Curriculum Policy

CHESSWOOD
JUNIOR SCHOOL

Dream - Aspire
Achieve

School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

1. Contents

2. RACI Guide

Curriculum Policy

ID:	T03	Area:	School	Level:	Curriculum
Document Type:			Policy	**Basis:**	Statutory
Background:			Curriculum policy developed in 2019		

Authorisation

Approval Authority:	Full Governing Body	**Approval date**	10/11/2022
Approval Guide:	1	Whole Governing Body approval and ratification required for the document. All governors expected to read, understand and approve, amend & approve as appropiate.	

Life Span

Live date:	22/09/2023	**Days:**	365
Term of Review:	1 Autumn	**End by:**	21/09/2024

RACI - Responsibility, Accountability, Consultation, Informed

Accountable Governor:	Rachel Baker
Responsible Governors:	Darren Carroll, Elizabeth LIASSIDES, Mike CARPENTER, Rachel BAKER
Senior leader Accountabilt	Andrew JOLLEY
Leadership Accountability:	Christopher YELLING
Operational Leadership:	Crissima PEARCE, Nik GILBERT, Timothy HICKS
Consulted:	Governors, Senior Leadership, Teachers
Consultation Details:	Leadership Report to Governors, Staff Update
Informed:	Academic Leaders, Teachers
Informed Details:	Hard Copy, Leadership Report to Governors, Staff Update

Storage and Communication

System Location:	..\..\Policies\Curriculum - Statutory\Curriculum Policy 2019.doc
Hard Copy Storage:	Senior Leader Office, Staff Room

Web Publication

Web Site Location:	**Website Requirement:**	No
	https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&pid=53	
School Web Path:	HOME - LEARNING - CURRICULUM	

3. Policy Impact and Audit

22 September 2023   **Policy - RACI Report**

Equality Impact Assessment

Age Impact:	High	Age Impact Type:	Positive
Disability Impact:	High	Disab Impact Type:	Positive
Disadvantaged Impact:	High	Disadv Impact Type:	Positive
Faith Impact:	High	Faith Impact Type:	Positive
Gender Impact:	High	Gender Impact Type:	Positive
Marital Status Impact:	Limited	MSImpact Type:	Neutral
Maternity Impact:	Limited	Maternity Impact Type:	Neutral
Race Impact:	High	Race Impact Type:	Positive
SEN Impact:	High	SEN Impact Type:	Positive
Sexual Orientation Impact:	Limited	SO Impact Type:	Neutral

Policy Audit

Underpinned by key principles and values

Outcome: Fully Compliant   Audited by: Audit Date: 22/09/2023

Quality assurance to ensure the curriculum meets the Chesswood principles and values

Within and beyond the school day

Outcome: Fully Compliant   Audited by: Audit Date: 22/09/2023

Curricular and extra-curricular opportunities continue to provide as many opportunites that meet the Chesswood values as possible.

Within and beyond the classroom

Outcome: Fully Compliant   Audited by: Audit Date: 22/09/2023

Curricular and extra-curricular opportunities continue to provide as many opportunites that meet the Chesswood values as possible.

Responsive to the local commuity

Outcome: Fully Compliant   Audited by: Audit Date: 22/09/2023

Subject leaders have the autonomy to change the units of work based upon needs of our community.

Responsive to the needs and interests of our children

Outcome: Fully Compliant   Audited by: Audit Date: 22/09/2023

Subject leaders have the autonomy to change the units of work based upon needs of our children.

Rooted in the aims and content of the National Curriculum

Outcome: Fully Compliant   Audited by: Christopher YELLING   Audit Date: 22/09/2023

Keep up to date with NC changes

Policy Links

This policy should be read in conjunction with the following school policies

Core

Learning and teaching	..\Learning and Teaching Policy\Learning and Teaching Policy 2021.docx
Assessment	..\Assessment - Recommended\Assessment Policy\Assessment Policy.docx
Health & Safety	*..\Health & Safety- Statutory\Health & Safety Policy working.doc*
Home School	..\Home School Agreement - Statutory\Home School Agreement Summer 2020.docx
School Visits	*..\Education Visit - Recommended\2022 School Visits Policy.docx*
SMSC policy and map	*..\SMSC\SMSC Coverage and Guidance.docx*
PSHE - RHE	*..\Relationships and Health Education - Statutory\Relationships and Health Education Policy 2020.doc*
The National Curriculum	The National Curriculum 2014
Education Act	Education Act

4. Introduction

1.1.   Educational Purpose of the Curriculum

Educational purpose at Chesswood is rooted in the desire to meet the social, moral, spiritual and cultural needs of the children in our community, whilst preparing them for the opportunities, responsibilities and experiences of later life. Statutory coverage of the National Curriculum forms only a part of this. The Chesswood Curriculum (statutory and school) encompasses the full experience for children at Chesswood;

- rooted in the aims and content of the national curriculum

- responsive to the needs and interests of our children

- responsive to the local community

- within and beyond the classroom

- within and beyond the school day

- underpinned by key principles and values

1.2.   Characteristics of planning a whole school curriculum

- It takes into account all statutory requirements

- It seeks to ensure children acquire accumulative knowledge, skills and vocabulary for the long term

- It takes into account the views of all stakeholders in the school

- It is a collaborative process involving all staff, pupils and families in the decision making and design process

- It promotes SMSC and PSHE

- It prepares pupils for later life

- It provides coherent links between subjects, promoting transferable skills and a 'joined-up' experience for children

- It has an emphasis on learning, encouraging learning at a broad, deep, transferable and enduring level – developing life-long lovers of learning

- Places the learner at the centre of curriculum planning, encompassing the children's diverse needs, backgrounds, perspectives, interests and achievements to inform curriculum design

- It responds to whole school goals identified in the School Development Plan

2. Statutory Curriculum

All maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. In accordance with statutory guidance, we will publish the Chesswood curriculum by subject and academic year online.

