

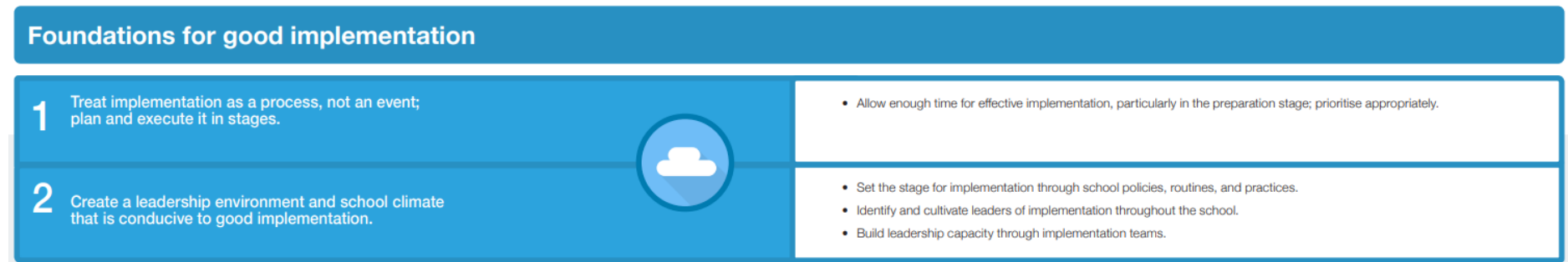
Foxborough Curriculum Development Plan 2020-2024



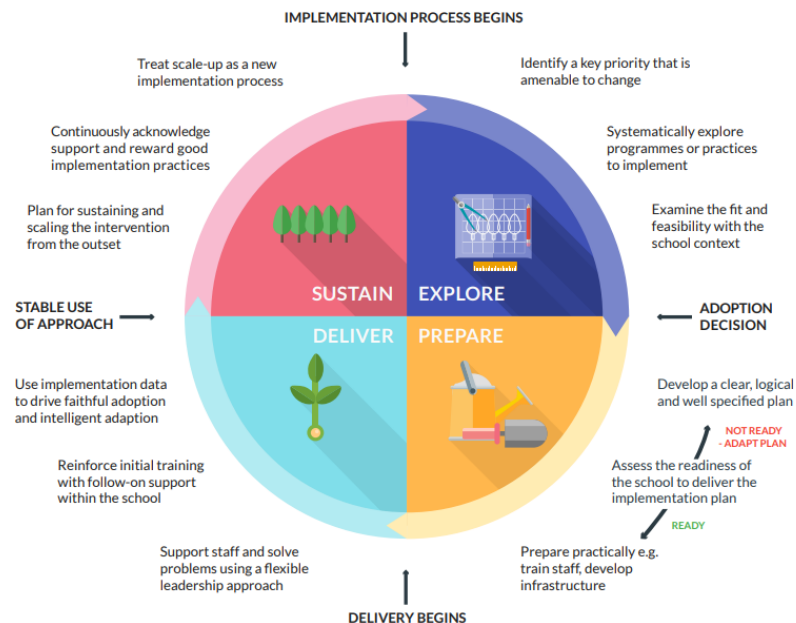
At Foxborough, we know that the curriculum is never a finished piece of work. We also know that at Primary level, in a small school, we do not have the capacity to improve every curriculum area at all once. By prioritising areas of the curriculum for improvement, we have been able to ensure that subjects are given dedicated focus, training and development so that we can carefully plan, implement and sustain improvement. We have named these 'Spotlight subjects'.

In order to do this, we have used the EEF document, 'Putting Evidence to work – A School's Guide to Implementation'. We have followed these recommendations to ensure that all staff are using an evidence-based approach to implementation that can be communicated effectively.

The first and second principles have been embedded over time and set the foundations for good implementation:



The following principles have been applied as part of the implementation process over a period of years in order to ensure that this school improvement work is thorough and embedded.



Phases of implementation	Implementation principles
Across all phases	Patient: Keep in mind that implementation is a process, not a one-time event Prudent: Make as few changes as possible whilst maintaining an effective and improving school Context-specific: Consider the fit and feasibility of any change given the context within which it would need to be delivered
Explore	Needs-based: Start by understanding the problem before looking for the solution Evidence-informed: Make changes based on the best available evidence and knowledge of the context
Prepare	Prepared: Invest time and resource into the planning stage Proactive: Reduce the barriers and increase the facilitators for effective implementation from the beginning and throughout
Deliver and Sustain	Intentional: Follow a carefully planned and responsive process to delivering the improvement Secure: Make informed decisions on scaling-up or scaling-back

The following table demonstrates how we have used the EEF implementation guide to inform our curriculum development over a 4 year period.

