



Curriculum Handbook

Introduction and rationale for our Loscoe curriculum.

Our school curriculum has been further improved and amended, Spring / Summer 2022.

In reviewing the curriculum, designed in 2019, we have kept areas of strength, including links to our vision, 'We may be small but together we can make a big difference'. Our school community does this well. It informs the curriculum plan and delivery and we want to retain this.

Also, our strong links with Kolkutta, India is something which we aim to continue with and revisit links made pre-pandemic.

Our key priority is to ensure that all of the children in our school receive excellent teaching. We know that this is fundamental to supporting our pupils, especially disadvantaged children, in making good progress in all areas of learning.

Excellent teaching can transform pupils' knowledge, capabilities and beliefs about learning.

Our curriculum covers the National Curriculum, which is broad and ambitious, but our curriculum at Loscoe goes beyond this. We aim to broaden experiences beyond the National Curriculum, and enthuse children by responding to next steps learning, evolving community issues and news events, cultural and extra-curricular/ enrichment opportunities (as outlined in our Loscoe Promise to pupils).

Mission statement

In our school, we teach three underlying principles, '**Be respectful, Be kind, Be safe**'. By embedding these within our school community, we aim to create a happy, secure and stimulating environment built on Christian values that prepare our children to be confident and lifelong learners by:

- Working alongside the church, parents and carers to develop children with strong Christian values.
- Valuing and recognising the uniqueness and achievement of every member of our school family.
- Ensuring that children are protected and kept safe from harm.
- Developing a Christian ethos in our school community, and a respect for other faiths.
- Celebrating all that we are and all that we can be in God's world.
- Expressing what is important to us.
- Creating a stimulating environment, developing and encouraging skills in all areas of the curriculum.
- Fostering mutual respect and trust among children, in which all feel safe and loved.

Research

Our new curriculum is underpinned by current research:

Church Of England Vision for Education - this vision equips and encourages school leaders to articulate with confidence, coherence and consistency that which stands at the heart of our inclusive, aspirational biblical approach in educating for Wisdom, Hope, Community and Dignity.

<https://www.churchofengland.org/about/education-and-schools/education-publications>

The Great Teaching Toolkit, evidence review:

<https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

Rosenshine's Principles of Instruction:

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Willingham's Memory Model:

<https://www.aft.org/sites/default/files/periodicals/WILLINGHAM%282%29.pdf>

What makes great teaching, Coe et al

<https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REP-ORT.pdf>

Teacher Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf

Moving forwards, making a difference: A planning guide for schools 2022 – 23, EEF

https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867

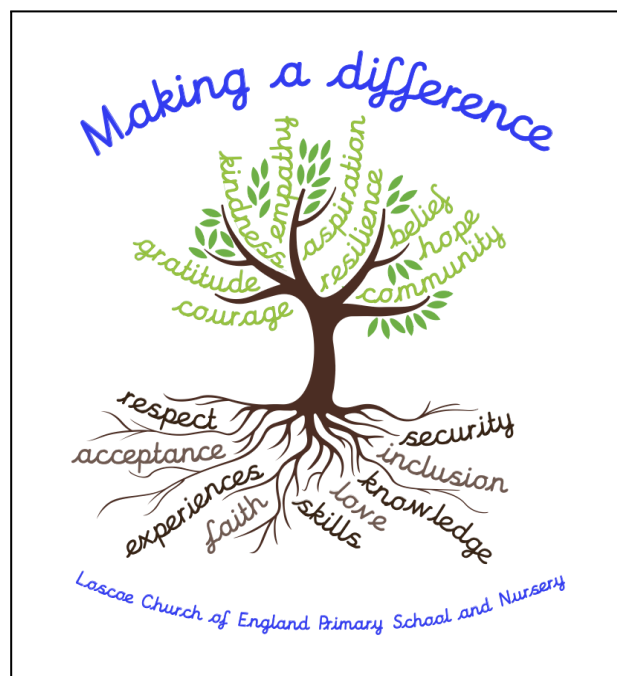
Vision

We may be small but together we can make a big difference.

‘Our faith can move mountains’ Matthew 17:20

The school has a strong and clear vision for the pupils and community at Loscoe which is regularly explored and revisited by staff, governors, parents and pupils; our vision links with the values and virtues which we want the children to consider and experience during their time at our school.

Our vision is rooted in Matthew 17:20 “our faith can move mountains”. Everybody at every level in the school embraces this vision encouraging self-belief to achieve personal goals, big or small. Children and staff know the vision well and are proud that they make a difference in their everyday lives, school community and in their global community. Our children feel that, with faith and perseverance, they can ‘move mountains’ individually and collectively.



Enrichment

Our enrichment plan has been carefully designed to provide teaching opportunities and experiences that go beyond our curriculum cycle, which is focussed upon the National Curriculum. Many of these are based upon, or linked with, our school promise which is what we all want our pupils to experience in their time at our special school.

Loscoe Promise

Loscoe C of E Primary School is a very special school and we want to make your time with us memorable, fun and special, providing you and your families with many years and experiences to treasure.

We promise you will do the following, throughout your time at our school, from joining us in Foundation up until your final days in Year 6.

Visit a theatre

Go to the ballet

Sing as part of a choir at a large venue

Walk in the woods / experience forest schools

Toast marshmallows on a campfire

Attend a residential

Have the opportunity to learn a musical instrument

Participate in a debate

Take part in a theatrical performance

Understand how to manage money..... Manage a budget- enterprise

Lead a collect worship

Raise money for a charity

Be taught basic first aid.

Visit a gallery

Explore a breadth of career opportunities

Learn to use tools to (help) build something that can benefit the school.

