

Curriculum Statement

Key Aims

***Embed** – knowledge & skills in to long term memory

***Enrich** – pupils' cultural capital

***Excite** - through engaging experiences

Basic principles

1. Learning is a **change to long-term memory**
2. Our aims are to ensure that our pupils experience **a rich and wide breadth of study** and have, by the end of each key stage, **embedded in to their long term memory** the **knowledge, skills and deeper cultural capital** needed for them to:
 - Excel in the next stage of their education – to leave Middleton **'Secondary Ready'**
 - To be future role models for the fundamental British Values so they can thrive in the 21st century – truly **'learning for life'!**

The Curriculum

- In all subjects, pupils are taught a wide breadth of content and skills, to ensure they have the knowledge to apply these at a deeper level
- Our curriculum is broad and balanced – each non-core subject is given equal weight and is taught discreetly, ensuring our pupils can develop the necessary skills and knowledge for that subject
- Our curriculum is ambitious for all pupils, especially for those with SEND. In every subject, teachers expertly identify any barriers to learning for pupils and overcome these
- We build up pupil's cultural capital, by providing a rich range of experiences, texts, vocabulary, knowledge and skills
- We develop the vocabulary of our pupils, teaching them key words that they can then apply across the curriculum
- Our curriculum design is based on evidence from cognitive science:
 - a. Learning is most effective with spaced repetition.
 - b. Interleaving helps pupils to discriminate between topics and aids long term retention.
 - c. Retrieval of previously learnt content is frequent and regular.
 - d. In order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics.

- In all subjects, our curriculum is carefully mapped out so that key skills and knowledge progress in a logical and sequenced way, both within the school year and from year to year, enabling our pupils to revisit previously taught content and to build on it
- In each year group and in every subject, pupils gradually progress from a 'basic' understanding, to an 'advancing' understanding and then finally to a 'deep' understanding
- As part of this progression model, we use a different pedagogical style for basic, advancing and deep stages. At the basic stage, direct instruction is often used. By the deep stage, a problem based 'discovery' style is more appropriate
- Aside from English and maths which are taught on a daily basis, the other subjects are taught on a weekly (Science/RSHE/PE/French) or fortnightly (all other subjects) basis
- Learning walks, book/Seesaw scrutinies and conversations with pupils and teachers are used to see if the pedagogical style matches our expectations for each stage of learning.