2.1.   Aims

- The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

- The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which we have developed exciting and stimulating learning journeys to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

2.2.   SMSC and PSHE

- the spiritual, moral, cultural, mental and physical development of pupils at the school is integral in all we do (see the school's SMSC policy and map). It seeks to -
  - develop principles for distinguishing between right and wrong.
  - develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
  - pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society
  - promote equal opportunities and enable pupils to challenge discrimination and stereotyping.
  - develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.
  - equip pupils as consumers to make informed judgments and independent decisions and to understand their responsibilities and rights.
  - promote pupils' self-esteem and emotional wellbeing helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
  - develop their ability to relate to others and work for the common good.
  - enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
  - prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and

employment.

At Chesswood we ensure wide coverage of PSHE through mapping out coverage of Personal, Social, Health, Economic education objectives, drawing on good practice through covering the PSHE Association's 2014 statements (see PSHE map).

2.3.   Act of Worship

We make provision for a daily act of worship

2.4.   Religious Education

We teach religious education to pupils in all year groups, based on the RE Discovery programme, which meets the objectives outlined in the West Sussex Syllabus. (see RE policy)

2.5.   Sex and Relationships Education

We make provision for Sex and Relationships Education in Year 5 and 6. (see SRE Policy)

3. The Chesswood Curriculum

The school curriculum comprises all learning and other experiences that we plan for our pupils. The national curriculum forms one part of the school curriculum.

While the aims and structure of the National Curriculum do not change, the curriculum itself cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself. Teachers, individually and collectively, have to reappraise their teaching in response to the changing needs of their pupils and the impact of economic, social and cultural change. Education only flourishes if it successfully adapts to the demands and needs of the time.

3.1. Chesswood Community Consultation

Before developing a whole school curriculum, all staff, governors, parents and pupils were consulted on two key questions, with the following responses noted.

- What would you like Chesswood to be known for in the local community?

- What qualities would you like to see developed in the children as a result of their experiences at Chesswood?

The full responses and discussions formed a fundamental part of the development of the Chesswood Curriculum.

3.2. *Chesswood Curriculum Vision*

The Chesswood Curriculum is alive and constantly seeks to entwine knowledge, skills, concepts and vocabulary from the national curriculum subject areas, with the prime aims of securing academic achievement and ensuring personal fulfilment. All children will experience a highly coherent and challenging learning journey where they are encouraged and guided to reflect on past learning and develop the courage to take the next steps.

Learning Experiences (in and outdoors; on and off site) will be used to constantly inspire and excite children's minds using real, relevant and exciting learning opportunities so that children know the impact and relevance their learning has on them now and for the future.

Knowledge provides a driving, underpinning philosophy; where teachers are the experts whose role it is to convey their knowledge and expertise to children. We believe that all children are entitled to learn about 'the best of what has been thought and said'. The curriculum is designed to develop memory so that children can recall core knowledge, concepts and vocabulary. This provides a basis for children to be confident in their application of knowledge and to be more creative in their thinking and work. Children, individually and collaboratively, will be challenged by learning experiences intended to lead to highly creative and individual outcomes for all, recognising the possible risk of failure – from which they can learn.

An outstanding curriculum is bigger than the sum of individual subjects. We recognise that children's achievement in foundation subjects is enhanced and enriched when English, maths and learning skills are organised to facilitate the acquisition of knowledge, skills and concepts within them. Ultimately, our curriculum will secure higher achievement than thought possible, as the learning philosophy engages children to learn for themselves and for the sheer thrill of it.

3.3. *Curriculum Drivers*

Curriculum drivers are the core principles that underpin the whole school curriculum, so that it is truly personalised to Chesswood. They have been chosen through the consultation process outlined above - with children, families and staff; identifying the needs and interests of the pupils at Chesswood. There are two whole school drivers–

Curriculum Drivers	Promoting the drivers
Life opportunities	- Cultural Capital – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said - Solar School ACRO learning skills - Embedding learning skills - Self-assessment of learning skills - CV development – children knowing their skills - Enterprise education - Promoting and celebrating learning skills – awards - Careers library - Careers aspirations – eg visitors sharing their jobs / roles / skills - ACRO Champions - Community Involvement - Seek to be regularly involved in community events - Promote Chesswood in the community - Promote local clubs and charities - Seek to involve community role models in the life of the school - School Motto – Dream, Aspire, Achieve - Pupil leadership roles – whole school and within the classroom. Developing responsibility, collaboration and leadership skills - Wide range of school clubs – especially promoting performance and competition
Creativity Confidence Competence - Technology - The arts - Performance & Competition - Thinking	- Specialist teaching – - Specialist music (performing arts) and PE provide children with high quality learning experiences which develop creativity and confidence - Seek to engage pupils in performances and competitions on a regular basis - Develop pupil choice and independence - Develop a mastery curriculum which broadens and deepens learning – promoting the use of Bloom's Taxonomy to deepen thinking - Providing children with the essential knowledge to be able to think and form their own views and opinions

- Cultural Capital – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said. With a secure knowledge, children will move from novices towards levels of expertise, developing confidence and competence which will underpin real creativity.

3.4.   Chesswood Curriculum Principles

3.4.1. Balanced

The time available for the curriculum will balance with the content (KSCV) that children are expected to learn. The curriculum promotes intellectual (KSCV), moral, spiritual, aesthetic, creative, emotional and physical development as equally important.

3.4.2. Coherent

It respects subject disciplines, focusing developing progression within a subject.

It makes explicit connections and links within and between the different subjects, within and across year groups.

Knowledge, skills, concepts and vocabulary are coherently planned and sequenced progressively. There is clarity about what getting better at the subject means, moving children from novice to expert.

3.4.3. Real and Relevant

It seeks to connect learning to real life; applying knowledge, skills and concepts to the real world. Children know why they are learning.

It responds to the needs and diversity within the local community.

3.4.4. Knowledge Rich

The Chesswood curriculum is a knowledge-rich curriculum; it provides pupils with an introduction to the essential knowledge they need to be educated citizens.

- knowledge provides a driving, underpinning philosophy

- knowledge content is specified in detail

- knowledge is taught to be remembered, not merely encountered

- knowledge is sequenced and mapped deliberately and coherently

The curriculum is designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital to succeed in life.

3.4.5. Cognitively Challenging

It seeks to include content – text and tasks – that are chosen / designed to stretch children cognitively.

