



Allerton Grange School

Curriculum, Teaching & Assessment Policy 2024-25

Designated Lead: Andy Norrington, Associate Headteacher

Reviewed Autumn 2024

Next review: Autumn 2025

Curriculum, Teaching and Assessment Policy

Curriculum Vision

At AGS, we believe that a successful curriculum enables students to participate in the great conversations of humankind. A rigorous and knowledge-rich curriculum provides students with cultural literacy and allows them to engage with shifting ideas and arguments. Accordingly, students do not just learn a list of facts. Through a focus on powerful knowledge – both substantive and disciplinary – students also learn to challenge accepted wisdom and explore how knowledge is created and even how it changes over time. We believe that the teaching of broad knowledge to all children is the single most effective way to narrow the gap between demographic groups. We believe in developing the whole child. Our curriculum, therefore, encompasses the wide range of enrichment opportunities available at AGS - from the performing arts and sports clubs to trips abroad. Ultimately, the AGS student aspires, grows and succeeds, going out into the world as a confident and intellectually curious member of society. This curriculum vision forms the basis of what we refer to as the AGS cornerstones (KLAS).



Knowledge – More knowledge
Literacy – More understanding
Aspirational Enrichment – More experiences
Service & Leadership - More ambition

KLAS Aims

- At Allerton Grange School, the primary purpose of our rigorous curriculum is to teach knowledge for its own intrinsic value, thereby ensuring our students develop as socially mobile, resilient learners thoroughly prepared for their future careers and the modern workplace.
- Ensure students make rapid and sustained academic progress over their 5-7 years at AGS.
- Develop and retain the powerful knowledge – both substantive and disciplinary as identified by curriculum areas - that will enrich their experience and empower them in line with our core values.
- The KLAS curriculum to be authentic to each discipline; an organic element of the curriculum and learning process in a subject; not confined by the demands of external accountability.

What is a knowledge rich curriculum?

At AGS a knowledge rich curriculum is distinct from previous iterations and is comprised of four fundamental features.

Knowledge is taught for its own intrinsic value

In our knowledge-rich curriculum, the knowledge is the grammar of the curriculum and subject disciplines are valued and respected. We view skills as forms of knowledge and understand that there are no real generic skills that are taught outside of specific knowledge domains and subject contexts. We know powerful knowledge is generative and will help unlock access to further knowledge, often inaccessible to certain students. There is also a sense that the socially mobile citizens we all want to grow – in line with our KLAS model – will develop as a direct result of being taught a knowledge-rich curriculum.

Knowledge is specified in detail

Within the KLAS SOW, substantive and disciplinary knowledge is mapped explicitly across all subjects to ensure our curriculum is effectively supporting both teaching and assessment. This ensures our students will acquire both the core knowledge for that particular unit, but also the 'hinterland' knowledge that will allow them to access future units and texts across all subjects. We have mapped our curriculum both vertically and horizontally to ensure we are developing a sound interdisciplinary aspect of curricular thinking.

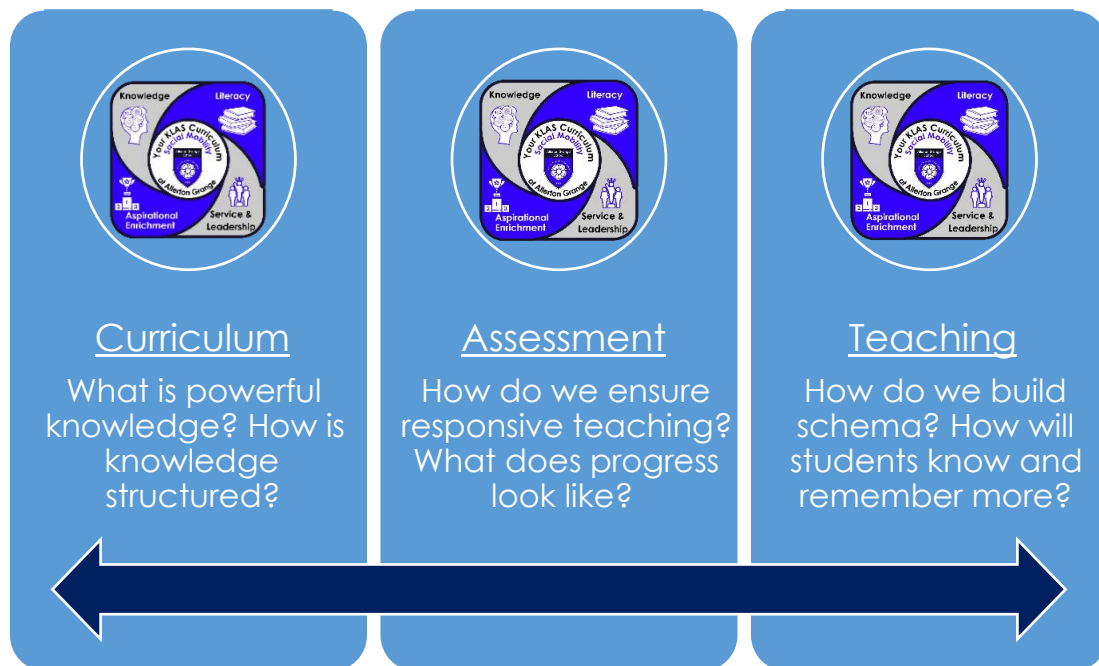
Knowledge is taught for long-term memory

