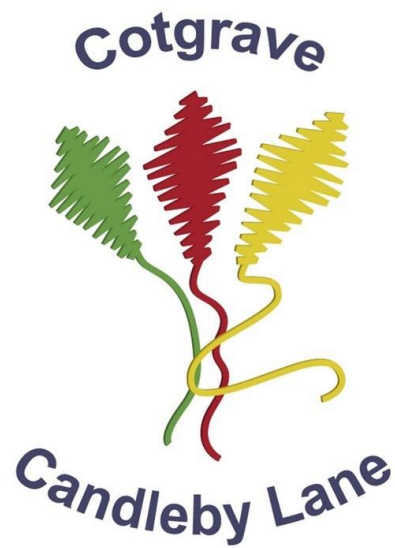


Cotgrave Candleby Lane School

Curriculum Policy

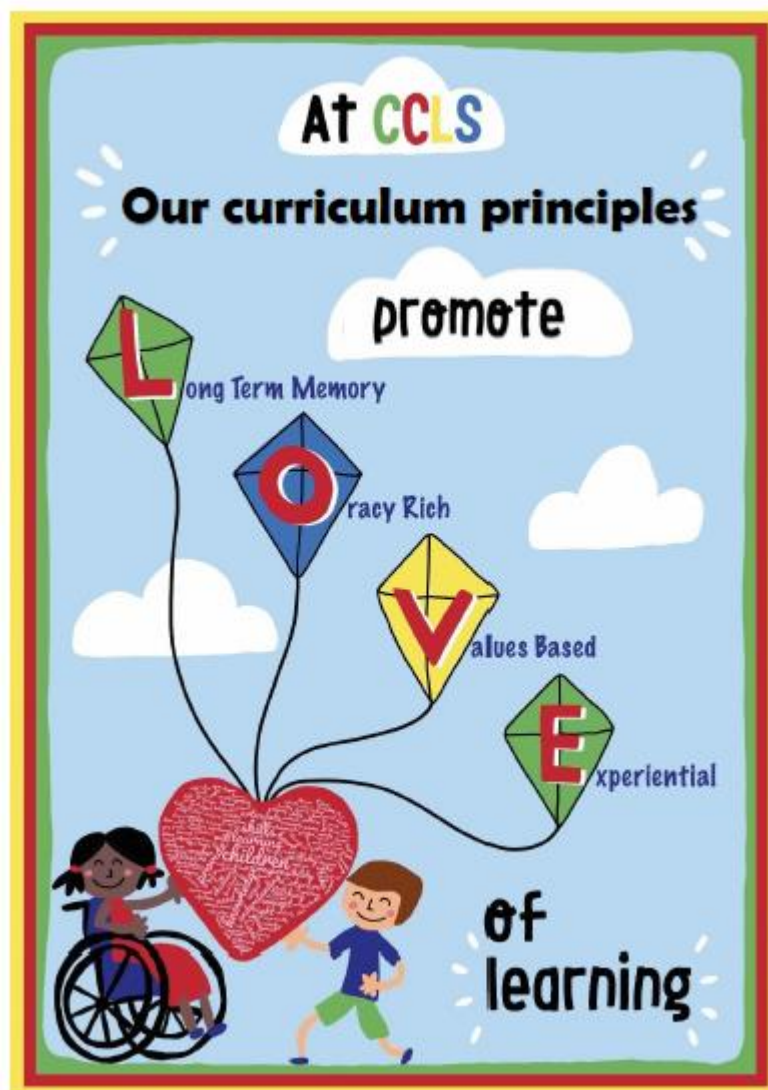
2023 – 2024



Curriculum Principles

At Cotgrave Candleby Lane school, we have carefully constructed our curriculum to ensure it provides children with an ambitious high-quality education. It ensures that children are supported to be well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of moral purpose, in addition to a respect for and understanding of people. It is broad and balanced, rich and varied and provides them with experiences and opportunities that are relevant to our children. We are committed to ensuring that our children are not only ready for the next stage in their education but are also prepared to take their place in a truly global society.

Our curriculum has been constructed to meet the needs of our curriculum and all our pupils. It is centred around the principles of LOVE, which stands for: long term memory; oracy rich; values based; experiential learning. Our curriculum promotes a love of learning. It is broad and balanced, rich and varied, and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.



These principles underpin our curriculum throughout school.

Our **LOVE** principles ensure that our children learn and remember a wide schema of knowledge; develop strong language and communication skills; develop and embody values to live by and have regular first-hand learning opportunities to ensure their learning is memorable.

