

Curriculum

Vision Statement

At Collective Vision Trust we aim to provide all children with a broad and balanced curriculum which has knowledge-based learning as a core value.

Overview, Principles and Interpretation

- Knowledge empowers and builds confidence
- Crucial knowledge should be agreed by ALL relevant staff.
- Crucial knowledge should be constantly taught, recapped and assessed
- Assessment takes place every day, every hour and every minute - not waiting for formal termly assessment dates! This will allow opportunity to ensure crucial knowledge is fully embedded at the appropriate times.
- Knowledge allows comprehension. Skills are dependent on knowledge
- Sequencing is essential and should be well thought-out and logical
- Constant recap is essential – it allows successful recall and embeds knowledge
- Knowledge is generative. It will develop confidence as pupils apply it to the correct contexts across different areas.

Curriculum Intent

All subjects have a clear understanding of the sequence in which knowledge is taught. Knowledge is at the heart of the plans, with crucial knowledge always leading the content. Recap is planned for in as much detail as possible.

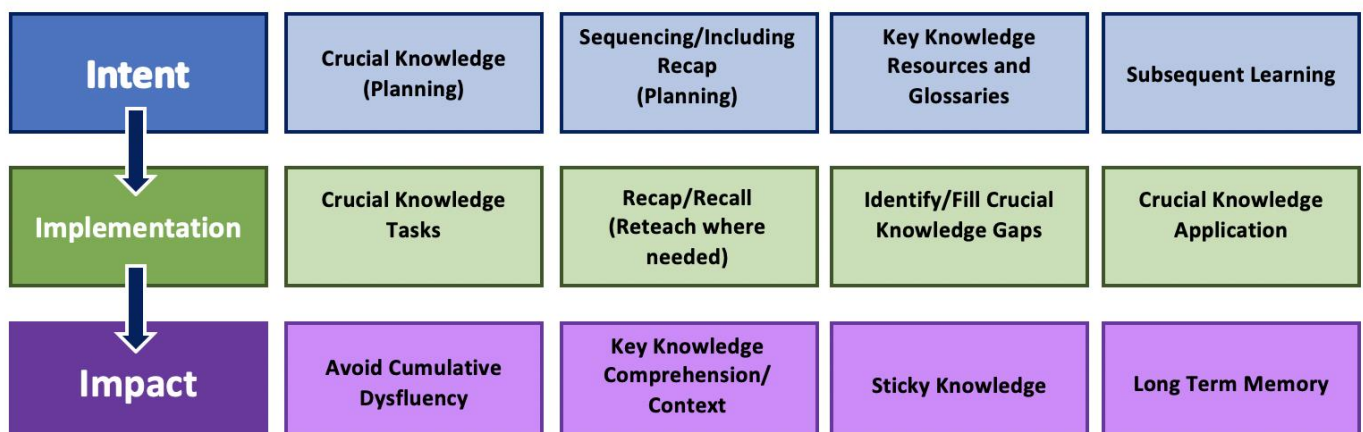
Curriculum Implementation

Over time, pupils, ‘know more, remember more and apply more.’ They can recognise and apply their knowledge in context. Assessment is essential on a daily, lesson by lesson, if not hourly basis. Knowledge gaps are highlighted and filled constantly, misconceptions are addressed and differentiation is key so to ensure that each pupil progresses at the optimum speed.

Curriculum Impact

How well the pupils learn and apply their knowledge and curriculum content in relevant context

Overview of Key Areas



Terminology

Crucial knowledge (key knowledge) – The key content that has to be taught, remembered and understood.

Sequencing – Specific planning of the order to teach AND recap. It must not be vague and the rationale is clearly understood by all parties.

Key knowledge resources/glossaries – Documents that clearly give the crucial knowledge facts (they are NOT tasks and they are not vague). They state what the knowledge is clearly and will allow all parties to be on the same page.

Subsequent learning – Learning that is triggered or facilitated by crucial knowledge. Subsequent learning without crucial knowledge can happen – BUT risks being dysfunctional learning.

Crucial knowledge tasks – Checking that a pupil clearly understands the learnt crucial knowledge.

Recap – Planned activities to allow pupils to remember/recall knowledge.

Reteach – The need for a teacher to re-teach the knowledge as there are clear misconceptions.

Recall – Pupils' ability to remember knowledge.

Knowledge gaps – Pupils have not learnt, or cannot recall the crucial knowledge.

Knowledge deficits – When a knowledge gap isn't addressed and more content is added, this leads to knowledge deficits.

Crucial knowledge application – Using crucial knowledge in the correct context.

Cumulative Dysfluency (Dysfunctional Learning) – Learning is dysfunctional as random knowledge is layered on top of random or insecure knowledge. The sequencing is poor or not planned at all, and crucial knowledge is not embedded or recapped. Pupils are confused constantly with subject knowledge. (Isolated lessons at times can seem to be very good, but learning overtime is dysfunctional). Teachers sometimes are obsessed/focussed upon with finishing the course content without checking knowledge is understood and embedded.

Knowledge comprehension/context – Making sense and understanding knowledge in the correct settings.

Sticky Knowledge (transferable) - As more crucial knowledge becomes embedded and understood, pupils develop skills to transfer it and apply it in other contexts that make sense.

Long-Term Memory – reinforcing learning into the long-term memory of pupils so it is there for life. There may be issues of recall in the future, but the learning is stored for life.

Skills – The ability to use knowledge in a variety of ways to solve problems, have clear understanding and develop views on the subject content.

Generative learning – The process of constructing meaning through existing knowledge and experiences, therefore expanding learning and ideas.