We have embraced and engaged with a range of evidence from cognitive science about memory, forgetting and the power of retrieval practice. Our curriculum is fundamentally designed to be remembered in detail – to be stored in our students' long-term memories so that they can later build on it, forming ever wider and deeper schemas. To facilitate this, our teaching vision includes spaced retrieval practice, formative low-stakes testing and modelling.

The curriculum is sequenced to help ensure a coherent narrative of powerful knowledge.

The AGS curriculum is knowledge (both hierarchical and cumulative) structured as narrative over time. We have carefully considered the optimum knowledge sequence required for developing secure schemas, our curriculum is planned both vertically and horizontally.

At AGS, we believe that in order for all areas to operate effectively, Curriculum, Teaching and Assessment must be effectively integrated and operate as one constantly renewed process. This will allow a smooth alignment and guarantee effective learning for all students via responsive teaching.



Curriculum
Curriculum coverage allows all students to access the content and make progress through the curriculum.
The curriculum is ambitious and provides challenge for all, therefore meeting or exceeding the NC requirements.
The curriculum is sequenced to help ensure a coherent narrative of powerful knowledge. The AGS curriculum is knowledge (both hierarchical and cumulative) structured as narrative over time.
New learning should ideally build upon previous learning and aid teaching for long-term memory and the development of schema.
There is a clear and coherent rationale for curriculum design, with substantive and disciplinary knowledge mapped explicitly across all knowledge-rich SOW.
Powerful knowledge (substantive and disciplinary) is a prerequisite for skills such as evaluation and analysis.
New and existing subject specific Tier 2/3 vocabulary is taught explicitly as part of the Words Matter programme.
Assessment
Internal assessment regimes driven by curriculum with a balance between formative and summative assessment, meaning a two layered approach to assessment. Assessment at AGS supports the curriculum and responsive teaching.
Layer 1: Formative – on-going, ungraded and focused on smaller knowledge domains of the curriculum.
Layer 2: Summative – Limited to two identified points in the academic year. Knowledge included will build cumulatively through the year. Wider knowledge domains of both current and previous curriculum content.

The curriculum is the progression model. If a student knows what they need to know then they have made progress.

Frequent **testing** to cause learning, primarily involving **retrieval practice** at the start of lessons. This will also facilitate the effective implementation of spacing and interleaving.

Teachers form a rounded view of student attainment in a format that suits them in a timeframe that is meaningful based on curricular progression. Curriculum areas devise their own **bespoke assessment calendar**, there are no whole-school data entry points.

Senior leaders develop an understanding of internal departmental data in line with curricular progression and use this to evaluate the quality of education. Elements of this are then shared with parents via GO4 Schools.

AGS students use formative assessment feedback to improve their work and deepen understanding. This is part of a feedback policy that is supported by excellent information about standards and knowledge-requirements so students, teachers and parents can engage in conversations about the learning content and actionable attainment data.

Teaching

Learning is a change in long-term memory and occurs when our students can attach new learning to prior learning. In order to achieve this, we believe (based on a range of available evidence) effective teaching should comprise of:

Challenge to ensure all students are made to think hard. Memory is the residue of thought. Effective scaffolding will ensure all students are able to reach the same aspirational learning aims.

Explanation and effective instruction to ensure novice learners are supported to acquire new knowledge.

Modelling to ensure students can apply their learning, whilst also transforming substantive knowledge and facts into complex procedures via disciplinary knowledge.

Rigorous and probing **questioning** to make our students think hard and to allow our teachers to check for understanding and address misconceptions.

As part of responsive teaching, **feedback** must always aim to improve the student and further their learning. Feedback must be more work for the student than the teacher.

Lessons are characterised by positive relationships and a positive climate for learning as outlined in the AGS PPD policy