

## LAT Primary Curriculum Framework 2017 – 2018

The LAT Primary curriculum enables learners to communicate confidently and effectively and to develop the critical knowledge and skills across a broad range of subjects. Our objective is to deliver a broad, balanced, coherent and consistent programme of learning with clear and smooth progression routes designed for the needs of all learners irrespective of entry points.

We believe that a well-designed and supported curriculum is necessary for each academy to achieve its educational vision and aims. These aims include academic excellence, fulfilling the potential of every learner and giving learners a basis of skills, knowledge and understanding that is relevant for today and prepares them for tomorrow.

Every academy is a unique community within the Trust with its own identity and will be at a different stage in its evolution; however our common belief is that Learning does not begin or end in classrooms, but permeates the school environment and broader community.

What learners actually experience may not be the same as the written objectives of the curriculum – it will be the consequence of a complex web of interdependent parts including:

- the academy's vision and values
- the quality of teaching
- learner motivation and prior knowledge
- academy leadership, environment and culture
- the academy's curriculum
- assessment practices and expectations
- the academy's internal structures and operations

An international project concerned with the assessment and teaching of 21st century skills [Griffin et al 2012] identifies the changes in educational focus needed to prepare learners for the modern world, under four categories which we believe underpins our philosophy:

1. **Ways of thinking:** including creativity, innovation, critical thinking, problem-solving, decision-making and learning how to learn
2. **Ways of working:** including new forms of collaboration and communication
3. **Tools for working:** including developing information literacy and the capacity to harness the potential of new technologies
4. **Skills for living in the world:** involving the development of local and global awareness, and personal and social responsibility.

It is with this in mind that we have preceded in formulating our approach to the LAT primary curriculum framework.

Our expectations are that:

- Teachers/adults need to employ a variety of teaching strategies in the classroom and beyond that actively includes the voice and needs of the Learner.
- Learning and teaching is underpinned by Assessment for Learning, using learner work to diagnose precisely their current level of understanding ensuring that it becomes central to the teaching process and enables teachers to regularly plan for progress.
- Classroom Practitioners ensure that for much of the time learners should be actively engaged, which involves interaction between the Learner and the teacher/adult. It is important to note that individual

learning activities, where learners have to work in a disciplined manner on their own, remain critical, as does the learning of relevant factual knowledge contained within subject curricula.

- Active learning requires all teachers/adults to use subject content in broad ways, creating opportunities for learners to enhance their own understanding and building meaningful links between prior and newly acquired knowledge and understanding.

Outstanding teachers are confident, responsible, reflective, and innovative and engaged because they:

- **Have mastery of their subject area.** They can relate concepts and skills in such a way that pupils learn to understand and appreciate the nature of the academic discipline they are studying, and what constitutes quality and excellence for the developmental stage they are teaching.
- **Teach for understanding as well as coverage.** They have the ability to engage with learners' own ideas about the important concepts, and take them on a journey of discovery. They support the development of learners' understanding by adopting a spiral approach in planning activities to develop subject-related knowledge and skills. This approach plans for learners to revisit concepts over an extended period of time and within different contexts. This spiralling strategy reinforces learning and leads to deeper levels of understanding.
- **Connect learning to the real world, other topics in the subject, other disciplines and the experience of learners.** Learning is made relevant. Teachers build connections in the learners minds between different concepts both within the subject and, where relevant, between subjects.
- **Scaffold learning.** Building higher level thought requires practice and patience. Teachers need to constantly work in the proximal zone of development. The optimal level performance for a learner is the level that they can reach when they receive expert support, as distinct from the functional level, which they can achieve independently. Scaffolding learning supports closing this gap. By concentrating on the processes as well as the products of learning, pupils also develop the capability of raising their own functional level and become more effective at teaching themselves.

### **Whole Curriculum Skills**

Through opportunities to engage in active learning contexts across all areas of the curriculum, pupils will progressively develop:

Cross-Curricular Skills:

- Communication
- Using Mathematics
- Using Information and Communications Technology

Thinking Skills and Personal Capabilities:

- Thinking, Problem-Solving and Decision-Making
- Self-Management
- Working with Others
- Managing Information
- Being Creative

### **Planning for Coherence and Progression**

Pupils learn best when learning is connected. In the Foundation Stage teachers have considerable flexibility to interpret the different Areas of Learning to suit the needs, interests and abilities of the pupils.

- Teaching builds from where the pupils are;
- Pupils needs and interests lead the learning;
- Appropriate support can be given to those pupils who require it;
- Pupils are motivated and their learning challenged;
- Pupils have high expectations of themselves;
- Information can be shared with parents.

