

# Principles and Features of Teign School's Curriculum

This document underpins the Curriculum Intent statement

Principle	Feature	Evidence Base/Rationale	What it will look like	Where we are now and steps to be taken
The curriculum is inspiring, challenging, deep and broad	Well-conceived curriculum which ensures curricular and cross curricular knowledge and skills are embedded and students have opportunities to extend learning beyond the limits of a specification so character as well as scholarship is built to prepare them for life	<ul style="list-style-type: none"> <li>David Didau, <i>The Learning Spy</i></li> <li>Ofsted EIF, <i>Overview of Research</i> (2019)</li> <li>Willingham, <i>Why kids don't like school?</i> (2010)</li> <li>Robinson Trivium 21c (2013)</li> <li>MFL - Review of Pedagogy</li> <li>TLAC, Doug LEmov</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of subjects on offer (in all key stages) including a good range of academic and creative subjects</li> <li>All students learn a language at KS3</li> <li>A large number of enrichment activities in all key stages (trips, teams, speakers etc)</li> <li>National curriculum used to model the KS3 curriculum</li> <li>Full GCSE course begins in year 10</li> </ul>	<ul style="list-style-type: none"> <li>All departments to create and maintain a curriculum intent statement</li> <li>Ensuring that we are following the NC at KS3 audited through subject reviews.</li> <li>Changing from a 2 year to a 3 year KS3 to ensure that all students study a language at KS3</li> <li>Subject leaders are putting in place changes to schemes of learning in order that these changes can happen in terms of curriculum time available</li> </ul>
The curriculum specifies the knowledge and skills to be taught	The curriculum is taught in a coherent and carefully considered sequence, building on the incremental development of knowledge and skills within each subject/topic. Knowledge organisers are used which contain key information and vocabulary. Broad and deep factual knowledge is built in order to develop skills such as critical thinking, creative thinking, craftsmanship, creative and sporting expression, evaluation and analysis of developing procedural knowledge	<ul style="list-style-type: none"> <li>Hirsch, <i>Why knowledge matters</i> (2016)</li> <li>Willingham <i>Why Don't kids like school?</i> (2010)</li> <li>Mary Myatt - <i>The curriculum Gallimaufry to coherence</i> (2018)</li> <li>Ofsted EIF <i>Overview of Research</i> (2019)</li> </ul>	<p>Each subject has a long-term map of the curriculum which makes explicit the sequenced knowledge and skills students learn in each academic year. Subject teams identify the concepts that are central to the mastery of each unit and the best way to teach this knowledge. Regular retrieval practice and spaced practice is built into the curriculum to help students form durable long-term memories. Each unit of work is supported by a knowledge organiser that precisely stipulates the knowledge and skills to be learned. This includes relevant upper-tier vocabulary and is used consistently across each subject. Explicit strategies support students in self-regulating their learning and developing meta-cognitive skills. (eg. Personal Learning Checklists, low stakes testing in the form of Do Nows', DIRT Time)</p> <p>Home Learning is planned into the curriculum where relevant and consistently set by all teams. It provides students with the opportunity to practise, embed, extend or apply the knowledge and skills that they have been taught in lessons, or provide the opportunity to improve a piece of work. Key curriculum documents are made available for students, parents and carers in the school's secured online area.</p>	<ul style="list-style-type: none"> <li>Ensure that long term curriculum maps are in place- makes explicit the sequential knowledge and skills students have to learn in each academic year using a common format</li> <li>Every curriculum team to ensure that they have up to date knowledge organisers in place for September 2020</li> <li>Review of curriculum schemes of learning and long term plans to ensure that the sequencing is logical and optimally sequenced</li> <li>Homework is reviewed and a plan put in place for Sept 2020</li> <li>Ensure that the documents that are shared for students, parents are accessible and publicised that they are there.</li> <li>Continue with vocabulary focus literacy development work across the school</li> </ul>
