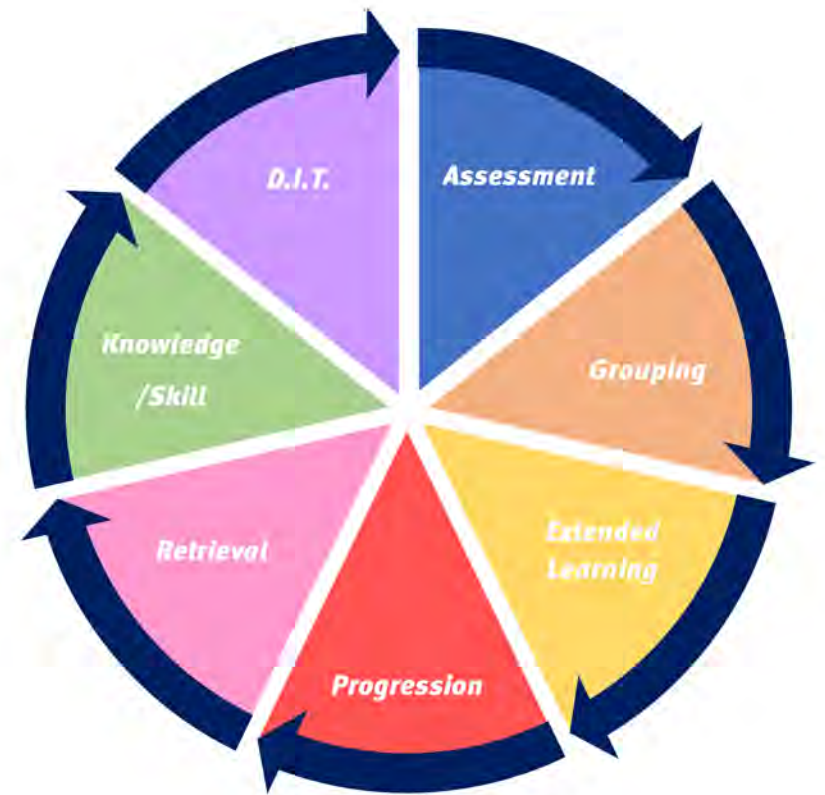


# Redhill Curriculum Framework



## What is Redhill School's EDUCATIONAL INTENT for Assessment?

- ❑ Assessment at Redhill, whether summative or formative, is used as a tool to inform ongoing learning and pedagogy.
- ❑ Assessment is designed in order to inform all leaders, teachers and pupils about knowledge and skill acquisition, and to identify specific gaps and/or where more practice is needed.
- ❑ We recognise that learning isn't linear and the curriculum is designed to identify barriers, to allow teachers to plan the most effective ways to overcome and circumvent these problems through the efficacy of DIT activities.
- ❑ Assessments are organised to ensure that the curriculum is ambitious, challenging and builds knowledge and skills over time - for all learners, at all levels.
- ❑ The careful design of assessment explicitly informs feedback.
- ❑ Assessments relate heavily to the curriculum 'model', strategically challenging pupils to recall and strengthen the right pieces of learning and understanding.
- ❑ The process of assessment at Redhill is not used as the end point, but as the beginning of future achievement.
- ❑ Alongside subject specific knowledge and skills, the curriculum is designed to ensure that Literacy, Numeracy and Oracy assessment takes place across subjects, as well as the building and developing of our four key 'life' skills: Communication, Collaboration, Critical Thinking and Creativity.

