



# GROWING TOGETHER IN GOD'S LOVE

<b>This policy replaces</b>	New Policy
<b>Date policy approved by Governing Body</b>	Sept 2024
<b>Date of next review</b>	3 years later
<b>Reviewer</b>	SLT/Standards Committee

## Introduction

The Learn-AT Curriculum Framework is a work in progress. This document outlines the Learn-AT vision for a research - informed, coherent curriculum founded on shared values and principles. The framework provides a common curriculum design template from which Market Harborough C of E Academy plan coherent sequences of learning to meet the needs of their pupils, secure deep learning and introduce them to knowledge beyond their experience.

## Our Curriculum Vision

**At Market Harborough C of E Academy** we believe in the power of learning to transform all our children’s life chances, whatever their starting points. At MHCE we want our pupils to enjoy their learning; make strong progress and achieve well. Through our **knowledge rich, rounded and coherent curriculum**, and strong sports and creative arts provision, we aim to equip our children with the knowledge, skills, vocabulary and personal characteristics which will help to ensure they can live life in all its fullness and make a positive contribution to the communities they belong to. Our vision statement ‘Growing Together in God’s Love’, our values and golden threads reflect the foundational ethos of our school. **These form the beating heart of our school and are central to all we aspire to be and do.** Our aim is to cherish all those who walk through our doors and, in turn, encourage each of us to ‘love our neighbours as ourselves’ and recognise our role in our community. Our desire is for every child to leave C of E with our school values engraved on their hearts - knowing that everyone is important and seeing their uniqueness as a gift.

**Our curriculum aims to develop citizens who:**

- Area hope for humanity at a local, national and global level through their service to the wider community; exemplifying ‘love our neighbour’.
- Are strong stewards of our earth, recognising the interdependence of our world and its future sustainability.
- Are respectful ; developing an understanding of different cultures, faiths and the richness of the world we live in.
- Who are aspiring to ‘live life in all its fullness’ [John 10:10], knowing who we are and knowing our own self-worth
- Aspire to the very highest expectations of themselves and others, demonstrating the very best standards of conduct, moral purpose and integrity.

**Specifically, we recognise the importance of:**

- Confident, articulate individuals who can lead safe, healthy and hopeful lives
- Putting the Christian message of love and respect at the heart of all we do. Looking to Jesus as an example of leadership to emulate –supporting and challenging our community to be the best they can be. Holding each other to account and ensuring that breaking down barriers of disadvantaged is our guiding principle.
- Being a research engaged learning community providing structures which enable collaboration both within and beyond the school.
- Developing effective and high quality professional development opportunities within a learning culture which maximises opportunities for teachers to learn from each other and provides support as well as challenge.
- Relentlessly focusing on developing high quality learning experiences, promoting expert teaching and robust assessment strategies which ensure pupils make strong progress.
- Providing a nurturing and caring environment for all.
- Developing reflective leadership, using robust self-evaluation systems to consider the impact of our actions and carefully consider next steps.
- Developing children as autonomous learners and leaders in their own right.
- Relentlessly focus on developing our partnership with parents/carers, the wider community, the church and other schools.

**Personal Development**

**Golden Threads and Values**

These values and threads are woven through our curriculum offer through our personal development offer.

[2024 Whole School Personal Development Planner.docx](#)

<p><b>Our school is built on our mission, aims, our golden threads and our values. These form the beating heart of our school and are central to all we aspire to be and do.</b></p>	
<p><b>Golden Threads</b></p>	<p><b>Hope for Humanity</b>  <b>John 8:12</b>  <b>I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life.</b></p>
	<p><b>Stewards of the Earth</b>  <b>Genesis 2:15</b>  <b>Treat the Earth as if your life depends on it.</b></p>
	<p><b>A Community of Learners</b>  <b>Proverbs 18:15</b>  <b>Wise men and women are always learning, always listening for fresh insights.</b></p>

**Confident Communicators, passionate readers**  
**Colossians 4:6**  
**Let your conversation be gracious and attractive[a] so that you will have the right response for everyone.**

**Christian Values**

**Our values are the beating heart of our school, guiding us in our everyday lives.**



*We will welcome everyone in our community.  
We will look out for each other.  
We will make time to serve others and never say 'it is not my job'.*  
**THINK TOGETHER**



