

Curriculum at KCA

Our curriculum is at the heart of our school. Our core aim is to provide students with a wide variety of challenging opportunities both inside and outside of the classroom and we aim to provide a fully inclusive learning environment which celebrates being successful and working hard. We want our students to flourish as knowledgeable, committed and aspirational citizens who are ready to participate in a rapidly changing world.

Knowledge & Text-focused

Rich conception of knowledge that includes the skills and attitudes that contribute to success.

Reading & oracy are the priority

Knowledge provides a driving, underpinning philosophy

The knowledge content is specified in detail

Knowledge is taught to be remembered, not merely encountered

Knowledge is sequenced and mapped deliberately and coherently

Balanced & Diverse

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.

Takes into account cultural diversity and planning is careful so as to not allow students to develop a distorted perception of people and places.

Plans for literacy & numeracy

Prepared pupils for the opportunities, responsibilities and experiences of adult life.

Vertically integrated

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.

Provides clarity at what getting better at the subject means

Pupils speak more knowledgeable about what they have learnt

Focuses on progress using a variety of lesson experiences to support this.

Cognitive load theory drives the instructions in lessons.

Explicit and direct instruction

Lessons are instructed and led by the teacher, not an activity

Worked examples (faded modelling)

Skills are taught and deliberately (over) practiced

Deliberate vocal development

Critique – method feedback

Modelling

The curriculum is kept manageable by teaching the most important knowledge

Identified big ideas/key concepts within the subject

Appropriate

Matching the level of challenge to a pupil's current level of maturity/knowledge.

The National Curriculum is the minimum expectation.

Closes the progress and attainment gap

Intentionally planned Inc. gender

Revisited and build upon

Makes explicit connections and links between different subjects and experiences.

Adaptive teaching identifying and addressing misconceptions.

Retrieval practice

Quality of formative assessment

Culture of practice Inc. HMWK

Dual coding

Deep learning

Effective homework: reliable & valuable

Retrieval Reality

Rosenshine's Principles of Instruction

Acquired, rehearsed, and connected

knowledge

Scaffolding

Effective