

# Bagthorpe Primary School

## Curriculum Implementation



### Delivery

Class Teachers:

- adopt a variety of **pedagogical approaches**, including **responsive teaching** and **formative assessment**.
- provide coherently planned, sequenced lessons to enable a **progressive curriculum** that ensures children know more and remember more.
- build children's **procedural knowledge** (or 'disciplinary' ie skills) and **declarative knowledge** (or 'substantive' ie factual) to deepen their understanding.
- help children make **links and connections** to develop a schema across subjects, everyday life and the world in which they live.
- underpin each term's topic with 2 **key texts**; one linked to topic and one linked to literacy.
- teach the core subjects of the National Curriculum as discrete subjects and the foundation subjects within the context of a topic, where relevant. Our priority is always to maintain the integrity of the subject discipline.

### Leadership

Subject Leaders:

- have the necessary expertise to play a pivotal role in both the design and delivery of their subject area, ensuring a **clear progression** of both skills and knowledge across all year groups (see Progression Maps) supported by a **robust assessment** system.
- use this information to confidently articulate how learning is re-visited and developed year-on-year, thereby ensuring a depth of learning across the whole school.
- maintain an evaluative summary of their curriculum area, providing a snapshot profile of the Subject on a Page
- undertake action planning and maintain a strategic oversight of their subject.
- oversee and monitor the different aspects of planning below:

### Planning

The content of our planning is consistent and coherent and is presented in a range of formats according to purpose and audience. These are summarised below:

#### A. Curriculum Overviews for the Whole School

- **Enquiry Questions** for each term and year group on one page.
- Overview of all subjects for each year group on **one page per year group**.
- Overview of all year groups for each subject on **one page per subject**.

#### B. Progression Maps

For each area of the National Curriculum, subject-specific content has been broken down into expectations for each year group and is organised in a clearly sequenced **Progression Map**, detailing the order in which children will learn specific knowledge and skills as they move from EYFS to Year 6.

These are supplemented by a range of **additional support materials**, provided to assist teachers with their planning and assessment.

By making consistent use of the progression maps for planning and assessment, we make sure that all our children are given the best opportunity to build strong, sustainable **knowledge foundations** which will ensure they succeed in the **next stage of their education**.

### C. Sticky Knowledge Maps

Our **Sticky Knowledge Maps** outline how the specific 'sticky' **knowledge** that the children will gain at each stage, is organised and built upon year by year from EYFS to Year 6 to achieve **progression**, and to support **knowledge retrieval** by making **three-dimensional links**:

- between prior and future learning (vertical links)
- to other knowledge across the year and subjects (horizontal links)
- to other areas in other year groups (diagonal links)

### D. Timetables

Bespoke class **weekly timetables** are devised to provide full subject coverage, making optimum use of available curriculum time, with sufficient flexibility to ensure that the delivery is both balanced and creative.