



Curriculum Intent

Our Vision

"Hope: building for a brighter future"

Our Christian vision of hope drives everything we do in school and informs our curriculum. Our curriculum decisions promote hope for our children's learning, providing broad, ambitious and inclusive learning to meet the needs of all our children.

Curriculum Aims

Our Christian vision of hope sits at the heart of our curriculum and promotes hope for our children's learning so that all children leave North Star Federation having developed the age-appropriate knowledge and skills needed to succeed in the modern world, and with the following traits:

- We will learn throughout our lives
- We are not daunted by challenges
- We will find what we love to do and show excellence
- We keep our minds and bodies healthy
- We seek out opportunities

We will achieve this through:

- Providing a safe, supportive and stimulating environment, which allows our children to learn, flourish and thrive, both in their academic subjects and in their more personal development to become fit and healthy, and self-sufficient in remaining so
- An ambitious, highly-aspirational curriculum, with high expectations of knowledge, learning and progress for all learners.
- A coherently planned and sequenced curriculum, where content is broken into smaller, manageable steps that build on one another cumulatively.
- A broad and balanced curriculum, which promotes the value of each academic discipline and provides opportunities for progress in all areas
- A curriculum rich in inspiration and opportunity, raising children's cultural capital, appreciation of their local community and the diversity in the world through a childhood curriculum running in parallel with the EYFS Framework and National Curriculum
- An inclusive curriculum which prioritises quality first teaching for all, but which is adaptable and adapted to the needs of individual children to ensure the high expectations for all are matched by progress for all, regardless of their background or needs

Values

Christian: *compassion, kindness & respect*

Learning: *curiosity, ambition, resilience & perseverance*

Our schools' values permeate Federation life and are, with a wider program of Christian values, explored and promoted in turn at a whole-school level. In classes, pupils reflect on each of these values in isolation, and teachers make explicit links within the curriculum where appropriate.

Through these values, our children develop an understanding of how to lead positive and purposeful lives, supporting themselves and others on a journey of learning and flourishing that takes many steps.



Curriculum Implementation

Research led

Teaching in all subjects follows Rosenshine's Principles of Instruction to ensure the golden thread of a high quality, research-led teaching approach across curriculum and across our Federation.

Daily reviews – connections are made with prior learning so children build their learning on solid foundations.

Questioning – questioning is used purposefully to support, challenge and check pupils' understanding.

Guiding student practice – pupils are given time to process and understand new material while learning to support long-term memory.

Obtaining a high success rate – children are taken out of their comfort zone with challenging tasks but build confidence by experiencing success.

Independent practice – purposeful, independent practice involving new knowledge and skills reduces the load on working memory.

Small steps – new material is introduced in small steps to support the effectiveness of the working memory and avoid cognitive overload.

Modelling – learning activities are clearly modelled so children know what to do and how to apply their knowledge.

Checking for understanding – misconceptions about learning are specifically identified and addressed to improve the effectiveness of tasks.

Scaffold difficult tasks – temporary support is provided to allow children to develop independence at their own pace

Monthly and termly reviews – spaced retrieval of knowledge and skills helps to embed learning into children's long-term memories.

Knowledge Rich

Reflecting the National Curriculum, our school curriculum is rich in knowledge. Lessons have clear, knowledge-based objectives which, over time, increase in depth and make more connections within and across curriculum subjects. Vocabulary is a key part of the knowledge in our curriculum and is explicitly taught. This allows pupils to fully understand new content and to independently express and apply what they have learnt.

Reading

Reading is a cornerstone of our curriculum. Starting with phonics and the teaching of early reading, children are taught fluency and comprehension through our reading curriculum, which includes a rich and diverse range of texts. Reading is promoted across the curriculum through quality texts and high expectations.

Enrichment

Across the curriculum, we plan enrichment opportunities, such as trips, residential, visitors, outdoor learning and forest school. Through these opportunities, children are inspired to be ambitious with their learning to maximise their potential.

Spiritual development

Through our reading spine, varied activities, enrichment opportunities and high expectations, our curriculum provides a mirror for children to see themselves and a window to the wonder of the wider world, promoting curiosity, ambition, resilience and an appreciation for the awe and wonder all around us.

Inclusion/support for all The Principles of Instruction ensure quality first teaching for *all* children. Where children need additional support, teacher delivery, supporting resources and activities are adapted to meet the needs of all children in the classroom, with additional interventions provided when needed.



Curriculum Impact

We measure the impact of our curriculum throughout the year. Successes are shared to promote best practice. Areas to develop are identified, with responses to these planned and actioned. This process is a team effort, with class teachers, subject leaders and senior leaders working together to support all of our children in the preparation for the next stage of their educational journey.

Subject leader monitoring

Each subject in each school has a leader, who has first responsibility for monitoring the quality of teaching and learning, and for making and enacting plans to improve the same. They do this in various ways, typically with a specific focus for the monitoring activity:

- **Learning walks/lesson drop ins** – short observations of lessons
- **Book looks** – reviewing a sample of books/work from across the school
- **Collecting pupil voice** – speaking to a cross-section of children about their learning
- **Professional discussions with staff** – formally and informally, through reporting and check-in chats

Formative assessment

Formative assessment is a regular, informal way of checking pupils' understanding and progress, and thereby improve the effectiveness of teaching.

The assessment of learning and progress is a part of every interaction a teacher has with a child. Through the application of Rosenshine's Principles of Instruction, techniques around questioning and checking for understanding ensure that class teachers can adapt their input mid-lesson, as well as from lesson-to-lesson having reviewed or marked work. Adaptations could include revisiting work, providing more scaffolding support or challenge, or delivering content in a new way. These low-stakes strategies and adaptations help to ensure that all of our children progress and achieve their identified outcomes.

Summative assessment

Summative assessments are used to assess pupils' progress and attainment at set point in time, often at the end of a unit of work or academic year.

In the core subjects of reading, writing and maths, summative data from tests is analysed at a question or subject strand level (e.g. using adjectives or adding fractions) to identify areas for development for individual children, small groups of children, or whole year groups or classes. This is used to inform future planning and interventions, as well as for planning professional development for staff or the investment in necessary resources. We are supported in this process by PiXL.

In other subjects, the class teacher's assessment of children's progress and attainment is monitored by subject leaders and used to inform action planning, staff training and investment in resource to improve provision.

Role of governors

Federation governors play an important role in receiving reports from subject and school leaders, visiting school to observe the experiences of our children and holding school leaders to account on their school improvement planning and the quality of education in our Federation.