At Cotgrave Candleby Lane school, we have carefully constructed our curriculum to ensure it provides children with an ambitious high-quality education. It ensures that children are supported to be well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of moral purpose, in addition to a respect for and understanding of people. It is broad and balanced, rich and varied and provides them with experiences and opportunities that are relevant to our children. We are committed to ensuring that our children are not only ready for the next stage in their education but are also prepared to take their place in a truly global society.

We know that our children need to:			
Learn and remember the best knowledge of the world	Develop language and communication skills	Be given values to live their lives by	Be given opportunities to develop their cultural capital and have high aspirations for their future
These are important to ensure our children:			
<ul style="list-style-type: none"> • Have a thirst for knowledge and want to be lifelong learners. • Continue to achieve as highly as they can across all subject of the National Curriculum. • Have the opportunities to go on and achieve the highest grades at GCSE and A-level. • Can apply for Russell Group universities in the future, if they so wish. • Succeed and fulfil their potential in their future goals and aspirations. 	<ul style="list-style-type: none"> • Can access the ambitious curriculum offer we deliver • Are confident, articulate and successful communicators • Can articulate their knowledge, learning and understanding • Have a love and a passion for reading • Can achieve success throughout the curriculum and the wider world by constantly developing speech and language • Can use written word to communicate thoughts and ideas 	<ul style="list-style-type: none"> • Understand what is right and wrong within the choices they make which affect themselves and others • Grow and develop into strong, independent and resilient learners • Are successful, well-rounded, responsible young people who make a positive contribution to their community and beyond • Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated • Have the knowledge, experiences and opportunities they need to enable them to be able to understand life in modern Britain • Develop a multitude of valuable attitudes and attributes such as acceptance, inclusion and equality • Develop an understanding of, and make links between, the school community, local community, wider community and global community, becoming aware of their place within society • Understand potential issues such as racism, Islamophobia, sexism and homophobia 	<ul style="list-style-type: none"> • Have a wide range of experiences that develop their own personal understanding of life • Are given context and reference points to our enquiries which allow them to build schema and retain key information in their long-term memory • Have the confidence to go after what they want and accomplish the goals they set their mind on • Are exposed to a range of professions or careers beyond those seen within the locality.

Therefore, we build our curriculum around the following four principles: LOVE

Long-term memory	O racy-rich	V alues-based	E xperiential
<p>Children need to gain and remember a rich body of knowledge so that they are equipped for each stage of education and life.</p> <p>Knowledge comes first and children cannot acquire higher-level skills without first learning the content of the curriculum. Subject leaders have developed a well sequenced curriculum with clearly identified content choices that are revisited time and time again so that pupils know and remember more.</p> <p>We want our children to gain the best possible knowledge so they have many doors open to them and opportunities to choose their future careers.</p>	<p>Talk, language, vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their language skills.</p> <p>Children learn to read as soon as they enter school. Early reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge, our children are taught a wealth of vocabulary throughout all subjects.</p>	<p>Candleby Lane's ethos is underpinned by eight key values (confidence, creativity, pride, responsibility, enjoyment, aspiration, perseverance and respect.) These, alongside the British Values, shape the way we expect all the members of our school family to behave and conduct themselves. They are shared with children from the moment they join school. We support children to know and embody them.</p> <p>Children who learn about diversity and cultural awareness have better social skills, increased understanding and are more accepting of people who are different from themselves. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.</p>	<p>Opportunities and experiences that galvanise and support the acquisition of knowledge back in the classroom are a key principle of our curriculum. We want our children to learn about the best of what has been written, played, performed, painted, created etc.</p> <p>We broaden children's horizons through experts and experiences. Our personal development programme includes wider opportunities and prepares our children for the world of work. We also aim to develop passions and interests in our children to develop lifelong learners.</p>

Our curriculum is enquiry based and is cross-curricular in nature. We ensure that all children develop a coherent and detailed body of knowledge as they progress through school and that they make regular and meaningful links to prior learning and reactivate prior knowledge to enable them to leave our school at the end of Year 6 with a deep schema of knowledge.

Our curriculum is relevant and interesting to our children. Learning is supported by first-hand experiences and experts coming into school. The local context is included in learning wherever possible to ensure our children can relate to key knowledge and understanding.

Enquiry Curriculum

Our Cotgrave Candleby Lane School curriculum is delivered through an enquiry approach, where children have an overarching enquiry question to structure their learning each term.

