

# DRAYTON PARK PRIMARY SCHOOL

## CURRICULUM POLICY

Adopted: September 2019

Reviewed: January 2024



### 1. Aims of our curriculum

This document lays out the rationale behind our curriculum from Nursery to Year 6. It explains what we want pupils to know and be able to do at each stage of their education, why these things matter and how they cohere.

Our current curriculum was initially developed in 2019 by our schools' staff and informed by the views of our pupils. We engaged in a full process of review and improvement in 2023. We began this process by asking ourselves and our pupils some key questions:

- What are your dreams and aspirations for your life?
- What knowledge, skills, and habits of mind do you need to achieve your dreams?
- Do you feel like you are represented in our curriculum?
- What would you like to see included in the curriculum?

Equipped with our pupils' thoughtful, ambitious answers and our clear schools' vision (see below), we worked in teams across our schools to develop the curriculum set out below.

Our curriculum is based on key statutory documents and national guidance, including:

- [The Early Years Foundation Stage Framework](#)
- [Development Matters](#)
- [The Primary National Curriculum](#)

Our School Curriculum meets the ambition of these documents and goes beyond them, in particular by building in strong content around:

- physical and mental health
- sustainability in the context of global warming
- identity, community and preparation for life in modern Britain
- character, confidence and pupils' personal, emotional and social development
- opportunities for pupils to develop personal talents and interests.

We are ambitious beyond the National Curriculum in these areas because they match the particular needs of our pupils and families. Ours is a curriculum designed to work for all in our community.

Our curriculum is also designed for our special context. We are a one-and-a-half-form entry school, running some mixed-age classes. We have designed our curriculum to work on a biennial (two-yearly) cycle. In key subjects we have sought external expertise to help us design this well. In our curriculum documents, you will see references to Cycle A and Cycle B. These cycles ensure pupils learn the full curriculum, progressively, without unnecessary repetition.

## 2. Vision

Our vision tells us what we want our schools to be like. It provides us with shared purpose and motivation in our drive for improvement. Our vision has been co-created by pupils, staff and Governors. Our curriculum is a key way in which we seek to fulfil our vision. Our vision is:

- 1. Happy and Healthy:** Our schools are very happy, healthy and safe places for all in our community. At school our children learn to lead happy, healthy lives.
- 2. Excellent Education:** Pupils have an excellent education. They make very good progress in their learning and achieve excellent outcomes. Our broad curriculum expands their horizons and opens possibilities for their futures.
- 3. Identity and Community:** Our schools are fully inclusive. Everyone can be themselves and knows they belong. No one is left out or left behind.
- 4. Character and Confidence:** Our children learn self-belief and grit. They learn to be curious, questioning, independent thinkers. They are inspired and empowered to drive positive change, for their future selves and the world.

## 3. Content and Progression

Our curriculum provides pupils with a coherent learning journey from Nursery through to Year 6. In all subjects we have ensured that knowledge is taught sequentially, so that new knowledge builds on prior knowledge in a clear and structured way. We see the specific items of knowledge that our pupils learn as being like bricks in a wall. We give our pupils the time and support they need to lay each brick firmly and well, so that it can properly support those to come. Where we notice a gap opening in pupils' prior knowledge - in a previous layer of bricks - we seek to rapidly fill it.

The overview of how we achieve this - of what we teach when in each subject - is laid out in our [Long Term Progression Map](#). This links to the even more detailed progression maps we have developed for each subject. They outline what prior knowledge must be secured to enable our pupils to make meaningful progress. Some of our progression maps have been written entirely by us. Some are based on high quality schemes of work we have researched and brought into school to support us. We often adapt these so they are as aligned to our needs as possible.

## 4. Themes

Our curriculum is constructed around the discrete subjects in the National Curriculum. It is designed to help pupils learn subject-specific knowledge, vocabulary and thinking skills. We are also keen to build pupils' understanding of the ways in which different subjects complement each other; to help them think creatively and flexibly across the range of subjects they learn. We take a thematic approach to help children make links between subjects.

