



# Ackworth Howard C of E School

Educating for 'life in all its fullness.'



## Curriculum Rationale 2023-2024

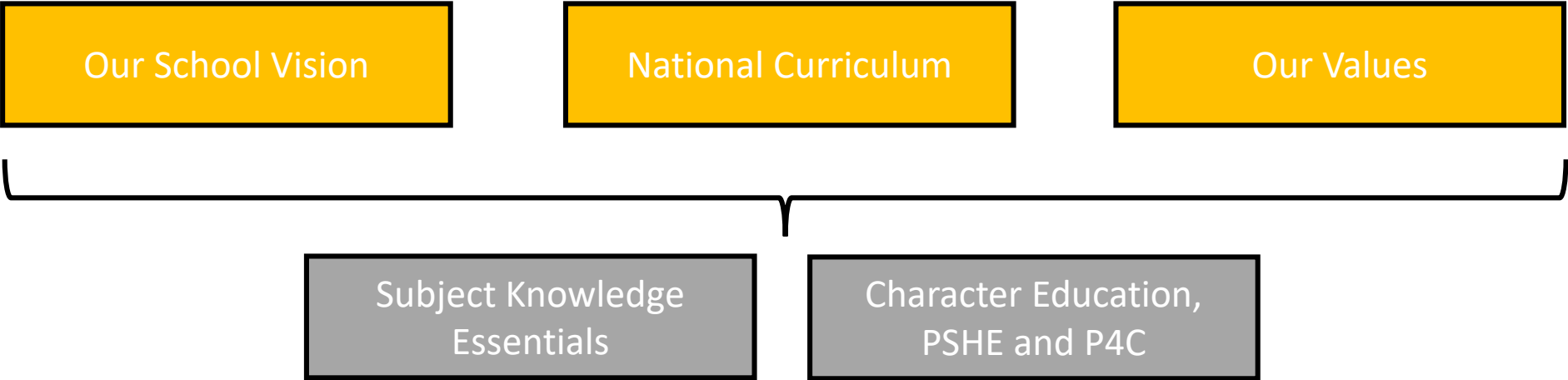
"Pupils know more, remember more and can do more."



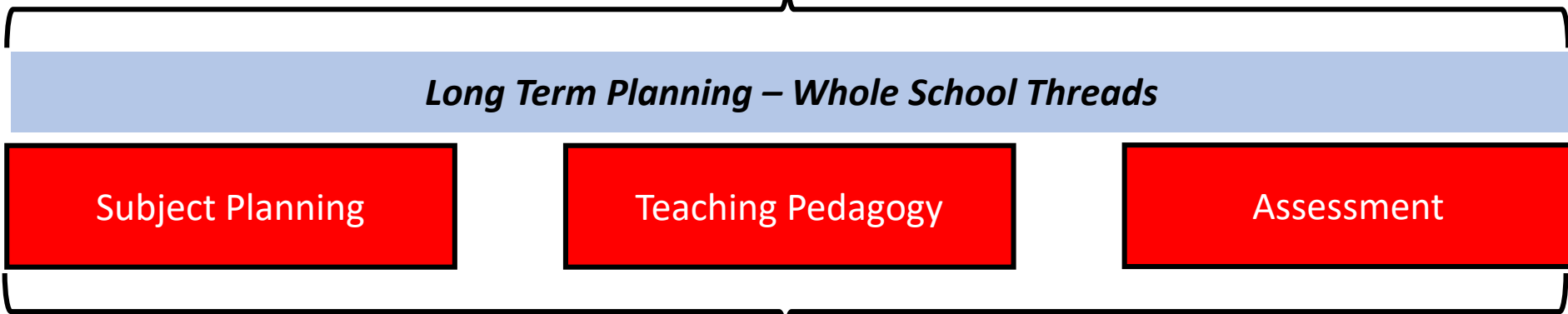
# ACKWORTH HOWARD OUR CURRICULUM

  
'Providing opportunities for  
growth in mind, body and  
spirit.'

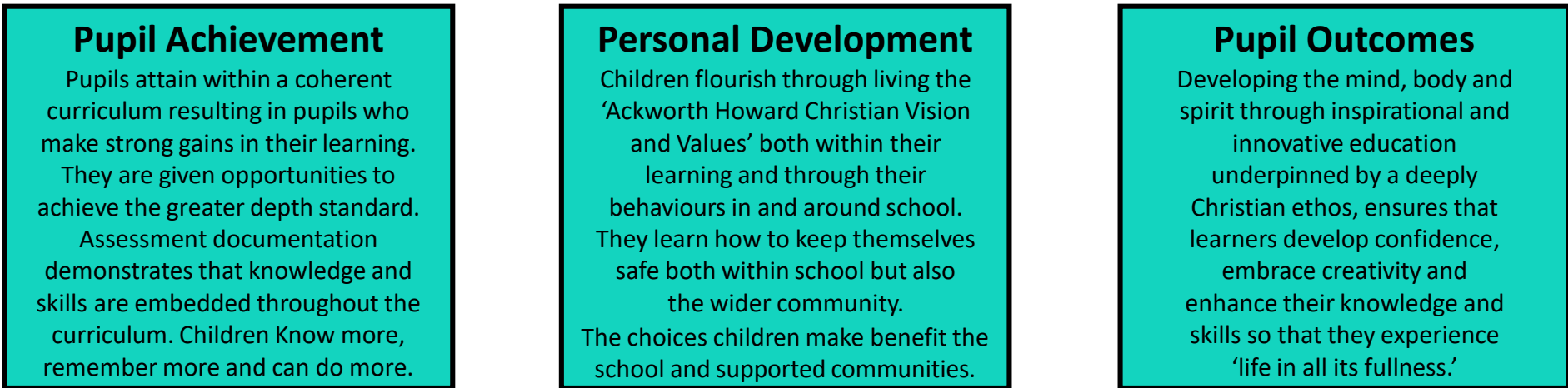
Intentions



Implementation



Impact



**Continuous Self-Evaluation Process → SDP 2023-2024**



## ACKWORTH HOWARD OUR CURRICULUM

    
'Providing opportunities for  
growth in mind, body and  
spirit.'

### Our School Vision

*Our aim is to provide a holistic curriculum that seeks to engage all aspects of the learner, including mind, body and spirit. Its philosophy is based on the premise that each person finds identity, meaning and purpose in life through connections to their local community, to the natural world and to Christian values. All essential qualities in enabling people to flourish – both adults and children!*

#### **Educating for 'life in all its fullness.'**

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

#### **Mind**



High expectations and aspirations in all areas of school life create an inspirational learning environment where knowledge is acquired through discovery. Creativity, the development of academic habits and skills, and broadening children's hopes and aspirations help to engender an enjoyment for learning and secure excellent pupil outcomes. Learners are well prepared for any future path they choose.

#### **Body**



Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.

#### **Spirit**



Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.

Intentions

**Educating for 'life in all its fullness.'**



## ACKWORTH HOWARD OUR CURRICULUM



'Providing opportunities for growth in mind, body and spirit.'

### Our School Vision

#### **Theological Underpinning of the Vision:**

As a Church of England school, the school mirrors the church's vision for an education which promotes 'life in all its fullness' (John 10:10). Its core purpose is to educate the whole child; uniting excellence and academic rigour with spiritual, social, moral and cultural development - enabling every child to flourish.

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body and spirit. Jesus is the good shepherd and inspires us in our purpose of striving to provide wisdom, guidance, restoration and comfort just like the loving shepherd. Offering protection and educating against dangers, ensuring positive global citizens and the safety of all God's children.

In this verse, Jesus says he has come 'in order that you might have life - life in all its fullness' it's a reminder that it is possible for us to know a full life, in which we know the security of being in the hands of the good shepherd. 'I am the good shepherd; I know my sheep and my sheep know me.' (John 10:14).

Another way of expressing the idea of life to the full is to ask yourself what's God's story for your life? As educators we understand the importance of our role in facilitating their journey in this stage of God's plan for them.

Jesus said 'Let the children come to me, Do not stop them. For the Kingdom of Heaven belongs to such as these' (Matthew 19:14). In saying this Jesus highlights the special place of children and their insight into the Gospel message. Children see what adults have become blind to, therefore have great gifts to offer. We see this in our school community time and time again: in the insight and wisdom of the children, their ability to see what we don't and we have to become like them to gain their wisdom.

Intentions



## ACKWORTH HOWARD OUR CURRICULUM



'Providing opportunities for growth in mind, body and spirit.'

### A Broad and Balanced, Local Curriculum

Our definition of 'The Curriculum' is all the activities that we plan, organise and deliver in order to facilitate the development of our pupils, their learning, their personal growth, their spiritual development and an understanding of British values. Whilst our curriculum includes the formal requirements of the National Curriculum, it also aims to provide a range of experiences to enhance and enrich learning and development for all in relation to our school setting and local area. We broaden children's horizons through 'character education' and 'social actions' which we believe are essential in instilling the values we hold dearly.