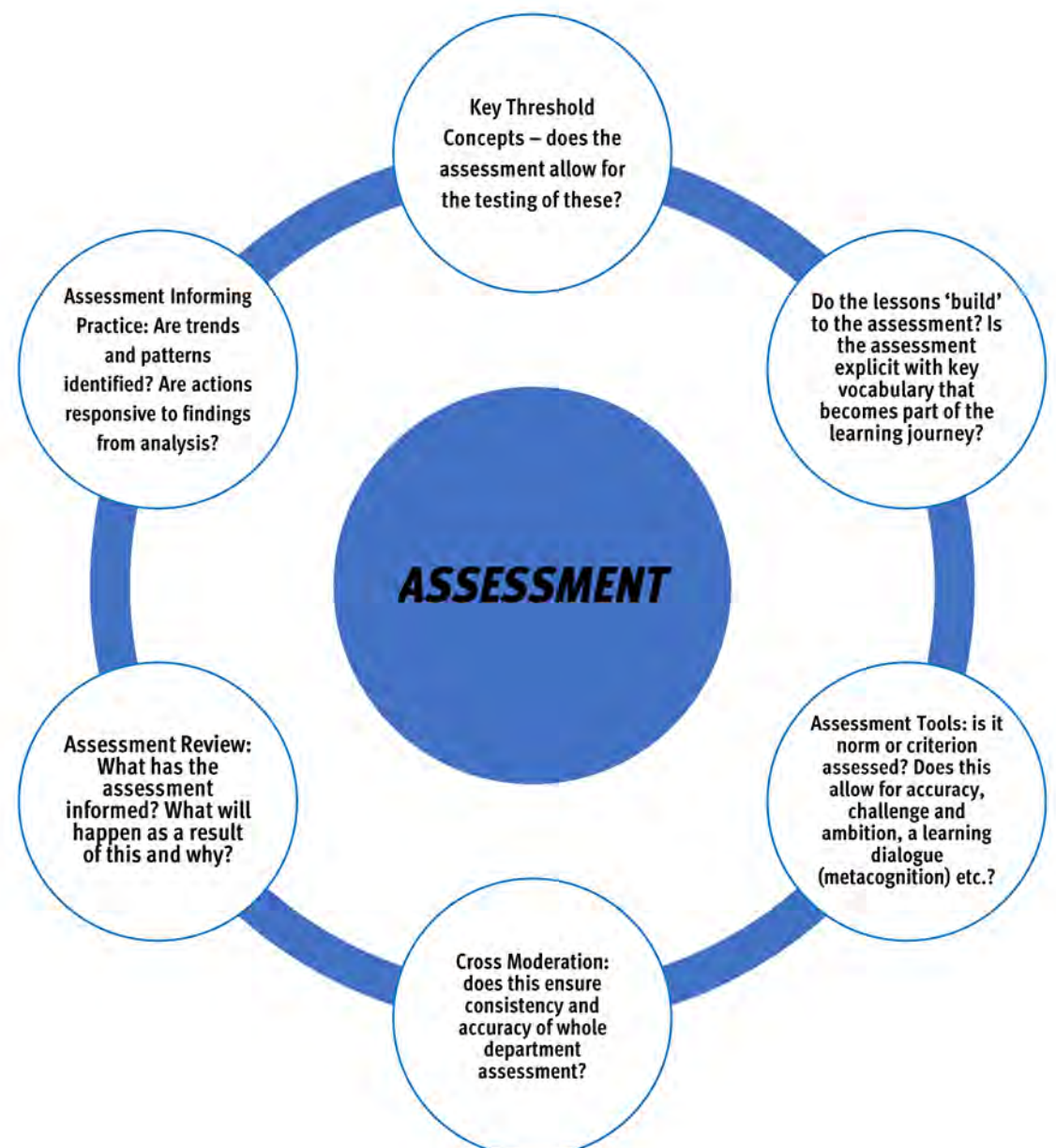


## Redhill Educational Intent for Assessment: Expectations

- ❑ Clearly outlined threshold concepts, which have been mapped over 5 years and be seen as building blocks; this should be organised/sequenced so that it builds on prior knowledge and moves learning forward towards a defined end point.
- ❑ Teachers and learners are able to see and articulate the learning journey
- ❑ The journey has got to be explicit to all stakeholders, not only in the teaching, but also the resources/materials, and of course the assessment.
- ❑ Teaching should be informed by the assessment; there should be explicit learning conversations that show that lessons are building towards an assessment.
- ❑ Assessment *informs* Adaptive Learning/Responsive Teaching

## Assessment - Quality of Education Expectations for Reviews:

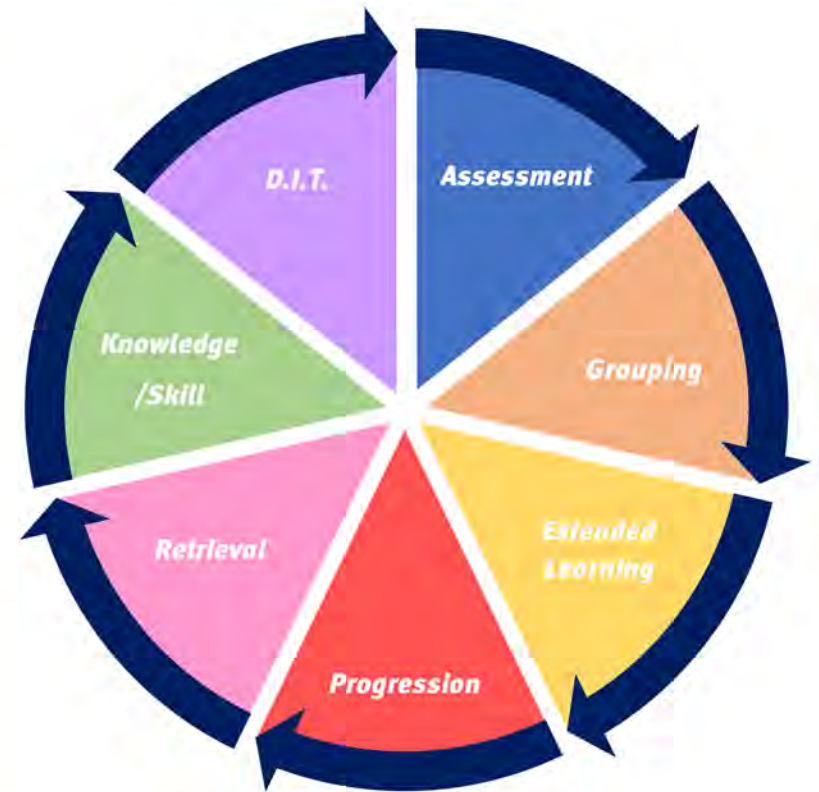
- ✓ Key threshold concepts that are clearly mapped for the 5-year curriculum model. Evidence: Curriculum Model – is what is seen faithful to the model and are there explicit opportunities to build/develop knowledge and skills?
- ✓ Clear evidence of Questioning and Purposeful Starts – Evidence: lessons begin with a learning question; cold-calling; question bouncing; open questions/hinge questions that are followed up (knowledge of pupils will be evident (PP First; HPA questions that stretch and challenge; strategies to support LPA etc.).
- ✓ Targeted Vocabulary Instruction – Evidence: key vocabulary is identified and plays a key role in the learning journey and the assessment. There will be evidence of the explicit teaching of vocabulary.
- ✓ Assessment criteria that is explicit and demonstrates clearly to all stakeholders how to make progress from a variety of starting points. Evidence: evidence of modelling and scaffolding; pupils being able to precisely articulate their learning journey; forensic feedback that is acted upon and clearly moves learning forward; peer and self-assessment that demonstrates progress of pupils building on prior knowledge/skills and feeding forward into future learning.





## What is Redhill School's EDUCATIONAL INTENT for Groupings?

- ❑ Groupings are responsive to the needs of pupils and are agile in their design to maximise pupil progress.
- ❑ Setting within areas will be strategic and based upon prior attainment and EAP for pupils.
- ❑ During learning, teachers will use grouping strategies to ensure that: prior learning is activated; pupils are supported, as well as challenged; pupils are actively engaged in the learning; gaps in knowledge and skill are closed.
- ❑ Re-grouping during DIT and RP will take place, wherever possible
- ❑ As part of T&L, planning for groups will take place (responsive differentiation) to ensure that all learners can access learning materials.

