



## KATES HILL CURRICULUM PROMISE

In our happy, secure environment where everyone belongs and diversity is celebrated, we want a curriculum that inspires a love of lifelong learning and a thirst of knowledge that develops citizens of the future.

The curriculum aims to develop a wide range of talents and interests which enhance inquisitive, motivated, respectful and independent pupils who are ready to tackle life's challenges. It aims to instil cultural capital in our pupils so that they can question and engage with the world: learning to express their personal opinions and achieve their potential.

Our curriculum will encourage our school values and raise aspirations in our community.

### **Intent**

When planning our curriculum we have focused upon:

- End points (the Big Question)
- Progression of skills and knowledge
- Key learning is being built upon using step by step layered questions
- Linear, vertical and diagonal links
- Spaced re-cap and retrieval – learning transfers from short to long term memory

The learning and communication barriers that many of our children face make it vitally important that constant repetition takes place and opportunities to develop deep learning through constant re-capping.

At Kates Hill we are following the research of Tom Sherrington book "A thematic interpretation for teachers" (based on Rosenshine's Principles of Instruction) where he suggests Four Strands are used to support our pupils



By creating a school environment where the above strands of learning take place, we believe that we are promoting memorable experiences and enabling pupils to build on their successes as they move through the school.

**The following key features of our bespoke curriculum linked to the above explanation are:**

### **A bespoke progression of skills**

We have used the national curriculum as a basis to create a bespoke progression of skills document across all subjects including a progression of skills for safeguarding in the curriculum. In maths we use White Rose Maths as our starting point. The bespoke progression of skills feeds our medium term plans and our knowledge organisers.

### **The big question**

The medium term plans are planned thematically through the use of a 'Big Question' using a sequence of smaller questions to help guide the process from start to finish. This is designed to allow for there to be a focused sequence of learning throughout the unit.

### **Knowledge organiser**

Our knowledge organisers contain a summary of essential knowledge that pupils will be taught and assessed against that term. These also contain key vocabulary that will be covered and applied in lessons. Teachers will continuously refer to this knowledge- re-capping and re-visiting as well as using it as an assessment tool.

### **Key features of the curriculum:**

#### **How do we assess the curriculum?**

- Formative and Summative assessment at the end of each topic/AP point
- Peer Assessment
- Exit and Entry tickets
- Multiple Choice Quizzes
- Self-Assessment/ KWL Grid, Purple pens
- Questioning

- Plenaries
- 1-1/Groupwork
- Live Marking/Developmental marking

### **Non-negotiable elements within our curriculum timetable:**

- Literacy driven
- Reading focused
- Progressive/building on previous learning
- Values Led
- Fun, focused, hands on learning, giving pupils chance to explore
- Clear input in numeracy
- A Hook
- SMSC recognition
- Range and in-depth questioning
- Challenge
- Basic skills development
- Formative and Summative Assessment (AFL)
- Cross curricular
- Create layers of knowledge, cemented on top of each other to go into the long term memory

### **Safeguarding within the curriculum**

There is a clear focus on Safeguarding and SMSC and Mental Health features throughout our curriculum with numerous opportunities to learn about real life agendas that are happening in the community and beyond. Our commitment to providing a values-based education is evident across the school.

### **Online Learning**

Kates Hill has subscribed to online access at home and in school to a number of online learning platforms including: Education City, Britannica School, Bug Club and Little Bridge. We use BBC bitesize and the Oak National Academy to compliment sessions where appropriate. All pupils have access to Microsoft TEAMS. We encourage access to the Internet through 'RMUnify' which offers a safer on-line environment for our children.

### **Opportunities**

Pupils engage in numerous leadership opportunities throughout the school through: Head Boy/Girl, Peer Supporters, Anti Bullying Ambassadors, Values Ambassadors and School Council Representatives. These are treated seriously and impact greatly on the educational outcomes for all our pupils.

As a school, we believe that education is about developing the whole child. We take a comprehensive approach to teaching, seeking to address the emotional, social, ethical, and academic needs of students in an integrated learning format.

We are constantly reflecting on our curriculum, ensuring that we are offering the chance for pupils to achieve. Education is constantly evolving and as a school we are prepared to make changes for the better.

## **Implementation**

Core subjects English, Maths, Science are taught discretely. Within these subjects, relevant links and texts are used throughout to provide meaningful, opportunities to embed the topic based learning approach and deepen understanding.

At Kates Hill, every pupil will receive a maths lesson, writing lesson, phonics or reading session daily. We also offer pupils daily arithmetic sessions focusing on number and calculation and separate handwriting practice following the Kinetic Letters Scheme.

## **Reading**

In EYFS and KS1, we follow the Ruth Miskin Read, Write, Inc. systematic, synthetic phonics programme. Read Write Inc (RWI) is a complete phonics and literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Pupils learn to form each letter, spell correctly, and compose their ideas step-by-step. Pupils are assessed regularly by our RWI reading leader and are immediately identified for 1:1 tuition where necessary. The school has worked for two years in partnership with the English Hub through DFE funding to promote and improve phonics results and strengthen the teaching of phonics and early reading.

In Nursery, Reception and Year 1, we also use the 'Talk Through Stories' approach as a daily storytime session, designed to develop language and vocabulary skills. It also blends into a writing or vocabulary lesson to enable the youngest pupils to follow genre-based literacy. Once pupils have completed the phonics programme, they move onto VIPERS reading lessons

where they learn to focus on the key domains for reading comprehension. At all stages, we attempt to foster a 'love of reading' with all of our pupils. Our reading approach aims to address the common barriers to success by increasing vocabulary, teaching the skill of analysing a text in detail and teaching the background knowledge needed to engage with the text. Bug club is used to enhance reading, with pupils able to engage in quizzes from home, as well as borrowing books from a well resourced library.