3.4.6. Inclusive

It is constructed in a way that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

3.5.   Curriculum Strategy

3.5.1. Balanced

Curriculum timings, as laid out in the long-term plan are set by leaders and agreed with governors. They are designed to support delivery of the full curriculum and enable the school to prioritise curricular areas in response to school priorities and the curriculum principles set. Overall percentage timings and timings within a year group are set and cannot be changed without senior leadership written approval.

- Timings within a year group and between terms can be moved to ensure the right amount of time is available at the optimum point. It is, however, essential that allocated and planned time are in line and they are within 1- 2% of the actual time available within any given term.

- ALL subjects must have been taught by Spring 1 onwards i.e. History, for example, cannot commence after January.

- Most importantly, the reality must match the allocation and plan, all school staff are expected to make every professional effort to comply with the curriculum timings ensuring children secure the curriculum entitlement Chesswood has set out for all of its pupils.

- Individual personal professional decisions to cut out or extend beyond what is set out within this guide are not permitted without written agreement from senior leaders.

3.5.2. Coherent & Progressive

Coherency is developed through giving autonomy to subject leaders to plan the journey of their subject through the school.

- The curriculum is built by subject leaders – not year teams. Any changes must only be made through consultation, and agreement, with the subject leader.

- Planning follows the 'Ladder Curriculum' principle – ensuring knowledge, skills, concepts and vocabulary build on prior learning. Links across subjects enable a rich web of knowledge to be developed through the curriculum.

On the Medium Term Overviews, subject leaders plan progressive units of work, focusing on the Knowledge, Skills, Concepts and Vocabulary children are expected to acquire / demonstrate at each stage of their journey through the subject.

3.5.3. Real and Relevant

Subject Leaders complete 'Medium Term Overviews' which outline the relevance of their subject, including –

- What is a 'geographer' 'artist' 'historian'? etc

- What careers paths would the subject support?

For example -

NC Purpose	NC Aims	What is a geographer ?	Concepts	Skills	Careers in geography	Key links / resource
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.	• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length	Geography is the study of the world around us. Studying geography helps us understand how the Earth works. This includes natural processes (volcanoes, floods, weather) as well as human activities (mining, tourism, building cities). Geographers use a range of key concepts and key skills to study the world. Each of these concepts and skills is a tool that you can use better to understand your world. As you master each of the concepts and skills you will gradually full your toolkit with a range of useful geographical tools. Geographers are curious. They look at the earth's features and always want to know more about them. For example, when they look at Jim Jim Falls in Kakadu National Park, Northern Territory, they wonder about many aspects of this natural feature. They want to know about: its size, its location, the types of rock in the area, the types of plants and animals in the area, its significance to Indigenous Australians, the way it is used by people, the way it is changing. Their curiosity and wonder gives geographers a special view of the world. Geographers - • Gather geographic data through field observations, maps, photographs, satellite imagery, and censuses • Use quantitative methods, such as statistical analysis, in their research • Use qualitative methods, such as surveys, interviews, and focus groups, in their research • Create and modify maps, graphs, diagrams, or other visual representations of geographic data • Analyse the geographic distribution of physical and cultural characteristics and occurrences • Use geographic information systems (GIS) to collect, analyse, and display geographic data • Write reports and present research findings • Assist, advise, or lead others in using GIS and geographic data • Combine geographic data with data about a particular specialty, such as economics, the environment, health, or politics	Place Region Space Environment Interconnection Sustainability Scale Change – patterns and trends	FIELDWORK SKILLS Observing Questioning Planning Collecting Recording Evaluating Representing (understand qualitative and quantitative data / primary and secondary data) Map sketching Interpreting Analysing Concluding Communicating Reflecting Responding Map-reading	Cartographer Environmental consultant Town planner Geographical information systems officer Conservation officer Recycling officer Landscape architect Teacher	Geographical Association https://www.geography.org.uk/ https://www.rgs.org/schools/teaching-resources/developing-primary-geography/ Great article on what a geographer is and unpacking concepts and skills. https://www.oup.com.au/__data/assets/pdf_file/0018/58023/Oxford-Big-Ideas-Geography-7-Geographers-Toolkit.pdf Concepts https://www.gislounge.com/basic-geographic-concepts/ Careers in geography https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-geography-degree

Subject leaders are responsible for ensuring these elements are planned in to units of work.

Class teachers are responsible for bringing learning to life by focusing on –

- Why are we learning this?

- Where / how would this help us in the future?

3.5.4. Knowledge Rich

- knowledge provides a driving, underpinning philosophy

    - The Trivium Model approach to the curriculum places knowledge at the fore of all teaching – underpinning all learning within a unit / series of units

- knowledge content is specified in detail

    - Subject leaders plan specific knowledge children are expected to know within each unit of work on the medium term overviews

    - Knowledge organisers are used (where appropriate) to specify knowledge required – these are shared with children and families

- knowledge is taught to be remembered, not merely encountered

    - teaching and learning strategies focus on current research, especially regarding cognitive science; seeking the best ways to ensure learning sticks and children are able to remember in the long term (retrieval practice, cognitive load theory, spacing theory, interleaving etc.)

    - Revisiting knowledge through the ladder curriculum principle supports long term memory

- knowledge is sequenced and mapped deliberately and coherently

    - Subject leaders use the medium term overviews to sequence knowledge, with the focus on knowledge (including skills – procedural knowledge) building upon prior knowledge. The ladder curriculum principle supports this process.

Further Reading:

What is a knowledge rich curriculum? Tom Sherrington

What's all the fuss about a knowledge rich curriculum? Clare Sealy

The three best arguments against a knowledge rich curriculum (and why I think they are wrong) Jon Hutchinson

3.5.5. Cognitively Challenging

Content (including texts and tasks) is chosen to stretch children cognitively.

Texts must increase in complexity throughout a child's learning journey. 'Just as it's impossible to build muscle without weight or resistance, it's impossible to build robust reading skills without reading challenging text.'(Shanahan, Fisher, Frey 2012)

Text complexity takes in to consideration – Vocabulary, Sentence Structure, Coherence, Organisation and Background Knowledge.