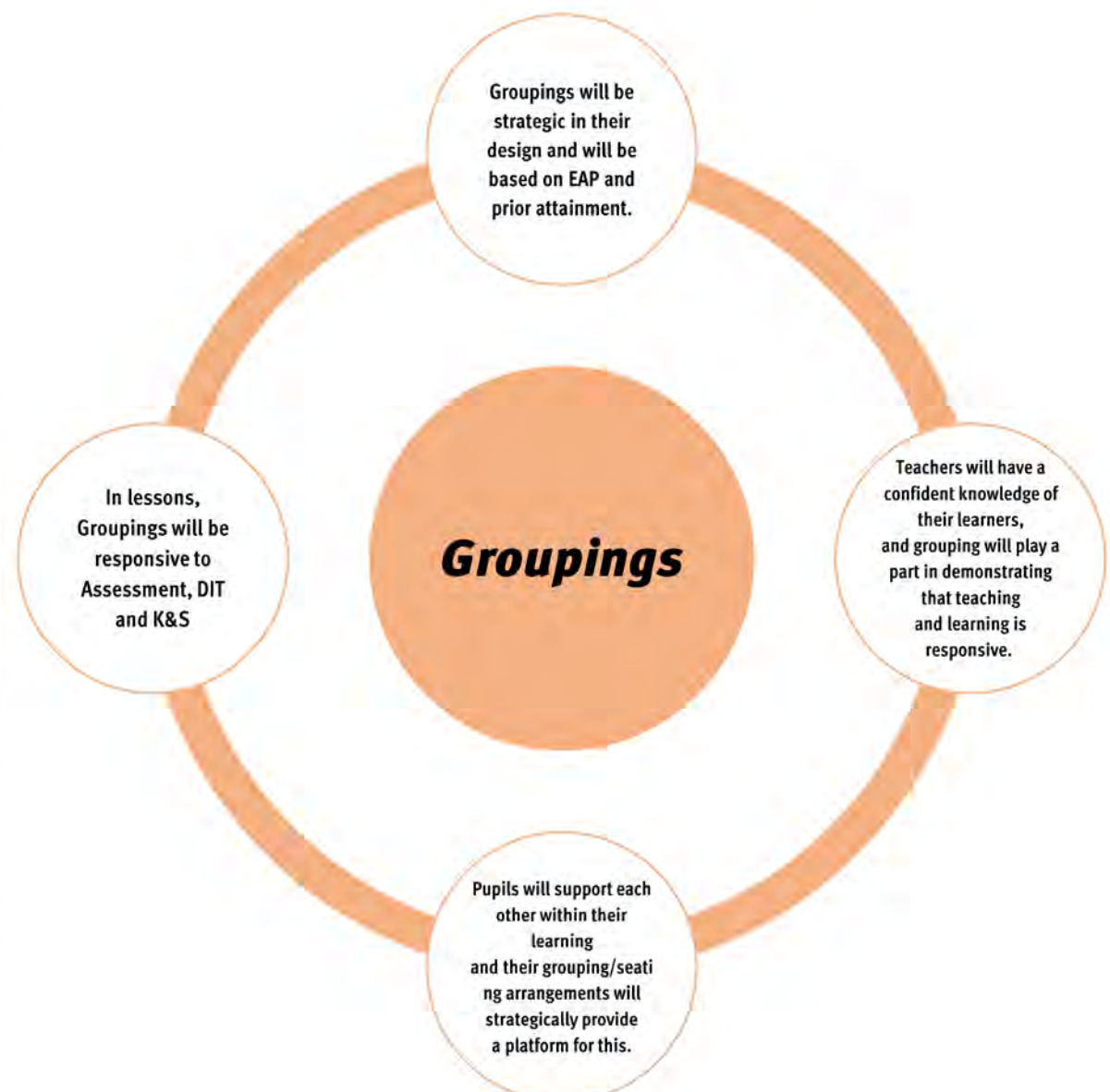


## Redhill Educational Intent for Groupings: Expectations

- ❑ There will be a clear rationale for groupings within Learning Areas, which will be based on EAP and prior attainment.
- ❑ Groupings will be agile; they will be designed based on a confident knowledge of pupils (Knowing our Learners) and assessment data.
- ❑ Groupings will be used to challenge, support and be responsive to the needs of the pupils – responsive teaching (differentiation)
- ❑ Within T&L, teachers will use grouping strategies to support the learning of pupils and to maximise progress.

## Groupings - Quality of Education Expectations for Reviews:

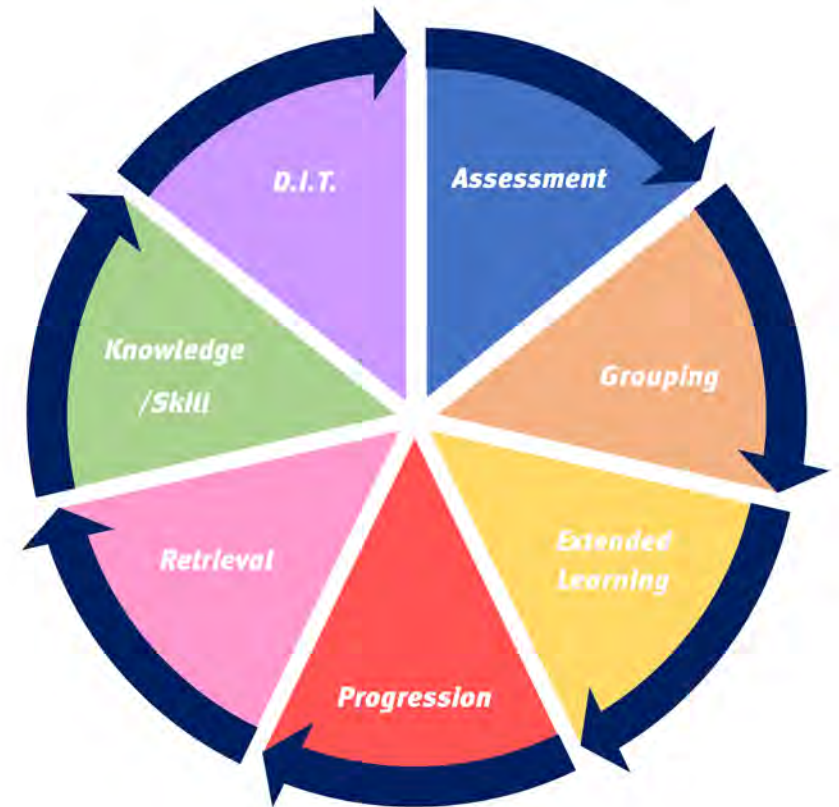
- ✓ Groupings will be strategic in their design and will be based on EAP and prior attainment.
- ✓ Teachers will have a confident knowledge of their learners, and grouping will play a part in demonstrating that teaching and learning is responsive.
- ✓ Pupils will support each other within their learning and their grouping/seating arrangements will strategically provide a platform for this.
- ✓ In lessons, Groupings will be responsive to Assessment, DIT and K&S; they will be used (where possible) to ensure that: prior learning is activated; pupils are supported, as well as challenged; pupils are actively engaged in the learning; gaps in knowledge and skill are closed.





