



Curriculum Design Statement
Learning Together & Making a Difference



Curriculum design statement: Intent, Implementation, Impact.

This curriculum design is unique to Abbey Gates. It is underpinned by our ethos and values.

<i>At Abbey Gates we are "Learning Together and Making a Difference"</i>	
Our School Ethos	Aim High and Be Kind: To ourselves, to each other, to the environment
Our Values	The 5Cs - Care, Compassion, Courtesy, Co-operation, Confidence

Our curriculum is based on two key principles:

- 1) Nothing has been learnt until it is in your long-term memory
- 2) Memory is the residue of thought

The curriculum design provides the bridge between our values and ethos and the National Curriculum.

Intent

The breadth of our curriculum is designed with three goals in mind:

- 1) To give pupils **appropriate experiences** to develop as confident, responsible citizens;
- 2) To provide a rich 'cultural capital';
- 3) To provide **a coherent, structured, academic curriculum** that leads to sustained mastery of key concepts and a greater depth of understanding for those who are capable.

Appropriate experiences

We have developed three golden threads that shape our curriculum, bring about the aims and values of our school, and respond to the needs of our school community:

Possibilities - which helps pupils to build aspirations, identify talents and know available possibilities for their future lives

Diversity - which helps pupils to recognise and celebrate diversity existing in our world and instils pride in individuality

Spoken word - a focus on developing oracy skills and broadening vocabulary.



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Cultural Capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read and from what they experience. It is about giving children the knowledge and skills they need to be prepared for what comes next in their lives. It includes a broad vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way. Research tells us that there is a link between the number of words a pupil knows and their future success. It is for this reason that we have created banks of subject driven ambitious vocabulary for children to build on progressively year on year to help them in being able to create schemas of the world.

A coherently planned academic curriculum

Underpinned by our three curriculum drivers, our academic curriculum sets out:

- a) A clear map of the breadth of subject matter that will be covered;
- b) The branch concepts (skills and knowledge) pupils should understand;
- c) Criteria for progression within the branch concepts;
- d) Criteria for depth of understanding.

The knowledge building phase provides the fundamental foundations for later application. LEARNING AT THIS STAGE MUST NOT BE RUSHED and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all the core knowledge is acquired quickly, teachers create opportunities for pupils to extend and deepen their knowledge and understanding through our equip, embed, extend, enrich approach.



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Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with spaced repetition
- 2) Interleaving helps pupils to discriminate between concepts and aids long-term retention
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases provides retrieval practise for previously learned content. We work to ensure children build procedural, episodic and semantic experiences to help them achieve transference and commit learning to long-term memory. At Abbey Gates we employ a combination of blocking, longitudinal learning, interleaving of branch concepts and repeated opportunities for pupils to apply their learning in different scenarios in order to achieve deep, long-term learning. The application of core subject skills is planned for as are opportunities for progression of their oracy skills as set out within our bespoke 'Spoken Word at Abbey Gates' progression document.

With regards to the wider curriculum, years 1 - 6 run 3 main projects across the course of the academic year: **Discovery (history focus), Explore (geography focus) and Create (arts focus)**. Each project is formed around skills progression (procedural knowledge), content and concepts (propositional, or sticky knowledge), an enquiry question (exploring abstract concepts), and authentic outcomes which we aim to have critiqued by experts. The Early Years Foundation Stage also has a focus on Explore, Discover & Create within the environment throughout the course of the academic year. Areas in the environment are linked to 'Development Matters'. 'Understanding the World' lends itself to Discover and Explore, Expressive Arts links with Create and RSHE links to 'Aim High and Be Kind'. Our EYFS lead has mapped out Early Learning Goals links to the National Curriculum to ensure a clear progression can be made by all pupils as they enter year 1 and continue their journey. Outdoor learning opportunities and links are provided to children to support, embed and apply skills learnt across the curriculum.



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Quality First Teaching Methodology: Our provision is informed by educational research developing effective pedagogy through our instructional coaching programme and Quality First Teaching focussed on:

- Learning Environment
- Behaviour and Relationships
- Assessment for Learning
- Curriculum Planning
- Explaining and Modelling
- Questioning and Feedback
- Practice and Retrieval
- Independent and Active Learning
- Spoken Word and Acquisition of Vocabulary

Impact

The impact of our curriculum is that by the end of each Benchmark, 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 to ensure pupils are on track to reach the expectations of our curriculum. Assessment informing tracking is based on proof of progress (POP) tasks. Foundation subjects are assessed against the Benchmarks when teachers will make judgments based on evidence of whether pupils are achieving Core, Advancing or Deep elements of learning over time as outlined in their planning. The Early Years Foundation Stage track against the Development Matters statements.