#### **Early Years Foundation Stage (EYFS)**

Our Nursery and Reception classes follow the framework laid down in the EYFS statutory framework which aims to support children's development in seven areas of learning and development.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS is underpinned by four overarching principles which acknowledge that each child is a unique and constant learner and needs to grow and develop through forming positive relationships in an enabling environment. In addition, children develop and learn at different rates and thus the framework supports the learning of all children including those with special needs and disabilities.

Intentions



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### Intentions

### A Broad and Balanced, Local Curriculum

In Early Years we plan our environment to support our chosen topic. Our thematic approach allows children to explore links across the curriculum; enhancing and exciting their learning. (Mind)

The learning environment allows children to access the curriculum in a safe and supported manner. The environment reflects the current needs of the children and constantly adapts to ensure it meets their ever changing needs. (Body)

In Early Years, our curriculum values and promotes all areas of learning, cradling and nurturing all talents; art, sport, mathematics and literacy. (Mind)

#### **Key Stage 1 and Key Stage 2**

As the children progress through the school, the subject areas of the National Curriculum become more distinct. Religious education and worship in assemblies are an integral part of the children's experience and school life.

The school's defined essential knowledge, which is deeper and broader than the National Curriculum expectation, is taught coherently across all subjects. Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

At the heart of the curriculum are a core set of threads, underpinned by our P4C approach, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development punctuates this curriculum.

The curriculum is tailored to meet the needs of our pupils specifically incorporating: purposeful and rich links to local heritage and community, research based pedagogy and in depth knowledge of the school's setting.

This culminates in children who know more, remember more and can do more, ready to experience 'life in all its fullness.'



## ACKWORTH HOWARD OUR CURRICULUM



'Providing opportunities for growth in mind, body and spirit.'

Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

### Reading

Reading is a gateway into unfamiliar places, other people and alternative experiences. There are three aspects to reading in our school: the first is the teaching of reading which is delivered through high quality phonic lessons and the use of engaging and stimulating reading books which are closely matched to the children's phonic knowledge. In order to understand what they read, there is a focus on fluency which is the ability to read with speed, accuracy and appropriate expression. Reading comprehension is explicitly taught through regular one to one reading, guided reading groups and daily whole class reading lessons using the reading VIPERS as a vehicle to enable children to deepen their understanding and interrogate texts. The second is reading in subjects beyond English and the third is reading for pleasure.

Research in cognitive science suggests that the brain does not make a distinction between reading about an experience and actually encountering it in real life; in each case, the same neurological regions are stimulated. At the Howard School we are strong believers in the 'power of the book,' of children building a sustained relationship with a text over time and coming to understand its perspective and modes of narration, and how they shift. Only by glimpsing these changes and variations as part of a sustained relationship between reader and text can children really learn.

We opt for books of substance. One of the strongest drivers of reading ability is prior knowledge: once pupils are fluent decoders, much of the difference among readers is not due to whether you are a good or bad reader. Much of the difference among readers is due to how much knowledge they have. At Ackworth Howard we use drama and speaking and listening activities such as hot-seating and Conscience Alley to enable the children to explore texts and deepen their knowledge and understanding of the written word whilst experience days linked to class texts allow pupils to develop and extend their knowledge and understanding of vocabulary. Teaching content is teaching reading and our curriculum is designed for this.

Opportunities and expectations for reading are high at school to ensure we are able to build knowledge and vocabulary. Reading builds knowledge and as a by-product, pupils enjoyment. Studies show that there is a high correlation between reading for enjoyment and educational success. We aim to provide a vibrant and stimulating reading environment both inside and out of the classroom which engages the children and fosters a love of reading.

Intentions



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Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

Our reading ambassadors are enthusiastic readers themselves who lead by example and promote a reading culture within school, listening to children read, recommending books and taking responsibility for the running of the school library. We actively encourage children to support their peers and reading buddies across school support and encourage developing readers.

Pupils have the opportunity to read widely across the range of curriculum subjects which is fundamental to growing knowledge, vocabulary and ideas. The Howard School library, School's Library Service and carefully selected topic boxes provide stimulating texts to develop their reading and understanding and regular book fairs and themed days encourage the children to read a wide range of literature.

Teachers take responsibility for planning and developing reading for pleasure which complements more formal approaches to the teaching of reading. The Howard School Reading Spine ensures that children have access to a wide and varied range of texts as they progress through school. Teachers effectively use their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading, let children control more of their own reading and exercise their rights as leaders. They make time and space for children to explore texts in greater depth; share favourites and talk spontaneously about their reading.

Teachers engage in their own reading of children's literature to develop their own subject knowledge and are encouraged to talk about the materials they read. They are able to make recommendations and broaden the range of what the children would normally read. Platforms such as Epic Read provide online materials and individual class lists challenge the children to read a wide range of texts and genres.

Another aspect of reading for pleasure is being read to for pleasure. Children enjoy the experience of being read to by their teachers which helps children build an emotional relationship with books.

Intentions





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## Our School Values

Our school values consist of two strands: Our Christian Values and our Global Citizen Threads.

### Christian Values

Our core values of Friendship, Forgiveness, Compassion and Trust reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions. Christian values are inherent to all we do in school and the children are encouraged to live them through a range of vehicles.

### Global Citizen Threads

At the heart of the curriculum are a core set of threads, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development punctuates this curriculum.

Intentions

#### Our Core Christian Values

Compassion

Forgiveness

Friendship

Trust

#### Our Global Citizen Threads

Diversity

Values and Perceptions

Resilience

Aspirations

Health and Wellbeing

Social Justice



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## Christian Values

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Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. The Christian values of COMPASSION, FORGIVENESS, FRIENDSHIP and TRUST empower learners to lead by example. Our inherent Christian values are the salient vehicle through which children will learn and achieve their potential developing their mind, body and spirit, moral, cultural and social understanding, preparing children for life in a modern democratic Britain and global society. Across all parts of the school, the curriculum vision and ethos are promoted, including the 'hidden curriculum.' It showcases the school's aims to Educate 'for life in all its fullness.'

Intentions



Luke 6:31

Do for others just what you want them to do for you.

Philippians 2:4

Do not be interested only in your own life, but be interested in the lives of others.



Micah 6:8

Do what is right to other people. Love being kind to others. And live humbly trusting your God.

1 Corinthians 13:4-5

Love does not count up wrongs that have been done.



Proverbs 19:20

Listen to advice and accept correction, and in the end you will be wise.

Isaiah 41:10

So don't worry, because I am with you. Don't be afraid, because I am your God. I will make you strong and will help you; I will support you with my right hand that saves you.



Philippians 1:3

Every time I think of you, I give thanks to my God.

Mark 12:31

Love your neighbour as yourself

## All Christian Values

Educating for 'life in all its fullness.'



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## Global Citizen Threads

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This is why we have developed 6 whole school threads that we believe enable pupils to become positive global citizens. Our curriculum is designed to put character education and PSHE at the very centre of what we do. The 6 threads are all characteristics of human beings who make moral informed choices and aspire to make a difference in the world. Interwoven with our PSHE scheme they provide opportunities for our pupils to broaden their understanding of global topical issues, help them understand the world and evaluate choices people make. These 6 threads also feed into our whole school reading spine.

