

Our Curriculum Intent

The ambition at Stockland Green School is to provide a high-quality education that transforms the life chances of our students through a 'knowledge engaged' curriculum.

Our framework of *cognitive education* enables children to *think independently* and *contribute positively to society and the wider world*.

1. Teaching the Right Knowledge

Leaders recognise that curriculum expertise lies within the classrooms and consider:

- Delivery should focus on the very best content that their subjects has to offer.
- What skills and/or knowledge we want the students to know and be able to do at key points.
- The importance of addressing social disadvantage to address and bridge the gap in students knowledge and skills.
- How the curriculum is designed to embed and master literacy, numeracy, cross-curricular links challenge and retrieval practice, whilst reinforcing key learning habits over time.

2. Development of schemata

Practitioners have reviewed and designed a well sequenced curriculum over the two Key Stages with logical progression of content in all areas. There is opportunity to retrieve knowledge throughout the curriculum. This ensures students can build and revisit learning, whilst making and reinforcing explicit links between curriculum subjects.

3. Spaced Practice

High frequency, low-stakes testing is a feature of all lessons. This ensures knowledge acquisition is spaced appropriately. Making explicit reference to prior content that links with new learning leads to better long term retention of knowledge. There are planned opportunities to assess, identify misconceptions and reteach activities to gauge and secure understanding before moving on to new content.

4. Retrieval Practice

Recalling of prior taught content is proven to positively impact on student progress and learning. In our curriculum this is developed through low stake testing as part of the 'Do It Now' and 'Review It Now' activities which will start and end every lesson at SGS. These activities challenge students to recall topics taught previously.

Knowledge organisers are used in all areas of the curriculum. Students are required to engage with core subject knowledge for home study and to support in retrieval and the application of knowledge through 'Know It', 'Grasp It' and 'Think It' activities.

5. Application of Knowledge

Planned questions will require students to apply newly acquired knowledge, so that students are better equipped to fluently use this in varying contexts. Following the PRIDE model, learning goes beyond the classroom with explicit and engaging links created.

An understanding of *Cognitive Load Theory* is central to the development of an *effective knowledge engaged curriculum*:

Teacher development will continue to focus on the principles of cognitive load theory with an appreciation that new information must be processed in the short-term working memory before being stored in the long-term memory. The capacity and duration of the working memory is limited and can become overloaded, limiting the ability of the brain to process new information. Planning needs to consider that:

- The novice learner requires additional support to ensure that they do not experience overload of their working memory (cognitive overload), which inhibits their ability to process and learn new information.
- However, overly supporting the learning can limit the depth of understanding for those with greater expertise in a subject. New knowledge is stored in the long-term memory in schemata [complex structures that link related topics together]. The schemata create meaning and can be built on over time.

The practical application of cognitive load theory and teaching strategies are key in lesson planning and will be developed through all teaching staff engaging in instructional coaching.

Recovery Curriculum (R's)

- To plan to provide supportive **relationships** and establish consistent **routines** with students in line with the SWAN model.
- Opportunities to review and reflect on learning to identify and address gaps from **reteach** (modelling/guided practice), whilst developing students meta-cognition and ability to identify strengths, areas for development and how to improve them (self-assessment)
- Plan potential **remote learning** at home that consolidates, deepens or flips learning to promote independent practice and self sufficiency (metacognition)

Literacy, Reading & Mathematics: Elaboration, tier 1 and tier 2 words, academic reading, simplifying, making links

Literacy: CPD on working with text; Revisit Developing Oracy, Reading and Writing Strategies and make an expectation in all lessons; Continue to use Decode it Now and other appropriate vocabulary development strategies; Audit of text types sought and produced; Online Learning Platform (Bedrock/Reading Plus/Something else?)

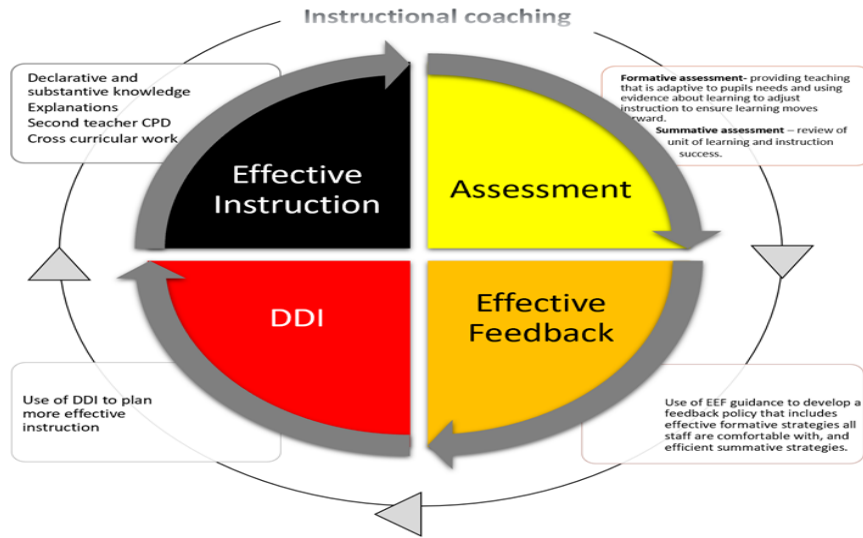
Reading: Reading in Citizenship; Use of DARTs activities Whole School; Development and use of the library.