Every subject leader has described the impact that they want for our pupils in their area by the end of their journey at Abbey Gates. Not only will pupils have attained in their acquisition of key skills and knowledge but they will also have a breadth of subject specific vocabulary and the ability to provide reasoned opinions to philosophical questions having explored many abstract concepts. They will have highly developed skills in the Spoken Word and they will have read widely across all subject areas, and they will have applied skills learnt in core subjects to all areas of the curriculum. This impact is measured through formative and summative assessment. The intent to enrich pupils' learning is quality assured by subject leaders and members of SLT through their Quality Assurance Calendar. All stakeholders play a part in measuring impact and providing feedback in order for Abbey Gates to be able to continuously review and improve the provision of our curriculum for all.

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INTENT	Our curriculum is based on two key principles:				1. Nothing has been learnt until it is in your long-term memory 2. Memory is the residue of thought			
	Our Vision for Excellence is to:	Equip – key knowledge and skills through a designed bespoke curriculum.	Embed – nothing is learnt until it is in the long-term memory. Planned practise, application, recall and linking.	Extend – challenge for all through breadth. Aim High from starting points maximizing learning opportunities.	Enrich - wealth of opportunities to inspire aspirations both academically and in personal development.			
	Golden threads running through our curriculum are:	Diversity – inclusive, respectful, celebrating difference.		Possibilities – authentic learning experiences inspiring aspiration.		Spoken Word – a focus on developing oracy skills and broadening vocabulary.		
	Our school ethos is for all: 'Aim High & Be Kind'							
We explore what <i>Aim High</i> means.			<i>Be Kind</i> to ourselves (Health & Wellbeing)		<i>Be Kind</i> to each other (Respectful)		<i>Be Kind</i> to the wider world (Learning about the environment and citizenship)	
5Cs – Our values:		Care	Compassion	Confidence	Courtesy	Cooperation		
Our provision is informed by educational research developing effective pedagogy through our instructional coaching programme & Quality First Teaching focusing on:								
Learning Environment	Behaviour & Relationships	Assessment for Learning	Curriculum Planning	Explaining & Modelling	Questioning & Feedback	Practice & Retrieval	Independent & Active Learning	Spoken Word and Acquisition of Vocabulary
Curriculum Organisation (Years 1 – 6)								
Key knowledge and skills are mapped in our bespoke sequencing documents outlining how we develop overarching concepts across the school journey.								
Daily learning in:	Reading	Phonics (KS1 + catch-up)		Writing		Maths		
Weekly or Bi-Weekly learning includes:	Science	MFL (KS2)	RSHE/Wellbeing	PE	RE (Blocked in some cases)	Computing		
To achieve breadth and depth, we block some subjects throughout main school.								
Discover (History based project in autumn term)			Explore (Geography based project in spring term)			Create (Arts based project in summer term incl. Music, Art & Drama)		
Design & Technology – blocked termly				Music and Art – blocked half-termly				
Curriculum Organisation (EYFS)								
Key knowledge and skills are mapped in our bespoke sequencing documents outlining how we develop overarching concepts across the school journey.								
Communication & Language	Literacy	Personal Social & Emotional Development	Maths	Understanding the World	Physical Development	Expressive Arts & Design		
Enrichment	Educational visits including residential	Visitors into school	Competitive opportunities	Extra-curricular clubs	Outdoor Learning	Charity and Community work		
IMPACT	Standards			Learning Behaviours		Personal Development		
	Our curriculum Aims High for all pupils irrespective of background or starting point.	Attainment at Abbey Gates is consistently above the national average. Progress scores are positive. Groups of learners, including disadvantaged pupils and SEND pupils make positive progress. Children display a depth and breadth of knowledge in their work and their conversations.		Pupils talk about their learning and have a desire to learn. Whilst progressing learning, children persevere and show resilience. They work together independently to solve problems. Children know what they are working towards knowing or being able to do and this is supported through Learning Visions in years 1 – 6.		Children are respectful of others, valuing diversity and standing up for what is right. They know what good and healthy relationships are. Children know how to keep fit and healthy and how to support their own wellbeing. They are well prepared for the next stage in their lives including knowing how to stay safe. Children have made good use of opportunities to nurture, develop and stretch their talents and interests.		
EVALUATION	Attainment and Progression			Curriculum Meeting Needs		Wider Learning		
	We regularly measure and evaluate the impact of our curriculum and plan for development based on our evaluation to ensure our Aim High standards are met.	<ul style="list-style-type: none"> ➢ Is attainment above national average? ➢ Are progress scores positive? ➢ Do all groups of learners show positive progress? ➢ Do learners secure depth of knowledge? ➢ Is assessment accurate and timely? ➢ Are children challenged to think? 		<ul style="list-style-type: none"> ➢ Does curriculum provision meet our intent? ➢ Do we respond to latest research? ➢ Are we rigorous with curriculum development? ➢ Is learning adapted to reflect current affairs? ➢ Are all pupils challenged from their starting points? 		<ul style="list-style-type: none"> ➢ Do our children meet our beyond National Curriculum expectations? ➢ Do pupils demonstrate our ethos and values? ➢ Do pupils demonstrate a passion for learning? ➢ Are pupils ready for the next stage in education? 		