



FOXHILLS FEDERATION CURRICULUM STATEMENT

Our vision (informing Curriculum Intention)

Our vision at the foxhills Federation is that all children will acquire the knowledge, emotional security (resilience) and empowerment (the experience and skills) to enable them to take advantage of opportunities, experiences and responsibilities in later life so they are ambitious and aspirational for their future. We want our children to live enriched and confident lives.

We want this for our children because:

- Knowledge promotes intellectual growth: The more you know, the more you understand the world. Knowledgeable children are confident, they can broaden their experiences, make links and connect new ideas to existing schemas.
- Emotionally secure children are self-aware and resilient and have high levels of personal responsibility- essential for life challenges and experiences. Emotionally secure children are self-assured because they are confident about their ideals and can live a life aligned to their personal values. .
- We want children to be forward thinking by the time they leave our federation, with an ability to cherish traditional core values of respect, acceptance and kindness so they become empathetic. An ability to relate to others ensures children can be active members of social groups- in school and beyond- which enables them to be positive influencers in their community. When empowered with purpose and direction (as result of the above) children will be ready for the next stage of education and life.

Our values drive our vision because **C.L.E.A.R** shapes attitudes and behaviours and underpin our ethos, curriculum intent and pedagogy.

Curriculum Intent

Our curriculum is coherently sequenced towards cumulatively sufficient knowledge so all children can meet clearly defined end points. The national curriculum has been used as a basis for our schools curriculum and subject leaders have organised content into knowledge components and sequenced their curriculums in a logical, systematic and explicit way. All subject leaders can articulate “why this, why now, what next” have developed rigorous subject specific planning to ensure all teachers have expert subject knowledge of the subjects they are required to teach and a deep understanding of knowledge journeys (how the foundations for each subject begin in early years and progress each year, term by term, across two key stages).

The sequencing of the curriculum enables knowledge to build. Leaders and teachers have identified the knowledge that will be most useful in supporting children to acquire information in the first instance and to ensure a quicker and more detailed grasp of subsequent information as it is encountered. The knowledge for each subject is recursive and revisited throughout the year to deepen understanding. Supporting children to ‘get better’ comes from regularly revisiting knowledge and applying it in new or different contexts because it aids connecting new information to existing knowledge.

The curriculum at Foxhills is knowledge-based because our staff are united by the belief that knowledge promotes intellectual growth: The more you know, the more you understand the world. Knowledgeable children are confident and can broaden their experiences. The knowledge in our curriculum has predominantly been split into three different knowledge types. Substantive knowledge (knowing that), disciplinary knowledge (knowing how) and conditional knowledge (knowing when and knowing why).

By supporting teachers with pedagogical content knowledge, so information and knowledge is represented in accessible ways, we ensure all children can acquire the intended knowledge. No child should have poorer chances or opportunities because of ability or background and our curriculum has been designed with the most disadvantaged in mind (we recognise that to access curriculum knowledge then all children need the same opportunities. We use enrichment to ensure equality of experience and to broaden cultural capital).

Our curriculum extends beyond the academic. Enrichment, that is sequentially planned so it is purposeful, is used to promote personal wider development in meaningful ways that link directly to our curriculum.

Curriculum Implementation

Delivery of Curriculum:

Teachers, with support from leaders, implement our curriculum by taking the sequencing of learning and designing learning journeys for every subject. Learning journeys contain small steps planning and provide children with multiple opportunities to apply knowledge as skills, understand key concepts, transfer key knowledge to long term memory and apply it fluently. This process is called learn, practise, apply.

Learn, practise and apply is a process that supports children to learn. Learning has been defined in cognitive psychology as an alteration in long-term memory. When new knowledge and existing knowledge connect in children's minds, this gives rise to understanding. As pupils develop unconscious competence and fluency, this will allow them to develop skills, i.e. the capacity to perform complex operations, drawing on what is known.

Where pupils lack prior knowledge, they may find it difficult to learn new knowledge or skills, because their short-term, working memory is likely to become temporarily overloaded. If they are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress. Therefore, the more pupils know, the more they have the capacity to learn.

New knowledge and skills do not exist in isolation, but rather build on what pupils already know and can already do. The order in which knowledge and skills are taught is therefore important. Since knowledge exists in rich schemata, an effective curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections. This is what our federation understands by appropriate sequencing in the curriculum.

When we planned and designed our curriculum, we identified the endpoints we wish pupils to reach- the milestones. Reaching these milestones relies on clearly planned key concepts and skills that pupils must grasp in order to achieve these endpoints. This is what our federation understands by appropriate coverage and content in the curriculum.

Assessment is used to check children's understanding of what our curriculum intent says children should know at key points to ensure every child can 'keep up'. It is also used to identify and correct misunderstanding or misconceptions and informs all teaching.

Curriculum Impact

Progress should not be defined primarily by meeting standards or hitting the next data point. Rather, learning the curriculum itself is progress: If pupils attain within a well-sequenced, well-constructed curriculum, they are making progress, and this forms our approach to assessment and impact measures.

Our curriculum effectiveness is measured by children remembering more, doing more and knowing more. We measure this in different ways to enable us to evaluate our provision:

- We talk to children about their learning to establish what they remember, what they know and what they can do. This takes place in lessons
- We design tasks to enable children to apply what they know. These tasks enable us to assess the depths of children's knowledge and understanding.
- Teachers review children's learning and subject outcomes through the process of team work scrutiny. This process is used to support subject leaders to determine progression and outcomes in their subject, as well as the strengths and areas for development.

Assessment of our curriculum is considered in three ways:

Assessment Of Learning (summative)

We expect all children to achieve subject specific milestones by the end of each learning project. This information is used to determine the extent that children have learnt intended key knowledge and can apply it skilfully. It requires the application of a range of components and sub-skills so this type of assessment summarises what children know and can do. It is not diagnostic.

Assessment As Learning

Our research into strategies for effective learning have influenced our choice of using regular, routine low stake tasks as part of the learning process. Our curriculum is sequentially mapped to ensure revisiting and retrieval opportunities are available to children because these approaches strengthen children's memory and enable them to build knowledge webs to connect new knowledge to existing ideas (and schemas).

Assessment For Learning (formative, daily and on-going)

Formative assessment takes place continuously. It is always timely, focused and precise: feedback is given in lessons and in between

via questioning or examining children's learning. These assessments are used to analyse children's progress (knowing more and doing more) and this information informs future teaching and learning (the knowledge that needs re-visiting or new knowledge to introduce, the presentation of information and subsequent knowledge and the design of tasks).

Our use of assessment is purposeful, manageable and reliable because we use a range of sources to make our judgements.

The impact of our curriculum is measured by:

- Scrutinises of children's learning (their books, other recorded work)
- Feedback from pupils (pupil conferencing)
- Observations of teaching and learning
- Team work scrutiny
- The progress all our children but especially our disadvantaged and pupils with SEND
- All children's abilities to take advantage of experiences, responsibilities and opportunities.