## What is Redhill School's EDUCATIONAL INTENT for Extended Learning?

- ❑ The approach to Extended Learning will be meaningful and consistent across the school.
- ❑ Extended Learning will be rigorous, not onerous for all stakeholders. Tasks will be purposeful and will be used to promote independence amongst pupils.
- ❑ Our intention is that Extended Learning will consolidate and embed the learning that has taken place inside of the classroom, outside of the classroom.
- ❑ Extended Learning tasks will be sequenced to build knowledge and understanding; it will be informed by AFL and will inform T&L.
- ❑ Tasks will be relevant, clear and responsive to pupils' needs; they will be purposefully designed to ensure that all pupils are able to make progress, at all levels.
- ❑ Extended Learning will be used to provide opportunities to interrupt the forgetting process (retrieval practice) and provide opportunities where pupils arrive with knowledge that is built on within the lesson (for example: the use of flip learning).
- ❑ Disciplinary Literacy (and Numeracy) will also be addressed through Extended Learning; tasks will be designed with subject disciplines in mind and will continue to improve pupils' literacy/numeracy skills.

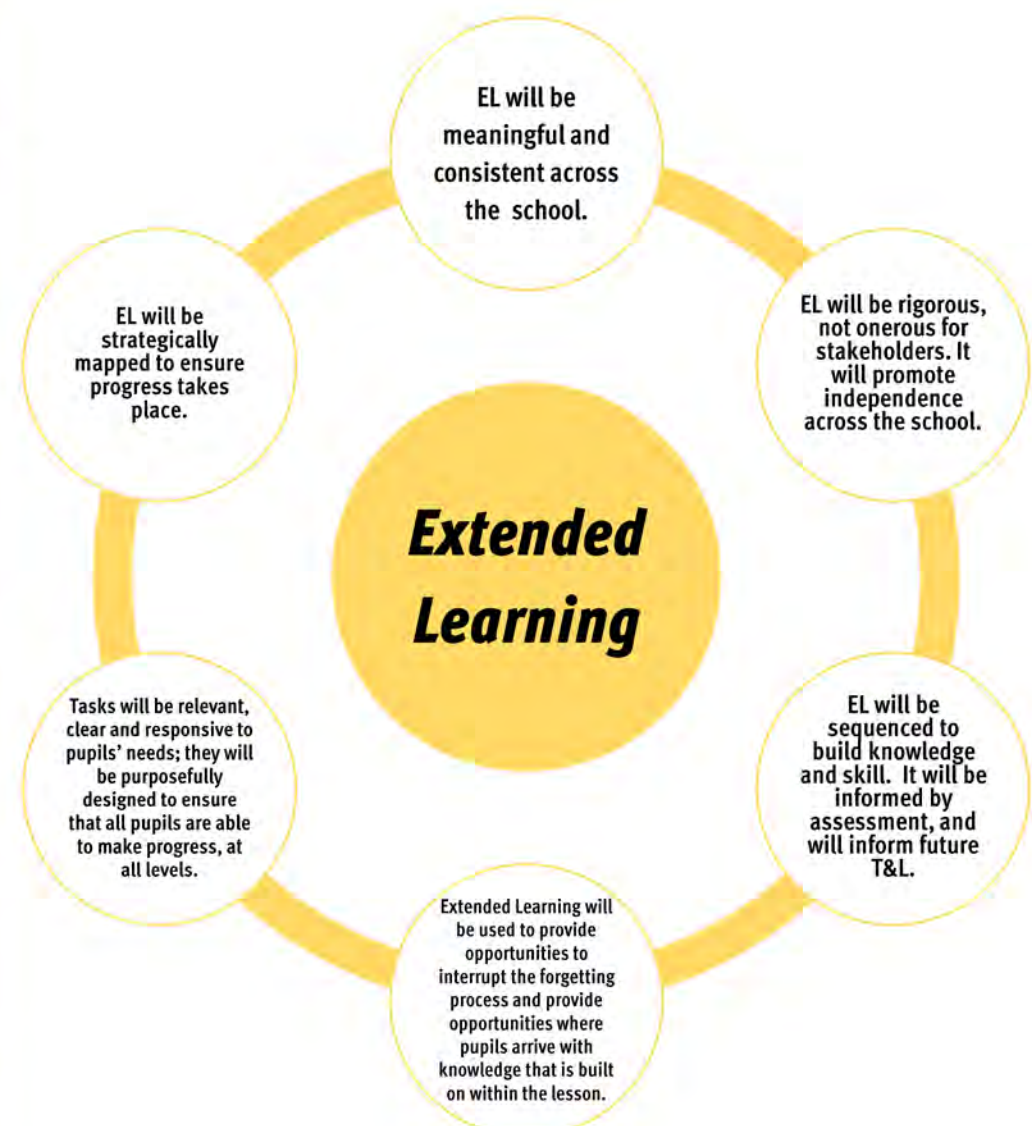


## Redhill Educational Intent for Extended Learning: Expectations

- ❑ All areas will have Extended Learning (EL) strategically mapped on the curriculum models and will be responsive to pupils needs; this will correlate with the whole-school intent and timetable.
- ❑ A considered bank of EL resources will be built, which are relevant, clear and purposeful in their design.
- ❑ Extended Learning will be used in one of the following guises: Flip Learning, Knowledge Organiser, or Developmental Task.
- ❑ There will be high expectations connected to EL, and the tasks set will feed-forward into lessons and future learning, providing opportunities to activate learning, recall/retain knowledge/skill, and consolidate and embed learning.
- ❑ The EL tasks set will be meaningful and purposeful for learners; they will be ambitious in their design, which will challenge pupils, whilst supporting where necessary.
- ❑ Extended Learning will be informed by prior assessment and will continue to inform future T&L.