Our curriculum involves termly themes. These are broad and designed to encourage deep, critical thinking. They reflect key themes in our pupils' current and future lives. Examples include, *The Nature of Belief*, *Conflict in Society*, *Our Changing Earth* and *Thinkers, Innovators and Inventors*.

[Click here for an overview of our themes, when they happen, what we teach through them and the resources we use to do so.](#)

We produce termly thematic maps for parents. These tell parents what theme their children will be studying and the content they will learn across the range of subjects in our curriculum. Our Thematic Maps also outline the home learning pupils are expected to undertake each term. Our Thematic Maps are written termly by teachers working collaboratively.

## 5. Subjects

The tables below provide an overview of the subjects we teach and the ways in which they contribute to the fulfilment of our vision. For details of the content taught in each subject, see Content and Progression, and Themes above.

English	
<p>English is a core national curriculum subject. It underpins learning in all other subjects and is thus central to our vision of providing all pupils with an excellent education. The capacity to make and communicate meaning in verbal and written English is essential in the development of children's characters and confidence, as well as their sense of identity, belonging and their ability to contribute to their community. It is a key skill for an engaged and professionally successful life; for a happy and healthy life. High quality teaching and learning in English is central to the way we fulfil all elements of our vision.</p>	
Key Elements	Explanation
<p>Oracy and Vocabulary</p> <p>See the <a href="#">Knowledge and Vocabulary Policy</a> for more detail</p>	<p>We consider it essential that our pupils learn to understand and use sophisticated spoken language, employing complex grammatical structures and a wide and appropriate vocabulary. Our children's language knowledge informs their ability to communicate with others, to read and write and to think. A key gap between economically advantaged and disadvantaged children in our society is the extent and sophistication of their language. We intend to close this gap, enabling all our pupils to use and understand a wide range of vocabulary in precise ways.</p> <p>Oracy and vocabulary development are woven throughout every subject in our curriculum. Alongside our Progression Maps, we build key, technical vocabulary lists. Most lessons will include a specific word learning stage. We expect all pupils to master the key vocabulary in each subject, at each stage of learning, as they progress through our curriculum. Our key vocabulary lists and the concepts they represent constitute the 'essential' knowledge we expect our pupils to learn.</p> <p>As well as teaching vocabulary and grammar, we provide opportunities to apply</p>

	language, through discussion in lessons across the curriculum. This helps pupils make links between key concepts and words across different subjects. A key approach we use is 'dialogic teaching' through which teachers skillfully question pupils and generate probing discussion in class.
<a href="#">Philosophy for Children (P4C)</a>	P4C, or Philosophy for Children, is an approach to learning and teaching which enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment. P4C happens once every two weeks.
Phonics	Phonics is the study of the sounds in words and the ways in which they relate to letters in English. Phonics is the foundation of being able to read and spell. In our school, we teach Phonics in Early Years and in Years 1-3, using the <a href="#">Read-Write-Inc.</a> programme. Children are taught phonics until they have mastered the programme. Children who fall behind in Reception to Year 2 are also given 1:1 catch-up tuition.
<a href="#">Reading</a>	<p>Reading is taught as a whole class approach, practising appropriate responses to domain based questions. Within sessions, teachers and children read aloud to develop fluency and stamina. An exercise book is used to record responses during these sessions. There is a weekly structure which teachers follow.</p> <p>Children are given time each week to read for pleasure. We use the <a href="#">reading roadmap</a> throughout Years 2-6 to enhance independent reading. In Years 2-6, a scheme is used to support independent reading where children progress through book bands. In Year 1, the Read-Write-Inc programme provides home readers that children take home, matched carefully to the phonics group they are in. Children in year 2 who are still learning to read through the RWI programme will also be given home reading texts carefully matched to their phonics group.</p>
<a href="#">Writing</a>	We have developed a two-weekly writing cycle, we call 'Write For All'. Within the cycle there is an emphasis on using grammar in context and reading as a writer. Short writing bursts are part of the cycle which set children up for planning, writing and editing an extended piece.
Grammar and Spelling	We use <a href="#">Read-Write-Inc-Spelling</a> from Years 2-6. Lessons last for 15 minutes every day. Spelling rules are taught using an online spelling platform and progress is recorded in log books. Within the fortnightly writing cycle, children are taught the punctuation and grammar curriculum. At the end of the cycle, the grammar focus is included in the success criteria for the extended write.
<a href="#">Handwriting</a>	We use the <a href="#">Nelson Handwriting Scheme</a> in Key Stage 1. Handwriting is taught every day, for 10 minutes.

