Curriculum statement 2023 -2024

Updated 2021-2022

2022 – 2023

2023 -2024

Our intent is that all pupils will gain knowledge, skills and understanding at each stage of their development and progress through the school following a well organised curriculum that is challenging, engaging and enriching.

Cawood Church of England Primary School is a very successful and friendly school, that is built of the secure foundation of Christian Values. We aim to provide an excellent education for all the children at Cawood and the surrounding area. We believe that every child has the ability to succeed and a gift that can develop and improved through the engagement of a coherent, relevant, challenging and creative curriculum.

We recognise the skills, abilities and talents of each individual and we aim to create a happy learning environment in which all children can discover their uniqueness, abilities and talents. Our vision is for all children to be happy and confident learners developing emotionally, physically, intellectually and spiritually as well as having good emotional well – being. The rational for our curriculum is based on our four deeply rooted Christian values that lie at the heart of our school and permeate our vision:

1. Perseverance
2. Friendship
3. Thankfulness
4. Wisdom

PFTW

These are known in school as PFTW.

1. Perseverance

We believe that hard work and determination are important and when things get tough, that's the time to give your best effort and to keep going. There are many people in the Bible and modern day examples of people who have shown great perseverance and achieved great things.

2. Friendship

We believe that friendship is very important. Jesus instructed his disciples, and the people, to love one another. We deeply care for one another at school and we want everyone to achieve and do their very best in life. Our friendship is very important. We like it when we are helped and encouraged by a friend and we like to help and support one another in our work and in play and leisure time.

3. Thankfulness

We have much to be thankful for at Cawood. We are thankful to be a part of creation and to be part of a caring community. We are thankful for our friends and family and that we can come to school to learn about our world. Through our thankfulness we value people, our school and the many wonderful things that we have.

4. Wisdom

At school we develop our skills, understanding and knowledge. We value our experiences and hope that we learn from them as we grow older. Our learning is very important to us so that we can develop and grow to be happy and confident individuals at school, and then in our places of work. We always want to make good decisions and good choices in life so that we can fulfill our lives and flourish as individuals. We aim to always learn from our errors and mistakes and go on to achieve our best, making the most of each day.

Our Vision

We aim to provide a curriculum that is meaningful but also enjoyable, creative, and essentially, enriching and challenging. We encourage all members of our school community to develop the skills and confidence to reach their full potential in every aspect of life. We strive to provide high standards of teaching and excellent learning opportunities in a safe, friendly and supportive environment. We believe that a strong partnership between school, home, parish and community is essential to the children's development. At Cawood, *everyone matters* and we whole heartedly believe in our statement of **stepping forward together;** We are a supportive community, everyone makes progress and no- one is left behind.

Our Intent

> ➢ **Our intent is to provide the very highest standards of teaching and learning. The methodology of our intent is summarised in our statement of 5 ways to Flourish. To Connect, Be Active, Keep learning, Give, and to Take Notice. Built on the foundations of our Christian values of PFTW, our curriculum and the practice of our associated pedagogy, falls under the umbrella of Take Notice and especially Keep Learning.**
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> **A summary of this is made in the following three points**
>
> - children become procedurally fluent and have meaning knowledge and schemas.
> - children make progress by remembering more knowledge
> - children make progress in developing their skills

The Curriculum

The children are taught a breadth of knowledge across all aspects of The National Curriculum. Four subjects form the core of the curriculum: English, Mathematics, RE and Science. The other foundation subjects are: Computing, History, Geography, Design Technology, Art and Design, Music and Physical Education. We also teach French as a Modern Foreign Language to all children in Key Stage 2.

The National Curriculum programmes of study are followed for all subjects with the exception of RE where, we follow the York Diocesan Scheme of Work for RE.

At Cawood we believe that the quality of education comes from structure and organisation of the curriculum and the effective way the curriculum is brought to life through rich, skilful and creative teaching that encourages, helps and inspires children to learn.

Further categories of knowledge

We believe that effective teaching is to impart knowledge that is both engaging and enriching. At Cawood we have classified knowledge into two main types:

Substantive knowledge and Disciplinary knowledge

We recognise that there further definitions of knowledge however it has been useful to consider these two main headings and definitions in the following way:

Substantive knowledge.

This is the core knowledge of the curriculum that is taught in each of the subjects. It is defined by the national curriculum and it is consider to be the established facts

For example, a historical established fact is that the Romans with drew from Britain in AD 410

Lindisfarne was attached by the Vikings in 793.

