

Crosslee Community Primary School



Curriculum Policy

Rights Respecting Articles 28 and 29

October 2023

Aims

At Crosslee Community Primary School, our curriculum aims to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and wider society. It facilitates them to gain essential skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

EYFS

Starting in EYFS, our goal is to ensure that all children are happy and engaged in learning across all units. Through the seven areas of learning, we provide topics that excite and engage children, building on their own interests and developing their experiences of the world around them. We deliver our curriculum through a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Through the EYFS curriculum that we provide the children continually demonstrate their ability to: play and explore; learn actively and create and think critically

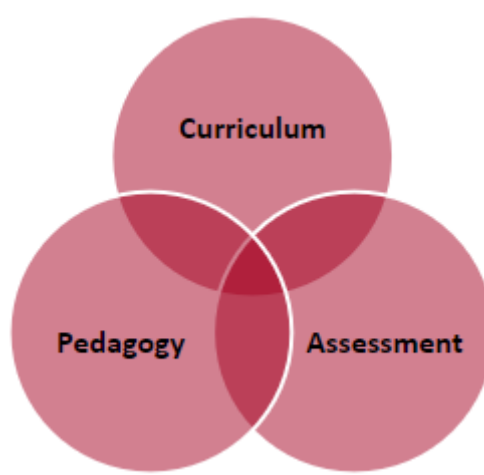
Parents

Crosslee Community Primary School we understand and value the importance of working in partnership with our parents to enable our pupils to be happy, independent learners who thrive in school and reach their full potential.

SEND

Where pupils are not able to achieve at the expected level for their year group, adjustments, support and intervention are provided so that the child can progress well for the specific child's needs and ability. Some children have more complex special educational needs which prevent them from being able to access the national curriculum. These children work with the engagement model.

Evidence-Informed Curriculum Design



The **curriculum** outlines the knowledge (semantic and procedural) that children will learn.

The **pedagogies** are the chosen approaches that we use to teach that best help learning to take place. These include general and subject/content specific pedagogies.

Assessment is the processes we use to find out what pupils have learnt (and retained).

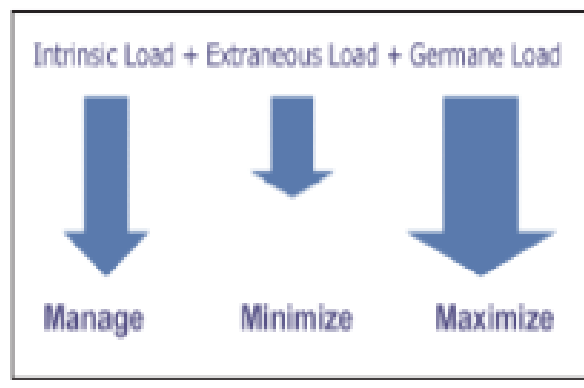
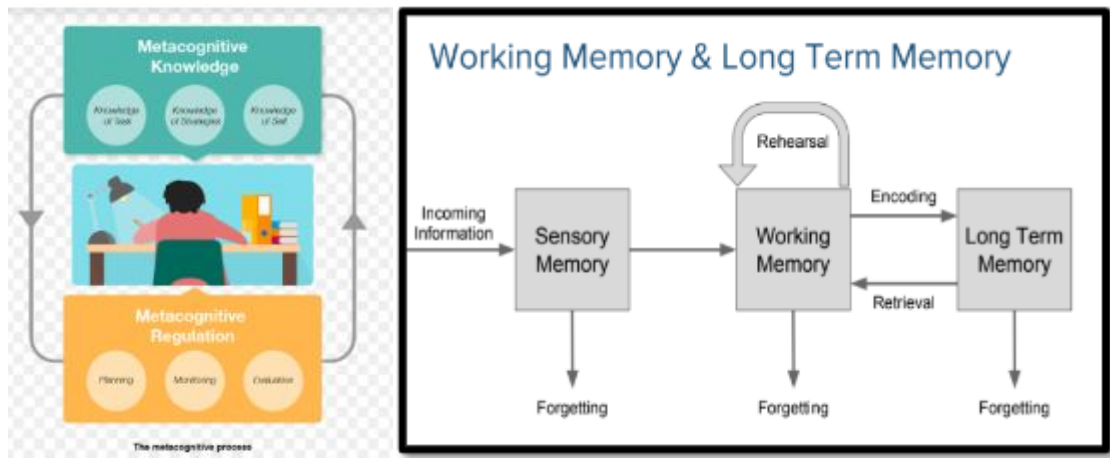
We believe that curriculum design and pedagogy are interdependent... ***'because the real curriculum – sometimes called the 'enacted' or 'achieved' curriculum – is the lived daily experience of young people in classrooms, curriculum is pedagogy.'*** [Dylan William](#)

Our curriculum design is deeply-rooted in **cognitive science research**. The curriculum identifies the **essential semantic** and **procedural** knowledge that our pupils will learn. Essential knowledge is that which we prioritise for 100% of pupils to know 100% of. Knowledge is carefully **sequenced**, within and across subjects and year groups, and through each unit of learning, to ensure that it is **progressive**. This allows **schema** to build effectively, with new learning building on and connecting to **prior knowledge**, securing **encoding** in long-term memory and considering the management of **intrinsic cognitive load** (*J. Sweller, 1998*). The sequencing carefully considers the **spacing** of learning, to facilitate **spaced retrieval**, based upon the *Atkinson-Shiffrin* three-stage model of human **memory** and **high utility learning techniques** identified in *Dunlosky's Strengthening the Student Toolbox, 2013*. Our curriculum identifies essential **vocabulary**, using a **tiered** approach (*Beck, McKeown, Kucan*), with priority given to the teaching of essential vocabulary, embedding of known vocabulary and exposure to aspirational vocabulary.

Pedagogical approaches

When implementing our curriculum, we consider what evidence tells us about the strongest pedagogical approaches. This includes work on the 7 step model from the

EEF, metacognition and a focus on working memory and its relationship with long term memory.



Subjects

Development matters and the National curriculum sit at the heart of our broad and rich curriculum. More details for each subject can be found in individual policies and a precis for each subject is available on the school website.

Enrichments

Crosslee Community Primary carefully plans a range of visitors and visits to enhance learning across the curriculum at all ages. There are also a wide variety of extra-curricular activities involving children from across school. These include music, art and sport. Crosslee is also linked with local initiatives and charities such as IntoUniversity for learning support beyond the school day.

Impact

There is careful tracking of pupil performance within the curriculum. We use regular assessment points to inform future teaching to maximise possible learning. If children are keeping up with the curriculum, they are deemed to be making the expected amount of progress we expect and are therefore working at the expected standard for their year group in terms of the National Curriculum.