Great Meols Primary School

part of Oak Trees Multi Academy Trust

Curriculum Policy

Oak Trees Multi-Academy Trust Curriculum Rationale

As an Oak Trees' school, we are firmly committed to the vision:

'We believe in the power and potential of people.'

The teaching and learning of our curriculum enables adults and children to fulfil this vision by:

• having the belief that everyone has the power to inspire, the power to change and the power to achieve excellence in their own way,

• unlocking potential through knowledge, creativity, application, practice, discovery and passion,

• enabling the community to work together to create greatness inside and outside of the classroom,

• raising aspirations and inspiring children to be ambitious and develop a lifelong love of learning,

• dedicating our well balanced, child centered curriculum to ensure the intellectual, spiritual, cultural and physical development of every child to equip them for life in our society.

Our knowledge-rich curriculum is based on the MAT values and is designed to ensure children and staff have opportunities to:

Co-operate and collaborate

Achieve excellence for all

Raise aspirations and inspire imaginations

Explore new interests and new ideas

A key principle of the Oak Trees MAT is that each school has autonomy on its curriculum intent. i.e. the planned knowledge it wants its pupils to learn.

Central to the core values of Oak Trees is that collaboration is at the heart of school improvement and for this reason, each school will implement its curriculum according to the following agreed principles:

1. Learning is a change to long term memory and if nothing has been altered in long term memory, nothing has been learned;

2. Each school's curriculum will:

- Link strongly to the Oak Trees values above;
- Be progressive, knowledge-rich and based on ideas from cognitive science;
- Be based on key concepts which allow pupils to make links and put their understanding into context;
- Be delivered creatively, to engage and excite pupils;
- Provide high challenge, repeated practice and low stakes testing;
- Be underpinned by purposeful assessment which guides teaching;

3. Teaching staff will have the pedagogical understanding and subject knowledge to deliver the curriculum effectively.

Great Meols Curriculum Vision

At Great Meols Primary School the curriculum is designed to inspire, engage and nurture our children to achieve and flourish as citizens of today and the future. Ensuring that children both know and do more is an integral part of the curriculum but of paramount importance is that they also learn how to live successful and happy lives where they are informed, courageous advocates of the things that matter to them.

Our curriculum is designed to engage children of all ages in deep knowledge and thinking about the past, present and future of our planet with compassionate studies of the life which has, does or will inhabit it. In a nutshell, it is a curriculum designed to empower our learners to change the world for the better.

Growth Mindset - *Learning to be a learner*

"It is what you believe about your own intelligence that will determine how you approach a problem or a setback, and ultimately determine whether you fulfil your potential" Carol Dweck

A school culture of growth mindset teaches children how to develop as a learner and equips them with skills, habits and mindful attitudes to support them when learning something new, facing difficulties and making mistakes. A Growth Mindset is adopting the belief that ability skills can be developed by effort. In enables children to; love challenges, see mistakes as intriguing and something to learn and grow from and to embrace the effort and challenge of new learning experiences.

Curriculum Aims

- To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and individual needs.

- To ensure children progress and achieve in the core subjects, so that they are equipped with strong reading, writing and mathematical knowledge and skills.

- To leave pupils with a long term memory bank of knowledge and vocabulary that will empower children to make connections and have a deep understanding of complex concepts.

- To enable children to develop, enhance and utilise procedural knowledge and skills across a variety of meaningful topics and threads.

- To open children's eyes to the awe and wonder of the incredible and fantastic world in which they live.

- To equip children to become interested and interesting people who are mindful of themselves and others and are able to contribute to the well-being of their

community and the wider world.

Curriculum Intent

- Our curriculum is designed by recognising that Learning is a change to long-term memory.

- Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

- Subject progression maps are divided into three Milestones, each of which includes the procedural and semantic knowledge students need to understand.

- Within each Milestone, children gradually progress in their procedural fluency and semantic strength. The goal is for children to display sustained mastery by the end of each milestone and for the most able to have a greater depth of understanding. This time-scale for sustained mastery or greater depth is therefore two years of study.

