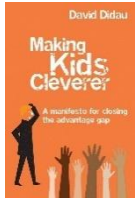




St Mary's Curriculum Policy



Our curriculum policy is shaped by the concept of cultural capital, as described by E.D. Hirsch Jr., and further discussed in David Didau's "Making Kids Cleverer." We recognise that certain knowledge is vital for enabling individuals to fully participate in society. Our curriculum aims to provide all students with access to this knowledge while also addressing the need to include historically marginalised voices. Additionally, we are committed to using the WalkThrus approach, which follows Rosenshine's Principles of Instruction, to ensure effective pedagogical practices.

Building Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

Teaching and Learning underpinned by Rosenshine's Principles of Instruction

 PRESENT NEW MATERIAL USING SMALL STEPS	 PROVIDE MODELS	 PROVIDE SCAFFOLDS FOR DIFFICULT TASKS	 ASK QUESTIONS	 CHECK FOR STUDENT UNDERSTANDING
 GUIDE STUDENT PRACTICE	 OBTAIN A HIGH SUCCESS RATE	 INDEPENDENT PRACTICE	 DAILY REVIEW	 WEEKLY AND MONTHLY REVIEW

Reducing Cognitive Load

Cognitive Load Theory (CLT) – coined in 1988 by John Sweller, suggests that our working memory is only able to hold a small amount of information at any one time and that instructional methods should avoid overloading it in order to maximise learning (Sweller, 1988).

Vision and Ethos

Our vision is to create an inclusive learning environment that equips pupils with both the knowledge widely shared in society and the perspectives of diverse and marginalised groups. As a Church of England School, we are committed to nurturing the intellectual, social, and spiritual development of every child, rooted in Christian values of love, peace and hope.



Curriculum Intent

Our curriculum is designed to:

- Provide a broad and balanced education that includes core, culturally significant knowledge.
- Empower pupils with the ability to critically engage with and understand the world around them.
- Include diverse perspectives and contributions from historically marginalised groups.
- Foster a love of learning, curiosity, and intellectual resilience.

- Utilise the WalkThrus approach, aligned with Rosenshine's Principles of Instruction, to enhance teaching effectiveness and student outcomes.

Curriculum Implementation

To fulfil our curriculum intent, we will consider:

1. Core Knowledge and Cultural Literacy

- **Essential Knowledge:** Teach key facts and concepts in all subjects, including literature, history, science, and mathematics, that are widely recognised as culturally significant.
- **Canonical Works:** Include the study of canonical works such as Shakespeare and significant historical events such as World War 2, ensuring pupils understand their cultural and historical context.

Disciplinary Knowledge	Substantive Knowledge	Procedural Knowledge
<p>This is knowledge of the distinctive processes inherent in studying a specific subject.</p> <p>⇒ e.g. in history, analysing sources to build our understanding of the past, evaluating competing claims, establishing patterns of continuity and change.</p> <p>⇒ e.g. in science, undertaking experiments and making predictions that can be tested.</p>	<p>The core factual knowledge that makes up the subject: the things that students should know and be able to explain; the key ideas, concepts and facts.</p> <p>⇒ e.g. in music, notation, common chord structures, genres, composers and Compositions</p> <p>⇒ in maths, Pythagoras' theorem, the rules governing the order of operations. in geography, features of volcanos, rural-to-urban migration.</p>	<p>The knowledge needed to do something to perform a task or enact a skill. Instead of distinguishing between knowledge and skills, it's more meaningful to consider a skill as a type of knowledge.</p> <p>Procedural knowledge might include:</p> <p>⇒ How to write a persuasive paragraph.</p> <p>⇒ How to make a complete circuit.</p> <p>⇒ How to thread a sewing machine.</p> <p>⇒ How to add a series of three-digit numbers by column addition.</p>

2. Inclusion of Diverse Perspectives

- **Marginalised Voices:** Integrate the contributions and perspectives of women, people of colour, and other historically marginalised groups into the curriculum.
- **Balanced Curriculum:** Ensure that the curriculum does not solely focus on the traditional canon but includes a variety of voices and experiences.

3. Critical Thinking and Engagement

- **Analytical Skills:** Teach pupils to critically analyse and engage with culturally significant knowledge, understanding its implications and contexts.
- **Discussion and Debate:** Encourage open discussion and debate on historical and cultural topics, promoting an understanding of different viewpoints.

