Wavertree Church of England School

Curriculum Policy

Introduction

At Wavertree Church of England School, our curriculum is designed to embody our vision of "Belong, Believe, Achieve," ensuring that every pupil feels valued and empowered to reach their full potential. Our curriculum is underpinned by the principles of the mastery approach, which emphasises deep understanding and retention of knowledge, and is tailored to meet the diverse needs of our pupils, including those with Special Educational Needs & Disabilities (SEND) and English as an Additional Language (EAL).

Curriculum Aims

1. **Promote Mastery of Knowledge**: We aim for all pupils to achieve a deep understanding of the curriculum content, enabling them to apply their knowledge in various contexts. This aligns with the EEF's recommendation that pupils should master foundational concepts before progressing (Initial Teacher Training and Early Career Framework, 2024).
2. **Foster Inclusivity**: Our curriculum will be adaptive, ensuring that it meets the needs of all pupils, particularly those with SEND and EAL. We will employ strategies that promote high-quality teaching for all, as good teaching for pupils with SEN is often good teaching for all (EEF, Special Educational Needs in Mainstream Schools).
3. **Encourage Over-Learning**: We will implement strategies for over-learning, allowing pupils to revisit and reinforce their understanding of key concepts. This will include spaced practice and retrieval techniques to enhance long-term retention of knowledge (Initial Teacher Training and Early Career Framework, 2024).
4. **Support Language Development**: Recognising the importance of language in learning, we will integrate explicit instruction in vocabulary and comprehension strategies across all subjects, supporting pupils' literacy development and addressing the needs of EAL learners (EEF, Special Educational Needs in Mainstream Schools).

Curriculum Structure

1. Mastery Approach

- **Deep Learning**: We will focus on ensuring that pupils develop a thorough understanding of key concepts and skills before moving on to more complex topics. This will involve:
    - Carefully sequenced lessons that build on prior knowledge.
    - Opportunities for pupils to engage in purposeful practice and problem-solving.
- **Collaborative Learning**: Pupils will work in diverse groups to facilitate peer learning and support, allowing them to articulate their understanding and learn from one another.

2. Adaptive Teaching

- **Differentiation**: Teachers will employ flexible grouping strategies and adapt their instruction based on ongoing assessment of pupils' needs. This will include:
    - Regular formative assessments to inform teaching.
    - Tailored support for pupils with SEND and EAL, ensuring they have access to high-quality teaching.

- **Scaffolding**: We will provide appropriate scaffolding to support pupils in their learning journey, gradually removing support as they become more independent learners.

3. Strategies for Over-Learning and Retention

- **Spaced Practice**: We will incorporate spaced learning opportunities into our curriculum, revisiting key concepts over time to strengthen retention.
- **Retrieval Practice**: Regular quizzes and knowledge checks will be integrated into lessons to encourage pupils to recall and apply their learning.
- **Explicit Instruction**: Teachers will use explicit instruction techniques to model thinking processes and clarify misconceptions, ensuring all pupils have a clear understanding of the material (OFSTED Research Review Series: Mathematics).

Implementation and Monitoring

- **Professional Development**: Ongoing training will be provided for staff to enhance their understanding of the mastery approach and adaptive teaching strategies. This will include workshops on effective differentiation and the use of assessment to inform instruction.
- **Curriculum Review**: The curriculum will be regularly reviewed and adapted based on pupil outcomes and feedback from staff and parents. We will ensure that our curriculum remains relevant and effective in meeting the needs of our diverse pupil population.
- **Stakeholder Engagement**: We will engage with parents, carers, and the wider community to gather insights and feedback on our curriculum, fostering a collaborative approach to pupil learning.

Conclusion

Our curriculum policy at Wavertree Church of England School reflects our commitment to providing a high-quality education that meets the needs of all pupils. By focusing on mastery, inclusivity, and effective retention strategies, we aim to empower every pupil to belong, believe, and achieve in their learning journey.