



## Teaching/ Learning/ Curriculum Overview (TLC).

### Introduction

This document lays out the rationale behind our curriculum, our approach to implementing it and its intended impact.

At our school the Foundation Stage Framework and National Curriculum are statutory. They lay out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each stage of learning. Our School Curriculum incorporates these documents and goes beyond them. We have adapted and extended the curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

### Intent

Russell Street School's curriculum provides **exciting experience-based integrated** educational opportunities for **pupils of all backgrounds** that allow each child to develop the **long-term** knowledge and skills needed to reach their **full potential**, in order to take **full advantage of opportunities, responsibilities and experiences of later life**.

Pupils will:

- **develop the appropriate subject specific knowledge, skills and understanding that goes beyond the National Curriculum**, so that children can flourish, reach and exceed their potential academically, physically and artistically.
- **develop the behaviours learners need to succeed in the world**, such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.
- **lead happy, healthy, constructive lives in which they can aspire and experience success**. Well-being, in terms of both physical and mental health, is essential for effective engagement with school and wider life.
- **have a holistic set of values** that prepares them for life in the modern world in a diverse and ever-changing community.
- **understand spirituality in themselves and others, develop social skills and understand society**, build a firm set of personal morals, and to engage in the community they live in and understand the cultures of others.

*Knowledge is empowering, unlocking doors, providing a foundation for achieving success, reaching a deep understanding and being creative. (Teaching WALKTHRU – Tom Sherrington & Oliver Caviglioli)*



We have built a knowledge-rich curriculum that is planned and sequenced so that new & ambitious knowledge and skills build over time. When building the curriculum, we have considered a range of knowledge forms:

- Declarative/Substantive:** The key facts all children should know.
- Procedural:** The things children should be able to do (skills).
- Experimental:** Knowledge that can only be gained first-hand by experiencing or doing certain activities.
- Disciplinary:** The action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge. For example, in history this might mean using evidence to construct a claim. Meanwhile, in science it might mean testing hypotheses. In music, it might mean reading and writing notation.

Our **Skills and Knowledge overviews** detail the exact **core concepts** that our children should know in as much detail as possible. They ambitiously promote good progress and high-level skills and knowledge in all subject areas

Our **Unit Plans** then **sequence** this knowledge content into a coherent flow using small steps (to not overload **working memory**) in order to form **schema**. Children assimilate new learning connecting it to what they already know - new knowledge building upon prior knowledge, building towards challenging goals. Elements are regularly returned to, supporting children to accumulate knowledge over time, supported by **practice and retrieval strategies**. Authentic connections (that allow knowledge areas to be mutually reinforcing and enriching) have been highlighted between subjects and concepts.

## Implementation

All units **blend knowledge and experience**. First, we identified where **experiential learning** has intrinsic value (eg aspects of oracy and performance, visits to specific places, practical activities in science or technology) where the experience of performing the task is the learning goal in itself. Then we also considered where **concrete experience** is a pre-requisite for deeper conceptual understanding for example using rekenreks in maths, handling artefacts, materials or living things in order to appreciate their physical properties, experiencing certain environments before analysing their features. Finally we considered times where it might be better for children to acquire a level of foundational knowledge prior to engaging in experiential learning, example studying the key narrative of a historical event before a visit to a museum.

Staff ensure that all **dependent knowledge** (when acquiring one piece of knowledge depends on another being in place - the building blocks) is fully in place before teaching a unit of work. **Common Misconceptions** (things that are 'generally misunderstood' – particular to subject areas are addressed through **pre-teaching** and **unpicking faulty schema** to **rewire** this by explicitly addressing the misconception.

For each subject area as well as **Content Knowledge** – the 'what' (knowing **what** to teach - knowing the subject matter thoroughly) we have also considered **Pedagogical Content Knowledge**.



**Pedagogical Content Knowledge (PCK)**– knowing **how** to teach **what** you need to teach to the specific people who need to learn it. PCK is based on the manner in which teachers relate their **pedagogical knowledge** (what they know about teaching) to their **subject knowledge** (what they know about what they teach). **Quality Professional development** around PCK has been essential. Knowing everything about a subject has no value if we do not understand how children learn it or the value of being the very best at instructional strategies if those strategies cannot deliver high quality subject matter knowledge.

