Foundations of Chapel St Leonards Primary School Curriculum Vison

In our school we believe that:

"Knowledge, skills and experiences that are vivid and hold significance and those that are periodically practiced stay with you" **(Brown et all 2014)**
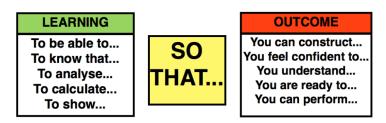
Focused

Knowledge: is the theoretical or practical understanding of a subject (Lauby 2013)

Skills: are the abilities or proficiency developed through training or experience. (Lauby 2013)

Fluency: A mastery approach to planning teaching sequences is vital as "one off activities, which do not provide for repetition, revision and deeper understanding are likely to be forgotten… Mastery has implications for working memory and long-term memory. The more the basics are practised the more secure the links with the underlying principles" (Myatt 2018)

Interleaving concepts, subject areas, knowledge and skills "provides a form of spacing. Interleaving can also help you develop your ability to discriminate later between different kinds of problems and select the right tool from your growing toolkit of solutions" (Brown et al 2014)

Appreciation: It is vital to ensure that learning is meaningful and purposeful. This involves making sure that learning is relevant, links coherently and involves learners within the whole process of teaching and learning. A sound way of looking at this is through the "We are learning this… so that…" model (Elder 2012)

Insightful

SMSC and British Values are threaded throughout the curriculum to ensure that children understand the importance of life both inside their school, their village and further afield

Metacognition: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. Metacognition aims to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement (EEF 2018). LORIC themes (learning behaviours are used) to develop the children's metacognition.

Pupil voice is used to give children an understanding of democracy and ownership of the things that go on in their school and village (Mini Police, House Captains, School Council, Pupil Voice surveys)

Responsive

Formative Assessment: Use of formative assessment helps us to ensure that knowledge and skills are developed and that the needs of the learners are put first. This ensures that teaching and learning is responsive to their needs during lessons, as a result of a lesson, as a result of a piece or work or previous themes or topics. Formative assessment is vital and is "encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black and Wiliam 1998)

Locality: The local areas is used where possible to enhance the curriculum but also give the children an appreciation of the locality that they live in. "A richness of local voices and views from which learning can take place" (Myatt 2018)

Engaging

Visits and Visitors: The curriculum will be enhanced with visits and visitors whilst remembering our focussed value. School funding should be used to ensure the equality of access for all. "The purpose of visits and visitors is to cement the curriculum… both visits and visitors can enhance and deepen knowledge but only if they are planned and contiguous to the subject." (Myatt 2018)

Experiential learning: *"*In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking." (Lewis and Williams 1994) We understand that an experiential approach helps learning to 'stick' and as with visits and visitors can provide the stimulus for high quality work but wide ranging engaging approaches must result in children making rapid progress in their learning and achieving the objectives set (we are doing this… so that…)