



Bradshaw Hall Curriculum Design			
Our Core Values	<p>We are committed in ensuring that our children become Responsible Citizens, Confident Individuals and Successful Learners. Acquiring powerful knowledge, skills and attitudes is at the heart of the curriculum intent. Our curriculum is congruent with our School Aims and Principles: resilient, problem solving learners, curious about the World around them with a passion for life-long learning.</p>		
Our Guiding Principles The Intent	Responsible Citizens	Resilient Individuals	Successful Learners
	<p>A curriculum that develops every child's ability to care, respect and understand themselves, others and the world in which they live. Every child feels safe, valued and cared for.</p>	<p>A curriculum that inspires; providing a range of opportunities, designed to develop every child's sense of what is possible for them to achieve now and in the future.</p>	<p>A curriculum that ensures all children have the knowledge, skills and attitude to achieve in all aspects of their lives.</p>
Curriculum Approach The Implementation	<p>Our curriculum approach has been redesigned from Autumn 2017. It is a 'knowledge engaged approach', which means that we balance powerful knowledge in each subject with the development of children's skills though core concepts. Core concepts are revisited and built upon. This approach ensures all aspects of school life maximises learning and promotes our core values: Successful Learners, Confident Individuals, Responsible Citizens.</p>		
	<p>Our approach to curriculum design is based upon the latest research which staff have engaged in and knowledge of our children; their circumstances, their context. We work in partnerships with others to construct the curriculum.</p>		
	<p>A knowledge and skills progression map is provided for each subject area; this is our 'road map: showing the destination and what will be taught.' Interconnectivity between subjects are made to enhance learning further. Subjects are taught in discrete lessons ensuring deep learning and a true appreciation of each subject.</p>		
	<p>Planning is integral to successful learning. Six key lessons are designed and written bespoke for our curriculum against the National Curriculum. This will be the core knowledge to be known, rehearsed and stored for children to be fluent in the material. Staff ensure key information, dates, vocabulary and terminology for a topic is captured.</p>		
	<p>Key questions are employed at the beginning and throughout each topic theme. Children have the opportunity to raise their own questions too. These clever questions ensure that prior learning is considered and the bigger picture provided.</p>		
	<p>It is intended that fewer topics will be taught in a deeper, more profound manner. We believe that investing the right amount of time in deep knowledge and appropriate skills will lead to greater fluency and mastery.</p>		
	<p>Through marking, feedback, observation, and discussion, children are provided with celebration, next steps, missing links and the addressing of misconceptions. This provides us with a greater insight into what children have learnt, the gaps and what needs to be consolidated or revisited.</p>		
	<p>Children have opportunities to connect their learning, through the regular revisiting of big ideas and concepts within and across subject disciplines. This enables our children to gain a cumulative body of knowledge that grows over time and is strengthened through the sharing of ambitious subject specific vocabulary, which is evidenced in our pupils' responses to learning questions.</p>		
	<p>All staff are encouraged to use rich, subject specific vocabulary in their subjects to help children reason, infer and make judgements in an articulate manner.</p>		
	<p>Children are provided with enrichment opportunities as a source of awe, inspiration and motivation.</p>		
<p>Children will show their understanding of the curriculum through varied work; writing, art, music, drama etc. Clever use of ICT is used to ensure that some outcomes are digital. The school's multi-media suite is used for podcasting, green screen technology, programming and radio broadcasting.</p>			





The Bradshaw Hall Learning and Teaching Policy

An Ambitious Curriculum

Through our ambitious curriculum, our children build an expansive body of knowledge linked to our local context/environment. This knowledge prepares our children for their next stage of education, promoting life-long and passionate learners, with the ability and passion to make real and valued contributions to society.

A Team Approach

All staff are involved in leadership, driving an identified area. Consistency is key. Staff work diligently in coaching and sharing agreed values and principles. We have a collegiate approach to learning and teaching harnessing those areas that have the greatest impact on learning, that are inherent within this policy. Models of learning based upon this policy are outworked for each subject.

Curriculum Organisation

To allow children the opportunity to explore their learning in depth, our curriculum timetable is blocked via subject, utilising our varied learning environment. Key themes and questions are studied in a range of ways. Schemes of work are blocked, key concepts and ideas are spaced using retrieval practices. Cognitive load theory has been explored through a focus theme delivery and subject working models.

Our Learning Cycle and Working Models

Learning models such as the maths learning cycle, reading discovery workshop, art and DT models are specifically designed to ensure children know and remember more in a consistent and informed way. We have used research principles to inform our learning and teaching pedagogy and practice. For example, Rosenshine's Principles of instruction have been utilised to guide student practice and build metacognitive learning. Consequently, lessons focus on:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask key questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in review.

Learning Questions

Each series of lessons children experience is underpinned by a learning question, constructed by teachers using the subject progression of knowledge documents. These questions offer a high level of challenge, whilst supporting pupils' acquisition of subject specific knowledge. This approach is born out of the principles for our curriculum design. Learning questions are constructed to frame children's learning across a series of lessons and to support children in articulating their growing body of knowledge over time. These questions also support the planning and delivery of our curriculum as connections between learning are capitalised upon. Opportunities for reflection against our learning questions are capitalised upon, to demonstrate to pupils their progress over a





series of lessons and to support them in a coherent and considered response to the question, which shows depth of knowledge and connectivity across ideas.

