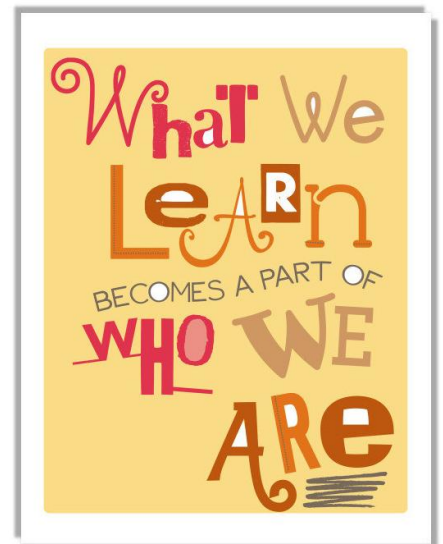
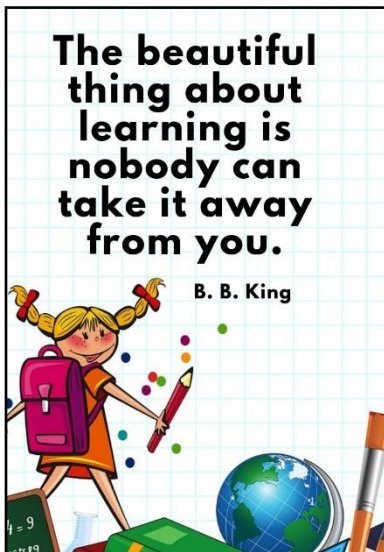

PELLING PRIMARY CURRICULUM STATEMENT & SUBJECT LEADER HANDBOOK



ACADEMIC YEAR 2026 - 2027

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‘Be the best that you can be - Be Proud’

THE MELLING WAY

The school motto of **‘BE THE BEST THAT YOU CAN BE...BE PROUD’** is at the heart of our school ethos that permeates academic, physical, mental, social, emotional development and growth. In order for children to flourish and be the best that they can be in their learning, we have a firm understanding that there are essential pre-requisites that must be in place for this to happen. BE A LEARNER is one of the main aims for all children in Melling Primary

The Melling Way is the embodiment of how we aim to ensure that these elements are given priority and promoted. The Melling Way is based on the following principles:

Safe School Promise:

In order for children to flourish then they need to feel secure and safe and must be secure and safe. Our Safe School Promise highlights how all adults in school have children’s safeguarding as their top priority.

Melling’s Mental Health/Well Being Strategy (7 steps to well-being)

Our Mental Health Strategy in practice makes provision for universal well-being support and development for all children and staff. Within its remit is our approach to prevention, early identification, early support and access to quality, specialised intervention. We endeavour to weave the pursuit of positive mental health through various elements of school life: curriculum, leadership and management, pupil voice, working with parents, ethos and environment and close working relationships with partner agencies. Good mental health is essential if our children and our staff are going to be the best that they can be.

Values based on British Values and our Golden Values:

At Melling we try to encourage and promote in our children a core set of values that we feel reflect our own approach to primary education and to living a full life where we value ourselves and others. Whilst reflecting British Values, are own set of values, in particular our Golden Values, run through every aspect of school life and provide children with a code by which they can live their lives. Our school caps that all children have (worn at half termly Caps Assemblies) are decorated with values badges each term, earned when children have consistently reflected a particular value. Our Golden Values being:

High Standards of Learning

High Standards of Behaviour

Melling Manners

Can do not can't do

Friendship, Care and Kindness

Giving is more important than receiving

Behaviour expectations

Our positive behaviour policy is designed to ensure that all children are allowed and enabled to make the most of all opportunities in school that will enable them to be the best that they can be. The guidelines ('rules') are straight forward, simple and easy to understand:

BE SAFE BE READY BE KIND BE RESPECTFUL

These are reinforced in every classroom and every aspect (eg wrap around care, after school clubs etc) of school, with a positive approach (Name in Lights) that rewards and acknowledges when children reflect these four principles.

The Melling Learner

With The Melling Way elements 1 - 4 in place, this should allow all children, irrespective of ability, background etc to be in the best possible position to want to learn, to develop effective learning behaviours and characteristics and to enjoy learning , not just in this phase of their educational journey, but in subsequent sectors and ultimately as life-long learners.

The Melling Learner is:

A communicator & collaborator

Literate, Numerate and Digital

A knowledge seeker and knowledge keeper

Curious about the world around them

A reflective & imaginative thinker

Motivated to learn and resilient when challenged

Respectful and Cares

Learner Profile of a Historian

LEARNER PROFILE OF AN HISTORIAN  	 Reflect on historical knowledge to understand other contexts <i>-Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</i>	 Build resilience in the search for evidence to make historical claims <i>-Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i>	 Literate, numerate and digital <i>-Read and analyse evidence from a range of sources and compare -Understand chronology -Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends</i>
 Use historical vocabulary to engage in quality dialogue <i>-Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'</i>	 Respect and celebrate the history of all cultures <i>-Respect how the lives of significant individuals in the past have contributed to national and international achievements and social change e.g. Rosa Parks, Mary Seacole, Neil Armstrong</i>	 Know & remember significant facts from history <i>-Know and understand the history of these islands as a coherent, chronological narrative -Know and understand significant aspects of the history of the wider world</i>	 Be curious and ask questions about the past <i>-Frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i>

All subjects, as part of their suite of planning resources, has a learner profile that is specific to that subject. For example History will have a learner profile that highlights the disciplinary skills that an Historian may need; in Art and Design, the learner profile will indicate how the 7 skills in The Melling Learner may be used by an artist

1. AN INTRODUCTION TO OUR CURRICULUM

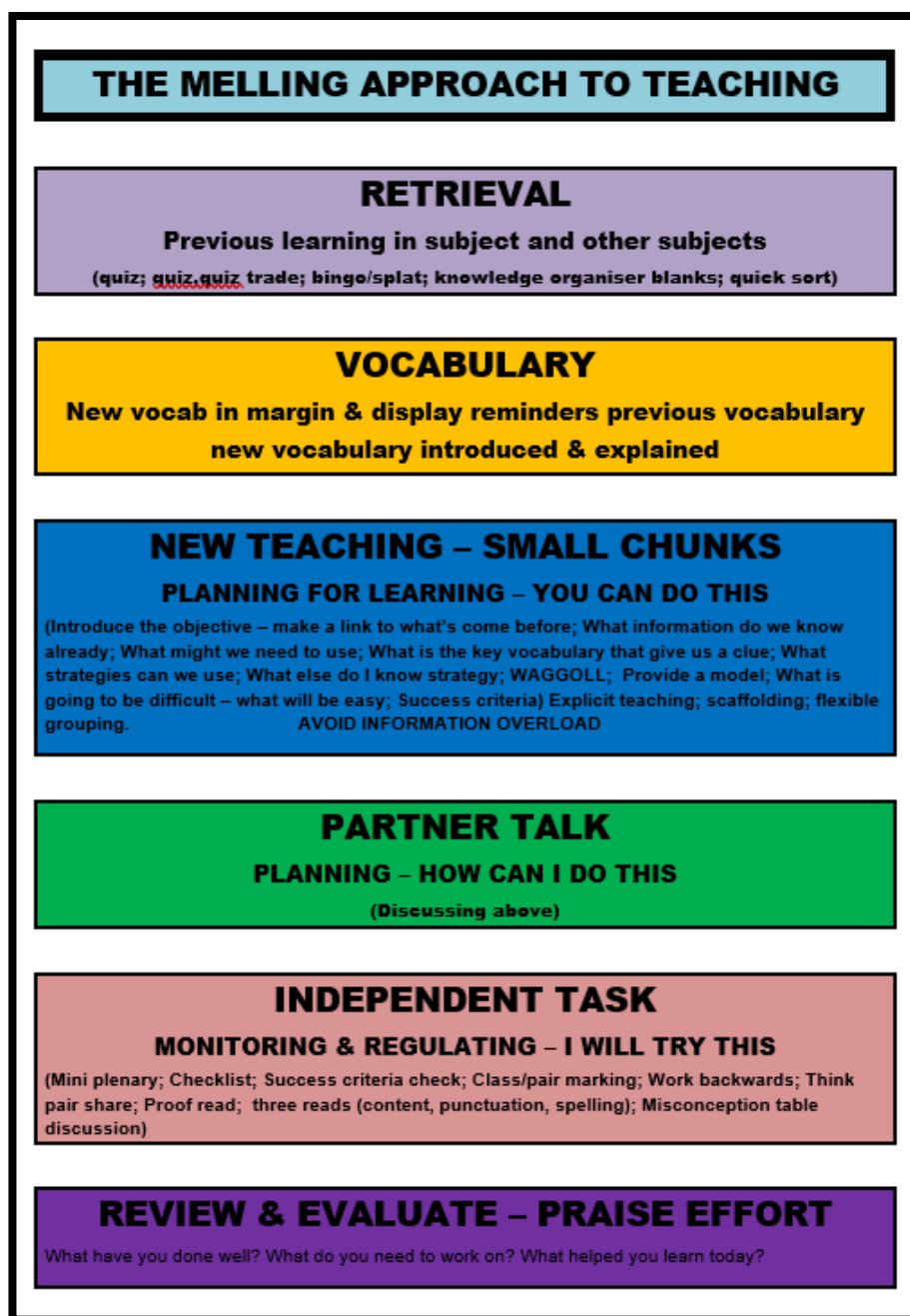
Our vision is to provide a **well-sequenced, carefully designed, and ambitious curriculum** that is accessible to all children. Our curriculum is ambitious and based on National Curriculum, it is thoughtfully organised to create meaningful and engaging connections within and across subjects such as history, geography, science, art, design technology, and English. At the heart of the curriculum is a strong, rigorous and high quality core curriculum that equips all children with the skills in English and Maths that will enable them to access the wider curriculum and enjoy their learning.

