

Curriculum Statement

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Thrive Executive Team

Related Policies

**School-based Curriculum Policies
School-based Published Planning**

Where is this policy
published?

**Thrive Website
School Websites**

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving* to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Learning: Developing sense and meaning

Before we are born we are learning; learning is a characteristic of being human. We are pattern finders, from our earliest days we seek trends, patterns and a sense of meaning in the myriad data that bombard our senses. The goal of each human is to seek sense in the world we experience. The Connected Curriculum is so called because it enables pupils to add new facts to long term memory and to make connections between them to form the unified body of knowledge we call a schema.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Key Curriculum Ideas

3.1 The School Curriculum: Scope and Breadth

3.1.1 Each THRIVE primary school curriculum follows the same design principles and is tailored to the local needs of all pupils including the most disadvantaged and those with SEND, to give them the knowledge and cultural capital they need to thrive. This curriculum aims to develop both the intellect and the character of pupils. Pupils will experience a wide breadth of study and by the end of each key stage will have built within long-term memory an ambitious body of knowledge.

3.1.2 The curriculum consists of the Statutory framework for the early years foundation stage, The National Curriculum for England, the Religious Education locally agreed syllabus, the Jigsaw (PSHE) curriculum (which includes Relationship and Sex Education² and British Values learning), instruction in The Cooperative Values³ and the key aims of being a Cooperative Trust (2.3 below), and any other locality specific bespoke content decided on by the school.

3.2 Curriculum Drivers and Cultural Capital

3.2.1 Trustwide Drivers - Primary and Secondary & Cultural Capital⁴

Cultural capital is the body of knowledge, skills and experience that are needed for every citizen to fully engage with, and participate in, British society and the wider world in all its diversity. As a Cooperative Multi-Academy Trust our curriculum is designed to enable all pupils to gain a sense of 'agency' by which we mean they will develop a sense that they can initiate and direct actions towards their own goals - a sense of purposefulness and power. Our curriculum is designed to allow us to fulfil our Cooperative aims of:

- serving the local community;
- combating social exclusion and deprivation;
- giving a global perspective.

3.2.2 Trustwide Drivers - Primary

Within the context of schools in Kingston upon Hull the majority of children enter schools with similar learning deficits, consequently THRIVE primary schools respond with local curricula and pedagogies which will address the following key priorities:

- The development of reading, language and vocabulary development;
- The provision of experiential learning opportunities;
- The development of creativity and innovation;
- Developing children as teachers;
- Valuing each other.

3.2.3 End Points, Mastery, Schema and Sequencing

Our end points for learners are ambitious and prepare pupils well for the next stage of their education in terms of knowledge and values. End points for each domain in each subject are given for the end of Y2, Y4 and Y6. Our aim is for the vast majority of pupils to have mastered all curriculum content at these points and for children in Y1, Y3 and Y5 to be on track for mastery. By mastery we mean that pupils will have acquired the factual knowledge they need and will have developed connections between these facts to form a connected web of knowledge we call a schema (Appendix 1). The school curriculum is planned in such a way that children will receive carefully sequenced teaching across the EYFS and primary phase that deliberately build schema.

² DfE Relationships, Sex and Health Education guidance 2019

³ The Cooperative College Cooperative Values

⁴ C Reynolds, 'Bourdieu - simple explanation' (2013) and Sociology Live!, 'Cultural Capital' (2015)

3.2.4 Subjects, Subject Domains, Elements and Subject Topics

As starting points for developing schema we present knowledge in subjects. Within each subject we identify key subject domains. Subject domains are the subject specific concepts that enable pupils to make conceptual links between topics within the subject (Appendix 2). Each subject domain consists of a number of elements that serve as common themes to be constantly revisited throughout the primary phase. A mastery of each domain, and the forming of links between them across topics, will enable learners to form well developed schema within and between subjects. Each curriculum subject is delivered in thematic topics. Often the humanities subjects of history and geography will lead the topic with other subjects such as art, DT, music linking to the theme in ways that enhance their mastery.

