

Fordley Curriculum



Intent

At Fordley, we aim to provide a broad and balanced curriculum which enables all children to be confident, independent and inquisitive learners who develop a lifelong love of learning and an understanding of the wider world – past, present and future. We provide for high-quality learning through skilled explanation and modelling by teachers who possess excellent subject and curriculum knowledge. Pedagogical expertise underpins teachers' ability to build opportunities for children to deepen their understanding and the ability to recall what they have learnt in a coherent and meaningful way. Our curriculum is designed to inspire and engage. We actively seek to deepen understanding of, engagement with, and respect for our local heritage while stimulating engagement with the wider world.

The Fordley curriculum is purposefully sequenced. Children are empowered to make better sense of new material and proactively build a deeper understanding. Our curriculum aims to provide all children with creative and purposeful learning experiences which are knowledge rich and meaningful through being part of a coherent learning journey. Children are taken beyond their own contexts to deepen their understanding of the world around them. They are introduced to new concepts and experiences so that they develop a rich cultural capital and become confident young citizens of the world.

Our Curriculum is designed to narrow the gap for disadvantaged children. Our commitment to equity and social justice is the foundation of all that we do, and our curriculum is used as the vehicle for filling the gaps in knowledge and experiences that children may have. We strongly believe that all children have the right to experience a rich curriculum that this is key to enabling social engagement and lifelong learning.

A strong sense of shared values underpin all that we do at Fordley. We aim to actively embed the character skills we believe will best prepare the children in our care to thrive in their education and the wider world.

These are: **Resilience - Empathy - Self-awareness - Positivity - Excellence - Communication - teamwork**

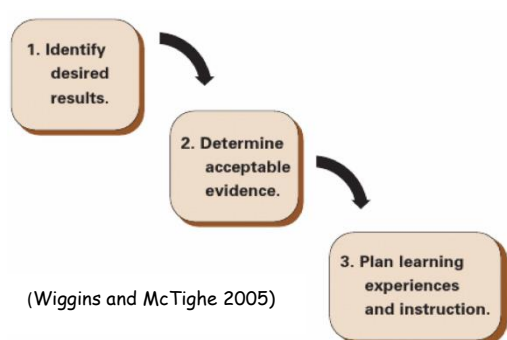
Our key aim is that when children leave us to move on to secondary school, they are:

- **Positive** and successful learners who love the challenge of learning and are **resilient** to failure.
- Curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge understanding and skills.
- Confident learners who aim to **excel** and achieve their full potential in a wide range of subjects.
- Confident individuals who are **empathetic** to others and know how to live safe, healthy and fulfilling lives.
- Responsible citizens who, through their **communication** and **team working** skills, are able to make a positive contribution to society.
- Individuals who understand the value of learning and who continue that journey throughout their lives.
- Learners who have developed a wide range of skills that will broaden their life experiences.

Implementation

At Fordley, collaboration, self-evaluation and research are used to support our consistent aim of ensuring that all children succeed through access to an inspiring, challenging and meaningful curriculum. Careful mapped curriculum overviews (led by our subject leads) ensure that our curriculum is coherently structured and deepens prior learning in a meaningful and relatable way. Knowledge organisers and progression of skills documents are used to ensure that children access a progressive and coherent curriculum which deepens understanding and develops the transferable skills needed to excel in their education.

Sequences of lessons are carefully crafted around a final outcome which allows children to reflect upon their own learning journey in relation to 'longer term learning goals' and 'develop knowledge of themselves as a learner'. In doing so, they will be ably supported by teacher providing children with carefully designed guided practice and 'timely feedback and helping them to plan, monitor and evaluate their progress' (EEF, 2018).

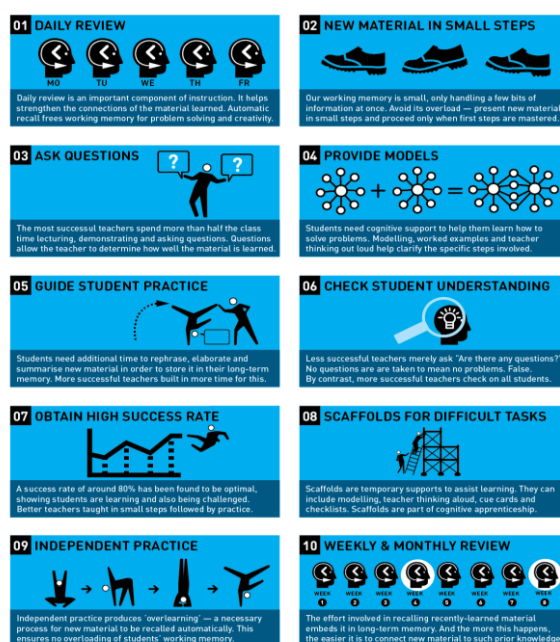


When designing sequences of learning across the curriculum, we use a three-stage backwards design process for curriculum planning. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We carefully consider our goals for a unit of learning so that a clear end point in terms of the knowledge, skills and understanding that we wish to develop is identified. Teachers are supported by the subject knowledge organisers and progression of skills documents when doing so (enabling

