

Our Foundation Curriculum Journey Timeline

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|  | Intent | Implementation | Outcomes/Impact |
| 2015-2017 | To engage the pupils with high quality teaching and experiences in the foundation subjects | Cornerstones curriculum introduced  Year groups choose 6 topics from the range on offer | cornerstones planning used to deliver the curriculum |
| Autumn 2017 | To study topics in more detail  (Many staff had expressed concern about fitting 6 topics into a school year.) | October 2017 Staff meeting:  Year groups asked to choose 4 topics - ‘do less but do it well.’  Staff refreshed on the actual requirements of the National Curriculum, as teaching and learning has been driven by Cornerstones, rather than the NC.  Staff asked to map intended curriculum coverage onto year group overviews of the NC to ensure coverage. (This process took several staff meetings.) | Completed mapping published on GDrive for teaching staff and subject leaders |
| Spring 2018 | To understand more fully the Ofsted recommendations on the foundation subjects  8.2.18: Jane Charlton attended ‘The Big Curriculum Conversation’ presented by Helen Young (Manchester) | 26.4.18 Staff Meeting led by Jane:  Shared new Ofsted focus on delivering a broad and balanced curriculum, which has suffered in the drive to push up attainment in English and maths.  Staff given time to produce topic overviews to ensure a focus on relevant NC objectives and to further inform subject leaders. | Medium term plans produced and placed onto the shared curriculum drive |
| Autumn 2019 | To embark on designing a curriculum bespoke to our school | 26.9.19 Staff Meeting on ‘Bespoke Curriculum Design’   * Context, culture and climate discussed * Successful topics enjoyed by the children * SMSC within discrete subject areas | Staff have a joint vision for designing a bespoke school curriculum based on our unique context:   * **Christian values** and the specific drive in our school to support children to show respect for others * The **historical heritage** of our town - the industrial revolution and the part Horwich had to play and how it developed as a result, plus the impact of Lord Leverhulme and the Ridgeway family on our buildings and surroundings. * The **environmental context** of our school - making use of the green spaces to raise environmental awareness. * **Heritage of our school** -traditionally good at sport and music; a respected establishment within the community.   Subject leaders produce a vision for SMSC within their own subjects |
| Spring 2019 | To ensure that the acquisition of knowledge is understood as a way of supporting social mobility, particularly for disadvantaged groups | February 2019  Staff Meeting:  Knowledge organisers introduced as a future development, which must be first underpinned with a precise understanding of the progression of knowledge and skills within discrete subject areas  The **Rainbow Continuum** is introduced to staff as a reference, alongside viewing school websites showing progression documents. | History and Geography skills and knowledge begin to be mapped. |
|  | To create a bespoke whole school curriculum map, which takes account of our school context, topics that appeal to children; and has links to high quality texts to further build upon progress and attainment in English. | March 2019  External advice sought and SLT spend a day with Dawn Roberts to finalise a whole school overview. | Bespoke whole school overview in place, with links to high quality texts |
| To ensure precise links between topics and national curriculum objectives | JC and AW map new curriculum against NC objectives | Year group documents produced, linking NC to school curriculum, published on GDrive and as folders for each year group. |
| For all teachers and subject leaders to have a view of the unique curriculum journey for the children at our school. | ***March 2019 Staff Meeting***  ***The new fully mapped curriculum presented to staff***  Staff presented with year group folders, showing NC objectives to be fulfilled within each topic | Staff began to deliver some aspects of the new curriculum with a view to complete transfer in autumn 2019. |
| Summer 2019 | For staff to understand the organisation of teaching and learning within each discrete subject area. | ‘At a glance’ overview for KS1 reading shared with staff | At a glance documents completed for discrete subject areas and published to Gdrive in readiness for inclusion in school handbook. |
| For year group teachers to have an overview of the whole year | July 2019 Staff Meeting and Twilight  Example of long term year group plan shown and template provided for staff to populate for their own year group.  Subject policies reviewed and amended. | Policies |
| Autumn 2019 | To ensure consistency across school within teaching and learning of foundation subjects  For staff to have a view on attainment outcomes in their subject and consider this when formulating action plans. | 2.9.19 Training day  Staff ‘teaching and learning handbook’ shared, including ‘at a glance’ overviews of each foundation subject area.  Subject leader proformas for learning walks shared.  Collated data within each subject area shared and future plans for entering data onto SIMS discussed, alongside the need to make assessment procedures more robust in terms of subject leaders | Class teachers have an understanding of the organisation of each foundation subject area.  Subject leaders have a view of attainment within their subject area. |
