



At Whitegate End, we create **emotionally resilient children and staff** with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.

Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about.

We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.

Curriculum Intent

At Whitegate End, we pride ourselves on offering a curriculum to meet the academic and holistic needs of all learners within our unique community. In order to meet their complex needs we ensure that we regularly review the content of our curriculum and run specific threads alongside the national curriculum. These include:

- Oracy
- Diversity and culture
- Mental and physical well-being
- Experiences and aspirations
- Life skills through our connected curriculum

Our curriculum, which is based upon the National Curriculum, is knowledge and vocabulary rich, with enhancements and experiences such as visits, to provide opportunities to build cultural and social capital.

We want to inspire an ambition for our children and staff to deepen their curiosity about, understanding of, and respect for, the world around them. We want our children to become independent, emotionally resilient learners who are willing to take a risk and take responsibility for their own learning and we do all of this in a safe, engaging environment, promoting active learning.

Implementation and our pedagogical approach

We implement our curriculum through carefully designed long-term plans which teachers adapt into learning sequences for children. Our pedagogy is planned, both in the long and medium term, to ensure children **know more, remember more** and can **do more**.





Long-term plans have been designed to ensure that across year groups and key stages, children experience a consistent and developmental educational journey. Substantive and conceptual knowledge is weaved across the long-term curriculum to ensure children make good progress.

The long term and medium-term sequences consider four key steps that structure daily teaching. This is informed by *Roshenshine's Principles of Effective Instruction* and at Whitegate End all our planning and delivery follows these steps. These are: **activate, build, use, review**.

When creating learning sequences, teachers carefully consider the *gradual release of responsibility* model, following an "I do, we do, you do" approach. This supports the reduction in cognitive load, which provides greater opportunity for learning, as described in multiple memory models.



Every lesson we teach follows common pedagogical principles. This structure is based on *Roshenshine's principles of effective instruction*. **This is not a lesson structure** but rather a guide to our principles of effective teaching and learning.

Lesson section	What the teacher/support staff do...	What the children do...
Lesson introduction		
Activate knowledge 	<ul style="list-style-type: none"> The introduction always contains the activation of previous knowledge. As children become experts, this knowledge will be activated in different and unusual contexts. This activation will focus on knowledge of vocabulary, key facts and concepts. This means Educators use quick-fire, closed questions often using teaching strategies such as 'cold calling' (Lemov, <i>Teach Like A Champion</i>) 	<ul style="list-style-type: none"> Children ask and answer questions and demonstrate their current knowledge. This retrieval and recall may be extended so children give examples, non-examples, detailed answers etc.
Teach and explain		
Building knowledge 	<ul style="list-style-type: none"> New material is introduced. This material extends prior knowledge. New material is presented in small steps to allow time for children to ask and answer questions. Educators plan expert explanations supported by carefully selected models, tasks and resources. Educators constantly check, support and challenge understanding. Teachers make expert decisions about who is ready to practise and apply. Re-teach, defer, move on. 	<ul style="list-style-type: none"> Children interact with teacher modelling and demonstration and are active participants in explanations and demonstrations. Children make connections with other areas of learning. Children articulate their understanding.
Using knowledge 	<ul style="list-style-type: none"> Educators guide and support children by giving the least amount of help first. Educators work with children in varying groups and those with SEND to ensure every child grasps the key learning during the lesson. 	<ul style="list-style-type: none"> Depending on the stage of learning, children will complete activities in groups, pairs, 1:1 that are independent, scaffolded or guided depending on the stage in the journey. As children move from novice to expert, they will be supported to become increasingly independent. Part of this move to independence will be supported by the promotion of the 5Bs (brain, book, board, buddy, boss).
Assessing Learning		
Review knowledge 	<ul style="list-style-type: none"> Educators ask expertly designed and carefully targeted questions to assess children's understanding and support the transfer of new knowledge to long-term memory. These questions are open questions that relate to understanding rather than just remembering. Teachers make decision about what will be displayed on the working wall to support children in the next lesson to remember new learning. Whole Class Feedback books identify children who need additional time to 'Keep Up' – See Feedback Policy 	<ul style="list-style-type: none"> Children articulate their learning and recap the key learning from the lesson.



Half-termly learning sequence:

Topic:		Content Driver:	
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Activate		Build		
Learning from previous years:	Learning from this year:	Vocabulary:	Key knowledge:	Key Skills:

	Activate		Build		Use		Review	
	Consider:	Activities:	Consider:	Activities:	Consider:	Activities:	Consider:	Activities:
Wk 1	Are children knowing more, remembering more and able to do more?		Have I planned to gradually release responsibility by planning the journey: <ul style="list-style-type: none"> modelling adult-led work guided groups child-led groups paired work independent application? 		Have I planned activities that allow children to 'do more' in terms of accessing and using knowledge and becoming independent experts?		Do my questions and tasks encourage children to demonstrate and articulate understanding, not just recap knowledge?	
Wk 2								
Wk 3								
Wk 4								
Wk 5								
Wk 6								