

Our Super North Star

The Best School in Hertfordshire

### **Our Motto:**

**Inspiring our children to dream big, be extraordinary and change the world**

### **Our Mission:**

Our mission is to provide an excellent education for all of our children so that:

- Every child flourishes both socially and academically to be the best that they can be; and are equipped with the skills and confidence they need to navigate in a changing world
- Our families are confident that their children are happy and safe; and that our teachers are ambitious for their children in whatever paths they wish to take.

### **Our Aims:**

Ashfield will be a school:

- where learning is challenging and fun,
- where high achievement is admired and we are proud to be the best that we can be,
- with a skills based curriculum which engages the children and fully equips them with the knowledge they need for life in the 21st century.

### **Curriculum Intent**

At Ashfield we have designed our curriculum to help our children develop active and creative minds; so they can lead happy, healthy and fulfilling lives. We want our children to understand why and how they are learning; and we have planned the curriculum content to inspire them. We believe that an interesting, stimulating curriculum is fundamental to effective learning. Our curriculum gives children access to a full National Curriculum. Our teachers will teach in different ways, through a broad variety of topic challenges, using many stimuli to spark children's interests and help them to find learning fascinating.

Ashfield is a Compass for Life School. Our children set themselves their own Super Bright North Star. We encourage our children to have high aspirations and to set their goals and targets. We then help them develop their ethos, warrior spirit and strategy to achieve them. This helps children recognise the relevance of what they are learning.



The breadth of our curriculum is designed with two main goals in mind:

- 1) To give our pupils appropriate experiences to develop as confident, responsible citizens.
- 2) To provide a coherent, structured academic curriculum that leads to a sustained mastery for all and a greater depth of learning for those who are capable.

Our curriculum is underpinned by our core values:

<u>Curiosity</u>	Valuing a strong desire to know or learn something and wanting to know more.
<u>Commitment</u>	Valuing determination and individual dedication and being dedicated to a cause.
<u>Community</u>	Valuing the diversity of the world around us and showing an awareness of how we can make a positive contribution.
<u>Challenge</u>	Valuing personal achievement and always striving to be better.
<u>Consideration</u>	Valuing empathy towards others and treating others as you would have them treat you.
<u>Co-operation</u>	Valuing the talents and skills of others to enable the achievement of all and working together.

We use National Curriculum to shape the content and expectations of our curriculum. We have adopted the Chris Quigley Essentials curriculum to help us structure and organise learning in each year group and look at progress within each phase of Key Stage 2.

We have structured this so that for each subject area, each year group has:

- a) A clear list of what must be covered.
- b) The threshold concepts pupils should understand.
- c) Criteria for progression within the threshold.
- d) Criteria for assessing the depth of understanding (Basic, Advancing and Deep).

The diagram below shows a model of our curriculum structure:

Threshold Concepts & National Curriculum Essential Coverage					
Milestone 2 Years 3 & 4			Milestone 3 Years 5 & 6		
Curriculum Map Year 3		Curriculum Map Year 4	Curriculum Map Year 5		Curriculum Map Year 6
Basic	Advancing	Deep	Basic	Advancing	Deep

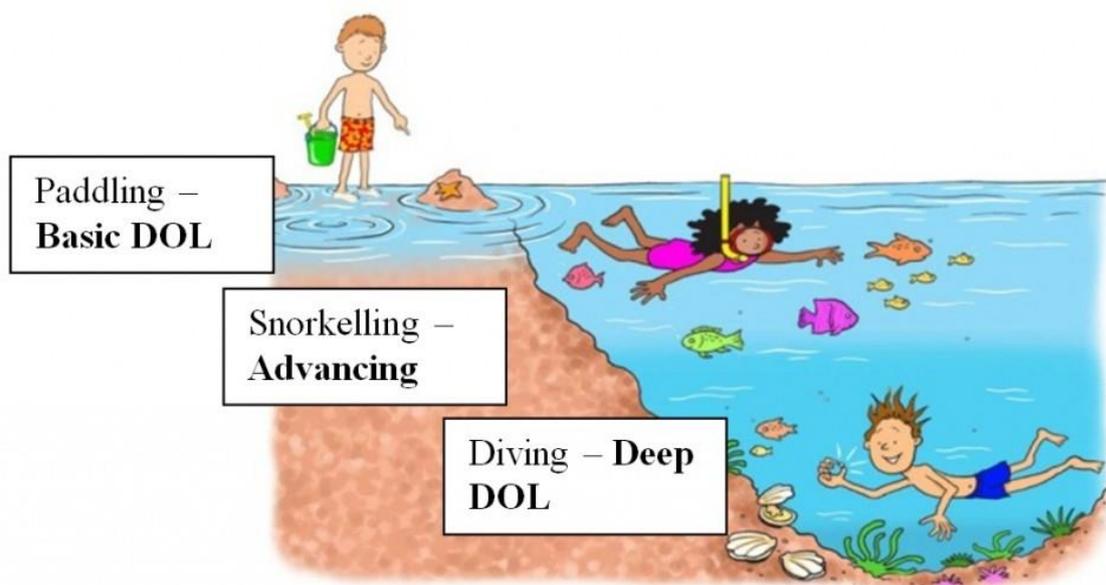
**Threshold Concepts** are the key disciplinary aspects of each subject that will shape pupils (as, for example historians, or geographers).

**Milestones** define the standards for the threshold concepts.

**The Curriculum Map** for each year group ensures that each teacher has clarity as to the curriculum content to cover.

We assess pupils as meeting the concepts and understanding the curriculum content as Basic (B) understanding of the concepts and an Advancing (A) or Deep understanding in the second year of each milestone.

The following picture illustrates the notion of “BAD” learning in the Depth of Learning (DOL).



### Implementation

Our curriculum design is based on evidence from cognitive science. Three main principles underpin it:

1. Learning is most effective with spaced repetition.
2. Interleaving (where children revisit threshold concepts frequently) and interweaving (creating subject connections) help pupils to discriminate between topics and also aid long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach that we call “Creative Themes”.

Continuous provision, in the form of daily routines, replaces some aspects of the curriculum and in other cases provides opportunities to build on previously learned content.

**Impact**

The intended impact of our curriculum is that by the end of each milestone the vast majority of pupils have sustained mastery of the content, that is, they remember it, are fluent in it and can apply their knowledge; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

**Children with Special Educational Needs and Disabilities**

We have an inclusive ethos and ensure that all our children have access to a broad and balanced curriculum. However, we also realise that some of our children need to access the curriculum at a slower pace or even at the previous milestone. Staff use our tracking system to track threshold concepts back and allow children to work at a suitable level of challenge.