Mathematics: CPD regarding basic mathematical operations and fluency; Cross-Curricular Mathematics, Maths in Citizenship?; Fold Enrichment into Options to allow some options teaching; Y7 Citizenship intervention

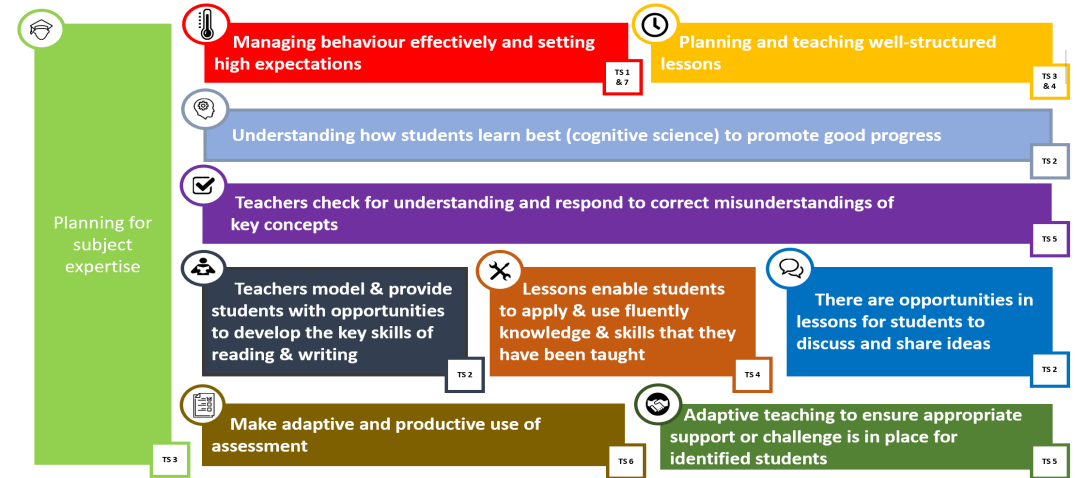
Teacher development in 2021-22 will focus on our three key priorities to further support the development of our learners:

1. Covid Recovery curriculum of literacy and numeracy—key writing frameworks (front load teacher CPD to create a unified approach to writing, reading, oracy and numeracy at SGS)
2. Instruction, Assessment, Feedback—REPEAT (implementing an effective instructional coaching cycle to support student learning)
3. SEND strategy and wider pedagogical support
4. Teacher Development—subject expertise (developing subject knowledge and expertise in imparting the knowledge to students)

Climate for Learning CPD all staff to receive safeguarding and wellbeing CPD to support our Stockland Green students and staff post COVID-19



Stockland Green School Teacher Toolkit



Stockland Green CPD - School Calendar outlines dates for all events as below

	Autumn Term	Spring Term	Summer Term
1 Covid Recovery curriculum of literacy and numeracy—key writing frameworks	Writing Strategy 1 and 2 Reviewed at LW Numeracy STEM Session 1	Writing Strategy 3 and 4 Review at LW Numeracy Session 1 and 2	Writing Session 5 Review at LW Numeracy Session 3
2 Instruction, Assessment, Feedback—REPEAT (Cognitive Science principles applied)	Cycle of each Faculty Meeting	Cycle of each Faculty Meeting	Cycle of each Faculty Meeting
3 SEND strategy and wider pedagogical support	Exposure to and training of pedagogical strategies. Review by SEN Student conferences	Exposure to and training of pedagogical strategies Student conferences	Student Conferences Review
4 Teacher Development—Subject Mastery	Cycle of each Faculty Meeting	Cycle of each Faculty Meeting	Cycle of each Faculty Meeting

Compulsory Elements: Seating Plans, Class Snapshots, Standardised Slides, Stockland Green Standard, Safeguarding Sessions