



# Redcastle Family School: Curriculum Policy Curriculum Guidance & Monitoring

<b>Formally adopted by the Governing Body of:</b>	<b>Redcastle Family School</b>
<b>On:</b>	
<b>Signed by Chair of Governors:</b>	<i>Mrs M Eade</i>
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## 2. CURRICULUM INTENT

We aim to equip pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: *"It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."*

Redcastle Family School considers it vital that our learners are exposed to knowledge and learning through clearly planned purposes and contexts. Each subject is designed to build upon specific themes in each curriculum area, allowing prior learning to be revisited and expanded through an increasing range of contextual knowledge and the application of subject specific skills. This ensures that all children at Redcastle Family School can relate the knowledge they learn to the world around them and therefore see the purpose of the methods and rules used in each domain by specifically teaching how this knowledge links together.

Our curriculum is designed around the following key areas:

- As children move up through the school, key knowledge in each subject is selected by subject leader teams. This is considered across all year groups and carefully sequenced to revisit and build upon relevant threads of knowledge for each curriculum area and to increase complexity and depth. To ensure that children develop the capacity to apply this knowledge appropriately, each significant element of knowledge has been combined with a set of subject specific skills, ensuring that children gain progressively challenging procedural knowledge and understanding as they move through the curriculum.
- To ensure children are able to read to age related expectations we place Reading at the heart of our curriculum. Our children face significant barriers in reading due to the language deficit derived from a disadvantaged community. In addition, the lack of opportunities or experiences our children receive, limits the contextual knowledge required to comprehend new language. For our Reading and English curriculum to be successful, we dedicate specific lessons to teach children the mechanics of reading throughout the school; phonics, SPAG and reading skills. This is reinforced by linking aspects of other subjects, which expose children to a range of age appropriate literature and the necessary contextual understanding to develop their reading abilities.
- We link learning closely with our local community in order to provide real life opportunities of tangible learning which help them to relate to their place within the wider world. This is embedded in the way our curriculum is designed, integrating the use of local features that reinforce the content of the national curriculum. We have also revised our termly plans to actively seek out opportunities for new links through the use of engagement weeks across the whole school.
- The majority of our curriculum has been designed by our teaching staff through extensive CPD to ensure all teachers are equipped with a working pedagogy of how to deliver a curriculum that fits the needs of our children. Our teaching model (Challenge4All) equips teachers to utilise Assessment for Learning within the delivery of the curriculum and tailor experiences and intervention as required. By engaging teachers within the curriculum's construction, we provide both the intrinsic reward and



satisfaction associated with utilising teacher's expertise aiding us in the retention of high quality staff.

- We place a great emphasis on incorporating the use of metacognition into the delivery of the curriculum. Teaching uses concept mapping, which connects current concepts and knowledge with previous learning through "learning links" lessons to help identify how new knowledge relates to prior learning as well as allowing children to frame key questions they can expect to answer as the unit develops. We are also developing the use of self-evaluation to enable learners to communicate their understanding in order to aid retention of learnt knowledge and apply this within new experiences.

Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined outcomes. Our aim is to provide the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Ensuring the aims and objectives of the national curriculum are achieved, Redcastle Family School curriculum exceeds this and strives to address the lack of opportunities a large proportion of our children are presented with through the use of engagement learning to maximise the enrichment we provide. Engagement weeks support raising the profile of specific subjects, through school wide shared experiences, which can be tailored to opportunities within the local community or wider world.

### **3. CURRICULUM STRUCTURE & SEQUENCING**

Each subject area has defined intent through a short summary, providing a commentary on the purpose and reasoning for how the subject is sequenced and knowledge is built upon. This is supported by a long term overview of the units covered in each year group throughout the school referencing how this covers the aims of the national curriculum.

The specific components of knowledge within each year group are mapped out through medium term planning. Each plan clearly defines the sequence of knowledge that will be taught and the methods of learning that should be applied within the children's outcomes. These plans also highlight where local visits or contextual work will support children's understanding. For each unit of work there is explicit instruction on why this is taught and how this builds upon prior learning. This provides the basis of each units learning link lesson, where teaching identifies the purpose of the unit within the whole thread of the curriculum and also how it links to previously learnt knowledge. It also outlines the key questions that will be answered throughout the unit.

Unit planning ensures teaching incorporates the key vocabulary that must be taught and records dates and evaluation/assessment of the outcomes from these objectives that has been delivered. These plans allowing for monitoring and evaluation of curriculum coverage throughout each year.

Specific direction as to the methods, systems or schemes that each particular subject uses are identified within their own subject specific policies.

