



The Warriner MAT PRIMARY Curriculum policy

Contents

Primary Curriculum Policy	Page 2
Appendix 1 – WMAT Teaching and Learning Principles	Page 6
Appendix 2 – WMAT CPD principles	Page 9

Approved by: The Trust Board **Date:** 14th December 2022

Next review due by: January 2025

1.0 Curriculum aims

Our aim is for every child within the MAT to flourish academically, socially and personally through the challenging, engaging and knowledge led curriculum that has been developed across our schools.

Our vision and moral purpose translates into a knowledge rich curriculum which is driven by a strong set of values about what matters. It is informed by research and deliberately designed to enable all of our children to have equal access to knowledge, to value the pursuit of that knowledge and to be able to use that knowledge for good.

Our curriculum is ambitious for all children and the careful sequencing and planning, underpinned by research, aims to support even the most vulnerable or disadvantaged appropriately to close the attainment gap. We know that our classrooms may be the only source of the structured knowledge essential in providing firm foundations for the future learning journey of some of our most vulnerable children and so this must be guaranteed. From the Early Years onwards, the knowledge and understanding that children acquire in their time in school supports the development of critical thinking, analysis and creativity which we view as necessary precursors to future educational success.

Our curriculum is a framework for setting out the aims of our programme of education, including:

- The knowledge and understanding to be gained at each stage (intent)
- Translating that framework over time into a structure, narrative and with subject specific pedagogy (implementation)
- Evaluating what knowledge and understanding pupils have gained against expectations (impact)

2.0 Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

This policy complies with our funding agreement and articles of association.

3.0 Roles and responsibilities

3.1 The Trust board

The Trust board will monitor the effectiveness of this policy and hold the CEO and School Improvement Director to account for its implementation

The Trust board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum", which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements

- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 The Academy Committee

The Academy committee of each primary school within the trust is responsible for holding the head teacher/head of school to account for the implementation and impact of this policy by;

- Completing curriculum monitoring visits into school
- Considering progress and attainment data in Governor meetings
- Considering Trust Peer Review report and external monitoring/assessment visits (eg Ofsted/Siams) and monitor implementation of action plans.

3.3 Headteacher / Head of School

The Headteacher / Head of School is responsible for implementation of the policy and ensuring that it is adhered to, and that:

- All required elements of the trust curriculum are taught in the agreed sequence
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Requests to withdraw children from subjects are managed, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN

3.4 School Improvement Director

The School Improvement Director is responsible for:

- Monitoring the implementation of the curriculum through the annual peer review cycle
- Monitoring the impact of the curriculum on key groups e.g. PP, SEND etc. through the annual auditing processes
- Ensuring the delivery of high quality CPD to subject leaders and teachers through the professional learning group meetings
- Quality assuring the target setting process to ensure sufficient stretch and challenge
- Ensuring that the curriculum is reviewed regularly to ensure the highest standards

4.0 Organisation and planning

The curriculum enables children to deepen their understanding of the key concepts within each curriculum area and develop their knowledge through carefully sequenced units of work. The detail of this is informed by research carried out by subject associations such as the Historical Association and Geographical Association, through the work of subject specialists and through ongoing feedback from staff delivering the curriculum.

We believe that the knowledge base of our curriculum is key to developing understanding and is perhaps the most significant factor that the school can control regarding tackling disadvantage, hence the need for it to be mapped so precisely. Specific tiered Vocabulary is also essential for that knowledge development and understanding and so it is both identified, sequenced and taught explicitly in order that children have the necessary language to communicate both orally and in written form in each subject area.

The sequencing of our curriculum is a key factor in enabling our children to make appropriate and informed links in their learning which we believe will deepen their knowledge and provide opportunity

to apply, evaluate and analyse what they have learnt. The curriculum is enriched through carefully chosen trips and workshops, which give children the experiences that bring knowledge to life.