By teaching essential background knowledge, our aim is to inspire learners to be curious about the world around them. We strive to equip them with the confidence to take their next steps, form their own opinions, and develop a lifelong love for learning.

Our knowledge-rich curriculum?

Our knowledge-rich curriculum exposes children to ambitious content that has been carefully selected and well-sequenced. Within schools, time is limited, and a rich curriculum, that avoids curriculum overload, ensures that each moment will support children in acquiring the knowledge, skills and cultural capital that they will need to become well-educated citizens of the future. Evidenced based curriculum programmes have been selected to ensure appropriate coverage and a careful consideration given to the main themes and objectives to be covered in each unit. This curriculum is designed to ensure that the knowledge is taught to be remembered. At its core, all children, irrespective of SEND need, disadvantage or

vulnerability will be provided with the opportunities to find a passion for learning and succeed in the next stage of their learning and in later life. Our approach to teaching across the curriculum takes account of the importance of spaced retrieval, attention to vocabulary, opportunities for developing oracy and assessment through a variety of designed tasks.



2. OUR TAUGHT CURRICULUM

At Melling Primary we have developed a curriculum which is inspiring and relevant to our pupils and their locality. We teach the National Curriculum subjects, the local agreed syllabus for religious education and we also have a structured Personal, Social, Health and Citizenship programme which further prepares our children for life in modern Britain. The Curriculum provides a structure for developing the skills, attitudes, knowledge and values of The Melling Learner

The following is a brief overview of each subject:

Reading

The skills of early reading, developing comprehension and promoting reading for enjoyment are integral to the school's approach to reading. In EYFS and KS1 the emphasis on the systematic teaching of Phonics through fidelity to the RWI programme ensure all children have a firm foundation for reading. In KS2, a combination of whole class reading sessions; shared reading with the whole class; guided reading with a small group; one to one reading; library time etc are used in The Melling Approach to Reading. The VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval, Sequence/Summarise) approach is used to ensure children develop comprehension skills across the range of aspects to understanding of text.

Phonics

Children are taught Phonics, based on Read Write Inc, on a daily basis when they enter the Reception class. The Phonics programme is based on Read Write Inc and follows a set structure. This continues all the way through KS1 and may, if necessary, be used as an intervention in KS2 for children needing extra support with reading.

Writing

The key principle of the Melling Approach to Writing

THINK - SAY & REHEARSE - WRITE - READ - CHECK - EDIT

YR & Y1

Transcription: In Melling we use Letter Village, a programme for teaching handwriting that is linked to RWI (Read Write Inc - our Phonics Programme). In Reception we teach every child how to hold a pencil comfortably and to form letters correctly using the mnemonics from our phonic lessons. This is Stage one of our handwriting programme.

Once children can write the letters, they are ready to join our Letter Village. At Stage two, children form letters that will eventually flow into a joined style.

In later stages we teach children how to join the letters and then build fluency.

Composition: In Early Years and through to the end of KS1, composition is developed using two main principles: the power of the sentence and talk for writing.

The power of talking:

Talk through Stories (RWI) enables children to share quality texts with a view to extending their vocabulary:

- Talk Through Stories grows children's vocabulary through partner talk. Children need to talk, in order to develop their language for writing.
- In Story week, children get to know - and love - the story through talk: they understand the plot, the characters, and their actions and motives.
- In Vocabulary week, the talk focuses on eight words from the story. These are words that children are unlikely to hear in everyday conversation but are likely to come across in stories. For example, in *I'm in Charge* by Jeanne Willis, we chose bellowed, startled, barged, sneaked, grinned, dreadful, stomped, refused.
- Children develop their understanding of each word by using the words in the context of their everyday lives.
- Children are encouraged to see how these words can be used in the context of a sentence.

The power of the sentence:

Y2 - Y6

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. We follow the award-winning Ready Steady Write from Literacy Counts to develop confident, independent and successful writers with high aspirations. Our writing curriculum is research-informed and impact-proven, carefully designed to support all children to master the foundational skills and write for a clear audience and purpose. Through the use of high-quality, vocabulary-rich texts, we provide exciting and meaningful reasons to write. Children are immersed in literature and taught to craft their writing with precision, using a range of pedagogical approaches, including sentence accuracy, modelled writing and shared writing, as well as regular opportunities for editing.

We value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly before writing them down.

The oracy curriculum that permeates across all subjects continues to develop language, speaking and listening for different purposes as children progress through each year group.

Mathematics

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The Melling Approach is, for organisational purposes, split into several elements, but pupils are encouraged to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to science and other subjects where appropriate.

In order to develop the skills of mathematical fluency, reasoning and problem solving the Maths curriculum is taught across several elements: 'Four a Day' (written calculation practice); daily Mighty Maths (to develop mental fluency); weekly basic skills (to ensure age related expectations are revisited regularly and frequently); number bond and times table passports and the daily Maths lesson. (Whiterose planning and resources are used to ensure well structured, consistent teaching that makes links between aspects of Mathematics and that is progressive and well sequenced)

PE (Dance, Gymnastics, Field and court Games, Athletics, Swimming)

Through PE we aim to provide sustainable high quality PE and sport experiences, delivered twice a week that are innovative, creative and which have a positive and productive impact on pupils' opportunity to achieve their full potential in all areas of the school curriculum. All teaching and learning activities within the PE Curriculum follow the EYFS framework or the National Curriculum. At all times activities are adapted to meet the individual needs of all pupils. We provide all of our pupils with the opportunity to access a range of different sports and physical activities. We take pride in ensuring that every effort is taken to enable our pupils leave school with the skills necessary to lead independent, healthy and physically active lifestyles. A qualified sports coach and class teachers deliver quality PE lessons to all classes enabling thorough and consistent assessment. We are also committed to providing competitive sport in the form of inter-house competitions and matches against other schools.

Computing (Computing Science; Information Technology; Digital Literacy; Online Safety)

From the Early Years onwards pupils have access to computing technology - focusing on the concept of programming, coding and also learning how to use information technology effectively. Teaching and progression is based on The Knowsley Scheme of work - this allows for on-site training when necessary. This enables them to become familiar with a digital environment from a young age and become digital learners. They learn how to keep themselves safe on-line and how to use the internet responsibly. Pupils can then transfer these skills into other topics across the curriculum.

In order to enable all children to access the full range of computing design elements (those that require specialist and in some instances, very expensive equipment) we buy into STEM technology days at least twice a year. This allows children to make use of such specialist technology under the guidance of a STEM expert.

Spanish

Children in Key Stage 2 have the opportunity to learn Spanish. We aim to provide our children with a basis for later language learning by building enthusiasm, curiosity and respect for other languages and cultures. The class teacher or teacher with responsibility for MfL, uses an online scheme of work. This provides opportunities for the children to develop their

speaking, listening, reading and writing skills through learning new Spanish vocabulary covering various topics. This is supported by a range of practical role play activities and cultural experiences as well as the use of day to day Spanish throughout our daily routines. Y5 and Y6 children are taught Spanish by an expert in languages teaching - a link with a school in Magaluf has been made.

Science (Physics: Forces, Magnets, Light, Sound, Earth and Space. Chemistry: Materials, Rocks, States of matter. Biology: Plants; Living things and their habitats, Animals including humans; Evolution and Inheritance):

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. The programme at the heart of Science teaching is 'Developing Experts' - with the link to the work of scientists at its core. Science has changed our lives and is vital to the world's future prosperity, and all pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Art and Design (Drawing; Colour/paint; Collage; Sculpture 3-D; textiles):

The curriculum for art and design will encourage all pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

In order to promote a love of art and to ensure full progression throughout each of its elements, we use blocking for drawing, colour and 3-D/textile art. Each term one of these elements is the focus and displays/online gallery demonstrates the progression of skills from YR to Y6. In order to ensure that all staff have subject knowledge and skills awareness, the Access Art experts platform is used.

History (Historical Enquiry, Chronological Awareness; Knowledge about the past, people, events and ideas; Key concepts: Empire, migration, trade, monarchy, civilisation):

Our high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The

History curriculum will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Themes explored will be enhanced with educational visits to places of interest in order to bring history to life. The History curriculum will be enriched with trips, visits and visiting workshops in school. We use KAPOW Spiral curriculum platform that provides comprehensive subject knowledge for all teachers and up to date resources through which the curriculum can be taught effectively and built up over time.

Geography (Locational Knowledge - continents, oceans, countries major cities; Place knowledge - comparing physical and human features of different places; Human Processes weather, climate zones, biomes, mountains, rivers, and the water cycle; Physical processes - settlements, land use, economic activity, trade links, and the distribution of natural resources like food and energy; Skills and Fieldwork - globes, atlases, maps, compass points, observing, measuring):

We use KAPOW curriculum platform that provides comprehensive subject knowledge for all teachers and up to date resources through which the curriculum can be taught effectively. Our geography curriculum aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The Geography curriculum is complimented by the Eco Club who meet regularly during the year to ensure school is an environmentally friendly place. The school has The Green Flag Award.