In order for students to feel pride and accomplishment in work, it should be work that they deem as challenging. Cognitively Challenging Tasks are important to engagement because they allow for long term internal interest that provokes higher level thinking. Four categories to use when designing cognitively challenging tasks are;

– Decision making

– Problem solving

– Experimental inquiry

– Investigation

3.5.6. Inclusive

A knowledge focus is an inclusive approach. Knowledge is selected deliberately, focusing on the best of which has been thought and said in each subject, ensuring 'cultural capital' is developed for all. A knowledge focus has significant advantages for disadvantaged children as it 'enables students to acquire knowledge that takes them beyond their own experiences.… Knowledge-led curricula attempt to provide young people with a school experience that enables them to be socially mobile, for this is at the core of what social justice is: enabling all people, regardless of socio-economic background, to be provided with the opportunities to succeed in life.' (Young 2014).

Knowledge is embedded through retrieval practice, ensuring knowledge is remembered in the long term.

Further reading: *Applying the powerful knowledge principle to curriculum development in disadvantaged contexts*

4. Curriculum Models

4.1. Ladder Curriculum

Year 6 → Year 3

Revisiting previous units, where relevant - how does the new unit build on prior KSCV?

Unit G

Unit F

Unit E

Unit D

Unit C

Unit B

Unit A

Unit Building

- Where does the new unit fit in with what has been learnt before? Revisit / recall previous knowledge and understanding (see retrieval practice). Take a journey down the ladder, check understanding and continue to climb the ladder.
- How do children 'get better' (progress) within the subject— how do KSCV build on what has been taught before?
- Include elements to support children understanding the subject discipline. E.g. 'What is a historian?' 'We are cartographers'
- Include assessment— progress is children knowing more in the long term

4.2. Building web of knowledge
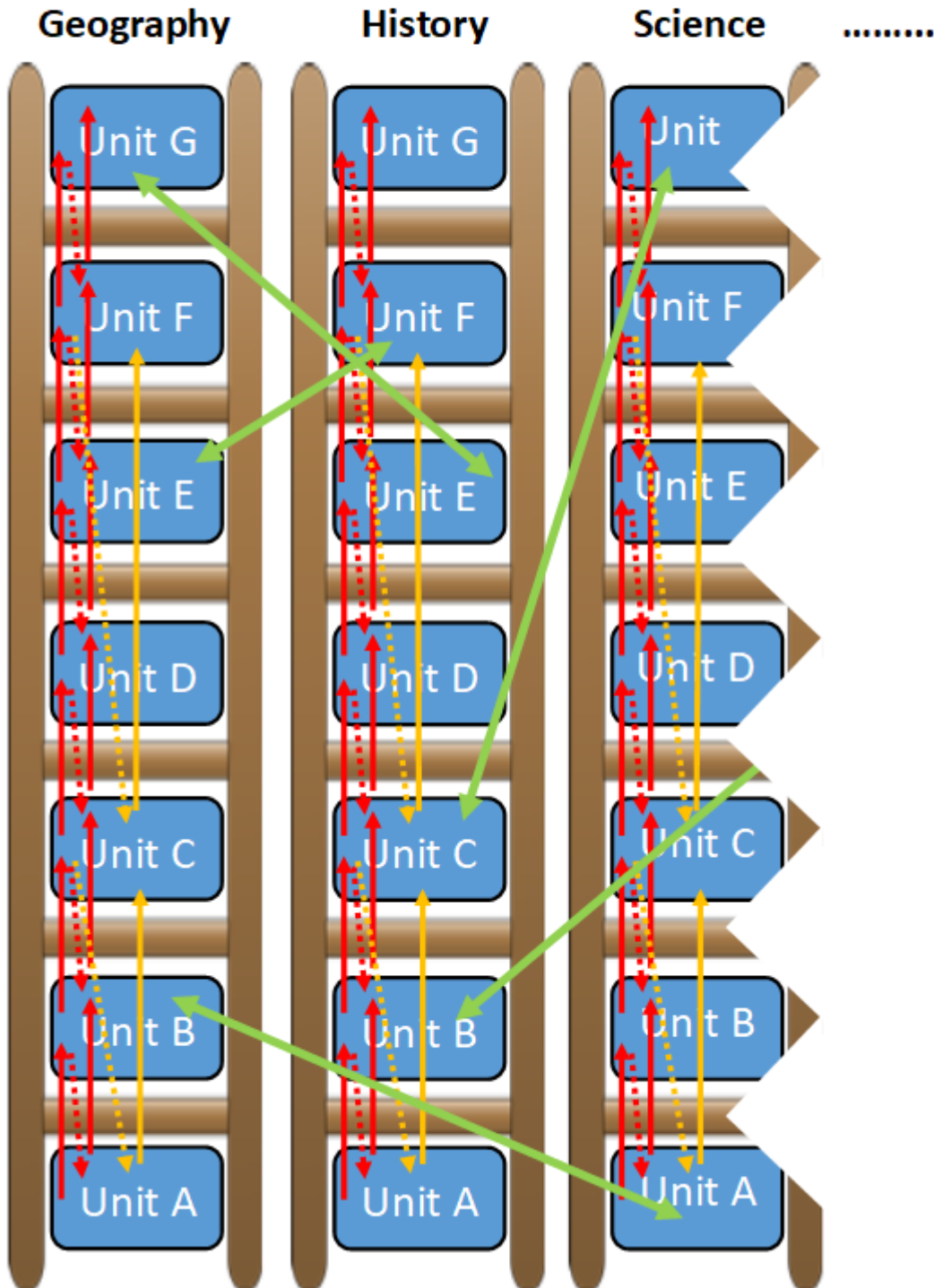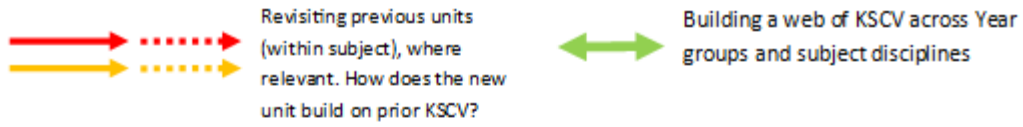
4.3. Trivium – Novice to Expert

