



# Flying High Partnership

## Curriculum policy

*'Making Every Day Count'*

Last reviewed on: June 2024

Next review due by: June 2026

## Vision

Our FHP curriculum model, underpinned by current research and statutory documentation (such as the National Curriculum and EYFS framework), ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy.

At Whipman Woods we have taken the FHP model and sequenced the learning in a way which takes account of the school's unique profile. Our curriculum principles permeate the planned content, articulated through a carefully considered rationale. At Whipman Woods we value **Belonging, Excellence and Empowerment**. Each of these themes underpins the curriculum, giving foundation to the school's culture and ethos.

Fluency in the core subjects, with reading at the heart, enables access to the full curriculum and is therefore integral to our approach. The curriculum is carefully designed through enquiry drivers (for example: History, Geography and The Arts), enhancers and discrete subjects, ensuring coverage, progression and retention of knowledge and skills. Our knowledge-rich curriculum is underpinned by key concepts. Children explore concepts throughout the curriculum, revisiting them in a wide range of contexts and through the lens of different subjects. This promotes a deep understanding of the concepts and enables the transfer of knowledge to the long-term memory. It aims to provide inclusive and aspirational environments where learners thrive and build the cultural capital they need to make aspirational choices about their own future, overcoming any barriers.

We communicate our vision through the acronym, '**CHROME**'.

<b>Character and Heart</b>	to develop individuals who are resilient and show compassion and integrity.
<b>Relevance</b>	to ensure our children's backgrounds and needs, along with our current culture, climate and events, determine the content of our curriculum.
<b>Opportunities</b>	to enable children to move beyond their lived experiences, further developing their cultural capital
<b>Memorable learning</b>	to secure children with transferable knowledge they need for subsequent learning
<b>Empowerment</b>	to enable children to be aspirational, reflect on their learning, take risks, be brave, ask questions, solve problems, evaluate, develop peer critique methods and take ownership of their learning to increase their cultural capital.

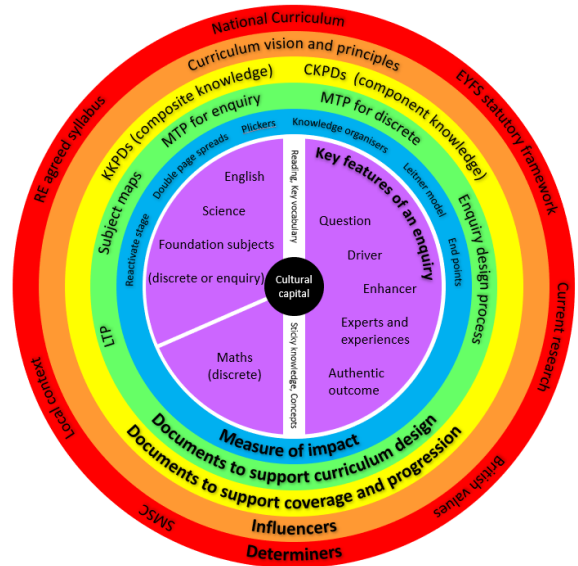
Our mission is to create the best schools in the universe and as part of this we celebrate the unique nature of each school. Our ethos of adopt, adapt and fly recognises the importance of a curriculum to meet the needs of each community. The implementation of the FHP core elements and principles provides all children with the knowledge and skills they are entitled to learn. We aim to make every day count!

## Curriculum Model

Our curriculum model consists of different layers. These are:

- Determiners
- Influencers
- Coverage and progression
- Curriculum design
- Measure of impact

Our model is underpinned by statutory documentation and leading research. It is influenced by our school's unique context and culture. Coverage and progression is ensured through detailed Key Knowledge Progression and Component Knowledge Progressions devised by FHP and leading, national experts. Our curriculum has been carefully designed using various planning tools (e.g. subject maps) with key content choices made to align to the school's context and the children's needs. Our curriculum impact is measured using various assessment tools, such as the Leitner model and Plickers.



## Aims

Our curriculum aims for pupils to:

- develop deep, interconnected knowledge and understanding across all subjects.
- apply this knowledge and understanding to perform subject-specific skills.
- acquire knowledge from a range of types, including substantive, procedural and disciplinary.
- develop a love of a range of different subjects.
- achieve curriculum end points across all subjects so that they are well-prepared for the next stages of education.

## Intent

At Whipman Woods Primary School, our curriculum is based on the National Curriculum for Key Stages 1 & 2 and the Early Years Foundation Stage Framework. These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all. Further ambition is gleaned through the use of expert resources from a range of national associations.

