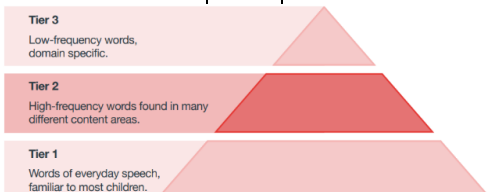
Spaced

Curriculum provides regular opportunities for retrieval of knowledge. *(within year and across year groups)*

The sequencing carefully considers the **spacing** of learning, to facilitate **spaced retrieval**.

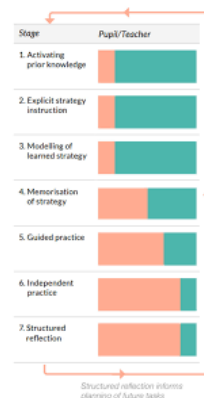
Vocabulary

Tiered vocabulary is carefully planned into units of work. Our curriculum identifies essential **vocabulary**, using a **tiered** approach, with priority given to the teaching of tier 2 vocabulary, embedding of tier 1 vocabulary and exposure to tier 3 vocabulary.



Lesson design

reflects an understanding of how to structure lessons to effectively support learning. The **7-step model** is used as an evidence-based guide.

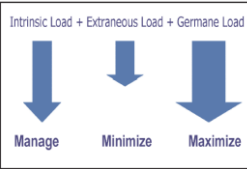


Being Metacognitive

Teachers support pupils to be metacognitive (plan, monitor and reflect).

Questioning

Questioning encourages engagement, discussion, feedback and hard thinking.



Feedback

Classrooms are **'feedback rich'**. AFL strategies lay the foundations for effective feedback (LO and SC). Teachers seek opportunities to facilitate feedback from pupil to teacher / teacher to pupil / pupil to self / peer to support pupil progress.