Responding to Learning Questions

Across all subjects, children respond to learning questions at different points:

- at the end of a series of lessons
- upon completion a study question of a lesson
- upon completion of the study of a whole topic question

Child Focus-Task

The focus task is designed to maximise progress through facilitated learning between children and adults and between children in a group. The task is designed to enable children to make rapid progress towards the success criteria in order to support the child to ultimately answer the learning question with examples. Variation of this task supports children with scaffolds where needed and extended challenge where appropriate. Feedback, both written and verbal, supports the facilitation of learning required to make progress in the learning task and can be seen between adults and children and between children.

Live marking can be used within the focus task to give immediate feedback and to promote dialogue between the adult and the pupil. The focus task provides an opportunity for assessment where judgements can be made based on the child's progress in the task. It also supports the child in their ongoing self-assessment and self-regulation of learning.

Teacher Focus

- Rehearse practice with a focus on the success criteria and learning question
- Shared teaching: I do We do You do, incorporating worked examples and guided practice
- Promote independent application of knowledge

Why do we have Independent learning opportunities and key skills:

The learning opportunities, from the overarching learning questions are represented in conceptually different ways to allow children to explore the learning question. Metacognition and self-regulation approaches to teaching support children to think about their learning more explicitly and support pupils in effectively managing their independent learning.

Consequently, children are more likely to show the 13 superpowers linked to Successful Learning, Resilient Individuals and Responsible Citizenship.

Adults as facilitators of learning

Adults are models of learning across school, modelling the school's values and using Superpower language. Within the classroom, adults provide support for children to access the learning and challenge children to move their learning on. Through observation and assessment, adults identify which children need interventions at a universal, targeted and individualised way. Variation is offered, which supports all children to access learning.

Within independent opportunities, adults offer bespoke and targeted support through modelling, scaffolding and questioning to promote pace and productivity. In doing this it is ensured that every learning opportunity is maximised upon. Additionally, adults ensure children's behaviours for learning are reinforced and that they are promoted to develop independence. Adults support





children to articulate their learning journey by means of effective questioning and feedback. Adults work with individuals and groups of children at the focus task in order to generate success and to scaffold difficult tasks.

Feedback

Feedback is underpinned by the success criteria, our learning questions and our expectations and aspirations for our children and their learning behaviours.

Feedback is given, both verbally and written, in the directed, focus and within our independent provision and can also be through tests or via digital technology, it is given by teachers, teaching assistants and pupils.

This enables everyone to be a facilitator of learning and supports us in embedding this as a consistent whole school approach.

Cultural Capital and Enrichment

Our schemes of work are enhanced through cultural capital for our children, utilising our local environment, inspirational and influential diverse people and places. Within our curriculum design, teachers inter-weave opportunities to develop our pupils' awareness of their cultural heritage. This cultural capital grows as our children progress throughout the school. All children go on local visits, have visitors in to school, including visits to local religious denominations.

Key people, places and events are explored considering the diversity of our community.

All classes visit local religious denominations. EYFS: local farms KS1: visit to the airport, the Lowry Centre KS2: Crucial Crew safety learning, Weaver Hall, Chester, Tatton Hall, 2 Residential, choir residential, visit to the Bridgewater Hall and the Halle Orchestra.

Enrichment:

We offer an incredible range of extra-curricular opportunities. (See List)

We also work closely with external providers to further enrich our offer. Additionally, to our extra-curricular offer, we provide many opportunities for enrichment within our curriculum. Each year group will have the opportunity to:

Visit a local places of significance with a clear curriculum link

Be visited by an individual or group who has a clear link to their curriculum

Visit a location further afield, which is planned to deepen their appreciation of an identified element of the curriculum

Learn a musical instrument

Be involved in dramatic and musical productions

Engage with 'enrichment' activities

Take part in sports competitions with other schools in our local area

Develop their notion of social responsibility through participation in charity events, community ventures and activities that contribute to the improvement or promotion of our local area.

Our Curriculum Impact





Our curriculum has impact as our pupils know and remember more over time and increasingly articulate their growing body of knowledge. Core concepts, children's subject knowledge, core vocabulary are used to aid articulation. This is evidenced in children's books, on walls, in debate and conversation within the classroom and through pupil voice. This body of knowledge is underpinned by knowledge statements, alongside key subject specific vocabulary.

We have found that as children's subject schemas develop, connections across subjects, themes and ideas become more interrelated.

Other Stakeholders

The Role of Governors

Our governors support, monitor and review the school's approach to learning and teaching and have been integral to the journey. They are part of the school's self-evaluation schedule and understand the way learning happens at Bradshaw Hall.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- through children's planners
- by holding parents' evenings/workshops to explain our school strategies eg. literacy, PSHE, mathematical strategies, phonics
- SATs by meeting with and sending information to parents, at the start of the year, to outline the topics that the children will be studying during that year at school
- by informing parents of assessment outcomes and targets which indicate how the child can improve further
- by explaining to parents how they can support their children at home.
- By holding open evenings when parents can come and see the progress children have made in their books.

We believe that parents have the responsibility to, and integral in supporting their children in and out of school.

Monitoring and Review

The learning and teaching policy is a working document and evolves around annual audits and planning by pupils, staff and governors. We are aware of the need to monitor the policy, and we take account of new initiatives and research, changes in the curriculum, developments in technology, changes to the physical environment of the school alongside key teaching and learning priorities identified through data analysis.

Research:

Staff are currently involved in research projects promoting knowing more and remembering more agenda.