Cultural capital-	A broad, rich curriculum available to all students, including which blends a classic curriculum with a sharp focus on the present and future. Opportunities to take part in enrichment and extracurricular events, enables students to broaden their life experiences and prepare them for their future.	<ul style="list-style-type: none"> <li>National Curriculum documentation</li> <li>Subject capital document</li> <li>The working class- education, poverty and alternative voices- Ian Gilbert</li> <li>EEF- guidance on supporting DS</li> </ul>	<ul style="list-style-type: none"> <li>All departments will base their KS3 curriculum on the aims and ambitions of the National Curriculum which will fulfil the cultural capital demands for learning.</li> <li>All Disadvantaged students will be challenged in their curriculum options choices for GCSE and A Level to ensure that they are accessing the most demanding courses if appropriate.</li> <li>Students and parents/carers develop awareness of how to enrich knowledge and understanding of subjects in everyday life</li> <li>Students have access to opportunities that will broaden their understanding of the world – visits to the theatre, museums, art galleries, universities, religious and historical buildings/monuments</li> <li>All students, regardless of background, will take part in an extra curricular activity during the course of the year</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that there is a good range of experiences available as part of the curriculum provision across both KS3 and KS4</li> <li>Share extracurricular involvement with tutors to ensure that all students are taking part in at least one activity during the year</li> <li>Ensure that all extra curricular activity is mapped</li> </ul>
Spacing and interleaving	Curriculum planning in all subjects is interleaved in a strategic way to allow for regular revisiting of topics and retention of knowledge over time.	<ul style="list-style-type: none"> <li>Brown et al (2014), <i>Making it stick</i></li> <li>Willingham, <i>What Will Improve a Student's Memory?</i> (2010)</li> </ul>	<ul style="list-style-type: none"> <li>Subject content is interleaved in order for topics to be revisited throughout the period of study and to develop retention of knowledge and improve recall from long term memory</li> <li>In some subjects, assessment procedures are interleaved rather than content</li> <li>Do Now activities give students opportunities to review previous learning</li> </ul>	<ul style="list-style-type: none"> <li>Review Do Nows against the NC or GCSE exam specification to ensure that there is total curriculum coverage</li> <li>Review schemes of learning to ensure that interleaving is embedded in appropriate places</li> </ul>
Regular quizzing and synoptic assessments	Low-stakes quizzing, Do Nows and synoptic assessments used to develop knowledge retrieval and support long term learning	<ul style="list-style-type: none"> <li>Willingham <i>What Will Improve a Student's Memory?</i> (2010)</li> <li>TLAC, Doug Lemov</li> </ul>	<ul style="list-style-type: none"> <li>Lessons begin with Do It Now's which either quiz on previous learning or knowledge organisers</li> <li>Online quizzes and resources are available for students to use</li> <li>Regular low-stakes quizzing, multiple choice questions, short answer questions and completing blank knowledge organisers is a feature of lessons in all subjects</li> <li>New topics begin with baseline assessments to assess student's prior knowledge</li> <li>Tests are synoptic and review knowledge from across the course/keystage based on 3 end of cycle assessments and 3 mid cycle assessments</li> </ul>	<ul style="list-style-type: none"> <li>Check that Do Nows</li> <li>Map out assessment based on 3 teaching cycles</li> <li>Create (baseline assessments) that can be used at the start and end of the cycle (between 30-80 questions) that can be marked in class/online.</li> <li>Create retrieval tests for each lesson that test the homework (to be taken from the overall knowledge tests)</li> <li>Create 1-2 mid cycle assessments (per cycle) – feedback to be done by a standardised feedback sheet</li> <li>Create end of cycle assessments that focuses on the content taught both in that cycle and previous cycles.</li> </ul>
Direct instruction	Teachers use direct instruction, presenting information in a format which is logical and clearly chunked. Teachers talk students through worked examples, supporting the journey from novice to expert learners.	<ul style="list-style-type: none"> <li>Rosenshine, <i>Ten Principles of Instruction</i> (2012)</li> <li>Sweller, <i>Cognitive Load Theory</i> (1994)</li> <li>Tom Sherrington, <i>Rosenshine's Principles in Action</i> 2019</li> </ul>	<ul style="list-style-type: none"> <li>Lessons have clear objectives and progression steps and are put into the wider context of the curriculum</li> <li>New information is broken down into small chunks</li> <li>Flawless instruction supports progression / knowledge acquisition</li> <li>Models, images and scaffolds are used to support all students to learn knowledge and skills</li> <li>Guided practice of key concepts followed by independent deliberate practice is a feature of most lessons</li> </ul>	<ul style="list-style-type: none"> <li>Check all lessons start with clear learning objectives- with the progression journey mapped in with Bronze to silver to gold</li> <li>Additional curriculum meeting time spent on discussion of how to best teach 'tricky' parts of the curriculum where there is common misunderstandings</li> <li>Use monitoring systems to have a secure understanding of whether guidance and then deliberate practice is a feature of most lessons – look at impact on end of topic tests</li> </ul>
