

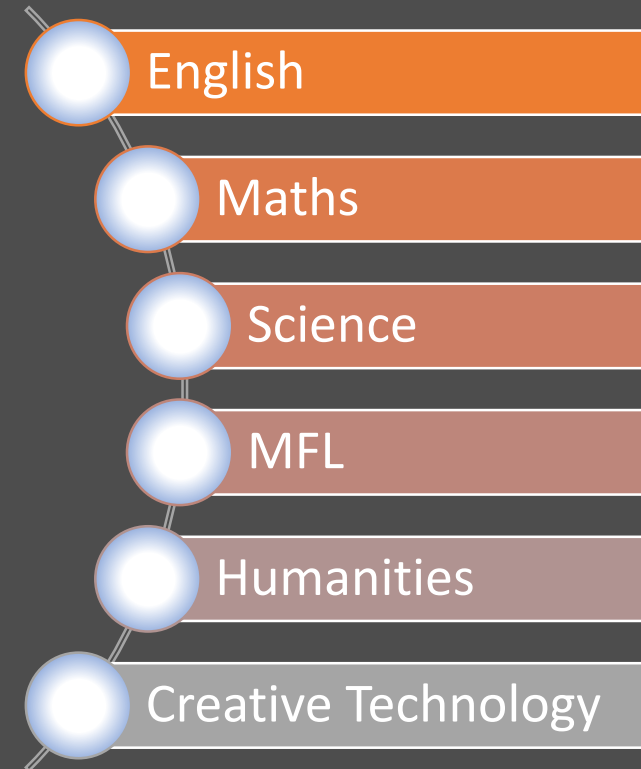
REDHILL CURRICULUM DESIGN



How is our curriculum designed?

The curriculum is designed in order to give all our learners the best possible experience over the five years they are with us. We are proud of our faculty system that organizes learning into distinct areas of collaboration that help to strengthen our learning principle and curriculum design.

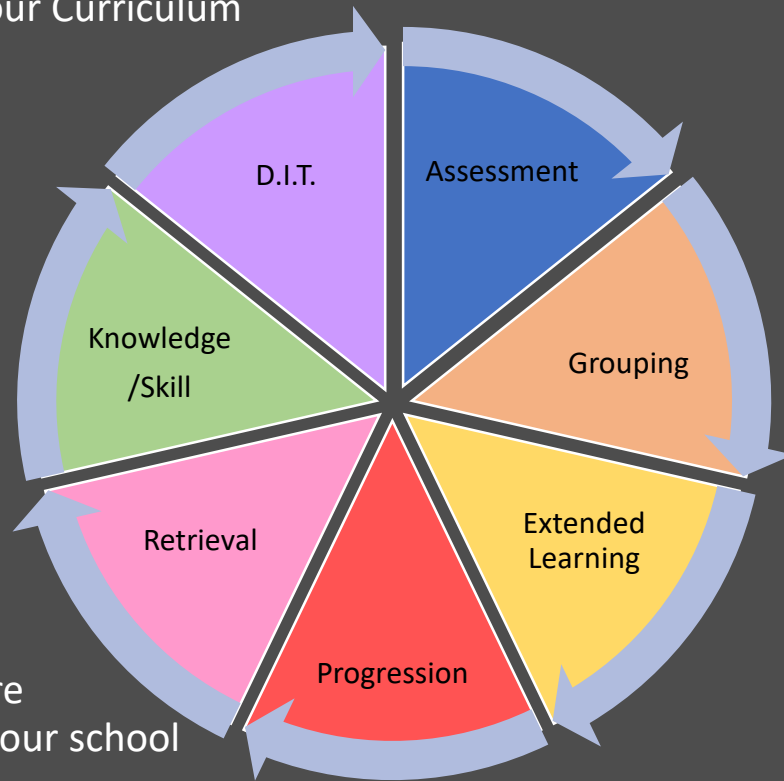
- The PSHE curriculum shapes the ethos of our school.
- Students follow a curriculum that closely matches the National Curriculum.
- We have the English Baccalaureate at the heart of our curriculum design.
- We believe that all learners should follow a Humanities subject throughout their five years of learning.
- Our Creative Technology learning area allows students to immerse themselves in the Arts and wider world of enterprise and design.
- The curriculum provides opportunities for all students to be successful.
- The curriculum is informed by evidence-based research findings.



Common Curriculum Framework at Redhill School

The SEVEN principles of our Curriculum Framework:

- Knowledge and Skill
- Assessment
- DIT
- Retrieval
- Extended Learning
- Progression
- Grouping



These key components are linked to our priorities in our school improvement plan.

Knowledge-engaged approach: Providing a balance between knowledge and skill. Intertwined approach that values both making the curriculum relevant and meaningful to pupils. Putting knowledge into context.

Running alongside the Curriculum framework is our whole school CPDL programme and review process.



Our curriculum is adaptive and responsive to the needs of all our learners. All our curriculum Learning Areas plan to enable every learner to make strong progress. Challenge and support underpin all learning opportunities at Redhill School.

Principles of our Curriculum Framework

- Will be used as a tool to inform learning and pedagogy.
- Will be designed in order to inform all stakeholders of skill acquisition, and to identify specific gaps in knowledge.
- Will inform curriculum organisation and DIT allowing gaps to be addressed.
- Will be organised to ensure that the curriculum is ambitious, challenging and builds knowledge and skills over time - for all learners, at all levels.
- Will be careful design of assessment explicitly informs feedback.
- Will challenge pupils to recall and strengthen understanding.
- Will inform future achievement.
- Numeracy and Oracy assessment will focus on 'life' skills: Communication, Collaboration, Critical Thinking and Creativity.

Assessment



- Will be responsive to the 'gaps' in knowledge and skills.
- Will be differentiated and is informed by assessment
- Will inform future teaching and learning.
- Feedback is an integral part of DIT.
- Will be responsive to pupils' needs.
- Will be designed to ensure that all pupils are able to make progress.
- Will be ambitious and challenging, in order to deepen pupils' learning

D.I.T.



- Will promote independence amongst pupils.
- Will embed the learning that has taken place inside in lessons.
- Will be sequenced to build knowledge and understanding; it will be informed by AFL and will inform T&L.
- Will be relevant, clear and responsive to pupils' needs.
- Will ensure that all pupils are able to make progress, at all levels, whilst being challenging and ambitious.
- Will provide opportunities where pupils arrive to lessons with new knowledge.
- Will improve pupils' literacy skills as part of our focus on Disciplinary Literacy.

Extended Learning



- Will ensure that knowledge and skills are interleaved across the curriculum.
- Will be mapping sequential learning is used to increase the capacity of memory for pupils.
- Will help pupils to use knowledge fluently and inform teaching and learning.
- Will be another tool close gaps in knowledge and skill.
- Will develop metacognition strategies to ensure that pupils are able to understand their own learning.
- Will support lagged learning is an integral part of making knowledge 'stick'.
- Will not be a 'one size fits all approach

Retrieval



- Student will be grouped to allow them to make the best progress.
- Grouping will be flexible and responsive.
- Prior Attainment will inform setting decisions where possible.
- Grouping will be used to personalise DIT, Retrieval and Extended Learning activities when appropriate.

Grouping



- We have planned a Knowledge-engaged approach to the curriculum.
- Will provide a balance between knowledge and skill.
- Will put knowledge into context making it relevant and meaningful to all students.
- Curriculum design will provide increased opportunities for Cultural capital.

Knowledge /Skill



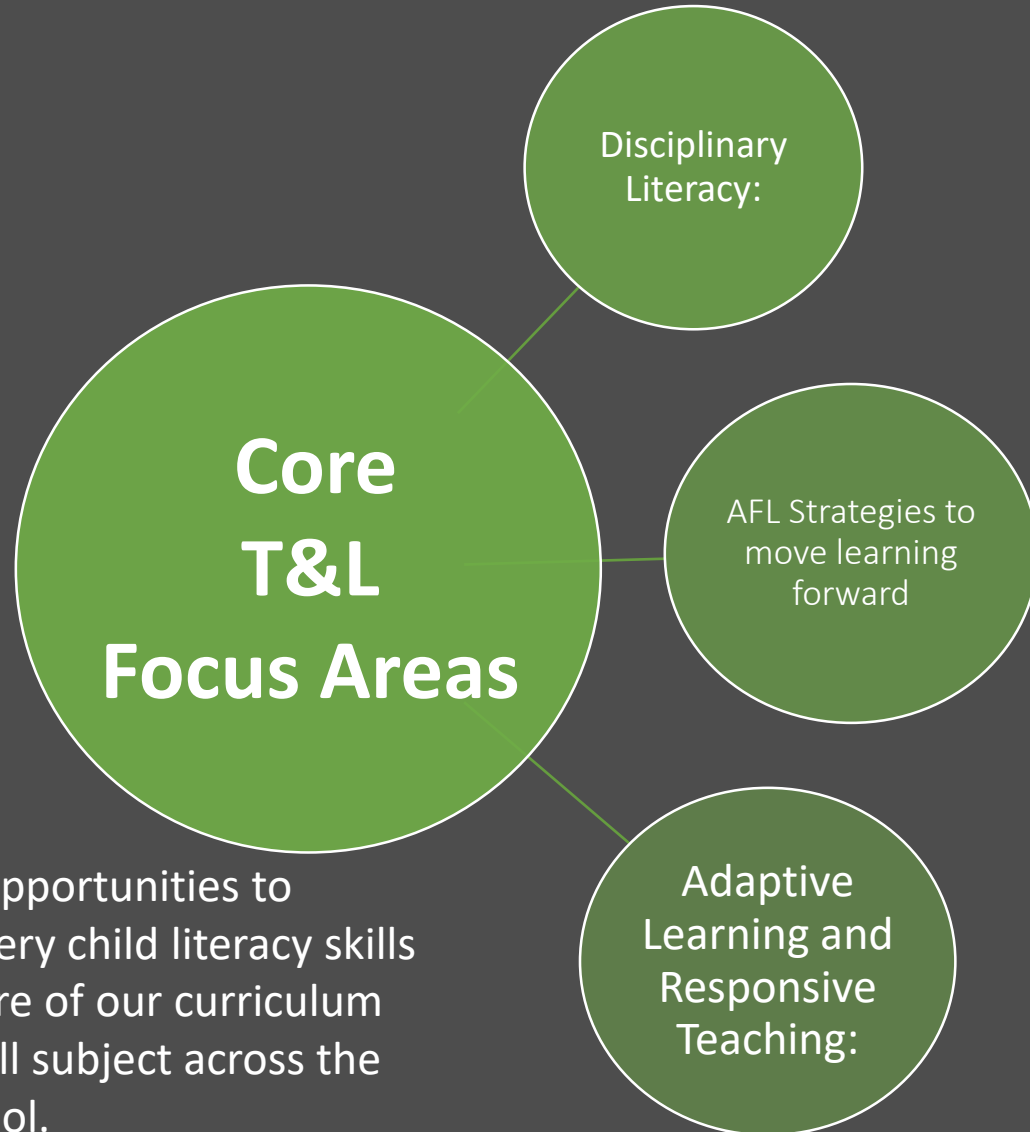
- The curriculum is sequentially planned in a spiral method in order to systematically develop knowledge and skill.
- Tracking pupil progress will inform curriculum design and learning pedagogy for all students at all levels.
- Curriculum Pathways will be ambitious for all learners.
- Differentiation will ensure progress.