3.2.5 Assessment and SOLO Taxonomy

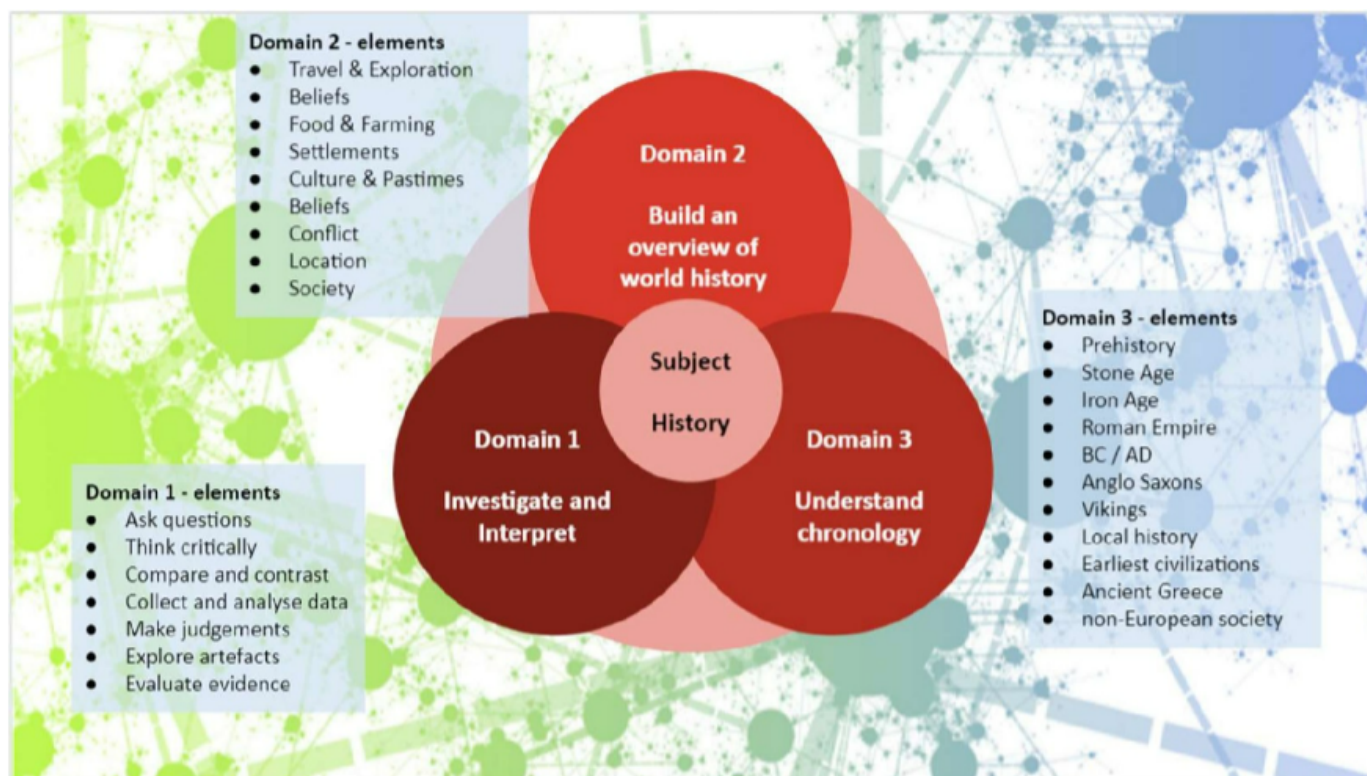
SOLO Taxonomy (Appendix 3) is the main tool employed by teachers to enable pupils and teachers to consider, and assess, how well they understand subject knowledge, how well they make connections within each subject, and how well they make connections between different subjects⁵.

Before assessing pupil attainment teachers will consider attainment in each subject domain before reaching an overall assessment of mastery in a subject. Further details on assessment are given in Section 5.