The Trivium Model

NOVICE → EXPERT

	GRAMMAR	LOGIC (knowledge understood)	RHETORIC
Focus and Definitions	Grammar - the basic elements of an area of knowledge or skill	Logic – a method of reasoning that involves a series of statements, each of which must be true if the statement before it is true. Dialectics – a method of reasoning and reaching conclusions by considering theories and ideas together with ones that contradict them.	Wisdom – the ability to use your experience and knowledge in order to make sensible decisions or judgements. Rhetoric – the skill or art of using language effectively
	I (teacher) Input **KNOWLEDGE**	We Processing **UNDERSTANDING**	You (pupil) Output **WISDOM**

	GRAMMAR	LOGIC	RHETORIC
Classroom Strategies	Acquiring and developing important foundational knowledge and basic skills (procedural knowledge) • Knowledge / Facts – use of knowledge organisers • Retrieval practice – making learning stick – cognitive science • Memorisation • Basic skills • Songs, chanting, • Vocabulary development • Teacher imparting • Rote learning • Focus on WHAT? and WHEN?	Focus on discussion and questioning – develop critical thinking and disciplined thought. Take the knowledge from the 'Grammar' stage, work with it and deepen their own understanding. • Thinking • Discussing / Debating – teaching how to • Making Connections • Questioning • Comparing and Contrasting – which is best? • Focus on HOW & WHY? o Understanding how the facts fit together	Developing wisdom, independence and creative thought. Emphasis on creating and expressing oneself beautifully and persuasively. Pupils build upon the knowledge, reason through implications and form original thoughts. • Continued debate, discussion and argument • Developing independent study – built on foundational knowledge • Developing views and opinions • Problem solving • Presentations • Original thought and creation • Oracy – expressing oneself fluently, confidently and eloquently • Communicating • Performing • FOCUS on 'SO WHAT? To what end? For what purpose?

Example 1 - Use brackets to show parenthesis

	GRAMMAR	LOGIC	RHETORIC
Within lesson	What are parenthesis? (retrieval of prior learning) Identify key rules for parenthesis. Learn key rules – chant / flashcards etc. Revisit key rules at the end of the lesson – key points to remember from today	Apply understanding to identify parenthesis in text. Insert parenthesis in text – worksheet. Discuss errors – in own / peer / deliberate mistake models (using the key rules to identify and reason) Discuss use of parenthesis (brackets) – compare to commas and dashes – where would they be used?	Plan for use in own work – independent writing. Reasoning for writing – why have you used parenthesis there? What is the impact for the reader. Continued use in independent work.

Example 2 – What is the greatest legacy of the Roman period?

	GRAMMAR	LOGIC	RHETORIC
Across Lessons	**Series of lessons** – regular retrieval practice throughout. Teacher led – introduce to key legacies from the Roman period – use a knowledge organiser to highlight key facts e.g. – • Script / calendar / law and politics / colonies and roads / Architecture – concrete – glass - central heating / cats / clean water / coins / nettles	**Series of lessons** Children ask questions about the facts they have learnt. They start to rank the 'legacies' as individuals and then debate in pairs / groups to come up with a final list – debating skills (which is best?) They make links – how do roads and colonies support development of architecture?	**Series of lessons** Children write an essay / prepare a presentation / speech on 'What is the greatest legacy of the Roman period? To include reasoning on why their choice is a greater legacy than others. Pupils apply their thinking to today – what will be the greatest legacy from this period?

The Trivium approach to the curriculum seeks to move children from 'novices' to and increasing degree of 'expertise'. Teaching and learning will be designed to take children from the 'knowledge stage' through the 'logic stage' to the 'rhetoric stage'. The rate at which this happens will depend on where the children are at and the content of the unit / units they are studying. The process may take place –

- o Within a lesson

- o Across a unit of work

- o Across a year – and beyond

5. Curriculum Planning

5.1.   Long Term Plan
5.2.   Medium Term Overviews

5.3.   Principles for creative themes & topics

To engage pupils in learning, we have developed themes which inspire. Themes are typically between 4-6 weeks in duration to maintain the highest possible engagement at all times.

5.3.1. Make it real

The more children's imaginations are provoked, and the more real the learning experiences are, the more they will be engaged. Curriculum themes are developed so that they are real to children, relating to their experience wherever possible. A range of stimuli are used to engage children in their learning.

5.3.2. Inspire

At Chesswood, we will inspire children into taking an interest in both what we have planned for them, and related things they find interesting along the way. Teachers will achieve this through –

- Introducing programmes of study before asking children what they would like to find out – children need to have something to ask questions about.
- Using a stimulus (wow start) at the beginning of a programme of study to inspire lines of enquiry from the start.
- Using display to stimulate imagination and enquiry
- Allowing the children's enquiries to steer the P.O.S's direction
  - o Giving lots of opportunity for children to ask questions – watch and listen to see what interests them
  - o Allowing individuals to explore what interests them – it doesn't always have to be the whole class

- Responding to lines of enquiry throughout their learning

5.3.3. Timetabling

As children are inspired by lines of enquiry, they need time and space to follow them. Teachers will facilitate this through –

- Confidence in their own ability to prioritise and make professional judgements in how best to support children's learning collectively and individually.
- Promoting learning skills
- Being flexible with the timetable
- Allowing time for children to follow lines of enquiry
- Use of the libraries
- Use of iPads to research
- Ensure planning is not overloaded Use of take-away tasks
- Allowing for outcomes of personal enquiry to be shared / celebrated

The Learning Leadership Team will –

- Ensure flexibility of the learning environment to facilitate collaborative and independent work and enquiry
- Ensure flexibility within timetabling, whilst maintaining statutory coverage and balance

5. Curriculum Leadership

5.1.   *Timings*

The senior leadership team, in consultation with subject leaders and governors set the curriculum time allowance for the whole school