Our school curriculum delivers at least the expectations of the Early Years Foundation Stage curriculum and the National Curriculum, and in some cases exceeds these expectations. It is supported by other documents such as the PSHE association and the Nottinghamshire Agreed Syllabus for RE. National associations also support our curriculum to ensure it is supported by nationally recognised expertise.

The composite knowledge we teach across school, from F1 to Y6, is organised into Key Knowledge Progression Documents (KKPDs) for each National Curriculum subject. Substantive, procedural and disciplinary knowledge is organised into strands for each subject in each KKPD.

The KKPDs are organised into a long-term plan and subject maps to ensure that our learning is progressive and linked across year groups and subjects through deliberate content choices. Knowledge identified on the KKPDs is linked to component knowledge progression documents (CKPD) for each subject. The CKPDs identify knowledge to be taught for each KKPD statement.

Termly, the KKPDs are used to plan out sequences of granular learning using our Medium-Term planning documents. Knowledge statements are skilfully transferred into sequences of learning objectives that build, day by day and week by week, to answering the enquiry question. This authentic outcome to the enquiry allows children to answer the question in a way that allows them to demonstrate their learning and knowledge gained from the enquiry; produce high quality work that answers the question; share their answer to the question with an audience wider than the school and also leave a social legacy beyond their classroom and their school.

We teach three enquiries in an academic year, each enquiry lasting for one term. Each enquiry has an overarching enquiry question and the granular learning sequence for each enquiry develops the children's knowledge and skills to be able to answer the enquiry question at the end of the term through the enquiry authentic outcome. We recognise that our children must learn knowledge first in order to then be able to develop new skills.

Each enquiry has a driver subject:

- Autumn Term – history
- Spring Term – geography
- Summer Term – art & design

For each enquiry, there are identified enhancer subjects with knowledge and skills for the children to learn that enhances their driver subject knowledge and helps them to answer the enquiry question through their authentic outcome.

Our enquiry curriculum approach allows us to ensure that our LOVE principles underpin our children's curriculum learning as the curriculum design promotes:

L – knowledge is retained in children's long-term memory

O – our enquiries are vocabulary rich and built around quality texts; key vocabulary is learnt, applied and remembered.

V – all enquiries develop elements of our school values, British Values and also protected characteristics.

E – enquiry knowledge and skills are learnt through first-hand, engaging, experiential learning opportunities.

The flowchart below summaries our approach to enacting our enquiry curriculum model.

Principles
 Statutory docs
 Composite knowledge
 Subject maps and Long-term plan
 Component knowledge progressions
 Medium-term plans
 Lessons and recording
 Learning journey & assessment

Before planning the curriculum intent, CCLS designed our **key principles** that underpin the curriculum. These are the most important things that children need to thrive and succeed. The principles are derived from the **school's**

The FHT curriculum meets and sometimes exceeds the expectations of the **NC, EY educational programmes** and other documentation, such as the **RE agreed syllabus**. **National association materials** have been used to enhance the curriculum and ensure expertise is evident in our design.

Statements from each subject within the statutory documentation have been broken down and sequenced into strands and year groups. We call these **key knowledge progression documents (KKPDs)**. These contain key **substantive** and **disciplinary knowledge** across all subjects, including PSHE/RSHE. These progressions start in **Nursery** and continue into **Year 7**. Secondary experts have supported this work.

Composite knowledge from the **KKPDs** is mapped on to a **whole school long-term plan** and sequenced on **subject maps**. This work is completed by subject leaders, alongside the teaching team. The curriculum lead oversees all work to ensure a sequential and progressive curriculum. They ensure links are made across year groups and subjects through deliberate and diverse **content choices**.
 Each subject has a **subject map** that shows what knowledge pupils will learn and in which term of each year group, with knowledge building over time. The **rationale** for content choices is given to indicate how learning links to previous and subsequent study within the subject and across other subjects. A **Whole school long-term plan** is created for the whole school. This sets out what pupils in each year group will be taught in all subjects through a **termly enquiry**. Subjects are delivered as **drivers** and **enhancers** to the enquiry (when this enables children to answer the enquiry question to its fullest.) When this is not possible the subject is taught **discretely**.

