Out of bounds

Words

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Curriculum Design Statement

At Owston Park Primary Academy we believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable. Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on distributed practise and regular testing which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural . Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful.

The national curriculum 'provides children with an introduction to essential knowledge that they need to be educated citizens.' It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which 'the best that has been thought and said and done' impacts upon their own life, today, living in North Doncaster.

We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the 'horizontal' and 'vertical' links are. Vertical links are those links WITHIN a subject year to year (the concept of 'empire' for example, or 'warfare' or 'colonisation'). Horizontal links are those links ACROSS subjects within a year group (such as linking the study of Romans with a study of Christianity, the concept of settlements, the design of villages, the concept of leadership, Roman artwork etc).

KEY DRIVER	INTENT (rationale)	IMPLEMENTATION (design)	IMPACT (outcomes)
Out of bounds – greater depth activities as standard	**Regular access to greater depth activities to take children beyond the bounds of expectation . . .** is built into core and wider curriculum plans. This does not mean activities solely for 'gifted and talented' children, or the 'higher attaining'. This means children at all levels of achievement having access to activities which challenge their current level of thinking and attainment. This definition means that 'the shallow end' might still be considered 'deep' for some learners still building their confidence. However, 'shallow learning' should not be confused with 'surface' learning. Depth is related to experience and confidence, and the independent application pf prior knowledge. .	Depth across the Owston Park curriculum takes into account the three 'Rs' of learning; • Reflecting. We give children breathing space to reflect on an experience when deepening their knowledge and understanding. The children are not rushed or pressured – slowly we allow children to take control of their learning. • Representing. We give children plenty of opportunity to represent their learning in active ways so depth becomes memorable. This includes the use of manipulatives across all three key stages. • Reporting. We give children lots of opportunities to engage in meaningful talk with others. They are given opportunities to refine, consolidate, and develop their understanding by entering into learning conversations with peers and adults. This way they come to understand that their thoughts are important to us and that we are more interested in why they respond in the way they do rather than just creating opportunities which 'enable' the 'right answer'. When we are planning a lesson or sequence of lessons which encourage greater depth we use an approach where practise (fluency) and problems (mastery) are interspersed that touch upon content domains other than the content domain that particular lesson (interleaving) or sequence of lessons (distributed practise) focuses upon. To add to this practice we also use regular low stakes testing at the beginning of lessons using a range of recall, true/false, multi-choice, matching and wrong answer questions. Finally the 'how/why' question starter will be used to ensure prior learning is used to explain thinking.	By the time pupils leave us in year 6 we aim that they can; • Use justification • Use retrieval and use of prior knowledge • Use Tier 2 and 3 vocabulary correctly in full sentence answers • 'Prove it' and elaborate on answers • Demonstrate high levels of engagement and collaboration • Ask and answer higher order questions • Have high expectations of themselves • Understand that mistake making is healthy and acceptable

| Words – knowing more, using more | **Development of vocabulary . . .** learning to read is the most important skill a child can have and to access challenging texts children need a high level of vocabulary to comprehend through context. When we read working memory goes into overload if the vocabulary knowledge isn't there so the focus of working memory will go into deciphering the words, not the meaning of the text.

A better vocabulary also has a direct link to knowledge learning and therefore relates to academic success .

Hart and Risley also discovered that vocabulary knowledge directly affects social class.

Our work in school is based on the work of Beck and McKeown. | In the Early Years . . .

In Year 1 children are taught two new words per week linked to the text. There is a word wall where they are frequently referred to and words are coloured according to the children's understanding and correct usage of them using the metacognition colours. From September 2019 these words will be extended to include 'concept' words from the wider curriculum. Children receive a raffle ticket and/or dojo is they use them correctly in their wider writing or curriculum conversations.

