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**Wibsey Primary School**

**Curriculum Design and Implementation**

At Wibsey Primary School our ‘Cumulative Curriculum’ drives our approach to learning and teaching and has the aim to pursue excellence within each National Curriculum and our Curriculum Intent at its heart.

The implementation describes the way in which we deliver our curriculum intent consistently across school.

The Wibsey Cumulative Curriculum

Academic subjects at Wibsey Primary School are taught through the ‘Wibsey Cumulative Curriculum’ and staff have worked collaboratively to design a curriculum which is underpinned by our whole school vision and values and is personalised to the needs of our school community. ‘The Wibsey Cumulative Curriculum’ provides a comprehensive and creative curriculum which is mapped out to ensure progression in learning and is followed by children from Year 1 to Year 6. Children in the Early Years Foundation Stage follow a thematic curriculum based upon the statutory requirements of the EYFS.

Academic subjects at Wibsey Primary School are taught through the ‘Wibsey Cumulative Curriculum’. Through this coherently planned curriculum, learning in each discrete national curriculum subject is cumulative and starts with learner’s prior knowledge and existing understanding. Understanding of new knowledge and concepts, along with the development of subject specific skills, is carefully sequenced year on year, and across year groups, to build on, and incorporate, previous learning. Learning is revisited regularly as pupils move across each year group, and across the school; this enables knowledge to be recapped, consolidated and committed to long term memory and for skills to be embedded. This ensures that by the time children leave Wibsey they have learned, and are able to recall and apply, the key knowledge and skills that we consider important in order for them to be successful in their next stage of learning.

The Learning Challenge Approach

Year groups organise the learning across the year, predominantly in half term blocks. When planning each half term, a learning journey is mapped out to ensure full coverage of the curriculum and skills. Each half term has a subject driver, which is predominantly, but not exclusively, History or Geography.

Knowledge underpins and enables the application of skill and we aim for pupils to learn new skills alongside knowledge, ensuring both are explicitly developed. Recognising that knowledge and skills are intertwined, the school uses, wherever possible, a cross-curricular approach, with purposeful links being made across the curriculum. This means that where thematic links with other subjects are strong then skills, knowledge and understanding across a range of subjects are brought together to form a theme of learning across each half term, resulting in the consolidation of knowledge and understanding. Where links are not strong subjects are taught discretely. Curriculum maps are produced for each year group ensuring clarity of coverage with a strong emphasis on progression of knowledge and the application of skills.

Delivery of the curriculum across school is through an inquiry-based methodology which evokes curiosity and motivates pupils. A ‘Learning Challenge’ question is framed for each half term eg ‘Was Boudicca is hero?’ or ‘Where do rivers start?’; this provides a question for pupils to answer, it requires deep thinking and encourages greater involvement of pupils in their work. Planning is led by the subject driver, with the Learning Challenge question framing the learning journey as pupils are taught the knowledge, and develop the skills, that they need in small steps to answer the ‘Learning Challenge’ question successfully.

Access the year group long term plans here.

Assessment

Assessment is carried out continuously as teachers guide the children towards independence. Assessment is built into the cumulative curriculum with clearly identified end points at the end of each academic year and in each subject. These end points inform both the formative assessment across the year and the summative assessment at the end of each unit and at the end of the academic year. Check points are embedded into the subject implementation for each subject, providing teachers with an assessment check point.

Reading

At Wibsey we believe that reading opens the door for every child to succeed and we are on a journey to become a reading community; reading underpins everything we do – we are learning to read, reading to learn and reading for pleasure. Consequently, reading is embedded within the curriculum implementation for each subject. Within each unit of learning theme children are able to practise, apply and develop their literacy (and numeracy) skills in other curriculum areas, with the skills taught being differentiated for the year group and ability of the pupils.

Key vocabulary within each subject is identified for each year group and this is developed progressively across school. Vocabulary is explicitly taught and modelled in context. This new vocabulary will enable the children to enable the children to access the learning over the half term.

Core Learning Experiences

At Wibsey, we value the power of authentic experience; learning is brought to life and given relevance and meaning. Consequently, ‘Core Learning Experiences’ are identified for each year group and woven into the sequence of learning to provide rich experiences to enhance, and consolidate, their learning. These experiences bring learning to life and provide a contextual experience for children to understand the knowledge and skills we teach. Carefully selected experiences, which can be visits or visitors, are key to providing all pupils rich experiences to enhance their learning and encourage pupils to see the links between the knowledge they learn and the impact and affect it has on their own lives. These Core Learning Experiences engage the children, develop strong links with oracy and provide a sense of purpose and audience to their learning.