## Extended Learning - Quality of Education Expectations for Reviews:

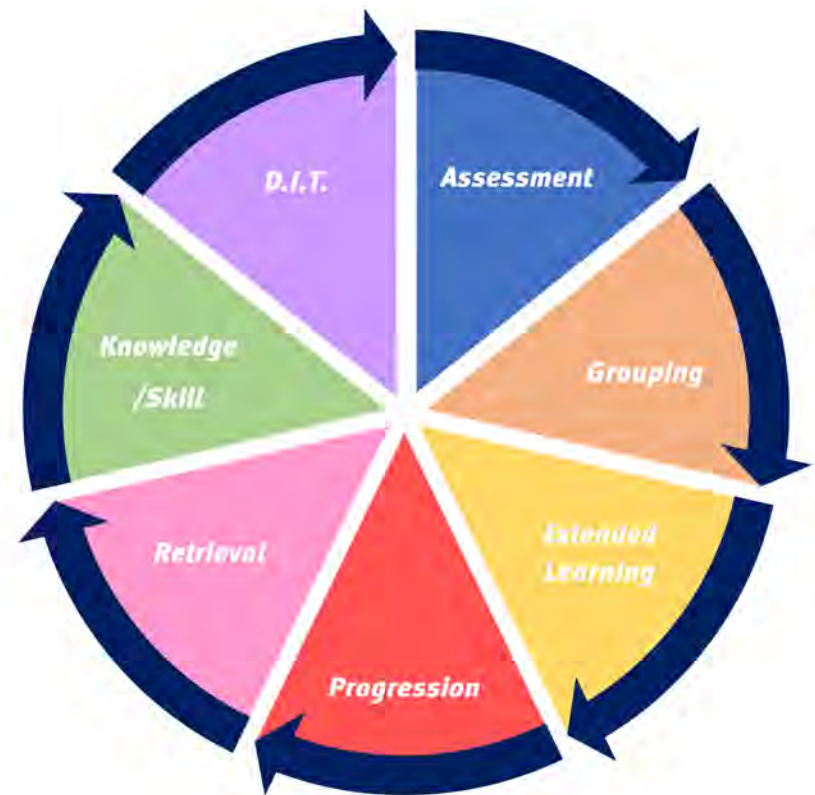
- ✓ Extended Learning is strategically mapped on 5-year curriculum models – Evidence: Curriculum Models and SoW within the department, and a whole school framework, which has EL timetabled for each subject and Year Group.
- ✓ Extended Learning is used to move learning forward and is responsive to the needs of pupils – Evidence: a bank of EL resources, which are differentiated; planning of lessons will have EL tasks embedded within them; pupil voice.
- ✓ Extended Learning will either: activate learning/deepen learning (Flip Learning); help with memory and working memory, by promoting retention and recall of knowledge and skill (Knowledge Organiser); or consolidate and embed knowledge and skill in a DEVELOPMENTAL task – Evidence: clear evidence of these tasks being set, and pupils being explicitly taught how to use knowledge organisers (for example) in book looks and lesson looks; lesson looks and book looks which show EL being used within lessons to move learning forward.
- ✓ Extended Learning will provide opportunities to improve literacy/numeracy skills wherever possible – Evidence: providing extended reading opportunities with strategic reading strategies that help support both the process and learning; numeracy and problem solving opportunities will be provided and will be explicit for pupils; oracy and classroom talk will be used to facilitate the learning within the lessons, as both an AFL tool and to develop quality talk in the classroom.





## What is Redhill School's EDUCATIONAL INTENT for Progression?

- ❑ Progression is planned for: the curriculum is strategically designed for progression.
- ❑ Curriculum is designed, so that knowledge and skills are developed over time.
- ❑ The sequence of learning is organized to ensure that acquisition and application of K&S build at a challenging pace that is appropriate for all learners, at all levels.
- ❑ 'Progress is knowing more and remembering more': the curriculum is designed which allows pupils to recall, remember and retain knowledge and skill.
- ❑ Knowledge and skills are purposefully sequenced and clearly linked to AFL, which allows pupils to understand and articulate their own progress.
- ❑ T&L is measured by progression; therefore the strategic planning for progression is informed by T&L, Assessment, DIT, RP etc.