Year 2 teach words as above but teach four words per week. From Year 2 children begin to revisit, using distributed practise and regular testing, some of the words they have previously learned.
Vocabulary in LKS2 is taught three times a week. The words are chosen from texts being studied. The first session includes learning four new words, the children will say the word, learn the definition and then construct a sentence containing the word. The following two sessions include two of the new words and two previously learned words.
Activities may include:
1. Out of the box (children are chosen at random to choose a word out of the box and must define the word to the group)
2. Taboo (children describe the meaning of the word, the rest of the group must guess the word).
3. Matching the word with the definition.
4. Cloze activity/Testing (usually end of unit activity task including all the words which must be placed in the correct sentence).
5. Multiple choice meanings and words. | • Know more words
• Know more about words
• Use words better and make better sentences
• Read better
• Comprehend what they read better
• Have improved cognitive processing |

		6. Group carousel activity (children visit the key words and create a collaborative sentence together). 7. Short story including the key words for that day. In UKS2 vocabulary is again taught at least 3 times per week. Eight new words are taught every 2 weeks. Words are chosen from guided reading or class texts or the Y5/6 statutory word lists. The first session involves teaching the definition of the new words. The remaining sessions include activities as in LKS2.	
Safeguarding – keeping children safe, teaching children to keep themselves safe	**Development of cyber - safeguarding . . .** It is essential that children are cyber-aware and that they build cyber resilience to protect themselves and others from potential harm.	Using Gooseberry Planet and wider curriculum input from our Gooseberry Guru; • Children will explore the differences between online and offline identity. They will identify effective routes for reporting and support and explore the impact of online technologies on self-image and behaviour • Children will explore how technology shapes communication styles and will identify strategies to build positive relationships online as well as identify behaviours that may lead to harm • Children will explore the concept of reputation and explore strategies to manage personal information • Children will explore bullying and other forms of online aggression and how to report these • Children will explore how information is found, viewed, used and interpreted, stored and processed and how this impacts on their privacy • Children will explore ownership of online content and explore strategies for protecting personal content	Children will leave us; • Confident in how to keep themselves, their information and their identity safe online • Sure of what to do if they feel they have been hacked, are being bullied or intimidated online • Secure in their online identity and reputation • Cyber healthy, with a good balance of on and offline lifestyle

		• Children will explore the effect that technology has on health, well-being and lifestyle including understanding negative behaviours	
Thinking about thinking – developing independent and resilient learners	**Metacognition** . . . is a high impact, low cost approach to improving the attainment of disadvantaged learners. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in, and improve, their learning. Developing learners' metacognitive knowledge of how they learn is an effective way of improving outcomes. (Metacognition and Self-Regulated learning guidance Report, EEF, 2018)	Explicit instruction has been given to pupils across school in metacognitive strategies and the three main stages – plan, monitor and evaluate – have been made clear. Activating prior knowledge is a priority during this process and three sets of prior knowledge are discussed at each stage – knowledge of task, knowledge of strategies and knowledge of self. Modelling, guiding and supporting by the teacher is a cornerstone in the effective teaching of metacognition, as verbalisation and conversation based on reflection, reasoning, deduction and rejecting as well as accepting ideas is key. This takes place as teacher to pupil talk and pupil to pupil talk. There will also be regular challenge, as this is the only way pupils will make progress with their learning and improve as learners. The focus is on understanding how and why the children are thinking the way they are in order to give them timely and effective feedback, rather than immediately leading them to a 'right' or 'acceptable' answer. Metacognition is not a standalone lesson – this process is built into many during lessons and aspects of learning and assessment during the school week. We have created as elf-assessment system for the children to use, which is developing in effectiveness; • Children who are 'red' do not understand their learning and are not sure where to start • Children who are 'blue' have some idea of what they're doing but still have lots of questions These two stages are classed as 'working towards' age related expectations.	By the time pupils leave us in year 6 we aim that they; • Have a thorough understanding of the tasks they are set and can set clear goals • Can explore different ways to approach a task and select strategies • Can consider how feelings and emotions will affect a task • Can assess progress towards a task • Can check the effectiveness of strategies • Can consider feelings and engagement levels • Can appraise the success of their plan and how this will affect similar tasks in future • Can review the effectiveness of strategies and their role in future tasks • Can reflect on feelings and how they might be managed in future

