



Curriculum, Teaching, Learning and Assessment Policy

School Name: Benwick Primary School

Date Agreed at FGB: 7.2.23

Next Review: March 2025

Our curriculum is the primary way that we seek to achieve to ensure that every pupil leaves our school with a love of life-long learning, understanding their own potential and can make their own contributions in the world.

This policy aims to set out clearly how we aim to achieve two broad overall goals:

1. For all children to succeed and achieve, regardless of their starting points.
2. To ensure that all children receive high quality teaching.

Research, evidence and wider reading underpinning this policy

- Sweller's cognitive load theory
- Rosenshine's principles of instruction
- Fiorella and Mayer's generative learning practice
 - Gathercole, Packiam & Alloway *Working Memory and Learning: A Practical Guide for Teachers*.

Additional understanding that informs Teaching and Learning:

- Learning is connecting new experiences to existing ones.
- Schemata form the architecture of memory - connecting and construct meaning.
- Learning is a persistent and cumulative change in what we know and can do.
- Explicit vocabulary instruction unlocks complex ideas and positively changes lives.
- Knowledge empowers all pupils to achieve and choose their future.
- A curriculum focused on knowledge can help close the gap between the most and least disadvantaged pupils at our school.
- Skills cannot be taught in a vacuum and require extensive factual knowledge and rehearsal in order to be taught successfully.
- Constantly seeking to improve by identifying what students have learned and responding appropriately is central to our identity as teachers (Fletcher-Wood, 2018).

Our curriculum principles

The following curriculum principles guide our curriculum design (intent) and delivery (implementation) across all subjects.

At Benwick our curriculum is:

- rich in knowledge, skills and vocabulary, which are specified, taught, assessed, rehearsed and remembered by pupils;
- well-planned and sequenced so that key concepts are built on year by year;
- rooted in the strongest available evidence about how pupils learn and retain knowledge in the long term;
- taught by expert teachers;
- underpinned by use of assessment to support and progress learning; and
- supportive of teacher workload, wellbeing and professional development.

At Benwick Primary we think about the curriculum as the 3 Is

- Intended curriculum – what we intend the learning should be and the key knowledge that is to be remembered
- Implemented curriculum – The structure for learning that teachers use along with carefully chosen resources
- Impact curriculum – how our crafted curriculum leads to changes in children's knowledge, taking care to support long term memory.

The intended and implemented curriculum

- English – 3 Part planning using quality texts, RWI Phonics, Letter Join Handwriting, No-nonsense spelling (Y2-6)
- Maths - White Rose (a base scheme supported by other high quality resources e.g. NRich)
- Science - CUSP
- Geography - CUSP
- History - CUSP
- Art and Design - CUSP
- Design Technology - CUSP
- Computing – Purple Mash
- Modern foreign languages – Twinkl
- PSHE – Cambridgeshire Scheme
- Music - CUSP
- RE – Cambridgeshire Agreed Syllabus
- PE – Get Set For PE

Curriculum structure

Pupils are taught a broad curriculum. Each subject is unique and dedicated time is allocated to the teaching of national curriculum subjects discreetly. Relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge. Connections across subjects are made where purposeful.

At Benwick we review our curriculum each year as the mixed class structure can change due to pupil numbers.

Subjects are timetabled Daily, Weekly or Modularly this is to meet the demands of the curriculum. Daily lessons such as English, Maths & Reading, weekly sessions such as PSHE and PE and modular such as

Geography and Science which allows more time to focus on the content of the sessions and makes best use of curriculum time through not losing time in setting up and clearing up. This takes into account some key research and evidence including:

- Forgetting curve - we want to make sure we ease the forgetting curve by coming back to those key learning points after a shorter period of time
- Retrieval and spaced retrieval practice - powerful toolkit to strengthen learning and Memory

Teachers employ a clear structure to scaffold pupils towards success across the curriculum. This is:

Connect: Explicit connection to prior learning

Explain: Teaching through instruction

Example

Attempt

Learning through teacher-led, guided or independent

Apply

Challenge practice

SEND pupils are supported to access the whole curriculum through adapted learning techniques and adult support where required. (See SEND policy & SEND Information report)

Great teachers use professional and evidence-led understanding along with a wide range of tools articulated in teaching toolkits. Typically, teachers have autonomy about when and how they deploy and use these tools within lessons.

Curriculum, teaching and learning expectations:

Assessment:

The impact of our curriculum

In order to identify the impact our curriculum is having on our pupils, teachers employ a range of assessment strategies both at the point of teaching and after.

Formative assessment

Formative assessment is the information teachers glean as teachers that closes the gap between where the pupil is and where they need to be. There is a very close link between curriculum design and assessment. Teachers understand the cumulative model of our curriculum. They know what has been taught before, position prior learning and build on it with clear and precise explanations.

Teachers design tasks with clear purpose. They use quizzing cumulatively to support formative assessment. They plan for and explicitly address common misconceptions.

Teachers are able to evaluate and respond to the needs of pupils fluidly. These include:

- Deliberate practice and rephrasing of taught content
- Cumulative quizzing within the learning sequence
- Retrieval practice, including just two things (self-testing)
- Vocabulary use and application
- Summarising and explaining the learning question from the sequence

Feedback

Our marking & feedback policy details the approach we take to using feedback to move learners' forward.

Summative assessment

The aim of summative assessment is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). In order to achieve this, summative tests consist of standard tasks taken in standard conditions (Test base Reading, Maths & SPaG as well as SATs past papers). They are taken up to three times a year in reading and maths so that pupils have the chance to improve on them meaningfully.

If our curriculum is effective, it will lead to improvements on summative tests over time. Termly Pupil progress meetings are held to analyse summative assessments and plan next steps to promote progress for groups and individuals.

Trust, workload and professional development

The ability of teachers to adapt instruction to meet pupil needs increases pupil achievements.

Leaders ensure teachers have the opportunity to become skilled and confident at assessing pupils' learning through high-quality school based and external training.

Teachers do not need to compile evidence to prove all the assessments they make. Leaders support teachers to make accurate and honest judgements and will always take teacher workload into account when developing new assessment initiatives.

The EYFS curriculum links to our KS1&2 Curriculum and ensures children are offered a broad foundation of knowledge and skills to prepare them for success in Key Stage 1. See EYFS Policy and Curriculum map.