



CASTLEWARD
SPENCER ACADEMY

**Castleward Spencer
Academy**

Curriculum Policy

Intent

At Castleward Spencer Academy, we are committed to providing a curriculum which is broad and balanced, and provides our children with a wide range of opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their full potential and become independent life-long learners. We aim high, striving for every child to achieve more than they thought possible. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

Aim

The aim of our curriculum is to:

- Provide all children with a high-quality education
- Equip children with the knowledge, skills and cultural capital needed to prepare them for the next stage of their learning journey
- Achieve personal success and always be the best they can possibly be
- Question and challenge what they hear and see as they explore the world.
- Develop a moral compass that helps them to be brave, independent and kind and gives them the resilience to grow, ask for help and to recognise when others need it too.
- Enable all children to experience what it feels like to have respectful, caring relationships with others.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework, see EYFS Policy for further details

Equal Opportunities for All

At CWSA, we know that an inclusive school or classroom can only be successful when all children feel that they are truly part of the school community. We ensure this happens through open, honest discussions about differences and understanding and respecting people from all abilities and backgrounds to ensure that everyone feels valued.

The curriculum is crucial to tackling inequalities for pupils including gender, stereotyping, preventing bullying and having the same high standards for all. The principles of equality and diversity are embedded in our academic and social curriculum.

Inclusion

Teachers set high expectations for every child at CWSA. We believe that 'Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.' Therefore, everyone works together to make sure all learners feel welcome and valued, and that they get the right support to help them develop their talents and achieve their goals.

Staff at CWSA also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils' access in all subjects.

Curriculum Drivers



Reading- We firmly believe that if children can read well and read widely, they will be best placed to achieve in all areas of the curriculum. By the time pupils leave Castleward, they will be able to read with accuracy and fluency, to analyse what they have read and developed an enjoyment of reading for pleasure.

Knowledge- Knowledge is like glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. The more children know, the more children learn. Topics are personalised to meet the needs of the pupils who attend the school, ensuring that they have opportunities to apply prior knowledge to new learning experiences and develop reasoning and problem-solving skills.

Communication- Pupils learn how to confidently share their ideas, feelings and understanding of new vocabulary in order to effectively communicate with others. They become effective speakers and listeners, empowering them to better understand themselves, each other and the world around them. Being able to effectively communicate allows pupils to develop and deepen their subject knowledge and understanding by having a wide range of opportunities to talk in the classroom. The skills needed to do this are taught, modelled, scaffolded and structured where necessary to enable them to learn the skills needed to communicate effectively.

Visions and Values

The word GROW summarises our values at Castleward Spencer Academy. School life will be driven and shaped through the teaching and modelling of these core values:

- G**reat communication skills,
- R**esilient, confident learners willing to take risks,
- O**pportunity to be independent and curious,
- W**orking together to enjoy and achieve.

Great communication skills

In order to prepare our children for a lifelong love of learning, we believe that teaching them how to be 'great communicators' is crucial. Great communicators listen to others, they ask questions, show empathy, speak confidently and inspire others around them. Developing the children's ability to deepen their thinking and questioning will lead to mastery learning.

Resilient, confident learners willing to take risks

Building resilience in our learners is crucial in allowing them to grow and learn. Risk taking is essential and we want our children to feel confident in bouncing back from mistakes and learn from them. The learning opportunities we provide, ensure that all children have access to challenging tasks and develop a growth mindset, so that they know how to 'dig deep' when the need arises in order to reach their full potential. We celebrate examples of outstanding learning behaviours and learn about famous people who demonstrate these qualities too e.g Florence Nightingale was determined, resilient and caring.

Opportunity to be curious and independent

Through the GROW curriculum we develop curious learners who are always questioning, reflecting and challenging their own thinking. We develop the skills required to be self-motivated. We have a strong desire to ensure that doors are opened for our children and their potential unlocked. In order to bring about this change, the design of the whole delivery process of learning is able to embrace 21st century technology alongside, fun, adventure and significant, deep-seated opportunities to learn and explore.

Working together to enjoy and achieve

We believe that when working in collaboration we can achieve great things. Team work is a crucial skill for our children to develop and at Castleward Spencer Academy. We will use strategies such as talk partners, peer support and group work to create a learning together ethos. Our curriculum is engaging, innovative and creative to ensure that our children are highly engaged whilst learning. We strive to create memories every day.