		• Children who are 'green' are getting it. They understand why they are learning it and can make some links to their other learning This stage is classed as 'working at' age related expectations. • Children who are 'purple' have got it! They can actively reflect on their learning, make links with other learning (because I know . . . then I know . . .) and can coach others. This stage is classed as 'working above' age related expectations. These colours also apply to children's vocabulary learning in key stage one and to the whole school marking policy.	
Opportunity – to succeed, to aspire, to believe	**Development of opportunities and aspiration . . .** is our school's creative approach to social mobility. We believe that there are three teachers of children; adults, other children and the environment. Our aim is to find out who children are as well as what they can do.	Our curriculum offer has been expanded to include; • Building in more visits and visitors into curriculum planning • Inviting local successful people to share their stories with children to enhance pride in the local community and Doncaster • Enhancing access to traditions by creating a school tradition which places the school at the heart of the community • Creating opportunities within the curriculum to think about careers and other life pathways • Creating opportunities within the curriculum to enhance life skills including travel, games, manners, activities, cooking and eating food etc. • Increasing opportunities for parents to come into school to understand their children's curriculum and lessons • More regular opportunities to access our Forest School	By the time pupils leave us in year 6 we aim that they; • Can articulate what they see in their future, talk about a career rather than a job • Don't always make the obvious, gender related choice • Know they have to work hard to achieve their dreams but that dreams are always achievable • Have a desire to make tomorrow a little better than today • Understand why they come to school • Understand that, although it isn't always easy, education is always the answer

			- Understand that they can shape themselves, rather than be shaped, that they can choose for themselves and not always accept the choices of others - Have the social skills they need to succeed at secondary school and beyond such as polite greetings, correct table manners, use of eye contact, the art of conversation, fair play, the use of good vocabulary etc
Numbers – fluency, problem solving, reasoning	**Mathematics Mastery** . . . is a maths programme designed by Helen Drury based on research into task design, variation theory, concept development and raising achievement. Within the programme there is a recognition that children have a number of natural ways of noticing and learning which, if identified and harnessed, can be significantly powerful in their learning. There is also an implicit understanding that maths can be messy (it's not always binary), we don't always aim for the 'right answer', there needs to be more talk and less formal recording, and more manipulatives, even in KS2. For these reasons all children should enjoy and achieve at maths.	From Years 1-5 the 'six-part' lesson is followed for 50 minutes per day and every day a ten minute 'maths' meeting is completed which checks children's understanding of current and previous concepts. \these two do not occur within the same hour. In nursery the children have a ten minute daily maths meeting and in reception . . . . In y6 the six part lesson is followed in term 1, but not the teaching sequence as directed by Mathematics Mastery. Their curriculum is based on gap analysis and QLA. Teachers plan and teach through the three main structures of Mathematics mastery; Language and Communication, Conceptual Understanding and Forensic Thinking. **Language and Communication** - Key language structures are identified and shared with all adults prior to the lesson - Key vocabulary is shared meaningfully using appropriate representations and is available for reference throughout the lesson	By the time pupils leave us in year 6 we aim that they; - Can imagine objects, patterns and numbers – be able to contemplate what is not actually present - Can express how they have worked something out through talking, sketching, drawing diagrams, using equipment and recording equations - Can conjecture to make an educated guess based on what they have noticed and their prior learning - Can convince others that their ideas are correct - Can specialise in trying to find out a few examples to