4 Curriculum Intent

4.1 Curriculum Delivery Model

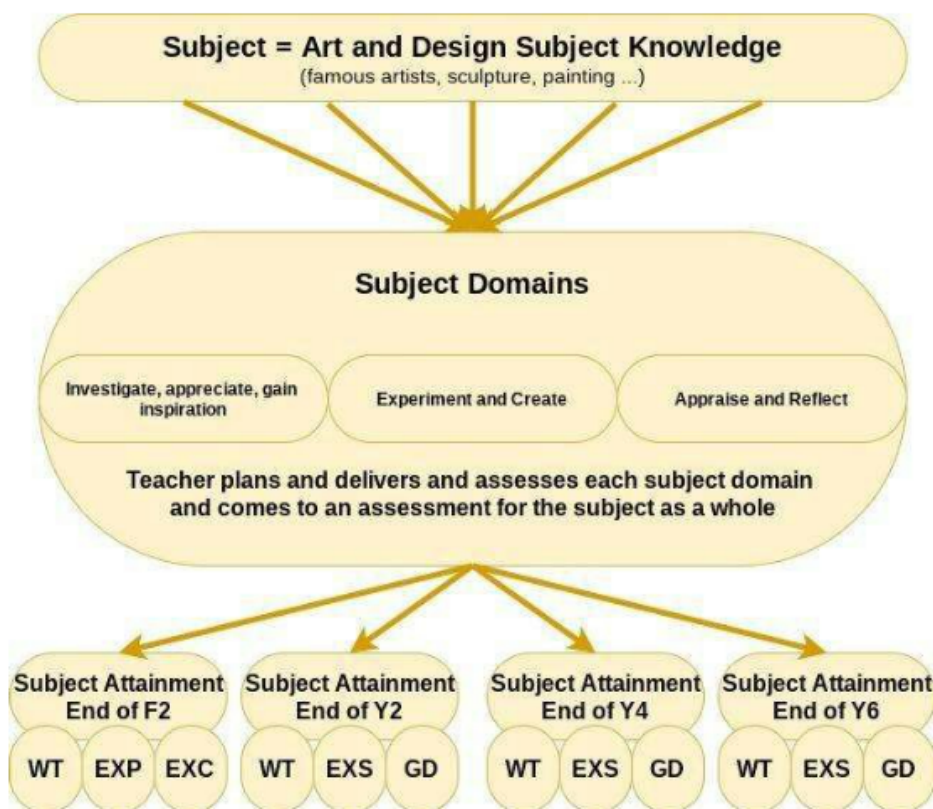
4.1.1 The curriculum distinguishes between subjects (e.g. history), subject topics (e.g. Why is Florence Nightingale an important historical figure?), subject domains (e.g. Investigating and Interpreting the Past, Build and Overview of World History, Chronology), and within subject domains elements (e.g. culture and pastimes, food and farming). Subject topics are the means through which specific subject content is studied.



⁵ Pam Hook introduction to SOLO Taxonomy

4.1.2 The school curriculum is sequenced so that subject domains and elements are frequently revisited regardless of the new content being delivered. In this way curriculum domains and their elements are built into meaningful schema in long term memory.

4.1.3 Each subject has a specific vocabulary set associated with it - Tier 3 vocabulary. Subject medium term plans itemise the tier 3 vocabulary that is required to be taught in that subject, and in a specific topic.



4.2 Primary School Learning Phases

For each of the foundation subjects domains there are four phases - F1/F2, Y1/Y2, Y3/Y4 and Y5/Y6. School staff work towards helping pupils master curriculum content by the end of each of these phases. Within each phase, pupils gradually progress in their knowledge and are assessed using the classifications:

- working towards the expected standard (WT), at the expected standard (EXS), and working at greater depth within the expected standard (GD).

4.3 Expectation

The expectation is for the vast majority of students to display mastery of endpoints at the expected standard for each subject by the end of each phase.

4.4 Planning Scales

Schools produce these on THRIVE templates.

4.5 Long Term Subject Plans

Detailing sequenced subject domain coverage and itemising key domain elements to be covered and gives key vocabulary. These plans are published on the school's website.

4.6 Long Term Year Group Plans

Detailing the topics to be covered year by year designed to give parents a guide to the school curriculum and is published on the school website.

4.7 Medium Term Plans (Knowledge maps)

Detailing the subject and subject domain knowledge to be taught. These act as knowledge maps.

5 Curriculum Implementation

5.1 Timing Principles

Our curriculum design is based on evidence from cognitive science; three main timing principles underpin curriculum design and inform pedagogy:

5.1.1 Timing Principle 1 - Learning is Most Effective with Spaced Repetition

This is in order to minimise the effects of 'the forgetting curve'⁶. Schools decide on the frequency of repetition that will best serve the development of long term memory.

5.1.2 Timing Principle 2 - Decisions about Blocking and Interleaving

Decisions about blocking (AAAAABBBBBCCCCC) and interleaving⁷ (ABCABCABCABCABC) are crucial decisions that will affect the development of long term memory and are the responsibility of the school as it designs its topic delivery in light of local need.