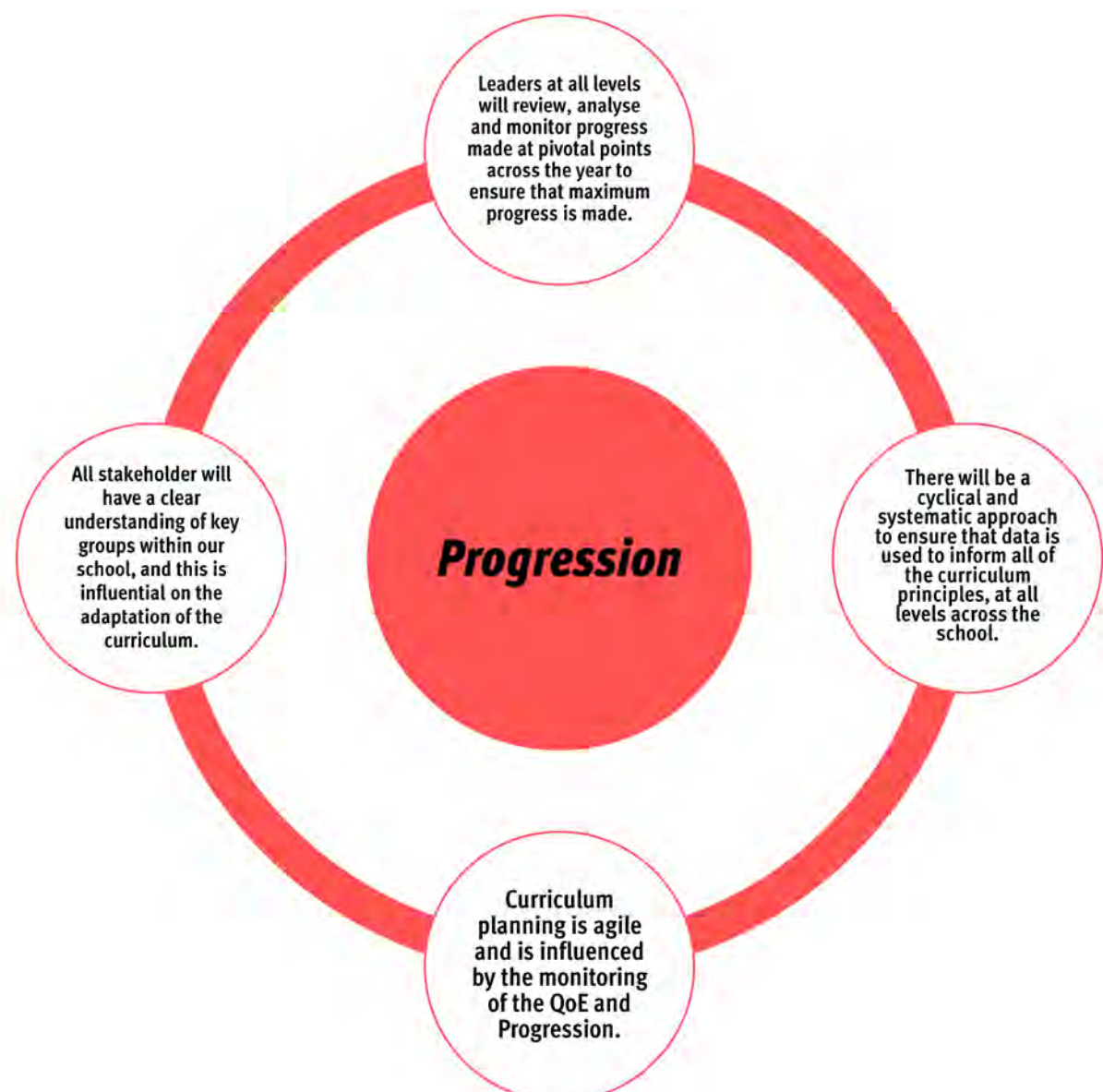


## Redhill Educational Intent for Progression: Expectations

- ❑ Progression is planned for: there is clear evidence that the curriculum has been designed to ensure that pupils make progress.
- ❑ Knowledge and skills are strategically mapped on 5 year curriculum overviews; this will be sequenced to ensure that it is consolidating and embedding prior learning, whilst building, developing and deepening new knowledge and skill.
- ❑ Planning for progression is informed by T&L, Assessment, DIT, RP etc. Therefore T&L will be measured by progression and the impact will be reviewed.
- ❑ The sequence of learning is purposefully organized to ensure that acquisition and application of K&S build at a challenging pace that is appropriate for all learners, at all levels.

## Progression - Quality of Education Expectations for Reviews:

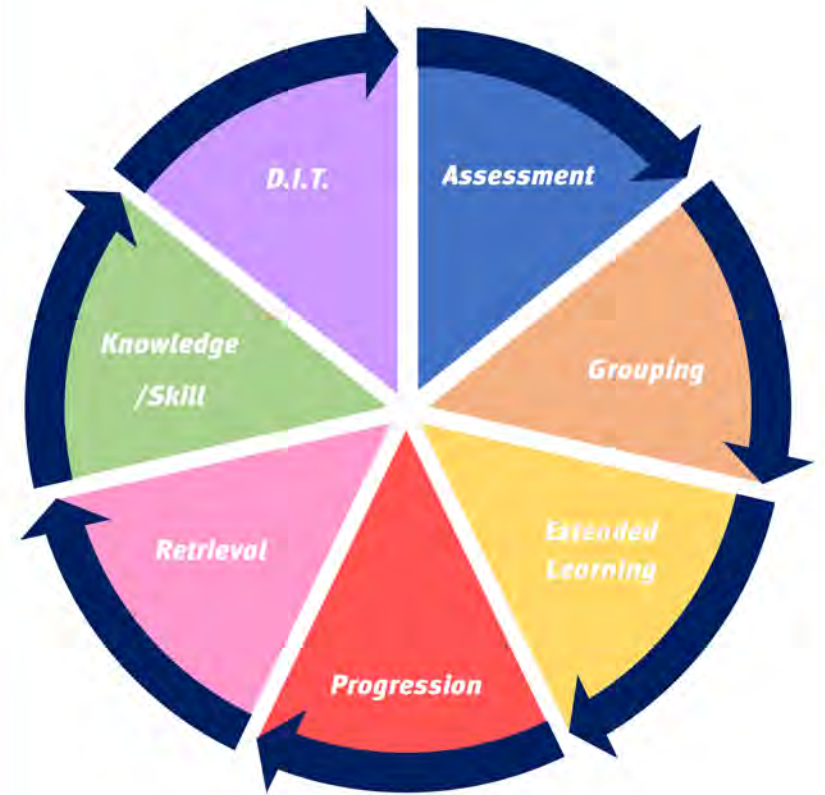
- ✓ Leaders at all levels will review, analyse and monitor progress made at pivotal points across the year to ensure that maximum progress is made.
- ✓ There will be a cyclical and systematic approach to ensure that data is used to inform all of the curriculum principles, at all levels across the school.
- ✓ Curriculum planning is agile and is influenced by the monitoring of the QoE and Progression.
- ✓ All stakeholder will have a clear understanding of key groups within our school, and this is influential on the adaptation of the curriculum.





## What is Redhill School's EDUCATIONAL INTENT for Retrieval Practice?

- ❑ Retrieval Practice at Redhill will ensure that knowledge and skills are interleaved across the curriculum; thoughtful mapping of RP within sequential learning is used to increase the capacity of memory for pupils.
- ❑ *“Progress is knowing more and remembering more”*: Retrieval Practice will allow pupils to recall, remember and retain knowledge and skill. It will help pupils to use knowledge fluently and inform teaching and learning.
- ❑ Retrieval Practice will be another tool that will allow us to identify and close gaps in knowledge and skill – this is not simply about testing but another learning opportunity.
- ❑ Retrieval Practice will be relevant, clear and responsive to pupils’ needs; it will be purposefully designed and mapped to check understanding.
- ❑ Metacognition strategies will be used and will heavily feature within Retrieval Practice to ensure that pupils are able to understand their own learning and thought processes.
- ❑ We recognise that lagged learning is an integral part of making knowledge ‘stick’, so Retrieval Practice allows us to re-test pupils’ understanding of knowledge, which will inform future practice. Therefore, this will ensure that pace of learning matches the needs of learners.
- ❑ There is not a ‘one size fits all approach to RP because we know that at our most ambitious points in the curriculum recall will be more rapid and therefore challenge and depth will be incorporated at a much quicker pace.