Intentions



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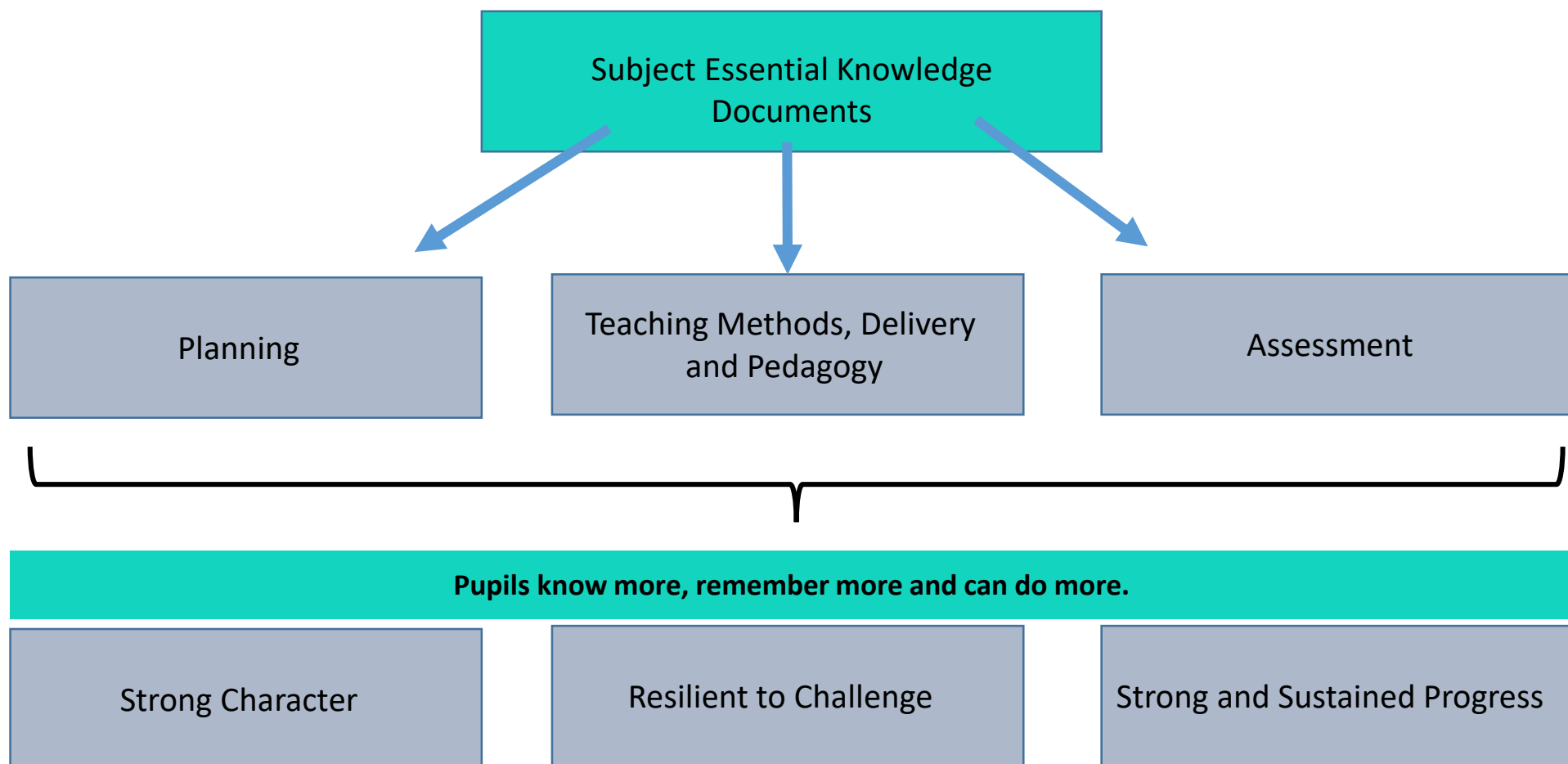
  
'Providing opportunities for  
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## Subject Knowledge Essentials

*Using the national curriculum and our school vision and values, subject leaders have developed the 'Howard Knowledge Essentials,' criteria which we aspire for all our children to achieve during their time at Ackworth Howard. We strive for all children to leave our school equipped with the essential knowledge they need to succeed at secondary school and in future life. For each subject and year group a set of non-negotiables have been established to enable learners to sustain strong progress as they move through our school.*

*These knowledge essentials influence planning by the teachers and ensure that our children **'Know more, remember more and can do more.'***

Intentions





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## Subject Planning

### Long Term Planning

- Howard Subject Essential Knowledge Objectives
- Progression Maps with clear year on year progression of knowledge
- Mapped out long-term year plan with purposeful links
- Reading underpins the curriculum
- Character Development/SMSC/PSHE/Christian Values/Whole School Threads
- Our 50 things to do before leaving Ackworth Howard
- Attainment Targets

### Medium Term Planning

- Unit Overviews and real world thread questions or debates.
- Essential Knowledge Planning
- Knowledge Organisers, key vocabulary and engaging learning environment
- Educational Visits, wider curriculum opportunities, visitors, worships
- Curriculum breadth and depth
- Planned assessment opportunities
- Inspire Mornings and Home Learning

### Short Term Planning

- Quality First Teaching
- Precision Interventions
- SEND Provision
- Problem solving, challenge
- Building on prior learning and knowledge
- Challenging misconceptions, tackling stereotypes, introducing new skills
- Differentiation
- Feedback, Support, Scaffolding and Provision

Implementation



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## Lesson Delivery Framework

Implementation

*Metacognition and Self Regulation*



### Big Picture

Placing themes, lessons, knowledge and topics in context.

### Daily Review

Brief review of learning covered in previous lessons.

### Specific Vocabulary

Specific vocabulary used in key context and with meanings.

### Specific Skills and Knowledge Applied

Application of newly taught specific skills and knowledge in task

### Pupils Work Interactively

Independence, critical thinking, enquiry, skill development

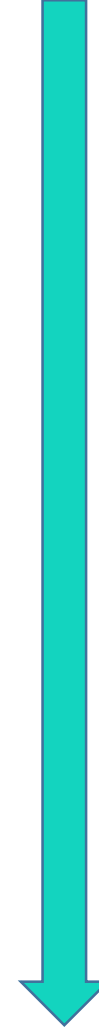
### Self and Peer Assessment

Provide opportunities for children to critically review their own work and that of others.

### Individual Reflection

Reflecting on learners, identifying areas of improvement and things they have done well.

*Attainment, Progress, Character Development*



***Children know more, remember more and can do more.***

Using the cognitive load theory, we deliver learning in a way that ensures learning makes its way from working to long term memory. Through the big picture – worked examples support new learning. We use the 17 principles of effective instruction to guide the lesson ensuring maximum learning and engagement.

**Educating for 'life in all its fullness.'**

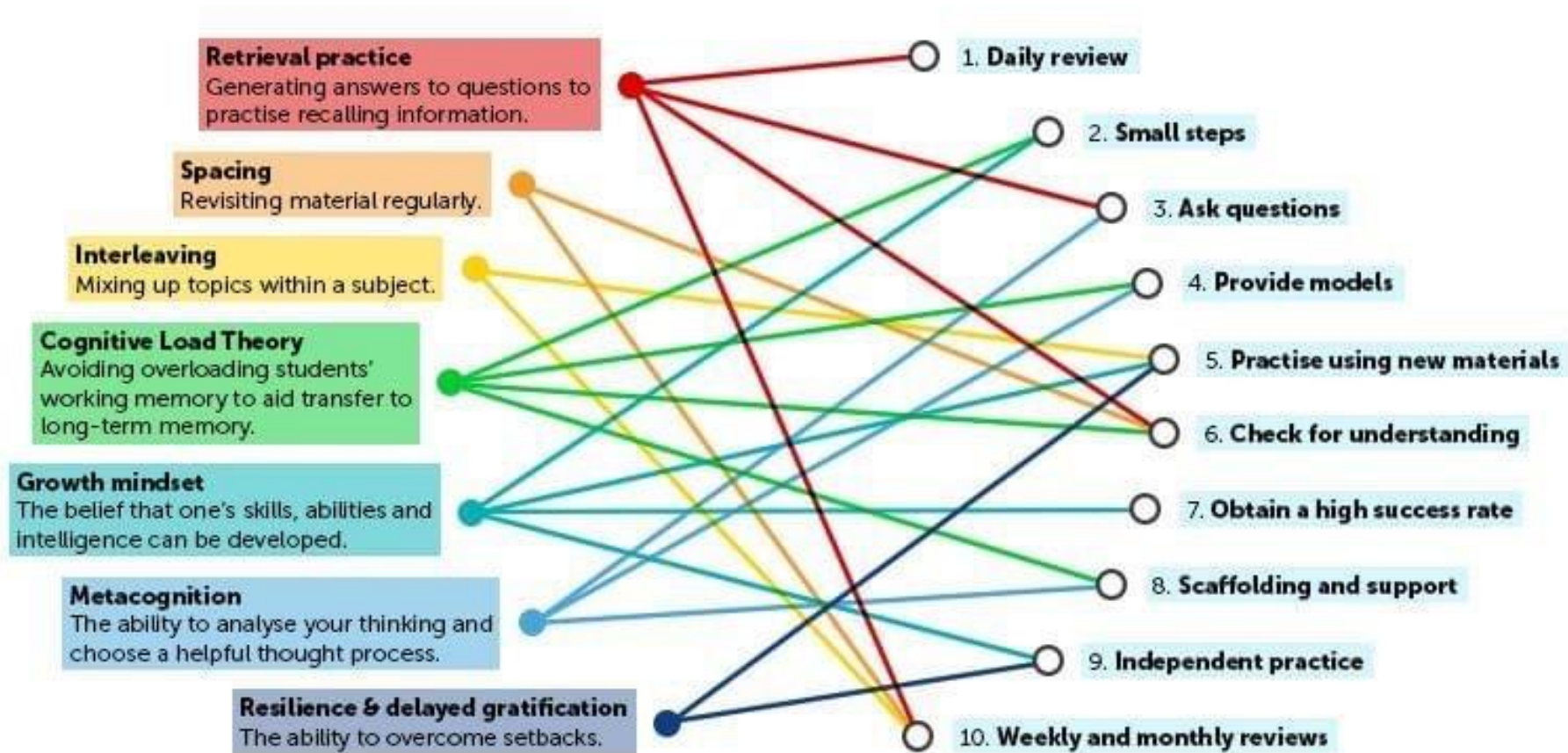


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## The **cognitive science** behind **Rosenshine's Principles of Instruction**

by @Inner\_Drive | innerdrive.co.uk



*Children know more, remember more and can do more.*

**Educating for 'life in all its fullness.'**

## Enrichment

Each unit is improved with purposefully selected enrichment activities that can be planned by the teacher. These include visits, special occasions, events and activities.