Key substantive knowledge at key stage 2 in music would relate to knowing about musical history and the theory and notations in music such as:

Notes are the building block for all music. The musical alphabet consists of seven letters A,B,C,D,E,F,G,. Each note has a unique pitch. There are 8 notes in an octave et.

Substantive knowledge in geography could relate to the names of the parts of a river such as source, tributary, estuary.

Substantive knowledge in Science could relate to the parts of a flowering plant or the three different main types of rock as igneous, sedimentary and metamorphic.

Disciplinary Knowledge

Disciplinary knowledge is defined as the specific methods in a subject that help to establish the substantive facts.

In geography for example it could be carrying out a river, soil or a beach study.

In music it could be comparing pieces of music and learning to compare and appreciate different music types.

In science it could be following the processes of science, setting up a fair test and considering variables.

We recognise that whilst it is helpful to think of knowledge types in this way, as substantive and disciplinary knowledge, it is not always easy to think about knowledge and to make such a distinction throughout the different rich and varied subjects that make up the nation curriculum.

We have therefore made knowledge definitions and classifications in the following ways in the different subjects:

History :

Substantive knowledge: in history, this refers to knowledge about the past.

Disciplinary knowledge: this refers to knowledge about how historians and others study the past, and how they construct historical claims, arguments and accounts. This is not a set of generic skills, but a complex body of knowledge. Pupils need to build this knowledge over time by encountering a range of meaningful examples of how historians have studied specific aspects of the past and constructed claims and accounts about them.

We also further distinguish between **Core Knowledge and hinterland knowledge**:

- **core knowledge:** content that, within a particular lesson or topic, curriculum designers and teachers consider most important for pupils to secure in their long-term memory
- **hinterland:** background information that helps to make core knowledge meaningful by placing it within a rich context

Specific aspects and features of pupils' knowledge that we comment on in this review include:

- **chronological knowledge:** pupils' knowledge of broader chronological frameworks, narratives and features of historical periods
- **terms, concepts and phenomena:** much of what pupils learn will be unique to the historical context. However, our research review found that knowledge of recurring terms, concepts and phenomena is important in helping pupils to learn new material. Again, these are not simple or discrete categories, but it can be useful for teachers and curriculum designers to distinguish between:

Geography:

- **Substantive knowledge** sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:
    - locational knowledge
    - place knowledge
    - human and physical processes (the geography community also includes 'environmental' as part of this)
    - geographical skills.
- **Disciplinary knowledge** considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

ART and design

Three Domains of knowledge

- 'practical knowledge', which is about developing technical proficiency
- 'theoretical knowledge', which is the cultural and contextual content that pupils learn about artists and artwork[footnote 33]
- 'disciplinary knowledge', which is what pupils learn about how art is studied, discussed and judged

These terms are helpful for us to understand the different types of knowledge and to establish a consistent and shared understanding of art and design across the school.

Music

Procedural knowledge

Procedural knowledge is the knowledge used in performing a task, such as playing an instrument or using multi-tracking software fluently. It is the foundation of performing and composing. Well-developed procedural knowledge depends on pupils acquiring an array of automated procedures in order to develop technical and expressive competence on an instrument.

Declarative knowledge

Declarative knowledge is a set of musical knowledge that can be stated verbally. It is content that can be discussed. In a musical context, examples of declarative knowledge might include notation, keys and chords, or the works and songs that comprise musical culture. Declarative knowledge underpins advanced thinking.[footnote 10] It is the presence of this knowledge in long-term memory that enables the conscious mind to process complex concepts.[footnote 11] It is better to give pupils regular, spaced-out re-encounters with this content than to teach it in blocks, to help them build knowledge in long-term memory.[footnote 12]

Pillars of progression in music

Technical

The development of motor skills for music is an important aspect of controlling and understanding sound. Pupils' ability to control sound, through singing, playing instruments, or using music technology, helps them to get better at performing, composing and listening to music.

Constructive

This refers to knowledge of how the building blocks of music come together, both analytically and in the creative process. It includes knowledge of the musical elements/interrelated dimensions of music and the building blocks of composition.[footnote 13]

Expressive

This focuses on the less definable aspects of music: quality, meaning and creativity. Musical expression in performance depends on the highly developed technical expertise of the performer. This is combined with what a performer knows and understands about the music they are playing, both specifically and in terms of the wider culture in which the music exists.