## Writing

At Kates Hill we teach writing through a genre based approach. The school follows an English Progression document that enables pupils to build on the skills that have been taught in previous year groups. Each genre has a core text at the heart of it and makes strong links to the topic theme being covered that term. Staff follow long and medium term planning which plots the key spelling, punctuation and grammar skills that feed specifically into that genre as well as the differentiated activities and key vocabulary.

## Vocabulary triangles

At the beginning of any new topic in writing, maths, science or curriculum subjects, a vocabulary triangle is created with the pupils in order to explore the core vocabulary within that unit of work. Pupils are then expected to apply this vocabulary in spoken and written contexts.

## Maths

In Maths we follow the White Rose Maths scheme of work. This system develops fluency, reasoning and problem solving skills through the various mathematical topic units. Children are expected to explore each unit using concrete, pictorial and abstract methods in order to discover various methods to solve mathematical concepts. During arithmetic sessions, basic skills are taught and practiced to reduce gaps in understanding. We have developed a bespoke times table reward system to complement this.

## Science

Science stimulates and excites pupil's curiosity about phenomena and events in the world around them. It links direct practical experiences with ideas and engages with all learners. Science is taught discretely across the school as we feel this gives the subject its greatest success for Kates Hill Pupils, building upon prior knowledge and giving pupils the ability to revisit and recap previous learning. Opportunities are given across the school to explore STEM activities using external links to the Black Country Museum and Science partnerships.

## RE

RE. at Kates Hill provides children with key life skills and the ability to develop greater understanding of themselves and others. It is our role through RE. to enrich pupil's own spirituality and to develop skills and knowledge that will enable pupils to flourish in the world at large with all people and communities. Pupils will develop a knowledge of significant people, key festivals, religions, practices, artefacts and places of worship. Due to the range of diversity at Kates Hill, it is vital that children understand, respect and appreciate all religions beliefs.

## Curriculum

The Kates Hill Curriculum involves daily worship, Relationships Education, 'Jigsaw PSHE, computing, Spanish (MFL) and PE. Year 4 embark on weekly swimming lessons.

As part of our thematic approach, termly topics are explored in each year group which include: History, Geography, Art, Music and DT. As well as teaching these subjects, the topics are designed to link with our literacy and even some of our numeracy where applicable. Our aim is to develop greater knowledge and understanding and a deep interest in order to apply skills repeatedly.

Our topics are planned thoroughly, taking into account our school context, pupil's barriers for learning, pupil's interests and pupil voice. This fully immersive and child centred planning is integral to the level of success pupils will get through their learning.

All topics will include a outside visit or visitor to the school in order to strengthen and ignite learning. Trips are purely for educational purposes only in order to reinforce learning and will take place after the majority of the topic has been explored so that pupils have a wealth of knowledge and understand prior to their visit.

Our backwards planned curriculum drives progress through establishing a rigorous knowledge base and a life-long love of learning. We are in the process of considering the knowledge, skills and attitudes that are required to achieve academic excellence in each curriculum area and implementing this to ensure that pupils in each phase receive a rigorous, coherent and intelligently sequenced curriculum, which builds on what has come before.

Materials are presented in a highly consistent approach, which we believe makes our curriculum coherent, as well as both scalable and easy to implement with minimal training.

A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.

Each topic consists of six or seven carefully sequenced 'knowledge lessons', broken up into bite size questions with the alternate aim being to answer the big question, which can be contrasted with popular but ultimately less effective 'activity-based', 'enquiry-based', or 'discovery-based' lessons described by Kirschner, Sweller and Clark (2006) as "minimally guided instruction". In line with findings from cognitive load theory (Baddeley & Hitch, 1974; Baddeley 1986; Rosenshine 2012; Sweller, 1988) lessons are chunked into small sessions of explicit teaching followed by regular opportunities for all children to think, apply and practice key skills and knowledge.

Each lesson includes a PowerPoint to support the teacher in delivering the content of the lessons clearly, precisely and sequentially.

Opportunities to compete in sport and other activities representing the school. build character and help to embed our school values such as fairness and respect. Due to our extensive bespoke enrichment plan. pupils get numerous chances to take part in a wide variety of sports to enhance their confidence and competitiveness.

At lunchtime online educational platforms such as: CBBC, Horrible histories, BBC bitesize and Operation Ouch will be available in the hall and classrooms to engage pupils and increase aspirations.

## **Impact**

The impact of the curriculum is evidenced in the written work children produce, their attainment in yearly tests, national assessments, through spoken and creative work and their engagement in school life. Impact is monitored through the triangulation of outcomes, pupil voice, lesson observations, learning walks, discussions and book monitoring. The Kates Hill class passport provides a record of the social, charitable and cultural experiences pupils participate in throughout their time with us.

The desired outcomes of the curriculum will ensure that pupils are well rounded and ready to embark on secondary school education. They will be equipped with the foundations, knowledge and skills to achieve success in later education. Our aims are for pupils to have an understanding of what they are good and have developed skills to face any challenges. Children will demonstrate greater levels of resilience and motivation and develop attitudes and dispositions to make a positive contribution to the world. Our daily interactions with our pupils will allow us to continuously review and reflect on their successes and areas to develop in the future.

Tom Sherringtons " Teaching Walkthrus" Curriculum Planning is used to constantly reinforce theory into practice, using key research to reflect on units and adapt learning where needed. The research will support curriculum review, in order to interplay curriculum and pedagogy. All staff constantly reflect on whether the curriculum is coherent, rich in knowledge and experience, making bespoke changes to influence learning. The step by step evaluation is a key tool to drive standards through the curriculum focusing on what pupils should know, the experiences we should provide and the questions we should ask.