Design Technology (Mechanisms; Structures; Cooking & Nutrition; Textiles; Digital programming STEM):

We use KAPOW curriculum platform that provides comprehensive subject knowledge for all teachers and up to date resources through which the curriculum can be taught effectively. Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils will be encouraged to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they are encouraged to develop a critical understanding of its impact on daily life and the wider world. Mechanisms; Food Technology; Making and creating are covered in each year group, sometimes using other subjects as the source of inspiration.

Each year all classes have access to at least one STEM based workshop.

Music:

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum aims to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The curriculum aims to develop a range of skills: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; learn to sing and to use their voices, to create and compose music on their own and with others. In KS2 all children have a year of weekly music lessons led by an expert in the music field: ukele; drumming; singing; recorders are taught on a rolling programme across KS2. The Subject Leader for Music delivers music lessons in YR Y1 and Y2 and makes effective use of the Charanga planning and resources for young children's music development.

RE (Creation, Incarnation, Salvation; Concept of God; Thematic - What it means to be (Muslim, Jewish, Christian, Hindu, no religion)

Religious Education (RE) contributes dynamically to children and young people's education in Melling by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Teachers will endeavour to equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Using the comprehensive SACRE Syllabus and expertly produced resources from NATRE - children are encouraged to reflect on a variety of themes, as well as no faith and no belief.

Religious Education (RE) will help develop pupils' knowledge of the world's principal religious traditions and worldviews and promote tolerance and understanding. Religions of Christianity, Islam, Judaism and Hinduism are studied in the context of human experience.

PSHE (Health and Well-Being; Living in the wider world; Relationships)

The PSHE curriculum is taught across the curriculum and across age groups in discrete lessons, circle sessions, assemblies, focus weeks/days as well as being a means of working with individuals, small groups, classes as and when a need arises. In Melling we use NHS backed My Happy Mind Plus programme with its planning and resources for high quality lessons.

Relationships Education - Our children are growing up in a world very different to that in which we grew up, Relationship Education and Health Education is vital because it will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. It allows all children to learn, in an age appropriate way that families can look different to their own. Aspects of LGBTQ will be addressed as and when teachers feel it is appropriate for children. There will not be taught, discrete lessons on

this, but rather will be addressed within the context of other lessons/discussions eg how families are different.

Relationships and Sex Education

At Melling children will learn about external body parts, changing and growing including puberty and reproduction as part of the statutory Science Curriculum. Sex education is not compulsory in primary schools, but we teach sex education in Y6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We cover human reproduction in line with the factual description of conception in the science curriculum. We consult parents about the content of anything that will be taught within sex education. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education

3. CURRICULUM ENRICHMENT (see separate document Curriculum Enrichment)

This Curriculum Statement covers the school curriculum principles and content that will be covered each year in each year group. This however, is not the whole story. We endeavour to address the fundamental British Values across our taught and enrichment curriculum.

Promoting the Fundamental British Values

Through our planned and enrichment curriculum we help children to understand British Values. Citizens of the UK are encouraged to

- respect and obey the law (we reinforce this through our behaviour curriculum)
- respect the rights of others, including their right to their own opinions (we reinforce this through our Golden Values; our Behaviour Curriculum; in debates in subjects such as History; in developing a respect for other faiths and cultures through RE, PSHE and assemblies)
- treat others with fairness
- look after yourself and your family
- look after the area in which you live and the environment (the local area is incorporated into subjects such as History and Geography; our Be the Best Team have 'Social Signature' at the heart of what they do to improve school life and the life of those in our community)

Democracy:

Democracy is strong within our school. Children have the opportunity to have their voices heard through our 'School Council' or 'Be the Best that you can be' Forums and through our 'pupil perceptions questionnaires'. When there is a general election - we ensure that we organise our own school election where children can create a manifesto and campaign - what they would do to improve our school with £250 - all children then get an opportunity to vote.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

Mutual Respect:

Our Golden Values underpin our behaviour/relationship policy. Children discuss these values regularly, and can earn gold stars and pin badges for their BTBTYCB cap linked to these values. 'Respect' underpins the adult:child interactions in school and dialogue with children and reflective conversations support children to see the importance of 'Respect'. The simple principles/rules that underpin the behaviour policy are all with this in mind.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE, 'Be the Best' time and PSHE. The school continually strengthens connections both within the community and globally.

We follow an agreed syllabus for RE which supports teaching to ensure the children know about different Faiths and Beliefs. In 2025 - 2026 we joined 'No Outsiders' project - this will form the basis of assemblies throughout the year.

4. INTENT, IMPLEMENTATION, & IMPACT

The curriculum is content that is structured over time. At a more complex level, it encompasses everything that happens in our school. This includes what is planned at leadership levels (the intended curriculum), what is learnt in classrooms (the enacted curriculum) and what is learnt everywhere else in school, from corridors to assemblies (the hidden curriculum).

Leaders have thought deeply about curriculum design; what is included, why we have chosen it, how we sequence curriculum content and how it then contributes to children learning and remembering more over time. This ensures everything we teach has a clear rationale and our curriculum is the best it can be.

All teachers understand the content of the curriculum but also the thinking behind it. Through engaging with subject and unit rationales, and curriculum focused professional development, we enable all staff to think deeply about curriculum intent, implementation and impact. Curriculum programmes have been selected that have a strong, rigorous and comprehensive professional development and subject knowledge resource.

Our Curriculum Intent

The three principles of a knowledge-rich curriculum that underpin our curriculum:

- Knowledge is **valued** and **specified**
- Knowledge is **well-sequenced**
- Knowledge is **taught to be remembered**

The content in our curriculum has been carefully chosen by subject leaders and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year. We value each subject and teach them discretely, ensuring that our children develop a deep understanding and love of each distinct discipline. Where appropriate, links are made across disciplines to enable children to make meaningful connections. Whilst drawing upon expert resources, leaders have also made further adaptations to include local history, geography and other locally relevant subject content. Subject leaders have thought carefully about the local context and have woven this into our curriculum.

We specify exactly what we teach in each subject and communicate this with parents. Our intended curriculum can be found in these documents:

- Whole school curriculum overview for each subject: outlines the units covered in the subject across the year
- Subject curriculum maps: detail exactly what we cover in each subject, with additional detail showing what is covered in each lesson - this can be found in unit front covers in children's books
- Subject rationales: explain the reasoning behind how our curriculum was developed for each subject
- Unit rationales: outline the substantive knowledge, concepts and disciplinary knowledge taught in each unit, and how each unit fits in with the bigger curriculum picture
- Assessment tasks are identified on unit covers for the wider curriculum (eg double page spreads)

Curriculum Implementation

Our intended curriculum is translated over time in the classroom following a structured approach. Teachers are provided with detailed documents for each unit to support with subject knowledge and planning. This ensures every teacher has secure, strong subject knowledge and reduces workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support their learners.

Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and each lesson introduces, orally rehearses, and engages with key vocabulary (e.g., looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given multiple opportunities to apply new words. learning and work independently. Throughout lessons, teachers assess/monitor pupil responses (e.g., through questioning, written and oral responses, multiple-choice quizzes, using Knowledge Organisers) and provide effective feedback.

We also know that stories, actions for new vocabulary and songs aid memory. Where appropriate a quality story will be used to illustrate the unit focus - comprehension tasks in English may also be linked to the unit focus.

Curriculum Impact

As we have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Knowledge Intentions and Knowledge Goals laid out in the intended curriculum, enabling us to check whether children can remember what we set out for them to learn. We carry out subject-specific monitoring and curriculum reviews to assess impact and use these to plan for future development.

As we know that curriculum intent, implementation and impact go together, the curriculum cannot be successful without careful thought in all three areas. We are always reflecting upon the impact of our intent and implementation and identifying ways in which we can improve outcomes for our children. Our curriculum work is never finished - it is at the very core of our purpose and every cohort that passes through our doors deserve the very best curriculum we can create.

5. WHAT DOES OFSTED SAY ABOUT CURRICULUM?

From September 2019, the Education Inspection Framework (EIF) that Ofsted use changed to reflect a more explicit focus on curriculum at a whole-school and subject level.

- Ofsted use the terms ‘Intent; Implementation; Impact’ to describe the three states that the curriculum goes through in a school.
- In Ofsted’s view, the result of a good, well-taught curriculum is that pupils will know more, remember more and are able to do more.
- Intent, implementation and impact are never to be treated as separate, disconnected sub-judgements.
- There is no expectation from Ofsted to write a school ‘intent’ statement.

The intent in individual subject curricula should show what exactly it is that pupils should know at different points of their education. Knowing what they learn (and perhaps more importantly, what they don’t learn) and why they learn it, shows a good grasp of the curriculum intention.