When teaching each unit of work we aim for **depth before speed**. Getting to the end quickly can lead to shallow learning. Depth can be – children having a wider range of problems to explore, deeper levels of analysis, providing explanations, applying knowledge to unfamiliar scenarios. We also **'Pitch it Up'** always choosing the more challenging option, expecting accuracy and precision, thinking that if we don't expect children to reach a certain standard they probably won't. **Mediocre tasks** that do not require children to think hard about concepts, consciously make connections with prior knowledge are not undertaken. We fully understand that children progress at different rates, we therefore **tier** or **scaffold learning** to ensure that a ceiling is not placed on any child's achievement.

To help children learn we **set out the big picture** to them. This is achieved through turning our classrooms and corridors into knowledge organisers/ learning zones. Children can 'see' the knowledge and are guided to relate this knowledge to other knowledge.

We use a variety of assessment tools to assess learning and to help children embed and use knowledge fluently and to check and improve understanding and inform teaching such as:

- cold calling,
- think/pair/share,
- show-me,
- say it again better,
- asking probing questions (eg What are the main reasons? Is there another example/ Is there another way you can explain it?),
- asking process questions (how do you know? How can we work it out? What method did you use? That's interesting, why did you put them in that order?),
- giving feedback to move forward (not describing past performance, but describing future actions),
- whole class feedback a rapid, short, effective feedback and improvement cycle that notes the strengths and areas for improvement of children's work showcasing work as models in the feedback),
- quizzing (with self or peer checking),
- elaborate interrogations (where children explore the links and connections within their schema for a set of knowledge),
- peer supported retrieval,
- weekly and monthly reviews.

## Reading and Vocabulary

Our teaching focuses on the two dimensions to reading – ‘**word recognition**’ and ‘**language comprehension**’.

We have a **sharp focus on high-quality phonics teaching**, ensuring that children rapidly gain the crucial skill of word recognition that once mastered, enables them to read fluently, freeing them to concentrate on the meaning of the text, building their language comprehension skills. They progress from ‘**learning to read**’ to ‘**reading to learn**’ for purpose and pleasure.

A **robust and continuous assessment of children’s phonic progress** is used to identify those who may be falling behind, allowing support to be given to ensure they **keep up, not catch up**.

**Word Poverty Matters! We view words as a commodity.**

- *Evidence shows that vocabulary is one of the most significant factors to children achieving higher grades at GCSE in most subjects.*
- *The vocabulary gap starts early (by the age of 2) and is hugely significant.*
- *Children can have a 30-million-word gap before children even enter school.*
- *The link between vocabulary at 5-7 years old as a significant predictor of reading comprehension and academic understanding at GCSE.*
- *Less than 1/3 of children are read to at home daily. Children who are read to at home will hear 1.4 million ‘rare words’ yearly that improve language development and understanding.*
- *Children’s books have 50% rarer words than the language of television, or even the conversation of graduates.*

**We close the vocabulary gap through planned and explicit vocabulary teaching.** All the words and phrases needed to understand texts are taught as explicitly as possible. Key vocabulary lists for each subject have been generated and are deliberately taught in context. Grandma Fantastic is one method used in Early Years to teach deliberate vocabulary.

**We have a ‘Ten Minutes Reading Aloud a Day Pledge’** which is over and above any other reading that occurs. Just 10 minutes a day exposes a child to around extra 700,000 words a year.

**Children’s fluency, confidence and enjoyment in reading is central to our curriculum as a whole.** Reading has been integrated into our curriculum from the very beginning. For example, in science we develop children’s capacity to read scientific texts alongside learning the scientific concepts themselves. Every possible opportunity is made for children to learn about the topics we cover in each unit through reading about them.

## Beyond the Curriculum

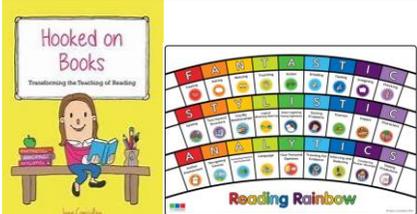
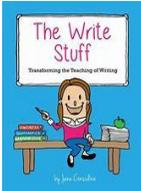
**French** is taught in school through the online learning platform Linguafun. This is a highly proven and effective language learning tool. It enables pupils to learn French in personalised ways and develop their skills beyond the classroom.