## Open Response Tasks

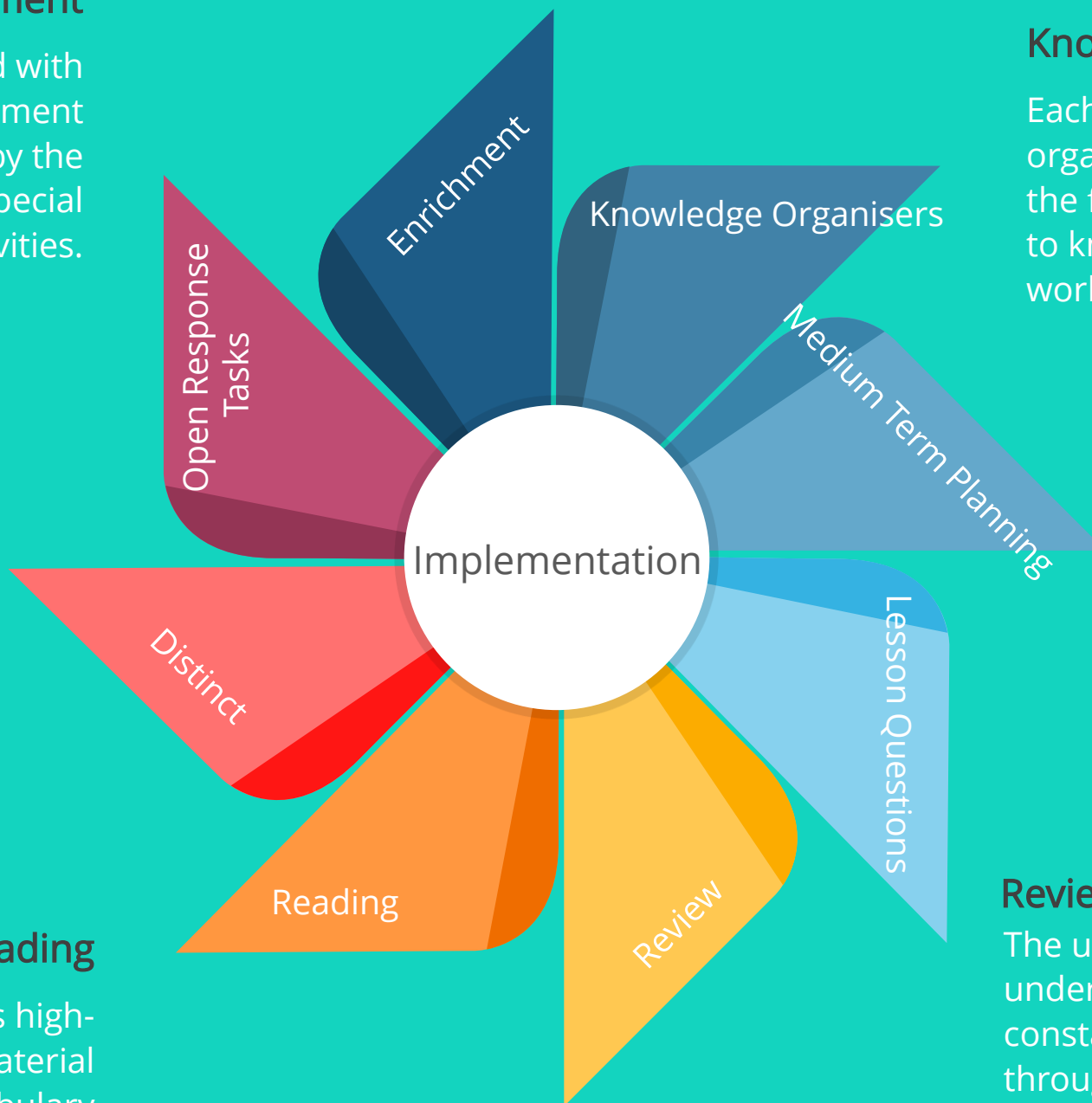
At the end of each unit, pupils undertake an open response task. This ensures that pupils are able to synthesise and elaborate on all of the knowledge that they have acquired throughout the unit.

## Distinct

Subjects are taught distinctly and only where appropriate are meaningful links made.

## Reading

Each lesson contains high-quality reading material with challenging vocabulary putting reading at the heart of the curriculum.



## Knowledge Organisers

Each topic has a knowledge organiser which contains all the facts we want our pupils to know about a unit of work.

## Medium Term Plans

Our medium term subject plans include up to 6 well thought out lessons allowing for depth of understanding.

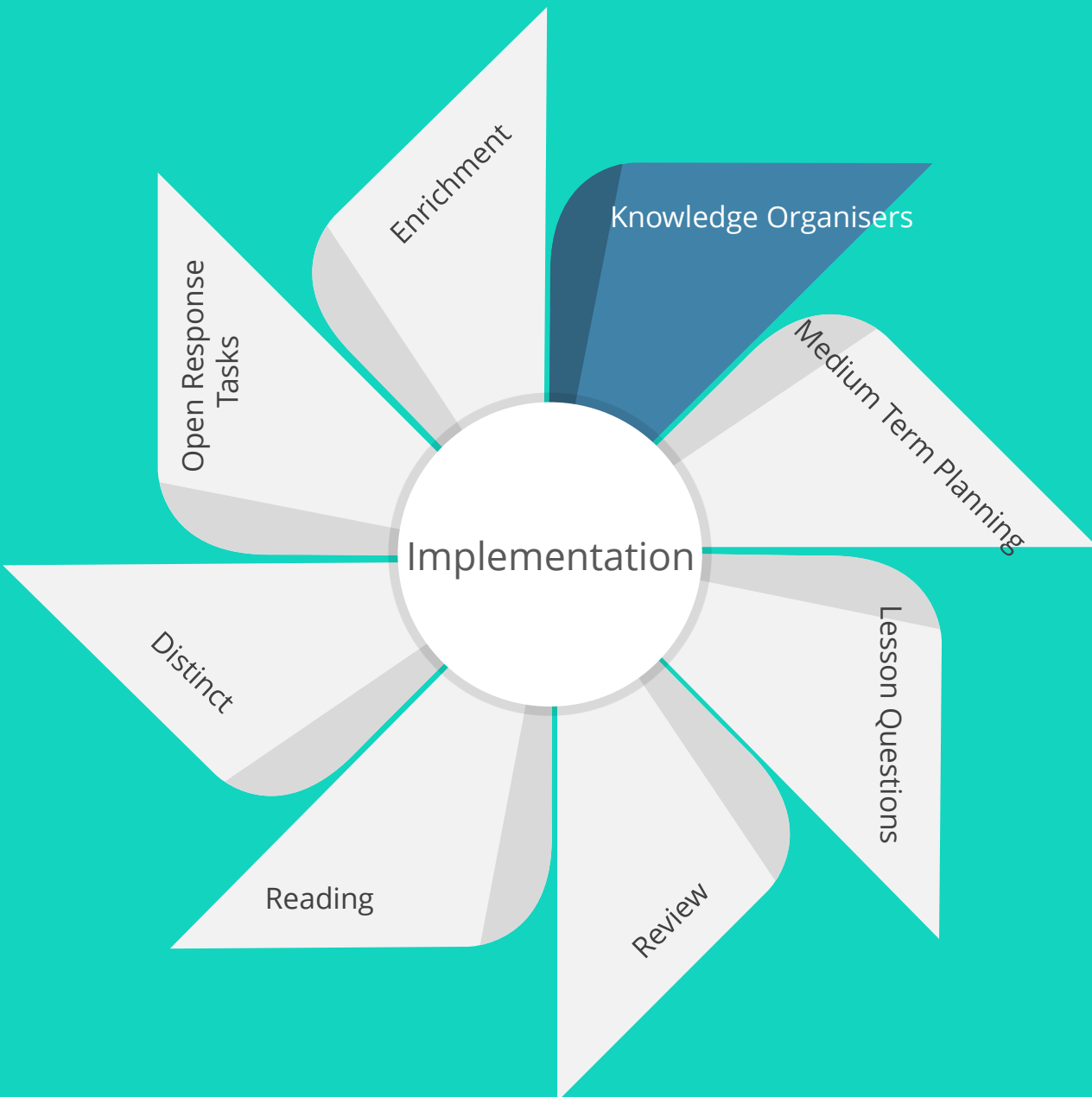
## Lesson Questions

Each lesson has a key question which is discussed and solved within the lesson.

