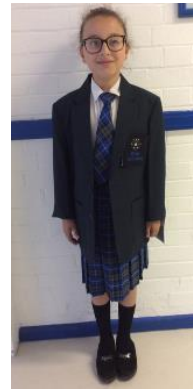
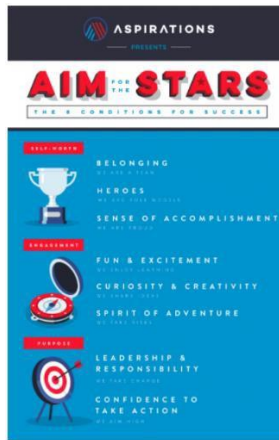


Oriel Academy West London

Aspirations Academy Trust

Dream * Believe * Achieve



Oriel Academy
West London
an Aspirations Academy

Our Curriculum- Vision



Our curriculum is a **knowledge-based, progressive** learning experience that reflects the **cultural experience** and **interests** of our children, but also opens the doors to new **ideas** and ways of **thinking**.

We deliver a curriculum experience which **challenges** and **supports** each learner to **progress** their **abilities** and **understanding** through a **purposeful, engaging** and **authentic** learning experience; this prepares our young people to be **resilient learners** who have the **knowledge, skills** and **attitudes** to embrace an ever-changing world.

Our values of **Engagement, Purpose** and **Self-worth** are woven into our *No Limits* curriculum design; we have also placed **curiosity**, one of the most important non-cognitive skills, at the heart of our learning journeys.

Driving Question=Engagement

**Assignment=Purpose
worth**

Self-reflection/feedback=Self-

We use the National Curriculum and Early Years Foundation Stage as a starting point for our curriculum, but have chosen to adopt a **theme-based approach** personalised to the children of Oriel Academy. This enables our children to **deepen** and **master** their **knowledge** and **skills** in all subjects and make **meaningful links** across the curriculum. To engage learners and prepare them for their next step, our offer goes beyond the National Curriculum, and specific links and units have been designed on the basis that they are **relevant, interesting** and **helpful** to our children in their educational journeys; to complement this, we have designed an **enrichment offer** which complements the learning and ensures our children have the **cultural capital** they need to succeed in life.

We build links in a **systematic** and **structural** way; the fundamentals of our curriculum across the years and across subjects link up in a well-thought out way, so that **knowledge** taught – including **key concepts** and **vocabulary** - is explicitly reinforced and encountered repeatedly in meaningful contexts.

“Knowledge belongs to the many, not the few.” Angela Rayner

An approach shaped by research...

What does the latest research/cognitive science tell us?

- We recognise that there is little point in purveying a fantastic curriculum if the children don't learn it or remember it; we seek to create alterations in long-term memory by building retrieval practise into our curriculum design. It is important to provide opportunities for children to strengthen learned knowledge by developing a curricular experience that makes links within and across subjects and year-groups.
- Cognitive Load Theory (Sweller); Working Memory Theory (Baddeley); Why Knowledge Matters (Hirsch); Principles of Instruction (Rosenshine); Clare Sealy 4D Curriculum; Christine Counsell- Curriculum Design; Mary Myatt- Augmenting Change

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Bank Rosenhine who looked at the principles of instruction and suggested classroom practices on the basis of research on how the brain works and what new information is research in the classroom practices of those teachers whose students show the highest gains. Feedback from studies that taught learning strategies to students.

HOW3

<p>01 DAILY REVIEW</p> <p>Regular review is an essential component of instruction. It helps strengthen the connections of the material learned. Automatic recall times, working memory for problem solving and reasoning.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>The working memory is small, only holding a few bits of information at once. Avoid its overload – present new material in small steps, one step at a time when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p> <p>The most successful teachers spend more than half the class time asking, demonstrating and asking questions. Consider other the teacher to describe how well the material is learned.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support when they learn how to solve problems. Modeling, worked examples and teacher think-alouds can help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need additional time to practice, elaborate and summarize the material in order to store it in their long-term memory. More successful teachers will allocate time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Check students' understanding regularly. Do they understand? Do questions and answers make sense to them? Do answers follow the correct logic? Successful teachers check in all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of around 80% has been found to be optimal, showing students understanding and also being challenged. Better teachers target the level of work to meet this practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice (self-learning) – a necessary element for long-term learning to be consolidated. This increases the availability of students' working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>The effort involved in recalling recent learned material is reduced as the long-term memory stores the material. However, the more it is reviewed, the more it is available to recall.</p>

- 1) Learning never makes it to the working memory unless retrieval practise is provided
- 2) Learning is easily forgotten if the working memory is overwhelmed
- 3) Learning is difficult to recall from memory- for everyone!