PE

Knowledge in PE (for a glossary of key terms see Appendix A)

These forms of knowledge are:

- motor competence – knowledge of the range of movements that become increasingly specific to sport and physical activity
- rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
- healthy participation – knowledge of safe and effective participation

Science

There are two main Knowledge types are

- **Substantive knowledge**: refers to the established knowledge produced by science, for example, the parts of a flower or the names of planets in our solar system. This is referred to as 'scientific knowledge' and 'conceptual understanding' in the national curriculum.
- **Disciplinary knowledge**: refers to what pupils learn about how to establish and refine scientific knowledge, for example by carrying out practical procedures. By identifying and sequencing this knowledge, it is possible to plan in the curriculum for how pupils will get better at working scientifically throughout their time at school.

Computing - Pillars of progression

There are 3 main content areas that pupils develop knowledge of:

- computer science
- information technology
- digital literacy

These 'pillars' of progression are recognised as areas of the curriculum by the Royal Society and are visible in the aims of the national curriculum for computing.[footnote 46] Pupils make progress in computing by knowing and remembering more about and, importantly, across each of these categories,[footnote 47] and being able to apply this knowledge. However, these pillars do not sit separately from each other. Knowledge from each pillar complements the others and some subject content only exists at the interplay between these 3 pillars.[footnote 48]

Declarative and procedural knowledge

This review draws a distinction between declarative and procedural knowledge in computing.[footnote 49] Declarative knowledge, often referred to as conceptual knowledge in the literature, consists of facts, rules and principles and the relationships between them.[footnote 50] It can be

described as 'knowing that'. In contrast, procedural knowledge is knowledge of methods or processes that can be performed. It can be described as 'knowing how'. Examples of declarative and procedural knowledge across the 3 pillars can be seen in Table 1.

Table 1: Examples of declarative and procedural knowledge in computing

Form of knowledge	Computer science	Information technology	Digital literacy
Declarative	Programming syntax	Principles of effective multimedia design	Features of unreliable content
	The purpose and function of different logic gates	Spreadsheet formulae	

| Procedural | Performing binary addition | Setting up a slide master | How to perform an advanced web search |
| | Implementing a repeat in a programming language | Applying conditional formatting | |

This distinction is helpful when considering knowledge within the subject. Many aspects of computing use skills such as programming, creating digital artefacts and being able to use a search engine. It is helpful to consider these skills in terms of procedural knowledge, as they are methods and processes that can be performed. This makes identifying the knowledge required to perform these processes skilfully much easier. They are enabled by declarative knowledge such as knowledge of suitable data types and structures, knowledge of appropriate font sizes and styles and knowledge of suitable key words to use when performing searches.

- The planned curriculum includes a breadth of knowledge relating to computer science, information technology and digital literacy.
- Declarative knowledge ('knowing that') and procedural knowledge ('knowing how') are identified, sequenced and connected in the curriculum.
- Skilful use of technology is underpinned by procedural and declarative knowledge.

Languages

Typically, language assessment systems incorporate these 3 'pillars':

- the system of the sounds of a language and how these are represented in written words (or scripts other than Roman)
- vocabulary
- grammar, including inflectional and/or derivational features (the systems for changing the form of a word and for creating new words, respectively) and syntax[footnote 54]

We refer to these 3 pillars as phonics, vocabulary and grammar throughout this review.

RE

3 types of knowledge

These broad types of knowledge are 'pillars of progression' within RE. 'Getting better' at RE - knowing more and remembering more of these pillars as they are set out within the RE curriculum:

- first, 'substantive' knowledge: knowledge about various religious and non-religious traditions
- second, 'ways of knowing': pupils learn 'how to know' about religion and non-religion
- third, 'personal knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

A summary of our knowledge goals

We aim to be consistent in our methodology of teaching, our high expectation of the children, the development of skills and the knowledge the children can digest and remember.

Our knowledge goals can be summarised in the following way

Knowledge goals

	Substantive Knowledge — Established facts	Disciplinary Knowledge — Methods of working
Semantic Knowledge — The facts students need to understand	Recall and understanding of facts	Understanding of the methods that have established facts
Procedural Knowledge — The things students need proficiency in	Using known facts to understand procedures (e.g. a student who knows about changes of state in liquids better follows the process of separating mixtures)	Fluency in methods

The importance of vocabulary

We recognise the importance of vocabulary in children's knowledge, skills and concept development. A growing and rich vocabulary is good for the development of the brain, the children's understanding and their ability to communicate and express their thinking and reasoning.