Annual Hours	Equivalent Curriculum Weeks	Total Weeks	Non Curriculum Days			100%	Actual	Curriculum Equivalent
3594:31	148	156	42			3594:31	156	147.72
	Curriculum Policy Proportion	Curriculum Policy Time	Ave Time Per Week	Policy V Actual Difference	Time Policy v Actual	Annual Subject Hours	Mean Hours P/W	Planned Curriculum Percentage
English	28.7%	1032:38	07:00	0.0%	-01:24	1034:02	07:00	29%
Maths	26.7%	958:52	06:30	0.0%	-01:18	960:10	06:30	27%
Computing	3.1%	110:48	00:45	1.0%	-32:12	143:00	00:58	4%
Science	6.2%	221:16	01:30	0.6%	-29:23	250:40	01:41	7%
D & T	2.7%	98:22	00:40	-0.4%	18:52	79:30	00:32	2%
Geography	2.6%	92:12	00:37	2.0%	-37:47	130:00	00:52	4%
History	3.2%	113:43	00:46	2.2%	-59:56	173:40	01:10	5%
RE	2.2%	79:59	00:32	0.5%	-17:30	97:30	00:39	3%
Art	3.3%	119:51	00:48	-0.3%	19:21	100:30	00:40	3%
Music	6.2%	221:16	01:30	2.1%	-73:53	295:10	02:00	8%
PSHE	2.7%	98:20	00:40	0.0%	04:50	93:30	00:38	3%
PE	8.2%	295:02	02:00	-0.1%	08:47	286:15	01:56	8%
Languages	1.5%	55:10	00:22	0.4%	-15:04	70:15	00:28	2%
General Curriculum	2.6%	92:04	00:37	0.0%	09:14	82:50	00:33	2%
Total	99.9%	3589:39	24:20	8.0%	-207:24	3797:03	25:10	106%
	100%	3594:31	24:20			Time difference P/Y	Time difference P/W	% Difference
Difference - Planned v Actual	0.1%	04:52	00:00			-202:32	-01:22	-6%

Year 3 Annual Curriculum Overview								
Annual Hours	Equivalent Curriculum Weeks	Total Weeks	Non Curriculum Days			100%	Actual	Curriculum Equivalent
904:13	37	39	9			904:13	39.0	37.2
Subject	Curriculum Policy Proportion	Curriculum Policy Time	Ave Time Per Week	% Policy V Actual Difference	Time Policy v Actual	Annual Subject Hours	Mean Hours P/W	Planned Curriculum Percentage
English	28.8%	260:07	07:00	0.0%	00:00	260:07	07:00	29%
Maths	26.7%	241:32	06:30	0.0%	00:00	241:32	06:30	27%
ICT	4.1%	37:09	01:00	0.5%	04:09	33:00	00:53	4%
Science	6.2%	55:44	01:30	-1.4%	-12:35	68:20	01:50	8%
D & T	3.1%	27:52	00:45	1.1%	10:22	17:30	00:28	2%
Geography	2.7%	24:46	00:40	1.9%	16:46	08:00	00:12	1%
History	3.4%	30:58	00:50	0.3%	02:48	28:10	00:45	3%
RE	2.7%	24:46	00:40	0.0%	00:16	24:30	00:39	3%
Art	3.4%	30:58	00:50	1.4%	12:58	18:00	00:29	2%
Music	6.2%	55:44	01:30	-1.9%	-16:55	72:40	01:57	8%
PSHE	2.7%	24:46	00:40	0.4%	03:46	21:00	00:33	2%
PE	8.2%	74:19	02:00	0.6%	05:19	69:00	01:51	8%
MFL	0.0%	00:00	00:00	-2.0%	-18:30	18:30	00:29	2%
General Curriculum	1.7%	15:29	00:25	0.0%	00:19	15:10	00:24	2%
Total Time	100.0%	904:13	24:20	1.0%	08:44	895:29	00:05	99%
0	100%	904:13	24:20			Time difference P/Y	Time difference P/W	% Difference
Difference - Planned v Actual	0.0%	00:00	00:00			08:44	00:14	1%

Year 4 Annual Curriculum Overview								
Annual Hours	Equivalent Curriculum Weeks	Total Weeks	Non Curriculum Days			100%	Actual	Curriculum Equivalent
898:23	37	39	10			898:23	39.0	36.9
Subject	Curriculum Policy Proportion	Curriculum Policy Time	Ave Time Per Week	% Policy V Actual Difference	Time Policy v Actual	Annual Subject Hours	Mean Hours P/W	Planned Curriculum Percentage
English	28.8%	258:26	07:00	0.0%	00:00	258:26	07:00	29%
Maths	26.7%	239:58	06:30	0.0%	00:00	239:58	06:30	27%
ICT	4.1%	36:55	01:00	-0.1%	-01:04	38:00	01:01	4%
Science	6.2%	55:22	01:30	-2.0%	-18:12	73:35	01:59	8%
D & T	2.4%	21:32	00:35	0.8%	07:32	14:00	00:22	2%
Geography	2.4%	21:32	00:35	-1.1%	-09:27	31:00	00:50	3%
History	2.7%	24:36	00:40	-1.5%	-13:33	38:10	01:02	4%
RE	2.7%	24:36	00:40	0.1%	01:06	23:30	00:38	3%
Art	3.1%	27:41	00:45	0.6%	05:11	22:30	00:36	3%
Music	6.2%	55:22	01:30	-2.0%	-18:17	73:40	01:59	8%
PSHE	2.7%	24:36	00:40	-0.9%	-07:53	32:30	00:52	4%
PE	8.2%	73:50	02:00	-1.3%	-11:24	85:15	02:18	9%
MFL	2.1%	18:27	00:30	0.2%	01:27	17:00	00:27	2%
General Curriculum	1.7%	15:23	00:25	0.0%	00:13	15:10	00:24	2%
Total Time	100.0%	898:23	24:20	-7.2%	-64:22	962:45	02:04	107%
0	100%	898:23	24:20			Time difference P/Y	Time difference P/W	% Difference
Difference - Planned v Actual	0.0%	00:00	00:00			-64:22	-01:44	-7%

