LET RIGHT BE DONE

New Mills School

Curriculum Vision

At New Mills school we aim to provide a purposeful, academically rich and coherent curriculum which leads to the development of deep subject knowledge in a broad range of subjects. Our curriculum is planned and sequenced so that new knowledge is built on what has been taught before, as students work towards a cumulative body of knowledge at the end of each year and at the end of the Key Stage. We want all students, regardless of their needs, to developing rich interconnected webs of knowledge and the cultural capital they need to succeed in life.
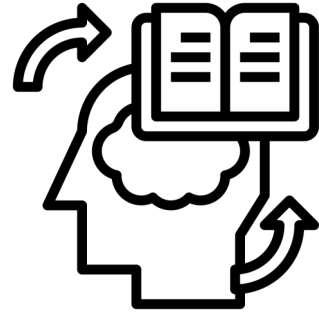
Our curriculum is designed to allow students to acquire and retain the most important knowledge in each subject through careful planning, sequencing and revisiting of essential concepts. Our curriculum is designed to provide opportunities to develop common skills that make up the wider curriculum; Literacy (written fluency, reading and oracy), numeracy, SMSC, engagement and cultural capital. The curriculum is brought to life through high quality teaching which develops and extends the core knowledge to provide a rich and engaging curriculum.

Long Term Plans

Long Term Plans describe what students learn during their five-year journey in each subject. They show how the broad topics are sequenced so that concepts are revisited to strengthen memory and new knowledge builds on what has come before.

Medium Term Plans

MTPs are the bedrock of effective teaching. They ensure the knowledge that students must know is explicit and clear which supports effective planning. Our MTPs aim to provide the granular detail focused on the specific component knowledge that students need to learn.
MTPs allow us to:

- ensure that all staff are teaching the key knowledge
- enable staff to focus their planning on the pedagogy to ensure the components of knowledge are learned
- ensure that all students, including those with SEND, have equal access to the same essential knowledge.

Composites and Components

These are essential concepts in our curriculum plans. The construction of essays, the execution of projects, the solving complex problems, are all examples of composites. Composites are a synthesis of a number of different components that, once identified and isolated, can be taught and learnt individually. These can then be brought together without overloading a students' working memory. Our curriculum plans aim to identify these components at a granular level, in order that they can be taught effectively, learnt by students, and brought together to complete more complex tasks.

Key Reading—Curriculum

Ashbee, R. (2021) '*Curriculum: Theory, Culture and the Subject Specialisms*'
Myatt, M (2018) 'The Curriculum: Gallimaufry to Coherence'
Kirschner, P & Hedrick, C (2020) 'How Learning Happens: Seminal Works in Educational Psychology and What they Mean in Practice
Bartlett, J (2024) Developing an Outstanding Curriculum

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Knowledge is Generative

Put simply, the more we know, the more we are able to learn. Knowledge is 'sticky', it sticks to what we already know within that knowledge domain. This enables the construction and growth of schemas—webs of interconnected knowledge.

Students are novice learners. We must structure the curriculum in a way that allows students to build effective schemas so that they are able to learn more as time progresses. Students with SEND can have weaker or disorganised schemas which means new knowledge is harder to retain.

End Points

The concept of 'end points' is essential for effective curriculum planning. The questions should always be, *what should students know and be able to do in this subject by, the end of year 7, the end of year 8 or the end of the key stage?* By doing this, we can ensure we work backwards, carefully considering the sequencing of what is taught to ensure it builds cumulatively to a sufficient body of knowledge.

Cognitive Load

This relates to the amount of information we can hold in our working memories at any one time. Processing new information creates cognitive load. As our working memory is limited, we need to ensure that we do not overload students' with tasks, activities or additional information that is not essential to the knowledge that students must learn.

Key Reading—Assessment

Donarski, S, (ed.), (2020) '*The ResearchEd Guide to Assessment: An Evidence-Informed Guide for Teachers*'
Christodoulou, D (2016) *'Making Good Progress? The future of Assessment for Learning'*

The Seven Principles of Assessment at New Mills School

1. **There are three types of assessment**
   - **Formative Assessment** (Assessment FOR Learning) - assessment that is for identifying what students do and don't know to inform teaching
   - **Assessment TO Learn** - Assessment that is designed to aid recall and strengthen memory
   - **Summative Assessment** (Assessment OF Learning) – to measure attainment at the end of a period of learning and report a grade.

2. **Formative assessment is king**
   - The primary purpose of assessment is to check for understanding
   - Formative assessment takes place frequently within lessons and teachers should adjust the direction and pace of the lesson in response.

3. **The curriculum is the progression model**
   - The curriculum is what all students need to learn – assessment should tell you what has/ has not been learned
   - There should be no use of abstract ideas such AOs (assessment objectives) or 'competencies' – assessment should only measure what has been learned.

4. **Learning is an alteration in long-term memory**
   - Nothing has been truly learned until it is transferred to the long-term memory
   - Assessment requires the retrieval of knowledge which strengthens memory.

5. **"The final accomplishment may look very different to the means of its nurture."**
   - Meaningful assessment isolates components
   - Composite tasks do not make clear the missing components of learning.

6. **Reporting is subservient to assessment**
   - Whole-school processes must not distort good assessment practice
   - Data collection is primarily a function of reporting
   - At Key Stage 3 we report on the students' progress in the year to date
   - Reporting points are not tied to specific assessments – it is for curriculum areas to ensure an accurate assessment is made on the available evidence.

7. **Assessment looks very different in different subjects**
   - The nature of knowledge in each subject determines how it is assessed .