



BARNHAM CEVC PRIMARY SCHOOL
Inspire, Cherish, Believe

Curriculum, Teaching, Learning and Assessment Policy

Adopted: January 2022

Review: January 2024

Signed: _____ (Chair of Governors) Date: _____

Aims

Our vision for all in our school is to **Inspire, Cherish** and **Believe** in each person that they might flourish and fulfil their potential.

We live this out in school like this verse from the Gospel of John 15:5:

*Jesus said 'I am the vine; you are the branches.
If you abide in me and I in you, you will bear much fruit.'*

Our six values (Hope, Thankfulness, Friendship, Compassion, Justice and Forgiveness) chosen by our school community, underpin our teaching and learning, behaviour and expectations in our school.

Our six values are at the heart of our curriculum. Our curriculum is designed to support each child to be a **hopeful, compassionate** learner demonstrating **friendship** towards others and recognising the need for **justice** and **forgiveness** in our world.

Our curriculum is rooted in our local context; learning from the productive, historic, and environmentally diverse area around us. Branching out from this our curriculum explores our national and global community, developing children's understanding and appreciation of the wider world, through exposure to and experiencing a range of different careers, faiths, beliefs and pathways into the future.

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

1. For **all** children to succeed and achieve;
2. To unlock **each** child's full potential and enable them to discover their talents, and be ready for the next stage of their journey

Key reflections that drive this policy

- Memory is the residue of thought (Willingham).
- 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 in order to be taught successfully.
- Constantly seeking to improve by identifying what students have learned and responding Appropriately should be central to our identify as teachers (Fletcher-Wood, 2018).

Our curriculum - guiding principles

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

At Barnham CEVC Primary School the curriculum is:

- rich in powerful knowledge, skills and vocabulary, which are specified, taught, assessed 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 a clear use of assessment to support and progress learning; and
- supportive of teacher workload, wellbeing and professional development.

At Barnham Primary School we think about curriculum at 4 levels:

1. **The intended** curriculum: what we intend pupils to learn, including the explicit knowledge We expect them to remember, which we set out in detail.
2. **The implemented** curriculum: the resources and structures teachers use to deliver the curriculum.
3. **The enacted curriculum**: the approaches our teachers use to bring this knowledge to life for their pupils.
4. **The impact of the curriculum**: the changes to pupils' long term memory our curriculum leads to and how we check and evaluate how well our pupils understand what they are taught.

The intended and implemented curriculum

See below for information about how the curriculum in each subject area is designed and delivered.

- English - CUSP reading, CUSP writing, Little Wandle
- Maths - White Rose
- Science - CUSP
- Geography - CUSP
- History - CUSP
- Art and Design - CUSP
- Design Technology - CUSP
- Computing - Keychain Computing
- Modern foreign languages - Language Angels
- PSHE - Scarf
- Music - Charanga
- RE - Emmanuel
- PE - Get Set 4 PE

Y1 - Y6 Curriculum on a page

[Link to our Curriculum on a page](#)

Knowledge

Each subject is unique, and includes its own substantive knowledge and disciplinary knowledge. **Substantive knowledge** relates to the **core facts, ideas and concepts** which are central to a subject (for example how nations make treaties, such as the Treaty of Versailles).

Disciplinary knowledge, is a curricular term for what pupils learn about how that knowledge was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice - for example, how physicists use the scientific method to arrive at general principles through observation and systematic experimentation.

Mastery

Our curriculum is intentionally ambitious and we aspire for all pupils to produce work of the highest quality and develop mastery across the curriculum. *In its purest form, the term mastery refers to comprehensive knowledge or skill in a particular activity.* For us to truly work towards ‘mastery’, we must carefully consider curriculum design, pedagogy and assessment as a single entity that makes up the educational experience.

Our aim is for pupils who work through our curriculum to develop both procedural and conceptual fluency.