Subjects are taught discretely but careful planning has ensured that knowledge gained in one subject will enhance and support the learning in another. This approach supports the children to gain a more in-depth knowledge and understanding in order that they can think more deeply about their learning. Children's learning is also enriched by both fiction and non-fiction literature linked to their unit of coverage in different subjects.

Teachers are expected to engage with research-based guidance regarding the elements of best teaching practice which we know makes the most difference to pupils' learning. Within the WMAT we have identified core teaching and learning principles which should be evident within the classroom. Examples of this would include:

- Signposting prior learning explicitly and regularly
- Pre-teaching tier two and three vocabulary
- Using expanded success criteria where appropriate
- Modelling 'What a good one looks like.'

5.0 Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6.0 Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum", which includes the required subjects, through:

- An annual programme of school visits
- Involvement in the WMAT Peer Review process
- Meetings with the HT and Curriculum Leaders
- Meetings with the school/Learning Council

Subject and Curriculum leaders monitor the way their subject is taught throughout the school by:

- Involvement in the WMAT Peer Review process
- Involvement in WMAT subject audits
- Learning walks/lesson observations
- Matching teachers' planning to children's books
- Pupil voice conversations
- Analysis of data

This policy will be reviewed every year by Trust Board. At every review, the policy will be shared with the Academy committees.

7. Links with other policies

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

SEN policy and information report

Equality information and objectives

The Warriner Multi Academy Trust

Teaching and Learning Principles

The Warriner Multi Academy Trust is committed to ensuring that all of its pupils are able to be, 'the very best they can be.'

The MAT seeks to do this through creating an aspirational achievement culture where curriculum content is carefully designed and planned enabling all pupils to compete on a level playing field and by developing highly effective learning behaviours and attitudes within its' students in order that they are well prepared for their futures.

This document is designed to support our vision for the pupils within the WMAT by providing research-based guidance for elements of best teaching practice which we know make the most difference to pupils' learning and will support our recovery curriculum.

We recognise that effective teaching and learning takes place when teachers and schools are deliberate about what they teach and how they do it. We recognise that we must always reflect accurately on our practice, and make effective improvements and refinements as a result.

It is expected that the advice here will be useful for SLT, Subject leaders and classroom teachers. It can be used in a variety of ways which could include:

- *Lesson observers to sharpen practice and effectiveness of lesson observations*
- *Provide an audit framework to reflect on or evaluate quality of teaching*
- *Provide an action to follow up on development areas identified in lesson observation*

Developing high-quality Teaching and Learning

In order for all schools to deliver high quality teaching and learning, all learning opportunities must reflect the following.

High Expectations, these can be demonstrated through:

- Clear models of best practice for staff and children
- Effective CPD which addresses whole-school and individual need
- Appropriate levels of challenge and support for all

Well-Prepared

- Teachers should possess excellent subject knowledge
- Teachers have a clear understanding of the abilities and needs of the children in their class
- Learning is well thought through and allows for progression through a subject building on prior learning

High quality lesson delivery

- Lessons have a high degree of challenge and support with the necessary scaffolds in place
- New content is clearly explained and modelled for pupil success
- Assessment strategies are used effectively

- Teachers make efficient and effective use of available lesson time

Review the Quality of Learning

- Feedback has been effective in moving pupils on with their learning
- Assessment informs future planning

When teaching and learning is effective, we can see:

- All pupils make good progress through the curriculum during the lesson and over time.
- Learning reflects a clear sequence that builds on prior knowledge and supports excellent outcomes.
- Pupils' conceptual knowledge and understanding is committed to long-term memory, is easily retrieved and can be applied to other learning.
- Behaviour for learning is effective and embedded
- Feedback is incisive and pupils use this feedback effectively to improve
- Parents are active partners in their child's learning
- Resources, in all forms, are used to promote the best outcomes for all pupils