		• Adults model and pupils are expected to use subject specific language accurately and in full sentences • Appropriate explanation and modelling sets clear expectations for structured talk • All pupils are expected to reason • Pupil reasoning evidences accurate subject specific language • ALL pupils discuss and reason confidently **Conceptual Understanding** • Starting points are taken into account when planning teaching sequences • Teachers evidence deep subject knowledge and pedagogy, including relating concepts across subjects and the use of meta-cognitive strategies • Misconceptions are anticipated • Links are made to prior learning • Pupils are actively encouraged to make links between new and previously learnt ideas – which may be from a different subject • Teachers use the 'plan, 'monitor' evaluate' sequence • Concepts are clarified through use of examples and non-examples • Pupils are expected to use appropriate representations alongside their explanations • Children need opportunities to explicitly monitor their work • Children understand the process of moving from novice to expert through teacher modelling, prompting and questioning • Children receive the right challenge and the right amount of challenge at the right time	test and idea or find out more information • Can generalise to notice relationships and use them to describe rules that work in different situations • Can organise thinking using a system or by working systematically • Can classify by identifying common properties or differences by which they can sort ideas or information

		Forensic Thinking	
		• Reasoning and thinking opportunities are scaffolded to allow all pupils to engage and scaffolding is reduced when appropriate	
		• Subject specific thinking is incorporated throughout the lesson, not just as an 'extension' task	
		• Children can actively explain any patterns or relationships or similarities/differences	
		• Conjecturing is encouraged and is expected to be followed up with specific examples to convince	
		• Lessons allow opportunities for generalisation	
		• Explanations are routinely expected	
		• Children explicitly think about how they will approach the learning, what they understand about the task and what strategies to use/not use	
		• Children are encouraged to represent concepts or knowledge in their own ways and share their thinking	
		• Pupils are encouraged to independently apply their learning in unfamiliar contexts	
		• Pupils experience challenge and develop resilience by engaging in complex problems	
		• Pupils are given opportunity to reflect on their learning	
		• Pupils are encouraged to evaluate their strategies and relative strengths in order to improve	
Pupil Premium – equity not equality	**Disadvantaged Pupils strategy . . .** is a set of principles with which we support our disadvantaged and most vulnerable pupils. We define disadvantaged pupils in the Rose Learning Trust as any that are	**Vision** At Owston Park Primary School we aim to promote an ethos of attainment for all pupils. We define disadvantaged pupils in the Rose Learning Trust as any that are underachieving academically, socially or	By the time pupils leave us in year 6 we aim that they; • Have had access to outstanding quality first teaching.

underachieving academically, socially or emotionally. The trust has the expectation that the schools know their families well, hold all the children in high regard and are accountable to them. We are approaching the needs of our underachievers in two areas; • developing strategies and support for emotional health and wellbeing • targeting intervention support designed to be specific and short term to address gaps in learning We have clearly defined out barriers to learning and base all our work in school on enabling children to surmount them. • A lack of opportunity for aspiration. • A lack of opportunity to develop language and literacy. • Effects of poverty. • Barriers to accessing curriculum. • A lack of opportunity for parents to engage. • A perceived loss of culture.	emotionally. Our ethos encompasses an individualised approach that enables every child and their family to feel valued and to be held in positive regard. We have a shared language of success and inclusion to engender a sense of safety and respect and raise self-esteem. As a school we have high aspirations and take responsibility for the learning and progress of all our pupils. We aim to provide quality first teaching which is no less than good using strategies which promote outcomes for individuals rather than generic strategies. All strategies respond to data, diagnostics and other robust evidence. **Expectations** We recognise that though attainment is necessary it is not always sufficient. We have ambition for all pupils and understand what barriers to learning some children can face. Success should take place every day, in whatever form a pupil needs that to be in. **Provision** Provision is made every day in some way for disadvantaged pupils but this is not just academic support. For some children developing a sense of safety or belonging are the priority, or catering for medical or behavioural needs, or just giving them experiences beyond the curriculum to enrich their life. Money spent on this provision is seen as an investment, not a cost. Though every penny is accounted for we do not always expect the return to be in better results or just academic progress. **Use of data** As a school we measure what we value rather than the other way around, because we cater for individual needs, not to labels. We use multiple sources of data that help us to identify specific barriers to learning and identify diagnostic tools we can use to help us pinpoint strategies which will reduce their impact. Targets are ambitious and not abandoned if a strategy doesn't	• Have had access to a bespoke curriculum. • Have had access to a bespoke intervention based on a sound rationale and reliable data if they required it. • Have experienced a tangible regard for them and their family and experienced consistent positive language • Make good progress from starting points • Have had good regular attendance

