

Pear Tree Community Junior School

Curriculum Guidance

‘The Pear Tree Way’

Challenging & Leading Learning to Inspire Progress

Grow & Flourish



With trust and care we will grow and flourish

Curriculum Statement

'Our task is to educate their whole being so they can face the future' Ken Robinson

Pear Tree Community School Curriculum is knowledge and vocabulary rich. The depth of knowledge learned and development of pupil vocabulary will ensure high standards of academic achievement.

Carefully planned topics, centred on high quality texts, ensures a broad and balanced curriculum that develops the pupils cultural, mathematical, scientific, historical and geographical knowledge. Alongside this carefully planned enrichment activities help to create engagement and excitement as well as developing the pupils' cultural capital.

A well-designed and planned PSHE and wellbeing curriculum will sit alongside and interlink with the school curriculum allowing our pupils to grow spiritually, morally, socially and culturally and ensure they are aware of how to keep themselves safe.

Our curriculum will ensure that: With Trust and Care, we will Grow and Flourish.

Curriculum Coverage

All children will receive a broad and balanced curriculum with all areas of the curriculum covered at least once within a two weekly cycle. Some year groups will receive specialist teaching (i.e year 4 music lessons) and all year groups have a PE lesson taught by a level 5 qualified specialist in Physical Education.

Knowledge Organisers

The use of Knowledge Organisers for the core subjects and termly topics will ensure clarity on what pupils must know whilst ensuring a deep understanding of the topic. These Knowledge Organisers will allow pupils to acquire knowledge and skills, which are secure, applied over time and taught through different contexts to develop understanding and a change in long-term memory.

A Knowledge Organiser (KO) is a planning, teaching and assessment tool, which precisely defines the content of a particular topic or unit of work. Children are expected to learn everything on a knowledge organiser off by heart. There are a few essential features which all good KOs should adhere to:

- It should fit on one side of A4 paper.
- It should be 'chunked' into clear sections (including 'vocabulary' including tier 2 and tier 3 words).
- Each item of knowledge (or 'fact') should be numbered.
- Each fact should be short and clear (no rambling explanations) – 1 or 2 key facts per lesson (12-15 per topic).

The facts on the Knowledge Organiser will provide the basis for low-stakes quizzes to aid children's retention and understanding of these facts. There may be additional information learnt in lessons that are not part of the Knowledge Organiser but the main expectation is that children will finish the topic knowing what is on the Knowledge Organiser.

A Knowledge Organiser does not replace a medium term plan or individual lesson plans. However, it does set the agenda for what your lessons are likely to include. The knowledge organiser should be lean and set out the most critical knowledge necessary to have a proper understanding of the topic.

Lesson Structure

All lessons will follow a clear structure to support the learning of key information.

Objective and recap quiz on previous learning; teaching of vocabulary; teaching linked to the objective from the knowledge organiser; modelling of the activity; independent activity and plenary (low stakes quiz on teaching and/or vocabulary).

Assessment

Children will have regular low-stakes quizzes based on the facts outlined on their Knowledge Organiser. Teachers can assess children's understanding based on the results of their low-stakes quizzes and through their observations of children's learning in the lessons.

Curriculum Leadership

All teachers (bar NQTs) will have a curriculum area that they take responsibility for. They will take responsibility for monitoring their curriculum area, ensuring that there is a fair coverage of objectives across year groups; that the curriculum area is being assessed and that there are links between year groups. They will also deliver CPD on their curriculum area within staff meetings and offer support to other members of staff as needed. Each member of staff will be coached by a member of SLT to provide leadership support with their curriculum area.