




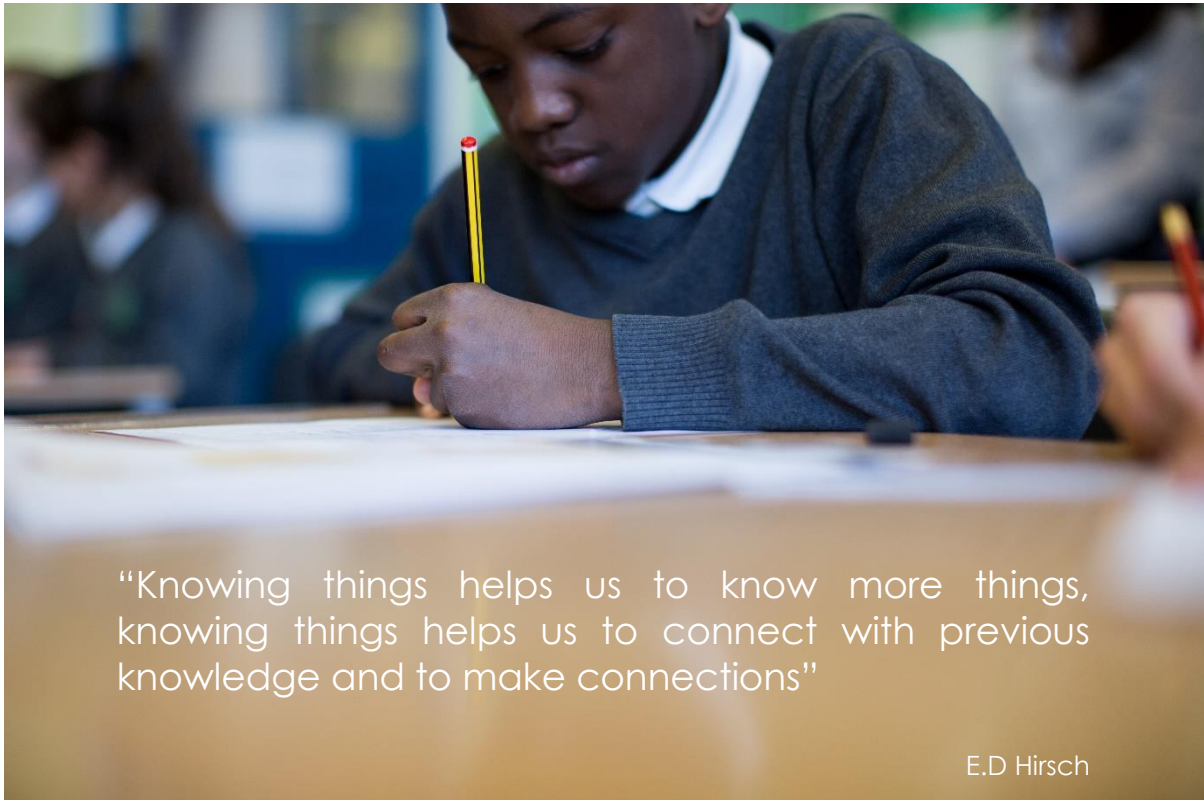
Compass Curriculum

'Access to knowledge for all that takes us beyond our daily experience'

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

The Compass Curriculum aims to support children to be confident, independent and inquisitive learners, who develop an understanding of the world – past, present and future.

We provide for high-quality learning through skilled explanation and modelling by teachers who have excellent subject and curriculum knowledge as well as pedagogical expertise that focuses on building opportunities for children to deepen their understanding and the ability to recall what they have learnt in a sophisticated and meaningful way. Our curriculum is designed to inspire and engage.



The Compass Curriculum is purposefully sequenced and interconnected to allow concepts to be revisited and developed overtime, so that new information will form rich schemata through which children are able to make better sense of new material and build a deeper understanding. We organise learning through meaningful contexts that support rich webs of interconnected understanding to ensure deep learning for all children. Our curriculum provides all children with a creative and purposeful learning experience that develops curiosity and enjoyment in learning. Our curriculum is knowledge-rich, taking our children beyond their own contexts and supporting our commitment for all children to have a deep understanding of the world around them, introducing them; to new concepts, contexts and experiences so that they develop a rich cultural capital and become confident young citizens of the world.