Questioning	Teachers and students ask questions at lower cognitive levels (recall questions) and higher cognitive levels (questions that require students to manipulate previously learnt material) to embed knowledge,	<ul style="list-style-type: none"> <li>Rosenshine, <i>Ten Principles of Instruction</i> (2012)</li> <li>Dylan Williams: <i>Embedding Formative Assessment</i></li> <li>Tom Sherrington, <i>Rosenshine's Principles in Action</i> 2019</li> </ul>	<ul style="list-style-type: none"> <li>Teachers ask targeted questions to a range of students within a lesson.</li> <li>Questions are differentiated to encourage a range of cognitive processes from recall to deeper reflection</li> <li>Thinking time is built into questions</li> <li>Teachers bounce questions between students to deepen understanding.</li> <li>Students are given the opportunity to ask questions to teachers during whole-class discussions and as</li> </ul>	<ul style="list-style-type: none"> <li>Coaching ensures that staff are provided with the guidance needed to improve and move practice forward</li> <li>In areas of the curriculum where misconceptions are common – plan questions and add into schemes of learning</li> </ul>

	develop understanding, practise retrieval and promote metacognitive thinking.		individuals to clarify learning.	
Modelling and Metacognition	Students are explicitly taught how to learn. Students understand the science and strategies behind how they learn and how to remember.	<ul style="list-style-type: none"> <li>EEF Toolkit, <i>Guidance on Metacognition</i> (2018)</li> <li>Dunlosky <i>Strengthening the Student Toolbox</i> (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Students learn how to plan, monitor and evaluate their work</li> <li>Teachers model concepts and processes in order that students are able to apply their knowledge</li> <li>Teachers model the thinking process when addressing new concepts, ideas and problems</li> <li>Teachers encourage metacognitive talk and ensure that students reflect on their learning</li> <li>Students are taught strategies for learning, revising and using their memories</li> </ul>	<p>Staff development on metacognition is built into the CPD programme</p> <p>Coaching explores individual staff's practice about coaching</p> <p>Metacognition is explicitly built into schemes of learning and the curriculum for each subject area</p>
Feedback	Feedback is a crucial feature of our curriculum and teaching and learning policy. We use feedback to help students progress and to develop metacognition.	<ul style="list-style-type: none"> <li>Rosenshine Ten Principles of Instruction (2012)</li> <li>Dylan Williams: Embedding Formative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Feedback will take numerous forms: written, verbal, teacher-led, peer assessment and self-assessment.</li> <li>Feedback will normally refer to key objectives and/or assessment criteria.</li> <li>To ensure reliability and consistency of summative assessment, subjects standardise the conditions of delivery and moderate the accuracy of judgements</li> <li>Teachers will give qualitative feedback on summative assessments. This is individual and/or whole class</li> <li>Students will be allotted specific time in which they will respond to feedback, make improvements and/or address whole-class and/or individual feedback.</li> <li>A 'frenzy of green pen' annotation will be found in books as students respond to the multiple forms of feedback.</li> <li>All students will hold their own green pens as part of expected equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to share practice across the school to ensure the best practice is being modelled to all staff</li> <li>Review assessment books/folders</li> </ul>
Responsive teaching	Teaching that is constantly adapting based on information from teacher assessment of learning	<ul style="list-style-type: none"> <li>Making every lesson count Allison &amp; Tharby (2015)</li> <li>Model for expert teaching Beame (2016)</li> </ul>	<ul style="list-style-type: none"> <li>SEND pupil profiles are used as part of the planning process to support learning</li> <li>Personalised approaches to supporting students learning such as the Graduated response are fully embedded within all classroom practice</li> <li>Use of assessment strategies in lessons e.g. Do It Now, Quizzing</li> <li>Questioning techniques probing understanding</li> <li>Teachers provide whole class feedback in place of individual feedback to address common misconceptions</li> <li>DIRT time used to allow students to act on feedback</li> </ul>	<ul style="list-style-type: none"> <li>SENCO drives monitoring systems in place to ensure that staff are acting on IEPs and meeting students needs</li> <li>All staff are familiar and use the graduated response</li> </ul>