Examples of high-quality teaching expected within the classroom

<p>Modelling</p>	<p>Modelling is concerned with the explicit demonstration of the steps required and how to achieve the excellence necessary for the written outcome. Ultimately, by actively engaging children in the metacognitive process they are enabled to think more deeply about their learning and become more confident, independent writers.</p> <p>Typical features of effective modelling.</p> <ul style="list-style-type: none"> • Tasks will be clearly explained and steps to success shared through the expanded success criteria. All pupils will be able to complete them with a clear understanding of 'What a good one looks like.' • Lessons will tend to contain a limited number of tasks, to allow time for teachers to explore models with pupils in depth • Even small tasks (e.g. a brainstorm, or set of comprehension questions) will include an element of modelling which promotes access and excellence • Tasks will be both relevant and meaningful and have a good level of challenge • Feedback on pupil work, e.g. at the end of the lesson, will refer back to the qualities shared in the modelling stage and on the expanded success criteria <p>When introducing a new written task, the teacher should model the process live to make visible the necessary strategies for success. Using a visualiser, writing on the whiteboard or typing on a projected document, the teacher should narrate the process, thinking aloud to explain what is being done and why. This should also include editing and reflecting on mistakes.</p> <p>Variations on this strategy are:</p> <ul style="list-style-type: none"> • The teacher models the entire process, with no input from pupils, demonstrating how they refine and organise their ideas. • The teacher leads the process but asks targeted questions of the class so that they contribute to the process. • The teacher asks for suggestions from the pupils; fellow pupils and the teacher reflect on and refine these using the success criteria as a prompt.
-------------------------	--

	<ul style="list-style-type: none"> • The teacher models the first section/paragraph; the class contributes to the construction of the second paragraph; children write the remainder of the piece independently using the structure and techniques modelled. • Children work in groups with an identified pupil leading the modelling. • Children work in pairs to construct a response, talking through the process out loud.
Teacher Explanation	<p>Teachers are the expert in the room and they have the responsibility to teach new knowledge to their pupils. There are many ways to explain, and different contexts may benefit from different approaches.</p> <p>Typical features of effective teacher explanation are:</p> <ul style="list-style-type: none"> • The process has been deliberately thought through, planned and refined where necessary. • Teachers will care about the subject matter, and that it is valuable and interesting for its own sake. • The pace of the lesson will be effective and enable good amounts of content or depth to be covered during the lesson. • The teacher will know when to question pupils and when to teach directly. They will know the gaps in prior knowledge and vocabulary and will recognise when to pre-teach content. • Multiple examples will be provided when new content is challenging or abstract. The human brain is receptive to narrative and stories; these should be used where appropriate. • Discussion and questioning will be used when pupils have a reliable base of knowledge. • Teachers will use varied methods of assessing understanding that will ensure the brain is not overloaded with new content.
Scaffolding	<p>‘Scaffolding’ is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil’s current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.</p>
Effective Questioning	<p>Effective questioning lies at the heart of great instructional teaching. Teachers need to ask more questions, probe in more depth and take the time to explain, clarify and check for understanding.</p> <p>Examples of effective questioning are:</p> <ul style="list-style-type: none"> • Cold Calling – through an inclusive ‘no-hands up’ approach all students can be involved in teacher-pupil dialogue. • No opt out – pupils should be given the opportunity to gain confidence by consolidating correct or secure answers. If a child does not know the answer, move to other students, but go back to the first giving them a chance to say the right answer. This provides them with an opportunity for practice. • Say it again better – Provide more than one opportunity to answer. First responses allow pupils to formulate answers but a second opportunity, adding depth, accuracy and sophistication. This approach models that mediocre answers are not sufficient.