Implementation

The curriculum at CWSA has been carefully designed, so that is ambitious for all learners, providing them with the knowledge, skills and cultural capital needed to succeed in the future. The planning process hinges on securing a deep knowledge of the subject, by following a carefully planned sequence of lessons that aim to answer key questions about a specific topic or theme. Questions are designed to spark curiosity and promote enquiry skills. An exciting launch and opportunities to experience and immerse themselves in the subject being taught, ensures a real purpose and connectedness in the topic. Throughout our curriculum, we ensure that new information is taught relating to what children already know and the experiences they have already had, taking account of the cognitive load theory to carefully plan the introduction of new concepts.

Key Concepts

At Castleward Spencer Academy, we introduce children to key concepts. These key concepts are progressive and outline new knowledge/skills that are taught in each year group, in each subject

area. The key concepts are included in both Long Term and Medium Term Planning documents and are used by teachers to make links to prior knowledge and to learning across the wider curriculum.

Inspired by Research

Knowledge



Knowledge is like glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. The more children know, the more they learn.

The knowledge taught at CWSA has been carefully considered, so that it is personal to the children who attend the school. It is sequenced so that there is a progressive, coherent flow, allowing ideas to build on secure foundations. This is referred back to at regular intervals during their time at Castleward Spencer through retrieval so that links with previous learning are applied when learning new content where appropriate. This can be achieved through:

- Explaining learning and knowledge to peers, teachers, other classes
- Showcasing knowledge in assemblies
- Encouraging pupils to ask and answer 'Why?' and 'How?' questions e.g. 'Tell me how this circuit works?' 'Why is the bulb brighter when....?'

When planning each unit, staff consider;

Facts- What are the keys facts that all children should know?

Skills- What are the things that all children should be able to do?

Experiences- What first-hand experiences do the children need to have to be able to access this knowledge?

Spaced Practice



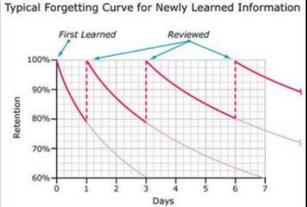
At CWSA the curriculum has been skilfully designed to allow pupils to complete Spaced Practice, which is a technique that provides children to review material over a long period of time. This gives their minds time to form connections between the ideas and concepts being taught, so knowledge can be built upon and easily recalled later.

During a lesson, all the new learning is stored in the child's short-term memory (and quickly forgotten). When spaced learning is used, the material is able to make its way into his or her long-term memory instead. Creating a schedule for spaced repetition, helps the child better remember what he or she has learned. This will prepare them to build upon the information being learned, thus creating a solid foundation for future learning.

Low stakes quizzes are used in lessons and also set on Purple Mash as 2Dos in order to aid long-term retention of knowledge and aids the cycle of not forgetting. This is completed using the following process;

Last lesson...

Last week...

	<p>Last topic...</p> <p>Last year...</p>
<p>Retrieval practice</p>  <p>The graph shows a typical forgetting curve where retention starts at 100% at day 0 and drops to approximately 80% by day 1. Subsequent reviews at days 1, 3, and 5 result in higher retention levels than the initial learning, with retention reaching about 95% after the final review at day 5.</p>	<p>Research suggests that used effectively, retrieval practice improves pupils' memory and recall and also improves children's application skills and their ability to transfer their knowledge to new concepts and situations.</p> <p>Across all year groups at CWSA, subjects have clear progression maps. Teachers skilfully refer back to previous knowledge taught and revisit this at regular 'spaced' opportunities where knowledge and learning will be revisited in order to methodically interrupt the pupils' 'forgetting.'</p> <p>Retrieval Practise Examples;</p> <ul style="list-style-type: none"> • Low stakes quizzes • Pair Share: Review and Check, Write a Paragraph, Solve Familiar Problems • Knowledge organisers- Completed for every unit of work and stuck in books, so that it is accessible guidance about the subject they are studying that can be continually referred back to. • Rehearse and perform- to be used when a child might need to apply a technical skill or physical procedure e.g in PE or music. • Concrete examples – children develop the capacity to make links from a set of concrete examples to some general rules or ideas.
<p>Vocabulary</p>	<p>The introduction of new vocabulary is of high importance at CWSA, as this is the children's opportunity to show what they are beginning to understand about the topic being taught. Vocabulary is sequentially taught using a wide range of Tier 2 (High frequency and multiple meaning vocabulary, often found in adult conversation and literature) and Tier 3 words (Low frequency, context specific vocabulary that is taught as part of a subject or domain), which are explicitly taught and connected to the sequence of learning not only in the subject being taught but also across the curriculum where appropriate.</p>
<p>Experiences</p>	<p>A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning. Using actual experiences to learn concepts and skills is much more effective than simply being told about them, as in the proverb: "Tell me, I'll forget; show me, I'll remember; involve me, I'll understand." With this in mind, staff plan a variety of experiences both inside and outside of the classroom to bring learning to life.</p>