Our Curriculum is designed to narrow the gap for disadvantaged children. Our commitment to equity and social justice underpins all that we do, and our curriculum is used as the vehicle for filling the gaps in knowledge and experiences that children may have. We view knowledge as a right, and equality of opportunity to a rich curriculum is key to enabling social engagement and flourishing.

We aim to develop both fluency and mastery; supporting children to recall key knowledge and concepts with accuracy and speed as well as supporting a deeper understanding of knowledge through reasoning and justification. A confident learner at a Compass school will be able to recall key knowledge fluently and apply this knowledge in varying contexts; adapting, justifying and evaluating outcomes.

Our Curriculum is inclusive of, and builds upon, the existing National Curriculum and maximises cross curricular opportunities and the fluent use of English and Maths to enhance progress for everyone. We build both substantive and disciplinary knowledge so that we protect the integrity of subject specific content and established fact as well as the connected relationships between knowledge such as how that knowledge was established, its degree of certainty and how it continues to be revised. Through rich learning contexts, often thematic and theme-led, teachers in Compass schools develop subject specific knowledge and engage children in a wider consideration of how knowledge is created, reshaped and related to context. Layers of experience build deep a lasting knowledge capital alongside the understanding that knowledge is inexhaustible and contestable and as

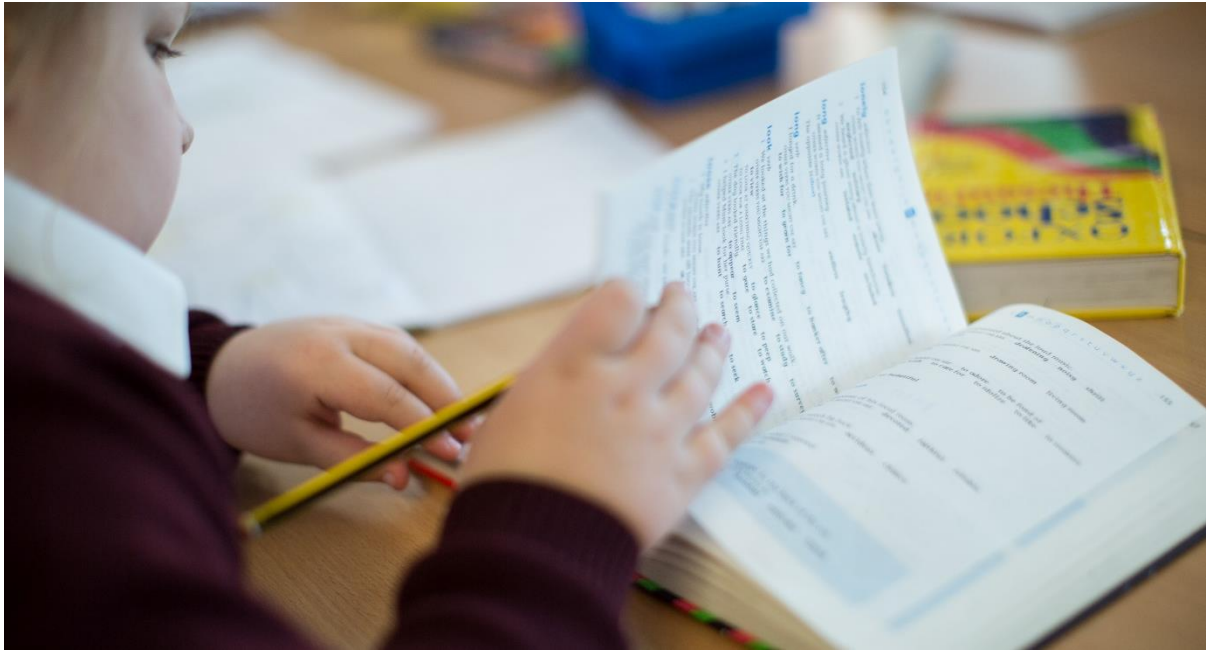
learners we continue to use our skills to build on this.



We feel it is profoundly important that we support children in developing deeper learning associated with the wider curriculum content so that broader concepts of knowledge creation, origin and evolution are grasped confidently.

Our curriculum aims to support children to reason, construct meaning, connect and assert with increased confidence. We see language, vocabulary and meaning as key to understanding and therefore are committed to broadening vocabulary and developing conceptual understanding through a progression framework that embeds knowledge.

