

CURRICULUM DESIGN AT THE COPPICE



KNOWLEDGE

The curriculum map at The Coppice has been carefully considered and topics are chosen because of their cultural capital value, relevance to our children and for their place in our schema development. Our curriculum is sequenced coherently and deliberately, allowing for cumulative knowledge and understanding to be built. Knowledge is specified in detail by subject leaders in our “knowledge documents” which are also used as a focal point for retrieval practice.



CONCEPTS

Our subjects are systematically designed around progressive knowledge and concepts. Concepts are revisited and built upon year on year, cumulatively developing knowledge and deepening understanding.



READING

Through hearing and reading stories, children are exposed to a wide range of ideas and vocabulary. Children read throughout our curriculum to improve their knowledge of the world we live in and build their vocabulary. High quality texts that relate to the content or theme of a year group’s topic are carefully selected and used by the teacher within lessons. Texts are also offered to the children to read during our “read for pleasure” sessions.



UTILISING EVIDENCE

All of our staff receive robust and sustained professional development for evidence-informed approaches to teaching. Our teachers integrate findings from research with their professional experience in order to establish the ‘best bets’ for classroom practice. For example, we have completed cycles of professional development based on Rosenshine’s Principles of Instruction and EEF guidance reports. Our teachers are increasingly informed by cognitive science: they place a high value on retrieval practice and strategies to manage children’s cognitive load, such as dual coding (integrating images and spoken language) and breaking content into small steps.



RETRIEVAL

Through retrieving previously learnt information, children’s memories are strengthened and they are more likely to remember knowledge in the long term. At The Coppice we are aware of this and use spaced and interleaved retrieval practice, quizzes and questioning.



PROGRESS

Progress has been made when there is a change in long term memory. Our curriculum is deliberately planned so that links are made within and across subjects and knowledge is built upon year on year. Skills in each subject are also developed through the knowledge being learnt and Art, DT, Music and PE are designed around technique development as well as subject specific knowledge. Assessments within each subject check children are retaining knowledge and making progress.

SUPPORT FOR ALL

At The Coppice we aim to leave no talent undiscovered. All staff endeavour to overcome children’s barriers to learning and understand how to support learners with difficulties such as poor working memory.

CURRICULUM RESEARCH AT THE COPPICE



At The Coppice Primary School, we are keen advocates of research-informed practice.



KNOWLEDGE IS ESSENTIAL

Research shows that children learn best when lessons focus on the teacher helping children remember and apply knowledge.

Knowledge is valued and specified.

Knowledge is well sequenced.

Knowledge is taught to be remembered.



COGNITIVE LOAD

Learning is a change in the long-term memory.

Teaching is therefore organised into short chunks, conscious of working memory.

Teachers consider 'noise' reduction when making resources.



DUAL CODING

Teaching integrates verbal and images to help understanding.



PRINCIPLES OF INSTRUCTION

I do, we do, you do.

Introductions are clear and detailed.

Teacher thinks aloud, models steps and provides explanations and examples.

Children are monitored during independent practice.



SPACED AND INTERLEAVED RETRIEVAL PRACTICE

Low-stakes testing.

Quick quizzes.

Flash cards.

Multiple choice questions.



MASTERY APPROACH

Our curriculum is achievable for all. All children are capable of achieving high standards and the large majority will progress through the curriculum content at the same pace.

Differentiation is achieved through emphasising deeper understanding and through individual support.