		work. We try as much as possible to ensure that assessments are valid (they measure what they want us to measure), are reliable (each time we do them they give us the same information) and consistent (we all assess in the same way). **CPD** Most CPD is whole staff and focusses on maximising the impact of quality first teaching for all pupils in the classroom. There is also opportunity for bespoke training to happen for groups or individuals in supporting specific strategies for particular groups or individuals. **Planning** Planning for supporting disadvantaged pupils is a whole school approach specifically targeted towards disadvantaged pupils based on barriers to learning. This includes support for all groups; AD (at depth), AS (at standard) and PIPs (pupils in progress). Within each group there will be children underachieving (WIPs – work in progress) and these children are the ones to whom priority is given for support. **Impact** • At the heart of this support strategy is a robust evaluation and impact plan set up at the start. Outcomes are decided upon at the outset and set out in measurable terms. Monitoring frameworks enable mid-point adjustments to be made and quality assurance and triangulation activities are also built in.	
Addendum – Blended learning/remote learning package	All teachers whose class is partially/fully isolating will need to ensure their children have work to complete at home, but we must be cautious of introducing children to too many new and unfamiliar things which could end up overwhelming/alienating them. Much of what we already know can	It's important that children receive a relatively similar and stable 'diet', they need to know where they stand and what is expected of them. So, when setting online and blended learning, we will do the same things at the same time every week and expect the same things. We will set work on a certain day/time, expect it back by a certain day/time. Within	After a period of isolation the children will; • Speak confidently about the work they covered during their isolation period

	be applied to online learning (Daniel Muijs) but there needs to be a focus on the mental processes of the classroom rather than mimicking surface level features (Christodolu). This means knowing why the practices you are selecting from (retrieval/instructional/quizzes/assignments) are likely to be effective in achieving your goals rather than just setting busy work to keep children occupied. Megan Wolf suggests the average time a child spends reading/watching something is 2.5 minutes, so Doug Lemov suggests we should provide plenty of opportunity for students to break up the online aspects of their learning with offline activities as well as ensuring expectations are clear and we are holding children to account for their learning.	the limitations of the learning objective, we will set work in the same way/using the same format. This format should include children knowing exactly what we want them to do and how we want them to do it. During the learning activity learning will be broken into small chunks to establish a pattern of activity – such as introduce concept/worked example/worked example/try one/work that one through/try another/worked example/try another then another etc. etc. Worked examples are useful because for many of our children we're educating the parents too, in the ways in which we want the children to learn and them to support them. And often children won't always choose the best strategy and relying on their own meta-cognitive skills won't breed success alone. And success breeds motivation – acknowledging this and providing lots of opportunities for it is essential now more than ever (because you're not there to give them that little 'prompt' to re-engage!). Feedback will be regular (daily) either via 'Zoom' or dojo. It will be goal orientated and focussed on progress. An important point here is equity not equality – we can't feedback to every child after every piece of work but we can spot regular mistakes and will use them as a teaching point, we can spot those children who are regularly struggling and give more support to them, we can get a feel for those concepts that just need to be shelved and covered when normal schooling resumes. Sometimes we will just need to say 'do it this way', one formula for success is better than none and many adults operate in that way anyway. During lockdown we focussed on embedding prior knowledge, addressing misconceptions and closing gaps. We are now back to full time schooling so we must address new concepts as well as routinely	- Speak confidently about the support they received from school staff during their isolation period - Be able to present (some of) their learning to their class - Not be disadvantaged academically by their period of isolation and able to immediately engage with learning upon their return to full time schooling After a period of isolation the teachers will; - Demonstrate how they supported their children's remote learning (slides/presentations/work posted etc) - Informally report to the head teacher about participation and their efforts to increase any that wasn't substantial enough, and progress over the period of the isolation for the class and groups – individuals where appropriate - Feedback to SLT about how the system of blended learning can be improved