Scaffolding

EEF- 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently.

Initially, the teacher will provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.

Teachers at CWSA provide a range of scaffolds within a lesson where appropriate, so that all children reach the same ambitious goals. This is achieved using

- The use of I do it, We do it, You do it when modelling examples to the class.
- Structured strips, which break the task down into manageable steps
- Detailed support such as, word lists, diagrams, sentence starters, knowledge organisers
- Key vocabulary relevant to the topic on the page
- Post it notes with key prompts or questions to guide through the task

Long Term Planning

The wider curriculum is taught on a yearly cycle, enabling progression and challenge for all pupils as they move through the school. Units are subject specific and last 6 weeks regardless of the length of half terms, see LTP for further details.

Checking for Coverage

Objectives from the National Curriculum have been taken for each subject and allocated to each topic to provide a broad and balanced curriculum for all year groups, which builds progressive skills and knowledge of which the children can base their future learning. Subject leaders closely monitor their subject to ensure that there is a consistent approach across the whole school. They look closely at the objectives for each topic to ensure that key skills are developed and that pupils have time to apply prior learning to new experiences. Our curriculum is designed to enable the children to know more and remember more. Our clearly sequenced lessons are designed to allow children to store, retain and recall knowledge. Children are given opportunities to repeat and use their new knowledge in order to retain in their long-term memory, see individual subject progression documents.

Medium Term Planning

All teachers complete Medium Term Plans (MTP) following the process below;

- 1) Use the subject specific whole school progression document to map out what needs to be taught in the subject during the year.
 - Highlight what knowledge, skills and vocabulary will be taught during each unit of work
 - Consider opportunities for retrieval practise by identifying what has previously been taught
 - Consider relevant experiences suitable for the unit
 - Refer to the subject specific Programme of Study from the National Curriculum to ensure that all of the required content is being covered.
 - Complete the planning proforma for the unit of work.
- 2) Create a Knowledge Organiser for the topic, so that teachers are clear what knowledge, skills, key questions, vocabulary, key texts and content needs to be covered in order for pupils to achieve the objectives that have been set out on the subject specific progression document for their year group.
- 3) The Knowledge Organiser provides an overview of the knowledge and skills that will be covered across the 6-week block. From the Knowledge Organiser staff plan a sequence of lessons for each knowledge area. This information is then recorded on the MTP clearly identifying how the Curriculum Drivers (reading, knowledge and communication) and our GROW values can be incorporated into the topic.
- 4) Each lesson will have subject specific tier 2 and 3 vocabulary that will be taught/revisited, as outlined on the subject specific plan.

CASTLEWOOD Year 1		History – Within the last 100 years...
Knowledge/Tier 2	Using age, thirty years ago, years, days, weeks, events, significant, decisions, generations, famous, memories, artefacts, grandparents, ancestors, after, since, past, present, explorer, pioneer, achievement.	
Tier 3	Event, memories, grandparents, parents, similar, different, past, day of the week, months	
Knowledge		<ul style="list-style-type: none">• Know about an event that happened long ago, before their grandparents were born.• Name a famous person from the past, explaining why they were famous.• Know the main differences between their school days in comparison to their grandparents' (EYF5)• Differences between things that were less 100 years ago and things that aren't.• Know the purpose and recognise some historical artefacts.• Identify changes within living memory.
Equipment/ Resources		Clothes, books, personal photographs, grandparents, visitors, artefacts, technology for research
Skills (End point)		<ul style="list-style-type: none">• (Chronology) Organise a number of artefacts by age and know what they were used for.• (Characteristic features) Identify and sort similarities and differences between eras of life from the past.• (Causality) Explain how people's actions have consequences (positive and negative).• (Empathy) Make judgements about the past, using sources of evidence.• (Enquiry) Ask and answer questions about history, using photographs and artefacts.