At Oriel Academy, we encourage our children to dream; we work in partnership with our community so that our children believe they can achieve. Our school is a hub within a diverse community; our children arrive here every day and bring a variety of traits, attitudes and ideas.

This diversity is our strength.

OUR PURPOSE

How do we best prepare our children for their futures and equip them to be global citizens?

We provide children with appropriate knowledge, skills and attitudes in order to empower them to live expressive, fulfilling and productive lives

OUR VISION

- Provide a caring, secure and stimulating learning environment where every child can develop as an individual-intellectually, socially, morally, emotionally, and physically

- Nurture aspirations, confidence, curiosity, imagination, self-respect and responsibility to others

- Provide access to a broad, balanced and engaging curriculum for each child that is relevant and challenging

- Encourage the self-determination and inclination to work towards challenging goals that require our best efforts

- Nurture aspirations, confidence, curiosity, imagination, self-respect and responsibility to others

- Impart the knowledge, skills and attitudes that empower children to embrace learning as a life-long process.

OUR VALUES

At Oriel Academy, we believe in The Three Guiding Principles:

SELF-WORTH • ENGAGEMENT • PURPOSE

We use a values-based approach to build character, resilience, engagement and leadership through the Aspirations 8 Conditions for Success:

BELONGING • HEROES • SENSE OF ACCOMPLISHMENT • FUN AND EXCITEMENT •
CURIOSITY AND CREATIVITY • SPIRIT OF ADVENTURE • LEADERSHIP AND
RESPONSIBILITY • CONFIDENCE TO TAKE ACTION

Our Curriculum- Intent:



- To ensure all learners remember more, understand more and can apply more;
- To foster the drive and ambition of all learners and nurture their ability and desire to develop themselves;
- To empower learners with the knowledge, skills and vocabulary to be successful in the future;
- To develop the whole child.

Our Curriculum- Implementation

“Memory is the residue of thought.” Daniel T. Willingham

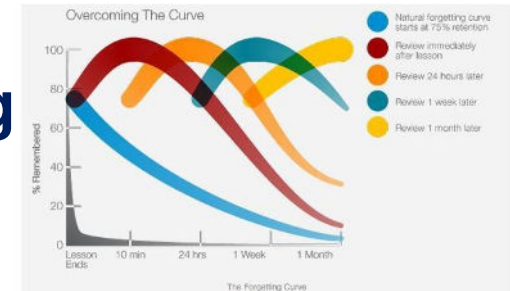
How do we go about ensuring that key information and concepts are thought about regularly and in a quality way?

Here are our approaches to retrieval practice, based on three efficiencies favoured by Jordan Mac:

How much do we forget?

Hermann Ebbinghaus was a German psychologist in the 1800's who pioneered work in memory. Through his experiments he had many insights into learning, forgetting and remembering which in a simple form were translated into two curves, the Forgetting and Learning curves. The Forgetting curve is the most shocking. In his experiments he found that without any extra effort, more than 50% of what we learn is forgotten within an hour, 2/3rd's by the end of the day and 80% by the end of the month. This is the sad fact when we attend a conference or read an article.

Active Recall; Spaced Practice; Mixed Learning



- 1) **Concept maps-** what we already know, what we need to find out (**AR**)
- 2) **Regular, low-stakes quizzes-** on what has been learned (**SP**)
- 3) **Flash cards-** to prompt recall of, for example, phonics/SPaG misconceptions (**SP**)
- 4) **‘Know more, remember more’ slides-** on all flipcharts for each lesson (**SP**)
- 5) **Knowledge Banks-** used by the following years for Reading lessons (**ML**)

Curriculum Implementation- 4 Cornerstones

The implementation of our curriculum offer enables our pupils to achieve the aims and ambition of set out within our curriculum. The curriculum itself is a progressive arrangement of skills and knowledge-based objectives, taught through both single and transdisciplinary means, using a range of pedagogical approaches.