5.2 Retrieval of Previously Learned Content is Frequent and Regular

This will increase both storage and retrieval strength. Pupils will be given frequent opportunities to review learning from yesterday, last week, last term and last year. Using low stakes testing / quizzes is one way of achieving this.

5.3 Basic Pedagogical Principles

5.3.1 Pupil Agency in a Teacher-Led Curriculum

Teachers teach age appropriate curriculum content using age appropriate pedagogies based on the 'mastery' expectation for the year group they are teaching. Teachers deliver key content as new learning and thereafter most children will have the starting understanding they need to explore domain elements further.

⁶ Wikipedia: Forgetting Curve

⁷ Jonathan Firth 2018 The Chartered College of Teaching

5.3.2 Subject Specific Content and Vocabulary

Content and vocabulary is subject specific (tier 3 vocabulary) and explicit references are made to subjects and disciplines within subjects (e.g. biology, physics and chemistry in science).

5.3.2 Curricular Links

Teachers plan for all pupils to make curricular links within subjects (intra- curricular links) that form a platform for all children to construct secure subject schema, and give opportunities for all pupils to explore the links between subjects (inter-curricular links).

5.3.3 Continuous Provision

Teachers make continuous provision, in the form of daily routines, that replaces the timetabling of the teaching of some aspects of the curriculum (weather, time etc...)

5.3.4 Retrieval Practice

Teachers provide frequent retrieval practice for the previously learned content and refer back to what was taught previously. Using low stakes testing / quizzes is one way of achieving this.

5.3.5 What will Work Look Like?

In the early stages of education children will mostly be directed as to how to present their work, using a variety of approaches - see below. As children mature intellectually they should be given opportunities to develop a range of presentational skills and make critical choices between these. Options will include:

- Workbooks;
- Scrapbooks;
- GSites - audio / video;
- Presentations;
- Knowledge Posters;
- Performance

6 Curriculum Impact

6.1 Moments in Time for Making Assessments

Because learning is a change to long-term memory it is impossible to see impact in the short term. Teachers will make learning assessments at three moments in time.

6.2 In lessons

Teachers will gather formative assessment information about how well a pupil has grasped a learning objective - to inform what knowledge needs to be taught in the next session. Low stakes testing to support knowledge retrieval is one way of gathering this information.

6.3 At the End of Sequences of Lessons

Teachers will form judgements about how well a child has connected subject domain content - to inform what needs to be taught in that subject next time around.

6.4 At the End of a Year

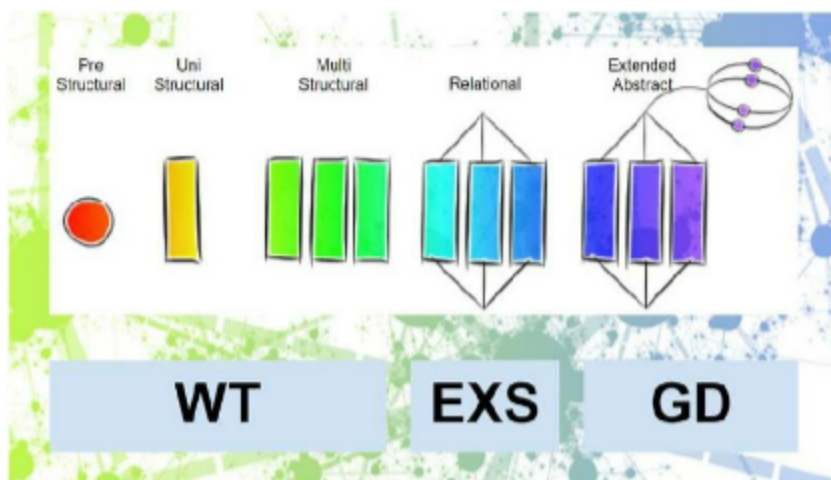
Teachers will make summative judgements about how well a child has mastered subject domain content and how proficiently the child has made inter- and intra- curricular connections, set against end point descriptors and SOLO taxonomy outcomes. This is recorded in Pupil Asset.

6.5 Key Assessment Methodology

Our aim is to develop an awareness in each pupil of how well they perceive themselves to be acquiring new curriculum content and how well they are making links between topics within a subject and how well they are making links between subjects. To enable pupils to grow in this self awareness we employ Solo Taxonomy as our key assessment methodology.