Progression

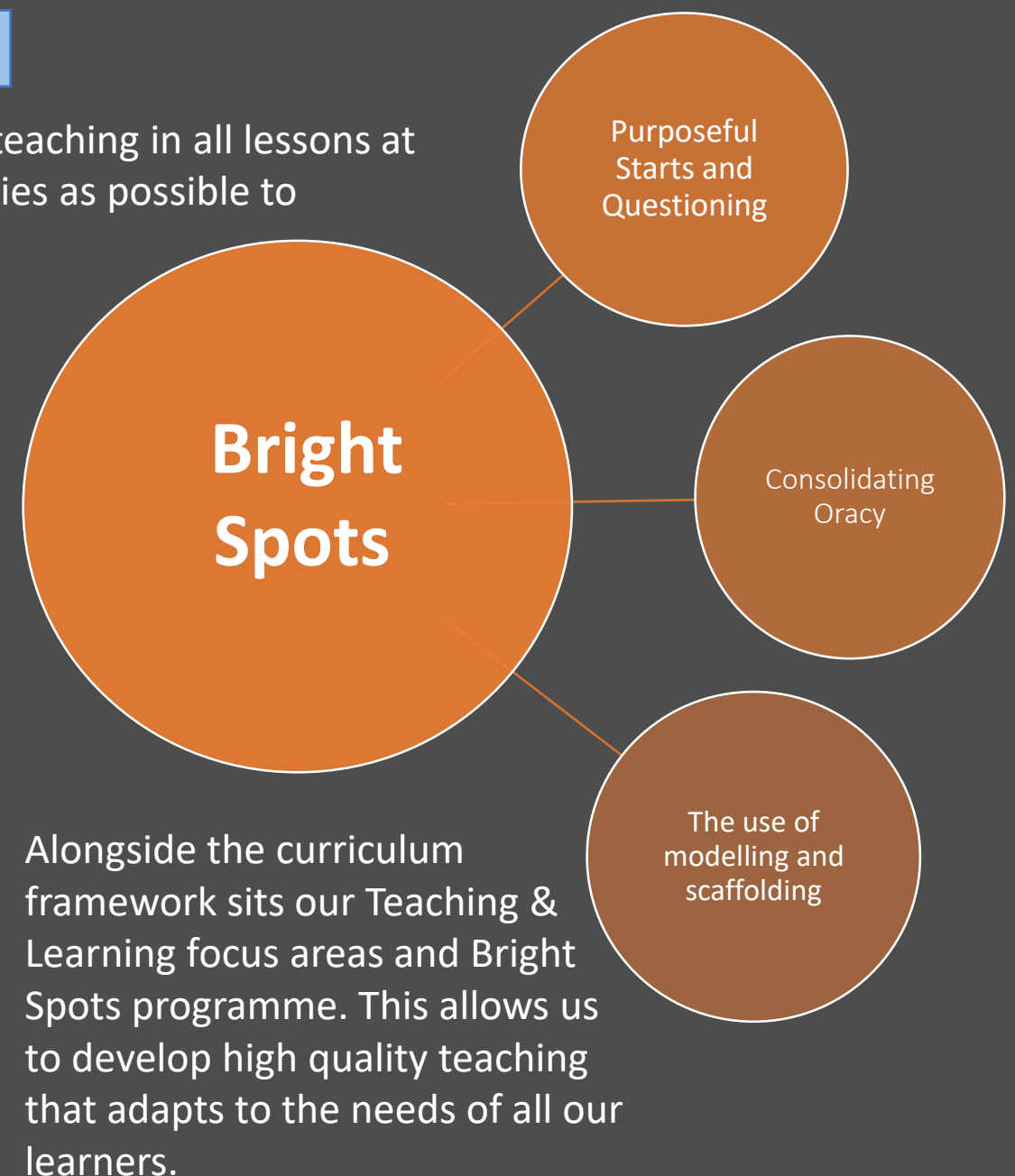


Principles of our Curriculum Framework

We believe that it is every student's right to receive high quality teaching in all lessons at Redhill School. In order to achieve this we use as many opportunities as possible to continually develop our teacher's classroom pedagogy.



Providing opportunities to develop every child literacy skills is at the core of our curriculum intent for all subjects across the whole school.



Alongside the curriculum framework sits our Teaching & Learning focus areas and Bright Spots programme. This allows us to develop high quality teaching that adapts to the needs of all our learners.

Core Teaching & Learning Focus

Focus Areas for the are:

- ❑ Disciplinary Literacy: targeted vocabulary instruction and developing strategic readers and writers (subject specificity will be the key focus, but with a common approach across the school where possible)
- ❑ AFL Strategies that move learning forward.
- ❑ Adaptive Learning and Responsive Teaching: agile T&L, addressing misconceptions; stretch and challenge etc.

Bright spots

Fortnightly T&L Briefings that centred around one key strategy – for example: the use of hinge questions; cold calling etc. Oracy: developing quality talk across the school; dialogic teaching and structured classroom talk. These will build alongside the other CPDL and weave together, so that we have tangible strategies that compliment concurrent CPDL.

Appraisal Targets

All teachers have appraisal targets that closely link to our curriculum framework and helps develop ongoing research that constantly improves curriculum design and focuses on developing pedagogy.

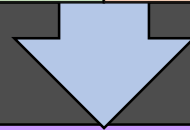
Learning Reviews

- ❑ We have aligned our curriculum principles and CPLD in order to enhance the impact on teaching & Learning across the school. This system allows us to work closely with all departments, which is also frontloaded with strategic CPDL, the levels of autonomy within departments is dependent on their status within school .
- ❑ Subject Leaders are partnered together throughout the 10-week cycle developing strong collaborative links that both support and challenge around curriculum principles. These forums are strategically mapped out over the year: CPDL is organised and sequenced to build knowledge and skill from Senior Leaders, to Middle Leaders, teachers, etc.
- ❑ Departmental Improvement Plans (DIP) are live documents and form the basis of all subject lead forums at every level; the DIPs are reviewed, discussed allow for challenge and rigour throughout the 10-week cycle, which is monitored by SLT Leads, QofE Leads and the Headteacher. All Implementation and Impact will be recorded on the DIP.
- ❑ Fortnightly Bright Spots – tangible strategies that are linked to a key T&L priority, which allows staff to improve their pedagogical practice by trialling strategies – with the key strands of the FFE as a key focus for the assessment of this. Pupil voice and lesson looks allow us to assess the impact of this CPDL.
- ❑ Literacy, Oracy, Vocabulary are prioritised strands within the CPDL programme, which run concurrently with the curriculum CPDL; we have started work within all of these areas, and are working with reading programmes, the VBC project and Shirelands Research School to continue to consolidate and then embed this into our everyday practice.

Curriculum Principle: Assessment

Core T&L: Disciplinary Literacy

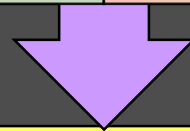
Bright Spots: Purposeful Starts and Questioning



Curriculum Principle: Dedicated Improvement Time

Core T&L: Responsive Teaching/Adaptive Learning - Meeting the needs of all learners

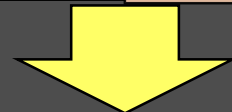
Bright Spots: Consolidating Oracy



Curriculum Principle: Extended Learning

Core T&L: Disciplinary Literacy

Bright Spots: The use of modelling and scaffolding; building challenge and support in learning, whilst developing independent learners



Curriculum Principle: Retrieval Practice

CPDL Curriculum Programme:

Each forum outlined on the calendar will have a curriculum focus as part of the agenda. This will be done in a *10-week block* with a systematic cycle, which ensures that we are interleaving our professional learning on curriculum with all stakeholders and measuring impact.

Core T&L Focus Areas for the three terms are:

- ❑ Disciplinary Literacy: targeted vocabulary instruction and developing strategic readers and writers (subject specificity will be the key focus, but with a common approach across the school where possible)
- ❑ AFL: strategies that help move learning forward.
- ❑ Adaptive Learning and Responsive Teaching: agile T&L, addressing misconceptions; stretch and challenge etc.

Bright Spots:

Fortnightly T&L Briefings that will be centred around one key strategy – for example: the use of hinge questions; cold calling etc. Oracy: developing quality talk across the school; dialogic teaching and structured classroom talk. These will build alongside the other CPDL and weave together, so that we have tangible strategies that compliment concurrent CPDL.

Optional/Responsive CPDL

This will be a 'teach meet' style, which will be influenced by additional CPDL needs. This will also create a platform for staff to share best practice based on existing CPDL and their ability to build opportunities for their appraisal. This programme will have some flexibility in its design, in order to be responsive to the needs of the school improvement, whilst still maintaining clarity of direction.

Pupil Premium First

Teaching & Learning strategies used to Diminishing the Difference

Quality First Teaching is key to the success of disadvantaged students at Redhill School. We will continue to focus of improving the attainment of disadvantaged students so that it closely matches that of all students nationally. In order to achieve this teachers will use the following strategies to support disadvantaged students in lessons.

