

Curriculum Teams

At Ashbury Meadow, we lead and manage our curriculum through four curriculum teams. The Global Team, the Problem Solving Team, the Communication Team and the Personal Development Team. The teams have been built around disciplines which link and support each other. The purpose of the teams is to design and develop the curriculum and monitor and assess its impact for these disciplines, as well as developing the breadth of the offer through whole school days, clubs and links to professional accreditations and organisations. In order to develop expertise and develop a culture of love for the subjects, staff chose the team they want to join, based on their own enjoyment and academic background.

Curriculum design:

All stakeholders are part of the development of the curriculum design. To ensure curriculum quality we have addressed the following:

Developing sequential learning where pupils know more and can do more

Local context and filling the gaps from pupils' backgrounds

Focus on subject disciplines even when topics are taught

Focus on ambitious personal development

Developing a curriculum that embeds learning outside of the classroom

Considering depth and breadth and curriculum content

Seeing the curriculum as the progression model

Having a clear purpose for assessment

A mastery approach

Listening to the pupil voice

Reviewing and evaluating curriculum design

Curriculum Model

Knowledge-engaged approach:

Knowledge underpins and enables the application of skill. We strive for children to learn skills alongside knowledge, ensuring that both explicitly are developed enabling pupils to have a 'meaningful knowledge', through lots of experience and knowledge. The curriculum is about how we can ensure that pupils can achieve both knowledge and skill and develop them by returning to them in different transferable ways. We do this by having an emphasis, where appropriate, on cross-curricular teaching linked to learning outside of the classroom. We have developed a curriculum that is relevant and meaningful to pupils and enables them to put their knowledge into context, for example through our local area studies.

We believe it is our responsibility to develop the literacy and numeracy skills for all our pupils. Using the Early Years Foundation Stage Strategy and National Curriculum as a basis, age-appropriate progression in knowledge for each

core and foundation subject has been identified. This has been mapped out to ensure coverage of identified knowledge is secured across EYFS, KS1 and KS2. We carefully select the sequence of when, what and how knowledge is taught and subject leaders work actively to review this aspect regularly thus ensuring the building of schema.

Our curriculum model is designed to enable pupils to have focussed time on foundation subjects to develop depth in their learning, disciplines such as science, RE, history and geography are 'blocked' within the terms. We do this because our research has shown that our pupils learn better and have the opportunity to develop a deeper conceptual knowledge in this way. Subjects which are more skills based and need rehearsing, such as MFL are taught weekly to support the regular practice of the skills. In order to ensure that pupils retain their knowledge and can use it to build schemas we use retrieval practice at the start of every lesson.