6.6 Solo Taxonomy (Appendix 3)

6.6.1 Solo Taxonomy is a way of thinking about the development of knowledge acquisition and can be used when thinking formatively in lessons, at the end of sequences of lessons and summatively during annual Assessments.



6.6.2 Solo Taxonomy gives clarity to how well children are forming schema. Children at the Pre-structural, uni-structural and multi-structural levels of knowledge development will be recorded at Working Towards (WT) as these children have acquired new facts but haven't demonstrated an awareness of the connections between these facts. Those at the relational level are deemed to be at the Expected Standard (EXS) because they have acquired sufficient new knowledge and can make connections between key themes within the subject. Those assessed as being at the extended abstract level as at Greater Depth (GD). These judgements must also be informed by assessment of the child's topic knowledge. This may be gauged through conversations and observations in lessons, completed quizzes, concept mapping and vocabulary testing.

6.7 Drawing a Schema / Self Assessment in SOLO Taxonomy (Appendix 1)

Children will be taught a range of ways to assess their own developmental journey within a topic / subject including the drawing of a schema. This might include children drawing a starting schema at the start of a new unit of work, a developing schema at a midpoint, and a finished schema at the end of a unit of work.

Teachers use this information alongside work in books, observations made in lessons, evidence from low stakes testing and other sources, to form an assessment of the degree of mastery each child is demonstrating.

6.8 Quality Assurance

6.8.1 Curriculum Reviews ('Deep Dives')

The quality of the curriculum will be tested by an Executive Headteacher alongside a Headteacher or Head of School and will include colleagues from other THRIVE schools. This will happen alongside school leaders and must include curriculum leads, subject leads and will involve elements of a 'deep dive' methodology.

The purpose of this monitoring will be to assess how well the school is meeting the requirements of this curriculum statement. To gain a comprehensive view of how well the school is advancing in any one curriculum subject the review will reference:

- Planning - Knowledge Maps;
- Work output;
- Work output scrutiny;
- Lesson Drop-ins;
- Assessments;
- Pupil Discussions;
- Staff Discussions;
- Any third party analysis;
- Any statutory testing

6.8.2 The Role of the Curriculum Lead in Curriculum Reviews

Part of the role of the Curriculum Lead is to carry out an annual review based on this evidence. At the end of the review they produce a report for the EHT / HT / HoS for the subject which answers the questions:

- Did what was planned to happen actually happen?
- How well did staff enable progress in subject domains?
- Are pupils making progress in subject knowledge?
- How enthusiastic are learners about the subject?
- How enthusiastic are teachers about the subject?
- What is the quality of teacher knowledge?
- What are the key improvement priorities to be included in the SIP?

6.8.3 Forward Improvement Planning

The annual review informed by the curriculum lead will make recommendations to the school's SLT about improvement planning for the next phase of school development.

6.8.4 Key Responsibilities of Curriculum Leads

To be developed during our meetings this half term and then inserted.

6.8.5 Key Responsibilities of Subject Leads

To be developed during our meetings this half term and then inserted.

Appendix 1 - Examples of Schema



Fig 1. This is a WT schema as key subject vocabulary is missing and the links between key vocabulary do not evidence strong connections between key ideas. This would be evidence of WT.

