

Curriculum tweak - post COVID

As a staff we fully engaged in a [curriculum audit and review](#) [June/ July/ September 2021] and concluded: expect all pupils to have some gaps in their knowledge - 2 lockdowns, bubble isolation, self-isolation, etc. Lesson must: focus on **Skills and knowledge** [= progress: knowing more and remembering more.] not skills or knowledge - work best in equal harmony, equally important; direct focused teaching and child led exploration; expect and aim for good standards of attainment and well-rounded learners; a focus on literacy and numeracy and a broad and balanced curriculum; create opportunities for the power and passion of specialist teaching and thematic teaching that makes connections between subjects; timetable time to develop some skills regularly and often and time for deep immersive learning over extended periods of time; plan and intended learning that introduces children to the big ideas and events from the past that have shaped the world and connects learning to the contemporary issues of our times, such as sustainability; never forget and relentlessly target 3 R's [reading, writing, SPaG, phonics, Maths] - because they are key and essential K/ U/ Sk for curriculum and lifelong learning [transferable]; we target/ focus on 3 I's = intent, implementation and impact as a teacher and a subject leader; our curriculum has purposeful choices made on what is important for long term memory & to be used/ recalled often; also **over learning/ repetition needed to secure 'naturalness'**(Accuracy + Frequency [speed] = FLUENCY); carefully planned, scaffolded sequences of learning of small chunks leading to end/ components into composite [Chunking - components into composite. Sequence of high-level components into coherent building blocks. Small building blocks which allow p/s to U more complex ideas. Scope is the detail NC requirements. Building knowledge over time]; decisions taken about **'Why this? Why now? How does learning progress through week/ $\frac{1}{2}$ term/ etc.?'**; staff support comprehension constantly and realise that pupils need 98% word accuracy to comprehend text.

We decided and agreed on the following principles about memory as indicators of informed curricular thinking and delivery -

- Deciding *what* content needs to be deeply embedded in long-term memory. Identify sequence of components and **which components need to be repeated/ emphasised** for long-term memory. Know which prior knowledge is missing or not secure.
- Considering what pupils pay attention to.
- Avoiding overloading working memory.
- Providing spaced repetition for 'overlearning'.

Teaching: teachers carefully decide what is appropriate so pupils learn specific content of lesson and not generic tasks; ensure challenge is understood with reference to ambitious curriculum goals not a series of difficult, add on tasks; agreement was made that challenge is not necessarily difficulty in activities pupils are given e.g. a lesson to repeat already learned times table or phoneme cards may not appear challenging but are essential to meet challenging curriculum goals for all subjects and to truly embed in memory.

Assessment: teachers assess K/ U of components not just composite; timely checks of knowing more/ remembering more/ being able to do more; pupils who are falling behind are quickly identified with effective interventions and support.

The scope, components and sequencing of our curriculum via subjects is The National Curriculum, Statutory Framework for EYFS, Development Matters plus other documents/ resources e.g. PSHE&C Association, WhiteRose, etc. We achieve rigour through teaching disciplinary knowledge of how the subject works and organising curriculum content in ways that answer subject-specific questions.

Our curriculum has ambition and breadth - a focuses on knowledge in all subjects to provide depth of understanding.

Reading, language, phonics, spelling and Maths

Teachers create an environment that focuses on pupils Reading, language, phonics and Maths. The textbooks and other teaching materials teachers select reflect the school's ambitious intentions and clearly support the intent of a coherently planned curriculum, sequenced toward cumulatively sufficient knowledge and skills for future learning and employment.

Reading is prioritised to allow pupils to access the full curriculum offer.

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

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Pupils read widely and often, with fluency and comprehension appropriate to their age and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.