

Clapham Manor Primary School

Curriculum Statement

Intent of our Curriculum (*What we aim to do*)

We strive to ensure learning experiences for all pupils create a love and enthusiasm for learning, which leads to high aspirations and develops our children to be 'world ready.' We champion diversity in all its forms and provide our children with opportunities, to develop their sense of identity and place in the world through quality and creative experiences.

Clapham Manor adopts our own 'ASPIRE' curriculum principles, which underpin all decisions about our curriculum offer and its implementation in the classroom. Our principles are:

- **A**mbitious – consistent high expectations of all pupils promote a 'rising tide' ethos across curriculum subjects, where deepening understanding and extending thinking is at the centre of learning experiences.
- **S**pecific – our subject specific curriculum allows pupils to develop their knowledge and skills in specific subjects with the ambition to develop passionate and competent subject specialists.
- **P**ersonal – all subjects develop pupils' personal awareness of their individual place in the world and the importance of their different communities, both locally and internationally.
- **I**nter-connected – all learning is connected and links where possible. This allows children to make connections in learning across year groups, subjects and units of work enabling knowledge and skills to be embedded and retained.
- **R**elevant – learning opportunities consistently challenge pupils to successfully reach their curriculum end points, become equipped for the 21st century world and prepare them for the next phase of their education.
- **E**ngaging – learning opportunities engage pupils, fostering their creativity and imagination.

Our 'ASPIRE' curriculum has been carefully designed to provide a broad range of subjects, with progressive knowledge and skills being taught within and across these subjects. Fluency, the ability to apply skills and deepen knowledge is key and the sequencing of our curriculum ensures regular opportunities for children to revisit, recap and consolidate learning through a range of contexts. Our curriculum design and our focus on high quality teaching, ensures our children learn and remember more and have the ability to transfer the knowledge and skills they learn to their daily lives.

The cultural capital of our children is of equal importance. To ensure children leave with memorable experiences that inspire, enrich and broaden their minds, we plan opportunities across subjects and contexts to ensure a long-term view of what a Clapham Manor child is exposed to during their education journey from Nursery to Year 6.

The Clapham Manor EYFS 'Key Knowledge' document outlines what we aim for all children to know and be able to do by the end of Nursery and Reception. We have designed the end points of our Key Knowledge to support with the transition to the next stage of education and have ensured that this knowledge links explicitly to our ASPIRE curriculum to ensure progression in knowledge and skills from the start of a Clapham Manor child's journey.

Implementation of our Curriculum *(How learning is structured)*

We have carefully designed a curriculum for our children based on our community, underpinned by our 'ASPIRE' curriculum principles. Our curriculum ensures our children develop and embed their knowledge and skills through specific and well sequenced learning experiences and a subject specific curriculum.

Each subject is timetabled to ensure regular teaching of the individual subjects, to enable our children to have plentiful opportunities to revisit and consolidate learning. Relevance and meaningful links are also important – curriculum leaders ensure a long term view to the planning of their subject that demonstrates these links and provides children with opportunities to utilise their knowledge and skills both across subjects and across the year.