Ofsted and Curriculum Intent	Melling Curriculum Intent
The school's curriculum is rooted in the solid consensus of the knowledge and skills that pupils need, in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.	<i>The content in our ambitious curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables <u>all</u> children to make connections and progress from unit to unit, term to term and year to year.</i>
It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.	<i>The knowledge goals outline what all children need to know by the end of each lesson, and lesson 6, the unit assessment, shows what we expect children to commit to long-term memory by the end of the unit.</i>
The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.	<i>We think deeply about how we sequence chosen curriculum content and how it contributes to children learning, doing and remembering more over time. Everything we teach has a clear rationale. Teachers have access to unit rationales and planning documents, which highlight where children are building on prior knowledge.</i>
The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.	<i>Our curriculum is adapted to include local history, geography and other locally relevant subject content. We think carefully about local context and weave this into the curriculum e.g., Y6 World War 2 studies how this affected Liverpool with an enrichment visit to Western Approaches where the Battle of the Atlantic was planned.</i> <i>Geography of Melling is studied. We support teachers to identify and address gaps and misconceptions unique to their school and amend planning appropriately, without sacrificing the sequence of the curriculum.</i>
Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic. The curriculum remains as broad as possible for as long as possible, including when delivered remotely.	<i>The broad curriculum is being followed consistently by all pupils, and teachers are supported with scaffolding learning for pupils with knowledge gaps. Taking children out of class during this curriculum provision for interventions should be avoided where necessary and, where this happens, children are</i>

	<i>absent briefly and quickly caught-up with missed opportunities.</i>
There is high academic ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.	<i>At its core, our curriculum enables all children, regardless of socio-economic background, or SEND, to be provided with the opportunity to access an ambitious curriculum so that they too can succeed in later life. In certain situations, further adaptations and scaffolds are put into place to ensure all pupils succeed and that all pupils can access the curriculum. These are informed by strategies shared from expert sequences of training from our Inclusion Consultant partnership on adaptive practice, and work on the Engagement Model when needed for identified children.</i>

Ofsted and Curriculum Implementation	Melling Curriculum Intent
Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.	<i>Teachers' subject knowledge is clearly specified and supported through curriculum plans and through CPD. Teachers are provided with detailed documents for each unit, prepared by subject specialists, to support with subject knowledge and planning. This ensures every teacher has secure subject knowledge and reduces workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support their class. Regular training and support is provided to teachers and support staff through staff meetings, INSET, briefings and release time.</i>
Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.	<i>In our curriculum, we support teachers to achieve this through carefully structured lessons including directly teaching vocabulary, explicit instruction and meaningful talk tasks to encourage discussions. Each unit in the wider curriculum is no more than 6 lessons - this is to ensure essential knowledge is taught and to avoid curriculum overload.</i>

Teachers check pupils' understanding effectively and identify and correct misunderstandings.	<i>Teachers adopt the approach that 'nothing has been learnt, until it has been proven' - there is no assumption of pupil learning. Throughout lessons, and through use of responsive teaching strategies, teachers assess/monitor pupil responses (e.g., through questioning, written and oral responses, using Knowledge Organisers) and provide effective feedback. Leaders and teachers have worked with our Sefton Inclusion Consultant and had internal training on Adaptive Teaching Strategies.</i>
Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.	<i>Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. Knowledge Organiser displays and unit front covers, with identified, written assessment tasks are also used to develop fluency.</i>
The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.	<i>Because the curriculum has been well-sequenced, teachers can focus on presenting information in small steps. A good example of building on what has been taught before is how the spatial sense units in geography build on one another to develop geography skills such as map reading. Another example might be how children develop colour-mixing skills in art, particularly in KS1. In History, you might like to look at an example of conceptual understanding such as how children build their knowledge around the concept of empire.</i>
Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.	<i>Our curriculum plans and unit covers contain suggested assessment tasks and the end of units alongside continual formative assessment through questioning, tasks that require fluency and opportunities. OFSTED do not require any particular type of assessment, or data, but they want to know if the assessment we do highlights what has been learned and matches the rationale for each subject. We want our pupils to be able to talk enthusiastically about their learning, making connections and form opinions. We believe memorising disconnected facts does not lead to meaningful learning and so we focus</i>

	<i>on developing understanding gradually as pupils journey through our curriculum</i>
Their approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised	<i>Our curriculum has been reviewed and streamlined in order to teach and embed the main core concepts within each subject. Units are usually in blocks of 6 lessons with the last lesson being set aside for assessment.</i>

Ofsted and Curriculum Impact	Melling Curriculum Impact
A well-constructed, well-taught curriculum will lead to pupils learning more and so achieving good results. Therefore, such a curriculum contributes to evidence of impact. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.	<i>Melling's Curriculum is broad and rich. Every discipline taught is valued and we do not narrow our curriculum in preparation for tests. We timetable the curriculum for each class and ensure that all children have access to the full curriculum.</i>
Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.	<i>We think carefully about how to scaffold learning, not differentiate but scaffold and adapt, to enable all learners the opportunity and conditions to succeed.</i>
Pupils are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum.	<i>We monitor this through carefully planned 'evidence gathering' activities by subject and senior leaders. Through pupil voice interviews, and because the curriculum is the progression model, we can pick up a Y3 book and a Y6 book and see the progression. Pupil voice sessions include a variety of year groups, to generate cross- year conversation thus triggering memory and recall. Book looks involve both children and adults, who can bring context to what may appear to be abstract activities.</i>

All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.	<i>We are always reflecting upon the impact of our intent and implementation and identifying ways in which we can improve outcomes for our children and support their transition from EYFS to KS1, KS1 to KS2, and from KS2 to KS3. We work closely with our secondary school to ensure that our curriculum supports pupils to thrive at KS3 and beyond, this includes through MADCOS cluster events such as subject focus meetings, celebration events and KS3 subject taster days.</i>
If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.	<i>We encourage pupils to read widely and often. Our English Reading lessons support reading in different subject areas, building on what children have learned in history, geography, science and art, also acting as pre-teaching and supporting cognitive load. We know that comprehension problems are reliant on background knowledge, and we address this through our knowledge-rich curriculum. Quite often, we can visit an afternoon foundation lesson and see the success and positive impact of the morning's reading lesson through their wider curriculum learning.</i>

6. CURRICULUM LEADERSHIP

a. The role of Senior Leaders

In Melling we value review and enhancement of our curriculum, therefore it is integral that Senior Leaders are involved in curriculum conversations and have a clear understanding of the principles behind their curriculum. This includes knowing what is taught, when it is taught and what students should be able to accomplish. Ofsted expectations highlight that there should be regular and sustained conversations about the curriculum at SLT level, that are focused purely on the content and quality of curriculum.

Leadership is no longer bound by traditional structures, but instead is shared by middle and senior leaders through a variety of curriculum responsibilities. Therefore, everyone who teaches the curriculum is responsible for the development of it, so everyone can make a meaningful contribution. School development priorities set by SLT should feed into the subject-specific action plans, and all leaders must be clear on what the areas for development are each year.

Below are the questions that would be routinely discussed during line management meetings and in regular conversations with middle leaders, subject leaders and SLT:

- *By the end of the Key Stage, what knowledge should your pupils be able use with fluency (speed and accuracy)?*
- *How were decisions about the selection and sequencing of knowledge made? A follow-up question: What aspects of your subject's domain have you left out within your curriculum? Why?*
- *What is the impact of having taught (choose a specific sequence of learning) in year X, when the child gets into year Y?*
- *How is your assessment designed to ensure that you can tell whether all students have security in the core knowledge?*
- *For a chosen unit in year X, what core knowledge did pupils need to know in advance, and how did you ensure this was secure?*
- *How do you know that you are being ambitious for your pupils? Can you show me an example of appropriate challenge in your curriculum model?*
- *How do you ensure all children can access the curriculum? What scaffolds and support do you provide for learners, including children with SEND?*
- *Do you have subject-specific vocabulary which students need to learn for each year group?*
- *How will you use homework to ensure that pupils meet the curriculum intention?*

The Role of Subject Leaders

- a.** Curriculum oversight
- b.** Raising standards
- c.** Achieving consistency
- d.** Managing resources
- e.** Evidence-gathering, reviewing and improving

a. Curriculum Oversight

Senior leaders need to have curriculum oversight across all subjects and know what is being taught, when it is being taught and why.

The role of a subject leader is to become the expert of their subject within their school, even if they would not consider themselves ‘experts’ before taking on their role. Their role is to have curriculum oversight of their subject from EYFS through to Year 6. With our curriculum, the subject leader is supported in doing this as the curriculum is highly specified and programmes selected have subject knowledge resources available for all who teach and manage that subject.

Subject leaders need to continually familiarise themselves with their subject’s curriculum overview, the subject rationale and the individual unit rationales across the curriculum. They should also familiarise themselves with national curriculum requirements - including the vital subject introduction/rationale statement, which is often overlooked - to understand how Melling’s curriculum meets these requirements and how it, in parts, exceeds them. The sequencing of our curriculum has been meticulously planned, and subject leaders play an integral part in ensuring that the curriculum is being implemented correctly and professionally by staff. Omitting lessons or changing the sequence could disadvantage pupils - fidelity and rigor is maintained.

Lastly, where appropriate, subject leaders need to understand substantive and disciplinary knowledge within their subjects and how children build both through the curriculum.

b. Raising Standards

A fundamental part of being a subject leader is to ensure that standards within the curriculum subject are always improving. Subject leaders are a driving force in enacting the curriculum; therefore, they should be engaged in developing understanding of best practice in their subjects. There are excellent subject associations that subject leaders should join, such as the Historical Association, the Geographical Association; Access Art, which provide training and support for primary practitioners. By sharing their understanding from professional development, subject leaders can help other teachers to teach their subject better, which should be their core aim.