*We support each other.  
We appreciate each other and say thank you.  
We are grateful for all the many things we have.*  
**THINK SHARE**



*We will help others who are having a difficult time.  
We will try to let go of our hurts and forgive the mistakes of others.  
We will try and stand in other people's shoes and understand them.*  
**THINK LOVE**



*We try to look on the bright side of life and spread a message of hope for the future.  
We know that being trustworthy shows you care.*  
**THINK POSITIVE**



*We will keep going even when things are hard or don't go our way.  
We will be brave and stick at things even when they seem scary.*  
**THINK STRENGTH**



*We are honest with each other but never humiliate.  
We will treat others as we would like to be treated.*  
**THINK VALUE**

**These values will guide the behaviour of all children and adults in our school.**

**With God's help we:**

- **Respect ourselves, value others and our environment and show compassion in all we do.**
- **Build strong relationships based on good manners, trust, generosity and forgiveness.**
- **Follow instructions and always try our hardest even when we find things difficult.**
- **Think carefully about the choices we make and try to be wise and courageous.**
- **Will count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been better people than we were the day before**

## **Confident Communicators and Passionate Speakers**

Reading and oracy are of fundamental importance, and we put them at the heart of our curriculum including through our Showcase Outcomes. Reading is an essential skill that unlocks doors to learning, builds vocabulary, domain, social and cultural knowledge and empathy; reading is key to social mobility. We implement a programme of systematic synthetic phonics, with fidelity, to teach early reading. Reading for pleasure pedagogies are employed to promote a school-wide reading culture and a love of reading for all pupils. Reading is promoted through our curriculum, providing opportunity for dedicated reading time, prioritising story time, our Reading Team led by our English lead and through promoting our Top 20 Reads in School.

Vocabulary and oracy development have an essential role to play in addressing disadvantage. For all pupils, regardless of background, a broad vocabulary is essential to support comprehension of spoken language and complex texts (Willingham, 2017; Hirsch, 2016; Beck, McKeown, 2013; Quigley, 2018). Our curriculum puts a strong emphasis on the integration of opportunities to develop oracy skills across all domains of learning. Oracy is promoted through our oracy principles which staff use in all their lessons, through sentence stems which are developed across the school, through clear identification of vocabulary and progression of vocabulary in all curriculum areas and through our showcase outcomes for each year group.

## **Market Harborough C of E Academy Oracy Principles**

1. All adults in school will model good use of language and age-appropriate vocabulary.
2. Development of our oracy skills will be reflected in curriculum planning.
3. We will plan opportunities to use Kagan structures in our classrooms.
4. We will use the Tower Hamlets Progression Chart to support language development.
5. We will have a structured approach to the development of vocabulary across all the curriculum.
6. We will provide opportunities to perform and present in a variety of forms.

## **This Big Picture of the Learn-AT Curriculum**

The Learn AT Curriculum Model forms the foundation of our curriculum practice in school.

Learn-AT Curriculum – Big Picture			
What are we trying to achieve?			
<b>Mission</b>	Every child flourishes and enjoys learning with access to a rich, rounded, rigorous and coherent curriculum		
<b>Aims</b>	Excellence	Equity	Wellbeing
	Successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	Confident, articulate individuals, who can lead safe, healthy and fulfilling lives	Responsible citizens who can make a positive contribution to society
<b>Core trust values</b>	Learning and fellowship		
<b>Intrinsic values</b>	Christian values, British values and all those essential values common to good, kind and tolerant people of all faiths and no faith		
<b>RRR: a rich, rounded and rigorous curriculum</b>	<u>Core knowledge and understanding</u> e.g. excellent general, subject, social and cultural knowledge	<u>Skills and competences</u> Essential skills: literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral, spiritual The six cs: see below	<u>Attitudes, attributes and dispositions</u> e.g. determined, adaptable, confident, risk-taking, enterprising, self-regulating, emotionally resilient, spiritually aware, tolerant, kind