## Review

The use of questioning and quizzes underpins each lesson and ensures constant feedback and assessment throughout the unit. Allowing children to review and reflect on what they have learnt regularly.





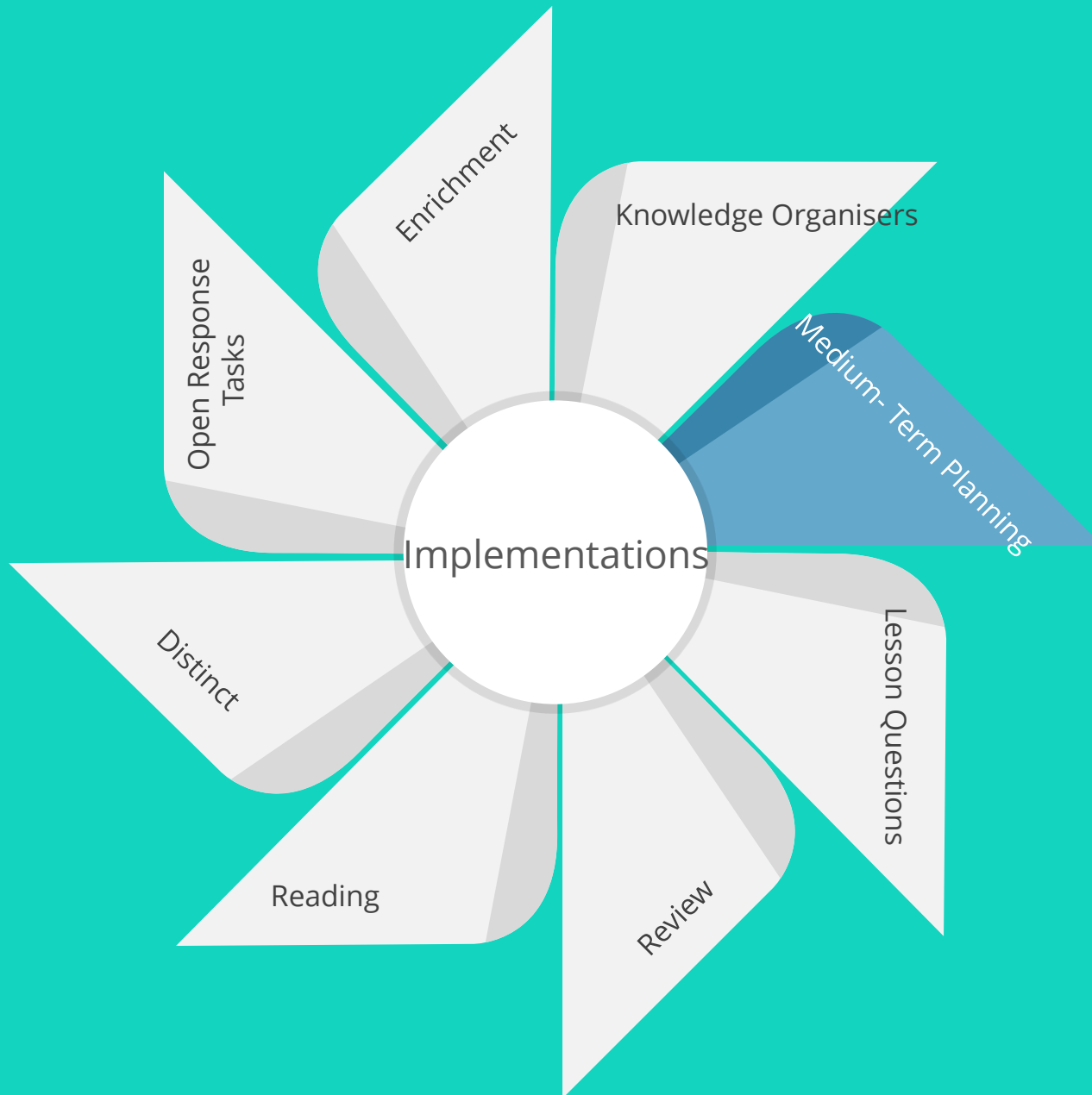
## Knowledge Organisers

The knowledge organiser is the beating heart of each unit. The core content is meticulously curated and itemised to clarify the necessary knowledge to develop a sophisticated schema for each unit of work. This knowledge is built upon further throughout the unit of work.

Over the course of the years, these knowledge organisers ensure that all pupils become 'culturally literate' (Hirsch, 1987) and have the opportunity to engage in 'powerful knowledge' (Young, 2013).

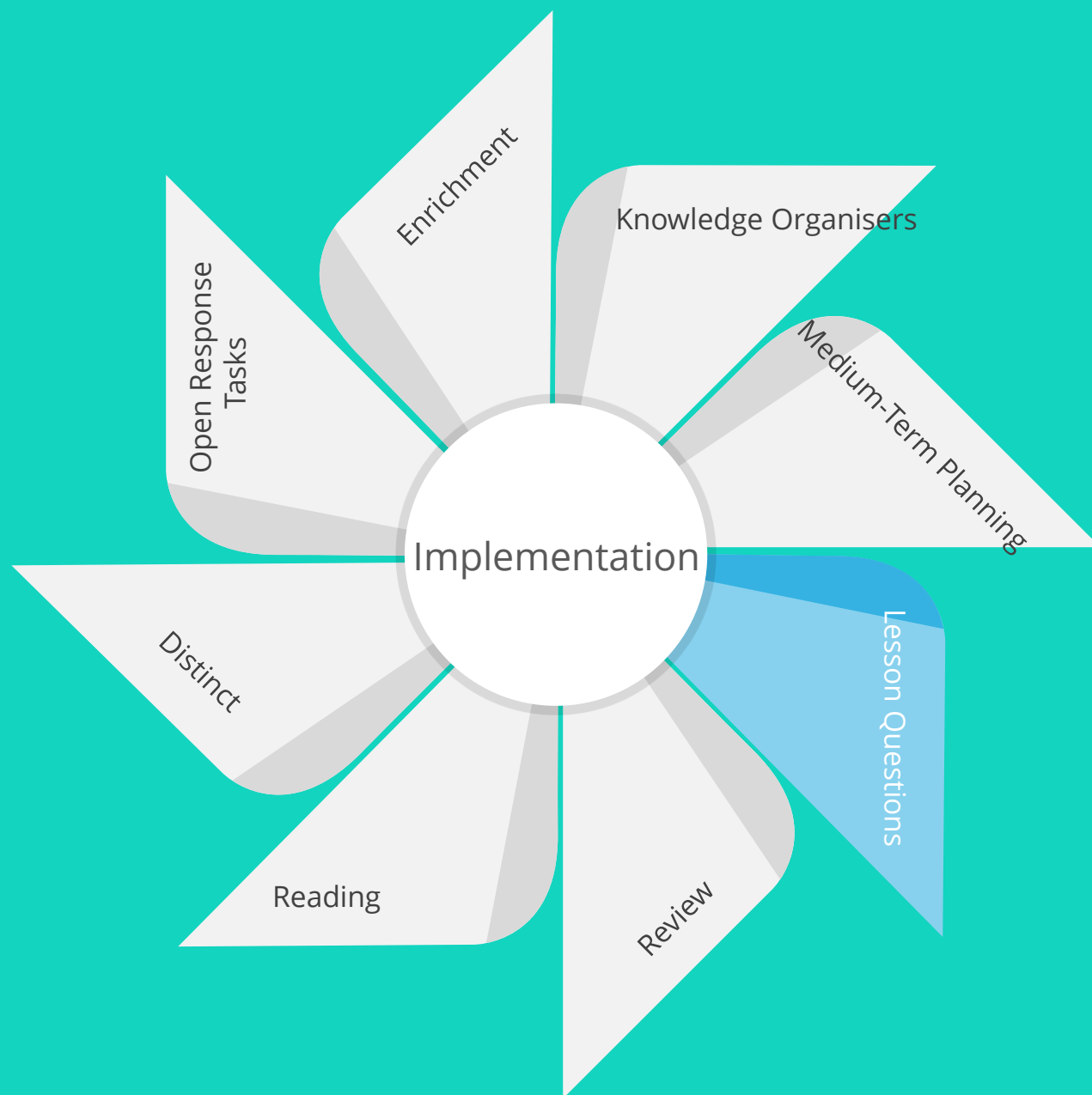
A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.

Knowledge organisers act as a reviewing tool, helping pupils to recall with lightening speed the key information needed to make sense of the topic.



## Medium-Term Planning

Developed from the knowledge organisers each unit consists of up to six, carefully sequenced 'knowledge lessons', which can be contrasted with popular but ultimately less effective 'activity-based', 'enquiry-based', or 'discovery-based' lessons described by Kirschner, Sweller and Clark (2006) as "minimally guided instruction". In line with findings from cognitive load theory (Baddeley & Hitch, 1974; Baddeley 1986; Rosenshine 2012; Sweller, 1988) lessons are chunked into small sessions of explicit teaching followed by regular opportunities for all children to think, apply and practice key skills and knowledge.

