

## **Our Curriculum Structure at Wardley CE Primary School**

### **The basis and rationale for the structure of our curriculum**

When considering how to best deliver our curriculum, we were very aware of the need for our teaching and learning to be based on evidence-led practice. In doing this, we have been guided by the principles of the CUSP Curriculum (Curriculum with Unity Schools Partnership) and the research of the EEF.

### **Guiding research and evidence**

1. Sweller's cognitive load theory
2. Rosenshine's principles of instruction guided by Cain and Oakhill's vocabulary instruction
3. Fiorella and Mayer's generative learning practice.

Explicit vocabulary instruction shapes the structure and language provision across the curriculum. It is the golden thread that links and connects the breadth, depth and value of these units of teaching. All subjects in our curriculum embrace language as an absolute cornerstone in eroding social disadvantage and embedding learning.

### **A mastery curriculum approach**

Based on the work of Clare Sealy, there are three main considerations in how learning is sequenced to provide the foundations of a mastery curriculum:

1. How much information is introduced.
2. The pace of introduction.
3. Opportunities for rehearsal and retrieval.

Sequencing content for long-term learning has been a fundamental cornerstone in the construction of the curriculum at Wardley CE Primary School.

We strive for conceptual fluency where the pupils master the disciplinary and substantive knowledge required for a deep understanding of the concepts, operations and relations between them. Our curriculum is built to secure both procedural and conceptual fluency. For example, within the science curriculum, the deliberate retrieval and sophistication of content is planned so that pupils revisit and deepen their conceptual fluency, building on their procedural understanding.

### **Our curriculum structure**

Our knowledge-rich curriculum structure has been planned to be coherent and cumulative.

- **Core knowledge is defined and articulated** across subjects through a focused teaching sequence that is coherent, interleaved and built around spaced retrieval practice. The big idea maps help teachers and pupils to see the complete learning sequence.

- **Knowledge organisers** convey the essential knowledge in one place to reduce the split attention effect. In many subjects knowledge notes support each lesson, conveying concepts and vocabulary. They are used to elaborate on the core concepts and content. They also scaffold and support the selection, organisation and integration of new understanding. These strategies strengthen cognitive connections, deepen learning and increase procedural and conceptual fluency.
- **Resources are dual coded** and designed to support easy retrieval. The use of contrasting black, simple icons is deliberate. Words and icons are designed to support decoding, use, connection and analysis of core vocabulary and concepts.
- **Vocabulary** is mapped across Y1 - Y6. It includes Tier 2 and Tier 3 words as well as etymology, morphology, colloquialism and idioms for each learning module.
- **Study sequences** are planned lesson by lesson using a question to focus learning. Foundational knowledge is identified as an essential component within the sequence of learning.
- **Cumulative questions** are used to test understanding of taught content lesson by lesson. They are repeatable and reusable. They are also used to ease the forgetting curve and enable quick retrieval after dialogue and conversation that prime the memory. Lesson by lesson questions enable teachers to know where strengths and misconceptions are before the end of the study.
- **Feedback and assessment** is used effectively within the lesson sequences to reshape learning. Assessment through observed practice, whole class marking strategies and cumulative quiz questions inform teachers and pupils how well the content is understood, along with misconceptions that need addressing.
- **Technology** supports teaching and learning, it complements the principles of instruction through modelling and scaffolding. We do not encourage unguided or discovery research at the beginning of a learning sequence. This only increases the load on working memory and is counter-intuitive. Technology also allows for pupils to take part in deliberate and generative practice.
- **Pupil books**, supported by knowledge organisers, vocabulary modules and knowledge notes are used to engage children in a variety of teacher-led, guided and independent tasks to help them generate, build on and connect prior learning.
- **Task design** specifically takes account of the need to build pupils' conceptual fluency. By building pupils' confidence in tried and tested learning approaches, we can refocus their cognitive capacity on the content of what they are learning.
- **Quality assurance** is carried out by subject leaders through processes such as pupil book study - a structured and evidence-led guide to quality assuring the curriculum, teaching and learning.

## Teaching and learning

Excellent teaching is built around coherent and cumulative curriculum structures. Central to the structure is the evidence led practice that reflects our strong curriculum offer. The curriculum structure at Wardley CE Primary School directly supports excellent teaching and learning. The principles of this are comprehensively set out in the school's Teaching &

Learning Policy and the CUSP CPD documents that are used by the school staff; including the 'Principles and practise for an evidence-led curriculum, teaching and learning' document.