Subject leaders need to carefully consider what good teaching and learning look like both generally and within their subject. A school could have the best curriculum in the world, but if it is not being implemented well by skilled teachers, it will not succeed. Subject leaders need to also consider how the curriculum can be accessible to all children, so that all children can obtain a high success rate.

c. Achieving consistency

All Melling curriculum lessons follow a consistent lesson structure. This ensures that children always know what to expect and what they must do in each section. This prevents cognitive overload and allows our pupils to familiarise themselves with clear, embedded routines. As a subject leader, it is important that consistency across the school is achieved.

This helps to ensure a high-quality education for all. Leaders must ensure that tasks are purposefully completed and that fidelity to the planning is evident.

Learning environments should also be considered. For example, working walls should always consistently have certain elements visible: the subject and unit displayed; key vocabulary and key facts, key people, and key dates, where appropriate.

d. Managing resources

For the curriculum to be enacted by all staff effectively, resources need to be available and accessible. The role of the Headteacher is to decide on appropriate budgets for curriculum subjects. The role of subject leaders/middle leaders is usually to know their budget and to ensure that resources are effectively managed within it. It is the duty of subject leaders to follow the financial policies and procedures before any purchases are made, displaying the highest level of financial integrity, and always considering value for money when making purchases. It is the role of the subject leader to ensure that physical resources are organised and stored safely. Keeping a stocklist of items purchased ensures that subject leaders know how many items there are and where they are located (e.g., each classroom having a globe).

e. Evidence-gathering, reviewing, and improving

Evidence-gathering refers to the information subject leaders collect. This is completed systemically through a range of activities. Gathering evidence enables us to evaluate the effectiveness of teaching and learning and the impact on pupil progress.

Reviewing considers the outcomes from the evidence-gathering and determines any action necessary for improvement. This informs judgements about the progress towards improvement targets and actions required.

Improving ensures that schools continuously strive to become better places of learning for the pupils and better places to work for the staff. Gathering evidence around the effectiveness of the curriculum is an essential element of the role of school leaders and subject leaders. The evidence gathered allows leaders to evaluate impact and decide on actions to improve further. Effective review of school life enables proper decisions to be made in relation to curriculum subjects.

f. Action Planning

Action planning is a strategic method for school leaders to decide which steps to take to improve. Targets set out on action plans need to take into consideration the school's development priorities. They should also ensure the school/trust vision is maintained.

Action plans should be purposeful and lead to improvements in teaching and learning. All subject leaders must write and review their subject action plan as the year progresses, taking ownership and accountability for their subject.

It is important that the overarching targets are broken down into a sequence of smaller steps. Action plans should set realistic and specific timescales and include clear success criterion so that targets can be more easily understood and met. Accountability should be clearly set out. These action plans are presented to and reviewed alongside link subject Governors in the spring term, and sometimes reviewed as part of an impact meeting in summer.

7. EYFS

Every child deserves the best start in life. We are all aware that children do not begin school on a level playing field, and we have all seen the gap between those who have lots of prior life experience and those with little. Melling's Curriculum for Early Years has been formulated with the intention of closing that gap, so that every child believes that they have the power to determine their own lives and to make a positive change in the world. The Early Years teaching resources take children beyond the limits of their personal experiences and the classroom to ensure that no child is left behind.

Our aim is to provide our youngest pupils with the tools that they need to establish a strong sense of identity and to feel empowered by the knowledge they have of the world around them. Our EYFS Curriculum teaching materials have been carefully written to spark pupils' curiosity and to develop their oral language, communication and comprehension through engaging, high-quality teaching resources. We want to enrich and widen their vocabulary, so that they can confidently and effectively think, reason, argue, and participate in the important conversations in life.

The EYFS Framework

In Early Years, learning and development is split into seven inter-connected areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy (including RWI Systematic teaching of Phonics)
- Mathematics (including NCETM and Whiterose Early Years)
- Understanding the World

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- Expressive Arts and Design

Melling's Early Years Curriculum materials have a strong focus on the specific area of Understanding the World (UW), as this ELG lends itself for greater transition into Key Stage 1. History (Past and Present), Geography (People, Culture and Communities) and Science (The Natural World) are interwoven within UW as children are encouraged to observe and explore the physical world, communities and life both past and present. Pupils are encouraged to think about scientists, historians and geographers and consider what they do, what they think about and how they find out what they know. This foundational knowledge helps children to develop disciplinary understanding over time.

Our Early Years resources fit into the whole-school approach to curriculum design and provide children with both the substantive and disciplinary knowledge that they need to become confident, powerful and inquisitive learners. Our materials support staff in building a strong foundation of learning for our youngest pupils and to encourage a seamless transition to Key Stage 1 and into Key Stage 2.

High-Quality Teaching

Within Early Years, it is vital that children receive effective teaching and develop characteristics of effective learning that form a firm foundation for their future learning. The EYFS Framework identifies the following characteristics of effective teaching learning that are embedded in our vision for our early years' curriculum:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Within Early Years, children are taught through a range of approaches in our teachers' repertoire, for example: storytelling, role play, exploration and discussion. At the beginning of every lesson, pupils are given time to orally rehearse the key vocabulary that the teacher has identified from the plans and from their knowledge of the children. There are multiple opportunities within the lesson for partner talk, where children are encouraged and praised for use of the key vocabulary. Pupils' learning, vocabulary and understanding of

the world is enriched through exposure to poems, stories, non-fiction texts, maps, external trips, and visitors.

EYFS Provision & Continuous Provision

These are the activities and resources that children have access to consistently throughout the week, term or year. During child-directed time, they may choose to engage with this provision that has been carefully selected and prepared by staff who know the curriculum and the children well. Resources are selected for the wealth of learning opportunities they provide, and provision is designed to help children to develop the characteristics of effective learning. Children can engage with continuous provision independently, with peers or with an adult. Examples may include provision for construction, creative play, sand and water play, a reading area, mark-making, roleplay and small world play, among other things.

Knowledge and skills rich Curriculum for Early Years

EYFS materials take account of the range of subjects covered in Knowledge and Understanding of the World.

Importantly, they learn and use new vocabulary in a wide range of contexts. Children learn more and remember more as they progress through their early years, enriching their play and their conversations with the powerful knowledge in our curriculum.

Planning reflects a skills based curriculum (with associated knowledge) for each ELG; intentional teaching and environment and provision that helps address this planning.

It is important that subject leaders, who may not be teaching within Early Years, are familiar with the curriculum content.

8. EVIDENCE-GATHERING

Our aim is to improve the lives of children through our ambitious curriculum and through high-quality teaching and learning. School leaders, including senior, middle, and subject leaders, all have a responsibility to gather evidence on the quality of teaching and learning. Effective evidence-gathering helps to establish priorities for future school improvement plans. The evidence-gathering process should be supportive and encourage staff to work collaboratively within and across teams. If a school is working effectively, there will be a positive impact on pupil outcomes.

Definition of evidence-gathering:

Within the context of a school, evidence-gathering is both the process of keeping track of performance and to ensure compliance with policies. Effective evidence-gathering shows whether a system, or process, is functioning efficiently as intended. The process of evaluation is more to do with effectiveness and improvement. Evaluation focuses on assessing the quality and impact of processes, learning from them, or identifying ways of improving them. Evidence-gathering focuses on checking if the processes are in place.

Evidence-gathering includes:

- a. Data
- b. Pupil Voice
- c. Book Looks
- d. Lesson Observations
- e. Learning Walks
- f. Planning and Resourcing

Subject leaders note that we have created agreed templates to use as a starting point for all evidence-gathering activities. These may be adapted to suit the individual subject discipline, and will be recorded and evidenced in our subject leadership folders in our shared drive.

a. Data:

The Ofsted framework states that inspections will not examine any internal school data. Internal data still has use and is essential for gathering evidence on impact. It is important to note that internal data can be both quantitative and qualitative. When internal data is collected, it needs to be meaningful and purposeful, and should be used to inform school improvement planning, decision making and our curriculum. Data collection that does not achieve this only serves to increase workload unnecessarily.

It is important that school leaders and classroom teachers know how well their pupils are making progress over time and how the curriculum caters for all groups of children. Senior leaders need to consider what decisions need to be made, they then need to decide what type of data is to be collected and why; all school leaders need to understand how data is used to improve attainment and progress over time. Additionally, for Senior Leaders and specific subject leaders (English, Phonics and Maths), a thorough understanding of external data is essential, including EYFS Baseline Assessment, Phonics Screening Checks, MTC and KS2 SATs. Overall, it is important that we remember that school data is about maximising potential and is focused on how to best help pupils with their learning. In addition, data that has

already been collated (e.g., data on SEND pupils, Disadvantaged, EAL etc.) can be used to inform other curriculum subjects.

b. Pupil Voice:

Pupils are the main stakeholder in any school. We view pupil voice as deep conversations with pupils about their learning. When considering evidence-gathering and evaluating the impact of our curriculum, discussions with pupils play an integral part. The Ofsted inspection handbook highlights how in grading the overall effectiveness of a school, inspectors are asked to ‘evaluate what it is like to be a pupil in the school.’

Pupil voice provides school leaders with a view as to the impact of the enacted curriculum. Senior leaders and subject leaders can hear first-hand from the pupils and discern what has been taught and, more importantly, what has been remembered. As stated, when conducting pupil voice, it is important that the questions asked focus on pupils’ learning.