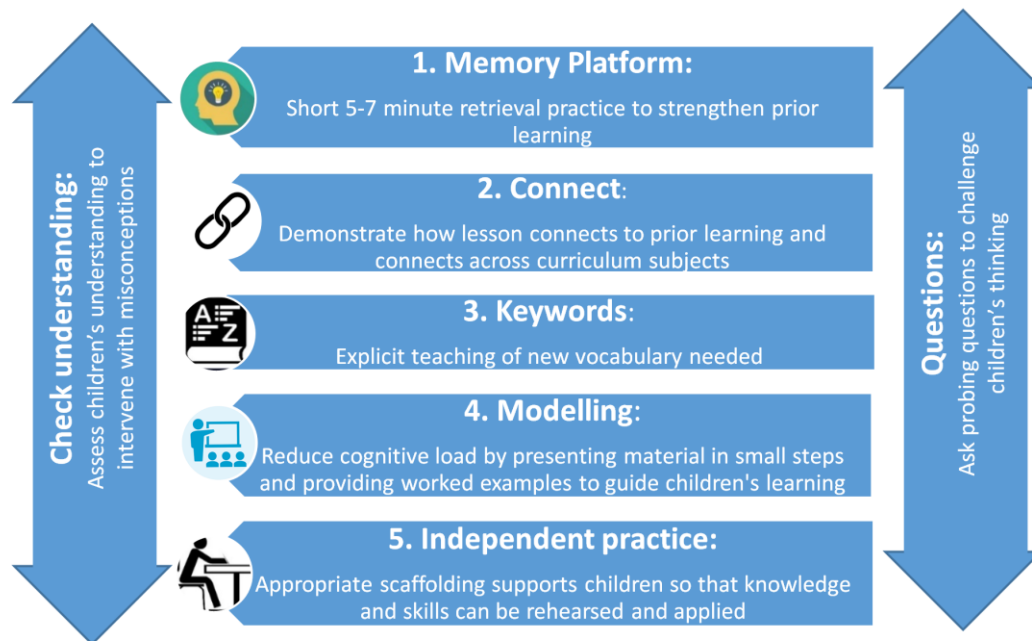
Our primary aim is to ensure children build the knowledge and skills to be, for example proficient historians and geographers as well as artists and musicians and for Clapham Manor this is most effective using a carefully chosen curriculum for each subject.

Our 'ASPIRE' curriculum is enhanced further with a range of trips, community projects and experiences that are carefully planned from Nursery to Yr 6. Our curriculum provides our children with opportunities to enhance their cultural capital and make learning purposeful and memorable. The curriculum we offer in EYFS is child - centred (Busy Learning) for the majority of the school day with focused adult led learning, personalised to children's starting points and needs. In 'Busy Learning', children learn through their play and adults support and scaffold through high quality interactions with the children. Practitioners carefully organise an enabling environment which stimulates curiosity, interests and enjoyment. Practitioners are able to assess in the moment and know how to sensitively scaffold children's learning to move them on to next appropriate steps and identify where extra help is needed. We understand the importance of identifying the specific needs children may have in their learning and how to effectively support this.

Pedagogy of Learning *(How we teach)*

All learning within and across lessons, regardless of subject and year group, is based upon the research and work of **Barak Rosenshine's principles for effective learning**. These principles ensure a consistent structure to each lesson enabling children to learn and remember more over time. (See Appendix 1)

We have adapted these principles to create a consistent approach to teaching and learning at Clapham Manor Primary School. Our approach to teaching and learning compliments the school's mission, vision and pillars of character.



Our approach to teaching is grounded in evidence-based research in the applied use of **cognitive science**. A recent review by the EEF (Educational Endowment Fund) states “cognitive science principles of learning can have a real impact on rates of learning in the classroom” and are “significant factors affecting rates of learning and retention of information.” See the full report on Cognitive Science Approaches in The Classroom (July 2021) [here](#).

One of the most important concepts from the findings about cognitive science is the process by which children commit information to memory. Working memory is limited and there are lots of things that can cause it to be overwhelmed. An example is when problem solving, children might be presented with a large amount of information and asked to follow a series of problem-solving steps. **Cognitive Load Theory (CLT)** emphasises that in order for children to be successful learners, unnecessary distractions and complications need to be stripped away; allowing the learner to focus on the key information.

At Clapham Manor Primary School, we aim to focus teaching strategies on reducing cognitive load to an optimal level—minimising unnecessary load and ensuring that working memory remains focused on the information that is being taught. We do this in the following ways:

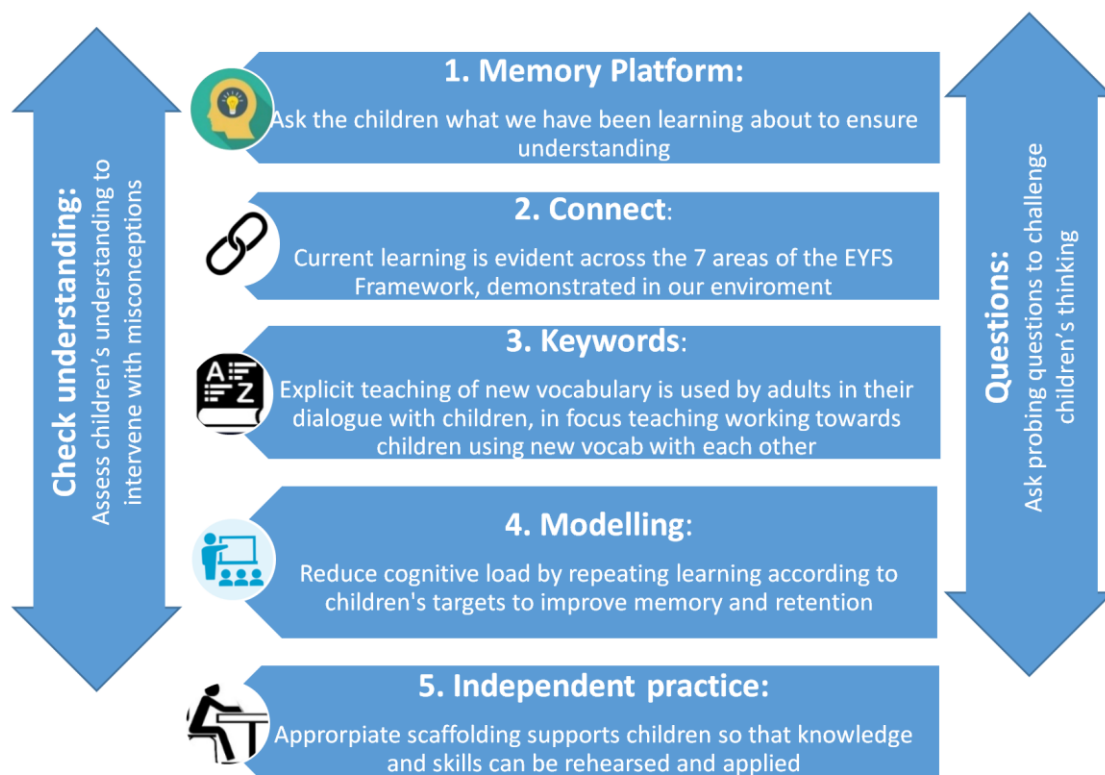
1. **Coherence** – we explicitly link the presentation of information for our children i.e. text, images,
2. **Signalling** – we highlight the important information
3. **Redundancy** – we limit the amount of information presented at any one time
4. **Spatial contiguity** – we place text or keywords next to images they describe
5. **Temporal contiguity** – we show children text and images at the same time to reinforce concept

CLT is woven through our approach to teaching; the Leadership and Management Team, teachers and support staff actively seek its promotion and adoption through all elements of teaching and learning; it underpins everything we do.

Our EYFS curriculum is child centred and is based around the four guiding principles of the new EYFS framework – **positive relationships, the unique child, enabling environments with teaching support from adults and the importance of learning and development**. We also help children to become powerful learners by embedding the three characteristics of Effective learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

We know that the research, our approach is based on, is relevant and meaningful to teaching in the early years and in particular the statutory framework and Development Matters. We have adopted an adapted version of the approach used from key stage one onwards.



Rationale (*Why we teach in this way*)

Our priority as a school is to ensure that all children are taught an age appropriate curriculum which meets the needs of all learners. To do this, we need to understand our school context. As reflected across our local community, we have an increasing proportion of children for whom English is a second language and increasing speech and language needs upon entry to Nursery and Reception. Therefore, we feel our Inclusive lesson design and approach to teaching benefits all learners.

We deploy resources effectively to provide every child with equal opportunity to succeed. This is achieved through the early identification of barriers to learning; identifying why children are not achieving their potential and then putting in compensatory measures to support them. We believe this is best achieved through our high quality universal offer. We have a fluid approach to the use of interventions that prides itself on the basis that a child should not have to fall behind to get the support they need. We carefully create time within our teaching timetable to close the gaps in learning as they happen through fluid intervention therapies. In some cases, this is through evidence based interventions such as Lexia, Thrive and Speech and Language Link.