The importance of vocabulary

Research by	Findings
Hall & Charlton	**Vocabulary improves:** • Reasoning • problem solving • Pragmatic thinking • Academic success
Hart & Risley	**30 Million word gap by of 3:** • High income: 45 million • Middle income: 26 million • Low income: 15 million
Willingham	**95% Comprehension** • Below 95% = no comprehension of text • 98% required for scientific texts

Rosenshine's Principles of instruction

In order to further develop and improve our methodology of teaching and to have a more consistent approach, in January 2023, the school has adopted Rosenshines principles of instructions.

Rosenshine identified ten 'instructional procedures', the actions which 'master' teachers regularly employed within their lessons to enable learning to occur.

1. Begin the lesson with a review of previous learning.
2. Present new material in small steps.
3. Ask a large number of questions (and to all students).
4. Provide models and worked examples.
5. Practize using the new material.
6. Check for understanding frequently and correct errors.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Monthly and weekly reviews.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

01 DAILY REVIEW

MO　TU　WE　TH　FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

? ?

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

+ =

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

These instructional procedures shape our teaching methodology and consequently, the way in which teaching and learning is observed and monitored.
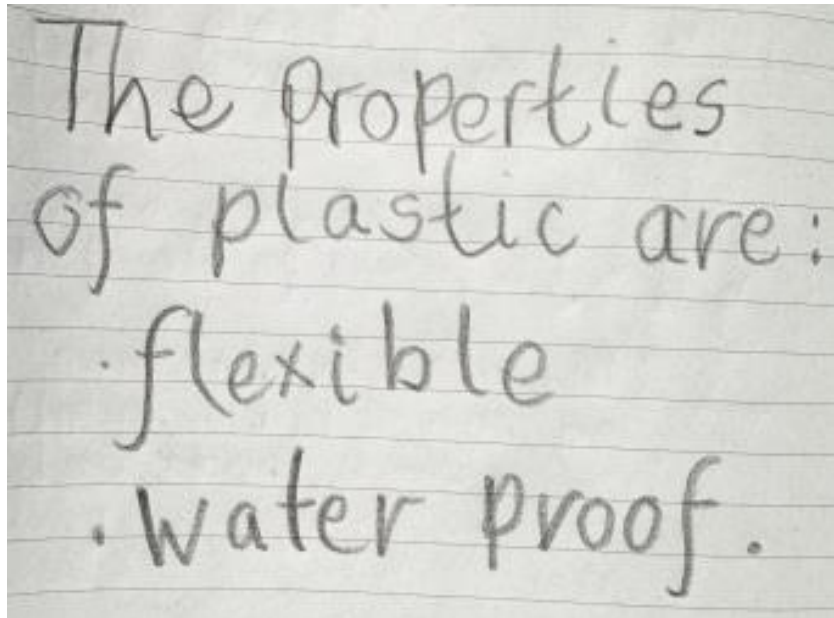
Golden Sentences (New in November 2023)

New learning is emphasised by Golden sentences.

Golden sentences are also used to emphasise important facts and key information and to help the children to remember the new facts or new information.