The Compass curriculum is underpinned by a focus on the cognitive, affective and prosocial domains of learning and these are clearly framed in the **Compass Learner Profile** which articulates our overall aspiration for children across our Trust.



The Curriculum at a Compass school is built upon our individual school values that:

- Promote personal development
- Support skills of collaboration and teamwork
- Support equality of opportunity
- Develop spiritual, moral, social, intellectual and physical growth
- Celebrate the contributions of a diverse range of people, cultures and heritages
- Develop an understanding of our relationship with the environment

Through a deep engagement with our curriculum we aim for all children to develop a highly positive attitude to learning that ensures they see themselves as confident, successful and resilient with a thirst for knowledge. Well taught, knowledge sticks and builds schemata that enable children to engage confidently.

Our curriculum aims to inspire children and open their minds to the wonder of the world so that they can be in awe of its beauty and complexity whilst being empowered to understand it deeply and be active agents of its evolution.

How do we do this?

Through strong collaboration we use research, self-evaluation, data and CPD to build quality and success for all. The pedagogical approaches we select are based on our growing understanding of the way the brain develops and grows and the insights that cognitive science offers us into the most effective ways to support memory.

In Compass schools, learning evolves within a high self-esteem culture whereby we believe that the ability to think can be taught and that failure, practice and effort are crucial elements of the learning process. To support deep learning, children are taught key skills and basic facts such as vocabulary, spellings and multiplication as instant recall facts in order that the working memory is freed up to support skills such as processing and critical thinking.



"Teaching content is teaching reading. Much of the difference among readers is not due to whether you are a good or bad reader. Much of the difference is due to how much knowledge you have."

Maurice Sendak

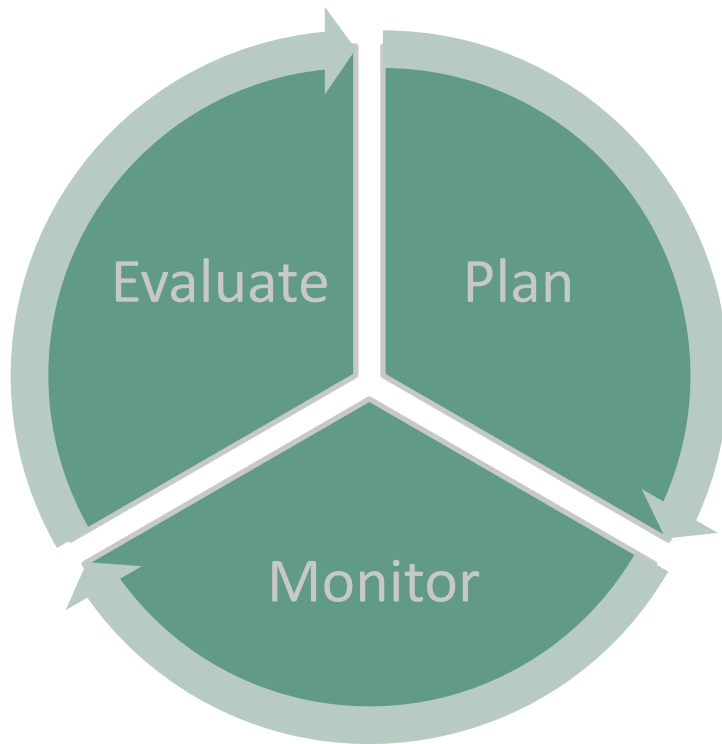
High quality texts are purposefully selected and placed at the core of the curriculum so that children build up sustained relationships with texts overtime. Reading across the curriculum is planned for and texts are selected to deepen understanding around key concepts and knowledge.

The Learning environment (**Environment for Learning and Enabling Environments Publications**) both physical and emotional is designed purposefully to support a culture of high expectations in all that we do and to promote learning as a creative and engaging endeavour.

There is strong clarity of pedagogy across our schools. Our pedagogical framework (**Teaching for Learning**) supports staff and children in our schools by ensuring a shared pedagogical approach that supports professional dialogue, teaching development and consistency of approach. Our pedagogical framework is evaluated regularly and used to inform the planning and delivery of the curriculum as well as supporting a shared understanding of the language that we use across the trust. This is essential in ensuring that, year-on-year, children are able to build upon previous learning experiences to deepen their knowledge and develop the critical reasoning skills necessary to realise the power of their learning.