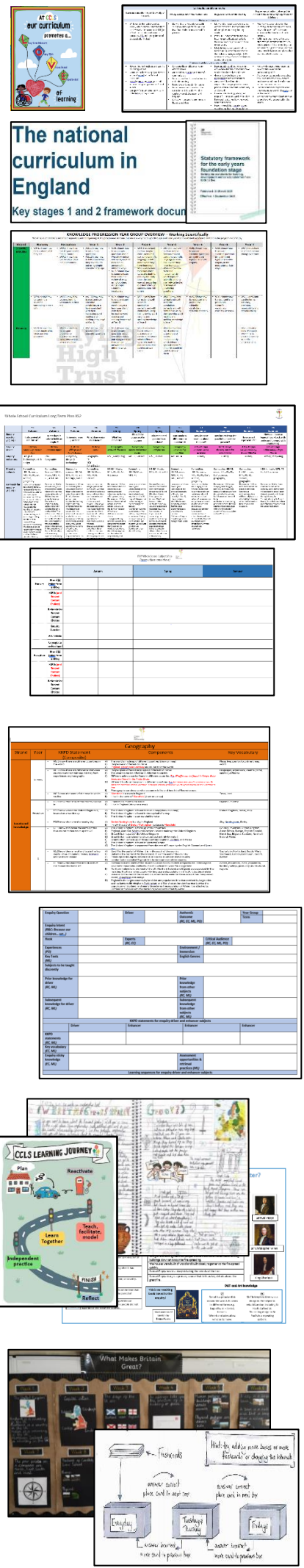
Each **KKPD** statement is broken down into **component (granular) knowledge** and **key vocabulary**. Each subject has a **component knowledge progression document**. Schools tailor these to match the content choices made in subject maps. These progressions are used to support the creation of **learning sequences** and to identify **'sticky knowledge'** – the most important knowledge children need to remember for the next stage. These documents have been created and quality-assured by leading subject experts from the trust and world of education.

KKPDs and component knowledge progressions are used by teachers to create **learning sequences and objectives**. These are plotted on an **enquiry** and a **discrete medium-term plan**. **Sticky knowledge** we want children to know and remember is clearly identified, alongside ambitious, **tier 3 vocabulary**. This decision is checked by the subject leader, as the expert of the curriculum progression in school. This sticky knowledge/vocabulary is included on **knowledge mats**. Opportunities for promoting **British Values, SMSC**, working with **experts** and the **community**, and leaving a **legacy** are identified at this stage.

Individual lessons are then planned in finer detail using the **lesson design model**. At this stage, learning will be **adapted for pupils with SEND**, using the **QFT and subject-specific SEND adaptation sheets**. These ensure teachers provide access to lesson content with no lowering of ambition for these pupils. Learning is ideally evidenced in the children's **enquiry books**. **Subject names** are used on each piece of work to indicate the subject that children are studying and the subject-specific knowledge and skills they will need to apply. **Knowledge mats**, including key vocabulary, are created for children to refer to throughout the enquiry.

A **'learning journey'** display is built up throughout the enquiry. Included on the learning journey will be **sticky knowledge** and **key vocabulary**. Sticky knowledge is checked using a variety of assessment tools, including the **Leitner model, double page spreads, knowledge organisers, Plickers** and the **'reactivation'** stage of the lesson design.

At the end of each enquiry, children **answer the enquiry question** and showcase an **authentic outcome**, demonstrating the knowledge they have



This is the design process for planning and creating a termly enquiry:

Refer to the appropriate statements from the curriculum long term plan for this enquiry.	Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers'
Choose the driver & theme that incorporates the statements from the curriculum LTP and the FHP curriculum principles (e.g. why have you chosen this theme? Is it relevant and current to the children's needs?)	E.g. Geography - Rainforests/ History – Conflict / Arts - Photography
Decide which subjects will be an enhancer and which will be taught discreetly to the enquiry.	Enhancer – a subject that adds value to the enquiry whilst developing the pupils' skills and knowledge within that enhanced subject. Discrete – a subject that is taught outside of the enquiry to ensure coverage and progression (this may or may not link to the enquiry).
Decide on your enquiry question built from the theme – led by the driver – e.g. History/Geography/Arts.	Example question: Is conflict ever justified? You should not be able to answer your question through Google. What are your drivers going to be? Will the whole school have the same driver at the same time? NB Children need to be able to enquire within the enquiry for themselves so consider this.
Select an authentic outcome which allows children to demonstrate and reflect on their learning linked to the enquiry question and ensures they meet the identified KCPD statements.	Will this be an exhibition? A problem to be solved? Something that makes a positive change within the community? How might it leave a legacy?
Identify the prior and subsequent knowledge for this enquiry both for the driver and from other related subject areas (refer to KCPDs).	Consider how links will be made to prior knowledge so children can meaningfully encode new learning within existing schemas in their LTM.
Identify the key 'sticky' knowledge and vocabulary children should retain from this enquiry (based on the component knowledge progressions) and decide how this will be captured, shared, revisited, and assessed.	Will knowledge organisers be used? Which retrieval practices will be adopted to make this 'finger-tip' knowledge (e.g. Leitner system) and when will these occur? How will it be captured and referred to within the classroom environment? All should include subject specific vocabulary along with the key facts and children should be able to articulate both sticky knowledge and vocabulary in their own words.
Choose quality texts (including a core text and at least one high quality fiction text) which links the enquiry – ensure the focus is on the quality of the text rather than the fit to theme.	E.g. The Lorax/The Explorer. How else will you promote a love of reading through high quality texts within the enquiry?
Map how English will be integrated within the enquiry to ensure coverage and progression in this subject.	Include a focus on the vocabulary , genre and grammar. What are the authentic purposes for writing and how might these contribute to or relate to the enquiry? Which may need teaching
Map out the learning sequences to reach the authentic outcome (break overall statements up into granular learning objectives. Use component knowledge progressions to help).	Plan the learning activities so they take into account: pre-learning; what learners want to know ; time for consolidation; collaborative learning; pupils owning their learning ; powerful reflection throughout; long term memory retention etc.
Identify the enquiry hook and opportunities to engage with experts and experiences .	Will the hook launch the enquiry or feature at a different point? Who might be the experts you could utilise and what experiences may make the learning more tangible and meaningful? Could they become a critical audience for the enquiry learning?
Identify opportunities for promoting British values, Trust values, SMSC and working with the community – leaving a legacy .	E.g. working with senior citizens on how to use technology.
Consider how the environment will enable the learning to be successful.	Consider how the environment might support the current enquiry whilst supporting long term memory retention of current and previous learning. Will this link to the knowledge
Ensure each enquiry ends with time for reflection and presentation of the authentic outcome .	Children have a chance to consolidate their learning by preferably presenting something to someone. How might parents be engaged with the learning and the outcome?
Consider how you will assess children's knowledge and understanding at the end of the enquiry.	Use the foundation subject assessment toolkit to identify the best methods to summatively assess pupils' knowledge (e.g. double page spread). Can they answer the enquiry question demonstrating depth of understanding?

We organise and deliver a high-quality knowledge rich curriculum. Following research of cognitive scientists in recent years, we believe this is important as the more knowledge or schema our children have secured in their long-term memory, the more space is freed up in their working memory to learn new knowledge.

1. Knowledge frees up your brain's capacity for thinking



Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your times tables by heart is useful. Completing more complex calculations is made more simple if knowledge of tables is already 'locked in'. This links to our use of rolling numbers.

2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.



Strong knowledge retrieval is key to our children retaining knowledge from their working memory in their long-term memories.

We are explicit in our approaches to curriculum knowledge retrieval in order to ensure our children increase their retrieval strength and 'know more and remember more' key sticky knowledge in their long-term memories.

Retrieval practice strengthens our children's storage of key sticky knowledge and allows them to apply this knowledge to a wide variety of skills across the curriculum.

Retrieval Strategies at CCLS:

Curriculum Learning Journey	Leitner System	Enquiry knowledge mats
Plickers Quiz	Enquiry Key Vocabulary	Lesson Design
Double Page Spreads	Love of Learning Week	

Curriculum Learning Journey

- Each classroom has a Curriculum Learning Journey display. It has 10 blank pieces of black card to show up to 10 weeks of key enquiry sticky knowledge and vocabulary. Children are explicitly taught new knowledge and vocabulary.
- The knowledge and vocabulary on the display mirrors the enquiry knowledge mat, which is in each child's enquiry book.
- Dual coding of images with each piece of sticky knowledge helps children to retrieve the knowledge.
- Knowledge from the learning journey and knowledge mat is included in the Leitner System.

Leitner System

- Key sticky knowledge from our enquiries and science is included in our Leitner System.
- This sticky knowledge is on flashcards that are used either daily, Tuesday and Thursday or Fridays depending on the ability of the children to retrieve the knowledge from the flashcard.
- Flashcards move from daily to Tuesday/Thursday to Fridays only as the children's ability to retrieve and recall the knowledge strengthens.
- Enquiry and science sticky knowledge from the current and previous term are included in the Leitner System.
- The Leitner system is a low-stakes form of quizzing that children complete verbally or on whiteboards.