Example of pupil voice questions:

1. *What can you tell me about...democracy/migration/seasons/Impressionism?*
2. *What do you know about history/geography/science/art?*
3. *What do you know about historians/geographers/scientists/artists?*
4. *How is this knowledge linked to what you have learnt before?*
5. *How do you develop your vocabulary in lessons?*
6. *What is the most fascinating thing you have learned in (insert subject)?*
7. *Why is learning about History/Geography/Art/Science important?*
8. *Thinking back to people you have learned about across the curriculum (e.g. Darwin, Boudicca) - why were they important to learn about?*
9. *What helps you with your learning in class?*
10. *What did you learn last year that has helped you with your learning this year?*
11. *How does your learning in geography link to your learning in history?*
12. *How are you challenged in history/geography/science/art?*
13. *What is a lesson like in your class?*
14. *What is a knowledge organiser and how do you use it in class?*

In 26 - 27 we have introduced a ‘Show What You Know’ session when subject leaders have children from several classes and use the lesson to gain insight

into their subject throughout the school. This also provides an opportunity for children to gain insight into previous and subsequent year group learning.

C. Book Looks:

Book looks can be understood as reviewing pupil outcomes, within pupil books, and observing progress over time to form a view of whether pupils know more, can do more and remember more. It is suggested that book looks are done in conjunction with pupil voice in order to get a better picture of pupils' understanding. When looking at work in pupils' books, we can infer the pride that pupils take in their work and the standards that are expected by teachers. However, school leaders need to look further than poor proxies for learning such as neatness of presentation and handwriting. When looking through pupil books, leaders need to grapple with whether the knowledge and concepts have been deeply understood and consider if this has had impact on long-term learning. It is important that school leaders ensure a hybrid approach to book looks which marries up **quality assurance** (e.g., Is the curriculum coverage evident? Are standards consistent? Is there evidence of compliance with school policies?) with **expected best practice** (e.g., How are pupils challenged? How have misconceptions been addressed?)

It is also important to know that looking at work in pupils' books does not provide a reliable indication of what pupils have *actually* learned. Books on the surface may look presentable, and task may have been completed, but the focus needs to be on what the pupils themselves *know* and remember, so a triangulation of book looks, lesson observations and pupil voice is needed.

Example of questions to consider when conducting a book look:

1. *What substantive knowledge is evident/has been understood?*
2. *Which concepts are evident/have been understood?*
3. *Which subject-specific vocabulary has been used?*
4. *Which disciplinary knowledge is evident?*
5. *Have any misconceptions been made?*
6. *How well do children write in my subject?*
7. *What do assessments tell me about how well the curriculum is being enacted?*
8. *How are children with SEND and lower prior attaining pupils supported?*
9. *How are children challenged?*
10. *Are standards in books consistent across the school?*
11. *Do children take pride in their work?*
12. *Can children recall information showing that learning is durable?*
13. *Have children made strong progress from their starting points?*

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14. *Do the tasks effectively capture the learning from the lesson?*
 15. *Can I see evidence of children knowing more, doing more and remembering more as they progress through the year/years?*

d. Lesson observations:

Within our school context, a lesson observation is defined as the act of observing another teaching professional whilst they teach. There are two main purposes of lesson observation: (1) a form of quality assurance and evaluation; and (2) a form of professional development. We view lesson observations as a tool to develop teaching practice, rather than to evaluate. The observee is required to engage with the professional dialogue to reflect deeply on their lesson taught. Effective teachers take greater responsibility for their own learning and development.

Lesson observations/learning walks/drop-ins are only one piece of the jigsaw. We remember, performance is short-term, whereas learning is long-term. What this means in practice is that teachers will not know if their students have *learnt* something until significant time has passed. Our goal as educators is to foster an environment in which we equip our pupils with knowledge and skills that are both durable and flexible. Overall, we want our pupils to step into classrooms today knowing more, doing more and remembering more than they did yesterday.

Lesson observations for ECTs and new teachers are prioritised. Having more experienced staff conduct lesson observations and learning walks with novice teachers and leaders is an excellent way to increase conscious competence. By watching a lesson with an expert narrator, implicit classroom practice can be illuminated, and the narrator can focus in on aspects of practice which may have otherwise been misinterpreted or entirely missed.

e. Learning Walks:

The purpose of learning walks is to gain a ‘big-picture’ understanding of the teaching and learning within a school. It is important to know that they are not intended to focus on the performance of an individual but of the collective. Learning walks are intended to be developmental and undertaken in a supportive and professional manner. Any evidence collected should feed into future school improvements. Prior to commencing a learning walk, school leaders should decide on what they wish to focus on during the learning walk (e.g., behaviour, feedback, scaffolding, questioning strategies etc.). Feedback to the staff body should address the intent of the learning walk, what the findings show, and what the next steps are going to be to ensure a continuous cycle of school improvement.

f. Monitoring Feedback:

Effective Feedback:

1. Ensure the focus is maintained on improving student outcomes
2. Ensure the feedback focuses on clear, specific, yet challenging, goals
3. Focus on the learning rather than the person, and not comparing the person to others
4. Encourage teachers to be continual independent learners
5. Ensure the feedback is given by a mentor in an environment of trust and support
6. Ensure SLT promote an environment of professional learning and support

Instructional Coaching:

Instructional coaching is a form of professional development which involves a trained expert working with teachers to help them improve their practice.

In a school context, teachers can move from their current performance towards this target performance by practising a sequence of sub-goals with the aid of a coach. This allows them to overcome existing habits and adopt new behaviours. The input of the coach involves observing the teacher's current performance, and then setting precise sub-goals and designing deliberate practice of these future goals. Generic feedback such as, "You need to improve your pace" because it is vague and does not provide specificity on how to improve.

Coaching feedback needs to target the performance, identify the gap between current performance and the target, and then break this down into components that can be deliberately practiced. Ultimately, the role of the coach is to help the teacher to create manageable, bite-sized steps for improvement. For instructional coaching to be successful, the coach needs to be an expert teacher who has deep understanding of effective teaching and learning.

In our setting, the coach may be an ECT Mentor, leader, the coach may also be a teacher who has shown particular strengths in delivery and impact of the particular development need.

9. CLOSING THE ATTAINMENT GAP

Supporting the attainment of all pupils is a key priority for us. Class teachers are encouraged to adapt lesson planning and provide scaffolds to ensure the learning

is accessible to all pupils, drawing upon training from our Inclusion Consultant, stored centrally in our shared Drive. Additional specialist advice should be sought when appropriate to support SEND, EAL and disadvantaged pupils.

SEN: A child has special educational needs and disabilities (SEND) if they have a learning difficulty and/or a disability that means they need special health and/or education support.

EAL: A child for whom English is an additional language (EAL). A pupil recorded as having English as an additional language if they are exposed to a language at home that is known, or believed, to be other than English.

Disadvantaged Pupils: Disadvantaged pupils are defined as pupils who have been eligible for Free School Meals (FSM) at any point over the last 6 years; pupils who have been looked after continuously for at least one day in the last year; and pupils who have left through a formal route, such as adoption.

LAC/POST LAC: A pupil who is in the care of the local authority or has been (adopted, living with special guardian)

Children open to or previously open to social services: those children who are or have been the subject of social services assessments and plans (Child in Need; Child Protection)

Lower Prior Attainment: A term used to refer to the current achievement of a pupil, which is below the level expected of average pupils. The term lower attaining (LA) is used to indicate the current state and does not indicate anything about limitation on a child's potential.

It is important that all our children have the support they need to reach the knowledge goals set out within the lesson. We know that some children may require additional support and scaffolding to obtain a high success rate across the class. Below, we have identified some examples of what we do to support all children within lesson. Additionally, there are further tips and adaptations that can be made to support SEND, EAL, LA and disadvantaged pupils.

a. Goal: We want all children to develop extensive academic vocabularies

What we can do in lessons for all children:

- Explicitly teach key vocabulary
- Use etymology or morphology where appropriate to explain the meanings of key vocabulary

- Orally rehearse and discuss vocabulary at the beginning of the lesson, using images, different voices, or actions, where appropriate.
- Contextualise and refer to vocabulary throughout the lesson, e.g., underline key vocabulary on the IWB.
- Require pupils to use key vocabulary during talk tasks, independent tasks and in verbal answers back to the teacher
- Display key vocabulary on the working wall
- Use sentence frames to assist children in placing vocabulary in context
- Use sentence stems to assist children using new words in full sentences
- Provide word banks for independent tasks and set expectations that children use the words in their writing
- Provide feedback on their use of key vocabulary in written tasks
- Include some examples of key vocabulary in the children's spelling homework

Additional support for SEND, EAL, disadvantaged or lower attaining pupils:

- Provide word banks with visuals (or even concrete resources where appropriate) that can be used on the carpet or at desks. The images can be taken from the flipchart and knowledge organiser to maintain consistency. Children or adult could point to the word/image each time it comes up in the lesson to reinforce the meaning.
- Children could tick off words from their word bank in independent tasks
- Pre-teach key vocabulary
- Post-teach key vocabulary
- Share knowledge organisers and ask parents to support their children learning key vocabulary at home

b. Goal: We want all children to develop secure disciplinary knowledge

What we can do in lessons for all children - reference to The Learner Profile of a...:

- Every time we teach a lesson, ensure we introduce the discipline. Ask questions such as 'what is history?', 'what do historians do?'
- Explain why we are doing tasks - e.g., scientists need to have a lot of knowledge about a subject, and then they can produce their own hypothesis and use the scientific method to see if they are right
- Use sentence stems to support children with talking and writing like historians/scientists/artists/geographers
- Support children in seeing themselves as a scientist/historians etc by dismantling limiting, stereotypical ideas. E.g., the stereotypical image of a

scientist being a man, white lab coat and instead expose them to the vast range of scientists from diverse backgrounds as well as different fields of science, e.g., palaeontologist, botanist, meteorologist, naturalist etc.