What does the curriculum contain?					
<b>Mastery of Core Skills and Domain Knowledge</b>	<u>Domain Knowledge</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Domain specific skills</u>	<u>Fluency in basic skills</u>
	Cultural Subject knowledge related to that theme/area	Tier 1 Tier 2 Tier 3  <i>for reading and listening comprehension, written communication and oracy</i>	<ul style="list-style-type: none"> <li>• <i>Volume</i></li> <li>• Criticality</li> <li>• Comprehension</li> <li>• Curriculum content</li> </ul> – fiction and non-fiction Reading is an essential skill that also supports the acquisition of vocabulary and knowledge	e.g. being a Historian in History	Maths: number - facts/operations Cursive handwriting, phonics for spelling, grammar, technical accuracy Decoding for reading – PHONICS

<b>Foundational and universal competency</b>	Oracy
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<b>Bottom line</b>	Unconditional positive regard and well-being
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**How do we organise learning?**

**The curriculum as the entire planned learning experience, underpinned by the schools core values and mission**

<b>Components</b>	Environment	Events	Extended hours	Learning outside the classroom	Lessons	Locations	Routines	Ethos
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**How is the curriculum delivered? Please see Teaching and Learning Policy**

**Curriculum and Pedagogy**

# Curriculum and Pedagogy

*Learn what and learn how'*

*Learning is a change in long-term memory*

Kirschner, Sweller & Clark, 2006

*Memory is the residue of thought*

Willingham, 2009



We recognise that it is impossible to divorce consideration of curriculum from discussion of pedagogy. They are intrinsically linked. Learning can be defined **as a change in the long-term memory and memory as the residue of thought** (Sweller et al, 2006; Willingham, 2009). This means that we must design a curriculum that provides pupils with comprehensive and foundational knowledge **but ensure that it is taught in such a way that secures that knowledge in long-term memory**. To do that we need to make sure pupils think deeply about their learning. Superficial curriculum 'delivery' is not enough. Please see Teaching and Learning Policy which outlines how curriculum [knowledge] is relates to pedagogy and assessment [how we teach that knowledge].

## **What is core Knowledge?**

We consider core knowledge to include:

- Substantive knowledge in subject domains [themes, topic knowledge]
- Disciplinary Knowledge in subjects domains, e.g, the knowledge of being a Historian]
- Declarative and Procedural knowledge
- Social, moral and cultural knowledge
- Broad vocabulary to support rich understanding and cognitive schema
- Key concepts where relevant in history concepts such as democracy

Skills such as literacy, numeracy, digital, personal, social, emotional, learning and thinking skills, meta-cognition, physical, moral, spiritual

We value highly the development of non-cognitive capacities such as:

- Determination

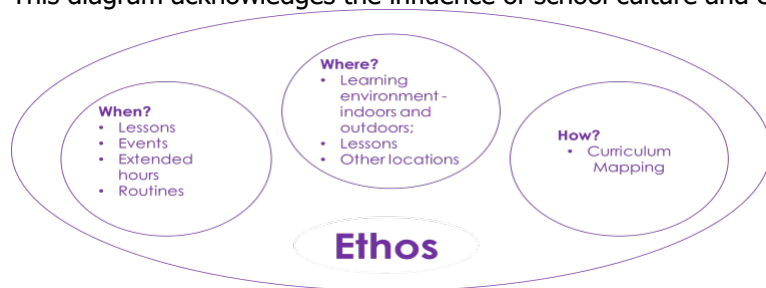
- Adaptability
- Flexibility
- Confidence
- Risk-taking
- Enterprise
- Self-regulation
- Emotional resilience
- Spiritual awareness
- Tolerance
- Kindness

These feature as key elements of our Personal Development Curriculum

We believe all elements above are most effectively developed within the context of a rich, rounded and rigorous, coherent curriculum.