### STEM Subjects (Science, Technology, Engineering and Maths)

Maths and science are core national curriculum subjects, whilst design technology and computing are

foundation ones. They are key to our provision of an excellent education. They are key to enabling our pupils to lead economically successful, informed, happy lives. We teach sustainability as a discrete subject. It is a significant issue in all our pupils' lives, with implications for their future health and happiness. It is a key subject in which we want pupils to be empowered to drive positive change, for their future selves and the world.

Subjects	Explanation
<a href="#">Maths</a>	<p>We use the <a href="#">White Rose</a> scheme of work as a resource to support our maths teaching. We have developed our own progression map to work with our biennial curriculum structure and ensure content is at least as ambitious as the National Curriculum. Maths is taught every day in our schools. Pupils start the week by exploring a real life challenge and thinking about the maths they will need to solve it. They spend three days practising these skills, using our challenge system. Pupils have choice each lesson about the level of challenge they start with. They have a high level of independence about marking and correcting their work. They progress through levels of challenge each lesson and call on adults whenever they hit a problem or misconception. The final lesson of the week is open-ended and investigative. Teachers use <a href="#">Nrich</a> to support planning.</p> <p>Our <a href="#">Calculation Policy</a> outlines progression through the curriculum, key vocabulary at each stage of learning and the specific calculation methods we teach.</p>
<a href="#">Maths Meeting / KIRFs progression maps</a>	<p>KIRFs (Key Instant Recall Facts) support the development of the arithmetic skills that underpin much of the maths work in our school.</p> <p>We aim for children to know these thoroughly and be able to recall the facts instantly for their year group. By learning this core knowledge, children are better able to access other areas of the maths curriculum such as calculation methods, problem solving and reasoning.</p> <p>KIRFs are taught 4-5 times a week in Maths Meetings from Reception to Year 5 (alongside other key curriculum content). Year 6 learn their KIRFS through "Monster Maths".</p>
Science	<p>Science is taught in a blocked and interleaved way. We emphasise the importance of teaching practical Science and enquiry. We implement the knowledge that children gain through this subject into their reading, writing, discussion and debate.</p>
Sustainability	<p>We teach sustainability as part of our termly thematic approach. See the <a href="#">Thematic Maps</a> for more detail.</p>
<a href="#">Design and Technology</a>	<p>We use Projects on a Page to support us with ideas for DT projects to teach the skills in the DT curriculum.</p>
Cooking Skills	<p>This is part of DT in the National Curriculum. We have designed a distinct</p>

	progression map to teach children cooking skills which can be found in the Long Term Progression Map.
<a href="#">Computing</a>	We work from Islington's well-developed scheme of work which progresses children's computing skills over their years in primary school. It places a strong emphasis on ensuring children know how to be safe online. We worked with an external consultant to adapt this scheme of work so it fits our biennial curriculum structure.