Curriculum structure

At Barnham Primary School, 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 along with valued connections to real life experiences to support children in using and applying their learning and seeing the relevance and bigger picture of the world around them.

Daily	Weekly	Modular (subjects interleaved, repeat twice in a six-week cycle)
English (reading, phonics, writing) Maths	Science PSHE PE Music RE MFL (Y3-6 only)	Art and Design Design and Technology Computing History Geography

Curriculum with Unity Schools Partnership (CUSP)

For reading, writing, science, geography, history, DT and art, we use CUSP resources, which support a knowledge-rich curriculum structure that is coherent and cumulative.

Increased frequency model 2021-22

Our curriculum model has been designed in response to the challenges faced from the disruption of COVID and the evolution of the CUSP curriculum that we have recently adopted. It is designed to be both responsive to the needs of our children given the challenges of the pandemic and proactive in our approach to providing Barnham Primary School pupils with the opportunities and experiences they need.

The increased frequency model has:

- Responded to the disruption and long-term impact of the pandemic by increasing the frequency of phonics, science and wider curriculum areas (recognising that science has gaps and a full curriculum has not been possible during lockdowns);
- Rebalanced the long-term curriculum offer;
- Given balance and proportionality to the wider curriculum, including RE, music, MFL, PSHE;
- Dedicated more time to PSHE given the challenges around social and emotional aspects of learning;
- Responded positively to recent Ofsted curriculum reports (e.g. science and geography Subject reviews);
- Dedicated shared reading opportunities at the end of each day; and
- Adopted a modular, 6 week cycle (see below).

Modular approach

- History, Geography and Computing are taught in a modular approach with each subject Having 3 module sessions each week on a 3-week rotation meaning there is more frequent teaching of these subjects across a year. This gives us more time to focus on the content of the sessions and knowledge notes might be taken over one lesson into the other.
- 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
- Light green spaces on the yearly overviews are additional opportunities to extend science Lessons (flexibility to respond to pupil need) and plan specific opportunities for working scientifically.
- This model enables us to make provision for 30 - 45 minutes each week for PSHE, RE, Music and MFL (KS2 only)

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

- We have scheduled at least one double module afternoon above to enable practical subjects like Art or DT to focus for the whole afternoon weekly and not lose time in setting up and clearing up.







Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

The enacted curriculum

To support excellent teaching we consider five points of effective provision:

Point of				
Reference	Explanation	Delivery	Practice	Reflection
Content	Subject knowledge	Explicit Instruction	Metacognition	Metacognition, retrieval and evaluation
Teachers use resources such as CUSP	These resources directly support the POINT OF EXPLANATION. Teachers understand the subject knowledge and are able to explain it in multiple ways, which leads to thinking carefully about task design.	Explicit instruction techniques are used at the POINT OF DELIVERY, where teachers model and explain foundation concepts and knowledge.	Carefully designed learning tasks underpin the POINT OF PRACTICE. Pupils are expected to draw upon prior learning. Generative learning tasks support deliberate practice of taught content enabling pupils to become fluent and automaticity is increased.	The POINT OF REFLECTION is carefully deployed through specific and deliberate techniques, such as self-questioning, retrieval practice and resources like word paths. These directly support metacognitive development and enable pupils to plan, monitor and evaluate their learning with structure and depth.

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

The impact of our curriculum

Learning

At Barnham Primary School, we have a concise whole school shared definition of learning: 'Learning is a change in long term memory.' 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. This is also known as 'responsive teaching'.

There is a very close link between curriculum design and assessment. Teachers at Barnham Primary School 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.

The high-quality use of a range of responsive teaching techniques is at the forefront of all aspects of teaching and learning at Barnham Primary School so that 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

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. 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.

Trust, workload and professional development

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.

Subject leaders

All teachers are responsible for leading a curriculum subject(s). Their role is to analyse the intended content of their subject, know what is being delivered and when, and understand the impact of the provision.