### Organisation of Learning

Mick Waters defines the curriculum as 'all the stuff you learn in school'. Organising something so all-encompassing is complex and involves many inter-relationships. This diagram acknowledges the influence of school culture and ethos on all aspects of school life and illustrates the ways in which the primary curriculum is organised:



### Subjects

For organisational purposes we have organised subjects as follows

Domain	Subject
Mathematics	Mathematics
	Science
Science and Technology	Design
	Computing
Language, Oracy and	English



Literacy	Languages
Arts and Creativity	Art
	Music
	Drama
Citizenship and Ethics	PSHE/SRE
Physical and Emotional Health	PE
	Sport/Outdoor Education/Forest School
Place and Time	Geography
	History
Faith and Belief	RE

### **A mastery approach to learning**

In the same way that we want our pupils to learn and to remember what they are taught, we want them to develop automaticity and fluency in core skills. Research evidence suggests strongly that fluency in skills such as phonics for reading and writing, cursive handwriting, automatic recall of basic number facts, spellings and technical aspects of writing such as punctuation reduces the cognitive load and frees up cognitive space for further learning. Fluent writing can be a useful tool for thinking across the curriculum. Fluent reading combined with a broad vocabulary supports understanding across all domains. Our aim is for all pupils to master these skills and the foundational knowledge they need to build age-appropriate expertise in each domain of learning.

### **Equity**

We are committed to equity and equality of opportunity, entitlement and experience for all pupils, regardless of their social or cultural background, race, ethnicity, religion, gender or ability. In the context of curriculum and pedagogy this means:

- We have consistently high expectations and set high standards for all pupils. All pupils will experience challenge, regardless of their ability or prior attainment.
- We are committed to a 'Mastery' approach to curriculum and pedagogy. This means we do not discriminate on grounds of prior attainment or ability. We intervene to provide additional support or teaching and learning time so that every child can achieve and make good progress. We teach key concepts to mastery and provide opportunities for learners to achieve deeper understanding.
- We are committed to excellence in provision for pupils with SEND. We expect them to make good progress from their starting points. We provide a high-quality curriculum that meets their specific learning needs and promotes their well-being.

## Curriculum Framework

Learn AT have developed curriculum frameworks for each subject to support an approach to planning which integrates disciplinary knowledge, the progress in conceptual understanding and substantive knowledge. These have been used to support our subject leaders to design precise, coherent and detailed sequences of learning for each subject. Detailed planning for each subject has been developed by our school which outlines key concepts [where appropriate], disciplinary and component knowledge leading to composite outcomes in each year group.

Framework documents and associated curriculum plans, schemes of work, resources and guidance are stored in the **Learn-AT Curriculum Cupboard** [www.learnatcurriculum.uk](http://www.learnatcurriculum.uk)

## Monitoring and Evaluation

Evaluation aims to triangulate evidence for effective curriculum intent (plans and schemes of work), implementation (in teaching and learning) and impact (are children learning and remembering more?)

### Accountability measures relate to:

- High standards of achievement – attainment and progress – in all curriculum subjects. In Maths and English Learn-AT sets *two universal objectives*:
  - All pupils (except for those with a specific cognitive impairment) regardless of their background, achieve at least the standard expected for their age.
  - All pupils, including those with SEND, make very good progress from their starting points
- Good behaviour and attendance
- Healthy lifestyles
- Sustained engagement in education

## Learn-AT Linchpins - core entitlement for all Learn-AT pupils

We follow the Learn -AT Linchpins at Market Harborough C of E Academy

**EYFS:** High quality, oracy-rich, rounded and rigorous EYFS Curriculum

**KS1/2:** knowledge-rich, coherent and detailed foundation subject schemes of work are developed throughout 2019/20.

**Assessment Framework** is firmly embedded in all year groups.

### English

- Oracy-rich
- Handwriting is automatic and cursive/joined by Y2
- Comprehensive, research-informed reading curriculum - systematic, embedded:
  - Phonics first and fast; fidelity to the chosen programme
  - Up to an hour of accountable, independent reading for purpose and pleasure, daily, embedded in English AND all subject areas; at just the right level for fluent reading.
  - Early emphasis on fluency (KS1 use phonically decodable books until fluency is achieved) ○ All children read aloud to an adult in school at least 3 times per week; disadvantaged pupils read aloud to an adult daily
  - Reading for pleasure pedagogies
  - Metacognitive comprehension strategies taught in whole class and/or guided reading ○ Systematic vocabulary development, in the context of a rich, rigorous and coherent curriculum
  - Teachers read aloud to pupils at least once a day, class novel and non-fiction, rhymes and poetry
  - Reading is embedded in all subjects
- Writing for four main purposes is taught over well-planned sequences of lessons.
- All pupils write independently most days– in English and/or across the curriculum
- Grammar and punctuation are taught systematically *in the context of reading and writing*