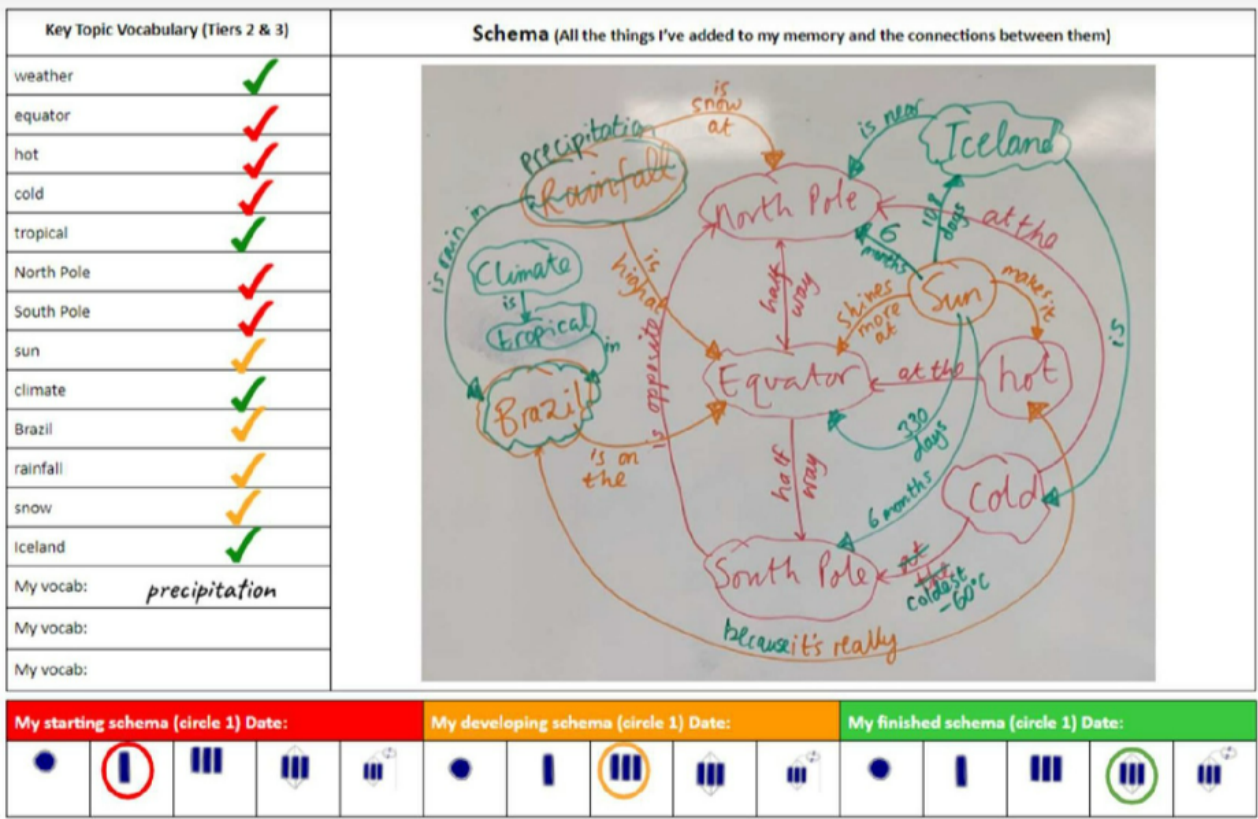


Fig 2. This is an EXS schema. Key vocabulary is accurately understood and connections between key vocabulary evidence a good understanding of the links within the subject.

Key Topic Vocabulary (Tiers 2 & 3)		Schema (All the things I've added to my memory and the connections between them)
weather	✓	
equator	✓	
hot	✓	
cold	✓	
tropical	✓	
North Pole	✓	
South Pole	✓	
sun	✓	
climate	✓	
Brazil	✓	
rainfall	✓	
snow	✓	
Iceland	✓	
My vocab:	precipitation	
My vocab:	evaporation	
My vocab:	Indonesia & Congo	

Fig 3. This is a GD schema. All key vocabulary is accurately understood and connections between key vocabulary evidence a good understanding of the links within the subject and there is evidence of the child developing an understanding of how key ideas in this subject link to those in other subjects (e.g. the link between the impact of the weather being explained using scientific vocabulary).

Appendix 2 - Subject Subject Domains

Subject	Subject Domains					
English-Reading	Phonics	Word reading	Comprehension			
English - Writing	Transcription	Comprehension	Vocabulary, Grammar and Punctuation			
Mathematics	Number	Measurement	Geometry	Statistics	Ratio and Proportion	Algebra
Science	Scientific Methods	Scientific understanding				
Design and Technology	Investigate and take inspiration	Design and create	Evaluate and improve			
History	Investigate and interpret the past	Build an overview of world history	Understand chronology			
Geography	Investigate and interpret the world	Understand Physical Features	Understand Human Features			
Art and Design	Investigate, appreciate, gain inspiration	Experiment and Create	Appraise and Reflect			
Music	Appreciate	Experiment, Improvise, Compose and Transcribe	Play, Perform and Appraise			
Physical Education	Control and Competence	Compete and Cooperate	Evaluate and Appreciate			
Computing	Coding	Connecting	Communicating			
Languages	Listen and understand	Communicate	Appreciate culture			
Religious Education	Learning about religion - Knowledge and Understanding	Learning from religion - Reflection and Response				
PHSE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Appendix 3 - SOLO Taxonomy

Training Presentation here

SOLO TAXONOMY EXPLAINED

