

Bentham Community Primary School Curriculum Overview

Intent

The breadth of our curriculum is designed:

1. To give children appropriate experiences to develop as confident, responsible young people;
2. To provide a rich 'cultural capital';
3. To provide a coherent, structured, academic curriculum that leads to **sustained mastery** for all and a **greater depth of understanding** for those who are capable.

We have developed **four curriculum drivers** that shape our curriculum and respond to the particular needs of our community. Our drivers are designed to ensure that our children are personally successful and ready for their journey of lifelong learning. Life is not a straight line, therefore we want our children to be prepared to overcome their challenges and embrace new opportunities.

Independence and Initiative is a thread throughout all of our curriculum drivers.

Cultural capital

Cultural capital is the background knowledge of the world children need, to infer meaning from what they read. It includes vocabulary which, in turn, helps children to express themselves in a sophisticated, mature way.

Independence and Initiative

'Our' place in 'our' world



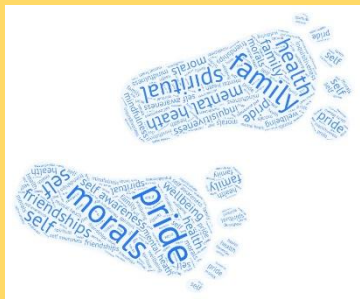
Our children are all part of a global community. Our aim is to help the children to gain a sense of place and understand that they play a part in its' future. We will aim to develop an attitude of care and respect, where children understand how actions and decisions impact upon the world.

Our Voice



We want our children to become eloquent communicators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and we will work to broaden vocabulary and encourage talk in all areas of learning.

Ourselves



Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others. Children are made aware that their own health is an important aspect of their place within the world.

Our Aspirations



Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of work by nurturing their interests as well as encouraging fearlessness of what is new or unknown. Children will have access to a world of possibilities and believe that opportunities are not limited.

Be Proud

Be Yourself

Be Together

Be Friendly

Be Strong

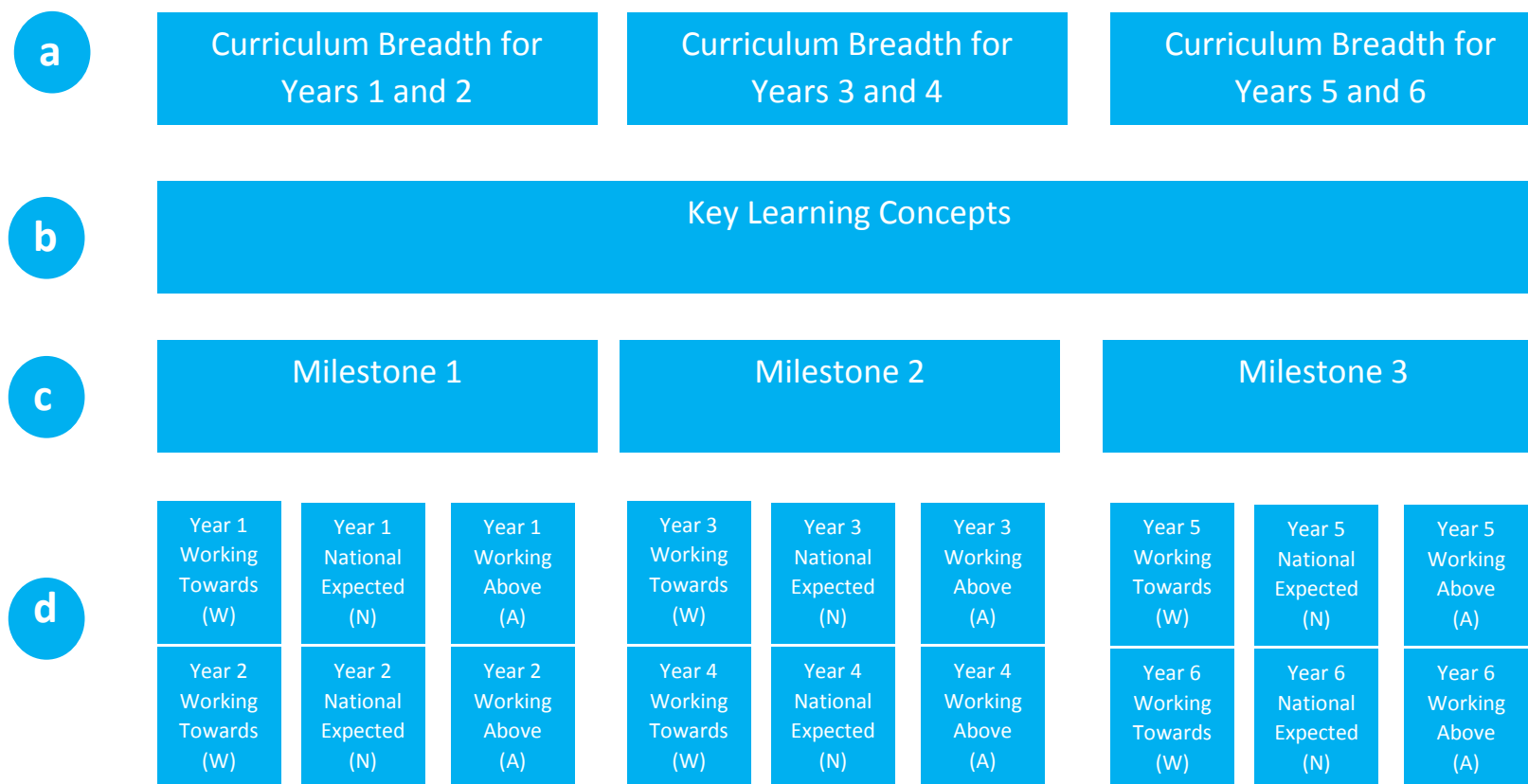
Be Bentham!

