



Primary Curriculum Aims



Through studying our primary curriculum we aim for our pupils to be:

Knowledgeable and skilled:

- Regardless of their experience of disadvantage, our pupils will be exposed to a breadth of coverage that will equip them with knowledge of future possibilities, cultural capital and a wide range of vocabulary.



Good humans:

- Our pupils will be articulate and able to communicate effectively. They will be able to solve problems and resolve conflict – treating others with kindness and respect. They will learn to understand themselves, developing a sense of belonging, while learning to understand differences and the wider world.



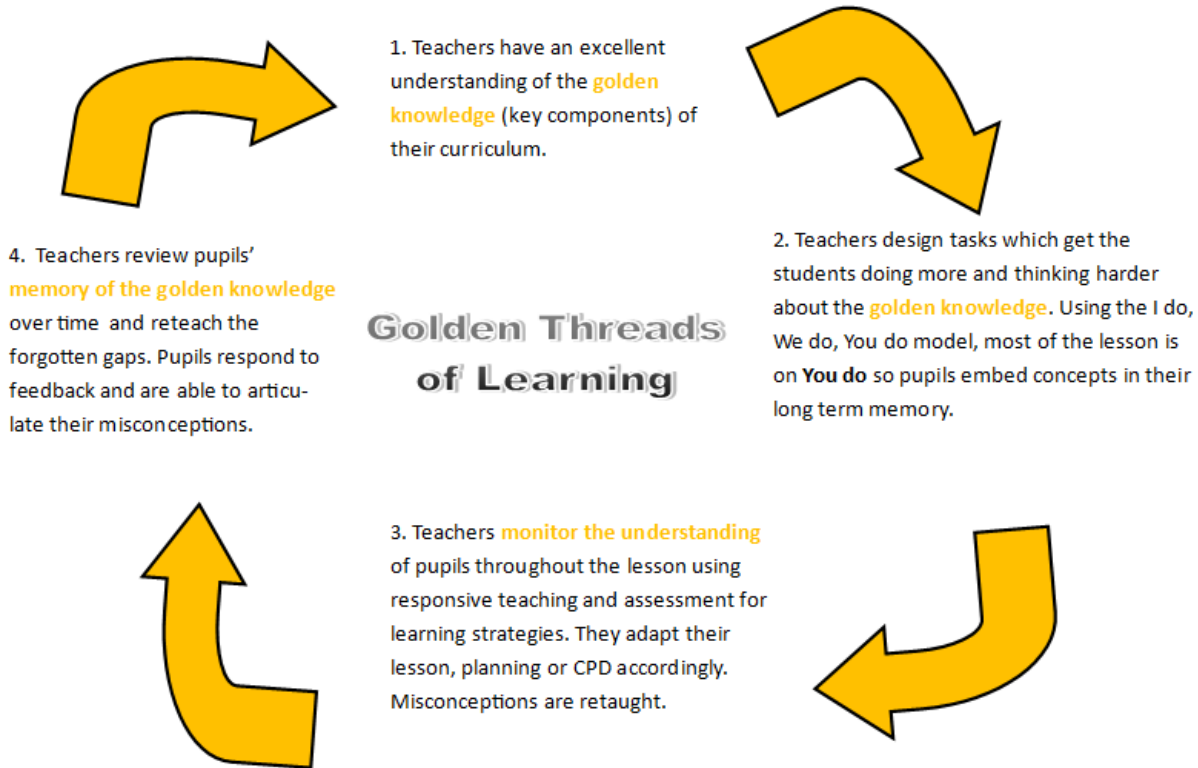
Inspired to learn:

- A love of learning will enable our pupils to cope with challenge and show enthusiasm – encouraging hard-work.





We teach our pupils holding these fundamental steps in mind:





Teachers make better sense of the Golden Cycle by using Rosenshine's Principles of Instruction.

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

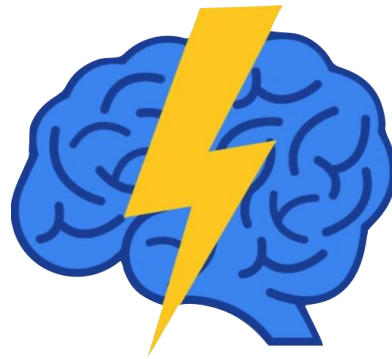


The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



Golden Nugget

Golden nuggets are the key pieces of knowledge/learning that we want pupils to know and remember.



We help our pupils remember these 'Golden Nuggets' by revisiting learning – flashing back.



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4. Teachers review pupils' **memory of the golden knowledge** over time and reteach the forgotten gaps. Pupils respond to feedback and are able to articulate their misconceptions.

Golden Threads of Learning

1. Teachers have an excellent understanding of the **golden knowledge** (key components) of their curriculum.




2. Teachers design tasks which get the students doing more and thinking harder about the **golden knowledge**. Using the I do, We do, You do model, most of the lesson is on **You do** so pupils embed concepts in their long term memory.



3. Teachers **monitor the understanding** of pupils throughout the lesson using responsive teaching and assessment for learning strategies. They adapt their lesson, planning or CPD accordingly. Misconceptions are retaught.




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We use supporting resources to help with coverage and cumulative progression:

Subject	Supporting Resource	Subject	Supporting Resource
Maths	White Rose/NCETM	History	Kapow
Phonics	Little Wandle	Geography	Kapow
Reading	Share MAT progression maps	PSHE	Kapow/PolEd
Writing	Share MAT progression maps	Art	Kapow
Science	Kapow	DT	Kapow
Computing	Kapow	RE	Kapow
PE	Get Set 4 PE	MFL	Kapow

See Subject 'How To...' Handbooks for more information.