Embedding these experiences develops a cultural capital of equity and is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have the same opportunities in society to achieve their full potential. Additionally, pupils from disadvantaged backgrounds often take part in pre-learning experiences to develop vocabulary and ensure that they are in the best position to learn across the new block of learning.

Building Learning Power

At Wibsey Primary School, Building Learning Power and Wibsey Skills for Life are interwoven with the academic subjects to form the curriculum. Within each year group there is a focused BLP muscle each half term, and these are developed progressively across school and within each year group. BLP is embedded throughout the implementation for each subject and within each lesson, there is a BLP objective which is communicated clearly to the children.

Curriculum Delivery

Our curriculum design and delivery is based on evidence from research and at the heart of our collective teaching pedagogy lie the characteristics of highly successful pedagogies (EEF research, NCSL). These main principles underpin our cumulative curriculum:

* The cumulative curriculum starts from a learner’s prior knowledge and existing understanding; learning is cumulative with new knowledge carefully sequenced to build on, and incorporate, previous learning (Maton 2019; James and Pollard 2011).
* There is clear thinking about longer term learning outcomes as well as short-term goals – end points are embedded within the curriculum for each year group and the learning journey is sequenced across each year group towards the agreed end points. Within the learning journey there are stepped, clear learning intentions which are appropriately challenging. We value the Blooms Taxonomy framework and this underpins learning sequences across the curriculum. Building areas of study around Blooms allows us to build factual, conceptual, procedural and metacognitive knowledge, resulting in fuller understanding and greater depth. Our aim is for children to remember key knowledge, but also to develop a full understanding of it in order to then apply this in context, creating outcomes, which draw on their learning experience over time.
* Delivery of the cumulative curriculum involves a range of techniques, including whole-class and structured group work, guided learning and individual activity. Teachers select, plan and deploy pedagogies to particular effect, there is fitness for purpose which ensures that all children have an opportunity to engage and be successful in their learning (Stronge *et al,* 2007; Florian & Linklater 2010).
* We teach children metacognitive strategies, including how to plan, monitor and evaluate their own learning. Shared success criteria allow children to have ownership of their learning and support them to be able to monitor their progress. Shared and verbalised class teacher thinking also models the thinking process for children. We understand the importance of teaching being explicitly clear, and tailored to individual need. The use of WAGOLLs means that expectation is clear and children are scaffolded during independent practice.
* Formative assessment is a powerful lever for improving outcomes for learners (Black & William, 1998). Assessment for learning is embedded into the cumulative curriculum across the clearly defined learning journey and is used to ensure all lessons are relevant and will help to plan for next steps. There are also built in assessment check points within each subject implementation.

Subject leadership

Subject leaders are integral to the planning process and understand the pathway that their subjects take across the school. Their role is to ensure that all children at Wibsey are receiving their curriculum entitlement and they play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. Progression of knowledge and skills is carefully mapped across Key Stages.

Subject Leaders monitor their subject to ensure the progression of key knowledge and skills is maintained and also that content is differentiated when necessary. Their work is monitored closely by the Senior leadership Team and Governors to ensure joint vision and equitable delivery.

All subject leaders are given access to training and CPD opportunities to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and the professional practice of colleagues. They are given time for their role and have opportunity to join appropriate professional bodies to support their subject knowledge.

Review

Curriculum design is viewed as a continuous and fluid process which takes, into account, the needs, characteristics of our children, their prior learning and experiences and the statutory curriculum (EYFS Statutory Framework and the National Curriculum). It is constantly evolving to ensure local, national and global contexts are topical and that current educational research and best practice informs pedagogy.

Having delivered the ‘Wibsey Cumulative Curriculum’ over the academic year 2021-2022 there was a whole staff review. Feedback was that the curriculum was too ambitious in terms of content and we are currently in the process of streamlining the curriculum as we move forward into the next academic year. This streamlining and chunking of the curriculum into manageable amounts will further support all learners in retaining and remembering their learning, ensuring that it moves more readily from short-term to long-term memory.