We offer a wide range of **extra-curricular clubs**, both before and after the school day and at lunchtimes. Clubs are offered at a range of costs and our aim is to ensure that all pupils have the opportunity to engage in extra-curricular activities as a means of enabling them to discover and develop particular talents and interests.

Our school offers pupils the opportunity to learn a range of **musical instruments**, through private tuition in school, organised by MK Music Hub. The school subsidises the cost of this for families in challenging financial circumstances, to ensure all pupils can participate if they wish. All Year 2 children are taught how to play the recorder. They take their recorders with them to junior school where their lessons continue.

## Implementation & Impact Measures

	How are the specific curriculum stages taught?	Further Information	Planned Stages and End Points	Impact Measured
EYFS	EYFS Framework / Unit Plans	(See Early Years Policy for further details)	ELGs (age related stages)	Continual assessment against ELG's.
Phonics	RWI Phonics Scheme 	Children are divided into small groups and to receive phonics sessions at least 4 x per week that link phonics, reading and writing. Children assessed to be working behind expected stage receive 1:1 tuition from the N/R or KS1 Reading Leaders so that they keep up not have to catch up.	Stages A – J of RWI scheme. (As listed in RWI half termly assessment overview)	Half termly assessments are carried out by our Reading Leaders. Information is used to regroup children and provide immediate support to anyone falling behind so that they keep up rather than have to catch up. Phonics Screening (Year 1 & 2)
Reading Scheme	RWI Bookbag Books 	The RWI Bookbag Book Reading Scheme is used so that reading connects closely to the phonics knowledge pupils are taught.	See phonics above	See phonics above
Reading Comprehension (Explicit Teaching)		RWI Comprehension is implemented from the end of Year 1 and across Year 2.  This is a 14-week programme that develops children's fluency and comprehension – the ideal next step for children who have completed Read Write Inc. Phonics.  Each Module has specially written texts (one fiction and one non-fiction) that develop children's ability to summarise, infer and retrieve information quickly, as well improving their writing through cumulative vocabulary, grammar and spelling activities.	Each module is assessed & progressed tracked.	RWI Comprehension trackers
Reading	Reading has prioritised across the curriculum with 'key books to be read' added to all new curriculum units, ensuring a broad deeper knowledge across the curriculum. <b>Hooked On Books (A Book Talk Approach) is used across the school.</b>	By using Book Talk children will: <ul style="list-style-type: none"> <li>- Develop Fluency</li> <li>- Have a full understanding of new vocabulary encountered.</li> <li>- Be able to decode words quickly, connecting them to prior knowledge. (STICKY BRAINS!)</li> <li>- Develop a broad and deep vocabulary knowledge.</li> <li>- Draw upon their background knowledge to make sense of the text.</li> </ul>	Book Talk Performance of Reading (Assessment Framework). Year group ongoing expectations.	Year 1 & 2 – ongoing reading assessment through Book Talk sessions using the Book Talk Assessment Framework.  Year 2 upwards – Reading Comprehension Assessments