4. WalkThrus and Rosenshine's Principles of Instruction

- **Daily Review:** Begin lessons with a review of previous learning to reinforce memory and understanding.

- **Small Steps:** Introduce new material in small steps, ensuring pupils have mastered each step before moving on.
- **Questioning:** Use effective questioning techniques to check for understanding and promote deep thinking.
- **Provide Models:** modelling, worked examples and teacher thinking out loud help to clarify the specific steps involved.
- **Guided Practice:** Provide opportunities for guided practice, where pupils can apply new knowledge with teacher support.
- **Check student understanding:** More successful teachers check on all students.
- **Obtain high success rate:** A success rate of around 80% has found to be optimal, showing students are learning but also being challenged.
- **Scaffolding:** provide temporary supports to assist learning.
- **Independent Practice:** Allow for independent practice to reinforce learning and ensure mastery.
- **Regular Review (weekly and monthly):** Schedule regular reviews of previously learned material to strengthen long-term retention.

5. Holistic Development

- **Social and Emotional Learning:** Incorporate social and emotional learning to support pupils' overall well-being and development.
- **Spiritual Growth:** Foster spiritual growth through Christian teachings and values, encouraging reflection and moral development.
- **Physical Literacy:** provide children with the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engaging in physical activities for life. (See Physical Literacy Policy)

Curriculum Impact

We will assess the impact of our curriculum through:

- **Academic Achievement:** Monitoring pupil progress and attainment in all subjects through regular assessments.
- **Cultural Literacy:** Evaluating pupils' understanding of culturally significant knowledge and their ability to critically engage with it.
- **Inclusivity:** Assessing how well pupils understand and appreciate diverse perspectives and contributions.
- **Pupil Feedback:** Gathering feedback from pupils on their learning experiences and engagement with the curriculum.

- **Parent and Community Involvement:** Engaging parents and the community to support pupil learning and gather their perspectives on the curriculum's effectiveness.
- **Teaching Effectiveness:** Regularly reviewing the implementation and impact of WalkThrus strategies, aligned with Rosenshine's Principles, to ensure they are enhancing teaching and learning outcomes.

Professional Development

To ensure high-quality teaching and learning, we will:

- **Follow our Professional Growth Policy:** We have removed traditional 'performance management' and have replaced it with 'professional growth'; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration, and change for the better.
- **Continuous Training:** Provide ongoing professional development for staff on effective teaching strategies and inclusive practices.
- **WalkThrus and Rosenshine Mastery:** Ensure all staff receive comprehensive training and support in using WalkThrus, which follow Rosenshine's Principles, to enhance their teaching practice.
- **Collaborative Learning:** Encourage collaboration among teachers to share best practices and resources.
- **Reflective Practice:** Promote a culture of reflective practice, where teachers continuously evaluate and improve their teaching methods.

Conclusion

Our primary curriculum aims to provide pupils with the powerful, culturally rich knowledge they need to participate fully in society. By balancing the inclusion of canonical works with the voices of marginalised groups, we strive to create a learning environment that is both inclusive and empowering. Through the integration of the WalkThrus approach, which follows Rosenshine's Principles of Instruction, we aim to ensure that our teaching practices are effective, consistent, and continuously improving. This curriculum is designed to prepare our pupils to be knowledgeable, reflective, and engaged members of society.

Supporting Documents/Policies/Wider Reading

- Fioretti Trust Professional Growth Policy
- St Mary's Curriculum Intent Document
- Life at St Mary's/Visions and Values Document
- St Mary's Physical Literacy Policy
- **'How Do We Learn? A Scientific Approach to Learning and Teaching (Evidence-Based Education)'** by Héctor Ruiz Martín

- 'Rosenshine's Principles in Action' - by Tom Sherrington
- 'Making Kids Cleverer: A manifesto for closing the advantage gap' by David Didau
- 'Why Learning Fails (And What to Do About It)' by Alex Quigley
- 'Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom, 2nd Edition' by Daniel T. Willingham
- 'Teaching WalkThrus 1,2 & 3: Five-step guides to instructional coaching' by Tom Sherrington & Oliver Caviglioli
- Retrieval Practice: Research & Resources for every classroom: Resources and research for every classroom by Kate Jones
- 'When the Adult Change Everything Changes' by Paul Dix

This policy will be reviewed annually to ensure it remains responsive to the needs of our pupils and aligned with our educational goals and values.