



Key Issue September 2023: A5

The curriculum is not as well refined or embedded in all subject areas. Enhancements need to be available to all classes in all subject areas. Gaps in knowledge sometimes go unidentified so pupils' understanding needs to be checked more effectively.

Context / Position Statement: RB has worked alongside KY from the Trust to produce a Curriculum that fulfils the aim of the National Curriculum and ensures progression. Ofsted noted that the curriculum needed to be more refined but praised its careful planning, focus on vocabulary and enrichment opportunities.



PROBLEM - WHY?

Teachers/Support staff

1. Ofsted 2023 'In some subjects, leaders' curriculum thinking is not as well refined or sufficiently embedded as it is in others. This means that the curriculum is not having as much impact as it could. Leaders should work with staff to further enhance the curriculum, especially in some foundation subjects.' Progression documents include too many objectives, too many pieces of key learning and too much disciplinary knowledge. They do not clearly outline substantive and disciplinary knowledge. Curriculum planning documents focus solely on objectives with no refined elements to the lesson so it is not as easy to know what the key points of learning are.
2. Trips and visits have been available but not consistently directly linked to topics which could reduce the cultural capital that we offer for some of our pupils.
3. Teachers do not always identify gaps in learning because pupils understanding is not always checked effectively
4. **Pupils** Pupils do not all know what each subject is and what they specifically learn in History for example. They do not all know what it means to be a Historian. Pupils do not retain key facts from previous learning beyond their current year group/topic.
5. **Pupil premium children do not regularly attend extra-curricular clubs to support their wider curriculum. Progress and attainment are lower than less disadvantaged peers.**

INTERVENTION

EVIDENCED INFORMED PROCESS DESCRIPTION - WHAT?

Active ingredient 1

a) A complete set of planning documents (progression, skills, knowledge, teaching ideas) for all staff (many with teacher input) from curriculum lead (RB) including big questions, and knowledge organisers- all with refined objectives and key learning points.

b) Plans of action in place for all leaders that will inform appraisal, QAC and QA by SLT. Subject leader monitoring taking place regularly- QA by SLT. This will support the triangulation of documents ensuring all are in place but with clear objectives being met.

Active ingredient 2

Enhancements made to ensure each year group is exposed to a trip/visitor thus providing cultural capital to all pupils.

Active ingredient 3

Statements created for each subject so that all children know what it means to be a historian, geographer, scientist etc and the skills that they learn in each lesson and why.

Active ingredient 4

Newly refined curriculum plans provide a list of key facts for children to know which can be spiraled back to and used within pupil voice/subject leader monitoring. Quizzes at the end of each half term will support in identifying gaps as well as day to day strategies and class follow ups evident in books. The addition of substantive knowledge to the curriculum plans will support with precise success criteria to pin point gaps.

Active ingredient 5

Pupil Premium: attendance and progress monitored ensuring the gap is closing and these children are achieving given targets. PP children are identified on curriculum assessment grid. Attendance of PP children on school trips and at

IMPLEMENTATION ACTIVITIES - HOW?

Active ingredient 1

a) Training provided and staff meeting time given to provide teachers/subject leaders with ownership of this.

b) Plans of action that allow clear articulation of where our curriculum is and what needs to be done next. WORKLOAD: staff meeting time to populate these and evidence subjects. Subject swap mornings to continue.

Active ingredient 3

Twilight for teachers to plan in trips/visitors in advance.

WOW days, trip/visitor organised for each topic. Presentation of homework projects to allow children to teach each other new facts and showcase their talents.

Active ingredient 4

BDAT created statements for what a subject means to be shared with all schools for a consistent approach. Subject leaders to be familiar with this. Subject days to be planned in. Pupil voice to gain evidence on the usefulness of quizzes and success criteria and knowledge of key learning elements.

Active ingredient 5

CPD for teachers on questioning, identifying gaps in learning. A focus on this in appraisal observations. Class follow ups to demonstrate pupils revisiting and gaps being identified. Quizzes cover key learning points.

Pupil premium: RB to be familiar with and receive regular updates on attendance, progress and attainment of pupil premium children throughout the year- tracking the progress on curriculum assessment grids. Monitor the attendance of pupil premium children on religious visits, trips and at extra curricular clubs

IMPLEMENTATION OUTCOMES - (who, when, how)

Short term

Fidelity:

Staff will have had personal input in the design of the curriculum for 2023/2024. Refining will take place over the whole year to ensure that learning is concise. RB to facilitate this with subject leaders and class teachers during curriculum meetings each term.

Curriculum target added to appraisal 2023/24

Acceptability:

Through staff compliance operationally with these strategic, trust supported decisions and through following policy consistency of curriculum delivery will be visible. Phase meetings to take place from September 2023 to allow phase leaders to support with aspects of the curriculum on a smaller group basis and allow the sharing of good practice.

Reach:

All children will receive the same diet of teaching and learning. SEN and PP monitored. Wow Days and trips will be planned in Autumn 1 to increase cultural capital.

Medium term -

At the end of each half term- plans of action updated, at the end of each term position statements updated. Support on filling this documents in will be given. A subject swap morning to focus on refined objectives and gaps in learning

RB to research and book some extra curricular clubs other than sports.

Long term

By July 2024, a full cycle of the refined curriculum will have taken place meaning that documents are refined and adapted. There is effective formative and summative assessment techniques and reporting methods for all classes. Most pupils will be able to fluently articulate what each subject is for.

Pupil Premium children have improved progress and attainment within curriculum areas. Attendance at clubs and on trips has been recorded with an increased take up from Autumn-Summer.

FINAL OUTCOMES

Short term by Aut 2 2023 Because teacher knowledge is secure, planning is concise and consistent. All topics will be delivered to a high standard and evidence will begin to show in books, drop ins and through pupil voice. SLT check through QAC. Wow days and trips are beneficial and boost the learning opportunities and engagement.

Medium term by end of Spring 2024 Plans of actions will have been undertaken by all subject leaders and position statements will reflect updated subject status by the end of Autumn 2. Pupils through pupil voice will be able to demonstrate that they know more and remember more compared to Spring 1 2023 baseline of this. Throughout Autumn pupils will begin to be able to articulate what each subject means and why they learn it. At least two new clubs are in place.

Long term - Summer 2 2024 Fidelity to new planning documents- all subjects have consistent documentation. Curriculum planning documents are being followed and evidence can be triangulated when looking back through the year's books. By July 2024, a full cycle of the refined curriculum will have taken place meaning that documents are refined and adapted with key points of learning obvious and understanding checked by teachers accurately. 80% of pupils will be able to fluently articulate what each subject is for. There is effective formative and summative assessment techniques and reporting methods for all classes- CFUs evident, assessment spreadsheets shows chn are in line with achievements in core subjects.

Pupil premium: Figures show the improvement in progress and attainment of curriculum subjects and that progress is in line with that of core subjects. A wider selection of clubs are in place and pupil premium children are represented well at these.