At Key Stages 1 and 2 teachers should seek to build on pupil's earlier learning from the Foundation Stage. Teachers should work together at a whole school level to ensure:

- The programme of learning in each year group, and across the key stages, is broad and balanced;
- There is continuity and progression in pupil's learning;
- Planning clearly identifies the knowledge, skills and understanding the pupils are expected to acquire;
- The curriculum is planned to take account of the pupil's differing stages of development, abilities and attainment to ensure individual needs are met;
- There is careful assessment of pupil's progress and evaluation of pupil's responses to inform future planning.

## Curriculum Organisation

LAT Framework	Subject Areas	Assessment
<p>Typically for 5 to 11 year olds, it is structured through the National Curriculum framework and organised into six stages. The curriculum framework provides the skills that need to be mastered by the end of each stage.</p> <p>The organisation of skills in each stage provides a structure for teaching and learning and a reference against which learners' ability and understanding can be assessed.</p> <p>Each Academy must ensure that pupils are provided with learning opportunities to develop the skills, knowledge and understanding that will prepare them for a smooth transition to secondary education.</p>	<p>A six-stage programme that provides curriculum frameworks and assessment for each of the following subjects:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Computing</li> <li>• Art</li> <li>• Design Technology</li> <li>• PSHE</li> <li>• Geography</li> <li>• History</li> <li>• Music</li> <li>• MFL</li> <li>• RE</li> <li>• PE</li> </ul> <p>Each stage reflects the teaching coverage for each year group.</p> <p>For core subjects the curriculum frameworks are divided into content areas called 'strands'. Mathematics for example has five strands:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measure</li> <li>• Handling data</li> <li>• Problem solving.</li> </ul>	<p>A clear assessment structure is in place and provides opportunities to benchmark pupils at key points of the school year and at the end of each key stage in line with statutory requirements. This enables teachers to:</p> <ul style="list-style-type: none"> <li>• identify learner strengths and areas that requires development</li> <li>• develop planning for progress and support using the information from assessment analysis.</li> <li>• provide learners with a statement of achievement at the end of their primary phase of education.</li> </ul> <p><b>Scheduled Progress Checks:</b> This allows you to compare a learner's results against the national expectations at key points in each year group and the end of each key stage.</p> <p><b>Checkpoint:</b> Diagnostic tests for English, mathematics and science, will be implemented at the end of agreed periods. This provides comprehensive feedback on the strengths and weaknesses of each learner and informs planning for progress and transition from one phase of education to another.</p>

## Assessment for Learning

Assessment is an integral part of the learning process. Through ongoing integrated assessment, teachers build a comprehensive profile of the progress and learning needs of each pupil in order to plan future learning opportunities. Improvement in learning is enhanced by taking account of any information that is available about a pupil's progression in learning to date. Assessment for Learning encourages:

- The active involvement of pupil in their own learning by:
  - developing their awareness of the skills and knowledge that are being developed;
  - developing their awareness of the strategies they employ in their learning.
- The provision of effective feedback to pupil (recognising the significant impact this can have on motivation and self-esteem);

- The development of pupil's ability for peer and self-assessment by helping them to:
  - review and evaluate their own and others' work;
  - set their own goals following effective questioning and feedback;
  - understand how to improve.
- The use of outcomes of assessment to inform future teaching and learning.
- A varied range of assessment techniques should be used as an integral part of the learning and teaching process, not just at the end of a lesson or topic.
- Teachers should select techniques that best suit the nature of the work being assessed and the purpose of the assessment at the particular time, for example:
  - observation;
  - oral, written, visual presentations or physical demonstrations;
  - independent or group tasks;
  - project work;
  - home learning;
  - diagnostic and/or standardised tests.

Evidence from these activities should be used to support teachers to:

- identify strengths and areas for improvement;
- plan the next stages of learning;
- make summative judgements at a particular point in time

Each Academy will track using three categories as follows:

- I. Step 1. Working towards (WTS)
- II. Step 2. Expected (EXP)
- III. Step 3. Greater Depth (GD)

Each academy will calculate the percentage of pupils achieving in each category at the end of each Module. It is expected that as pupils move through the academic year there will be less pupils assessed at WTS and more assessed at EXP or GD.

## **Curriculum Plan**

Each academy will strive to provide a curriculum that will enable pupils to achieve greater depth by mastering the curriculum skills for each subject at each stage of their learning.

The curriculum plan for each subject is organised into six stages and is a reference document for all classroom practitioners to use to ensure coverage and opportunities for learning are provided for all pupils at each phase of their primary education.

See Curriculum Plan attached.