



How we deliver our curriculum to support all learners

How we ensure consistent delivery of the subject across all key stages

- The codification of curriculums into booklets in most subjects ensures the intended content of the curriculum makes its way into every lesson and all students access the same powerful knowledge.
- The use of booklets ensures that all students are exposed to carefully chosen explanations, examples, models and practice, and ensures all students are routinely required to read and are exposed to academic text, regardless of the teacher/or key stage.
- Booklets are collaboratively planned within departments, which allows powerful professional development of teaching involving continual research, thought and reflection.
- Knowledge Organisers are used in most subjects to summarise and condense all the most vital, powerful knowledge for every topic on a single A4 page, making the schema of each topic as explicit and visible as possible. The KOs make the expectation for what should be learnt transparent to students, teachers and parents.
- All students sit common, summative assessments at each Key Stage (for example Rank Order Assessments at Key Stage 3), allowing students' progress through the curriculum to be assessed and responded to. Where available, United Learning group-wide tests are used as ROA assessments.
- Protected weekly department CPD time is used to continually review and develop curriculums and collaborative resources.
- Middle and senior leaders carry out weekly department learning walks and book looks to monitor and evaluate curriculum implementation and impact, enabling the CPD offer to be responsive to needs. Time is protected fortnightly for instructional coaching- an observation and feedback cycle, linked to the principles of deliberate practice used to develop teacher expertise. (Sept 22)
- Regular support visits from United Learning subject advisors provides an additional layer of robust support and challenge for curriculum review and development.

How we make sure the curriculum caters for all groups of students including SEND and disadvantage

- Due to the codification of curriculums into booklets and collaborative resourcing in departments, all students access the same content.
- All students have access to high quality, inclusive teaching and specific strategies are used to support disadvantaged students and students with SEND accessing learning in the classroom.
- Teachers have consistently high expectations for all students.
- Teachers are aware of and understand individual students' SEND needs and the specific strategies to use, to support students in the classroom.
- All lessons use Teach Like a Champion techniques which provide clear, consistent routines for behaviour/classroom management- thus creating a positive and supportive learning environment without exception. Examples include consistent starts and ends of lessons, including calm and orderly transitions, with teachers greeting students at their doorways. Common commands are used for routine classroom activities such as transitions between activities and use of Mini whiteboards to check for understanding.



- Teaching and learning is underpinned by Rosenshine's Principles of Instruction and evidenced informed practice.
- A common understanding and language around effective, high-quality teaching is well established. As a result, strategies such as Explicit Instruction- providing clear explanations, modelling, frequent checks for understanding, guided and independent practice, that are well evidenced for having a positive impact for students with SEND, are used routinely by all teaching staff.
- Teaching staff understand the basic principles of Cognitive Load Theory and practically apply a range of strategies to lessons and resourcing to limit the risk of student's working memory being overloaded, thus enhancing rates of student learning.
- Prerequisite knowledge is activated at the beginning of learning sequences to support the acquisition of new knowledge.
- Key vocabulary is taught explicitly.
- Teachers model reading to support decoding and students use reading rulers to track texts.
- A range of strategies are used to regularly check students' understanding and progress through the curriculum, such as cold call, turn and talk and purposeful circulation. Assessments of students' progress are made and teaching is responsive to students' needs.
- To guide learners from novice to expert, modelling and scaffolding are core elements of lessons. All lessons follow Rosenshine's Instructional Core or I>We>You cycles involving demonstration, guided and independent practice.
- New information is introduced in small steps and consideration given to how it is presented in lesson resources- avoiding the split attention and redundancy effect.
- Teachers use dual coding to maximise learning, and scaffolding and worked examples (using visualisers) are used to support learners.

How we ensure the curriculum embeds prior knowledge and aids long term retention of knowledge

- Our Subject Leaders have sequenced the knowledge in their individual curricula to support students to learn and remember more over time. They do this by making sure students learn the individual component knowledge in their subject area and how this links together, to then understand the wider concepts fully.
- In order to help students develop more powerful long term memory teaching is underpinned by cognitive science and evidenced informed practice, incorporating key developments such as management of cognitive load, spaced and interleaved learning and retrieval practice.
- Rosenshine's Principles of Instruction form the basis of our approach to teaching & learning and provide teachers with a shared understanding around effective teaching. Teach Like a
- Champion techniques are used consistently in lessons to support teachers in the practical implementation of these principles.
- All lessons begin with spaced, interleaved 'Do Now' retrieval quizzes- strengthening memory and supporting more fluent recall, whilst allowing understanding to be checked and responded to.
- Relevant prior knowledge is activated and connections made to previously learnt material, meaning students focus on the 'velcro' knowledge to stick new knowledge to.
- New information is introduced in small steps and consideration given to presenting it in such a way that working memory does not become overloaded, therefore maximising learning.



- Modelling and scaffolding are core elements of all lessons, with Rosenshine's Instructional Core or I>We>You cycles used to show students what to do and how to do it and support students in their journey from novice to expert.
- Checking for Understanding, using questioning strategies such as cold call and feedback strategies such as live marking and purposeful circulation are used throughout, allowing errors and misconceptions to be addressed quickly and teaching to be responsive to students' needs.
- Teachers use frequent checks for understanding and in-class formative assessment throughout lessons, to understand students' progression through the curriculum and assess their level of understanding. Doing this not only allows teachers to adapt their instruction and curriculum, for example, through re-teaching or providing further practice, but also encourages students to elaborate on and explain their ideas, as a result making links to prior knowledge and strengthening connections- cementing this information into their long-term memory.
- Visualisers are used consistently throughout the I and We stages to model new substantive or procedural knowledge. Teachers 'think out loud'- verbalising their decisions and thought processes, supporting students' metacognitive thinking.
- Students carry out spaced, interleaved retrieval practice quizzes with subject knowledge organisers weekly during tutor time.
- The use of digital platforms and quizzes such as Seneca, Hegarty, Sparx as part of the homework programme provides spaced out repetition of new content, using adaptive technology that can personalise the content or questions a student receives. This promotes 'desirable difficulty' where students have to work hard to recall something that has not been completely forgotten.