Curriculum Spotlighting:

	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Science	Recovery	Explore and Prepare	Deliver	Sustain
PE	Recovery	Sustain	Explore and Prepare	Deliver
PSHE	Deliver	Sustain	Sustain	Explore
Computing	Explore and Prepare	Deliver	Sustain	Explore
RE	Explore and Prepare	Deliver	Sustain	Explore
History		Explore and Prepare	Deliver	Sustain
Geography		Explore and Prepare	Deliver	Sustain
Art & Design		Explore and Prepare	Deliver	Sustain
Design Technology			Explore and Prepare	Deliver
French			Explore and Prepare	Deliver
Music			Explore and Prepare	Deliver

2020-21

Following the pandemic, based on contextual knowledge of the school and pupils, we began by ‘spotlighting’ Science, PE and PSHE. We knew that pupils’ opportunities to learn **Science** at home had been limited, particularly without access to resources and practical experiences. Therefore, we analysed gaps in curriculum coverage and used assessment to understand where pupils’ knowledge and understanding was lacking. We looked at ‘threshold concepts’ that we knew were important for the pupils to grasp in order to inform future learning and made informed decisions about what to teach in this year. The STEM lead introduced knowledge organisers and key vocabulary for each topic to ensure that both teachers and pupils had a good understanding of the knowledge in that unit.

In **PE**, pupils were taught an extra half an hour per week of class-based learning to support their understanding of healthy living and eating. In response to the new RSHE curriculum we introduced ‘**Jigsaw PSHE**’ schemes of work. These coherently sequenced schemes of work have supported staff to deliver lessons that cover a broad range of topics in an age-appropriate way to enhance their moral, cultural and spiritual understanding of the world as well as promoting mental health and wellbeing. We also increased the amount of PSHE time to 1 hour.

Staff engaged in a series of CPDL sessions around each subject area in order to develop their subject knowledge and subject-specific pedagogy of these subjects. The impact was that pupils were able to secure key concepts in Science that had been missed due to school closures; in PSHE this created a sustainable legacy in the way that PSHE is taught consistently across the school; in PE pupils were able to develop their knowledge and understanding of healthy living as well as have time to rebuild their physical strength and stamina after prolonged periods of time indoors.

During this year, subject leaders for RE and Computing used this time to audit the current provision in the school by analysing the curriculum offer, quality of education and stakeholder voice. They used this information to explore and prepare what improvements needed to be made and to prepare an implementation plan. These subjects were prioritised in this cycle as they were identified by school leadership as needing the most urgent improvement.

2021- 2022

During this academic year, the staff collaborated to come up with the principles of the Foxborough curriculum: **Knowledge, Exploration and Communication**. We used these as guiding principles to make decisions about the Foxborough curriculum.

The school subscribed to '**Discovery RE**'. This is an enquiry-based approach to RE that aligns with the Foxborough principles for curriculum. Children have the ability to build knowledge of range of religions that we selected as a school to align with the local RE offer (SACRE) and to reflect the faiths within our community. Christianity is taught in every year group through the units of Christmas and Easter which enables children to deepen their understanding year on year. Staff attended a programme of CPDL to introduce the materials, understand the sequencing of the curriculum and to understand how to approach enquiry-based learning. During this year we also launched our Oracy School Development Priority. This provided a further opportunity to develop teachers' pedagogical knowledge around creating structured opportunities for discussion and debate which enhanced the quality of RE lessons.

The subject leader for **Computing** implemented new schemes of work from 'Teach Computing'. These DfE endorsed schemes of work are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. The taxonomy of 10 strands which are taught, meet and, in some areas, exceed the expectations of the National Curriculum. The knowledge is clearly defined and is combined with practical opportunities for pupils to develop their programming skills as well as understanding of online safety. Staff attended a programme of CPDL led by the subject leader to develop their pedagogical and subject-knowledge as well as knowledge of the schemes of work and how to implement them.