Short Term Planning

There is no expectation for staff to produce a daily plan, but the delivery of lessons should be carefully considered to ensure maximum engagement and appropriate challenge. Each lesson

should be supported with a power-point/IWB presentation a variety of resources and scaffolded support where appropriate. Topic where appropriate should link to the continuous provision.

Vocabulary

Key vocabulary for the unit can be found on the subject specific progression sheet and is used to create a glossary section on the Knowledge Organiser. Teachers decide where the vocabulary fits into the different areas of knowledge and record it on the medium-term plan to ensure it is specifically taught during the sequence of lessons for that area of knowledge. The vocabulary is also included on working walls and revisited at regular intervals, see spaced/retrieval practice.

Sequence of Lessons

Each unit will consist of a series of questions that will be answered over a period of time, some areas of knowledge will be completed within one lesson and others over a series of lessons.

Presentation in books

Pupils books will move with them as they progress through the school, so that they can refer back to previous topics that have been taught. Each topic will have the following:

1. An opening page for the unit, which will consist of the title of the unit and pictures
2. A Knowledge Organiser (which should fit on to an A4 sheet) will be glued on to the next page.

Hooks, Experiences and launching the Unit

During each unit, there will be a hook or experience to enthuse and engage pupils in the unit. This can be at the start, once some initial knowledge has been taught or at the end to consolidate the learning that has taken place. Hooks and experiences can be trips linked to the unit or visits from Subject Specialists who can bring the unit to life. The opening lessons are also an opportunity to put the unit into context and find out what knowledge the pupils already have. These are always recorded in books using photos and recounts of the activity that has been completed.

Publishing and Presenting

By publishing and presenting learning in a way that is engaging and creative, pupils will deepen their understanding and have a greater chance of committing the knowledge to their long-term memory.

Presentation pre-requisites:

- ✓ Knowledge organisers will be stored in a folder, so that they are easily accessible throughout the unit and beyond to refer back to.
- ✓ Each unit will start with a topic planner, which has the title of the topic, the key questions and the knowledge and skills being taught
- ✓ Scaffolds should be used where appropriate to guide children through the task
- ✓ All work should have the date, title and learning intention written at the start
- ✓ Work should be presented neatly
- ✓ Space can be used creatively

VOLCANO PAINTING

I wonder.....

Key vocabulary:			
texture	hint	geometry	shade
abstract	canvas	tone	represent

Learning outcomes:

- Use comparison sheet to look at similarities and differences between insect wire sculptures and Frank Bowling volcano painting using adapted sheet.
- Brainstorm what they like and dislike about the art work using the brainstorm key following video based on Frank Bowling's style.
- Identify hot and cold colours and link these to dormant and erupting volcanoes.
- Explore skills applying paint to fabric – explore layering, brush strokes and varying brushes.
- Complete a final piece using hot and cold colours and different textures.
- Evaluate work individually and with peers.

Living things

I wonder

Key Vocabulary			
natural	environment	habitat	climate
urbanisation	deforestation	changes	pollution

Key Learning

- To be able to recognise that environments can change and that this can sometimes pose dangers to living things.
- To consider some of the natural changes that could happen to an environment and to understand what some living things can do to survive such changes.
- To look of the potential impact of deforestation.
- To learn about bees and the impact of their declining numbers on.
- To be able to plan how to make a positive change to a small local area considering the impact on people and other living things.

Narrative

Jotun – Journey of a Viking

Aim:

- To use a range of devices to describe.
- To include a clear beginning, middle and end.
- To organise writing into paragraphs.
- To use complex sentences.
- To use fronted adverbials.

Viking	journey	longhouse	plish
stealy	baton	supplies	seard

Scaffolded Support

Initially, the teacher will provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.