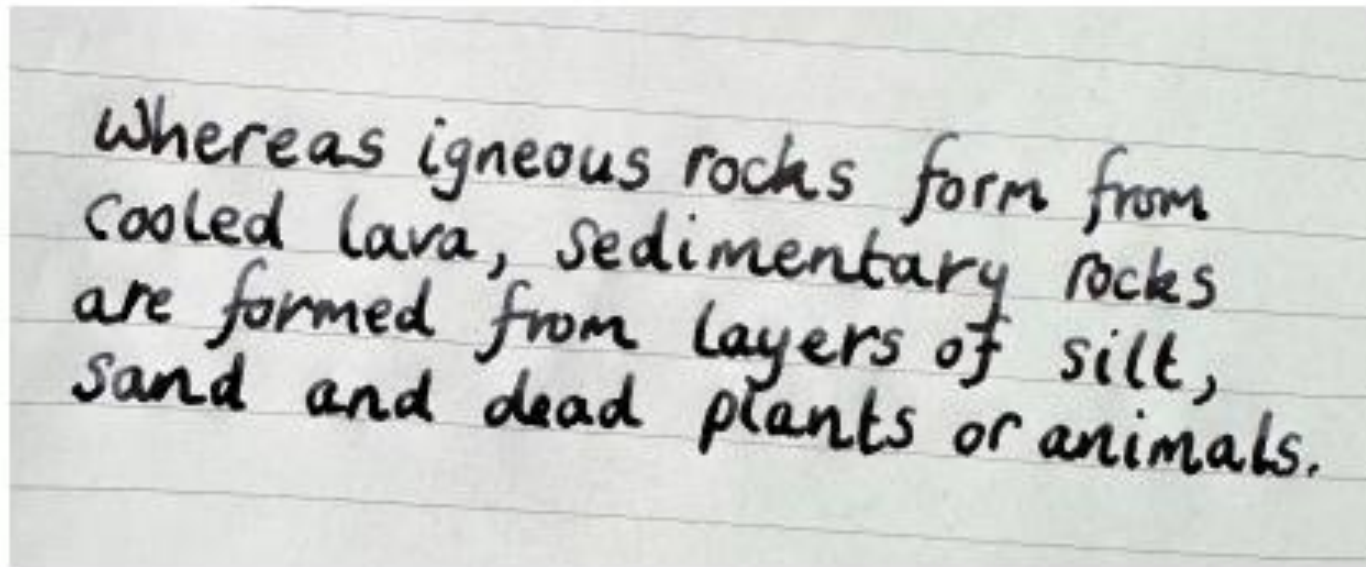**Example for key stage 1**: Complete the golden sentence:

The properties of plastic are:

Example for lower key stage 2

Explain the main differences between igneous and sedimentary rocks.

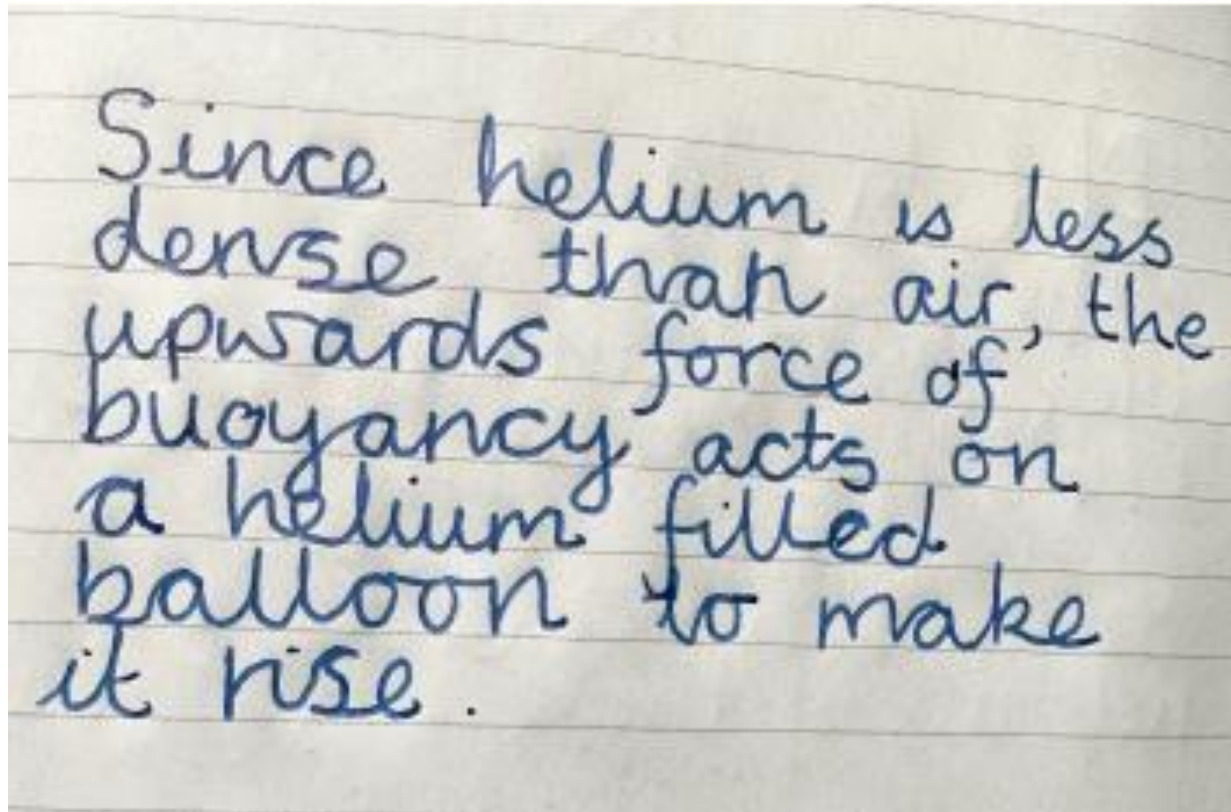Begin your sentence with the subordinating conjunction – whereas

Whereas igneous rocks form from cooled lava, sedimentary rocks are formed from layers of silt, sand and dead plants or animals.