subject leads and teachers to plan for opportunities to identify progress against the desired results). This may involve tasks requiring children to explain concepts, principles and processes by putting them into their own words; interpreting data, texts or historical sources; applying their understanding to different contexts or by demonstrating perspective through seeing the big picture and recognizing different points of view. These outcomes are a culmination of units of study and used by staff and children alike to reflect upon progress and support meta-cognition. Finally, teacher and subject leads collaborate to create rich, engaging learning opportunities to allow the children at Fordley to meet the identified outcomes and progress on their learning journey.

In terms of lesson design, we use Rosenshine's Principles of Instruction (2012) to ensure that learning is meaningfully linked to prior understand and that cognitive load is reduced. Lessons are placed within the context of a wider learning journey through the use of review activities and the precise use of questioning used by teachers to support children in embedding their understanding of new information and meaningfully connecting this to prior learning. The research findings of Rosenshine conclude that, "our working memory, the place where we process information, is small. It can only handle a few bits of information at once - too much information swamps our working memory.

Presenting too much material at once may confuse students because their working memory will be unable to process it." As such, we aim to ensure that learning is presented in small steps with children being given



the opportunity to consolidate their understanding before any further content is introduced. Teachers skilfully guide practice activities to ensure that it is mastered and focus upon developing and embedding understanding through the use of higher-order questioning, well-chosen activities which promote long-term retention and by providing scaffolds and targeted support to ensure that all children have the opportunity to progress in their understanding of a rich and engaging curriculum.

At Fordley, we believe that as teachers, we, alongside the children, are on a learning journey. As such we continually look to develop and refine our own understanding and reflect upon how we can achieve the best possible outcomes for the children in our care. We continually look to collaborate closely as a teaching team to develop best practise and source high quality CPD (both internally and externally). This includes working closely with the English hub, SHINE teaching alliance, Great North maths hub and Enthuse STEM partnership. We greatly value the enthusiasm and expertise of our subject leads and they take a leading role in developing in units of learning and lesson design to ensure that our children embark upon a coherent learning journey as they move through the school.

Our curriculum aims to support children to reason, construct meaning, connect and assert with increased confidence. As such, language and vocabulary are key to understanding and we are therefore committed to broadening vocabulary. In order to achieve this, we recognise that 'vocabulary must be explicitly and clearly taught, with coherent planning throughout the school' (Quigley 2018). Through teacher modelling, the use of high quality texts and identified direct teaching opportunities children are exposed to a rich world of vocabulary throughout their journey through school. Tier three vocabulary is identified on knowledge organisers and factored into medium term planning in order to ensure that all children have well-structured opportunities to develop their vocabulary within a meaningful context.

We know that all children have a natural enthusiasm to learn and may need varying degrees of structured support. As such, we pitch learning to be aspirational and 'scaffold-up' to ensure they all access the full curriculum entitlement. At Fordley, this is an issue of equity and social justice and is key in our drive to narrow the disadvantaged gap and ensure all children thrive.

Questioning, low-stakes testing and evidence recorded in books are used routinely to assess key milestones and learners are further supported through precision teaching or interventions if these have not been met. Assessment for learning is used routinely in the classrooms to inform teaching sessions and sequences with both knowledge acquisition and application being well balanced. The curriculum is planned and taught rigorously supporting children to deepen their understanding of key skills and knowledge so that they can be recalled and applied in varied contexts. Learning intentions are broken down into precise learning that is clearly modelled and scaffolded, supporting children to transition from novice to expert.

Impact

As a school, we use regular and robust triangulated monitoring to gauge the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward. We ensure that our children's attainment and progress are in line or exceeding their potential. We measure this using national data (where appropriate), our progression of skills and knowledge organisers and with monitoring evidence.

Our curriculum ensures that we develop well-rounded citizens with an empathetic understanding and awareness of others a deep-rooted appreciation of their own cultural heritage and an openness and inquisitiveness towards the wider world Positive dispositions towards learning are developed which leads to success both now and in the future. Our curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and responsibility. Children demonstrate greater levels of resilience, motivation and a growth mind set when faced with different types of challenge. The children develop an awareness of how their own actions can impact others and the wider community. They will go out into the world and make a difference in their own life and to others.