



Our Curriculum Statement

Our Vision:

Our love should not be just words and talk; it must be true love, which shows itself in action'. (1 John 3:18)

Great Addington Primary is a family community where everyone learns to love and is truly valued. Each unique individual makes a valuable contribution to the school and collectively, as courageous advocates, promote positive change in our villages and global community. Together we flourish through enriching experiences, mutual encouragement and outstanding teaching.

Curriculum Intent:

In our Trust the curriculum is broadly defined as the knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling. By knowledge we mean facts, concepts and rules (declarative knowledge: to know that...), and procedural knowledge (to know how....) acquired through experience and /or education.

The curriculum lies at the heart of education in Great Addington Primary School. It therefore determines what our learners will become, what they will know and understand, and what they will be able to do by the time they leave.

Bearing in mind the definition of knowledge above, we aim for our knowledge-rich curriculum to enable:

- (i) Sustained mastery (and a greater understanding for those who are capable) of subject specific key knowledge that we want the children to acquire;
- (ii) Sustained mastery of knowledge that pupils will need to be able to make sense of the world by providing rich cultural capital.

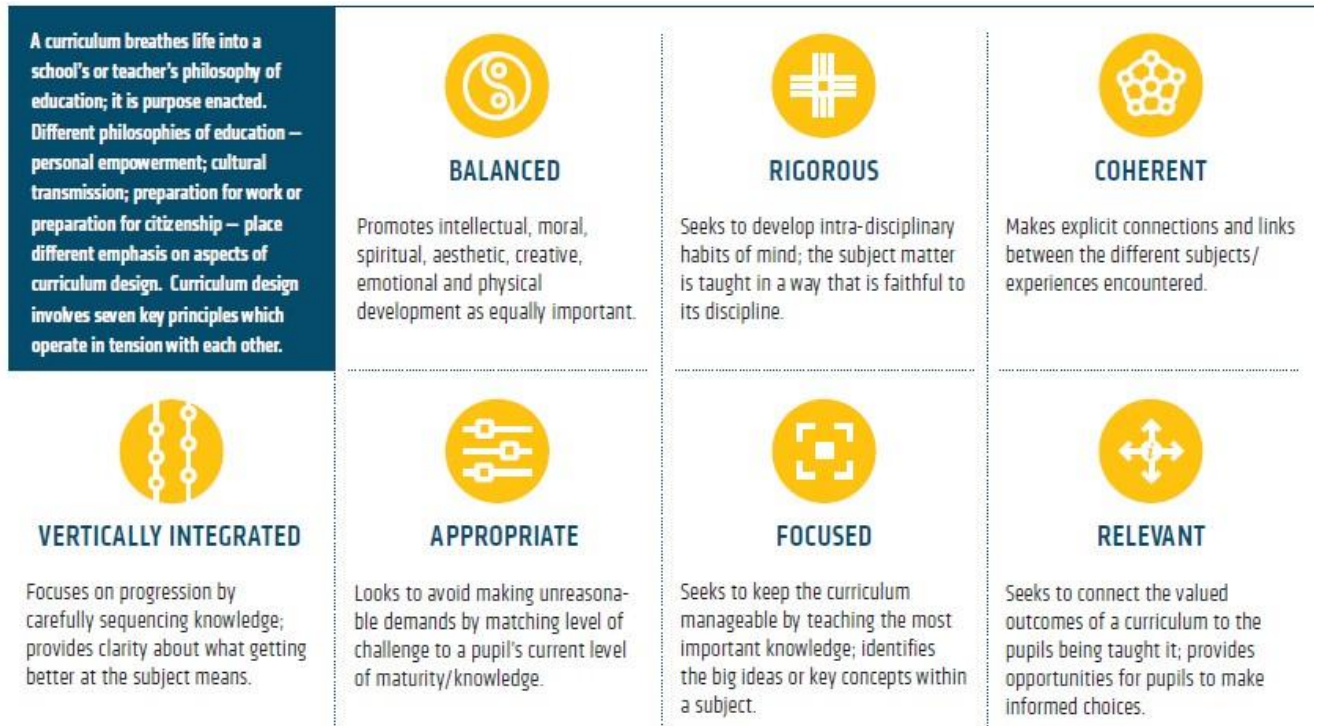
We deliver the National Curriculum 2014 throughout Key Stage 1 and 2 providing pupils with 'an introduction to the essential knowledge that they need to be educated citizens and to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement'.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of themes or topics. Hence, our

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long term aim is for our curriculum to be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited.

Key principles of our curriculum design are illustrated below:



William D. (2013) Principled Curriculum Design (Designed by Oliver Caviglioli)

Whilst we ensure that there is a broad and rich curriculum, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. We aim to develop Tier 1, 2 and 3 vocabulary (Isabel Beck 2002). Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad curriculum within a language rich environment.

We also aim for our curriculum to develop attitudes, attributes and dispositions which enable our children to:

- (i) develop as confident, responsible citizens;
- (ii) be prepared for future learning e.g. resilience, perseverance and a growth mind-set.