<b>Humanities</b>	
All the subjects listed below are part of the national curriculum and so central to providing an excellent education. They provide pupils with broad knowledge and understanding of the world, helping them develop their own sense of identity and interests, and engage knowledgeably and respectfully with people who are different from them. These subjects make a major contribution to pupils' capacity to create, question and think independently.	
<b>Subjects</b>	<b>Explanation</b>
Art and Design	In addition to regular art lessons, we run an annual whole school Art Week focusing on a theme and featuring a wide range of artists. We also make regular visits to London galleries.
<a href="#">Music</a>	Musical theory is taught with practical application using a range of instruments. Children also participate in weekly singing assemblies. Our music progression map is an adapted version of the <a href="#">Music Express</a> scheme of work, re-written to work across our biennial curriculum structure. Music leaders in our schools have ensured that high-quality resources are in place across our schools to teach the lessons specified in our progression map.
Musical Instruments	As well as teaching music to all pupils, we offer children the opportunity to learn a range of musical instruments, through private tuition in school, organised by the company <a href="#">Pelican Music</a> . Our PTA aims to subsidise the cost of this for families in challenging financial circumstances, to ensure all pupils can participate if they wish.
History	History is taught in a blocked and interleaved way. We implement the knowledge that children gain through this subject into their reading, writing, discussion and debate and we use practical artefacts and visits to museums to support the learning.
Geography	Geography is taught in a blocked and interleaved way. We link geography knowledge to many other subjects, like English and history, and ensure that the children are given opportunities to be creative and have discussions.

Religious Education	We run regular, immersive RE days to ensure that we teach the full RE curriculum. We use Islington's scheme of work which poses questions for thought and debate.
Modern Foreign Languages	Spanish is taught from Year 3 to Year 6, through the online learning platform <a href="#">Duolingo</a> . This is a highly proven and effective language learning tool. It enables pupils to learn Spanish in personalised ways and develop their skills beyond the classroom. If pupils are already competent Spanish speakers, they can use Duolingo to engage in a different modern foreign language.

Physical and Mental Health	
PE is a subject in the national curriculum and is an important part of providing an excellent education. We actively teach pupils how to be physically and mentally healthy, positive people.	
Subjects and Approaches	Explanation
<a href="#">Physical Education (PE)</a>	We take an 'interleaved' approach to teaching PE based on <a href="#">Get Set 4 PE's</a> progression map. We worked with an expert from Get Set to create a bespoke progression map for our schools, that matches our biennial curriculum structure.
Daily Exercise	Physical health is essential for children's wider well-being, for their mental health, academic success and to help them develop constructive attitudes to health in adulthood. In our school we engage pupils in the <a href="#">Daily Mile</a> to encourage fitness.
<a href="#">Mindfulness</a>	We engage pupils in daily mindfulness practice. This has well-evidenced, positive impact on mental well-being. It enables pupils to be more focused and present in lessons.
<a href="#">Reflection Time</a> - Gratuities and Affirmations	Research shows that the act of regularly reflecting on the positives in one's life has a long-term impact on mindset and resilience. This is particularly true if reflection involves the act of writing. Our pupils have dedicated Reflection books, in which they respond several times a week to broad questions about their day, the skills they have used and positive impact they have had on others.
Play	We believe that opportunity for inclusive, creative play is a crucial element of our Curriculum. Play is the natural way to learn. Its benefits include: <ul style="list-style-type: none"> <li>• <u>Social and Emotional Development</u>: Play involves learning about collaborating, compromising, communicating, competing well, resolving disputes and caring for friends. It is a key way in which children develop self-regulation.</li> <li>• <u>Well-being</u>: Great play is enormously absorbing and fun.</li> <li>• <u>Learning</u>: Play is a laboratory of life, in which children practise and explore the wider world. They embed learning, develop understanding and discover personal interests, talents and identities.</li> </ul>

- **Creativity:** Play is an intrinsically creative activity, which stretches learners' imaginations.
- **Rights:** Play is a right under the UN Convention on the Rights of the Child.

We operate [OPAL Play](#) in our playgrounds to improve the quality of play in our school. We aim to ensure that break and lunchtimes involve vibrant and happy learning through play for all our pupils.

## Preparing for Life in Modern Britain

We have a responsibility to prepare our children for life in modern Britain. Key to this are the four British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

By teaching our pupils to understand and identify with these values, in personal, self-confident ways, we help ensure our schools are fully inclusive places, to which everyone in our communities can belong, and that our pupils are inspired and empowered to drive positive change, for their future selves and the world.