Additional support for SEND, EAL, disadvantaged or lower attaining pupils:

- Ensure they can access the tasks and be motivated knowing that they can, and are working as 'scientists', 'historians' etc too. This could include using scaffolds and breaking down new learning into smaller steps.

c. Goal: We want all children to develop secure substantive knowledge

What we can do in lessons for all children:

- Focus on the knowledge goals when planning and teaching lessons. Be aware of cognitive load and not overloading working memory
- Use low-stakes quizzing frequently
- Refer to the knowledge organiser display each lesson and engage with core content in a meaningful way, including using retrieval practice
- Use cold calling and no-opt-out questioning. If a child does not know an answer, get the correct answer from another child (or provide one), and then go back to the original child to check for the correct response
- Use storytelling and models during the teach section
- Check for understanding throughout the lesson

Additional support for SEND, EAL, disadvantaged or lower attaining pupils:

- Maintain high expectations that all children can learn the knowledge goals, apart from in unique cases. If a child is unable to reach the expectations set out in the curriculum, then the most ambitious curriculum for that child needs to be planned with the SENDCo
- Use targeted questioning in lessons
- Pre- and Post-teaching of core knowledge
- Open-ended tasks, with support where needed
- Opportunities for children to share knowledge verbally or through other ways if writing is a barrier
- Support with reading key texts, e.g., sources, where reading is a barrier
- Additional key images, models and scaffolds provided during teaching input and independent practice to support learning - these could be used with an adult or accessed independently

- Tasks could be broken down into smaller chunks e.g., each component of the task could be written as a step on a whiteboard for the child to tick off as they accomplish it

Pre-Teaching

As mentioned above, it is important that all our children have the support they need to reach the intended knowledge goals set out within the lesson. For all our pupils to obtain a high success rate, pre-teaching is an intervention we can utilise prior to the lesson being taught that week. Having a specified curriculum supports teachers in knowing which key words, key people, key events, key processes or key statistics need to be highlighted to ensure the core knowledge of the lesson is understood. Utilising the lesson plans, with the specified knowledge goals and specified vocabulary, as well as the knowledge organisers, will support teacher in identifying the core knowledge which may need pre-teaching to support our lower prior attainers.

10. ASSESSMENT

The purpose of curriculum assessment is to inform teaching practice in order to obtain better outcomes for our pupils. It is important that we regularly use formative assessment to understand the impact of our curriculum, based on whether the pupils have learnt more, can do more and remember more. Learning has only occurred if there is permanent change in long-term memory. Assessment is the means through which we can assess whether this change has happened or not. By utilising the assessment goals, all teachers are aware of the endpoints of a lesson or unit. Assessment tasks are identified on the unit overview for each subject.

Assessment should:

1. Help learners to embed and use knowledge fluently
2. Assist staff to identify clear next steps for learners
3. Provide information that can help shape development of the curriculum

Knowledge organisers/unit front covers: demonstrate the core knowledge that pupils will learn over the course of a unit and that they are expected to commit to memory. Subject content is shared with parents to secure better parental engagement and keep them informed of what their children are learning about. Teachers should refer to unit front covers and The Learner Profile at the start of every lesson to support long-term retention. The reason for the knowledge organiser

to be in display form is so that there is an accessible and permanent point of reference for substantive knowledge.

Low-stakes quizzes: In our history, geography, science and art subjects, teachers can use a repertoire of assessment strategies to assess pupil knowledge. Assessments, such as low-stakes quizzes and recall questioning, help to identify gaps in pupil knowledge and support long-term retention.

Prior Learning: The purpose of the prior learning is to activate previously encountered knowledge from the same or different discipline or subject areas. The prior learning section of each lesson is the link to prior learning, allowing pupils to reflect on previous learning from last lesson/last week/last term/last year etc. It also encourages the pupils to consider what previous learning they may need in order to access subsequent learning.

Written Tasks - double page spreads: Written tasks play a crucial role in helping teachers assess their pupils' understanding by providing a tangible and documented representation of their knowledge and skills. Written assessments, such as extended writes, map work, scientific diagrams or knowledge showcases, allow teachers to gauge the depth of pupils' comprehension, whilst identifying misconceptions, and thereby tailoring their future teaching to address specific learning needs.

Book Looks and Pupil Voice: These should be used in conjunction with one another as an assessment strategy to see what has been learnt over time and how the curriculum is established in pupils' work. These should be used in conjunction as books alone are not an effective assessment tool for ascertaining what pupils have remembered long-term. When looking at books, remember to keep poor proxies for learning, such as presentation and neat handwriting, in consideration. The emphasis should be placed on the key concepts and core knowledge that pupils are remembering or forgetting.

In order to assess pupils and whether they have achieved the assessment goals, teachers will need to use a variety of assessment strategies in combination.

11. QUESTIONS FOR SUBJECT LEADERS

NB: These are examples to build understanding.

Curriculum	
Tell me about your curriculum approach.	<i>We might start with 'The curriculum at our school is knowledge-rich, with a focus on skills associated with the subject. We have designed it with careful thought to specify the powerful knowledge we want our children to learn, to sequence that knowledge and to make sure it is taught to be remembered.'</i>
What are the school's strengths in teaching (subject)? How do you know?	<i>Think about your school context. Consistency in how the curriculum is implemented. Teacher expertise. CPD and centralised planning has increased teacher subject knowledge, evidenced through professional discussions, pupil discussions and the quality of work in books.</i>
How do you know there is a consistent approach to the delivery of the (subject) curriculum across the school? Why did you start with PKC? Are all teachers following the curriculum with fidelity and are all key concepts being covered? How do you know?	<i>We know through the monitoring of planning, lesson observations, evidence gathering. We have agreed expectations for delivery of lessons/vocabulary/texts. Fidelity to curriculum is monitored through book looks, learning walks, observations, pupil voice and professional discussions.</i>
Is there a whole school plan? How has this been planned? Who takes ownership of this? Do teachers adapt MTP?	<i>The curriculum is well-structured, sequenced to remember and follows a whole school vision. The Headteacher and SLT take ownership; teachers know to discuss any suggestions with SLT; planning has been carefully pieced together, interlinking knowledge within and between year groups/subjects. Lesson plans can have adaptations to meet the specific needs of the class, but any significant adaptations to content are discussed with SLT to ensure there is no knock-on effect</i>
Why have you planned the (subject) curriculum in this way, what choices have been made and why?	<i>We teach like this because it is reflective of the 5 elements of good teaching and research in to teaching and learning. We chose this content because it is aspirational: it combines disciplinary and substantive knowledge and gives breadth and depth of knowledge and understanding.</i>

	<i>Disciplinary concepts (A Learner Profile in each subject) - think like a scientist/artist are reflected in our Melling Learner approach. Knowledge is valued, specified, cumulative, connections made to other subjects, planned, and taught to be remembered. Content choices have made collaboratively with subject experts and discussions with secondary teachers.</i>
How have you ensured it is relevant to your pupils? Why is this right for your school/children?	<i>Consider: context, experiences, family life, opportunities, vocabulary/knowledge gaps, ambition, diversity, values. Included local scientists, historical places/events, links to local area e.g., looking at local war memorials, local issues eg Canal clean-ups, local history of the canals in the nearby town.</i>
How do you know if what has been planned is being taught?	<i>Scrutiny of planning against books. Discussion with pupils against coverage maps. Evidence-gathering process and triangulation.</i>
If I go into a (subject) lesson in any year group in this school, what should I expect to see? Are there any inconsistencies?	<i>Responsive and adaptive teaching, retrieval practice, quizzes, KO displays referred to. Teachers following the lesson sequence. Clear knowledge intentions (goals). Teachers with good subject knowledge breaking down learning into small, manageable steps...</i>
Do teachers understand how to put lessons together effectively and with maximum effect? How do you know?	<i>Consistency of delivery, expectations have been agreed whole staff, monitored and development points provided by SLs and</i>
How do you know how children are doing in your subject?	<i>Through evidence-gathering: book looks, pupil voice, speaking to teachers about progress. Checking planning against what is being taught. Termly check-ins to speak about pupils not reaching our curriculum expectations and planning in supports and scaffolds for them.</i>
How does the (subject) curriculum in Y5 build on that of Y4? How does it prepare pupils for Y6?	<i>Clear, sequential order of specified knowledge that pupils need to know. Key technical vocabulary is planned and shared with staff, pupils and parents. Use examples from unit rationales. (e.g. learn about empires, including Roman Empire. Then learn about the British Empire in Yr5, which supports children with thinking about the global political context for World War 1 when they learn about that in Yr6)</i>