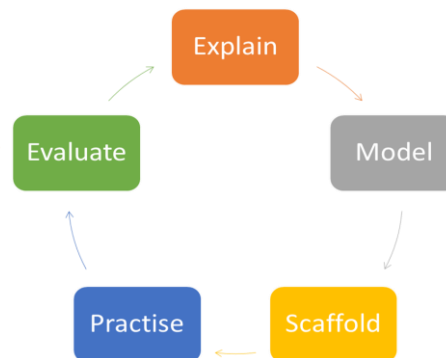
Seating Plans

- Disadvantaged students are considered first in teachers seating plans.
- All staff use seating plans that consider the best arrangement to maximise progress of PP students.
- Seating plans identify PP students.
- Some seating plans will consider buddying students, some will be arranged so that the teacher can gain easy access in order to check understanding, model concepts or clarify misconceptions.

Priority Feedback

- Disadvantaged students receive priority feedback.
- We recognize that high quality feedback is essential for students to make rapid progress. Staff will ensure that feedback for disadvantaged students is actionable, specific, personalised, timely, ongoing, and consistent.

Making the implicit explicit



Missed Learning

If absent, pupils will be given notes and positive support to ensure that gaps in knowledge and skill are not created. Students will be asked to catch up with missed work. This should have a time scale and be followed up to ensure that as much of the missed learning has been covered as possible.

Questioning

- Directed questioning techniques that unlock learning are used through out the school to support disadvantaged students.
- All teachers use questioning techniques to establish understanding and challenge misconceptions. Directing specific questions to disadvantaged students to develop engagement and deepen learning .

Power of Vocabulary

- Cultural capital is a driving force for deeper understanding and learning; disadvantaged pupils will be given exposure to this form of literacy, to ensure that they are able to make more sophisticated connections and links to the knowledge they acquire.
- Unlocking the language of learning of disadvantaged pupils is a key priority and the explicit teaching of words and their function (in exam language) will be taught.

Celebrating Success

One of the most important contributing factors to enhancing disadvantaged students' success rate is motivating them to want to do well and believe they can do well. In order for our disadvantaged students to achieve great success at Redhill, they must be motivated to do well and to believe in themselves. This is an area that we will develop in the spring term

Quality First Teaching and Learning

Literacy Focused: *Teaching & Learning Strategies*

The Power of Oracy

Strategies we may use:

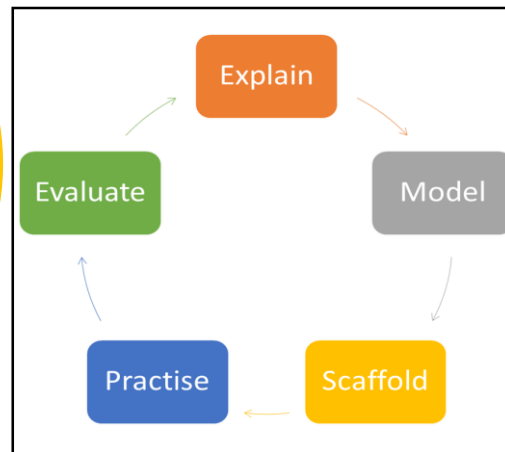
- Establishing 'talk protocols' within the classroom/establishing 'rules for talk'.
- Using sentence stems and where possible include key vocabulary in the stem, so that you can assess their understanding of the word.
- Ask pupils to answer in full sentences.
- 'Feed in facts or words' – give them the information and let them talk about it.
- Purposeful groupings and directed talk roles (including roles for listening) could be used.
- Concept maps – let them use their own words and then give the tier 2/tier 3 words they need.
- Teacher-led AND pupil-led discussions.

The Power of Vocabulary

Strategies we may use:

- What words do they need to understand in order to unlock their learning? Are they tier 2/tier 3 words?
- The Frayer Model - what is it? What isn't it?
- The word/s: 1. Hear 2. Say/Speak 3. Write
- Plan 'learning' with the WORDS in mind.

Making the implicit explicit



DIT/Feedback to improve

Questioning

- Directed questioning techniques that unlock learning are used throughout the school to support learners.
- All teachers use questioning techniques to establish understanding and challenge misconceptions. Targeting specific questions at pupils will be used to develop engagement and deepen learning.

Unlocking the Language of Learning

- Cultural capital is a driving force for deeper understanding and learning; pupils will be given exposure to this form of literacy, to ensure that they are able to make more sophisticated connections and links to the knowledge they acquire.
- Unlocking the language of learning of pupils is a key priority and the explicit teaching of words and their function (in exam language) will be taught.

Learning over Time

- Frequent 'testing' activities will take place (lagged or as part of the process to activate prior knowledge) will be used to help pupils with knowledge/skill retention.
- Retrieval Practice strategies will allow pupils to recall prior knowledge (and where necessary) close gaps by working through these activities – re-teaching and/or debunking any misconceptions where necessary.
- DIT and feedback will be designed to ensure that pupils are able to move their learning forward; pupils will be given explicit opportunities to review their work and where necessary skills/knowledge will be 'retrieved' to ensure learners are able to improve.

The Rationale:

- ❑ Working in 10-week systematic cycles, ensures that we are interleaving our professional learning on curriculum principles with all stakeholders, measuring impact in a focused approach.
- ❑ We recognise that our strongest performing areas have clear systems embedded within their practice, which is a key contributing factor to their success. We want this to be consistent across all subjects.
- ❑ Deep and fluent learning is a paramount factor for successful for T&L at Redhill; we wanted to increase and improve questioning across Redhill, in order to deepen the learning that takes place and to increase pace and challenge (where appropriate) and to support and target pupils who need to be able to articulate the process of thinking, not just the answer.
- ❑ Assessments are arguably the hinge points of learning and therefore the powerful organisation and T&L that maximises progress, should be informed by effective assessment design and execution, which is why we begin here.
- ❑ Literacy remains a key priority for schools because it is the handle that opens doors in education; we recognise that oracy, vocabulary, disciplinary literacy are all fundamental parts to pupils' success in education and beyond.

Continued Professional Development & Learning

Curriculum Programme: The Curriculum Framework is fundamental in driving the improvement of teaching and learning across all levels of the school. Strategic planning of CPDL is linked to the Curriculum Framework and delivered through the following opportunities:

- INSET days
- Twilight CPDL sessions
- SLT Forums
- Subject Leaders Forums
- Departments Forums
- Whole school CPDL training
- MAT Calibration opportunities
- Bright Spots (T&L Blast)

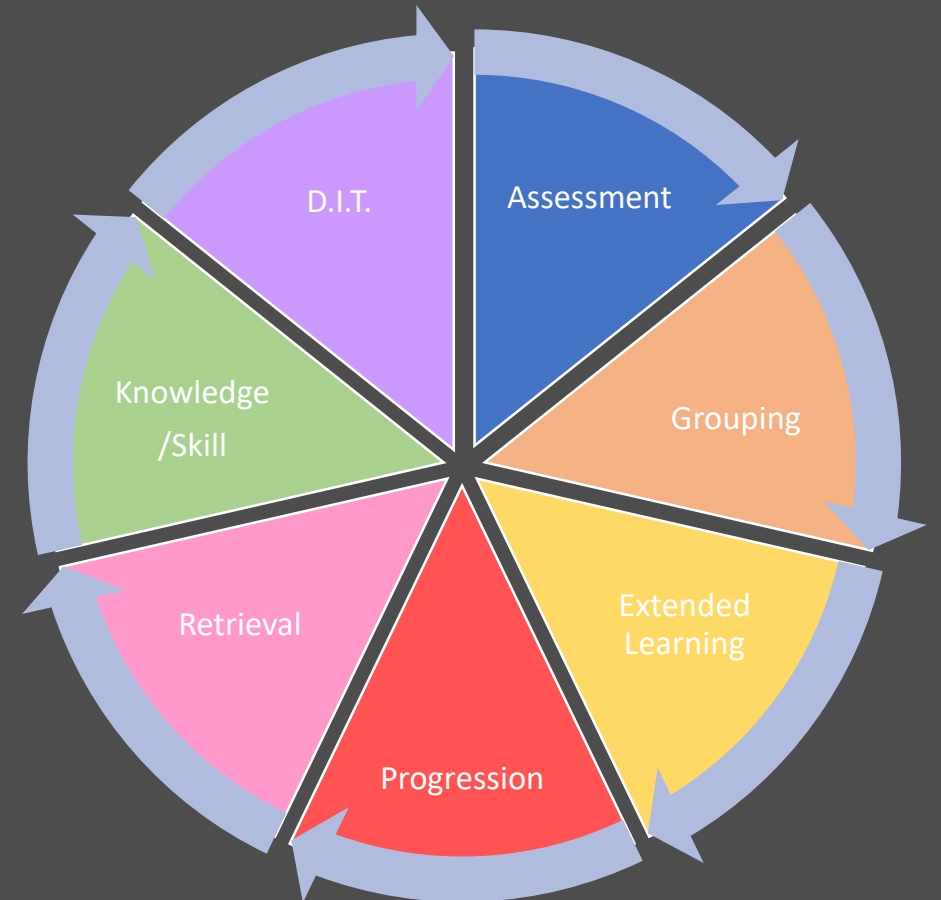
A large proportion of the schools CPDL opportunity are linked to our Curriculum Framework, including our core T&L focus areas. All teachers have appraisal targets that link closely to the framework. This program is completed in *10-week blocks* with a systematic cycle, which ensures that we are interleaving our professional learning on curriculum & key literacy initiatives with all stakeholders and measuring impact through regular learning reviews.

What is Redhill School's EDUCATIONAL INTENT for Assessment?

- ❑ Assessment at Redhill, whether summative or formative, is used as a tool to inform ongoing learning and pedagogy.
- ❑ Assessment is designed in order to inform all leaders, teachers and pupils about knowledge and skill acquisition, and to identify specific gaps and/or where more practice is needed.
- ❑ We recognise that learning isn't linear and the curriculum is designed to identify barriers, to allow teachers to plan the most effective ways to overcome and circumvent these problems through the efficacy of DIT activities.
- ❑ Assessments are organised to ensure that the curriculum is ambitious, challenging and builds knowledge and skills over time - for all learners, at all levels.
- ❑ The careful design of assessment explicitly informs feedback.
- ❑ Assessments relate heavily to the curriculum 'model', strategically challenging pupils to recall and strengthen the right pieces of learning and understanding.
- ❑ The process of assessment at Redhill is not used as the end point, but as the beginning of future achievement.
- ❑ Alongside subject specific knowledge and skills, the curriculum is designed to ensure that Literacy, Numeracy and Oracy assessment takes place across subjects, as well as the building and developing of our four key 'life' skills: Communication, Collaboration, Critical Thinking and Creativity.