### Subjects and Approaches

### Explanation

#### Cultural Experience

We build a significant cultural experience into every one of our themes. Our aim is to build broad cultural capital amongst all our pupils. We actively use Islington's [11 by 11](#) programme to engage our pupils in cultural experiences.

#### Vocational Experience

We think it important to develop our pupils' understanding of the world of work. Above all we want them to broaden their knowledge of the many professions they could engage in as adults, so that they can aspire with purpose and breadth. We have built a vocational link into each of our themes. Pupils either visit and learn about a place of work, or a professional visits us and explores their vocation with our children.

#### Current Affairs

In assemblies and class we explore news stories from across the world, that are often linked to the themes pupils are studying. The resource we use to support us is [Newsround](#), ensuring stories are presented and explored in an age-appropriate way.

#### Equalities

Education in equalities is about learning to live positively in our diverse world. It is about deepening our knowledge and understanding of others and developing an increasing ability to empathise with those who are different from us; to recognise our common humanity. It is about celebrating diversity for the ways in which it enriches our lives. We aim to help children develop a positive self-identity that incorporates understanding and respect for people with

	<p>different characteristics. We also teach children about lines of inequality and discrimination in our society, help pupils learn about the mechanisms through which inequality and discrimination work and engage them in thinking about how to build a fairer, better world.</p> <p>The protected characteristics we teach about are defined in the <a href="#">Equalities Act, 2010</a>. We teach equalities through inclusion weeks and through our termly themes.</p>
Democracy and Collective Decision-Making	<p>We take an innovative and inclusive approach to our school councils. School councils are a common feature of Primary Schools. They are a means of engaging pupils in strategic decision making about their school and are a mechanism for enabling pupil voice. The classic model of a school council involves children choosing councillors from their class to represent them. We think this can lead to exclusivity, with some pupils taking on responsibility as school councillors, but most not.</p> <p>In our school, we run a different system, which involves all pupils from Year 2 joining cross-age School Council groups. We try to include every member of staff too - except the Headteacher. Each group discusses the same issue and Year 6 pupils record people's opinions and report these to senior leaders. Our system is highly inclusive and ensures all our pupils gain experience of engagement in democratic decision making. The cross-age element of our system is key - older children take responsibility for enabling younger ones.</p>

## Personal, Emotional and Social Development

PSHE is not a statutory subject in the national curriculum, but the DfE makes it clear that it is an 'important and necessary' part of children's education. Relationships and Sex Education is a statutory requirement. The subjects below make a significant contribution to the development of our pupils' character and confidence, enabling them to learn self-belief and grit, curiosity and independence, as well as inspiring and empowering them to drive positive change, for their future selves and the world.

Subjects and Approaches	Explanation
Personal Social Health and Economic Education (PSHE)	Many aspects of PSHE are taught through other subjects. We also teach regular PSHE lessons.
<a href="#">Relationships and Sex Education (RSE)</a>	Relationships and Sex Education (RSE) is taught in Years 2, 4 and 6, in a block in the Summer term. It focuses on helping children understand healthy relationships and bodily changes as they approach puberty. Parents have the right to withdraw their children from Sex Education lessons. We inform parents about the content of lessons before they take place and provide alternative provision if parents do

	not want their children taking part.
<a href="#">Clubs</a>	We offer a wide range of extra-curricular clubs, both before and after the school day. This offer changes over time and is based on the interests expressed by pupils through School Council meetings. Clubs are offered at a range of costs and our aim is to ensure that all pupils have the opportunity to engage in extra-curricular activities whilst at our school, as a means of enabling them to discover and develop particular talents and interests. We also provide a <a href="#">holiday sports and arts club</a> to pupils and parents.
Values	In our school a set of values, chosen by our pupils, parents, staff and Governors, guide all our work. They are active values, focused on behaviours that are positive for learning and wider life. Click on these links for information about the <a href="#">Drayton Park Way</a> .
Marvellous Behaviour	In our school we run a successful whole school approach to managing and developing children's behaviour. It is based on positive reinforcement and thinking about others. Our approach to behaviour is not simply to manage children well; we aim to enable children to learn to behave in increasingly mature, self-controlled and positive ways. We see the development of great behaviour as part of our Curriculum. See our <a href="#">Behaviour Policy</a> .
Zones of Regulation	We use a programme called <a href="#">Zones of Regulation</a> to help pupils develop positive self-regulation and the capacity to remain emotionally resilient and engaged.