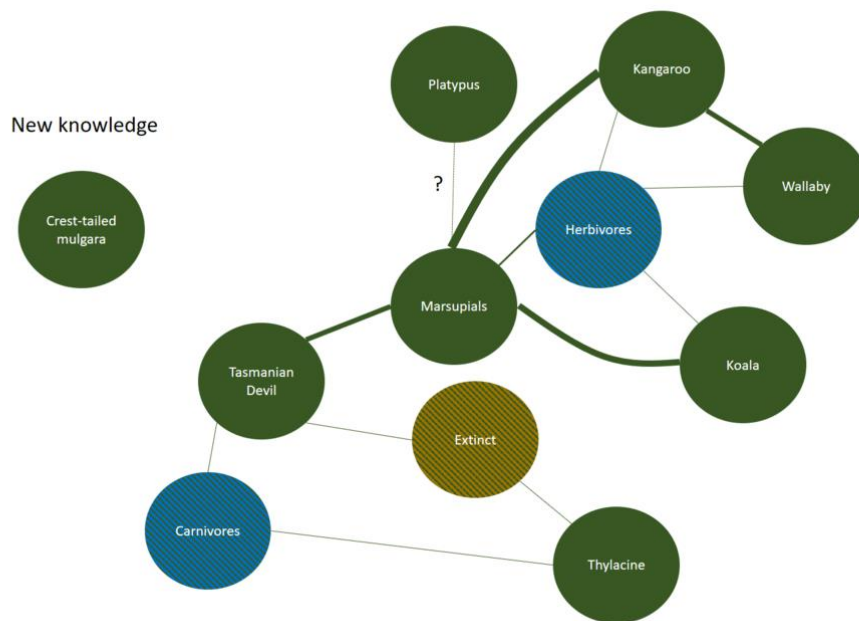


**4. LEARNING LINKS**

Learning links is a teaching approach aimed to support the development of schema theory learning within each pupil. Schema theory states **that all knowledge is organized into units**. Within these units of knowledge, or schemata, is stored information. A schema, then, is a generalized description or a conceptual system for understanding knowledge-how knowledge is represented and how it is used. As children at Redcastle Family School move through the curriculum they will revisit units and threads which build on prior learning in each subject. Therefore, it is essential that we explicitly support children with integrating new learning into existing schemas in order to enhance the way they retain knowledge and can apply this through increasingly sophisticated skill sets.

We recognise that progress in children’s development can only be recognised through their capacity to retain more knowledge and apply this. Put simply Progress, therefore, means knowing more (including knowing how to do more) and remembering more.

Learning Links are a teacher guided activity at the start of new units of learning which provide opportunity to recall previously learnt information, identify how new learning will link with this and consider what key questions and skills they will develop by doing this. By providing this opportunity at the start of new learning, we also create a clear opportunity to evaluate progress throughout the unit and facilitate meaningful opportunities for self-evaluation and metacognition.



Teachers must use their judgment to decide how much time for each new unit the learning links activity takes within the teaching sequence. It is expected that for units which use a number of subjects for their delivery or are support the acquisition of a large amount of new vocabulary that these are given more time and dedicated space within each classes working walls.



The following template should be used to structure teaching within the learning link activities:

Unit:	Class:	Date:
Previous units to develop schema (Year groups):		
Aim: To link prior learning to new learning and identify key questions and skills to facilitate this.		
What Knowledge are we learning next?		
What have we learnt about this before? How does this link to what you already know?		
What skills do we need for this?		
Teaching point- Skill progression from L.O.		
Key Vocabulary		
Key questions (Teacher led/ Pupil Led):		



## **5. CURRICULUM DEVELOPMENT & SUBJECT TEAMS**

Redcastle Family School recognises the need to implement a clear system for curriculum leadership and development in order to maintain an outstanding quality of education. Curriculum development and Subject leadership involves many aspects and so should draw on the expertise of the professionals within our setting// as well as considering how best to use practitioners with the experience of subject leadership to develop those who are new to the role and vice versa.

In order to manage the requirements of the role within our setting, Redcastle Family School has elected to use curriculum teams in order to manage subject development. Each curriculum team will be responsible for the following three aims:

- Monitor standards against school expectations and curriculum outcomes.
- Identify and implement CPD to improve the teaching and learning in all curriculum subjects.
- Facilitate subject development plans based on monitoring to lead further improvement within the subject.

### Curriculum Teams Staffing Structure

Curriculum Team	Staff
Language- English (A) & MFL (B)	Catherine Paynter, Sian Lewis
Numeracy (A)	Tom Stansfield
Humanities- Geography (A), History (A) & R.E. (A)	Ruth Arnold (Maternity Leave), Victoira Subedi, Emma Denty & Laura Bradshaw
SCDT- Science (A), D.T (B) & Computing (B)	Ann Chrystal, Tom Stansfield, Laura Heffernan, James Julian
Creative – Art (B) & Music (B)	Louise Marshall, Lindsay Carruthers
P.E & Sport (B)	Tom Stansfield & Toby Ingram
PHSE (B)	Emma Denty



## **6. SUBJECT LEADER ROLES & RESPONSIBILITIES**

### Subject Leader Responsibilities

The curriculum team's role is to provide professional leadership and management for their subjects to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Their leadership is what harnesses the energies and commitment of staff, students and parents, while their management ensures the efficient administration and organisation of the school.