1) We firmly believe that every child must be challenged in a supportive way; as such, we adopt an adaptive teaching approach that utilises the following:

- Targeted/tailored support**
- Additional practice**
- Breaking down content into smaller components**
- Afl**
- Teaching carefully selected groups**
- Well-chosen resources**

Curriculum Implementation- 4 Cornerstones

The implementation of our curriculum offer enables our pupils to achieve the aims and ambition of set out within our curriculum. The curriculum itself is a progressive arrangement of skills and knowledge-based objectives, taught through both single and transdisciplinary means, using a range of pedagogical approaches.

2) We have developed a range of 'Curriculum Promises' which we commit to and action within our learning journeys- we must:

- Acknowledge how the nature of WORKING MEMORY and LONG-TERM MEMORY need to shape how we deliver our teaching and learning**
- Balance SUBSTANTIVE KNOWLEDGE and DISCIPLINARY KNOWLEDGE: key learning and context**
 - Ensure EXPLICIT INSTRUCTION creates a platform for DISCOVERY LEARNING**
- Separate PERFORMANCE from LEARNING: inhibit performance for 'struggle' to boost learning**
- Value both the CORE KNOWLEDGE and the HINTERLAND that brings it to life**
 - Respect that FLEXIBLE KNOWLEDGE is built on INFLEXIBLE KNOWLEDGE**
 - Create DIVERSIVE CURIOSITY to then sustain EPISTEMIC CURIOSITY**

Curriculum Implementation- 4 Cornerstones

The implementation of our curriculum offer enables our pupils to achieve the aims and ambition of set out within our curriculum. The curriculum itself is a progressive arrangement of skills and knowledge-based objectives, taught through both single and transdisciplinary means, using a range of pedagogical approaches.

3) We have developed a 'Teaching and Learning Expectation' for all subjects: What is a great lesson at Oriol Academy?

- **A starter, or 'While You Wait' activity**
 - **Introduction to the learning/LI and SC; 'Know more, remember more' recap**
 - **Star Words**
 - **AfL activity to decipher existing knowledge**
 - **Input that includes effective explanation/modelling/discussion**
 - **Independent work (AfL strategies used to monitor progress)**
 - **Live feedback given**
 - **AoL activity and revisit of LI and SC**
- (Effective questioning present throughout.)**

Curriculum Implementation- 4 Cornerstones

The implementation of our curriculum offer enables our pupils to achieve the aims and ambition of set out within our curriculum. The curriculum itself is a progressive arrangement of skills and knowledge-based objectives, taught through both single and transdisciplinary means, using a range of pedagogical approaches.

4) Formative and summative assessments are crucial in order to shape, monitor and adjust learning; our Assessment and Feedback Policy has been designed to ensure that 'live' marking, verbal feedback and self/peer/teacher-reflection on learning success is supported and carried out in the classroom. All subject areas have a marking grid to make clear the learning, understand the steps to success and record valuable information for assessment.

No Limits Curriculum- ATL



- **Our No Limits curriculum is a teaching model in which our pupils gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.**
- **Each learning journey has a driving question to begin it; our children then carry out their assignments and produce a breadth of work across many curriculum areas.**
- **As a result, our pupils develop deep content knowledge, as well as Future Skills, such as critical thinking, collaboration, creativity, and communication.**



Curriculum- Impact



- In developing the whole child, each child will...

-Be engaged and immersed in their learning.

-Be healthy in all aspects (mental, social, physical and emotional). Understand and be respectful of differences in cultures, beliefs and society

-Understand and be respectful of differences in cultures, beliefs and society

- In empowering learners with the knowledge, skills and vocabulary to be successful in the future, each child will...

-Understand and confidently use a range of vocabulary to communicate their understanding

-Make connections between learning across subjects and year groups and be able to retrieve this to deepen their understanding and create meaning

- In fostering the drive and ambition of all learners and nurture their ability and desire to develop themselves, each child will...

-Be resilient, persistent and willing to take risks when learning

-Have the desire to maintain their efforts in challenging circumstances

- In ensuring all learners remember more, understand more and can apply more, each child will...

-Be able to use their embedded knowledge to confidently explain their understanding

-Be able to manipulate their understanding of the topic to work creatively and apply their knowledge to evaluate, present to others or solve problems.

“The curriculum is the progression model”

Christine Counsell