The next 8 slides outline the INTENT for Assessment, DIT , Extended Learning & Retrieval Practice.

They outline the key components that we have identified as priorities linked to the school improvement plan?

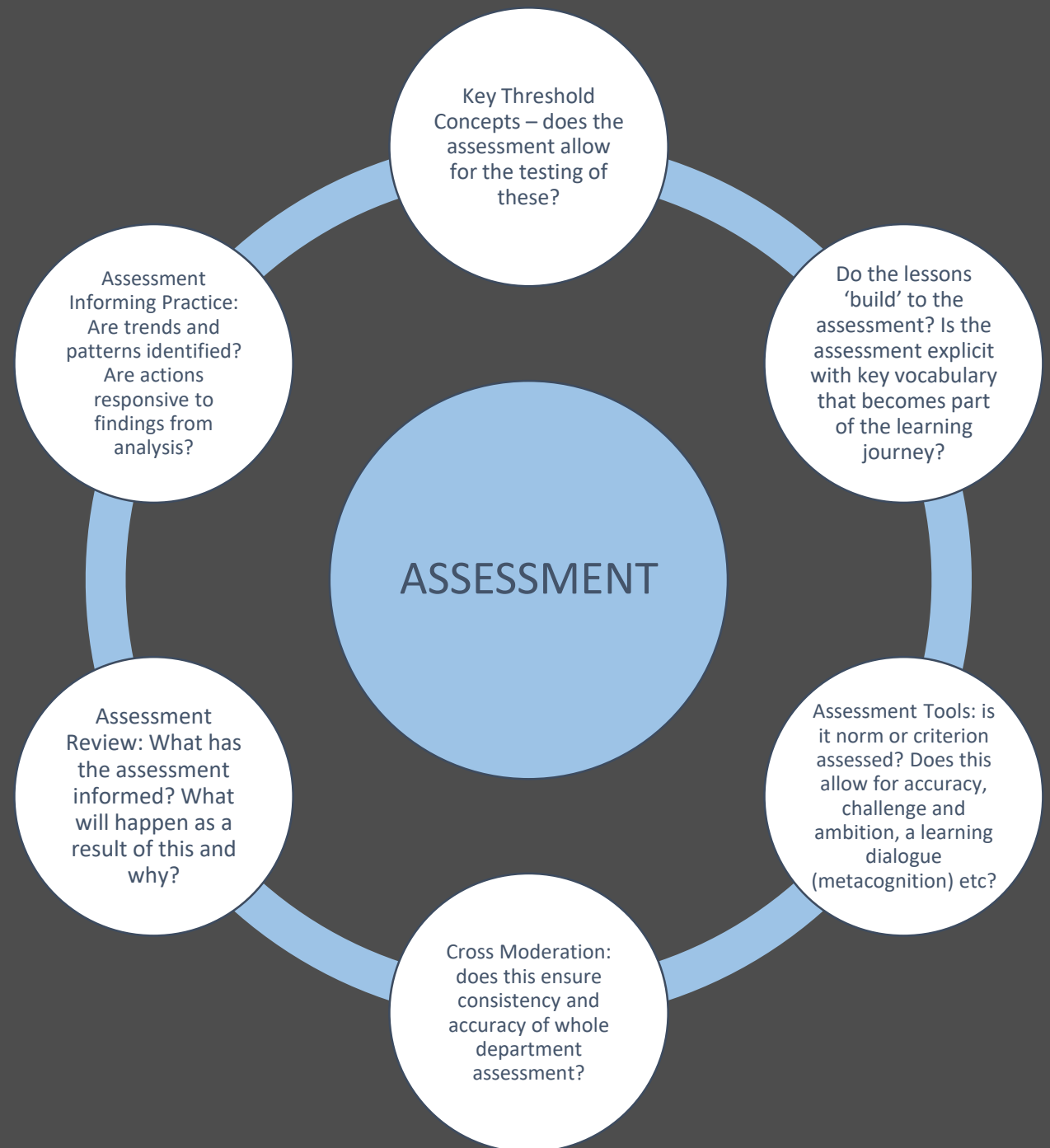


Redhill Educational Intent for Assessment: Expectations

- ❑ Clearly outlined threshold concepts, which have been mapped over 5 years and be seen as building blocks; this should be organised/sequenced so that it builds on prior knowledge and moves learning forward towards a defined end point.
- ❑ Teachers and learners are able to see and articulate the learning journey
- ❑ The journey has got to be explicit to all stakeholders, not only in the teaching, but also the resources/materials, and of course the assessment.
- ❑ Teaching should be informed by the assessment; there should be explicit learning conversations that show that lessons are building towards an assessment.
- ❑ Assessment *informs* Adaptive Learning/Responsive Teaching

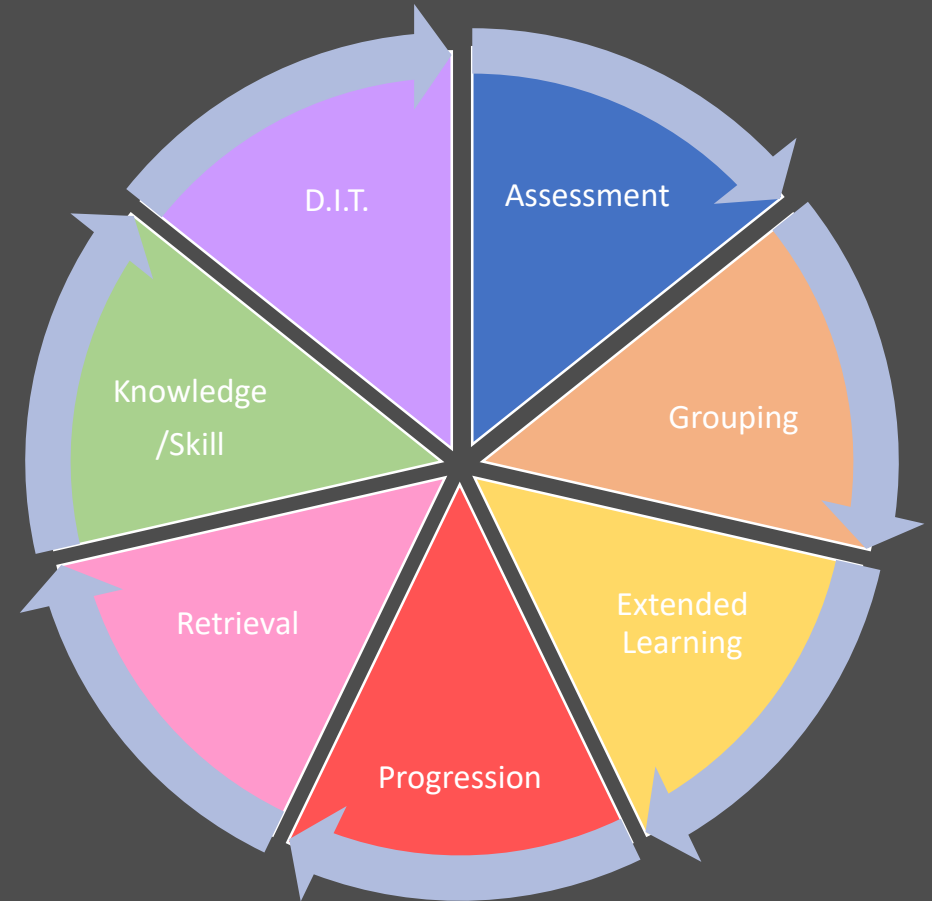
Assessment - Quality of Education Expectations for Reviews:

- ✓ Key threshold concepts that are clearly mapped for the 5-year curriculum model.
- ✓ Clear evidence of Questioning and Purposeful Starts.
- ✓ Targeted Vocabulary Instruction.
- ✓ Assessment criteria that is explicit and demonstrates clearly to all stakeholders how to make progress from a variety of starting points.



What is Redhill School's EDUCATIONAL INTENT for DIT?

- ❑ DIT at Redhill will be responsive to the 'gaps' in knowledge and skills; it will be used strategically, in order to move learning forward.
- ❑ Gaps identified within assessment will inform differentiated DIT tasks – DIT will inform future teaching and learning.
- ❑ Feedback will be precise and forensic. It will retrieve prior knowledge and will be faithful to the assessment criteria.
- ❑ DIT tasks will be relevant, clear and responsive to pupils' needs; they will be purposefully designed to ensure that all pupils are able to make progress.
- ❑ DIT tasks set will be ambitious and challenging, in order to deepen pupils' learning and will ensure that the acquisition and application of knowledge and skills are balanced within the learning journey.
- ❑ Metacognition strategies will be used and will heavily feature within DIT and feedback to ensure that pupils are able to understand their own learning and thought processes; it will illuminate gaps and misconceptions, which will be swiftly addressed with these tasks.