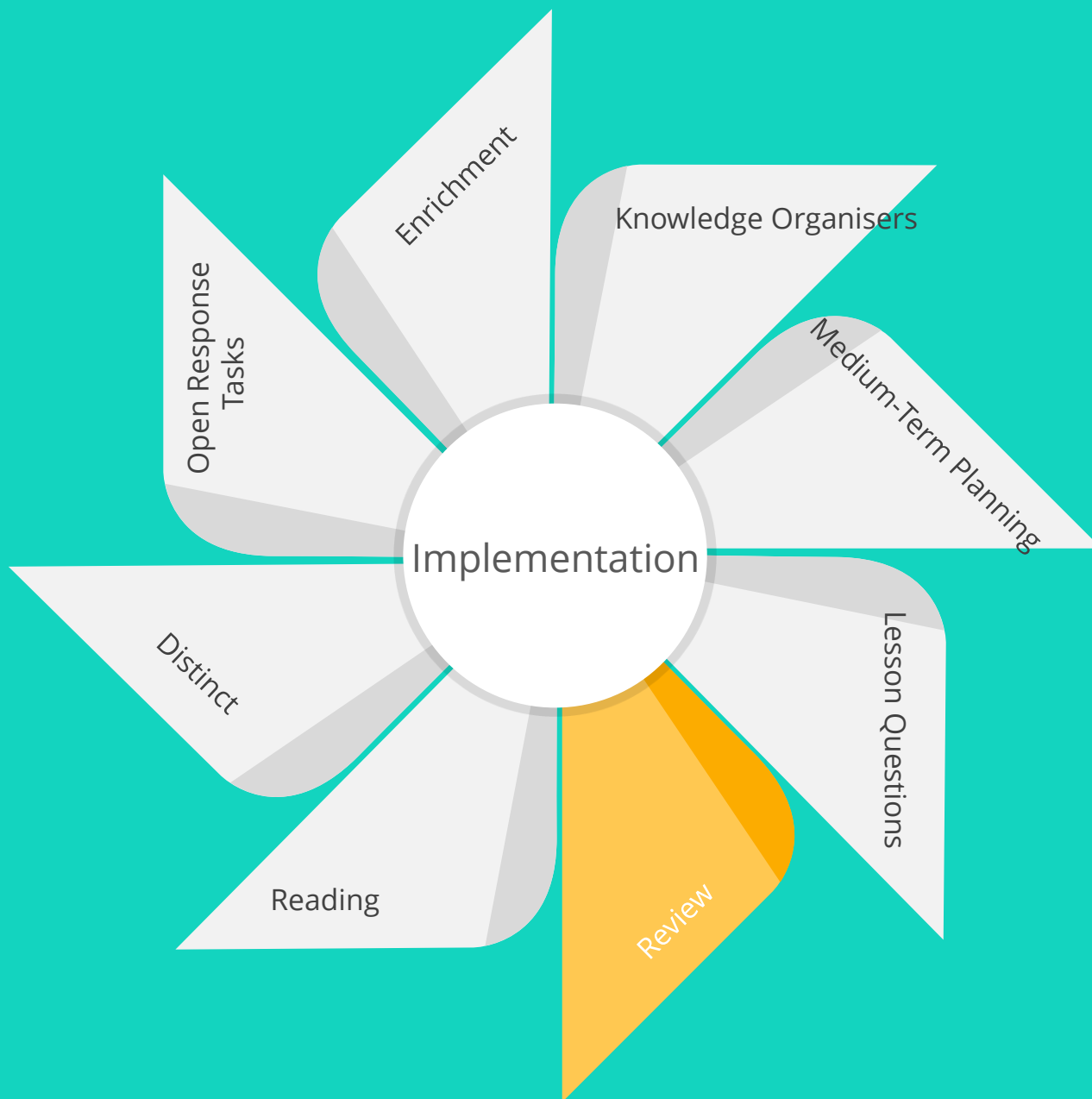


## Lesson Questions

Each of the six lessons has an enquiry question which allows pupils to explore in a need to know approach to learning. Roberts (2003) states that 'pupils will learn more if they have been made curious about what they are going to learn and can ask their own questions.' (Leat, 2001), suggests basing lessons around one central mystery question, that is unusual and so makes students think.

Enquiry questions also encourage pupils to use data/information as evidence and make sense of the information they are actively engaged in. The enquiry question provides a task at the end of lessons for pupils to reflect on their learning and for teachers to use as a guide to the retention of knowledge the pupils have acquired from the lesson. This task allows pupils to process the data, information, and prompts from the lesson to answer the question.

Through lesson questions pupils are encouraged to deepen their thinking and develop enquiry skills ready for learning at high-school and beyond.

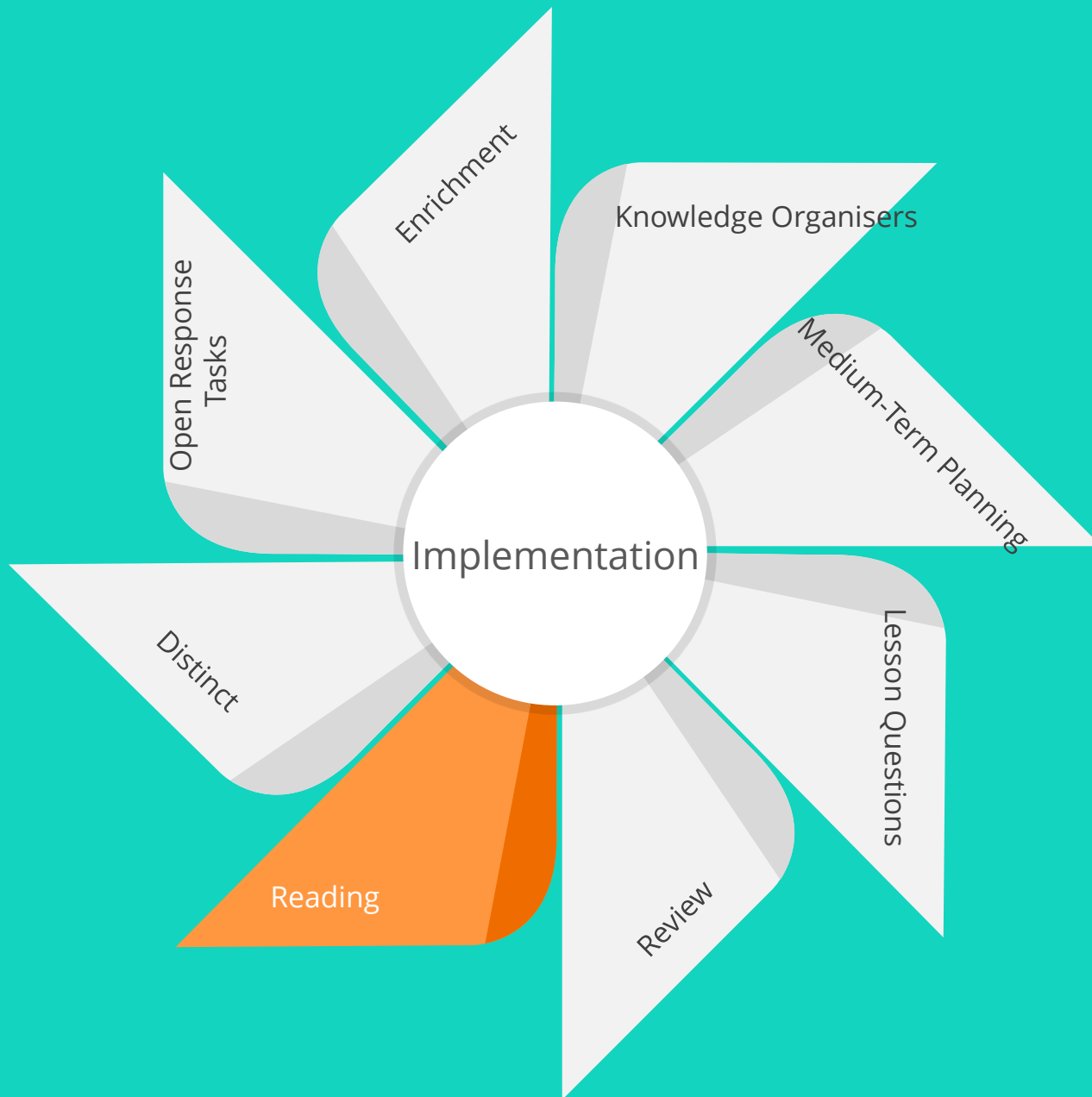


## Review

The benefit of retrieval practice is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006; Storm, Bjork & Storm, 2010). Low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect and ensuring content is retained over the long term, and not forgotten soon after the lesson or unit has ended.