The actions to achieve this are as follows:

- Monitor, evaluate and enhance the quality of teaching, learning and assessment in each subject
- Support, guide and motivate colleagues as well as build capacity across the school: CPD
- Identify the subject's needs and prioritise them in the context of whole-school decision-making to ensure a broad and balanced curriculum
- Provide strategic direction and development of the subject across the school
- Raise the profile of the subject in the school:
- the requirement to provide a broad and balanced curriculum covering the National Curriculum
- establishing the subject's role within the whole school curriculum as a distinctive subject and as a preparation for adult life
- the requirement to track progress, monitor standards and report on pupils' attainment
- the need for high standards of teaching throughout the school and support for non-specialist staff to build on their strengths and enthusiasm
- a broad culture of raising standards of attainment and engagement in learning for all pupils
- subject and school self-evaluation through monitoring by the school, by Ofsted and other external agencies, e.g. Local Authorities
- the previous experiences of places and space that pupils have developed through pre-school activities
- to curate a range of evidence about performance drawn from external agencies and your own classroom observations.





## 7. MONITORING SCHEDULE

Redcastle Family School recognises the significant time it will require to achieve these aims and also the need to draw on external CPD and support as priorities are identified. For this reason, all curriculum teams will work to the same schedule of curriculum development to ensure they are given the appropriate time to monitor, implement actions and review impact as required.

This cycle will run in two different models depending on the subjects involved and the role the subject leadership team must fulfil within school.

Language & Numeracy Teams		
Term 1	Term 2	Term 3
Review end of year outcomes & inform SIDP Actions.	Assess attainment through Pupil Progress timetable.	Review impact of CPD within deep dive subject studies.
Complete Monitoring Actions (Phase Leaders) ↓ Provide Specific Feedback	Complete Monitoring Actions (Phase Leaders) ↓ Provide Specific Feedback	Complete Monitoring Actions (Phase Leaders) ↓ Provide Specific Feedback
Deliver CPD whole school (Lining to SIDP)	Identify specific planning support to ensure coverage (As required)	Assess pupil achievement through end of year outcomes.

### Term 1

Curriculum teams will use a review of last year progress and evidence to identify priorities for the following year and then agree with the whole SLT actions to be established within the SIDP. Teams will then identify external resources that will support whole school CPD and identify times for this delivery during the Autumn term. The monitoring of all outcomes will be completed in line with our school monitoring programme at present. CPD delivery will focus on the objectives outlined in the SIDP.

### Term 2

Curriculum teams will utilise all evidence to identify any areas that require further support or support colleagues to achieve objectives of CPD. The monitoring of all outcomes will be completed in line with our school monitoring programme at present. Individual feedback/ actions will be established as required.

### Term 3

Support for colleagues will continue as required. Curriculum teams will review impact of actions through deep dive of subject including pupil perception surveys. This will also include a review of end of year achievement data and then a review of how much progress has been made against SIDP objectives. The monitoring of all outcomes will be completed in line with our school monitoring programme at present.



Humanities, Creative, SCDT & PE Teams		
Term 1	Term 2	Term 3
Set expectations from previous year CPD and Subject development plans. (Curriculum Policy)	Complete Monitoring Actions (Deep Dive- Coverage & Standards) ↓ Provide Specific Feedback	Implement CPD to support Subject development plans.
Complete Monitoring Actions- Google Drive (Standards & Pitch ) ↓ Provide General Feedback	Review impact of CPD within deep dive subject studies Identify CPD requirements for whole school.	Complete Pupil perception feedback.
Identify specific planning support to ensure coverage (As required)	Review Subject Development plans	Review specific support plans (As required).

#### Term 1

Staff will review actions outlined in subject development plans and identify any outstanding areas that need to be completed. A light touch monitoring activity will be completed across which will focus on ensuring subject standards are being met and work is being pitched correctly. This will inform if any specific staff support is required at this stage.

#### Term 2

Inset days will be allocated to complete a Deep dive within each subject. This will focus upon monitoring coverage and standards. Individual feedback/ actions will be established as required. The Subject development plan will then be reviewed and adjusted to support future subject improvement.

#### Term 3

Curriculum teams will then identify CPD sessions to deliver in order to meet the new objectives of their subject development plans. Support for staff will be available in order for them to meet school expectations as required.