How can we scaffold learning in wider curriculum subjects?

- ✓ key vocabulary relevant to the unit on the page
- ✓ structured strips on the writing template or at the side if they will not fit, so that they can guide the children through the task
- ✓ post it notes with key prompts or questions to guide through the task
- ✓ sentence starters that will help pupils structure their ideas.

Festival of Passover

What is Passover?
Passover is...

celebration

Jews

freedom

slavery

When is Passover celebrated?

Passover is celebrated...

What is the name of the meal Jews eat at Passover?
The meals Jews eat at Passover is...

Seder

How would you have felt when in the temple and why?

How would you have felt when in the temple and why?

Using your research and new vocabulary, answer the following question:
Why were the Vikings so successful at invading and settling in the Kingdom of England?

The Vikings were so successful at invading because...

Vocabulary

warrior

raid

armour

settle

trade

Assessment for Learning (AFL)

Feeding forward- we provide advice and guidance to children in order to move their learning on. This is the sole purpose for any response to their learning. At Castleward, we are going to shift from feeding back to children once the moment has passed, and feed forward as much as possible, during the lesson. Toolkits may be highlighted post lesson as an assessment tool, in order for the teacher to pick up misconceptions and move learning on in the following lesson. Live marking and verbal feedback have proven to make the most difference to children's progress.

Written feedback is not expected in books. Live verbal feedback and highlighting is the aim. An adult may complete a worked example in a child's book during the lesson, but it is not expected afterwards. For example, the adult may model the correct formation of a 2 if it's a common misconception for a child, or how to label a timeline correctly in history. Adults can highlight toolkits during the lesson, when you can see the children have achieved. Research suggests that an 80% success rate shows that something is achieved. Adults are highlighting evidence within the piece of work that shows that the success criteria has been achieved. Green – where it is met and orange where work needed. Both can be done during the lesson. Three spellings, maximum, will be picked out for children to work on (highlighted in yellow). These words will be high frequency, or those using the spelling patterns they should know. Teacher or TA to model them underneath using sounds and syllables approach.

AFL via retrieval practice- In order to effectively embed knowledge and assess how much knowledge the pupils have retained, knowledge retrieval activities are planned into the learning process. After each knowledge area is completed, children are assessed on what they can remember then at spaced intervals.

Activities include:

EYFS- flashcards, sorting/matching activities, whole class discussion

Year 1/2- flashcards, sorting activities, concept cartoons/discussion mats, scaffolded labelling, multiple choice quizzes

Year 3/4-flashcards, sorting activities, concept cartoons/discussion mat, quiz-quiz-trade, scaffolded labelling, multiple choice quiz

Year 5/6-low stakes quizzes, flashcards, frayer model diagram, quiz-quiz-trade, scaffolded concept map

End of unit assessments:

At the end of each unit, children will have the opportunity to retrieve and revisit the knowledge they have been learning. Quizzes and concept maps should be presented in Unit books to mark the end of the Unit.

Environment

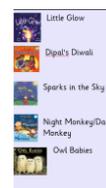
Displays/working walls

For each Unit there should be a display/working wall to support learning, develop enquiry and showcase examples of outstanding work. They should include the following:

- ✓ Title
- ✓ Subject Specific Vocabulary
- ✓ Pictures of experiences/WOW moments
- ✓ Questions that children will be able to answer progressively throughout the Unit
- ✓ Space to showcase examples of outstanding work

Books to support knowledge

At the start of each unit teachers will choose a selection of books and literature that will support the acquisition of knowledge for that unit. These books are accessible for all children and available for them to read either in the reading corner or displayed within the classroom.



Impact

Children will leave Castleward Spencer Academy having had a high-quality education, regardless of their background or ability. They will be equipped with the knowledge, skills and cultural capital to prepare them for the next stage of their learning journey. All children will have experienced what it feels like to have respectful, caring relationships with others. To achieve personal success and always be the best they can possibly be. Children will be confident to question and challenge what they hear and see as they explore the world in a kind and respectful manner. By the time they leave Castleward Spencer Academy, children will have developed a moral compass that helps them to be brave, independent and kind and gives them the resilience to grow, ask for help and to recognise when others need it too.