Based on Retrieval Practice and Rosenshine's Principals of Instruction the use of quizzes, questioning and reviewing allows not only pupils to remember more but to also understand the context of the knowledge they learn.

Questioning will ensure prior learning from previous years, weeks, lessons and each unit is embedded and built upon. Gaps of knowledge are identified by teachers and acted upon during the lesson and in future planning.

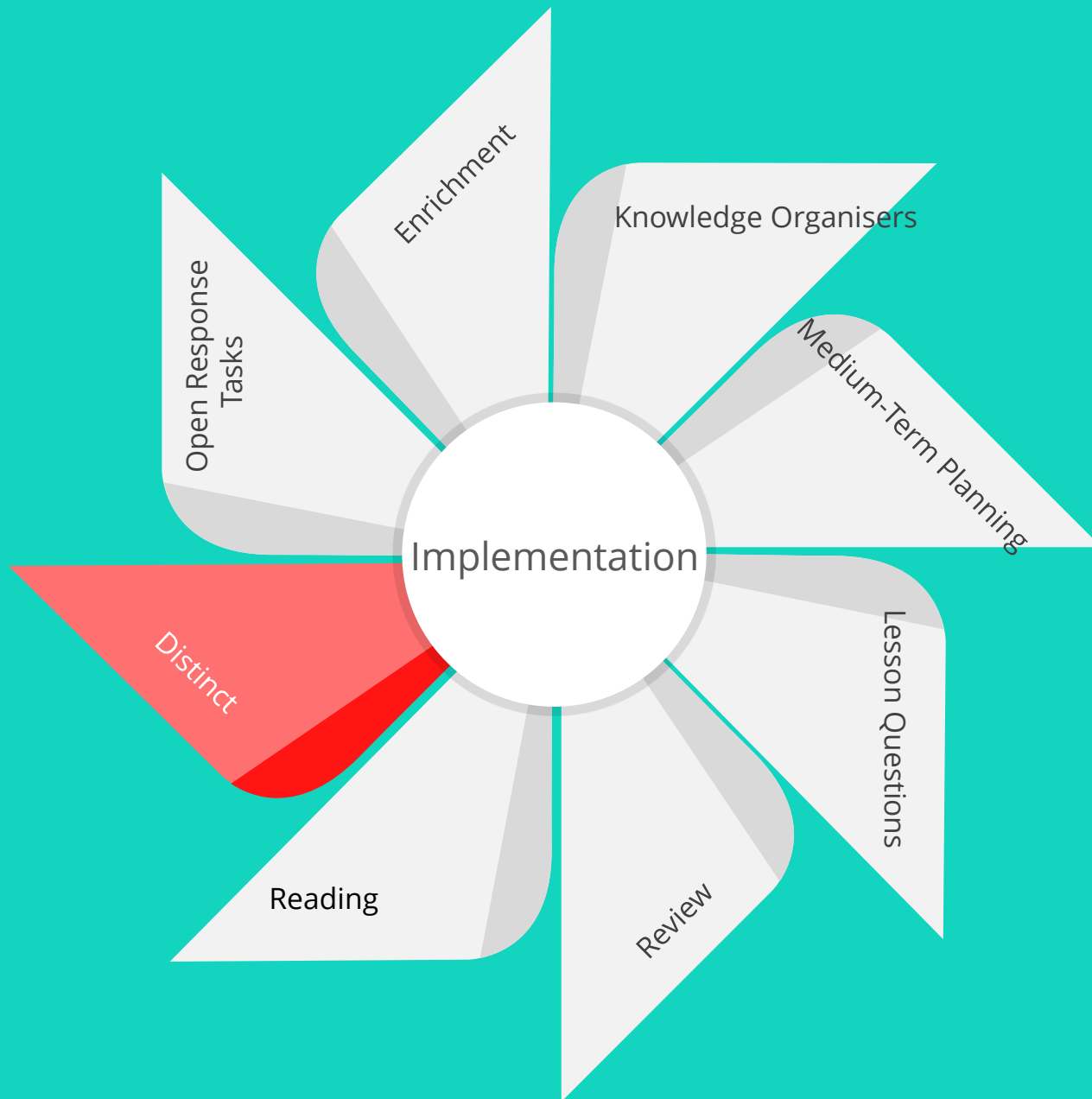


## Reading

Each lesson puts reading at the centre of the curriculum by incorporating rich, challenging text, written at age appropriate level. Key graphics, images and diagrams are all included alongside the text.

By using rich, challenging text it allows children to expand their subject specific vocabulary, examine and compare sources, as well as providing opportunities for speaking and listening. Pupils are encouraged to read independently, in groups and aloud. This provides extra learning opportunities beyond reading lessons for comprehension, speaking and listening and retrieval skills.

Rich, challenging text also provides further resources to support the completion of tasks and scaffolding learning reviews.

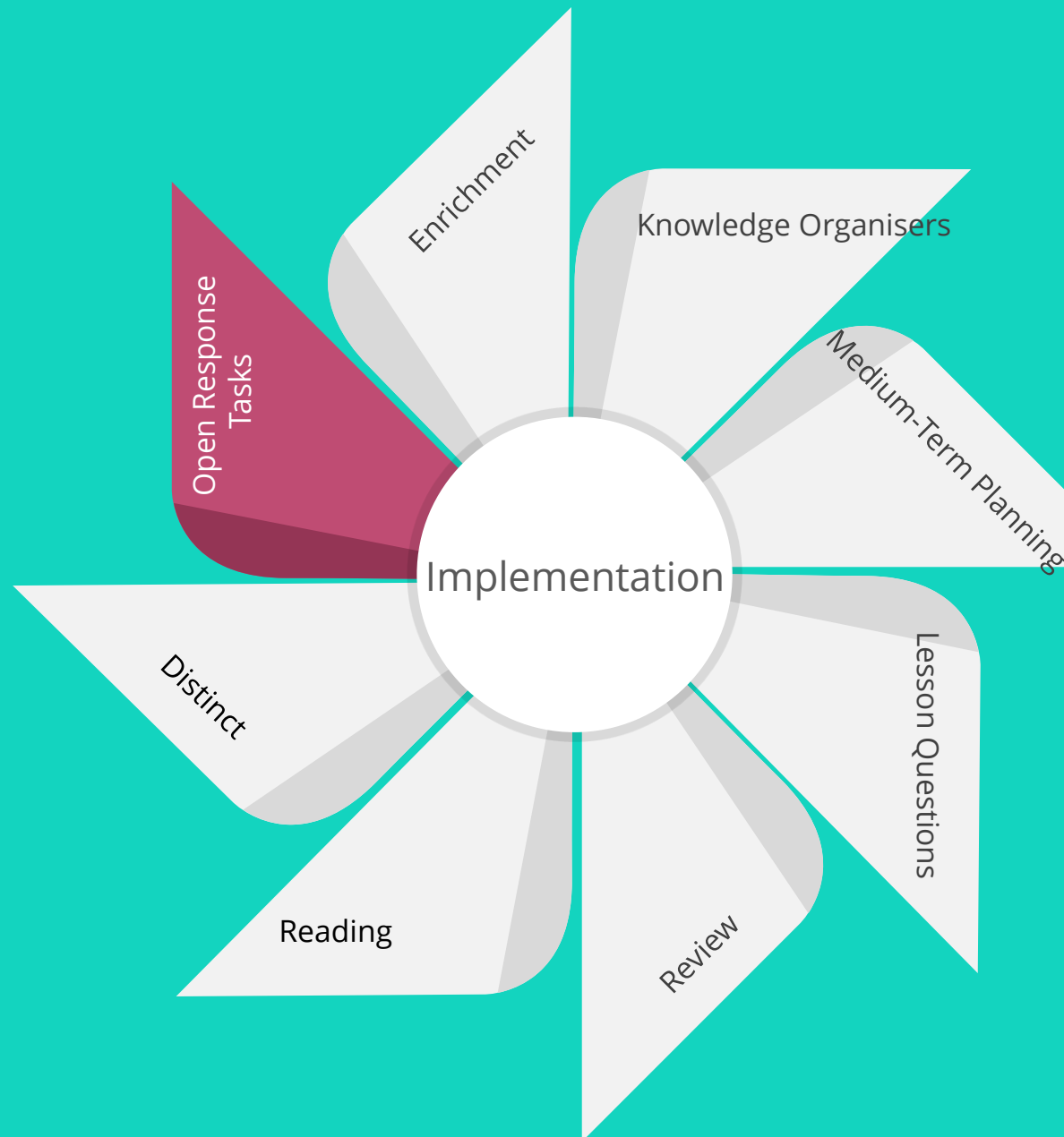


## Distinct

Our subjects are planned as distinct units of work ensuring curriculum knowledge is covered as a minimum. This ensures the appropriate Howard essential knowledge is covered within each year and unit.