Camp

Experience a French performance

Participate in a competitive sports competition

Learn how to cook a meal

Visit the seaside

Learn how to ride a bike

Grow and cook food - plant it, grow it, eat it

Visit at least one place of worship from an alternative faith

Learn to swim

Extra curricular

We aim to further improve our extra-curricular enrichment sessions. All staff offer an enrichment club, linked to either their subject or the wider curriculum. We use some external providers also.

Knowledge and Skills

Knowledge and skills progression grids have been mapped out in order to identify endpoints at each Key Stage and in each year group.

Early Years learning (reception and some nursery) is also linked to the knowledge and progression so that all subject leaders and teachers are clear about how each subject starts in our Early Years.

Our secondary school coverage is also carefully considered. Subject leaders ensure that content is not going to be duplicated when children transition to secondary school.

As some of our teaching is mixed age, teachers use these grids carefully to track knowledge and skills within year groups.

All teachers carefully check prior learning using these grids considering: *What knowledge should children have before this lesson / sequence of learning and have pupils retained this prior learning or does it need to be recapped / retaught?*

Core knowledge

Our core knowledge is the 'sticky learning' which we have defined so that children know more and remember more. This is the key learning which we want children to commit to their long term memory. If we try to commit all of the knowledge in the knowledge and skills

grids then children will be overloaded and not remember the core facts or be able to apply them in later learning.

We are focussing on a range of ways of helping children revisit and commit the core knowledge to long term memory (creating schemas) including songs, revision time, games, quizzes, application in other subjects.

Vocabulary

We have mapped out vocabulary in three tiers in each subject so that children can understand all words from subject specific words and everyday words (often we assume children know, especially disadvantaged pupils).

Planning

Our long term planning sets out the topic focus and the key areas covered for each year group and class. We also have a two year enrichment plan which sets out the additional enhancement experiences which reinforce learning e.g. visits to places of worship, art galleries, theatre visits, protected characteristic workshops.

In addition, our Loscoe Promise sets out the experiences which we want children to have over their whole school period.

Our medium term plans are for each term. They include key texts and class readers, significant individuals to study, global goals and celebration days (including events and trips from the enrichment plan). This ensures that children study a breadth of texts and experience a variety of significant individuals including women, those with disabilities and local people. This has all been very carefully mapped out and cross referenced with subject leader planning.

Lesson sequence planning sets out a sequence of learning in each subject. We have carefully designed this plan to include the following elements: identification of prior learning (short and long term) *what have pupils been taught before?*, core knowledge *What do we want the children to commit to long term memory and be able to apply?*, inclusion *What adaptations do we need to make for groups or individuals in order to access the learning? What do children remember from prior learning? What have they retained and are there any misconceptions?* Key Vocabulary *What words do the children need to know in order to access the learning?*

There are also opportunities to note any pupils absent (off school or at intervention) so that they can receive catch up /pre-teaching and do not start the next lesson with gaps in learning and become further behind. This is especially true for disadvantaged PA children. This plan also makes links to British values and SMSC and reinforcement of English and Maths skills.

Teacher assessments are recorded using this plan as they teach each lesson, ensuring that misconceptions are identified quickly and teaching is adapted accordingly. At the end of the sequence, teachers note any areas for improvement which are then fed into future planning and learning.

Focus areas

As a school we have a three year focus plan to ensure that all subjects, except English and Maths, have time and resources allocated to them.

Each year there are three focus subjects and the subject leader arranges CPD for all staff and has a budget for resources and school activities.

Focus areas 2023/2024 are: Computing, Geography and Design Technology.

Staff CPD

Staff benefit from extensive CPD including: regular professional development meetings with a key focus on extending knowledge and understanding to improve teaching and learning in the school.

Staff have access to:

Research and lesson study

Reading- a library of educational reading material is kept up to date and available to all staff and governors. Recently added:

Responsive teaching: cognitive science and formative assessment - Harry Fletcher-Wood

The Learning Rainforest - Tom Sherrington

Why don't students like school? -Willingham

Boys don't try? Matt Pinkett

Sweller's cognitive load theory in action

The revision revolution- effective study

Five formative assessment strategies in action- Kate Jones

Flourishing together- Andy Wolfe

An ethic of excellence in Action- Berger

Subject networks - staff attend and contribute to trust cluster events.

Partnership school - we work closely with our link school and share plans, ideas and resources.

Subject Leaders

Subject leaders ensure that all aspects of the National Curriculum are covered and that learning is progressive. They support other staff in delivering the subject and write a subject action plan, linked to the whole school improvement plan, which is reviewed throughout the year. Subject leaders report progress in their subjects to governors.

They monitor the implementation of their subject in a variety of ways: lesson study, talking to children and staff, looking at work and displays, ensuring that all CPD is implemented effectively.

Our teaching timetable utilises staff talents well so that children benefit from learning from experts e.g. French.

Resources

Our basic curriculum plan is based on Kapow units of work. This enables us to ensure that all aspects of the curriculum are covered and that the learning is progressive. Kapow units of work are used for: History, Geography, PSHE/RSE, French, Art, DT and computing.

Maths is taught using the Power Maths scheme. It has been written specifically for UK curriculum classrooms by leading mastery experts from around the world and recommended by the UK's Department for Education. It is the only mastery programme perfectly aligned to the White Rose Maths progressions and schemes of learning and it is built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts.

Religious Education is taught using 'Understanding Christianity' and 'The Derbyshire Agreed Syllabus' 2020-2025.

Music is taught using Derbyshire's 'Charanga' scheme and also by using Derbyshire Music Partnership.

PE is supported by Amber Valley School Sports Partnership.