Literacy	We recognise that strong literacy skills are the key to academic success. Literacy skills are taught explicitly and are embedded throughout our curriculum.	<ul style="list-style-type: none"> <li>Quigley: Closing the Vocabulary Gap (2018)</li> <li>Barton: Don't Call it Literacy (2012)</li> <li>Didau: The Secret of Literacy (2014)</li> </ul>	<ul style="list-style-type: none"> <li>Tier two and three vocabulary is taught explicitly in every faculty using Freyer models</li> <li>Reading is valued for its intrinsic worth and its position as a key tool for accessing and demonstrating learning.</li> <li>Writing is taught through the use of scaffolds, models and deliberate practice.</li> <li>Students with weak literacy skills are supported through Accelerated Reader throughout KS3 and supported with literacy interventions in KS4 and IDL for both KSs.</li> </ul>	<ul style="list-style-type: none"> <li>Review the reading scheme that has been introduced to year 8 and 7. Adapt for 20/21</li> <li>Continue with vocabulary focus literacy development work across the school</li> <li>Monitoring systems will check where good practice is in place- this must be shared</li> <li>Coaching to identify where practice should be developed further</li> </ul>
Character Education	The values which underpin character education are threaded throughout the academic and pastoral curriculum	<ul style="list-style-type: none"> <li>Duckworth <i>Character Strengths adapted from the work of KIPP Schools USA</i>.</li> <li>BGLC has adapted Self Control and Social Intelligence from within the character strengths to work hard, be kind.</li> <li>Building character education, DFE 2019</li> </ul>	<ul style="list-style-type: none"> <li>The Pastoral and Academic Curriculum is built around the development of character strengths that will support young people to be successful academically and in their wider lives.</li> <li>PSHE meets all statutory requirements and is well received and highly valued by the school community</li> <li>Students record where they have either experienced / been taught about or, ideally, demonstrated their application of these strengths.</li> <li>Character education audit shows that all areas of character education are properly embedded and a strength of the school</li> </ul>	<ul style="list-style-type: none"> <li>Audit where there character education is addressed in the curriculum</li> <li>Address where there are areas for development</li> </ul>
Attitudes for learning	High expectations of, and for, all learners, are supported by clear routines, structures and systems	<ul style="list-style-type: none"> <li>Syed <i>Black Box Thinking</i> (2015)</li> <li>Dweck <i>Growth Mindset</i> (2008)</li> <li>Dunlosky <i>Strengthening the Student Toolbox</i> (2013)</li> <li>TLAC, Doug Lemov</li> </ul>	<ul style="list-style-type: none"> <li>Relationships between staff and students are noticeably positive</li> <li>Routines and behaviours for learning are actively taught to students</li> <li>Effort and success are celebrated and rewarded (Awards ceremony / celebration assemblies)</li> <li>Students are taught about effective study techniques in lessons, assemblies and revision sessions</li> <li>Students are taught about the importance of mindset (VESPA at P16)</li> </ul>	<ul style="list-style-type: none"> <li>Further work on revision and learning techniques is embedded into the curriculum</li> <li>Further develop opportunities for students' successes to be shared with parents/carers</li> </ul>
Preparation for adult life	Students have access to careers based education throughout Y7-13. They also have access to employer based links in order to widen aspirations and ambitions relevant to the local business market.	<ul style="list-style-type: none"> <li>DEF guidance September 2019</li> <li>Gatsby benchmarks</li> <li>Compass Online</li> </ul>	<ul style="list-style-type: none"> <li>Careers embedded into PSHE and the wider curriculum Y7-13.</li> <li>Students have regular access to employers through specialist events, assemblies, work experience and external shows which can widen ambition and aspiration.</li> <li>The school employs a careers advisor who provides bespoke advice for all learners at pre-16 and pre-18.</li> <li>Careers advice is targeted to the most in need e.g. DS / SEND</li> </ul>	<ul style="list-style-type: none"> <li>Departments audit where careers are met within their subjects and make explicit within their schemes of work</li> <li>Explore options for employment of a careers advisor</li> <li>Continue to audit subject opportunities to share with children the range of opportunities available to them</li> <li>Build on the number of employers that come into school for assemblies</li> </ul>