

# The Curriculum at Springfield

At Springfield Academy, we have an ambitious curriculum that is broad and balanced. Our approach values the principle of "doing less, better." We believe a curriculum should not be measured by the number of facts a pupil can retain, but by how disciplinary knowledge enables pupils to develop disciplinary skills. When these skills are applied to substantive knowledge, we create learners who can think critically and apply their understanding in meaningful ways. Our curriculum is thoughtfully sequenced and designed to be relevant, helping pupils make connections between prior and future learning. It engages them with the world they live in, fostering curiosity and a sense of responsibility. Ultimately, we aim to nurture young people who will grow into informed, reflective individuals capable of positively impacting their communities.

## Intent

- What is our curriculum dream?

### Inclusivity



We are committed to creating an inclusive environment that cares for each individual child. Through a range of strategies, we ensure that each child feels respected, appreciated, valued and supported. Our goal is to support our children in embracing and celebrating the diversity of our world, instilling pride in uniqueness and individuality.

### Possibilities



We inspire children to dream big, discover their unique talents, and explore the many opportunities that lie ahead. Our aim is to help our children build aspirations and develop a strong sense of what is possible for their future lives.

### Resilience



We are dedicated to nurturing resilient children who can adapt to and recover from difficult or challenging situations. We encourage children to give their best effort in everything they do, building confidence and perseverance along the way.

## Implementation

- How do we make our dream a reality?

### Teaching and Learning Structure

#### Let's Reactivate

Children complete an activity which reactivates prior knowledge.

#### Let's Learn

The teacher leads a whole class input.

#### Let's Practise

The children practise the knowledge or skills relevant for the lesson. This allows the teacher to assess the children's understanding of the learning so far.

#### Let's Apply

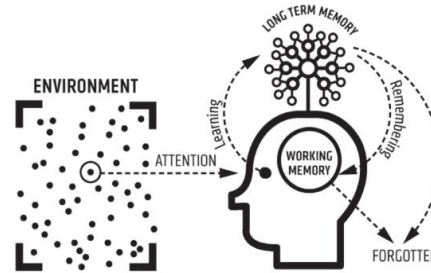
The children apply their learning to an activity.

#### Let's Reactivate

The children are guided to reflect on their learning for the day. This may include highlighting and re-teaching a common misconception or exploring a challenging question further as a whole class.

### If nothing has changed in long term memory, nothing has been learned...

Retrieval of previously learned content is frequent and regular which increases both storage and retrieval strength. This is supported at the start of each lesson through our 'Let's Reactivate', as well as through the progressive design of our curriculum, which sequentially builds upon prior knowledge.



### Assessment

#### Core Subjects

In Years 1 – 6, children complete termly assessments of their learning in Maths and Reading. They also receive a termly teacher assessment in Writing using our Writing Assessment Framework. In EYFS, children are assessed against the benchmarks each term, which build towards the achievement of the Early Learning Goals.

#### Wider curriculum subjects

Core objectives for each of our wider curriculum subjects are teacher assessed termly. Children also complete POP (Proof of Progress) tasks at the end of each block of learning in a subject. This may take the form of a poster in their books to demonstrate what they have learned, or an end of block quiz, for example.

### How the curriculum is delivered across school

At Springfield, we follow carefully designed Progression Maps for every curriculum area. These maps are built on the Early Years Framework and National Curriculum guidelines, ensuring that all knowledge and skills are taught systematically across year groups. Our approach guarantees that children leave us equipped not only with the essential skills for the next stage of their education but also with a deep and rich body of knowledge. This includes:

- Substantive knowledge – the key facts and concepts within each subject.
- Disciplinary knowledge – the methods and processes used to develop understanding, such as geographical fieldwork and map reading.

Through this structured progression, we prepare our pupils to succeed academically and to think critically about the world around them.

Evidence based research, such as that of Rosenshine's Principles, is used to support us in our drive to ensure Quality First Teaching takes place in every classroom, every day. Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum and to ensure that subject leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area, ensuring a clear progression of both skills and knowledge across all year groups.

#### Core Curriculum

Our core curriculum is delivered in the mornings. In KS1, Phonics, Writing and Maths are taught in the mornings. Children have reading groups as part of their afternoons. In KS2, Reading, Writing and Maths lessons are taught in the mornings. Fluency sessions may take place at various times throughout the day.

#### Wider Curriculum

Our wider curriculum is delivered in the afternoons. Selected subjects are taught alternately: History and Geography; Art and DT; Music and Computing. Science, PSHE, RE and Spanish are taught weekly. PE is taught twice a week.

## Impact

- What is the impact of fulfilling our dream?

Pupils 'know more and remember more', make meaningful connections across their learning, and demonstrate resilience when faced with challenges.

Pupils develop the knowledge, skills, vocabulary, and understanding that empower them to thrive as responsible members of a global society in the 21st century.

Pupils experience a diverse curriculum that ensures everyone feels represented, valued and respected.

Pupils develop key skills each year, showing they can connect knowledge, apply increasingly advanced skills, and think critically.

Pupils leave Springfield prepared for the challenges of secondary school and equipped to make a positive impact on their community.