Enrichment opportunities and cross-curricular learning is then developed to enhance the learning experience and add opportunities for further development and broadening of knowledge.

By using a distinct approach it allows teachers to plan a well-structured scheme of work that captures children's enthusiasm throughout and gives them extra time during the unit to plan and deliver enrichment activities without increased workload. A distinct approach also provides clear assessment targets at the end of the topic as the essential knowledge children must understand to be working at expected standard is clearly defined.



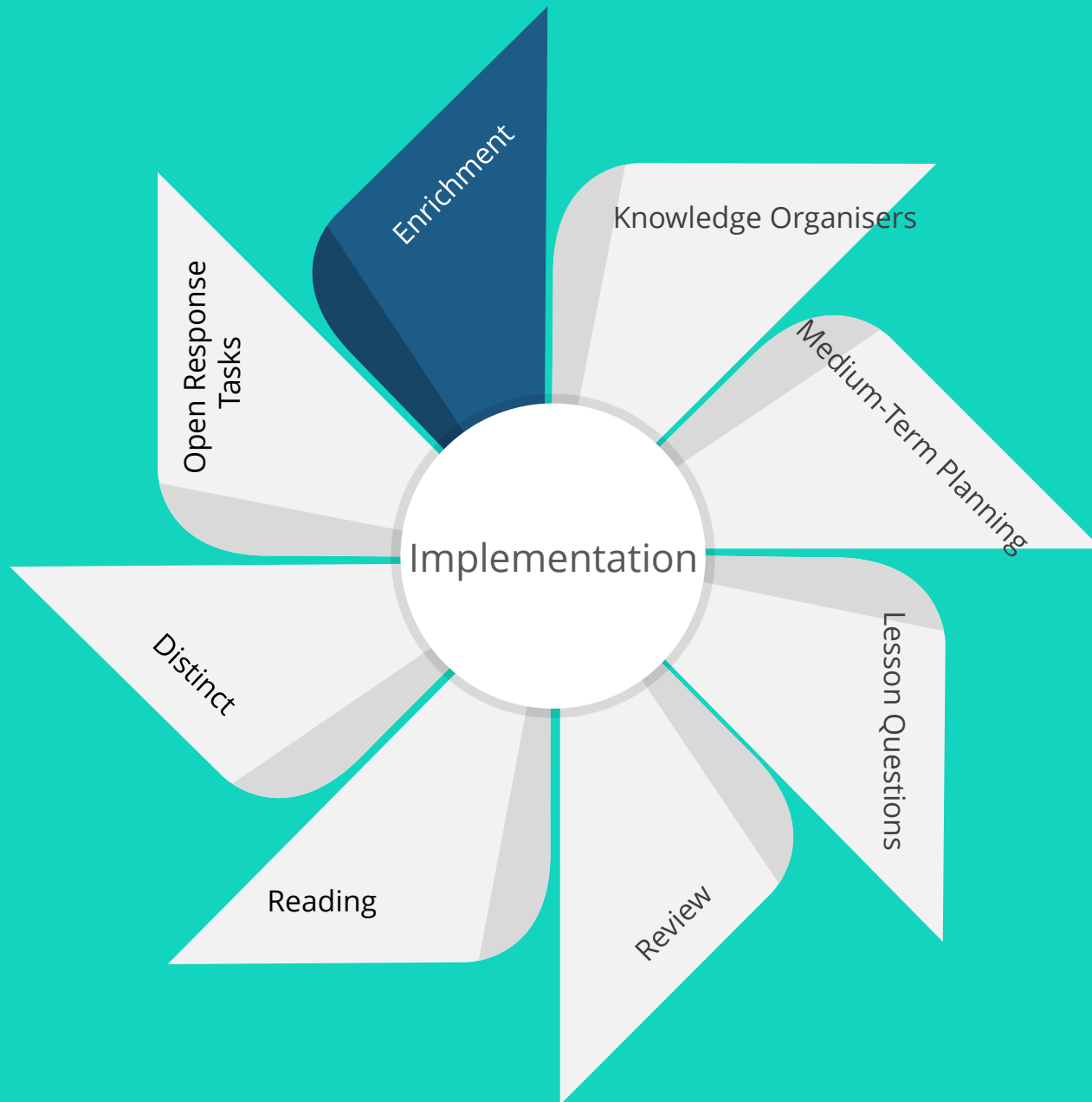
## Open Response Task

At the end of each unit, pupils undertake an open response task. This ensures that pupils are able to synthesise and elaborate on all of the knowledge that they have acquired throughout the unit, whilst also setting them up for success in secondary school. The ability to reason, argue, persuade and consider multiple perspectives are crucial but ultimately domain specific, and so each essay allows these skills to be contextualised with the knowledge taught during the unit. Open response tasks such as essays strengthen the storage strength of the material learnt, whilst helping knowledge to move from inflexible status to being more flexible.

A diverse range of tasks are encouraged such as a video, a booklet, a website, an essay or news report, a detailed summary poster, a presentation, make some artefacts... Tasks also provide pupils with opportunities to elaborate on their understanding much further than that taught in the class, those who carry out home learning are provided with opportunities to retrieve this learning in the task.

The use of open response tasks also allows school to develop a clear standardised set of expectations for what the expected standard looks like in each unit. Through comparisons of students open response tasks it is clear to see which children are showing the best understanding and these tasks are also useful indicators of progress, as year-on-year you can watch a child's outcomes improve and become increasingly sophisticated.

When essays are used, the expectations of what is written by pupils is progressive, for example it is not enough for a year 6 child to just regurgitate facts. Instead, we are asking them to make a judgement. Which was more important? What is the relationship between them?



## Enrichment

Learning is defined as creating relatively permanent changes in long-term memory, and developing increasingly sophisticated schemas so that pupils are able to engage in abstract thinking. By putting knowledge at the centre of the curriculum we are focusing on clear knowledge essentials instead of a vague jumble of topics. Through clear planning of these essentials teachers are able to plan, organise and deliver enrichment activities that broaden the understanding of this knowledge but in a precise and meaningful way. This creates experiences which reinforce long-term memory and make the curriculum unforgettable.

Therefore our pupils are able to curate the core facts, figures, people, processes and concepts necessary to master a unit of work and that the curriculum is rigorous, sequenced and rich in cultural capital.

Through all of this it is the subject itself which is engaging, the enrichment focuses the pupil attention upon it more fully. Educational trips are planned at the end of topics when pupils have a strong understanding of the knowledge and this allows them to explore the museum, place or experience in much more detail and with a strong background of understanding.





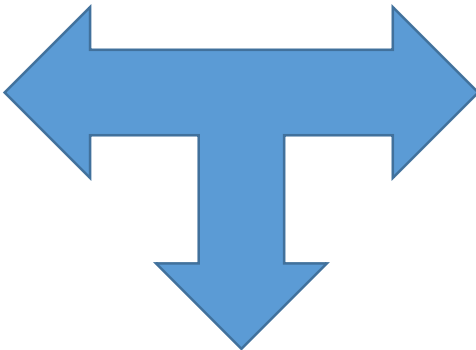
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Implementation

Assessment

Subject Essential Knowledge Document



Statutory Assessment Tests

Continuous Self-Evaluation

**Formative Assessment**  
Continuous Assessment through planning, questioning, feedback, prior learning tasks and end of unit assessment.

**Summative Assessment**  
Termly assessments – PIRA, PUMA, GAPS, Writing SATS

**Monitoring**  
Subject leaders and SLT  
Drop ins, book scrutiny, moderation, learning walks, pupil voice, observations

Continuous Self-Evaluation

**Pupil Progress**  
Progress tracking, interventions, learning support, SEND provision, differentiation, data analysis

**Pupil Attainment**  
SATS, internal data, ARE targets, GD targets, personal development, assessment

Review / School Development Plan



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## Continuous Self-Evaluation

### Pupil Achievement

Pupils attain within a coherent curriculum resulting in pupils who make strong gains in their learning. They are given opportunities to achieve the greater depth standard. Assessment documentation demonstrates that knowledge and skills are embedded throughout the curriculum. Children Know more, remember more and can do more.

### Personal Development

Children flourish through living the 'Ackworth Howard Christian Vision and Values' both within their learning and through their behaviours in and around school. They learn how to keep themselves safe both within school but also the wider community. The choices children make benefit the school and supported communities.

### Pupil Outcomes

Developing the mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos, ensures that learners develop confidence, embrace creativity and enhance their knowledge and skills so that they experience 'life in all its fullness.'

Impact

Headteacher

Leadership Team

Subject Leaders

Governors

Other Key Stakeholders

Comprehensive systems have been developed through our Monitoring, Evaluating and Professional Development strategy which enable leaders to identify impact and next steps.

Review School Development Plan / Associated Policies

Educating for 'life in all its fullness.'