	<ul style="list-style-type: none"> • Think, pair, share – give groups a specific time-cued task and then ask for feedback. They can explain to the class, each other, take turns to quiz each other or build on each other’s answers. • Further probing - make it the default that you will ask several questions before moving on, this will encourage deeper responses. ‘That’s interesting what makes you say that? Is there a different way to say that? Can you give an example of where that happens? Can you explain how you worked that out? Do you agree/disagree with that? Why?’
Cognitive and Metacognitive strategies	<p>Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the ‘bread and butter’ of effective teaching. Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>
Flexible Grouping	<p>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept. Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts.</p>

Appendix 2

The Warriner Multi Academy Trust

CPD Principles

Warriner Multi Academy Trust

The Warriner Multi Academy Trust identifies three core values at the heart of its’ work. Excellence, Collaboration and Trust underpin the teaching, learning and curriculum provided for our pupils, the tailored and specific high quality Continuous Professional Development for our staff and the relationships we strive to develop with all involved in the trust.

Continuous Professional Development

We are committed to ensuring that all of our staff are enabled to be highly effective in their role, able to collaborate to achieve the best possible outcomes for our children and to be reflective

practitioners who strive to constantly improve. To that end, we have identified core principles that will underpin CPD provided for our staff.



The duration and rhythm of effective support.

The TDT International Review into professional development recognises that if CPD is to be effective in producing profound, lasting change, professional development interventions have to be prolonged. According to their research **the most effective professional development lasted at least 2 terms and usually more**. More limited change on very specific learning tasks could be achieved through shorter-term interventions, but to transform general practice, longer duration appeared to be key. School leaders must ensure that staff are given time to engage with longer term programmes to cover the input through a “rhythm” of follow-up, consolidation and support activities that enable teachers to grasp the rationale that underpins the strategy being explored and use this understanding to refine practices and support implementation. Any programmes must be underpinned by strong evidence and a clear rationale; time must be taken to surface participants’ own theories and align these with those of the CPD.

The consideration of participants’ needs.

Successful professional development needs to generate buy-in by creating an overt relevance of the content to its participants - their day-to-day experiences with, and aspirations for, their pupils. Opportunities for recognising the differences between individual teachers and their starting points can also be helpful alongside the opportunities for teachers to share and discuss their beliefs and to engage in peer learning and support. Leaders must also consider how they support teachers’ skills in identifying and understanding needs and developing the capacity for teachers to reflect on their classroom and students’ learning, and map this onto areas of need for their own practice.

Alignment of professional development processes, content and activities.

It is essential to develop a shared sense of purpose within the staff. A positive professional learning environment, sufficient time, and a consistency with participants’ wider context are all significant.

Effective professional development should be underpinned by a number of “key building blocks”:

- Subject knowledge.
- Subject-specific pedagogy.
- Clarity around learner progression, starting points and next steps.
- Content and activities dedicated to helping teachers understand how pupils learn, both generally and in specific subject areas.

Programmes should also put forward:

- Alternative pedagogies for pupils with different needs.
- A focus on formative assessment, to allow teachers to see the impact of their learning and work on their pupils.

Research has indicated that certain types of activities should be a feature of the professional development strategies. These include:

- Explicit discussions – how can the CPD content be translated into the classroom.
- Experimenting in classrooms – opportunities to implement and explore what has been learnt in the classroom.
- Analysis of and reflection around the underpinning rationale, evidence and relevant assessment data.

The role of external providers and specialists.

The most effective external input provides multiple and diverse perspectives and can challenge orthodoxies within the school. Facilitators can also act as coaches and/or mentors to participants. They can help teachers to take on a degree of leadership around professional development, treating participants as peers and co-learners.

Collaboration and peer learning.

What makes collaboration effective is often contested. Research recognises that peer support is regularly a feature in effective professional development however it also recognises that collaboration alone is not sufficient. It is essential to consider how to embed broader processes across the school, to sustain opportunities for collaborative engagement with content and co-plan to address specific pupil learning needs. One useful tool for this is ‘The Spiral of Inquiry.’ It consists of six stages: scanning, focusing, developing a hunch, new professional learning, taking action and checking to see if a difference has been made. Each stage in the spiral is framed by the following three key questions: What is going on for our learners? How do we know? and Why does this matter?