How are you checking what pupils have learnt and remembered? How do you check prior learning to know where gaps in knowledge are? What do teachers do about these gaps? If intervention takes place, what are pupils missing? i.e., when is this and how do you know it does not create further gaps?	<i>Provide concrete examples outside of Subject Lead's own year group will help demonstrate awareness of what is happening beyond their own practice.</i> <i>Prior learning check at the start of each lesson.</i> <i>Teachers know what pupils remember and therefore what needs teaching/re-teaching.</i> <i>Teachers evaluate the quality of the curriculum and its implementation, identifying where changes/improvements need to be made to ensure pupils remember the specified core knowledge and build understanding of key concepts. Teachers have staff meetings to discuss gaps in knowledge and plan how to address these collaboratively, sharing expertise.</i> <i>Flexible, targeted interventions take place but not at same time every day.</i>
Are all pupils working within curriculum expectations? How do you know children are working within curriculum expectations? How does your curriculum meet the needs of the children at your school? If over time pupils continue to require support and adaptations to work within curriculum expectations, what does this mean?	<i>Pupils can access the curriculum being taught. Pupils remember it. Teachers know what pupils remember and therefore what needs teaching/re-teaching.</i> <i>Staff scaffold learning and check if pupils able to make progress. If not, we ask why not. How is learning scaffolded? What is engagement with parents? What support is offered? Needs of SEND are well met; ambition and access for all pupils.</i> <i>Action is rapid and effective.</i> <i>Subject Leads monitor how teachers are making adaptations for slower/faster graspers.</i>
Have you formulated a rationale about why your subject is important and about the curriculum in their subject(s)? Have you thought of how this links to the subject content you have selected to be taught?	<i>See our subject rationales for an overview of what content has been selected and why.</i>
What will students take away from your subject when they stop studying it?	<i>Core foundation of substantive knowledge, substantive concepts as well as a secure understanding of disciplinary knowledge.</i>

How have you as a subject leader stepped into a greater leadership role?	<i>Strategic oversight. Opportunity to attend CPD, develop subject expertise. Leading staff meetings, action planning, shape curriculum choices. Developed whole school curriculum oversight, ambition for all, articulate the vision and direction.</i>
What has been the impact of CPD that you have attended? and/or led within your school? How do you know?	<i>Impact on action planning. Support provided to teachers - sharing good practice. Evaluating good practice and clear areas of development.</i>
As a subject leader, how do you know if your choice of an action is correct? What are you currently developing and why?	<i>Impact on children - book looks, pupil voice. How did you come about next steps - training, from monitoring, working with PKC team, addressing gaps in learning.</i>
What do you still need to develop in your subject? How do you plan to go about this?	<i>Need time to embed the work that has already been undertaken. Ensure consistency of high expectations/delivery in all classes. Develop teacher subject knowledge.</i>
How do you engage with/have been supported by the Headteacher?	<i>CPD, regular subject leadership release, subject leader development days, regular supportive dialogue, subject/phase meetings, cluster group meetings</i>
Have subject leaders established the narrative journey of their curriculum from EYFS to KS2? Are your subject teachers confident about what students have learnt before in your subject?	<i>The curriculum is the narrative journey from EYFS to KS2 as it is also the progression model. This narrative can also be seen in our unit rationales.</i>

12. SUBJECT LEADER MATRIX

HALF TERM	SUBJECT LEADER TASKS
AUTUMN 1	-Check all planning and coverage documents are up to date (for subject and classes) -Check website is compliant and reflects your subject effectively and efficiently -Ensure children's books contain subject coverage front covers - 6 key objectives with assessment task

	-Ensure classroom displays are in form of giant knowledge organisers containing vocabulary, images and key ideas for the unit -Staff meeting time to ensure all teaching staff have top teaching approach for the subject -Action plan for the year ahead formulated
AUTUMN 2	-Book Look to check coverage and progress in first term and to check that books are following agreed format -Pupil voice meet ups (with link governor if possible) to gain brief insight into teaching and learning of subject in the first half term -Show What You Know session with class of mixed year groups -Learning Walk to get a feel for how the subject is being taught evidence of adaptive teaching -Add examples of quality assessment tasks to the website page
SPRING 1	-Action plan update -Coverage update -Book Look with SLT - focus on SEND & disadvantaged -Staff meeting to provide general feedback for next steps
SPRING 2	-Pupil voice meet ups (with link governor if possible) - choose one of the big concepts of the subject and check out present and previous knowledge -Show What You Know session with class of mixed year groups -Lesson observations of subject in selected classes (other subject lesson observations for other classes) -Add examples of quality assessment tasks to the website page
SUMMER 1	-Action plan update - meet with SLT to discuss action planning for next year -Audit of resources for subject - possible budget for next year -Learning Walk - engagement of learners and teaching methods used - link to staff meetings
SUMMER 2	-Review action plan and complete self evaluation -Lesson observations of subject in selected classes (other subject lesson observations for other classes) -Prepare and present Subject Leaders' report for Governors -Add examples of quality assessment tasks to website -Identify areas for CPD

13. CURRICULUM TERMINOLOGY

Cognitive load theory	Cognitive Load Theory was developed by John Sweller in 1988. 'Cognitive load' refers to the amount of information our working memory can hold at any given time and places emphasis on the limitations of working memory. Because of these limitations, Sweller suggests that instructional methods should be used to reduce cognitive load. Teachers should use instructional methods such as drawing on prior knowledge, chunking new information and working in small steps to reduce cognitive load. When information is novel, the cognitive load is higher. When information is familiar, or a skill is automatic, cognitive load will be lower. See also working memory and long-term memory.
Core knowledge	Core knowledge refers to the knowledge that children must be taught and must remember at the end of a unit. This knowledge will be built on in future units and is foundational to the development of their schema around a topic, concept, time etc.
Cumulative knowledge	Cumulative knowledge is knowledge that gradually expands over time as pupils learn more about an idea or concept. For example, pupils learn about the term Empire with the Romans and then expand on this with the British Empire and so on. Their knowledge builds cumulatively.
Disciplinary knowledge	In the words of Christine Counsell, disciplinary knowledge is, "a curricular term for what pupils learn about how that knowledge was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice. It is that part of the subject where pupils understand each discipline as a tradition of enquiry with its own distinctive pursuit of truth. For each subject is just that: a product and an account of an ongoing truth quest, whether through empirical testing in science, argumentation in philosophy/history, logic in mathematics or beauty in the arts. It describes that part of the curriculum where pupils learn about the conditions under which valid claims can be made, and associated conventions such as what constitutes

Bauersfeld (1979) three levels of curriculum	The intended curriculum: the curriculum prescribed by the National Curriculum or equivalent - the specified topics, ideas, content students should learn. The implemented curriculum: the resources, the textbooks, the schemes of learning, the lesson plans. The enacted curriculum: how the intended and implemented curriculum translate into learning within the classroom, between teacher and pupil.
Hierarchical knowledge	This refers to knowledge that cannot be understood until the preceding knowledge necessary is understood. For example, pupils need to understand times tables before they can look at long multiplication.
Long-term memory	Long-term memory is where information is stored and retrieved from. As far as we know, it has no limit. Not all information we take in will be stored in long-term memory. Considering the limitations of working memory and using strategies such as retrieval practice can aid the encoding of information to long-term memory over time. See also working memory and retrieval practice.
Poor proxies for learning	A term coined by Coe (2015). Poor proxies for learning are observable behaviours that do not indicate learning has occurred, as learning is invisible and happens over time, rather than being something that is immediately observable after instruction.
Procedural knowledge	Procedural knowledge refers to the ‘knowing how’ - being able to perform a skill or technique. For example, how to perform the steps of a long division in maths. Students must be taught the facts around a procedure first before they will be able to apply the procedure itself. It is believed that performing one instance of a procedure is not enough to commit it to long-term memory and that this knowledge is built up over time through repeated rehearsal. See also declarative knowledge.

Retrieval practice	Retrieval practice is “a strategy in which calling information to mind subsequently enhances and boosts learning.” (Agarwal et al, 2020). Heavily supported by research, retrieval practice is useful for encoding knowledge and for boosting the retention of knowledge in long-term memory. See also long-term memory.
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Schema (singular) Schemata (plural)	A schema is the “structure for representing generic concepts stored in memory” and they “represent knowledge at all levels of abstraction” (Rumelhart, 1978). It is the framework that organises pieces of knowledge and the connections between them in long- term memory. A pupil that has a well-developed schema will find it easier to learn and understand related information, because they have the prior knowledge that enables them to think effectively. A schema grows as new knowledge is stored in long-term memory. See also long-term memory.
Sequencing	Sequencing refers to the order in which knowledge is placed throughout the curriculum and presented to pupils. Effective sequencing maps out knowledge in a way so that a curriculum builds on the prior knowledge that was learnt in previous year groups or units.
Substantive Concepts	Substantive concepts form the knowledge or ‘substance’ in a subject. They can be highly specific and contextualised (e.g. Nazism) or generalised across a subject (e.g. Empire). As these concepts can recur frequently, they are easier to remember than less frequent knowledge. Therefore, we should make pupils aware of these, so that they are more likely to look for them and spot them in the future.
Substantive knowledge	The factual knowledge established by an academic discipline. Substantive knowledge is the content that teachers teach as established fact whether common convention, concept or warranted account of reality.
Working memory	Working memory is where information is processed. Working memory either takes in information from our environment or from long-term memory. If something has not been processed in working memory, then it cannot be stored in long-term memory. Working memory is limited - with the upper limit believed to be around 4 items. See also long-term memory and cognitive load theory.