During this year, SLT undertook some through research of principles of curriculum design and continued to work on the design of the curriculum improvement and development. As a small school with limited subject-specialisms and little capacity to write schemes of work from scratch, we began researching other schemes that would meet the ambitious aims of the school, align with our values and support teacher workload. Towards the end of the year, we consulted with staff and chose the Primary Knowledge Curriculum (PKC). During the Summer term, we began a programme of CPDL to understand the principles of the PKC and to share resources with staff ahead of the new academic year.

2022-2023

This academic year we implemented the PKC (Primary Knowledge Curriculum) across four subjects: **Science, History, Geography and Art**. These schemes of work are in complete alignment with the overall aims of our curriculum: **Knowledge, Exploration and Communication**. The schemes of work have had a profound impact on what children know and can remember in these subjects. Pupils have developed disciplinary knowledge which exceeds the expectations of the National Curriculum. More information on the PKC can be found in the subject sections on our website.

These schemes of work also supported staff subject knowledge and teacher workload. A significant amount of CPDL time in this year was allocated to developing staff understanding of how to use these schemes of work with integrity and fidelity to the intended curriculum. We particularly looked at how the PKC can support the lowest 20% of pupils and pupils with SEND or vulnerabilities. Staff worked together collaboratively using evidence-informed strategies on adaptive teaching to

understand how to identify component knowledge and ensure that this is secure before moving on through the curriculum. Staff also looked at pedagogical strategies around adaptive teaching and scaffolding to ensure that teaching supports these learners.

Feedback from the Trust evaluation in July 2023 stated:

‘The implementation of the PKC this year is impressive. The impact that this has had on the pupils’ learning in the four PKC subjects is incredibly positive. The way that the pupils talk about the subjects demonstrates their depth of knowledge and understanding. The pupils are excited for their lessons and their memory has increased – the pupils’ retention is a clear strength. This has been supported through the spiral nature of the curriculum and the focus on retrieval of core knowledge that is clearly indicated in the unit plans. The routine structure of the lesson plans has removed cognitive overload allowing pupils to get more quickly into the content of each lesson and move more quickly through the curriculum.’

‘Pupil voice indicated that the PKC scheme is having a profound impact on pupils’ knowledge and understanding. Pupils could talk articulately about their learning this academic year in history, geography, science and art. They demonstrated a deep and sophisticated subject knowledge across the curriculum.’

Music was in an ‘Explore and prepare’ phase during this year. Pupils were able to experience a curriculum that met the demands of the National curriculum as well as having opportunities to participate in performances in every year group. Furthermore, a music specialist teacher taught one term of music to each year group in which they took part in instrument lessons. The music lead had a significant amount of CPDL time allocated to the development of the curriculum which will be implemented in 2023-24.

During this year, the curriculum lead and subject leader undertook research into schemes of work for **DT** before settling on the PKC, which was released during this academic year. The subject leader and curriculum lead led CPDL for staff during the summer term to introduce the PKC schemes of work and a pilot unit was trialed and evaluated in the summer term ahead of its full implementation in 2023-24.

During this year **PE** was in an ‘Explore and Prepare’ stage of development. The subject leader worked with our sports coach to trial a scheme of work from PE Scholar. This curriculum has been developed by an expert working within Pioneer Educational Trust. Therefore, the sports coach and subject leader were able to receive support and provide feedback on the pilot. These schemes of work are due to be introduced to staff in Autumn 2023. This will include support for subject knowledge and pedagogy for staff as well as increased time in the timetable for PE to be duly prioritised.

Until the end of the academic year 2022- 2023, **French** has been delivered by a French-speaking HLTA. However, this member of staff has now retired and we have been exploring how to support staff who are non-native speakers to continue to deliver a high-quality curriculum.

2023-24

Our ‘spotlight subjects’ for this academic year will be PE, DT, French and Music. During this year we will be supporting staff through a programme of professional development to support their subject knowledge and subject-specific pedagogy as well as focused monitoring, feedback and coaching to support the implementation of a high-quality curriculum in line with other subjects at Foxborough.

In recognition of the fact that the curriculum is never a finished product, subject leaders in Computing, RE and PSHE will be exploring and evaluating the curriculum in preparation for further development the following academic year. Subjects implemented last academic year will be carefully monitored in order to ensure we sustain the success observed this year.