Our curriculum reflects our local needs and context. The curriculum meets the particular aims and values of our school by providing opportunities and experiences for our pupils to develop:

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- Citizenship – giving back, serving, social justice, fairness. A large proportion of our pupils are from relatively affluent families and are fortunate enough to experience a full and varied life-style. Many of our pupils have a real sense of self-esteem which we encourage, alongside the development of a greater sense of responsibility towards others;
 - Understanding and appreciation of cultural diversity – Our school is in a small village in rural Northamptonshire and our pupil roll is vast majority white British. Almost all pupils transition to local secondary schools of similar demographics.
 - Self-regulation – reflection, self-monitoring, regulation, resilience, risk-taking, learning from failure, independence. Learning behaviours for many of our pupils are not yet robust enough to secure outstanding progress.

Curriculum Implementation:

‘Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory then nothing has been learned.’

Sweller et al. 2011

In line with cognitive load theory we aim, through our teaching, to develop understanding by building well-developed schema: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory by:

- Providing overviews
- Outlining content to be covered and signalling transitions between different parts of the lesson;
- Calling attention to main ideas;
- Providing daily, weekly and monthly reviews.
- Re-teaching when necessary.

We regard teaching as effective when underpinned by Rosenshine’s ‘Principles of Instruction’ (see the Trust’s Teaching and Learning statement). Effective questioning, effective use of formative assessment and adaptive, responsive teaching are regarded as key.

We regard the following teachers’ knowledge as essential:

- pedagogical knowledge: teachers’ knowledge of effective teaching methods;
- content knowledge: teachers’ subject knowledge;
- pedagogical content knowledge: teachers’ knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

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Leadership of the curriculum is distributed within our academies. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.

Curriculum Impact

We measure this by the extent to which our aims, curriculum defined end points and strong outcomes are achieved as a result of our curriculum intent and implementation.

The vast majority of our pupils will have sustained mastery of key, detailed knowledge identified and some children will have a greater depth of understanding.

‘If a student has learnt the curriculum, they have made progress.’

Michael Fordham

Curriculum Leadership

Leadership of the curriculum is distributed. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.

CURRICULUM INFORMATION

SUBJECT : Maths

In our school, we teach maths through the CPA approach. This involves first using concrete resources to make sense of a concept, before accessing pictorial representations and finally understanding in an abstract way. We use White Rose resources to inform our approach to maths and children are taught in mixed ability classes.

As a school, we work in conjunction with the NCETM maths hub to develop and embed our approach to maths mastery.

Our calculation policies are available to view on this page.

SUBJECT: English

We place the highest importance on the successful development of literacy skills.

We believe that every child can be a good reader and teach them the skills to be able to achieve this. In addition, we use the VIPERS (an acronym for the skills of Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary / Sequence) to teach reading. We encourage the love of reading and our classes enjoy storytime every day. We use a wide range of high quality texts to teach reading and books are levelled to indicate suitability for different ages. Free readers can choose any texts from class reading shelves or our library.

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For our earliest readers, we teach Phonics using the RWI scheme of work. Phonics is a synthetic system of teaching reading by enabling children to decode the representation of letters (graphemes) into a sound (phoneme) and how to blend sounds together to make words and meaning. More information about Read Write Inc can be found here: <https://www.ruthmiskin.com/en/parents-copy-2/>

We believe in the importance of teaching children to read as a writer and to write as a reader. We carefully structure the teaching of English to ensure that reading skills link explicitly to writing. Grammar is taught in the context of a text type and children are given weekly spelling lessons to ensure that they understand the rules and patterns involved.

Vocabulary is a key focus in our school and children are exposed to both tier 2 and tier 3 words across the curriculum. We take time to ensure that children understand the meaning of new words and encourage them to explore nuances within these.

EYFS:

The first year of school is a very important stage as it helps your child establish the building blocks of their education. At Great Addington, we place the emphasis on nurturing the whole child from the moment that they enter our doors. We ensure that every child is able to embark on their own personal learning journey and provide the environment necessary for this.

Our youngest children follow the Early Foundation Curriculum which breaks down early development into 7 broad areas.

- Communication and language;
- Physical development; and
- Personal, social and emotional development
- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Our full Long Term Plan for the Reception Year can be accessed on this page.

Foundation subjects:

We believe in delivering a broad and balanced curriculum for all of our children. Our foundation lessons focus on equipping children with the knowledge and understanding that they need to leave our school with a deep insight into the world around them.

Our children receive specialist teaching in music and MFL and teachers are supported in delivering PE lessons by experienced sports coaches.

We use Purple Mash to teaching computing and through this platform pupils have access to a wide range of programmes and applications.

Religious Education

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In 2019, our school was judged as an 'excellent' church school by SIAMS. We believe that Religious Education plays a significant role in the promotion of spiritual, moral, cultural and mental development.

We follow the Understanding Christianity scheme of work for our teaching of Christianity. This is supplemented by the Diocese of Peterborough Syllabus for Religious Education 2019 – 2024, which is mainly used for the teaching of other world faiths.

The syllabus aims for pupils to explore core Christian concepts by using important teachings from Bible texts, making sense of them and understanding the impact of these texts and concepts on Christians today.