Enquiry Knowledge Mats

- Each child has an enquiry knowledge mat in their enquiry book for each termly enquiry.
- The knowledge mat is also shared with parents and carers at home.
- The knowledge mat is used to refer to each lesson to show key vocabulary and sticky knowledge for each enquiry lesson.
- The sticky knowledge and vocabulary on the knowledge mat is mirrored on the learning journey display.
- At the end of each enquiry, children complete a knowledge mat with blank sections in order to demonstrate their retrieval of key sticky knowledge and vocabulary for the enquiry. This is stuck into their enquiry book.

Plickers Quiz

- Each week, children complete a Plickers quiz to retrieve key enquiry sticky knowledge.
- Sticky knowledge in the Plickers quiz mirrors the knowledge from the learning journey display and enquiry knowledge mat.
- The Plickers quizzes are cumulative, so that sticky knowledge from previous weeks is included along with the new sticky knowledge from each week.
- Outcomes from Plickers quizzes are tracked by the curriculum leader and shared with the subject leader for each termly enquiry (Autumn: history, Spring: geography, Summer: art & design).

Enquiry Key Vocabulary

- Key vocabulary for each enquiry is displayed on the learning journey display and is also included on the enquiry knowledge mat.
- Teaching of the meaning of key enquiry vocabulary is included in all enquiry lessons.
- Retrieval of key enquiry vocabulary is included in enquiry lessons through: picture prompts, multiple choice definition questions, reactivate questions, understanding checks.
- Children are expected to use the vocabulary correctly in discussions and written work.

Lesson Design

- Our Candleby lane lesson design is underpinned by cognitive science, including Sweller's cognitive load theory and Ebbinghaus' forgetting curve, and Rosenshine's principles of instruction.
- Retrieval of enquiry key sticky knowledge and vocabulary is included in aspects of each lesson.
- Previous sticky knowledge and vocabulary (from previous lesson, week, term, year or years) is referred to during each lesson.
- Reactivate: children retrieve and recall key sticky knowledge and vocabulary needed to access the new learning in each lesson.
- Understanding Check: new sticky knowledge and vocabulary is retrieved and recalled as part of interrupting the forgetting curve and helping move this knowledge from working memory to long-term memory. The 'power of three' approach during lessons means that new sticky knowledge and vocabulary is retrieved three times during each lesson.
- Reflect: key sticky knowledge and vocabulary is retrieved at the end of each lesson.

Double Page Spreads

- Children complete a double page spread as part of each enquiry.
- The double page spread will have the same title as the enquiry question and will answer the question.
- A double page spread consists of pictures, diagrams and written information to demonstrate retrieval and retention of key sticky knowledge and vocabulary from the term's enquiry learning.
- Double page spreads show retrieval of three types of knowledge: substantive, procedural and disciplinary.
- Double page spreads are completed in enquiry books.
- Double page spreads are creative and allow children to apply key sticky knowledge and vocabulary in a format and style chosen by them, including pictures and diagrams.

Love of Learning Week

- Love of Learning week happens termly as part of assessment week.
- During Love of Learning week, children retrieve and apply key knowledge and vocabulary from subjects across the curriculum.
- Children retrieve and apply knowledge and vocabulary through: quizzes created by children, Plickers quizzes, double page spreads, fact files, posters, Top Trumps and other creative methods.
- Children retrieve sticky knowledge and vocabulary from previous years' enquiry and science using the knowledge mats from previous years that are part of their Love of Learning book.
- Children have a Love of Learning book to record their learning and demonstrate them 'knowing more and remembering more'

We adapt the curriculum and learning environment for pupils with SEND. We believe in 'scaffolding up' our curriculum to enable pupils with SEND to work and learn at an age-related level.

Cotgrave Candleby Lane School has a range of approaches to supporting children with SEND. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Scaffolding and differentiation is provided to enable all children to achieve the learning objective and gain knowledge. Where children need additional support, they will receive additional support and intervention in order to meet their needs.

Some of the children in the school will require a SEND support plan and additional or different provision. This will be put in place in discussion with parents/carers and where appropriate the child. This may mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations in all lessons and in all subjects across the curriculum to ensure that all pupils have access to the school curriculum and school activities.
 - **See curriculum adaptations document**
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
 - **See inclusive Quality First Teaching document**
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
 - **See SEND support plan** (where appropriate)
- Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEN to fully develop their abilities, interests and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEN are fully included in all aspects of school life.
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils