



Chesterton Community Sports College Curriculum Policy

Curriculum

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Signed: Chair: R. Dutton

Head: R. Swindells



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--- Incorporating Teaching & Learning, Assessment & Feedback ---

“Be the best you can be”

Curriculum Aims

At Chesterton Community Sports College, we aim to provide all children with a broad and balanced curriculum which has knowledge-based learning as its core value. We provide a curriculum, based on the National Curriculum, which supports all pupils to exceed both academically and vocationally where achievement of potential is key.

The shortened Key Stage 3 is a huge strength of the school and allows a very broad range of subjects to be offered to our pupils. All subjects are delivered by specialists, including specialist teachers in all options subjects, as well as a very strong core. The options offer is outstanding, allowing great breadth and balance for all pupils. EBacc uptake is extremely high and we offer a good balance of vocational and academic options (four options).

All subjects at Chesterton Community Sports College are continually reviewing their curriculum with a real focus on crucial knowledge. We believe that each child’s performance in exams will improve greatly when they learn more crucial knowledge, remember more crucial knowledge, understand it and then apply it.

Crucial knowledge is the key content that has to be taught, remembered and understood by all pupils, alongside additional learning. We believe that if students learn and remember this crucial knowledge, they will be able to access more learning in school, develop their confidence and importantly, make more progress.

Over time, pupils will **know more, remember more, understand it and apply it.**

Overview, Principles and Interpretation

- Knowledge empowers and builds confidence
- Crucial knowledge should be agreed by ALL relevant staff
- Crucial knowledge should be constantly taught, recapped and assessed
- Assessment takes place every day, every hour and every minute - not waiting for formal termly assessment dates. This will allow opportunity to ensure crucial knowledge is fully embedded at the appropriate times
- Knowledge allows comprehension. Skills are dependent on knowledge
- Sequencing is essential and should be well thought-out and logical
- Constant recap is essential – it allows successful recall and embeds knowledge
- Knowledge is generative. It will develop confidence as pupils apply it to the correct contexts across different areas



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Curriculum Documents

The curriculum at Chesterton Community Sports College is planned under the following headings in all departments.

- A) **Curriculum Overview**
- B) **Curriculum Intent**
- C) **Curriculum Sequencing** (including specific planned recap/recall)
- D) **Crucial Knowledge Resources**

These documents are continually reflected on adapted/updated where needed.

- Documents are used by staff and also shared with parents and pupils
- There is a continued focus on pupils understanding and applying their knowledge in context
- Continual assessment in all lessons using a range of assessment strategies
- Sequencing is well-developed across the curriculum and regularly evaluated to measure impact
- Pupil iPads are used as a valuable resource in and out of lessons to support crucial knowledge learning and application, as well as to support their understanding of sequencing (subject overviews)
- Regular staff and pupil reflection and evaluation of learning is supporting the learning of deep rooted and meaningful knowledge
- Pupil conversations at all levels with teachers, peers, SLT, other department specialists, non-specialists and parents are knowledge based and enable regular evaluation of the impact of teaching and learning across the curriculum

Curriculum Intent

All departments have a clear understanding of the sequence in which knowledge is taught. All subjects have clear sequences of learning with rational, well thought-out intent, which is constantly moderated and reviewed at all levels. Knowledge is at the heart of all plans, with crucial knowledge always leading the content. Recap is planned for in as much detail as possible. Our curriculum intent is to embed the learning into long term memory, where the accumulation of deep rooted and meaningful knowledge enables successful application.

Curriculum Implementation

Over time, pupils, 'know more, remember more, understand it and apply it'. Their accumulation of deep rooted and meaningful knowledge means that they can recognise and apply this knowledge in context. During implementation, assessment is essential for successfully embedding knowledge into pupils' long-term memory and should take place at all points in pupils' learning. Knowledge gaps are highlighted and filled constantly, misconceptions are addressed and differentiation is key to ensure that each pupil progresses at the optimum speed.



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Personal Development

At Chesterton Community Sports College, we actively encourage all of our pupils to 'Be the Best They Can Be' in all aspects of their lives. We provide an extensive range of extra-curricular activities and opportunities for all pupils and there is a wide range of leadership roles available to pupils across all subject areas and across the school community, such as prefects, house leaders, sports leaders, School Council and subject leaders. Pupils are also encouraged to take part in weekly extra-curricular clubs and regular trips to develop their skills and experiences, and for their own personal development.

Religious Education is studied at KS3 and delivered during form time at KS4, as well as being offered as an option subject at KS4. PSICHE is taught during form time at both key stages, with the addition of PSICHE/RSE days for each year group. This ranges from workshops with the NHS, Road Safety, talks by colleges and Universities, etc.

Through the support and guidance that we provide, it is our aim that every child leaves us with positive values and high aspirations about their future career path. We aim to provide personalised support which will allow pupils to make realistic and informed decisions on progression to Post-16 education, employment and/or training opportunities. This includes A Levels, apprenticeships, traineeships, study programmes or specialist programmes at University Technical Colleges (UTCs).

The Government's career strategy (December, 2017) gives schools a long-term plan to build a careers system that will enable young people to make the right decisions Post-16. To achieve this aim, Chesterton Community Sports College aims to use the benchmarks from the Gatsby Charitable Foundation, which are as follows:

1. A stable careers programme
2. Learning from the careers and labour market information
3. Addressing the needs of all students
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education provide
8. Personal Guidance

Curriculum Impact

The impact of the curriculum will be constantly reviewed, with a focus on how well the pupils learn and apply their knowledge and curriculum content in relevant contexts. The impact of the curriculum will be reviewed on an ongoing basis and will include:

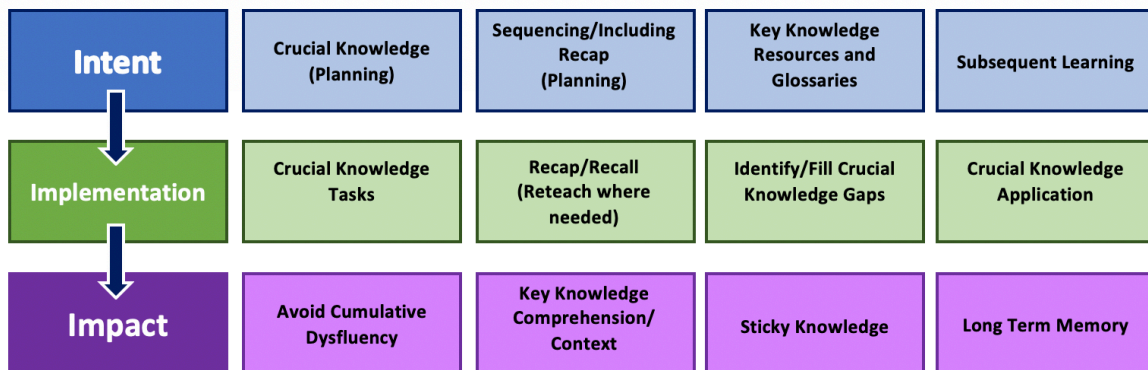
- Continual assessment of pupils' retention of knowledge, understanding and application in all lessons using a range of assessment strategies
- All subjects have clear sequences of learning with rational, well thought-out intent, which is constantly moderated and reviewed at all levels (class teachers, departments, SLT)
- Regular staff and pupil reflection and evaluation of learning to support the learning of deep-rooted and meaningful knowledge
- Department weekly reflection documents to assess how deep-rooted the knowledge and skills are across all areas



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- Weekly SLT department meetings review, measure and monitor of impact of the curriculum constantly
- Pupil conversations at all levels with teachers, peers, SLT, other department specialists and non-specialists are knowledge-based and enable regular evaluation of the impact of teaching and learning across the curriculum
- Regular pupil/parent/teacher feedback allows strong progress and keeps it at the forefront of learning

Overview of Key Areas



Terminology

Crucial knowledge (key knowledge) – The key content that has to be taught, remembered and understood.

Sequencing – Specific planning of the order to teach AND recap. It must not be vague and the rationale is clearly understood by all parties.

Key knowledge resources – Documents that clearly give the crucial knowledge facts (they are NOT tasks and they are not vague). They state what the knowledge is clearly and will allow all parties to be on the same page.

Subsequent learning – Learning that is triggered or facilitated by crucial knowledge. Subsequent learning without crucial knowledge can happen – BUT risks being dysfunctional learning.

Crucial knowledge tasks – Checking that a pupil clearly understands the learnt crucial knowledge.

Recap – Planned activities to allow pupils to remember/recall knowledge.

Reteach – The need for a teacher to re-teach the knowledge as there are clear misconceptions.

Recall – Pupils' ability to remember knowledge.

Knowledge gaps – Pupils have not learnt, or cannot recall the crucial knowledge.

Knowledge deficits – When a knowledge gap isn't addressed and more content is added, this leads to knowledge deficits.



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Crucial knowledge application – Using crucial knowledge in the correct context.

Cumulative Dysfluency (Dysfunctional Learning) – Learning is dysfunctional as random knowledge is layered on top of random or insecure knowledge. The sequencing is poor or not planned at all, and crucial knowledge is not embedded or recapped. Pupils are confused constantly with subject knowledge. (Isolated lessons at times can seem to be very good, but learning overtime is dysfunctional). Teachers sometimes are obsessed/focussed upon with finishing the course content without checking knowledge is understood and embedded.

Knowledge comprehension/context – Making sense and understanding knowledge in the correct settings.

Sticky Knowledge (transferable) - As more crucial knowledge becomes embedded and understood, pupils develop skills to transfer it and apply it in other contexts that make sense.

Long-Term Memory – reinforcing learning into the long-term memory of pupils so it is there for life. There may be issues of recall in the future, but the learning is stored for life.

Skills – The ability to use knowledge in a variety of ways to solve problems, have clear understanding and develop views on the subject content.

Generative learning – The process of constructing meaning through existing knowledge and experiences, therefore expanding learning and ideas.

Teaching & Learning

Teaching and learning is at the heart of everything we do and we believe that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so that they can achieve their full potential. We aim to provide all children with a broad and balanced curriculum which has knowledge-based learning as its core value. We provide a curriculum which supports all pupils to succeed both academically and vocationally, where achievement of potential is key.

We acknowledge that students learn in many different ways and we recognise the need to develop strategies that allow all students to learn in the way best suited to them. When planning for students with special educational needs, we use assessment and individual targets to support the development of their knowledge, skills and abilities. We have high expectations of all students, and we believe that their learning should be of the highest possible standard.

Aims

- Consistently deliver engaging, well-planned, differentiated lessons that allow all students to make good progress
- Be responsible for the progress of all students to ensure they make good progress
- To design teaching that supports the learning of deep-rooted and meaningful knowledge, embedding knowledge into pupils' long-term memory and integrating new knowledge
- To raise standards of achievement in all aspects of student development through well-planned, inspiring and challenging lessons



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- To continually assess pupils' retention of knowledge, understanding and application in all lessons using a range of assessment strategies
- To constantly identify, highlight and fill knowledge gaps, identify and address misconceptions and differentiate at all points in learning to ensure that each pupil progresses at the optimum speed
- Provide opportunities for students to apply and develop their literacy
- To make effective use of tracking systems to ensure that all pupils are making good progress and to ensure that set tasks are appropriate and adequately challenging
- To share good practice to support teaching and learning across the school
- To regularly provide opportunities for students to work independently and in silence
- To develop each student's desire to achieve through a positive behaviour system
- To develop and communicate an ethos of high expectations throughout the school community by providing students with opportunities to take on roles of responsibility (e.g. prefects and leaders)
- To provide a rich and varied learning environment, that allows students to develop their skills and abilities, working towards achieving their full potential
- To develop each student's self-confidence and engagement through crucial knowledge learning and regular recap
- To deliver highly effective and supportive teaching to all students and groups of students
- To provide students with a clear purpose and context for their learning
- To promote and develop independence so that students can continue in post-16 education with confidence
- To develop knowledge and skills for future learning and employment

Teaching and Learning at Chesterton Community Sports College

- Quality learning is a result of quality teaching, which is itself informed by constant assessment using a range of different strategies
- Assessment for Learning is an integral part of all planning and classroom teaching
- Quality learning is enhanced by a variety of teaching styles and strategies
- Students should be encouraged by **all** staff to become increasingly independent learners by making use of a range of independent learning strategies in the classroom and away from the classroom, and by providing regular opportunities for students to work independently and in silence. Staff should promote independent learning outside the classroom by providing regular crucial knowledge quizzes to recap key learning and independent learning tasks to support additional learning
- Students should be very much involved in their own learning and understand what they need to do to improve through effective assessment and feedback. Students should be involved in identifying and filling any gaps in their knowledge through regular assessment and recap
- All staff have high expectations of all students
- Parents and carers have an important role to play in developing their child's learning and are given resources and opportunities to do this



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Classroom Management

All staff follow the school's behaviour policy with regard to classroom management. We also aim to achieve well-managed classrooms by:

- Establishing and maintaining robust routines and ways of working (e.g. completing the register, packing away, leaving the room calmly, etc.)
- Designing teaching that supports learning through well-planned, inspiring and challenging lessons
- Planning and adapting teaching that is based on constant assessment of pupils' understanding, progress and needs
- Giving students a clear sense of responsibility
- Ensuring that resources are well maintained and well presented
- Ensuring that teachers are prepared for lessons, including the organisation and preparation of teaching resources

Independent Learning

At Chesterton Community Sports College, we aim to promote independent learning as an essential part of raising pupil attainment and developing more independent learners. Independent learning encourages pupils to become more responsible for their own learning and reinforces and extends learning that takes place in the classroom. With the support of teaching staff, parents and carers, we aim to develop our pupils' accumulation of deep-rooted and meaningful knowledge into their long-term memory so that, over time, pupils, 'know more, remember more and apply more'. Our focus on independent learning also helps to develop pupils' confidence through improved knowledge and understanding and support their work ethic through engagement in learning and a commitment to being the best they can be.

Independent learning should take place:

- In the classroom during planned silent independent tasks
- During pupils' timetabled independent learning sessions
- During designated form time sessions (focus on crucial knowledge quizzes)
- Outside the classroom for extended/additional learning (using resources in class Teams)

Examples of independent learning:

- Completing self-marking quizzes set by class teachers and HODs to recap and identify gaps in learning of crucial knowledge
- Extended/additional learning tasks using resources provided by class teachers to support and extend learning taking place in the classroom
- Flipped Learning – researching or preparing for a topic before the lesson
- Directed online tasks (e.g. Maths-Whizz, Kerboodle, online links)
- Directed reading or research tasks
- Consolidation of classwork (e.g. writing up classwork and notes, researching and developing understanding of topics, practicing key skills)
- Revising and preparing for assessments or exams
- Completion of coursework assignments



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Purpose of Independent Learning

Independent learning should:

- Develop pupils' accumulation of deep-rooted and meaningful knowledge into their long-term memory
- Encourage pupils to become more responsible for their own learning
- Reinforce and extend learning that takes place in the classroom
- Develop pupils' confidence through improved knowledge and understanding
- Support pupils' work ethic through engagement in learning
- Promote responsibility, time management and self-discipline
- Develop lifelong skills
- Be accessible through our online learning platforms
- Reward pupils for their efforts through achievement, engagement and through the school's rewards system

Online Teaching & Learning

Online teaching and learning plays a crucial role in supporting students at Chesterton Community Sports College to learn and achieve. Pupil iPads are used as a valuable resource in and out of lessons to support crucial knowledge learning and application, as well as to support their understanding of sequencing (subject overviews). Key crucial knowledge resources are shared by teaching staff with pupils and parents.

The use of iPads and online learning platforms enable our students to have access to their learning at all points, both in the classroom and away from the classroom. Class teachers and Heads of Department set regular self-marking crucial knowledge quizzes to develop pupils' accumulation of deep-rooted and meaningful knowledge into their long-term memory through recap and identification of gaps in learning. The self-marking quizzes support the continual assessment of pupils' retention of knowledge, understanding and application in all subjects. Class teachers also provide a wide range of extended/additional learning resources (available in the class Teams) to support and extend learning taking place in the classroom, and to support pupils' progress and engagement in learning.

Staff will:

- Set a range of activities that pupils can complete independently and provide appropriate support where required to ensure that all pupils can access tasks (setting regular self-making quizzes, providing crucial knowledge resources and extended learning resources in class Teams/OneNote)
- Provide appropriate feedback to pupils who have completed/submitted work
- Report any suspected misuse, safeguarding incidents or potential concerns to SLT/SENCO
- Ensure that all digital communications with pupils/parents/carers are professional in tone and content
- Take every opportunity to help pupils/parents/carers understand good online safety practice

Pupils will:

- Work to complete activities set by their class teachers (completing self-making quizzes, learning using crucial knowledge resources and extending their learning using resources provided by subject teachers)
- Understand the importance of adopting good online safety practice and following advised online safety guidance and acceptable use



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- Report any suspected abuse, misuse or access to inappropriate materials and know how to do so
- Understand the need to be critically aware of the materials/content they access online and to acknowledge the source of information used

Parents/Carers will:

- Encourage their children to regularly engage in online independent learning (completing self-making quizzes, learning using crucial knowledge resources and extending their learning using resources provided by subject teachers)
- Play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way
- Support the school in promoting good online safety practice and appropriate use

Effective Assessment, Marking and Feedback

Assessment for learning is an integral part of all planning, teaching and learning at Chesterton Community Sports College. Quality learning is a result of quality teaching, which is itself informed by constant assessment. Assessment takes place at all points in students' learning using a range of assessment strategies and should not wait for more formal summative assessments. This will allow opportunities to ensure that knowledge is fully embedded at the appropriate times. Teaching staff and Heads of Department should routinely make evidence-based decisions about the direction of learning for each lesson and for future learning, and in producing clear next steps for pupils.

Crucial knowledge should be constantly taught, recapped and assessed. Continual assessment of pupils' retention of knowledge, understanding and application in all lessons using a range of assessment strategies is essential to fully embed deep-rooted and meaningful knowledge and use it fluently. In order to be effective, assessment and feedback should be regular, specific and timely. It should promote good progress and outcomes by students.

Regular staff and pupil reflection and evaluation of learning to support the learning of deep-rooted and meaningful knowledge is key. Students should be very much involved in their own learning and assessment and understand what they need to do to improve through effective assessment and feedback. Students should be involved in identifying and filling any gaps in their knowledge through regular assessment and recap (e.g. feedback from self-marking quizzes and teacher assessment).

Marking

Expectations for marking and written feedback should take into account workload for teachers as well as providing students with appropriate, meaningful feedback. A teacher's response to written work should advance pupil progress and outcomes and inform future planning.

The quality of any feedback given will be seen in how a pupil is able to tackle subsequent work.



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Effective marking should:

- Be meaningful, focused and timely
- Be selective with a focus on independent/extended work
- Have a clear purpose that moves learning forward
- Include summative assessment at least every half term, where work is graded
- Ensure that pupils understand how to take the next steps in their learning (provide opportunities for pupils to complete, improve or redraft work)
- Include a range of marking strategies (teacher marking, peer-assessment, self-assessment)