		<ul style="list-style-type: none"> <li>- Read for longer, with greater effort and persistence.</li> <li>- Be repeatedly exposed to vocabulary, gaining depth of word knowledge.</li> </ul>		
<b>Spelling</b>	<b>The Spelling Book and Spelling Rainbows across Year 2.</b> 	<p>All of the concepts, activities and tasks within the Spelling Book have been designed to increase 'stickability' and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.</p>	<p>Assessed through termly assessments.</p>	<p>Through spelling assessments and implementation in writing lessons. The Spelling Book – Progress checks used to analyse progress.</p>
<b>Writing</b>	<b>The Write Stuff (TWS) approach using the EYFS and KS1 Writing Rainbows.</b> Sentence Stacking is taught. 	<p>A rigorous and sequential approach to the writing curriculum that develops pupils' fluency, confidence and enjoyment of writing.</p>	<p>The Write Stuff (Assessment Framework) – Year group termly expectations.</p>	<p>Moderated assessment writing – marked against TWS assessment framework – once per term.</p>
<b>Maths</b>	<b>Whole school – White Rose Maths</b> 	<p>In White Rose Maths there is an emphasis on the CPA (Concrete-Pictorial-Abstract) approach to embed the learning of mathematical skills. Hence, children are exposed to manipulatives/concrete apparatus, as well as visuals (such as diagrams, part whole models and bar models) before they encounter abstract concepts in Maths. This process enables children to deepen their conceptual understanding of the mathematical skills required to complete increasingly more complex problems. Links to real life scenarios are made as often as possible to contextualise learning, so that children can see the relevance of mathematical skills.</p> <p>We recognise the importance of children being fluent in the four main operations (addition, subtraction, multiplication and division) as the foundation for being competent and efficient mathematicians. Children complete weekly independent assessments which focus on repetitively embedding the knowledge of times</p>	<p>End of unit and end of term assessments – with key questions to ensure the children are using and applying their learning.</p>	<p>Half termly assessments carried out and measured against the White Rose Maths Framework.</p>

		tables and arithmetic facts. General mathematical content is delivered through the Maths White Rose Maths schemes of learning in daily lessons and incorporates fluency, reasoning and problem solving/investigative tasks throughout the week.		
Science Humanities Art/DT	RSS Skills & Knowledge Overviews, plus information from unit plans	WOW starts and ends enhance subject areas such as dinosaur visits to school, Indian dance workshops, African drumming, planetariums, museum visits, Victorian schools day trips (Holdenby House), Waddesdon Manor, theatre experiences.	Termly end of unit assessments based on Unit Plan teaching & Knowledge Organisers.	Measured against key skills knowledge overviews.
IT	Purple Mash	Our iSafe programme also covers eSafety.	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
Music	Active Music Digital  Skills overviews, plus information from unit plans.	All children in Year 2 are taught how to play the recorder. This teaching continues in their junior school.  String and brass lessons are offered.  Children perform in a wide variety of concerts and sing progressively complex songs – such as unison, round, partner and two part.	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
P.E.	RSS PE. Planning Document	Children are given opportunities to take part in competitive sport.	Key Skills specifically listed within P.E. Scheme	Continuous assessment (against key skills)
R.E.	MK Agreed Syllabus	We have close connections with many places of worship across Milton Keynes.	Knowledge listed per R.E. Unit	Continuous assessment (against specific knowledge)
PHSE/RSE	Jigsaw & iSAFE  	Plus - Emotional Wellbeing, Emotional Regulation and Emotional Literacy of taught in every year group using The Colour Monster.  	The Jigsaw Puzzles (Specific Content Overview)	My Jigsaw Learning or  My Jigsaw Journey

## Further Information

**PCK** illustrates how the subject matter of a particular discipline is transformed for communication with learners. It includes recognition of what makes specific topics difficult to learn, the conceptions students bring to the learning of these concepts, and teaching strategies tailored to this specific teaching situation. To teach all students according to today's standards, teachers indeed need to understand subject matter deeply and flexibly so they can help students map their own ideas, relate one idea to another, and re-direct their thinking to create powerful learning. Teachers also need to see how ideas connect across fields and to everyday life. These are the building blocks of pedagogical content knowledge.

The key to distinguishing the **knowledge base of teaching** rested *at the intersection of content and pedagogy* (Shulman, 1986).

Shulman defined **pedagogical content knowledge as teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning.**

He further proposed several key elements of pedagogical content knowledge:

(1) knowledge of representations of subject matter (content knowledge);

(2) understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter; and

(3) general pedagogical knowledge (or teaching strategies). To complete what he called *the knowledge base for teaching*, he included other elements:

(4) curriculum knowledge;

(5) knowledge of educational contexts; and

(6) knowledge of the purposes of education (Shulman, 1987). To this conception of pedagogical content knowledge, others have contributed valuable insights on the importance and relevance of the linguistic and cultural characteristics of a diverse student population.

## Articles/Videos

[Pedagogical Content Knowledge- What Matters Most in the Professional Learning of Content Teachers in Classrooms with Diverse Student Populations - IDRA](#)

[What Makes Teachers Special? - Pedagogical Content Knowledge - YouTube](#)