We know that all children have a deep desire to learn and may need varying degrees of structured support, we pitch learning to be aspirational and scaffold-up to ensure they all access the full curriculum entitlement. At Compass, this is an issue of equity and social justice and is key in our drive to narrow the disadvantaged gap and ensure all children thrive.

When we are learning well we use metacognitive strategies to strengthen application and understanding



Plan... What do I need?

Monitor.... Is that working? Where have I gone wrong? What next?

Evaluate.... Is that accurate? Am I happy with that? What helped me?

How do we know we are achieving our aims?

Our curriculum is designed by our Subject Leaders who map progression in both substantive and disciplinary knowledge for English, Maths, Science, Computing and Foundation Subject across Key Stage One and Key Stage Two. Schools use this overarching framework to inform curriculum maps at school level maximising opportunities for school contextual focus and interconnected learning. Our teachers use the **Compass Assessment and Progression Framework** to inform expectations, set challenge and ensure that gaps in learning are closed. Teaching sequences are precisely planned to enable knowledge to be revisited and built upon. Questioning, quizzing and assessment are used routinely to assess key milestones and learners are further supported through precision teaching or interventions if these have not been met.

Assessment for learning is used routinely in the classrooms to inform teaching sessions and sequences with both knowledge acquisition and application being well balanced. The curriculum is planned and taught rigorously supporting children to deepen their understanding of key skills and knowledge so that they can be recalled and applied in varied contexts. Learning intentions are broken down into precise learning that is clearly modelled and scaffolded, supporting children to transition from novice to expert. Classes are given opportunities to revise, practise and apply key skills and knowledge overtime. Through responsive assessment, misconceptions are used routinely as starting points for learning ensuring that barriers are addressed at the point of learning and ensuring gaps in learning do

not widen. Task design supports learners through pedagogy that facilitates cognitive acceleration and through the use of concrete preparation, social construction, conflict and metacognition learners are supported to recall, articulate their understanding, experience challenge and understand better how they learn.



We evaluate the impact of our curriculum robustly using both hard and soft indicators. Pupil, staff and parent questionnaires, Parent workshops, parent evenings and the Compass and School Councils are used in our evaluation of what works well as well as areas for development.

Both national end of key stage data and internal data from progress reviews, ambition setting, and data reported termly to Trustees and Local Governing bodies are used to support solutions and to hold schools to account.

Internal data is robustly moderated using the Compass Assessment Framework both across the Trust, Local Authority and with schools nationally. The Trust works closely with the Local Authority, Local Authority schools, schools nationally and Challenge Partners to moderate and secure judgements and areas for development evaluating data, lesson delivery and design, curriculum, coverage, expectations and learning outcomes in books, displays and assessments.

Compass Subject leaders for English, Maths and Early Years Foundation Stage and the Teaching and Learning teams evaluate outcomes, share practice and work together collaboratively to develop effective practice.

Our leaders keep up to date with current thinking working closely with other professionals such as Kings College University and Challenge Partners as well as working with the seminal works of Educational theorists such as Dylan William and Paul Black 1998, Robin Alexander 2004, Barak Rosenshine and Adey and Shayer 1981 to develop practice that informs our curriculum and pedagogical framework.

The Compass Learner profile is used to evaluate the pivotal role of the dispositions that are desirable for children to fully realise their learning potential.

The curriculum is designed to support children in the acquisition of desirable learning dispositions through providing contextualised learning experiences and teaching that enable

them to understand fully what they need to know and how they need to be to be successful learners

- Children make good progress, learning knowledge and skills and using them fluently within rich contexts for learning
- The Trust exceeds national at all Key stages for Reading, Writing, Grammar punctuation and Spelling and Maths
- The Trust exceeds national at the end of all Key stages for Exceeded for Reading, Grammar Punctuation and Spelling and Maths and Greater Depth for Writing
- Children develop effective dispositions that ensure they can be successful learners and are well prepared for the next stage in their education
- Children have a rich body of knowledge from across the curriculum

The Curriculum at a Compass school enables all children to become:

- Enthusiastic and successful learners who love the challenge of learning and are resilient to failure.
- Curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge understanding and skills
- Confident learners who make effective progress and achieve their full potential in a wide range of subjects
- Confident individuals who know how to live safe, healthy and fulfilling lives
- Responsible citizens who can make a positive contribution to society
- Individuals who understand the value of learning and who continue that process throughout their lives
- Develop a wide range of skills that broaden children's life experiences