Example for upper key stage 2

Explain why a helium filled balloon will float in the air.
Begin your golden sentence with the subordinating conjunction - since.

Since helium is less dense than air, the upwards force of buoyancy acts on a helium filled balloon to make it rise.

Assessment

Children's progress is assessed against the curriculum with attainment described as meeting age related expectation (A2) below age related expectations (A1) above age related expectations and at greater depth (A3) or exceptional - beyond age related expectations (A4).

Formative assessment

At Cawood, we predominantly use formative assessment to *monitor student learning* to provide ongoing feedback that is used to improve and help to inform the teacher's understanding of the lesson and the next steps for learning.

formative assessments can:

o   help the children to identify their strengths and weaknesses and target areas that need further work

o   help faculty recognise where students are struggling and address problems immediately

Summative assessment

At Cawood, we use of summative assessment to evaluate student learning *at* the end of an instructional unit by comparing it against some standard or benchmark.

Examples of summative assessments include:

o   spelling tests

o   reding tests

o   maths reviews and tests at the end of a chapter of Maths No Problem

o   A year 4 multiplication test

o   End of term NFER tests in Maths, Reading and Writing (formal assessment)

- o Sats tests for Key stages 1 and 2
- o Year 1 phonics screening
- o A reception Base Line in September/October

The youngest children in school follow the Early Years Foundation Stage curriculum.

We recognise that there is a sequence of development which all children follow, the way genetic patterns are expressed is influenced by experiences which trigger and shape both neural connections and learned behaviours. Children's development therefore is seen to occur not in a predictable linear progression, but in a web of multiple strands with rates of progress varying between children, and subject to influences by factors both within and outside of the child.

(with reference from Tickell Report (The Early Years: Foundations for life, health and learning, An Independent Report on the Early Years Foundation Stage to Her Majesty's Government by Dame Clare Tickell, pp. 85-91) 2011, D16(8857)/0311

Central to our early year's curriculum are **the characteristics of effective learning**: **Playing and exploring, active learning, creating and thinking critically.**

Within the early year's framework, we cover three important prime areas of learning - Personal, Social and Emotional Development, Physical Development, and Communication and Language - and four specific areas - Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

We believe in an exciting and engaging curriculum built on experiential learning where children are involved in first hand, practical learning. This includes the use of specialist visitors coming in to school and visits to places of interest or special events, including the offer of a residential visit for our Year 5 and 6 children. In addition, children are offered a wide variety of learning opportunities both during and after the school day. There is a range of before and after school clubs including football, rugby and multi sports and baking, recorders and (Summer) country dancing. A leading Spanish teacher from Selby High school comes into school on Thursday to teach Spanish to children in years 4,5 and 6. And there are opportunities to learn a musical instrument.

We are passionate about giving children wider opportunities and enjoyment of learning. In addition to our activities, the children enjoy lunch time clubs for sewing art and crafts, reading, football, netball, choir and card games within the school day. The children enjoy coming to school and extra curriculum activities.

We monitor and track children's progress through assessments made on a regular basis. This enables us to provide extra support when necessary and challenge children who are working at greater depth. Parents and carers are regularly informed of their child's progress through parent consultations, annual reports, Provision Maps (where appropriate) individual provision plans and more informal meetings with their child's teacher throughout the year.

Children undertake statutory assessment at the start of the academic year in reception. This is called the Reception Base Line (RBS). Children in Year 1 have a statutory Phonics Screening check. Further statutory assessments are made at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (Year 6).

We recognise the importance of a clear systematic progression of good phonics teaching. In Reception and KS1, we use the **Read Write Inc programme** . All children follow the programme through to completion and it is our goal that all our children are reading by the age 6. We are confident with this approach as the children make consistently good progress in reading and writing throughout the school.