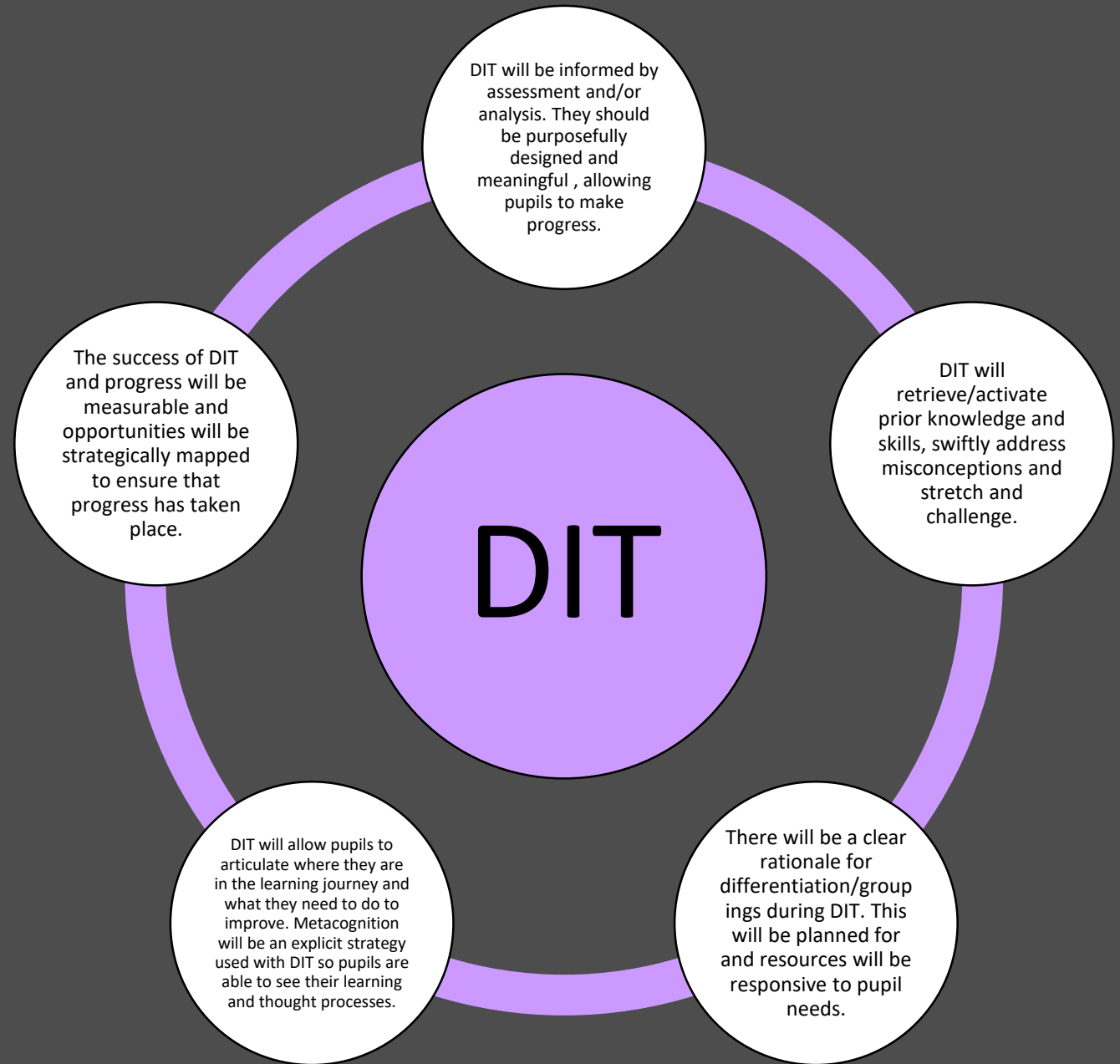


Redhill Educational Intent for DIT: Expectations

- ❑ All areas will have DIT and tasks that are strategically mapped on the curriculum models, which will respond to assessment criteria and analysis.
- ❑ There will be evidence of feedback that is clear and specific for all stakeholder, and allows all pupils to be confident in a learning dialogue about how to make progress.
- ❑ Pupils will be able to articulate 'what they are doing' and most importantly 'why they are doing it.' They will also be able to explain where they are currently at in the learning journey and what they need to do in order to improve.
- ❑ A considered bank of DIT resources and tasks will be built, which are relevant, clear and purposeful in their design – these will clearly align to key skills/knowledge, in order for pupils to move forward in their learning.
- ❑ Teachers will be able to articulate the rationale for differentiation/groupings for pupils during DIT activities. Planning for differentiation will be mapped on the curriculum models and DIT resources will be created, but individual teachers will ensure that they are responsive to pupils needs and assessment outcomes.
- ❑ DIT will be informed by prior assessment and will continue to inform future T&L. The future learning and assessment will 'test' the success of DIT, which will be strategically mapped through curriculum design.

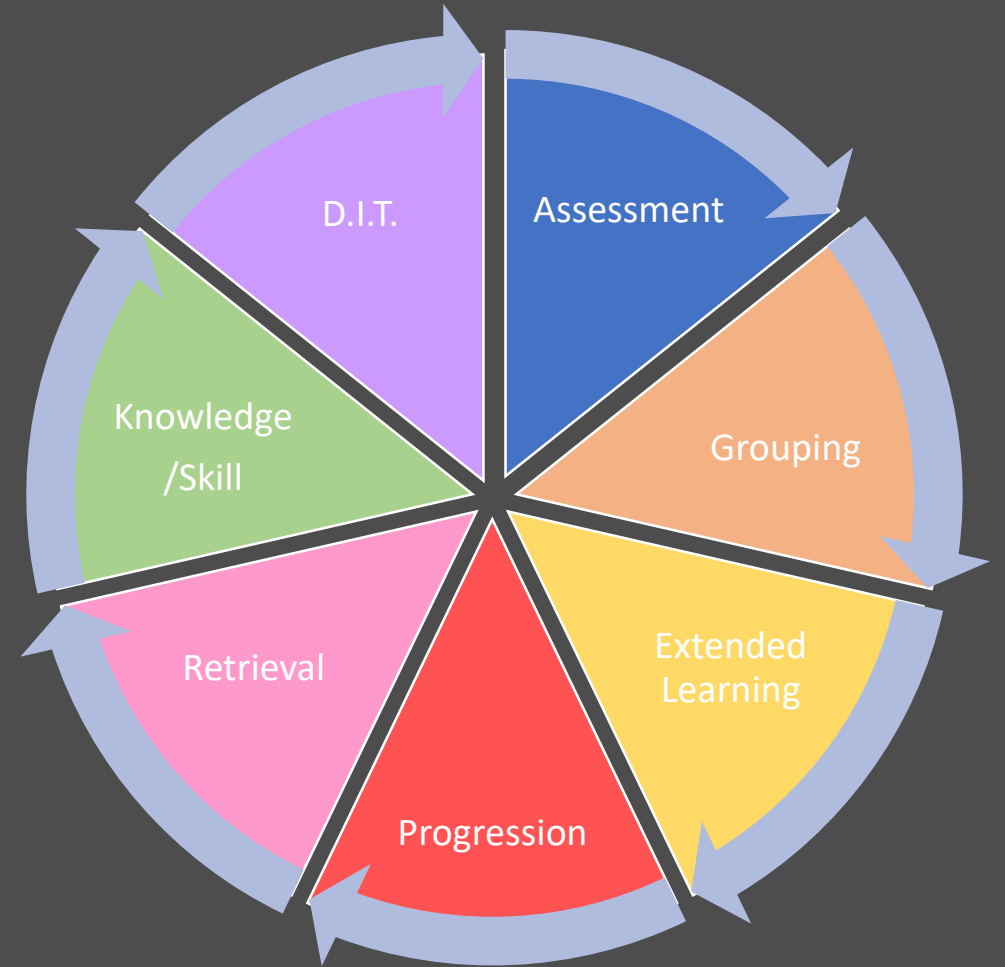
DIT - Quality of Education Expectations for Reviews:

- ✓ DIT is strategically mapped on 5 year curriculum models.
- ✓ Clear evidence of dialogic teaching and structured classroom talk.
- ✓ DIT tasks that are relevant, purposeful and designed to ensure that pupils' learning moves forward.
- ✓ Feedback that is forensic, purposeful and meaningful to all stakeholders.
- ✓ Clear evidence of DIT being informed by Assessment.



What is Redhill School's EDUCATIONAL INTENT for Extended Learning?

- ❑ The approach to Extended Learning will be meaningful and consistent across the school.
- ❑ Extended Learning will be rigorous, not onerous for all stakeholders. Tasks will be purposeful and will be used to promote independence amongst pupils.
- ❑ Our intention is that Extended Learning will consolidate and embed the learning that has taken place inside of the classroom, outside of the classroom.
- ❑ Extended Learning tasks will be sequenced to build knowledge and understanding; it will be informed by AFL and will inform T&L.
- ❑ Tasks will be relevant, clear and responsive to pupils' needs; they will be purposefully designed to ensure that all pupils are able to make progress, at all levels.
- ❑ Extended Learning will be used to provide opportunities to interrupt the forgetting process (retrieval practice) and provide opportunities where pupils arrive with knowledge that is built on within the lesson (for example: the use of flip learning).
- ❑ Disciplinary Literacy (and Numeracy) will also be addressed through Extended Learning; tasks will be designed with subject disciplines in mind and will continue to improve pupils' literacy/numeracy skills.



Redhill Educational Intent for Extended Learning: Expectations

- ❑ All areas will have Extended Learning (EL) strategically mapped on the curriculum models and will be responsive to pupils' needs; this will correlate with the whole-school intent and timetable.
- ❑ A considered bank of EL resources will be built, which are relevant, clear and purposeful in their design.
- ❑ Extended Learning will be used in one of the following guises: Flip Learning, Knowledge Organiser, or Developmental Task.
- ❑ There will be high expectations connected to EL, and the tasks set will feed-forward into lessons and future learning, providing opportunities to activate learning, recall/retain knowledge/skill, and consolidate and embed learning.
- ❑ The EL tasks set will be meaningful and purposeful for learners; they will be ambitious in their design, which will challenge pupils, whilst supporting where necessary.
- ❑ Extended Learning will be informed by prior assessment and will continue to inform future T&L.

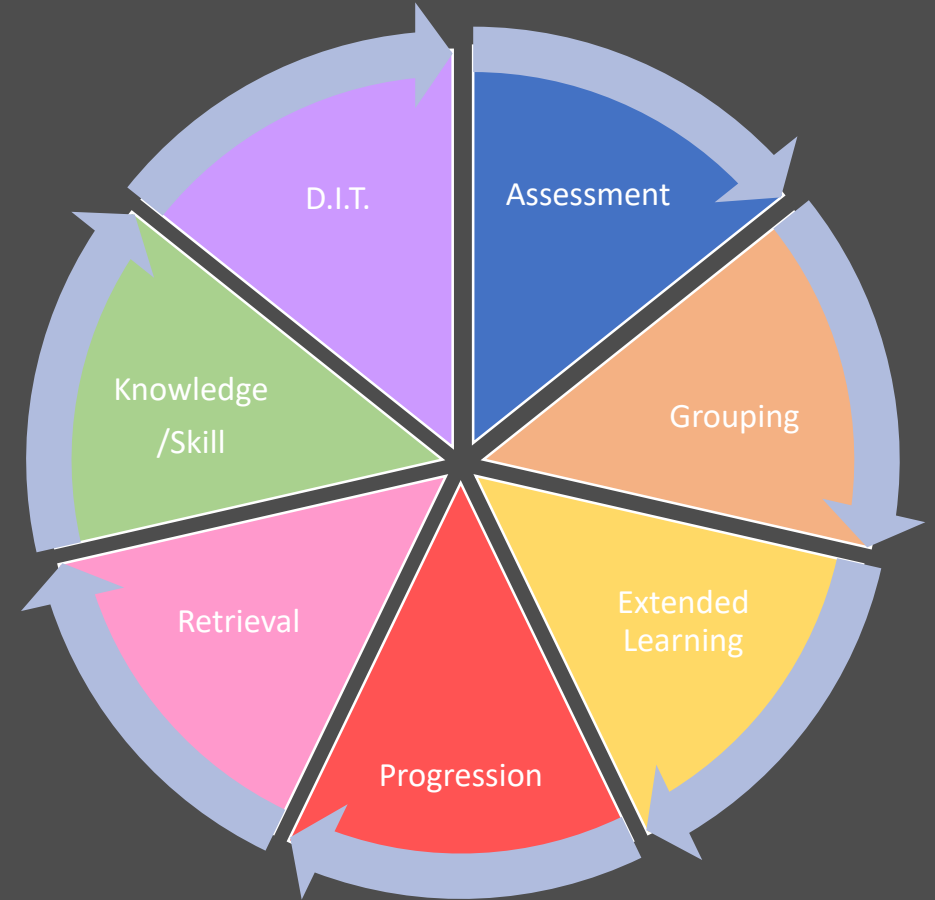
Extended Learning - Quality of Education Expectations for Reviews:

- ✓ Extended Learning is strategically mapped on 5-year curriculum models – *Evidence: Curriculum Models and SoW within the department, and a whole school framework, which has EL timetabled for each subject and Year Group.*
- ✓ Extended Learning is used to move learning forward and is responsive to the needs of pupils – *Evidence: a bank of EL resources, which are differentiated; planning of lessons will have EL tasks embedded within them; pupil voice.*
- ✓ Extended Learning will either: activate learning/deepen learning (Flip Learning); help with memory and working memory, by promoting retention and recall of knowledge and skill (Knowledge Organiser); or consolidate and embed knowledge and skill in a DEVELOPMENTAL task – *Evidence: clear evidence of these tasks being set, and pupils being explicitly taught how to use knowledge organisers (for example) in book looks and lesson looks; lesson looks and book looks which show EL being used within lessons to move learning forward.*
- ✓ Extended Learning will provide opportunities to improve literacy/numeracy skills wherever possible – *Evidence: providing extended reading opportunities with strategic reading strategies that help support both the process and learning; numeracy and problem solving opportunities will be provided and will be explicit for pupils; oracy and classroom talk will be used to facilitate the learning within the lessons, as both an AFL tool and to develop quality talk in the classroom.*



What is Redhill School's EDUCATIONAL INTENT for Retrieval Practice?

- ❑ Retrieval Practice at Redhill will ensure that knowledge and skills are interleaved across the curriculum; thoughtful mapping of RP within sequential learning is used to increase the capacity of memory for pupils.
- ❑ *“Progress is knowing more and remembering more”*: Retrieval Practice will allow pupils to recall, remember and retain knowledge and skill. It will help pupils to use knowledge fluently and inform teaching and learning.
- ❑ Retrieval Practice will be another tool that will allow us to identify and close gaps in knowledge and skill – this is not simply about testing but another learning opportunity.
- ❑ Retrieval Practice will be relevant, clear and responsive to pupils' needs; it will be purposefully designed and mapped to check understanding.
- ❑ Metacognition strategies will be used and will heavily feature within Retrieval Practice to ensure that pupils are able to understand their own learning and thought processes.
- ❑ We recognise that lagged learning is an integral part of making knowledge 'stick', so Retrieval Practice allows us to re-test pupils' understanding of knowledge, which will inform future practice. Therefore, this will ensure that pace of learning matches the needs of learners.
- ❑ There is not a 'one size fits all approach to RP because we know that at our most ambitious points in the curriculum recall will be more rapid and therefore challenge and depth will incorporated at a much quicker pace.

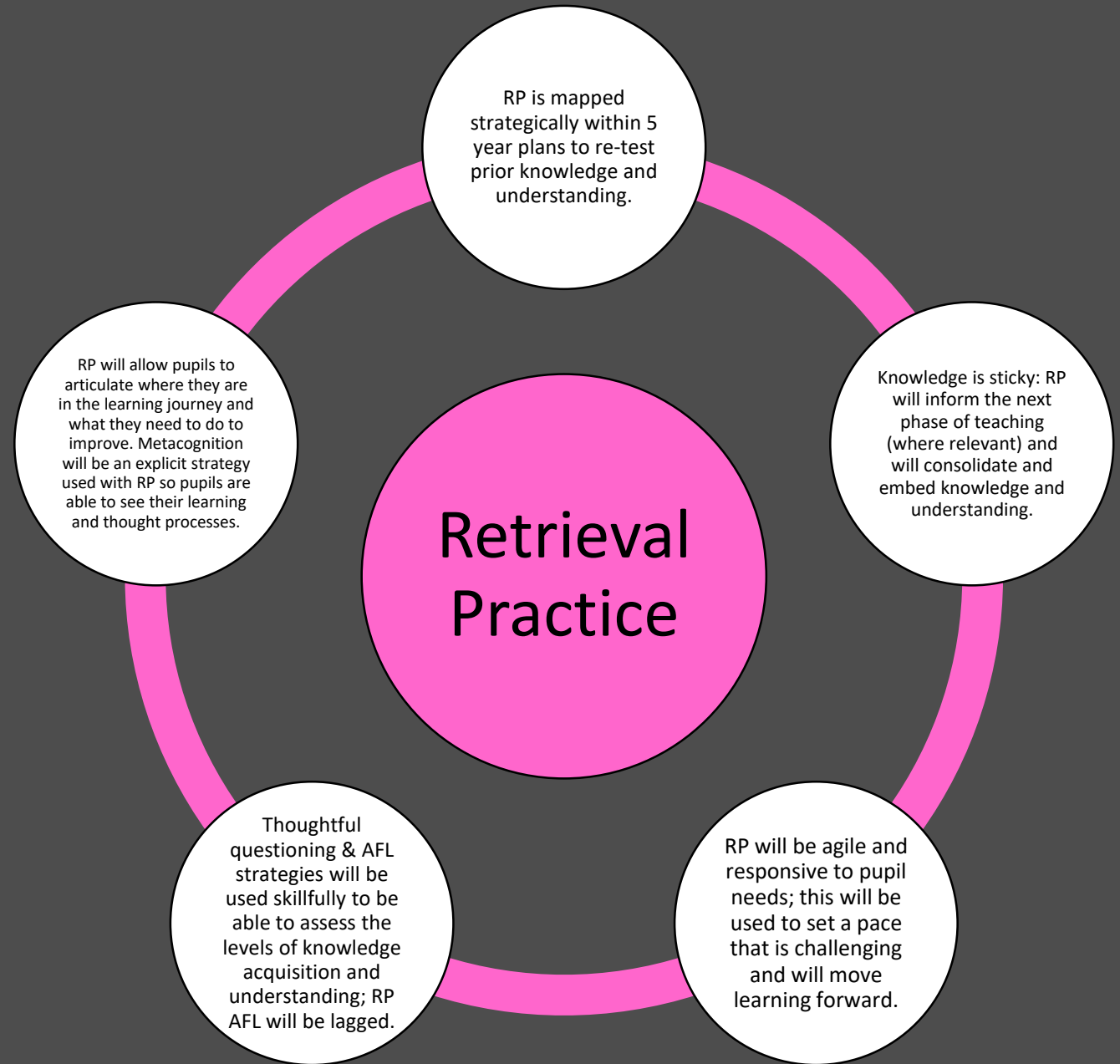


Redhill Educational Intent for Retrieval Practice: Expectations

- ❑ All areas will purposefully map Retrieval Practice and use this as an opportunity to re-visit key threshold concepts throughout the 5 year journey.
- ❑ Retrieval Practice will re-test pupil understanding of prior knowledge, which will be lagged.
- ❑ Retrieval Practice is agile and will assume many guises; its' aim is to consolidate and embed prior learning, whilst building, developing and deepening new knowledge and skill.
- ❑ Questioning will be used to check understanding and retrieve prior knowledge; teaching will be responsive to the pupils' ability to recall and then challenge by introducing new knowledge and skill.
- ❑ Retrieval Practice will match the needs of pupils; prior knowledge will form the basis of further knowledge acquisition and the deepening of knowledge, at a rapid pace that is challenging for all learners, at all levels.

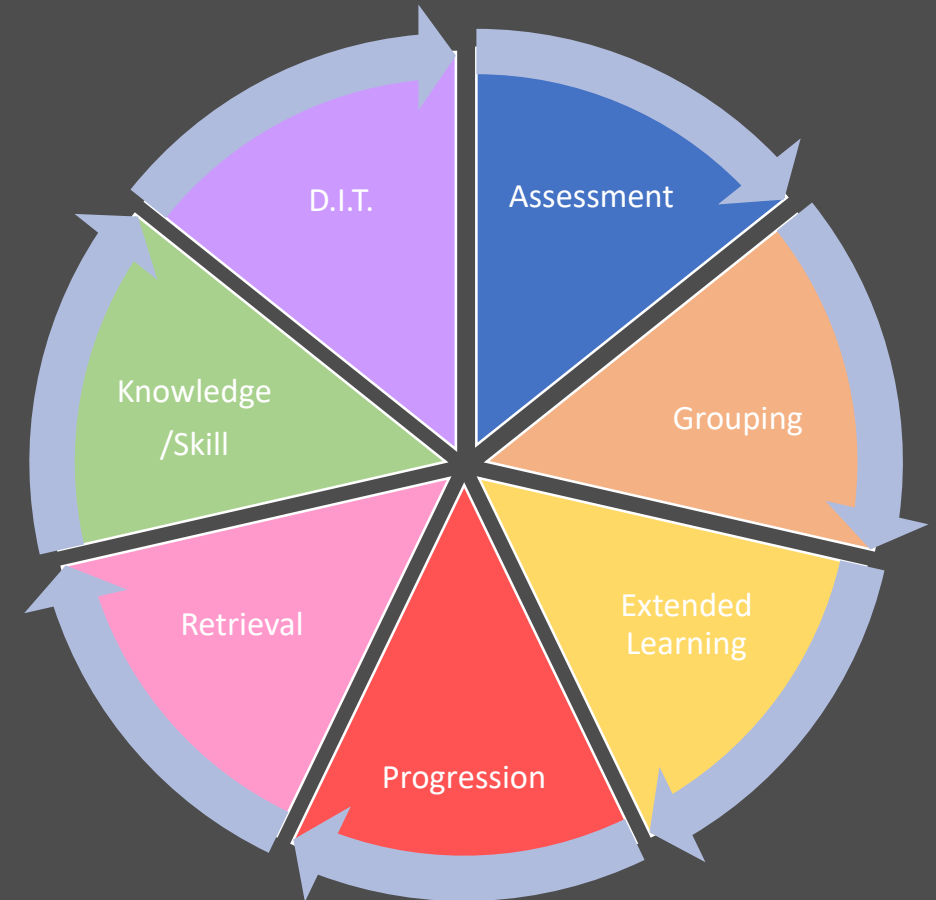
Retrieval Practice - Quality of Education Expectations for Reviews:

- ✓ Retrieval Practice of key threshold concepts will be purposefully mapped across the 5-year curriculum model.
- ✓ The testing of lagged learning will be accomplished through Retrieval Practice.
- ✓ Strategic Questioning and other AFL strategies will be used to check the fluency of knowledge and understanding.
- ✓ Retrieval Practice will be responsive and agile; it will help to set the pace for learning (where appropriate) and will be challenging and deepen learning.