|  | For subject action plans to be written within the context of school priorities and leaders’ knowledge of their subject area | 4.9.19 Staff meeting  School priorities shared and action plans written in the context of this.  Two whole school priorities included on templates - knowledge and skills progression and monitor standards | Subject development plans submitted to Assistant Head and published on GDrive within subject area folders |
|  | For subject leaders to undertake learning walks and update documentation | 16.9.19  Subject leaders allocated time (on a timetabled basis) to complete all actions for subject leader folders |  |
| Spring 2020 | To put electronic systems in place for the entry and efficient analysis of foundation subject data | In collaboration with Bolton schools’ ICT service, we commissioned work on a spreadsheet, which would run a report on curriculum data entered into SIMS. This is now in place and all staff have been instructed how to enter data for their classes. | Subject leaders now have access to collated subject assessments for their subject area. The analysis of the data now forms part of the subject development cycle. |
|  | To ensure that parents have succinct information about half termly learning | A new format for curriculum newsletters (web diagram style) was introduced to staff. Staff were asked to develop these in line with topic planning over the course of the academic year. | The new style curriculum newsletter is now available to parents on the school website. |
| Spring/  Summer 2020 | To ensure that all subjects have a skills/knowledge progression ladder to ensure progressive teaching and learning within subjects | A template for Knowledge organisers was shared during a staff meeting and class staff then went on to produce a series of knowledge organisers, showing the essential skills and knowledge to be taught in discrete subject areas within the topic. | All knowledge organisers have now been completed.  The majority of subjects have a progression ladder/document:  Science  Art  Computing  Geography  History  Music  Maths |
|  | To produce medium term planners for each topic in order to ensure that the essential skills and knowledge from the organisers, and the progression ladders, are carefully structured into the half termly planning sequence. | A sample EYFS medium term plan was shared with staff electronically and an adapted template for key stages one and two provided. Staff were given time to complete these for their own year groups. | A medium term planner, showing how the skills and knowledge progress over the weeks of the half term exits for every topic across all year groups from reception to year 6. |
| Academic year 2020-2021 | To collate all curriculum documents into a scheme of work to be available to all staff and visitors | All documentation for each year group has been collated into year group files and has been placed into the central curriculum area. | All staff are able to access detailed plans for each year group for planning and monitoring purposes. |
|  | To devise end of topic expectations / success criteria for discrete subject areas within topics in order that assessments are robust and reliable. | Staff have devised quizzes in line with the information on the knowledge organisers to ensure that teaching is tightly focused on the end point outcomes for the unit | Knowledge organisers are in place for discrete subjects and end of topic assessments /quizzes reflect end points in terms of knowledge and skills. |
|  | To explore and implement strategies to support children to retain and recall key facts and knowledge. | Staff have been trained in retrieval strategies. These have been revisited at several staff meetings across the year. | Monitoring shows that retrieval strategies are being used in many classes, throughout a range of lessons across school to support retention and recall. |
| Aims for academic year 2021-2022 | Because of ongoing changes and improvements being made to the curriculum, subject leaders now need to ensure that there is consistency across all documentation and make changes as needed. | All subject leaders will meet with the overarching curriculum leader to discuss priorities for the current academic and to check consistency in documentation. |  |
|  | 1. a.  subject leaders to know the names of children who are WT within their subject and be able to support teachers with strategies for differentiation/closing the gap/accessibility   b .to devise and implement strategies to support teachers to assess greater depth in foundation subjects. | Staff to use SIMS trackers to establish children working below expectation in year groups and monitor and support adaptations to ensure progress for these children.  Subject leaders to look at all end of unit quizzes and assessments and devise open ended questions or other ways of allowing children to show that they are greater depth. |  |
|  | For subject leaders to moderate assessments to ensure accuracy and offer support to staff as required. | Deep dives and subject monitoring time will allow subject leaders to moderate assessments based on work scrutiny and pupil voice, as well as discussions with teachers. |  |