### Maths

- School follows a recognised mastery scheme of work with fidelity
- Fluency in number facts/bonds and multiplication/division (tables) is prioritised for all pupils • Key strategies for differentiation within a mastery approach are embedded:
  - Skilful questioning within lessons to promote conceptual understanding.
  - Identifying and rapidly acting on misconceptions which arise through same day intervention.
  - Challenging, through rich and sophisticated problems, those pupils who grasp concepts rapidly, before any acceleration through new content.
  - Use of concrete, pictorial and abstract representations according to levels of conceptual development.



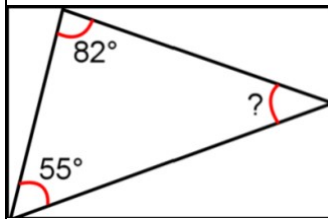


**Appendix 1  
Knowledge Glossary**

Knowledge can be			
Disciplinary		Substantive	
<p>Disciplinary knowledge is a curricular term for what pupils learn about how that knowledge was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice.</p> <p>It is that part of the subject where pupils understand each discipline as a tradition of enquiry with its own distinctive pursuit of truth. For each subject is just that: a product and an account of an ongoing truth quest, whether through empirical testing in science, argumentation in philosophy/history, logic in mathematics or beauty in the arts.</p> <p>It describes that part of the curriculum where pupils learn about the conditions under which valid claims can be made, and associated conventions such as what constitutes evidence or argument in that subject.</p>		<p>Substantive knowledge is the content that teachers teach as established fact – whether common convention, concept or warranted account of reality. You might want pupils to know of crotchets, percentages, the Treaty of Waitangi, Debussy or prokaryotic cells. In calling this 'substantive', we are treating the material presented as givens.</p> <p>'Substantive knowledge is the "stuff" that we know: the facts, concepts &amp; rules that form the building blocks of the various subjects...This "substance" is central to being able to think mathematically, or scientifically, or historically, or to communicate clearly.' Clare Sealy, TES, 11 October 2019</p>	
Knowledge can be			
Declarative to know that		Procedural to know how	
<i>Also known as descriptive, constative, or propositional knowledge</i>			
Concepts	Rules	Facts	Goal directed
<p>In epistemology, descriptive knowledge (also known as propositional knowledge, knowing-that, declarative knowledge, or constative knowledge) is <b>knowledge that can be expressed in a declarative sentence or an indicative proposition</b>. Declarative knowledge includes concepts and rules as well as facts and will allow us 'to recognize things, make judgments, classify things, discriminate differences and identify similarities.'</p>			<p>Procedural knowledge is knowledge that produces action, that enables us to do stuff. It is goal directed. Procedural knowledge enables us to do things. Most obviously, it involves motor behaviour; learning to play the guitar or catch a ball are both forms of procedural knowledge.</p>

I know that the internal angles of a triangle add up to 180°.