| | | reinforcing the 'old' ones. There will be a daily 'directed lesson' for reading/phonics and maths – either slides with a voice over, a live session or pre-recorded one. There will be use of regular testing and low stakes quizzing to really activate and embed prior learning and then get the children to use that knowledge in some way – then direct them to a couple of extras – differentiated or personalised where possible. When using online learning platforms (check youtube/TES/twinkle/Ruth Miskin/White Rose maths – teachers love to share and it's probably out there somewhere! Plus we now have Oak Academy for you to select resources from) it is essential that we pick a small number and use them effectively – not to just 'set some work' but to set work to fulfil a certain objective. It is also essential that the children are familiar with them prior to a period of isolation. So any online resources you intend to use in an isolation scenario must be built into your weekly teaching plan – Ruth Miskin's phonic sessions for example, must be used at least once per week so children are familiar with the format of the session if you intend to use them for online learning during an isolation period. Maths Mastery slides are already familiar to the children so these can be adapted as usual and shared daily during any weeks of isolation. These platforms don't have to be consistent across the phase but they must be consistent across the year group. They will be backed up with offline resources on the home learning page of the website. Writing and wider curriculum will be linked for the closure period and communicated twice-weekly on the website/dojo. All teachers will know ahead of time which parents will be unable to access online/dojo learning during a period of isolation – these will be communicated at the beginning of the isolation period and school based staff will print off resources and deliver them. | |

		Here's a couple of principles worth considering when deciding on presentation formats;	
		• Children learn better when extraneous words/pictures/sounds are excluded rather than included –	
		• Children learn better when corresponding words and pictures appear near to each other and simultaneously, not successively. Images and language work really well together	
		• Children learn best when text is conversational, not instructional	
		• Reveal processes step and step on the same slide, not on consecutive slides	
		• Less is more – generally speaking you will include less content than you would for a face to face session.	
		Online Teaching Cycle	
		1. Activate prior knowledge – use a quiz then 'adaptive tests' – tests which use info from prior tests. Then go from what they all know EXPLAINING LINKS as you go	
		2. Give clear, structured and challenging instruction – goals provide structure and tempo. Give core tasks with modelling/scaffolding, suggest extras. Intersperse with adaptive tests. Summarise all new learning before next tasks set.	
		3. Use full examples and partial examples with hints. Explain the underlying principle ('because'). Learners could articulate why the examples are successful.	
		4. Combine words and images but do not overload with sounds/animations. The brain will remember the useless stuff first.	

| | | 5. Give opportunities for processing – use 'wh' questions, ask for similarities and differences or links, summarising in own words, mind mapping etc.
6. Check check check that children have understood – if they stop understanding they won't engage anymore
7. Give scaffolding for complex tasks – individual or adaptive for groups. Give reminders, hints, step-by-steps, worked examples
8. Spaced learning for new concepts requires little and often teaching with lots of re-visiting
9. Variable practise helps consolidate learning – combine 1, 3, 5, 7 but establish them in a routine.
10. Testing – the art of remembering! Formative anf summative.
11. Feedback should always encourage action. Corrective feedback (right/wrong), directive feedback (you're wrong but this is how to do it) and epistemic feedback (now try this) all work online but you have decide which child gets what.
12. Further support and ideas can be found in Doug Lemov's 'Teach Like an Online Champion' (all teachers have a copy). | |