

KS2 Curriculum Rationale



CORNFIELD SCHOOL

LEARNING FOR LIFE

INTENT



Alignment to National Curriculum

The KS2 pupils at Cornfield follow the National Curriculum primary framework document. Our thematic curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our boys to become independent and resilient. We want to equip pupils with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences as they move through KS3, KS4 and later life.



End Points

At the start of each unit, end points are shared with pupils ensuring they have a good understanding of what they are learning, and how they will achieve this. Initial formative assessment at the beginning of each unit ensures we are able to address any misconceptions and close any gaps. Throughout the units, we use summative assessment as well as higher level questioning to assess understanding. At the end of each half term, we repeat the formative assessment enabling the pupil to reflect on what they have achieved and to inform future planning.



Sequencing

Our spiral curriculum follows a three-year thematic cycle which allows for ease of transition between classes as needed, based on the social and emotional needs of each pupil. Using a spiral cyclic thematic approach ensures fundamental ideas are repeatedly presented throughout the learning and allows for adaptive teaching to reinforce and deepen previous knowledge.



Addressing Social Disadvantage

At Cornfield school our pupils have had a variety of different school experiences before coming to us. We often see large gaps in their subject knowledge and phonological understanding, and their literacy skills are often below age related expectation. On arrival, we assess their baseline and where needed, pupils take part in literacy interventions, including phonics, writing, reading, and oracy skills. PSHE is an integral part of the school day ensuring we are supporting the boys in their emotional literacy. All successes are celebrated and disappointments built on in order to develop resilience.

IMPLEMENTATION



Pedagogical Approaches

In KS2 at Cornfield we always try to stay up to date with pedagogical approaches. We start each lesson with a 'Do Now' task that will allow for retrieval of previous learning, and we use this to check for any misconceptions. We understand that knowledge is the outcome of successful reading and therefore each half termly theme is based around a key text, ensuring we are putting reading at the heart of our curriculum. We also use the interoceptive curriculum to support the boys in the understanding of their bodies leading to more appropriate responses to situations.



Promoting Discussion and Understanding

Discussion and understanding is part of a whole-school ethos. Opportunities are planned into lessons to give children the chance to 'turn and talk' to discuss ideas and to express understanding. Cornfield encourages pupils to use critical thinking and deeper understanding by asking open-ended questions that give the pupil the opportunity to express their thoughts, opinions, and reasoning, encouraging meaningful discussions and promoting active participation



Knowing More and Remembering More

Pupils are encouraged to use their previous learning in every lesson during their 'Do now' and retrieval practice. At the beginning of each unit we revisit previous learning, look at what we already know and ask questions about what we would like to find out. At Cornfield we understand that to be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning.



Teacher Assessment

In KS2, an extended writing piece will take place at the end of every literacy text, using the skills they have built upon during that half term. At the beginning and end of every unit of work formative assessment will take place. Reading comprehension assessments as well as phonics assessments will take place termly. Summative assessment will happen in every lesson, through verbal feedback.

IMPACT



Approach to Assessment

Summative assessment allows the teacher to assess the pupil's current understanding and to plan and adapt accordingly. It is used as an assessment of learning at the end of unit to provide summative judgements. Formative assessment is an assessment for learning. The use of retrieval and recall strategies will support the teacher to monitor pupils understanding on the knowledge and skills taught.



Progress Data

EarWig system is used to record data collected throughout the units. Evidence for data comes from summative assessment at the end of each unit as well as the learning in class and in books. Progress will be shared with parents and carers on a regular basis, including weekly communication, reports and parents evening,



Students' Work

Pupils are encouraged to take pride in their work and use exercise books to record their learning. Learning may not necessarily be written, it may consist of a drawing, collaborative work or a photo. The use of worksheets are discouraged, as they can sometimes provide too much scaffolding to the pupil, however they can be used by the pupil for consolidation and sometimes have their place in the learning journey.



Feedback to Students

Feedback and marking are in the moment, meaning the pupil receives instant verbal feedback within all lessons. A 'helicopter' approach is used to ensure all pupils are worked with during the lesson and that their learning is moved forward..