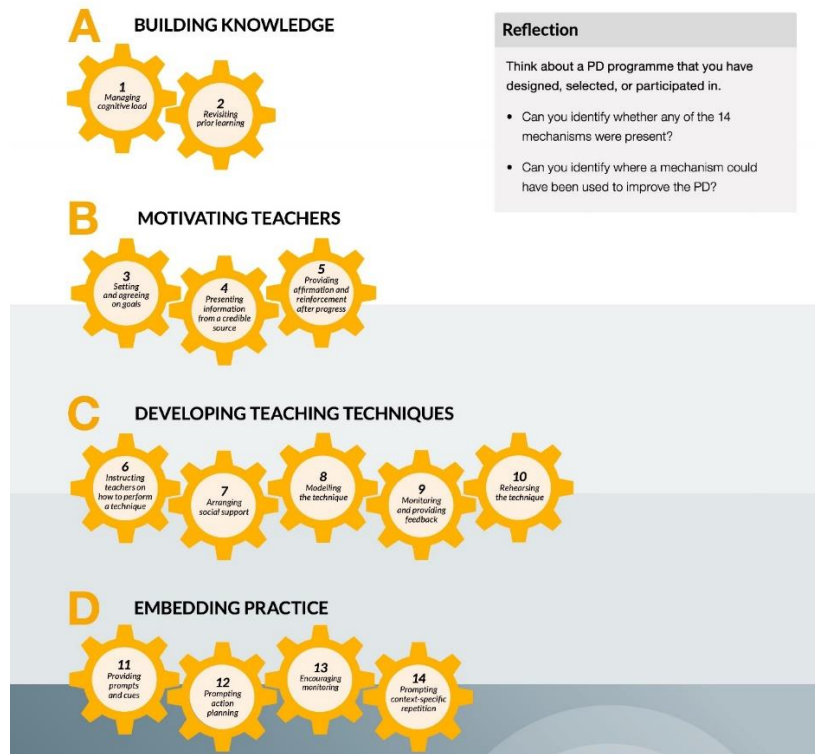
Leadership around professional development.

“Effective leaders do not leave the learning to their teachers – they become involved themselves”. Research identifies four core roles for school leaders in effective professional development:

- Developing vision – including helping teachers believe alternative outcomes are possible and creating coherence so teachers understand the relevance of CPD to wider priorities (how does this link to the School Improvement plan?).
- Managing and organising – including establishing priorities, resolving competing demands, sourcing appropriate expertise and ensuring appropriate opportunities to learn are in place.

- Leading professional learning – including promoting a challenging learning culture, knowing what content and activities are likely to be of benefit, and promoting “evidence-informed, self-regulated learning”.
- Developing the leadership of others – including encouraging teachers to lead a particular aspect of pedagogy or of the curriculum.

Additional tools to support the effective delivery of CPD



Reflection

Think about a PD programme that you have designed, selected, or participated in.

- Can you identify whether any of the 14 mechanisms were present?
- Can you identify where a mechanism could have been used to improve the PD?

PLANNING PROFESSIONAL DEVELOPMENT Considering a balanced design—Worksheet



A. BUILD KNOWLEDGE

*How can we effectively manage the cognitive load of teachers?
How can we revisit prior learning to embed understanding?*

B. MOTIVATE STAFF

*How can we encourage teachers to set and agree on goals?
How can we ensure information is from a credible source?
How can we offer affirmation and reinforcement after progress?*

C. DEVELOP TEACHING TECHNIQUES

*How can we best instruct teachers on how to perform a specific teaching technique?
What practical support needs to be offered (e.g. coaching)?
How can we offer models of the teaching technique and purposeful feedback on practice?
Are there opportunities to rehearse the teaching technique?*

D. EMBED PRACTICE

*How can we provide useful prompts and cues that helpfully nudge teachers?
How can we prompt productive action planning?
How can we encourage self-monitoring?
How can we prompt context-specific repetition to embed practices?*