- Connections are made through golden threads. Golden threads are concepts that run through the each subject. The curriculum is built to leave children with a sophisticated understanding of these concepts, by revisiting them in different units of study within a subject.

Curriculum Implementation

- Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
  - -Learning is most effective with spaced repetition.
  - -Interleaving helps pupils to discriminate between topics and aids long-term retention.
  - -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.

- Our content is subject specific. We make intra-curricular links to strengthen schema.

- In the early phases of school, continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Curriculum Impact

- Because learning is a change to long-term memory it is impossible to see impact in the short term.

- We do, however, use low stakes quizzing to check changes in long term memory against the curriculum content taught.

- In some subjects we use a 'two page spread' as a way of checking knowledge and understanding.

- We use a variety of approaches, which include Teacher Research Groups, lesson study, lesson observations, learning walks and coaching, to see if the pedagogical style matches our intent and implementation

- We use summative assessments in the core subjects to show progress over time and to provide diagnostic value, highlighting areas that need further time for learning and focus.

References used to help shape this policy

Bloom, B.S., Sosniak, L.A. and Al, E. (1988). *Developing talent in young people*. New York, N.Y.: Ballantine, [Ca.

Brown, P.C. (2018). *MAKE IT STICK : the science of successful learning.* Harvard University Press.

Deary, I.J. (2020). *Intelligence : a very short introduction*. Oxford: Oxford University Press.

Lemov, D., Driggs, C. and Woolway, E. (2016). *Reading reconsidered : a practical guide to rigorous literacy instruction*. San Francisco, Ca: Jossey-Bass & Pfeiffer Imprints, Wiley.

Eric Donald Hirsch (2016). *Why knowledge matters : rescuing our children from failed educational theories*. Cambridge ; Massachusetts: Harvard Education Press.

Kidd, D. (2020). *A curriculum of hope : as rich in humanity as in knowledge*. Bancyfelin: Independent Thinking Press.

Kalyuga, S. (2007). Expertise Reversal Effect and Its Implications for Learner-Tailored Instruction. *Educational Psychology Review*, [online] 19(4), pp.509–539. Available at:https://simulation.arl.army.mil/ares/system/files/documents/ARES_Military_Tactics_Study_Poster.pdf [Accessed 2 May 2019].

Kirschner, P.A., Sweller, J. and Clark, R.E. (2006). Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. *Educational Psychologist*, 41(2), pp.75–86.

Meyer, J., Land, R. and Etl Project (2003). *Threshold concepts and troublesome knowledge : linkages to ways of thinking and practising within the disciplines*. Edinburgh: University Of Edinburgh.

Myatt, M. (2020). *CURRICULUM : gallimaufry to coherence.* S.L.: John Catt Educational Ltd.

Pyc, M.A. and Rawson, K.A. (2009). Testing the retrieval effort hypothesis: Does greater difficulty correctly recalling information lead to higher levels of memory? *Journal of Memory and Language*, 60(4), pp.437–447.

Quigley, A. and Routledge (2018). *Closing the vocabulary gap*. London New York Routledge.

C Quigley, 'The Essentials Curriculum: Threshold Concepts for Long-Term Memory' (2019) 5th Edition, first published as 'Essentials: Full Spectrum Curriculum (2013): UK, Chris Quigley Education Ltd.

Rohrer, D., Dedrick, R.F. and Stershic, S. (2015). Interleaved practice improves mathematics learning. *Journal of Educational Psychology*, 107(3), pp.900–908.

Stevens, R. and Rosenshine, B. (1981). Advances in research on teaching. *Exceptional Education Quarterly*, 2(1), pp.1–9.

Sweller, J. (1988). Cognitive Load During Problem Solving: Effects on Learning. *Cognitive Science*, 12(2), pp.257–285.

Ten Berge, T. and van Hezewijk, R. (1999). Procedural and Declarative Knowledge. *Theory & Psychology*, 9(5), pp.605–624.

Willingham, D.T. (2021). *WHY DON'T STUDENTS LIKE SCHOOL? : a cognitive scientist answers questions about how the mind... works and what it means for the classroom.* S.L.: Jossey-Bass Inc ,U S.