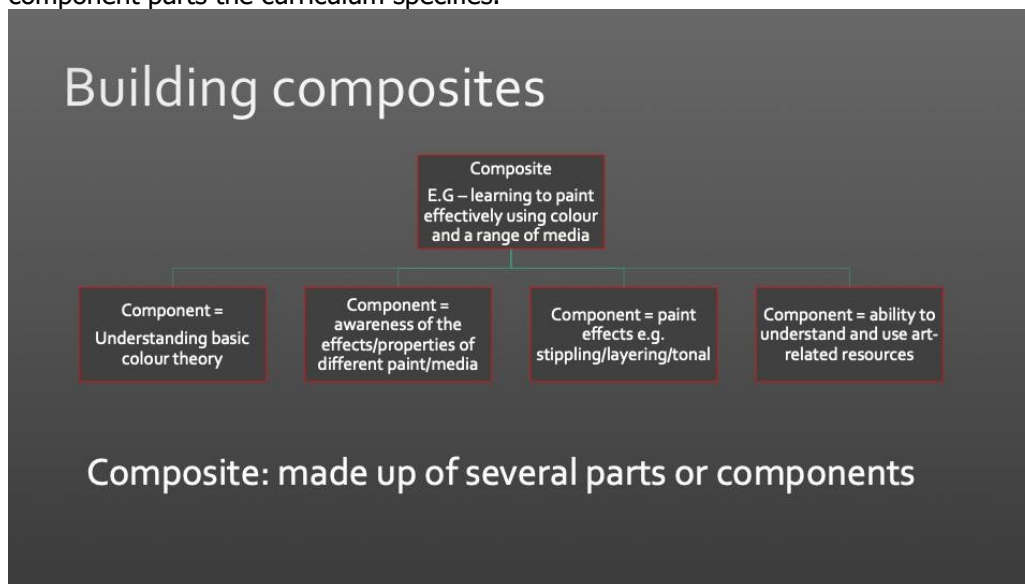
I can recognise a triangle



### Composite knowledge and components.

The national curriculum outlines top-level outcomes. These are often multi-faceted summaries that encompass a range of knowledge and skills. These could be described as being 'composites', and each composite is made up of its constituent parts, the 'components'.

While the national curriculum outlines the composite outcomes, it does not detail the components that pupils need to know in order to achieve these and it does not specify the sequence in which they should be taught. Inspectors will probe deep dive subjects to find out what the intended 'composite' outcomes are and the component parts the curriculum specifies.



#### Questions to consider:

- Are you clear on the intended 'composite' outcomes at particular stages? (Curriculum maps and overviews)
- Are the right components in place?
- Are they taught in the right order?

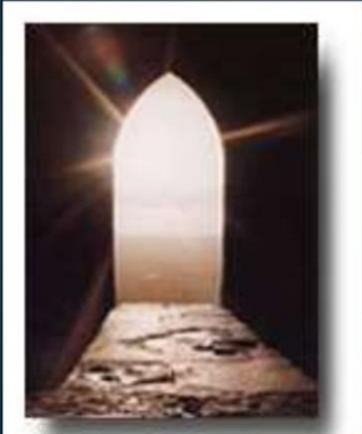
### Key Concepts

A concept is a mental representation of a class of things. Concepts are a way of grouping or categorising things to make sense of a complex and diverse world. Find out more here:

### Threshold Concepts

Research in education recognizes that each discipline has threshold concepts that are "akin to a portal, opening up a new and previously inaccessible way of thinking about something" (Meyer and Land 2003). By actively teaching threshold concepts and purposefully integrating threshold concepts into curriculum design, we can improve student learning in our courses (Fouberg 2019). Threshold concepts are transformative, probably irreversible, integrative, bounded, and troublesome. They are transformative because they change perspective; irreversible because once 'seen' they cannot be 'unseen'; integrative because they help bring clarity to other concepts; bounded because they differentiate ways of seeing; and troublesome because truly understanding the concept requires intellectual struggle or tenacity. Eric H. Fouberg

### Threshold Concepts (Meyer & Land)



<http://www.ee.ucl.ac.uk/~mfianaga/thresholds.html>

- "A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the student cannot progress." (Meyer and Land, 2005)

### Cultural Capital or Cultural Literacy

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'" (Ofsted).

A grasp of the background knowledge that writers and speakers assume their audience already has.

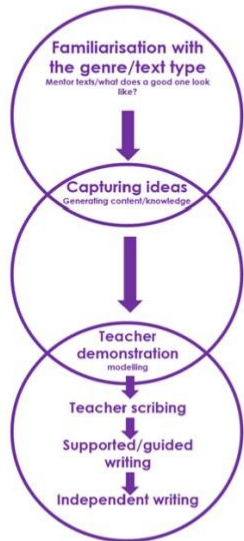
## Appendix 2



# A Writing Curriculum

*A tool for thinking and communication, writing for pleasure, purpose and progress, in English and across the curriculum, fiction, non-fiction, creative writing, prose and poetry...*

## The Teaching Sequence for Writing



**Metacognition and Self-Regulation**

### Shared Writing

(mini-lessons / teacher modelling / explicit link to reading / mentor texts)