Year 5 Annual Curriculum Overview								
Annual Hours	Equivalent Curriculum Weeks	Total Weeks	Non Curriculum Days			100%	Actual	Curriculum Equivalent
893:31	37	39	11			893:31	39.0	36.7
0	Curriculum Policy Proportion	Curriculum Policy Time	Ave Time Per Week	% Policy V Actual Difference	Time Policy v Actual	Annual Subject Hours	Ave Mins/pw	Planned Curriculum Percentage
English	28.8%	257:02	07:00	0.0%	00:00	257:02	07:00	29%
Maths	26.7%	238:40	06:30	0.0%	00:00	238:40	06:30	27%
ICT	2.1%	18:21	00:30	-2.2%	-19:38	38:00	01:02	4%
Science	6.2%	55:04	01:30	0.3%	02:59	52:05	01:25	6%
D & T	2.7%	24:28	00:40	0.3%	02:28	22:00	00:35	2%
Geography	2.4%	21:25	00:35	-3.5%	-31:34	53:00	01:26	6%
History	3.1%	27:32	00:45	-2.9%	-25:32	53:05	01:26	6%
RE	2.7%	24:28	00:40	-0.4%	-03:31	28:00	00:45	3%
Art	3.4%	30:36	00:50	-0.2%	-01:54	32:30	00:53	4%
Music	6.2%	55:04	01:30	-2.4%	-21:35	76:40	02:05	9%
PSHE	2.7%	24:28	00:40	0.5%	04:28	20:00	00:32	2%
PE	8.2%	73:26	02:00	0.0%	00:26	73:00	01:59	8%
MFL	2.1%	18:21	00:30	-0.8%	-07:23	25:45	00:42	3%
General Curriculum	2.7%	24:28	00:40	-0.1%	-00:51	25:20	00:41	3%
Total Time	100.0%	893:31	24:20	-11.4%	-101:37	995:08	03:06	111%
0	100%	893:31	24:20			Time difference P/Y	Time difference P/W	% Difference
Difference	0.0%	00:00	00:00			-101:37	-02:46	-11%

Year 6 Annual Curriculum Overview								
Annual Hours	Equivalent Curriculum Weeks	Total Weeks	Non Curriculum Days			100%	Actual	Curriculum Equivalent
898:23	37	39	11			898:23	39.0	36.9
0	Curriculum Policy Proportion	Curriculum Policy Time	Ave Time Per Week	% Policy V Actual Difference	Time Policy v Actual	Annual Subject Hours	Ave Mins/pw	Planned Curriculum Percentage
English	28.6%	257:02	07:00	5.6%	-01:24	258:26	07:02	23%
Maths	26.6%	238:40	06:30	-0.1%	-01:18	239:58	06:32	27%
ICT	2.0%	18:21	00:30	-1.7%	-15:38	34:00	00:55	4%
Science	6.1%	55:04	01:30	-0.2%	-01:35	56:40	01:32	6%
D & T	2.7%	24:28	00:40	-0.2%	-01:31	26:00	00:42	3%
Geography	2.7%	24:28	00:40	-1.5%	-13:31	38:00	01:02	4%
History	3.4%	30:36	00:50	-2.6%	-23:39	54:15	01:28	6%
RE	0.7%	06:07	00:10	-1.7%	-15:22	21:30	00:35	2%
Art	3.4%	30:36	00:50	0.3%	03:06	27:30	00:44	3%
Music	6.1%	55:04	01:30	-1.9%	-17:05	72:10	01:57	8%
PSHE	2.7%	24:28	00:40	0.5%	04:28	20:00	00:32	2%
PE	8.2%	73:26	02:00	1.6%	14:26	59:00	01:36	7%
MFL	2.0%	18:21	00:30	1.0%	09:21	09:00	00:14	1%
General Curriculum	4.1%	36:43	01:00	1.1%	09:33	27:10	00:44	3%
Total Time	99.5%	893:31	24:20	-5.6%	-50:09	943:40	01:41	105%
0	100%	898:23	24:20			Time difference P/Y	Time difference P/W	% Difference
Difference	-0.5%	-04:52	00:00			-45:17	-01:14	-5%

5.2. *Broad and Balanced*

The curriculum timings, allocated above, provide the basis on which subject leaders plan coverage of their subject. Subject leaders are responsible for ensuring all national curriculum & school curriculum objectives, for their subject, are covered in sufficient depth (planned for and

delivered) to enable the overwhelming majority of children to meet age related expectations, with a high proportion of children achieving greater depth.

5.2.1. Planned for

Subject leaders use

- the subject curriculum map to map out the objectives over key stage 2

- curriculum planning to unpack / plan for delivery of the objectives in the specific year groups
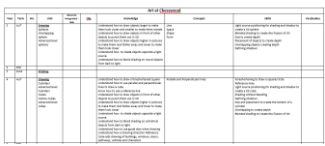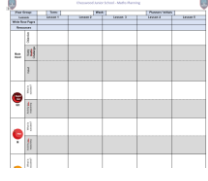
5.2.2. Delivered

Subject leaders ensure

- No units of work are 'dropped' from the curriculum

- Exemplar work is saved and shared on the school website – celebration of outcomes

- Standardised work – met and greater depth is saved in a subject standardisation file to support future assessment and development of the subject

5.3. *Planning Formats*

Document	Purpose	Link	Image
Long Term Plan	Long Term Plan by Year – timings calculated – ensuring balance	Y:\Teaching & Learning\Subjects\Curriculum\Long Term Plan	
Curriculum Overviews	Provide overview of topics for year groups – displayed on website	Y:\Teaching & Learning\Subjects\Curriculum\Current Curriculum\Curriculum Overviews	
Curriculum Medium Term Overviews	Subject leader medium term plan – outlining knowledge, skills, concepts and vocabulary for each topic. Contains curriculum map	Y:\Teaching & Learning\Subjects\Curriculum\Current Curriculum\Curriculum_Medium_Term Overviews	
English Planning - Writing	Short Term planning for writing		
English Planning - Reading	Short Term planning for reading		
Maths Planning -	Short Term planning for maths	Y:\School Level\Master Documents\Planning formats\Maths\Blank_Maths_planning - chilli.docx	
Foundation Planning	Short term planning for Science and foundation subjects	Y:\School Level\Master Documents\Planning formats\Foundation Subject MTP - STP Master 2018.docx	