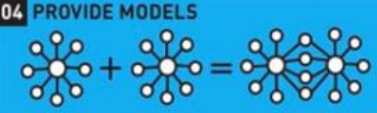



Impact *(How we know our curriculum is successful)*




We measure the impact of our curriculum in a range of ways. This is done consistently during lessons to highlight misconceptions and intervene. We also assess in all subjects at the end of a unit of work through the use of 'big questions.' This gives our children the opportunity to apply their knowledge to a carefully planned open ended question to demonstrate whether they have retained the required knowledge or skills.

Furthermore, we use Pixl assessments to evaluate what the children have retained. It is important to our teachers that this is not to give our children an arbitrary grade or level but more so to simply identify what knowledge they have retained to memory and what they do not yet know. This is achieved through careful QLA (Question Level Analysis) to identify future teaching intentions. This information, along with outcomes produced during lessons is used to evaluate children's learning in the form of a summative teacher assessment.

In EYFS, we reflect as a team and use focus days/weeks to ensure we are supporting every child effectively. We assess in the moment using observations on Tapestry, teacher judgement and children's work. This is used to highlight where children are and if they need extra help. We use the teaching approach outlined above when helping children to reflect on their learning and to refine key skills within the enabling environment and their interactions. We work on children building up their memory skills which will lead to reducing the cognitive load and improving their memory. We believe we can all get better in what we do, if we get the right support, encouragement and help.

Appendix 1:

Rosenshine element	Description of element	What you will see in this element of learning
<p>Daily Review</p> 	<p>Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall</p>	<ul style="list-style-type: none"> Flash back Four Find the Fiction
<p>New Material in Small Steps</p> 	<p>Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material</p>	<ul style="list-style-type: none"> Modelling from the teacher Step by step chunking of the lesson with opportunities for pupil participation Language and vocabulary broken down using games and visuals
<p>Ask Questions</p> 	<p>Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning</p>	<ul style="list-style-type: none"> Teacher targeted questions for individual pupils Pupils have opportunities to discuss and reason with these in pairs Open and probing questions are asked to facilitate deepening understanding
<p>Provide Models</p> 	<p>Provide models: Providing students with models and worked examples can help them learn to solve problems faster</p>	<ul style="list-style-type: none"> Use of visual, concrete and pictorial models will be used by teachers to support conceptual understanding.
<p>Guide Student Practice</p> 	<p>Guide student practice: Successful teachers spend more time guiding students' practice of new material</p>	<ul style="list-style-type: none"> Targeted class support to embed new knowledge. This might mean revisiting in a different way and using specific questioning, coaching or guidance to support learning Working through problems or tricky questions together
<p>Check student understanding</p> 	<p>Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors</p>	<ul style="list-style-type: none"> In lesson live marking and feedback supports teachers in intervening and supporting pupils tackle misconceptions at the point of learning Pupil outcomes are checked within or at the end of each lesson to shape future learning and target support
<p>Obtain high success rate</p> 	<p>Obtain a high success rate: It is important for students to achieve a high success rate during classroom instruction</p>	<ul style="list-style-type: none"> Work set, planned questioning and resources support pupils achieving the intended learning outcome

<p>Scaffolds for difficult tasks</p>  <p>08 SCAFFOLDS FOR DIFFICULT TASKS</p>	<p>Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks</p>	<ul style="list-style-type: none"> • Word banks • Checklists • Teacher modelling • Teacher silent modelling or thinking aloud
<p>Independent practice</p>  <p>09 INDEPENDENT PRACTICE</p>	<p>Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic</p>	<ul style="list-style-type: none"> • Appropriate amount of time will be planned for and given within a lesson for learners to independently practice and apply their skills. • Regular opportunities to write for extended periods of time, time to develop reading fluency or work on a difficult mathematical problem
<p>Weekly/ monthly review</p>  <p>10 WEEKLY & MONTHLY REVIEW</p>	<p>Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge</p>	<ul style="list-style-type: none"> • Low stakes tests and quizzes used to assess learning • Termly tests to secure an understanding of how children have understood what they have been taught