



Alder Grove is a Church of England Primary School where one of our key aims is to ensure that all pupils achieve to the best of their ability. Ensuring personal development and the well-being of all learners is at the heart of what we do.



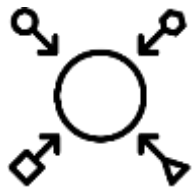
The aim of our curriculum design is to provide deep roots to enable children to grow, flourish and inspire them to learn. We have a strong academic ethos providing a focus on the core subjects of reading, writing and maths, whilst ensuring pupils develop subject specific knowledge, understanding and skills within all other curriculum areas. We strive to ensure that our pupils leave this school with high standards of academic achievement having progressed well from their starting point.

Our key aim, through a knowledge led curriculum, is to help all of our pupils develop a love of learning which results in a rich reservoir of knowledge from which connections and links within and between subjects optimise their progress so that they achieve to the best of their ability.

The Curriculum Intent at Alder Grove

1. To enable pupils to become confident, resilient enquiring and independent learners;
2. To ensure that all pupils have an equal opportunity to take part in the life and work of the school;
3. To enable children to see themselves as responsible citizens and demonstrate respect for the ideas, attitudes, values and feelings of others within our local and global community;
4. To provide a rich 'cultural capital' through meaningful curriculum experiences inside and out of the classroom;
5. To provide a coherent, structured, academic curriculum that leads to sustained mastery.

We have developed three **curriculum drivers** that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

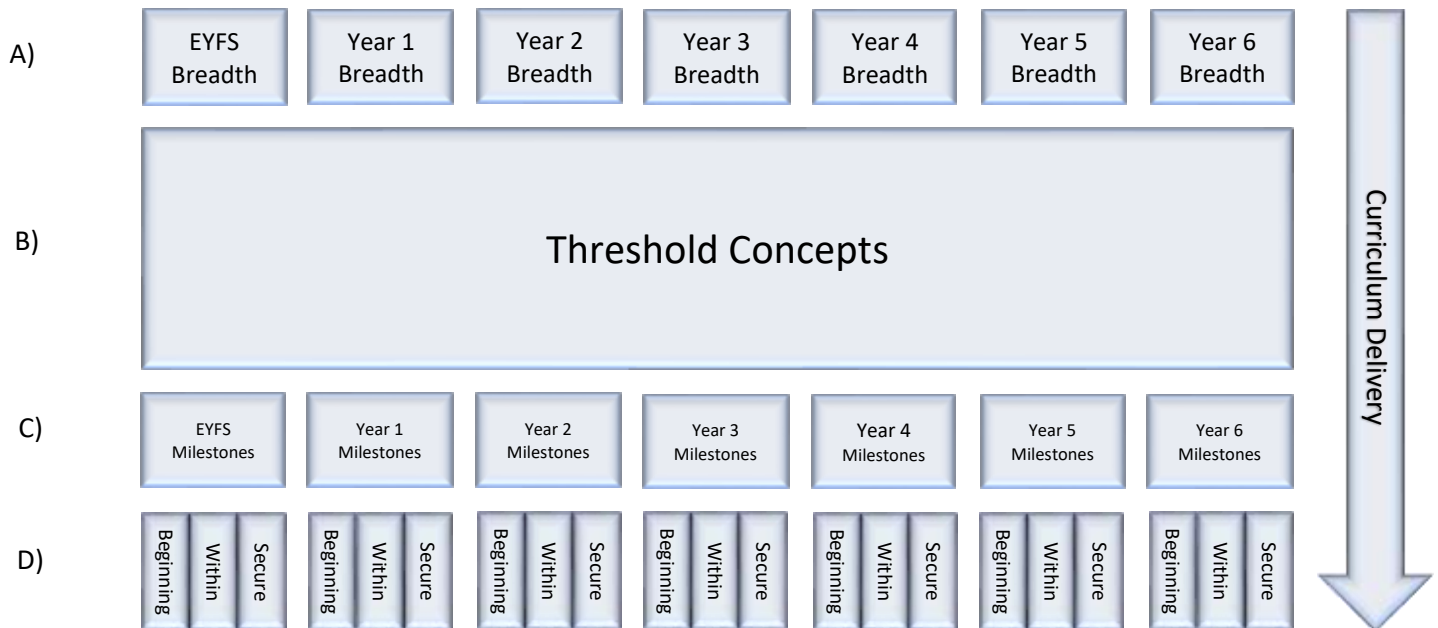
		
Community Centred	Proactive Citizenship	Inclusive Education
Helps pupils to be an active, responsible member of our school and their own communities.	Pupils should be Citizens not just of their school and local communities, but national and global Citizens. Our pupils should be aware of the nature of being a Citizen of the United Kingdom and actively seek to make the world a better place.	The diversity of our community is reflected through a curriculum that values the unique contributions each pupil brings to the classroom. Pupils are able to relate to their own identity and embrace the identities of others.

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Underpinned by the three drivers, our coherently planned academic curriculum sets out:

- a) a clear list of the breadth of Learning Journeys that will be covered;
- b) the 'threshold concepts' pupils should understand;
- c) curriculum milestones for progression within the threshold concepts;
- d) criteria for depth of understanding.

The diagram below shows model of our curriculum structure:



A) The **Curriculum Breadth** for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils' growing Cultural Capital.

B) **Threshold Concepts** are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each Learning Journey.

C) **Milestones** define the standards for the Threshold Concepts and provide a model of progression within each subject.

D) **Depth of Understanding:** we expect pupils at the end of each year to be secure within the year specific milestones for each threshold concept.

Curriculum delivery will involve a high degree of repetition so that knowledge enters pupils' long-term memory.

Sustained mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'

The Curriculum Implementation at Alder Grove

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) learning is most effective with spaced repetition of the Threshold Concepts.
- 2) Interleaving helps pupils to discriminate between Learning Journeys and aids long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach both in and out the classroom.

Each half term, children are immersed in an engaging Learning Journeys in Key Stage 1 and 2. Some subjects are taught outside of this. Throughout our curriculum we also provide:

- cross-curricular links where they are meaningful;
- resources that are inspiring and motivating and ensure that all pupils learn and progress;
- relevant and rich first-hand experiences including visits and visitors;
- an appropriate level of challenge for pupils, no matter what their starting point;
- opportunities for deep thinking and debate;
- regular opportunities for parents to be involved in their child's learning;
- spiritual, moral, social and cultural development through the curriculum.

'We must remember that intelligence is not enough. Intelligence plus character-that is the goal of true education' Martin Luther-King, Jr

The Curriculum Impact at Alder Grove

The impact of our curriculum is that by the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.