## 6. Implementation - Ethos and Structure

The subjects and content listed above constitute the 'what' in our curriculum - what we expect our pupils to know and be able to do at each stage of their learning journey with us. The section below outlines our 'how' - how we organise learning to help children acquire and retain this knowledge.

Our approach to teaching and learning is firmly grounded in research and evidence about what works. It is set out in our [Teaching and Learning Policy](#).

The tables below set out our key elements of our teaching and learning ethos, as well as the ways we organise the delivery of curriculum content.

Ethos	
As discussed in detail in our <a href="#">Teaching and Learning Policy</a> , over time numerous theories about how best to teach have influenced what happens in classrooms. We aim for clear and consistent approaches, grounded in research evidence into what works in the classroom.	
Subjects and Approaches	Explanation

<p>Mindset</p>	<p>The attitude children bring to their learning in general and to particular subjects is crucial to their success. If pupils believe they cannot achieve something, they will limit themselves significantly. If they approach subjects with confidence, they are likely to try harder and cope better with setbacks. In education we refer to <a href="#">‘fixed’ or ‘growth’ mindsets</a>. A fixed mindset is an attitude which assumes we are either good at things or not. This attitude leads us to feel demotivated and put little effort into things we have decided we cannot do. A growth mindset recognises that we can become better at anything through effort and practice. It focuses not on a limiting sense of who we are now, but on an enabling sense of our potential. At our schools we aspire to build growth mindsets in all our pupils. We encourage positive attitudes to mistake making, actively develop resilience in children and focus praise on their efforts.</p>
<p>Ability and Setting</p>	<p>In education, the language of ‘ability’ is often used to describe learners in permanent terms. Intelligence is seen as intrinsic and fixed. This leads to pupils being ‘set’ in classes or groups and given different levels of work according to their supposed ‘ability’, and to teachers giving different levels of work to children. It is a fixed mindset approach imposed on children.</p> <p>However, neuroscience teaches us that our brains are in fact very plastic. Our ‘intelligence’ is not a fixed entity, it grows with learning and practice. The ‘ability’ of any pupil is thus a current, not permanent or inevitable description; with high expectations, good teaching, the right attitude and lots of effort, everyone can make significant improvement in any field of study.</p> <p>Systems that set pupils and their work according to ability are self-fulfilling. Pupils placed in lower groups are given less challenging work and so have less opportunity to learn. They are defined by their low status in school and so develop negative mindsets about their potential. Nationally, setting by ability tends to follow lines of social inequality. The disadvantaged are more likely to end up in low ability sets and advantaged children find themselves in top groups. Setting by ability creates and embeds inequality.</p> <p>At our school we use ability setting carefully and never in ways which determine children’s outcomes or identity as learners. We focus less on setting and more on giving pupils choice; we assume that children know themselves best as learners and what their appropriate level of challenge is in any particular lesson. We expect everyone to be successful. We concentrate on providing excellent teaching, that rapidly helps pupils identify and close gaps in learning. We develop positive attitudes to learning in our pupils. We place a high premium on effort.</p>
<p>Feedback</p>	<p>Constructive feedback is one of the most effective tools for enabling learning. In our school we do not engage in laborious book marking. Instead we analyse pupils’ learning on a daily basis and give feedback to them in timely, specific ways, helping children build on their strengths and close gaps in knowledge and understanding. See our <a href="#">Planning, Review and Feedback Policy</a>.</p>