Statements from the National Curriculum for each subject and from relevant educational programmes of the EYFS have been broken down and sequenced into strands and year groups. We call this a key knowledge progression document (KKPD). It contains key substantive, procedural and disciplinary knowledge that children need to know and remember.

Composite knowledge from the KKPDs is mapped on to a whole school long-term plan and sequenced onto subject maps. Links are made across year groups and subjects through deliberate and diverse content choices.

Each KKPD statement is broken down into component (granular) knowledge and key vocabulary and can be found in our component knowledge progression documents (CKPD). These 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 in each subject.

Within the KKPDs there are clearly defined curriculum end points which capture the knowledge, skills and understanding that children should have at the end of each year, in each subject. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable learners across the curriculum.

**For subject leaders**, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

**For teachers**, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KCPDs. They support teachers to plan activities that help to develop children as effective learners. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

**For children**, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

The KCPDs and CKPDs are used by teachers to create learning sequences and objectives with the end points in mind. These are plotted on an enquiry or a discrete medium-term plan.

Please see Appendix A: 'Curriculum Structure Flowchart' for further information.

## Implementation

The curriculum is delivered through an enquiry approach. We carefully select prompt questions which drive the children's curiosity and these can be found on our website [Enquiry questions](#)

Subjects can be delivered as a driver or enhancer to an enquiry (when this enables children to answer the enquiry question to its fullest). When this is not possible, subjects are taught discretely.

Individual lessons are planned in detail using our lesson design model. This has been informed by leading research such as Rosenshine's principles of instruction. The model includes five, flexible elements:

- Reactivate
- Teach, facilitate, model
- Learning together
- Independent practice
- Reflection

We use a range of varied teaching strategies to deliver lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask, as well as answer, enquiry questions. Enrichment experiences are crucial to our learning and are used to immerse children within the studied enquiries.

Our learning environments are used as immersive and instructional teaching tools. Learning journeys are organised with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently.

## Impact

Our carefully planned curriculum is the model of progression in all subjects. We strive for our children to know, remember and understand more of what they have been taught. We use the Leitner system with our sticky knowledge flashcards to help 'interrupt the forgetting' and ensure that sticky knowledge is retained.

Sticky knowledge is assessed at the end of an enquiry through completion of a double page spread which demonstrates pupil's knowledge and understanding by answering the enquiry question. Cumulative sticky knowledge quizzes take place throughout the unit of study. Quiz scores are to be retained and shared with the geography subject lead.

Knowledge organisers are used as a point of reference to support the acquisition of key vocabulary and sticky knowledge and can be used for both retrieval and self-quizzing practices.

Interleaving assessment of our 'sticky knowledge' is carefully planned on medium term plans and displayed in our classrooms.

All assessment practices allow teachers to garner evidence towards the curriculum end points and informs where subsequent teaching needs to focus to close any gaps. This evidence forms a capture of how well our children are performing across the school.

We have developed a comprehensive subject leadership toolkit. We have ensured that all subject leaders have received training on this. The document provides a range of monitoring tools including a methodology for checking the quality of education that pupils receive across the curriculum. We call this methodology a 'focused review'. This

tool allows us to monitor, check and connect evidence together to form robust judgements about the quality of education that pupils receive. We use work scrutiny, pupil discussions and lesson visits effectively to achieve this.

## **Children with special educational needs and/or disabilities (SEND)**

At our school we teach every subject to all children. We provide a broad and balanced education to all children. We want all our children to access an ambitious curriculum. We believe in scaffolding up, and not dumbing down, the curriculum. A number of adaptations are available for children who have additional barriers to their learning. These can be seen in our subject adaptation documents. These have been shared with teachers to give them ideas on how to adapt lessons.

Where accessing reading materials could be a barrier (e.g., lowest 20% of readers), we include visual and audible scaffolds.

## **Staff professional learning**

As part of the Flying High Partnership, our staff have access to a professional learning community, where subject leads from all Partnership schools work together to share best practice, discuss scholarly developments and strategically develop and plan our vision for the next steps in our curriculum. This expertise is then shared across the staff team through staff meetings and INSET training sessions.

## **Equal opportunities**

It is important that teachers plan work that offers equal opportunity in respect of protected characteristics. For example:

- by ensuring that activities are carefully planned to meet the needs of all children and ensure scaffolds are available to the children who need more support
- by ensuring that all NC subjects are taught to all and that the materials used provide a 'mirror' and 'window' to the diverse British Isles and wider world
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience.



## FHP Curriculum Structure Flowchart: How our model is enacted