What is Redhill School's EDUCATIONAL INTENT for Groupings?

- ❑ Groupings are responsive to the needs of pupils and are agile in their design to maximise pupil progress.
- ❑ Setting within areas will be strategic and based upon prior attainment and EAP for pupils.
- ❑ During learning, teachers will use grouping strategies to ensure that: prior learning is activated; pupils are supported, as well as challenged; pupils are actively engaged in the learning; gaps in knowledge and skill are closed.
- ❑ Re-grouping during DIT and RP will take place, wherever possible
- ❑ As part of T&L, planning for groups will take place (responsive differentiation) to ensure that all learners can access learning materials.

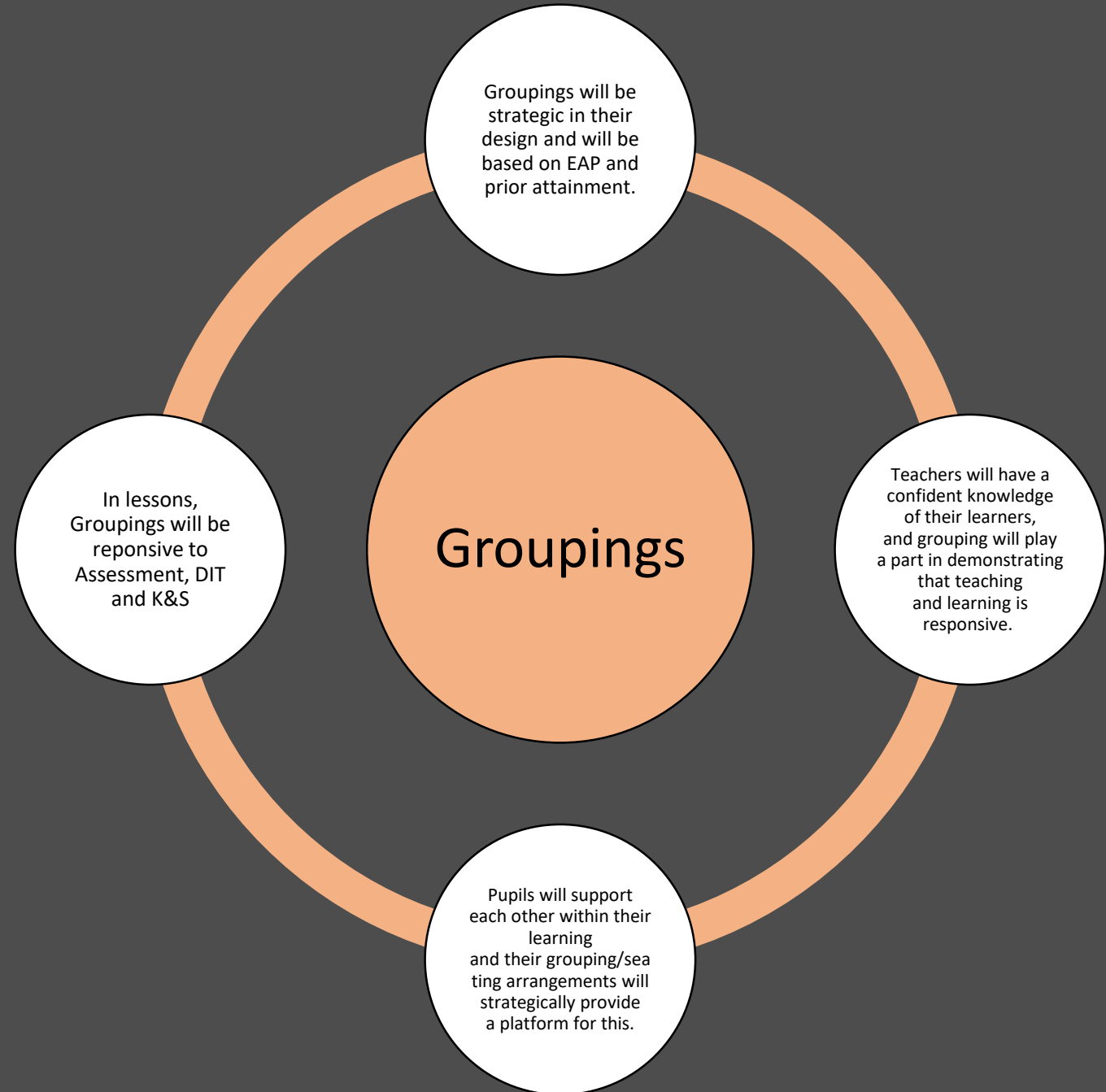


Redhill Educational Intent for Groupings: Expectations

- ❑ There will be a clear rationale for groupings within Learning Areas, which will be based on EAP and prior attainment.
- ❑ Groupings will be agile; they will be designed based on a confident knowledge of pupils (Knowing our Learners) and assessment data.
- ❑ Groupings will be used to challenge, support and be responsive to the needs of the pupils – responsive teaching (differentiation)
- ❑ Within T&L, teachers will use grouping strategies to support the learning of pupils and to maximise progress.

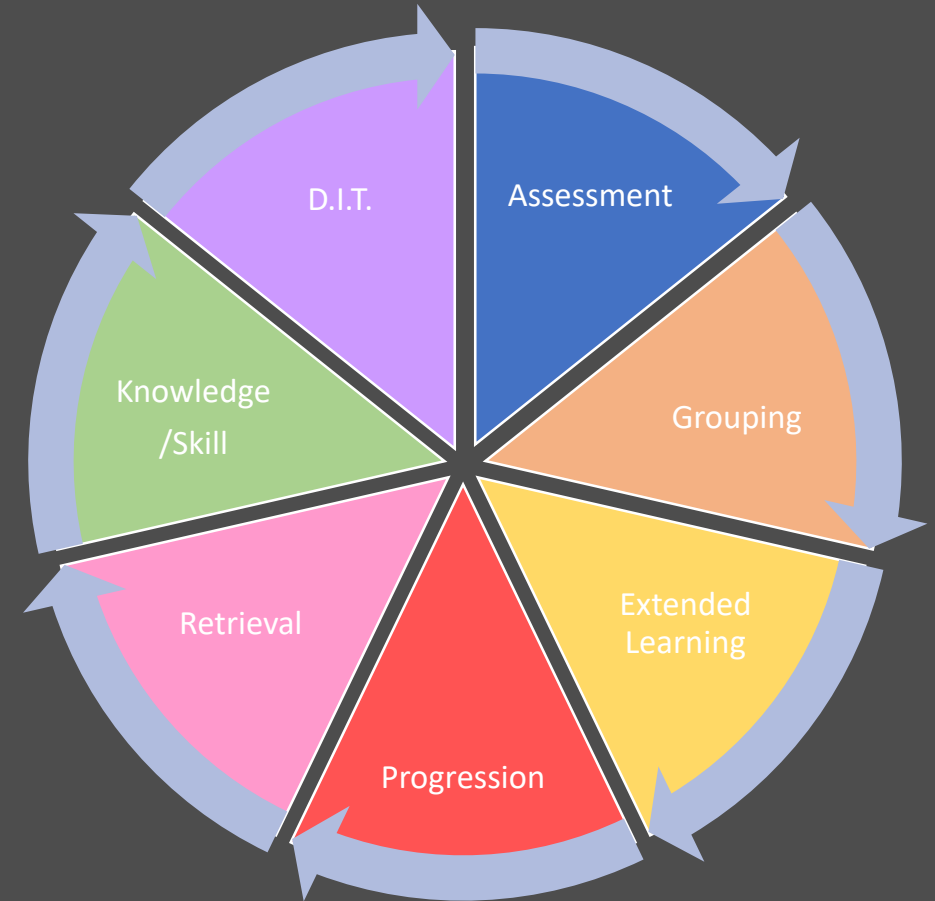
Groupings - Quality of Education Expectations for Reviews:

- ✓ Groupings will be strategic in their design and will be based on EAP and prior attainment.
- ✓ Teachers will have a confident knowledge of their learners, and grouping will play a part in demonstrating that teaching and learning is responsive.
- ✓ Pupils will support each other within their learning and their grouping/seating arrangements will strategically provide a platform for this.
- ✓ In lessons, Groupings will be responsive to Assessment, DIT and K&S; they will be used (where possible) to ensure that: prior learning is activated; pupils are supported, as well as challenged; pupils are actively engaged in the learning; gaps in knowledge and skill are closed.



What is Redhill School's EDUCATIONAL INTENT for Progression?

- ❑ Progression is planned for: the curriculum is strategically designed for progression.
- ❑ Curriculum is designed, so that knowledge and skills are developed over time.
- ❑ The sequence of learning is organised to ensure that acquisition and application of K&S build at a challenging pace that is appropriate for all learners, at all levels.
- ❑ *'Progress is knowing more and remembering more'*: the curriculum is designed which allows pupils to recall, remember and retain knowledge and skill.
- ❑ Knowledge and skills are purposefully sequenced and clearly linked to AFL, which allows pupils to understand and articulate their own progress.
- ❑ T&L is measured by progression; therefore the strategic planning for progression is informed by T&L, Assessment, DIT, RP etc.

