



ALL SAINTS' CE PRIMARY SCHOOL: CURRICULUM VISION

Our journey so far...

- This vision document was originally written in January 2020 and RAG rated at termly intervals up to July 2021.
- It reflects our original intent in curriculum review, including some of the key changes to our approach as we responded to feedback from our stakeholders and engaged more deeply with research and case studies from other settings.
- We are an expanding school who, as at September 2021, have pupil numbers akin to 2 FE in Reception, Year 1 and Year 2; Years 3 – 6 are taught in mixed-age year groups of three Year 3/4 and three Year 5/6 pupils as they have numbers akin to 1.5 FE. A large building project, scheduled to conclude in summer 2020, was supposed to extend our classroom capacity enabling the shift to single-age year groups in Key Stage 2 (our current plan is to shift to single-age year groups in Year 3 and Year 4 in September 2022).
- Covid-19 disruption to our curriculum was thus more pronounced in Key Stage 2 (a two-year teaching cycle) than Key Stage 1 (where an annual teaching cycle is established). The full extent of gaps in understanding throughout the curriculum are being dynamically addressed in line with the specific needs of cohorts of pupils.

See <https://www.allsaintsilkey.bradford.sch.uk/curriculum-information/> for up to date information including subject policies, long term overviews and curriculum progression

2019 - 20	2020 - 21	2021 – 22*
<ul style="list-style-type: none"> • Audit all curriculum documentation • Redraft curriculum statement (intent) to vision and values of school • Put the typical All Saints' pupil at the heart of curriculum review (i.e. address 'typical gaps') • Subject leaders guided in curriculum review at subject level (i.e. develop progression of skills/core knowledge that pupils should take with them) • Develop spreadsheet-based prototype assessment tracker in line with key skills and knowledge – staff to prepare for use in Sept 2020 (change in approach after deeper investigation and reflection on staff workload) • Research curriculum approaches in other settings, particularly with regard to teaching for learning (i.e. learning as a change in long-term memory) and use of knowledge organisers (i.e. helping with retrieval, sequencing and coherence; sharing info with parents/community; structuring homework) • Engage with Key Stage 3 settings to understand curriculum content at Y6/7 transition point (little appetite from local secondary schools – November 2019) 	<ul style="list-style-type: none"> • Streamline curriculum tracker system • Staff training in principles of cognitive science – retrieval practice, cognitive load theory, powerful knowledge and theories of memory • Develop and interrogate provision for cultural capital across subjects – map out cultural opportunities and gaps to be addressed in light of 'typical gaps' of All Saints' pupils. • Establish agreed approach to communicating curriculum content to parents/carers (incl enrichment opportunities) • Establish agreed approach across school to Medium-Term Planning including key vocab, big ideas and cultural capital • Knowledge Organisers to be trialled in certain subjects – linked to an assessment model (postponed until autumn 2021) • Investigate opportunities to develop 360° curriculum approach (i.e. see Clare Sealy) with emphasis on vocabulary/key threshold concepts (postponed until 2022) • Review English reading planning and texts which enhance foundation subjects – can we strengthen spiral curriculum approach? (review postponed until 2022) • Start work on year group-specific curriculum in Year 3/4* (school expansion halted - postponed until summer 2022) 	<p>*** Italicised text below left to illustrate intent of curriculum improvement in January 2020. See below for update/'reboot' in September 2021</p> <ul style="list-style-type: none"> • <i>Knowledge organisers used to inform assessment and improved school-wide</i> • <i>Enriched curriculum extended further with enhanced multicultural opportunities including purposeful local and global links</i> • <i>Draw out thematic understanding of curriculum areas (e.g. concepts of 'civilization', 'farming' in history)</i> • <i>Assessment streamlined further – keep staff workload at heart</i> • <i>Further develop practical curriculum dialogue with EY and KS3 providers</i> <ul style="list-style-type: none"> • <i>Continue work on year group-specific curriculum in KS2 as school expands</i>



* NEW 3 YEAR VISION (SEPTEMBER 2021) RAG rated in November 2021		
2021 - 22	2022 - 23	2023 - 24
<ul style="list-style-type: none"> Update staff training in principles of cognitive science (i.e. theories of memory and retrieval practice, then cognitive load and schema theory) Develop pilot Knowledge Organisers (KO) in history and geography with an agreed All Saints' template and set of principles (What is their audience? How best can they be used? What are their limitations?) Staff write subject policies aligned with our approach to curriculum Develop deeper understanding of retrieval practice techniques and their potential in class in tandem with development of KO Staff co-construct appropriate assessment materials to complement KO in history and geography Key staff develop thematic understanding of key theme subjects (history, geography initially, then science) Subject leads develop pilot KO in other NC subjects + develop/identify retrieval practice materials to aid assessment Keep all stakeholders informed (parent/carer workshops, website etc) and respond to feedback accordingly Critically assess impact of KO (i.e. hone curriculum sequencing and assess impact on homework and feedback/marking policy) Identify key foundation subjects to focus on in 2022 - 23 Finalise expectations for shape of curriculum assessment ready for Sept 2022 Reserve time for staff and subject leads to adapt curriculum materials as school expands meaning that mixed age classes split in Year 3 and 4 (likely September 2022) 	<ul style="list-style-type: none"> Review curriculum progression documents in light of KO development ('less is more' approach) Staff update subject policies aligned with our approach to curriculum Further develop KO and formalise their usage – roll out creation of more KO (as appropriate after review in 2021 – 22) Further develop understanding of theories of memory and schema theory to feed into a 360° curriculum (i.e. thematic links within subjects across school, across subjects in tandem and between linked subjects both vertically and horizontally) Revisit 'typical gaps' for All Saints' pupils, especially provision for cultural capital we include Review key texts from English curriculum to enhance foundation subjects – strengthen spiral curriculum approach Develop links with KS3 providers to sharpen focus of curriculum transition Keep all stakeholders informed and respond to feedback accordingly Reserve time throughout the year for staff and subject leads to adapt curriculum materials in light of separate classes Identify key foundation subjects to focus on in 2023 - 24 	<ul style="list-style-type: none"> Refresh curriculum statement Staff update subject policies aligned with our approach to curriculum Review all curriculum documentation (long term planning, KO, assessments, curriculum progression) Keep all stakeholders informed and respond to feedback accordingly Prepare for separate taught curriculum in Year 5 and 6 (September 2024) as school expands Continue to develop links with KS3 and Early Years providers to sharpen focus of curriculum transition