## Redhill Educational Intent for Retrieval Practice: Expectations

- ❑ All areas will purposefully map Retrieval Practice and use this as an opportunity to re-visit key threshold concepts throughout the 5 year journey.
- ❑ Retrieval Practice will re-test pupil understanding of prior knowledge, which will be lagged.
- ❑ Retrieval Practice is agile and will assume many guises; its’ aim is to consolidate and embed prior learning, whilst building, developing and deepening new knowledge and skill.
- ❑ Questioning will be used to check understanding and retrieve prior knowledge; teaching will be responsive to the pupils’ ability to recall and then challenge by introducing new knowledge and skill.
- ❑ Retrieval Practice will match the needs of pupils; prior knowledge will form the basis of further knowledge acquisition and the deepening of knowledge, at a rapid pace that is challenging for all learners, at all levels.

## Retrieval Practice - Quality of Education Expectations for Reviews:

- ✓ Retrieval Practice of key threshold concepts will be purposefully mapped across the 5-year curriculum model - Evidence: Curriculum Model – is what is seen faithful to the model and are there explicit opportunities for the testing of lagged learning? Does RP, where possible and relevant, connect, build and deepen knowledge and understanding?
- ✓ The testing of lagged learning will be accomplished through Retrieval Practice - Evidence: a bank of RP activities where possible; explicit opportunities of the re-testing of prior knowledge and understanding and where appropriate the building, deepening and connecting of new knowledge and skill.
- ✓ Strategic Questioning and other AFL strategies will be used to check the fluency of knowledge and understanding - Evidence: question bouncing; open questions/hinge questions that are followed up (knowledge of pupils will be evident (PP First; HPA questions that stretch and challenge; strategies to support LPA etc).
- ✓ Retrieval Practice will be responsive and agile; it will help to set the pace for learning (where appropriate) and will be challenging and deepen learning – Evidence: RP strategies will be explicit (clear in lesson looks, book looks, pupil voice, teacher voice); it will re-visit prior learning and will assess knowledge and understanding before building and connecting new knowledge and skill; it will be mapped and strategically designed on LTOs to ensure that interleaved practice does not contribute to cognitive overload and helps with linear assessment.

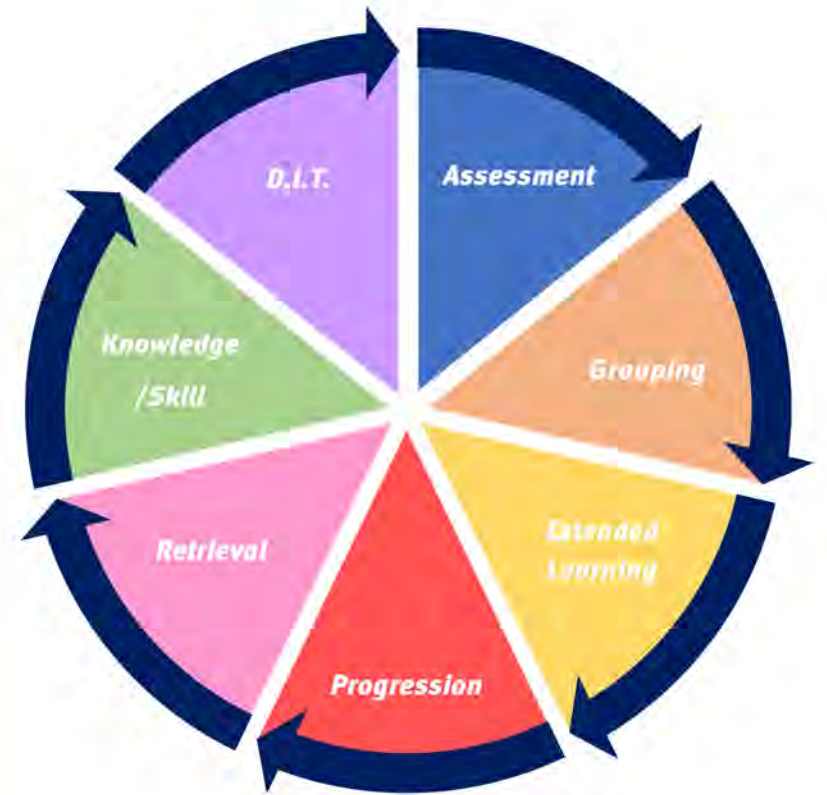


# Redhill Curriculum Framework



## What is Redhill School's EDUCATIONAL INTENT for Knowledge & Skills?

- ❑ 'Progress is knowing more and remembering more': K&S will be sequenced, so that learning builds over time and will ensure that pupils are appropriately challenged at all levels across the school.
- ❑ Key Threshold Concepts are identified within subjects and are fundamental in the curriculum design; this ensures that learning is transformative, challenging, discursive and integrative for pupils.
- ❑ The careful sequencing of the acquisition and the application of knowledge and skills is paramount in curriculum design, which will ensure that pupils are given regular opportunities to recall, re-visit and remember.
- ❑ Progression is clearly planned for: knowledge and skills are strategically mapped on 5 year curriculum overviews; this will be sequenced to ensure that it is consolidating and embedding prior learning, whilst building, developing and deepening new knowledge and skill.
- ❑ The breadth and depth of knowledge and skills are carefully considered and purposefully mapped within our curriculum design to ensure that pupils have a wider exposition to the subject disciplines they study.
- ❑ The careful design of assessment, DIT and RP are explicitly informed by knowledge and skills within our curriculum design.
- ❑ Alongside subject specific knowledge and skills, the curriculum is designed to ensure that Literacy, Numeracy and Oracy assessment takes place across subjects, as well as the building and developing of our four key 'life' skills: Communication, Collaboration, Critical Thinking and Creativity.



## Redhill Educational Intent for Knowledge & Skills: Expectations

- ❑ Clearly outlined threshold concepts, which have been mapped over 5 years and be seen as building blocks; this should be organised/sequenced so that it builds on prior knowledge and moves learning forward towards a defined end point.
- ❑ Teachers and learners are able to see and articulate the learning journey: the knowledge and skills should build over time.
- ❑ The journey has got to be explicit to all stakeholders, not only in the teaching, but also the resources/materials, and of course the assessment.
- ❑ Depth and breadth of Knowledge and Skills will be appropriate for all learners, at all levels.
- ❑ The careful design of the curriculum will allow for continuous improvement; key threshold concepts will inform assessment design, DIT and RP.