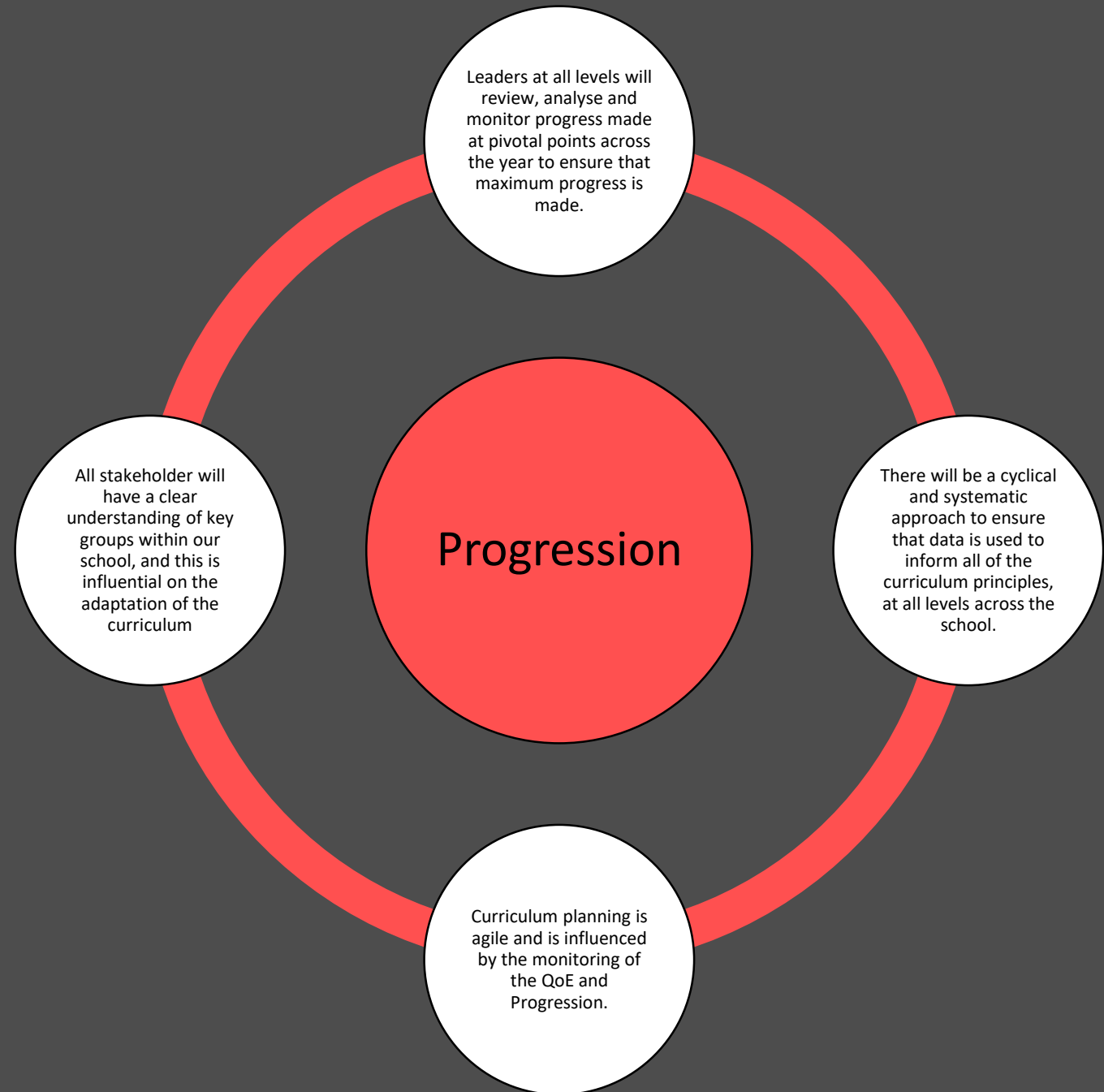


Redhill Educational Intent for Progression: Expectations

- ❑ Progression is planned for: there is clear evidence that the curriculum has been designed to ensure that pupils make progress.
- ❑ Knowledge and skills are strategically mapped on 5 year curriculum overviews; this will be sequenced to ensure that it is consolidating and embedding prior learning, whilst building, developing and deepening new knowledge and skill.
- ❑ Planning for progression is informed by T&L, Assessment, DIT, RP etc. Therefore T&L will be measured by progression and the impact will be reviewed.
- ❑ The sequence of learning is purposefully organised to ensure that acquisition and application of K&S build at a challenging pace that is appropriate for all learners, at all levels.

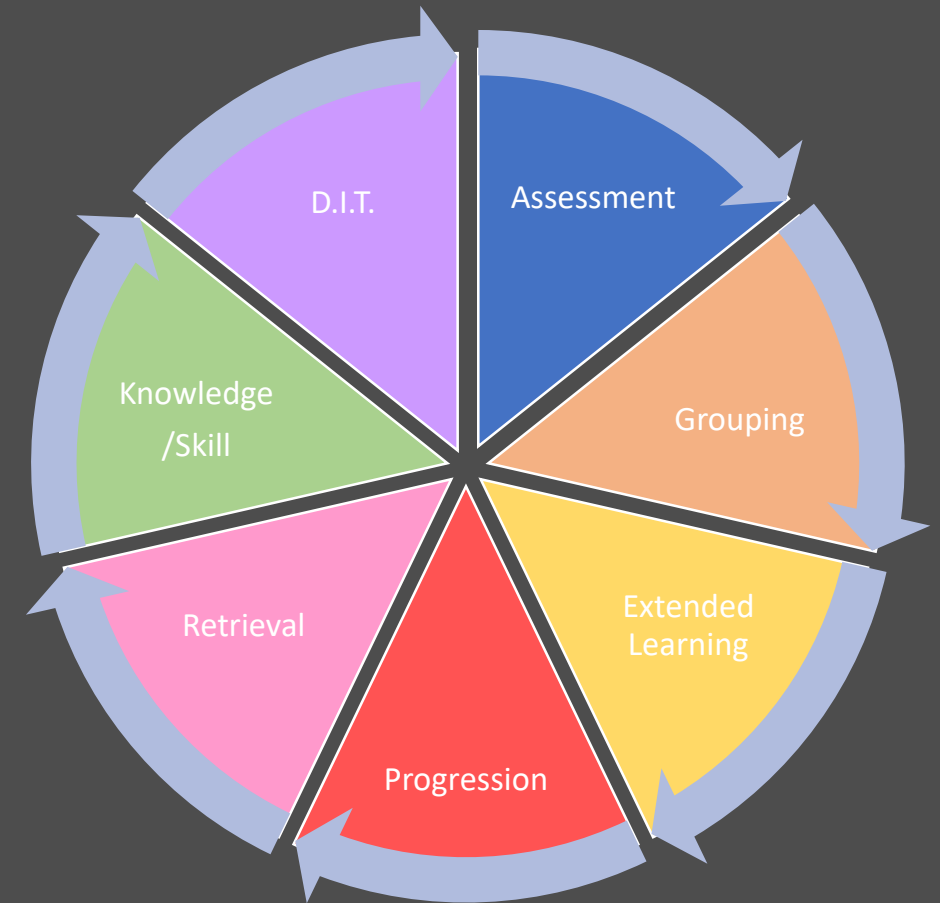
Progression - Quality of Education Expectations for Reviews:

- ✓ Leaders at all levels will review, analyse and monitor progress made at pivotal points across the year to ensure that maximum progress is made.
- ✓ There will be a cyclical and systematic approach to ensure that data is used to inform all of the curriculum principles, at all levels across the school.
- ✓ Curriculum planning is agile and is influenced by the monitoring of the QoE and Progression.
- ✓ All stakeholder will have a clear understanding of key groups within our school, and this is influential on the adaptation of the curriculum.



What is Redhill School's EDUCATIONAL INTENT for Knowledge & Skills?

- ❑ 'Progress is knowing more and remembering more': K&S will be sequenced, so that learning builds over time and will ensure that pupils are appropriately challenged at all levels across the school.
- ❑ Key Threshold Concepts are identified within subjects and are fundamental in the curriculum design; this ensures that learning is transformative, challenging, discursive and integrative for pupils.
- ❑ The careful sequencing of the acquisition and the application of knowledge and skills is paramount in curriculum design, which will ensure that pupils are given regular opportunities to recall, re-visit and remember.
- ❑ Progression is clearly planned for: knowledge and skills are strategically mapped on 5 year curriculum overviews; this will be sequenced to ensure that it is consolidating and embedding prior learning, whilst building, developing and deepening new knowledge and skill.
- ❑ The breadth and depth of knowledge and skills are carefully considered and purposefully mapped within our curriculum design to ensure that pupils have a wider exposition to the subject disciplines they study.
- ❑ The careful design of assessment, DIT and RP are explicitly informed by knowledge and skills within our curriculum design.
- ❑ Alongside subject specific knowledge and skills, the curriculum is designed to ensure that Literacy, Numeracy and Oracy assessment takes place across subjects, as well as the building and developing of our four key 'life' skills: Communication, Collaboration, Critical Thinking and Creativity.



Redhill Educational Intent for Knowledge & Skills: Expectations

- ❑ Clearly outlined threshold concepts, which have been mapped over 5 years and be seen as building blocks; this should be organised/sequenced so that it builds on prior knowledge and moves learning forward towards a defined end point.
- ❑ Teachers and learners are able to see and articulate the learning journey: the knowledge and skills should build over time.
- ❑ The journey has got to be explicit to all stakeholders, not only in the teaching, but also the resources/materials, and of course the assessment.
- ❑ Depth and breadth of Knowledge and Skills will be appropriate for all learners, at all levels.
- ❑ The careful design of the curriculum will allow for continuous improvement; key threshold concepts will inform assessment design, DIT and RP.

Knowledge & Skills - Quality of Education Expectations for Reviews:

- ✓ Knowledge and skills will strategically mapped over 5 years on curriculum overviews; progression will be planned for and K&S will build over time.
- ✓ All stakeholders will have a clear understanding of key threshold concepts within subject disciplines, and will be able to articulate the sequence of learning, which is appropriate for all learners, at all levels.
- ✓ Tier 2 and Tier 3 vocabulary will be explicitly taught within each subject discipline (where appropriate within the sequence of learning) and pupils will regularly be exposed to quality models of disciplinary talk.
- ✓ Interleaved learning and responsive teaching will be paramount in the sequencing and the AFL that takes place with knowledge acquisition and application.
- ✓ Pupils will be given regular opportunities (which will be mapped as well as be responsive) to apply and to revisit knowledge and skills.

