



Whitegate Primary and Nursery School

Curriculum Implementation

We plan carefully at Whitegate to ensure that our vision and intent for the curriculum are implemented well across the school. Our planning process includes several key elements that are the work of our committed subject leaders and talented teaching staff. These elements include:

Subject on a Page

The Subject on a Page demonstrates clearly the subject leader's vision and intent for their subject. It details their development priorities as well as expectations regarding planning, teaching and feedback and details of adapted approaches used in school.

Subject Overview

The subject overview provides a snapshot of what coverage looks like in that subject across year groups. It helps subject leaders and teachers see exactly what is being covered and when.

Subject Progression Maps

Carefully constructed to ensure progression of knowledge and skills across year groups, the progression maps detail how learning progresses year on year in the different subjects. They allow teachers to pitch learning at an appropriate level and understand what knowledge they are building on and building towards.

Furthermore, our progression maps ensure that children can reencounter knowledge, skills and concepts to achieve depth of understanding. We believe it is important to practise **spaced learning** at Whitegate, whereby we deliberately return to older topics. This isn't just re-teaching, but asking learners to recall knowledge from memory first. As learners retrieve the information, their ability to access this learning is increased. The progression maps build into long term, medium term and weekly planning to ensure every piece of new learning our child encounters is meaningful and builds towards our vision and intent.

Long Term Plans

Long term plans allow for teachers to ensure that coverage is sufficient across the year and that no subject is left with any gaps in its content. This is particularly important given that our curriculum is designed so that learning can be revisited and thereby can transfer into long term memory. For, as Kirschner, Sweller and Clark (2006) stated, if nothing has been changed in long-term memory, nothing has been learned. By adequately covering each subject area in depth, each year our children are at Whitegate, they are given more and more learning opportunities that can build together and enable them to become **engaged, enriched, enlightened and empowered**.

Medium Term Plans

Medium term plans offer more detail into exactly what learning will look like in each year group on a weekly basis. They allow teachers to have a firm understanding of what they are teaching and how best to communicate the learning to the children.

At Whitegate, we believe that meaningful learning with depth that leads to empowered and enlightened children is not something that just happens but needs to be carefully planned for. By combining each of these planning elements, we know we are delivering the very best learning experiences to our children.