### Guided Writing

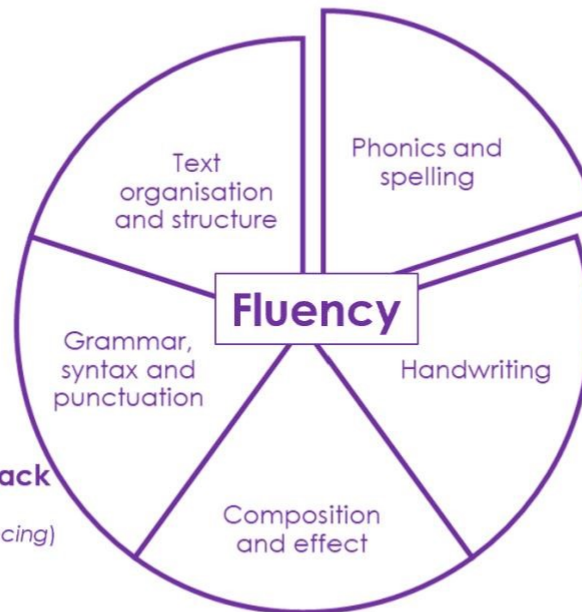
(group, explicit teaching at the point of writing)

### Independent Writing

(daily)

### Assessment and Feedback

*Specific / helpful / kind (whole class and 1-1 conferencing)*

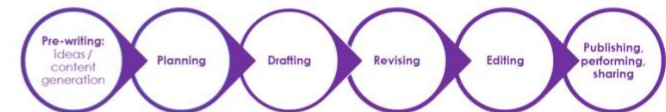


Purpose and Audience

Form and Style



## The Writing Process



**Oracy, Vocabulary and Talk**  
**A Community of Writers**



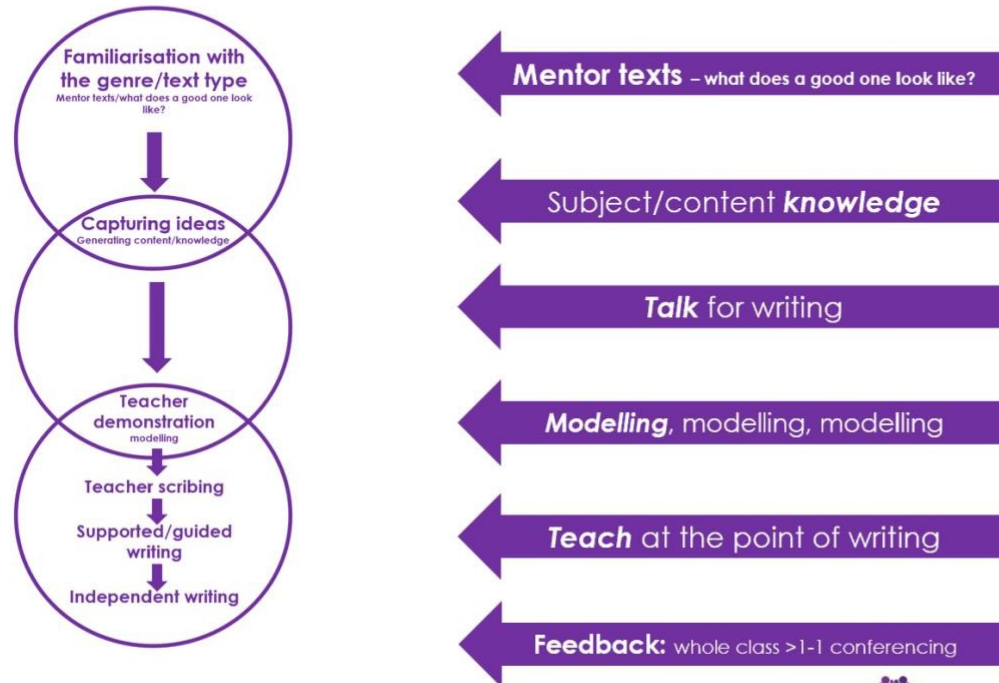
**Technical skills**

**Authorship**

# Writing Sequences

*in any subject, and from individual sentences to extended pieces completed over a series of lessons*

## Teaching Sequence for Writing



adapted from *Raising Boys' Achievements in Writing* (2004 p7), UKLA & Primary National Strategy



## The Writing Process



