Curriculum

“Developing pupils to become lifelong learners.”

Intent - We aim to...

Deliver a curriculum where learning builds upon previous knowledge, allowing pupils to make connections and deepen their understanding.

Foster personal skills such as diligence, resilience and team work, where we learn from our mistakes.

Instil a sense of pride and develop pupils’ self-esteem and confidence by creating opportunities for pupils to experience and celebrate success.

Offer a broad and balanced curriculum which encompasses the arts, languages, music and the humanities as well as science and maths.

Promote high expectations of ourselves and of others, within an environment of mutual respect, tolerance, diversity and inclusion.

Provide a framework that encourages pupils to become active citizens, equipped to develop academically, socially and emotionally throughout their lives.

Implementation - how do we achieve our aims?

Knowledge-based approach

The acquisition of knowledge underpins our curriculum whilst offering a wealth of opportunities for the application of skills. Rich learning experiences support pupils' understanding of the curriculum and go beyond the classroom.

Clear Progression

The progression of knowledge and skills has been mapped out for each subject area to ensure the curriculum is coherent, sequential and builds upon prior learning.

Cognitive Load

We have explored the latest research into the science of learning and cognitive load theory. To achieve the best outcomes for pupils, teachers take account of the amount of information the working memory can hold at one time.

- Key learning and knowledge is revisited.
- New information is presented simply.
- *Working walls* display the learning journey.
- Regular opportunities for silent working.
- Short bursts of learning: *'chunks'.*
- 'R*edundant*' information Is reduced.
- New learning is posed as key questions to be answered.
- labels / arrows funnel' the attention of pupils.

In order for knowledge to stick, teachers employ a range of 'low stakes' testing, where prior knowledge is activated and pupils can practise the retrieval of information. Multiple choice questions, quick quizzes, keyword definitions, vocabulary checks, and repetition (flashbacks) are all important strategies in helping pupils to secure knowledge in the long term memory.

High Quality Teaching

High Quality Teaching

- ✓ Reading is prioritised
- ✓ High expectations of everyone
- ✓ Knowledge is imparted accurately and with enthusiasm
- ✓ Teachers build on prior knowledge and experiences in a systematic way
- ✓ Highly focus lesson design with sharp learning objectives
- ✓ Effective Adaptation & scaffolding
- ✓ High demands of pupil engagement in their learning
- ✓ High levels of interaction for all pupils
- ✓ Effective questioning, modelling and explaining
- ✓ Development of resilient, responsible and independent learners
- ✓ Descriptive praise and encouragement to motivate pupils
- ✓ Accurate teacher assessment
- ✓ Effective target-setting
- ✓ Timely and purposeful intervention

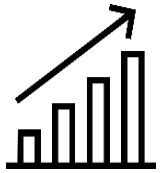
Skilled teachers and support staff

The greatest impact on pupil outcomes is high quality teaching and we recognise that one approach does not fit all pupils and all subjects. Teachers are expected to draw upon an appropriate range of teaching styles, including: modelling, direct instruction, enquiry-led learning, problem solving and reasoning and collaborative learning. Staff are encouraged to share good practice through demonstration lessons and staff meetings.

Learning Environment

We create a calm, purposeful environment and promote high standards of behaviour so that all pupils can focus on their learning. Displays in classrooms serve as working walls to show the learning journey for core subjects and reinforce key vocabulary. Examples, non-examples and misconceptions are displayed where appropriate to further children's understanding.

Impact - how will we know we have achieved our aims?



All pupils make good progress from their starting points socially, emotionally, academically and physically.

Pupils demonstrate resilience and the ability to persevere when faced with challenges. They are reflective and resourceful learners.

Pupils take pride in what they do, are motivated to do their best and support the success of others.

Knowledge, understanding and skills are secure and embedded so pupils attain high and are prepared for the next stage of their education, and beyond.

Pupils are able to work collaboratively. They listen to and support each other.

Pupils are effective communicators. They read more, know more and remember more. They talk confidently about their learning.

Pupils take an active role within our school and the wider community. They have a clear sense of the role they play in society.

Spotlight on Learning

'*Spotlight on Learning*' is our ongoing monitoring and development process. Classroom visits are built around professional conversations between leaders and teachers, both before and after a lesson. Teachers provide context to the lesson and discuss reasons for the strategies they employ then reflect on and evaluate the learning.

We have worked with SAfE: Schools Alliance for Excellence (Surrey's independent school-led school improvement 'alliance) to deliver a high quality, cohesive, coordinated curriculum for our pupils. The impact of our curriculum is monitored through a range of approaches, such as: pupil voice, book looks, 'Spotlight on Learning', moderation.