5.4. *Planning Sequence and responsibilities*

Document Hyperlinks			Purpose & Responsibility
English & Maths		Foundation	
Long Term Plan Y:\Teaching & Learning\Subjects\Curriculum\Current Curriculum\Long Term Plan\2019-20 Long Term Plan		**Long Term Plan** Y:\Teaching & Learning\Subjects\Curriculum\Current Curriculum\Long Term Plan\2019-20 Long Term Plan	For all subjects, timings are stated in the long-term plan. For foundation subjects, all unit titles are stated with the specific timing allocated to that unit.
Medium Term Plan (master) Complete MTPs		**Medium Term Overviews** Y:\Teaching & Learning\Subjects\Curriculum\Current Curriculum\Curriculum Medium Term Overviews	Medium Term Overviews identify the objectives - knowledge, skills, concepts and vocabulary to be taught in each unit. They contain suggestions for resources and activities that can be used. The document contains a curriculum map, identifying where all NC objectives are taught within the given subject, ensuring coverage. Subject leaders are responsible for the completion of the medium term overviews, ensuring KSCV are sequenced well to build upon prior learning.
English	Maths	**Foundation Short Term Planning Master** Y:\School Level\Master Documents\Planning formats\Foundation Subject STP Master	Short-term plans outline the resources / input / suggestions of activities for the lesson – seeking to meet the objectives laid out in the medium term overviews. The responsibility for planning • the year team planner for that subject completes the short term plan • the year leader has responsibility for overseeing the quality of the curriculum within the year group • the class teacher is responsible for adapting planning to meet the needs of the children in their class • the subject leader is responsible for quality assuring outcomes for their subject – with a focus on 'progress is children knowing more in the long term'
Writing STP **Reading STP** Spelling STP Y:\School Level\Master Documents\Planning formats\English	**Maths STP** Y:\School Level\Master Documents\Planning formats\Maths		

5.3.4. Life opportunities, responsibilities and experiences

The changing nature of work-related skills relevant for the 21st century, continually evolving technology, and the speed at which we are having to adapt to these changes, have implications for school leaders and their teams. As the concept of a job for life becomes the exception rather than the rule, we must look to create a workforce with skills which are transferable and developmental, applying equally to adults and to young people. (Southern 2012)

Acknowledgement of the above quote underpins curriculum design at Chesswood, where we seek to -

- o develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils
- o build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively
- o develop meta-cognative skills in children so that they know their strengths and weaknesses as learners
- o equip children with the essential English, maths and learning skills promoting an enquiring mind and capacity to think in various ways e.g. rational; creative; reflective.
- o develop a sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.
- o encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas.
- o enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.
- o develop their physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- o provide academic rigour whilst encouraging children to pursue ideas as far as they can; to question, experiment and challenge their thinking, and to understand that the sky is the limit in open-ended tasks

5.3.5. Values

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of schools.

- Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the wellbeing, of the individual.
- Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include –
  - valuing ourselves, our families and other relationships, the wider groups to which

we belong, the diversity in our society and the environment in which we live.

- reaffirming our commitment to the virtues of truth, justice, honesty, trust and a sense of duty.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to –

- be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.

6. Imagination – Creative Curriculum

5.5.   *Principles and Quality Characteristics of the Creative Curriculum*

"…organisations everywhere say they need people who can think creatively, communicate and work in teams: people who are flexible and quick to adapt. Too often they say they can't find them." (Robinson 2011)

- The Chesswood curriculum is designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning:

  - The Learning Leadership Team provides clear, imaginative leadership – encouraging the school community to think about creativity in the curriculum and engages in debate and consultation about its development.
  - Curriculum planning is rooted in the development of core knowledge from which children are enabled to discuss, debate and develop personal views.
  - Curriculum planning ensures children are exposed to the best of what has been thought and said
  - Links to subjects, and across subjects, are clear in both planning and in teaching.
  - Curricular Literacy is regularly planned within other subjects e.g. recounts in history.
  - Curriculum drivers, values (Bright Sparks) and aims are well defined and drive school development.
  - Children are regularly and consistently involved in self-evaluating and make connections in their learning.
  - Children understand what they're learning and why (aspects of AfL used throughout all teaching).
  - Children are regularly solving problems, talking and discussing their learning
  - High levels of engagement and involvement for sustained periods are evident within topics
  - Flexible periods, sustained and short, for children to work are planned for – time is

organised around learning.

- The Chesswood timetable allows teachers the freedom to provide extended periods of time for pupils to achieve lesson objectives to a high standard embed learning and promoting mastery.

  o Subject leaders are responsible for planning at a medium term level – ensuring knowledge, skills, concepts and vocabulary are clear
  o Subject leaders have autonomy in quality assuring curriculum development in their subject, ensuring coverage, balance and progression of subject knowledge, skills, concepts and vocabulary - supporting staff through 'Continuing Professional Development' where appropriate

- Real life is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.
  o A wide range of first hand experiences are offered both within the school and beyond – through the extended curriculum and promotion of clubs / organisations in the local community
  o Enquiry, problem solving, reasoning and creative thinking are strong features of classroom activity, building on the sequenced acquisition of knowledge planned for
  o Children often work collaboratively (peer-peer learning is highly valued)
  o Teachers are flexible in their planning, being acutely aware of the needs and interests of their pupils, responding swiftly in their teaching

    - Whilst coverage of the 'Medium Term Plan' objectives are consistent across classes, teachers are free to deliver these in personalised, imaginative and diverse ways

- Knowledge, skills and understanding are expressed in a range of different media and ways
  o Children demonstrate their knowledge and understanding through a wide range of media and mixed media e.g. art, drama, dance, music, computing
  o Learning processes are made 'visible' to children (i.e. not necessarily best 'work' displayed always – classrooms have 'working wall' displays)
  o Units of work have purposeful outcomes – eg presentations, performances, product, display, theme days

- Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum.
  o Local area and community is used widely as a learning resource
  o Teachers view parents as the child's 'first educators' – consulting and involving them in the curriculum re-design wherever possible

- All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy
    - A well-resourced, planned and organised environment
    - Space is used imaginatively and flexibly to support the curriculum
    - Risk-taking and resilience are qualities promoted and observed in children – teachers model and allow time for this
    - Children's contributions are valued – displays of work/process include all pupils' work across the year
    - Children are autonomous and independent, developing confidence and competence as a result of their experience of the curriculum at Chesswood
    - Open-ended activities, allowing elements of pupil choice, are a regular feature of pupils' experience