Curriculum

A coherently planned curriculum underpinned by the four drivers, our curriculum sets out:

- a) a clear long term plan highlighting the breadth of topics that will be covered in each subject area;
- b) the Key Learning Concepts children should understand;
- c) criteria for progression within these key learning concepts;
- d) criteria for depth of understanding.

The diagram below shows a model of our curriculum structure:



- a) The **Curriculum Breadth** for each year group ensures each teacher has clarity as to what needs to be taught. As well as providing the key knowledge within subjects, it also provides for children's growing cultural capital.

- b) **Key Learning Concepts** are the key aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic. We share these with children as "learning hooks" which underpin learning in each milestone. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language. This provides the vertical accumulation of knowledge and skills. Key Learning Concepts are the 'big ideas' that shape children's thinking within each subject. The same Key Learning Concepts will be explored in every year group and children will gradually increase their understanding of them. They are not objectives to be met, but concepts to be explored.

An example of one of the Key Learning Concepts in History is "evidence tells us about the past". This, of course, cannot be taught in isolation: it would be abstract and meaningless to children. The concept must be explored within a breadth of different contexts so that it has tangibility and meaning.

- c) **Milestones** define the standards and progression for the Key Learning Concepts. Each Milestone contains a range of descriptors which give more detail to be discovered within the Key Learning Concept. Over a two year period children will become more and more familiar with these details by exploring them in a breadth of contexts. These descriptors are not exhaustive and should only be used as a guide for teachers. They should not be 'ticked off' as each one is covered: they should be repeated in as many different contexts as possible.

- d) **Depth:** we expect children in year 1 of the milestone to develop a **Basic** understanding of the concepts and an **Advancing** or **Deep** understanding in Year 2 of the milestone. Phase one (Years 1, 3 and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. **Learning at this stage must not be** rushed and will involve a high degree of repetition so that knowledge enters children's' long-term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge. The repetition of Key Learning Concepts enables vertical accumulation as children move through their school journey.

Sustained Mastery

Nothing is learned unless it rests in children's long-term memories. This does not happen, and cannot be assessed, in the short term.

Assessment, therefore answers two main questions:

- ✓ How well are children coping with curriculum content?
- ✓ How well are they retaining previously taught content?

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1. Learning is most effective with spaced repetition.
2. Interleaving helps children to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

Depth of Learning	Predominant teaching	Nature of progress	Support	Quantity*	Typically, children will:
Basic	Modelling Explaining	Acquiring, Refining	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Reminding Guiding	Applying, Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Coaching Probing Deep Questioning	Deepening Extending	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

Impact

The impact of our curriculum is that by the end of each Milestone, the vast majority of children will have sustained mastery of the content. That is, they remember it all and are fluent in it; some children have a greater depth of understanding. We track carefully to ensure children are on track to reach the expectations of our curriculum.

Inclusion within our broad and balanced curriculum

At Bentham School all children have access to quality first teaching and all our lessons cater for all learners, so that they can access the learning at their level and make progress at their level.