Environment	The spaces in which children learn have real influence on their states of mind: on their ability to organise their thinking and bring a positive, focused attitude to learning. We aim for environments that are engaging, with accessible displays and resources that promote learning. We create organised and flexible working environments. We do our best to flood them with natural light.
Collaboration	Collaboration is a key skill for learning and life. Learning throughout children's schooling requires them to work regularly and effectively with others. Pupils learn a huge amount from each other. The ability to cooperate is key for a successful life. In our schools collaborative activities are central in the way we teach in classes. We have designed cross-class learning opportunities into our Curriculum. We have also built in cross-school learning, enabling pupils to work across the two schools in our federation. Technology is key to this. We use G-suite for Education to facilitate collaboration between pupils and staff across our schools.
Home Learning	<p>Research into the impact of homework in primary schools is variable. We believe it can add real value, if it is high-quality, accessible and engaging. The purpose of the home learning we set is:</p> <ul style="list-style-type: none"> <li>● To encourage parents to engage in the learning their children are doing at school and equip them to feed back to us about learning needs they see in their children.</li> <li>● To enable children to practise and reinforce learning at school.</li> <li>● To encourage self-discipline and organisation around independent learning, to ensure pupils are ready for Secondary school.</li> </ul> <p>We have designed our home learning programme to ensure it is accessible to all our families, offers choice and opportunity to be creative. We have attempted to keep the amount of home learning we set at a reasonable level. We think it very important that children have plenty of time in their lives to play! Our home learning expectations for each year group are set out in our <a href="#">Thematic Maps</a>.</p>
Assemblies	By law we need to offer pupils a daily assembly. They are key to the development of our collective identity and shared commitment to our values and vision. In each school we run a weekly cycle of assemblies, including celebrating our pupils' successes and collective singing. We see assemblies as a vehicle for our curriculum and have designed them to include regular learning about current affairs, our school values and key religious and cultural festivals.

## Structure

We implement our curriculum through a blend of four key approaches to introducing children to new knowledge and helping them embed it securely.

Subjects and Approaches	Explanation
Interleaving	<p>Interleaving involves teaching subject content not in a continuous block, but in chunks which pupils revisit over time. This approach helps embed new learning in long-term memory, through the act of repetition. Repetition for learning is not simply about replicating previous lessons; it involves the act of retrieving previously learnt knowledge and then developing it.</p> <p>We interleave subjects that involve a lot of interlinked but discrete content. In subjects like science, pupils cover a wide range of subject matter. If this were taught in blocks, irregularly, pupils would be far less likely to remember specific content long-term than if it is embedded through interleaved learning.</p> <p>We complement interleaving with a process of low-stakes quizzing where pupils revisit an area of learning before moving on with new learning. This facilitates the retrieval of previously learnt knowledge, as well as indicating to teachers and pupils where gaps in learning lie that need filling.</p> <p>The subjects we interleave are: maths, science, history, geography and PE.</p>
Rote Learning	<p>Rote learning is an even more intensive act of repetition for memorization. It is useful for thoroughly learning key knowledge that children need to be able to recall and apply instantly. We intend for all our pupils to have a complete and comprehensive grasp of key facts in English and maths. Rote learning takes place every day in all our classes in the following:</p> <ul style="list-style-type: none"> <li>● Maths Meeting / Monster Maths including times table practice</li> <li>● Phonics</li> <li>● Spelling</li> <li>● Handwriting</li> </ul> <p>Rote learning lessons are short, quick-paced and fun.</p>
Online Learning	<p>Online learning involves the use of specific, high quality educational software with pupils. The right programs can be very engaging for pupils and enable them to work individually through content, receiving ongoing feedback. Learners can advance through programs in a personalised way. Online learning enables us to bring specific expertise to our pupils.</p> <p>All online learning sessions involve a trained member of staff to support, motivate and safeguard pupils. We use online learning sessions to develop maths and spelling skills and knowledge. We also teach Spanish through the app</p>

	<p><a href="#">‘Duolingo’</a>. Our online learning programs are all available to children at home, enabling them to supplement school work with home learning.</p>
Well-being Practice	<p>Well-being practice is not about remembering knowledge. It is about the regular practice of techniques that are positive for well-being, promote health and thus learning in general. It includes daily mindfulness, daily exercise as well as regular ‘reflection time’, gratitude journaling and affirmations.</p>