## Knowledge & Skills - Quality of Education Expectations for Reviews:

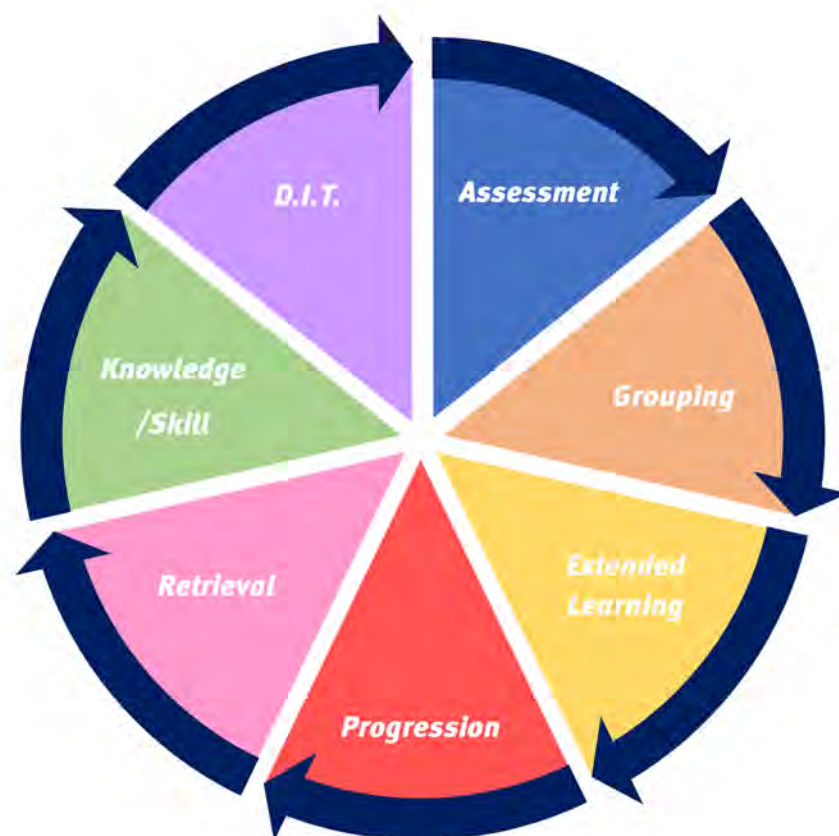
- ✓ Knowledge and skills will strategically mapped over 5 years on curriculum overviews; progression will be planned for and K&S will build over time.
- ✓ All stakeholders will have a clear understanding of key threshold concepts within subject disciplines, and will be able to articulate the sequence of learning, which is appropriate for all learners, at all levels.
- ✓ Tier 2 and Tier 3 vocabulary will be explicitly taught within each subject discipline (where appropriate within the sequence of learning) and pupils will regularly be exposed to quality models of disciplinary talk.
- ✓ Interleaved learning and responsive teaching will be paramount in the sequencing and the AFL that takes place with knowledge acquisition and application.
- ✓ Pupils will be given regular opportunities (which will be mapped as well as be responsive) to apply and to revisit knowledge and skills.





## What is Redhill School's EDUCATIONAL INTENT for DIT?

- ❑ DIT at Redhill will be responsive to the 'gaps' in knowledge and skills; it will be used strategically, in order to move learning forward.
- ❑ Gaps identified within assessment will inform differentiated DIT tasks – DIT will inform future teaching and learning.
- ❑ Feedback will be precise and forensic. It will retrieve prior knowledge and will be faithful to the assessment criteria.
- ❑ DIT tasks will be relevant, clear and responsive to pupils' needs; they will be purposefully designed to ensure that all pupils are able to make progress.
- ❑ DIT tasks set will be ambitious and challenging, in order to deepen pupils' learning and will ensure that the acquisition and application of knowledge and skills are balanced within the learning journey.
- ❑ Metacognition strategies will be used and will heavily feature within DIT and feedback to ensure that pupils are able to understand their own learning and thought processes; it will illuminate gaps and misconceptions, which will be swiftly addressed with these tasks.



## Redhill Educational Intent for DIT: Expectations

- ❑ All areas will have DIT and tasks that are strategically mapped on the curriculum models, which will respond to assessment criteria and analysis.
- ❑ There will be evidence of feedback that is clear and specific for all stakeholder, and allows all pupils to be confident in a learning dialogue about how to make progress.
- ❑ Pupils will be able to articulate 'what they are doing' and most importantly 'why they are doing it.' They will also be able to explain where they are currently at in the learning journey and what they need to do in order to improve.
- ❑ A considered bank of DIT resources and tasks will be built, which are relevant, clear and purposeful in their design – these will clearly align to key skills/knowledge, in order for pupils to move forward in their learning.
- ❑ Teachers will be able to articulate the rationale for differentiation/groupings for pupils during DIT activities. Planning for differentiation will be mapped on the curriculum models and DIT resources will be created, but individual teachers will ensure that they are responsive to pupils needs and assessment outcomes.
- ❑ DIT will be informed by prior assessment and will continue to inform future T&L. The future learning and assessment will 'test' the success of DIT, which will be strategically mapped through curriculum design.

## DIT - Quality of Education Expectations for Reviews:

- ✓ DIT is strategically mapped on 5-year curriculum models – Evidence: Curriculum Model – is what is seen faithful to the model and are there explicit opportunities to build on prior knowledge and skills and to address errors and/or misconceptions? Opportunities built in to ensure that the success of DIT is meaningful and progress is shown.
- ✓ Clear evidence of dialogic teaching and structured classroom talk – Evidence: sentence stems being used, listening ladders, thinking time, asking why questions, pupils leading their own talk, use of the oracy framework to talk about talk and assess talk etc.
- ✓ DIT tasks that are relevant, purposeful and designed to ensure that pupils' learning moves forward. Evidence: bank of DIT resources, DIT tasks, which are informed by AFL and analysis, clear rationale for groupings/differentiation during DIT, pupils are able to articulate where they are in the learning journey and specifically how they can improve.
- ✓ Feedback that is forensic, purposeful and meaningful to all stakeholders. Evidence: clear evidence of feedback that is strategic in design and allows for progress, which can be found in work trawls, learning walks, pupil voice, teacher voice etc.
- ✓ Clear evidence of DIT being informed by Assessment. Evidence: DIT tasks will be differentiated according to pupil outcomes; assessment (where possible) will be designed to align with DIT tasks and there will be a clear rationale about why pupils are completing specific tasks to achieve specific outcomes.