If further help in accessing our curriculum is required, we have several options and resources available to us, to utilise. This means that strategies can be put into place to ensure access for all learners. Below are some of the resources we have in school to ensure inclusion for all within our curriculum.

SENCO

At Bentham Community Primary we have a qualified SENDCO who is experienced at working with children with a variety of needs. We employ the graduated response of 'Plan, do, review' across school for any child. A child's need can be picked up/identified by parents or teachers and is discussed with the SENDCO in a timely manner. We regularly assess all children and pupil progress meetings are held termly, where progress of all children is discussed. The Headteacher, SENDCO and class teacher/s attend this meeting. If a child is considered not to be making the expected progress for them, then we will put in additional support for that child, according to the area of learning and development need that they have. The SENDCO will assess children and place their need within one of the 4 areas of need, according to the SEND code of practice 2014.

- Communication and Interaction
- Cognition & Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical

From here support and strategies are put in place for children to help them access learning and the curriculum. To initially meet a child's need, we will put in place two cycles of 'Plan, do, review', through the implementation of an Individual Provision map (IPM). If appropriate progress isn't made through doing this, then a child would continue on the IPM cycle. We would continue to embed support and add them to the SEN list after two cycles of IPM or if the need supersedes this process they will go directly onto the SEN list. Strategies to enable this child to access a broad and balanced curriculum would become more specialised and personalised, in order to support them.

PIVATS and if appropriate The Engagement Model are used to help assess and plan next steps for those children who are making small steps in their learning and are not in line with National Curriculum. Targets are known by class teachers and teaching assistants so children's individual targets can be worked towards in all lessons, where appropriate and if understanding is their children will know their own targets. This enables all children to access all learning at a level appropriate to them.

Area of Need and resource based provision maps

We have a comprehensive catalogue of resources and strategies that we can call upon once an area of need has been identified. These range from physical resources to long term evidence-based interventions which are put in place to support children in the classroom with their learning. Please refer to the Provision Maps below that we update annually. These runs alongside Teacher Assistant knowledge and skills and the interventions that can be delivered by them.

Boxall

We utilise the online Boxall profile to help us identify and monitor any SEMH needs children may have. Class teachers alongside the Family support Assistant complete the profile together to create a wholistic picture of the child and their needs. The SENDCO and FSW then analyse the data produced, which is then used to create bespoke nurture groups to target areas of need. The Boxall profile immediately highlights areas of need to class teachers, who can begin to address these within their quality first teaching, whilst the children access bespoke nurture groups. Following the nurture groups, children should then be better equipped with skills to enable them to access the curriculum in the classroom. These skills become regular practice for the children and teachers. These skills will be lifelong skills that they can refer to in times of need and to help them manage life and learning.

IPMs

At Bentham school we use Individual Provision Maps (IPMs) to show the SEN need a child has and how we are catering for this. The IPM identifies need and the barriers to learning. The Class teacher and the SENDCO then look at these barriers to learning and then identify no more than three targets to begin to address the barriers to learning. We then look at how we can help a child to achieve these targets by putting in place 'additional and different' this has many guises. This may be an evidence-based intervention, physical resources, additional time for processing, our bespoke life skills program, personal organisational systems in a class room. The IPM is shared with the child and we include their voice on the IPM once they've had a discussion with teachers and looked at their IPM. The IPM is also sent home so that parents are aware of the support in place for their child, parents are encouraged to include their voice on the IPM as well.

Evidence based Interventions

We deliver evidence-based interventions run by highly skilled TA's and make sure we record start and end data through termly assessments to be able to monitor impact and progress of the interventions. We use Education Endowment Foundation and Evidence 4 Impact to give us research-based guidance and the most up to date information on the intervention and strategies that are having the most impact.

Non negotiables

As a staff we created a list of non-negotiables to benefit 'all' learners.

- High expectations for all learners.
- Ask me to write or ask me to listen, I can't do both.
- Additional thinking time.
- Colour mask white board (a set of different coloured white boards for each class).
- Use buff coloured paper for printing in class.
- Give all children the chance for early success, get it right and build on self-esteem.
- Handouts for children to highlight on.
- Worksheets to remain the correct size.
- Support memory. Memory games as morning task or 10 min after lunch.
- Visual or written timetable in all classrooms on the board.
- Key vocab for the start of a unit.
- Retrieval practice embedded across the curriculum
- Knowledge organisers for Teachers so we know what we are aiming for.