



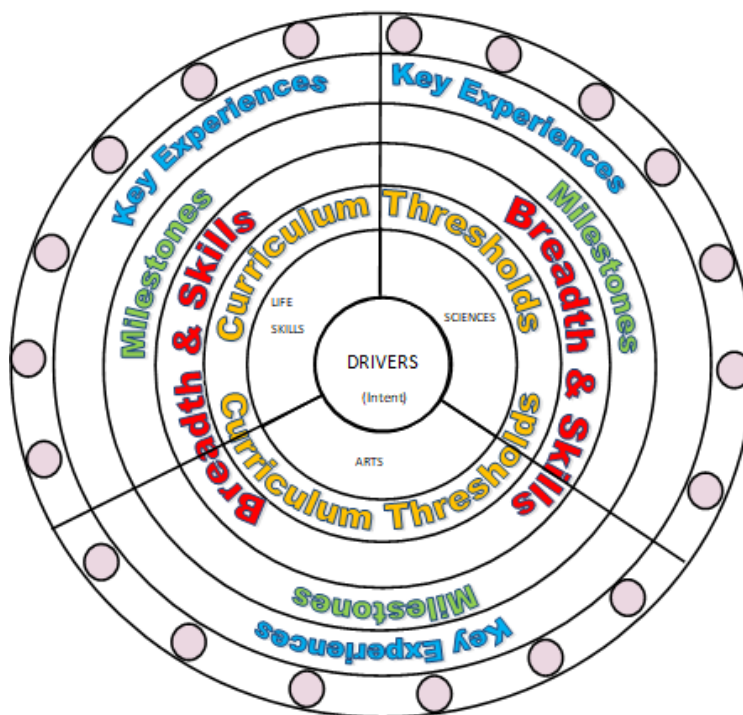
Ryders Hayes Mastery Curriculum

Ryders Hayes' **school curriculum** links all learning and experiences for its pupils. The national curriculum forms **one part** of the school curriculum. It is an inspiring, character-building curriculum for Ryders Hayes' pupils, using cross-curricular key experiences to deliver national curriculum content.

The curriculum is designed to build a schema by developing knowledge + vocabulary through a range of key experiences and deliberate practice.

"Talk is the most powerful tool of communication in the classroom and it's fundamentally central to the acts of teaching and learning. Professor Frank Hardman

Ryders Hayes' Curriculum Model



INTENT: Explore-Create- Build: Possibilities; Independence; Resilience

IMPLEMENT: Curriculum Thresholds; Breadth & Skills; Milestones; Key Experiences; Knowledge Concepts

IMPACT: Surface; Interpret; Deep (SID)

Nothing is learned unless it rests in pupils' long-term memories. Assessment answers two main questions: How well are pupils coping with curriculum content? And how well are they retaining previously taught content?



Ryders Hayes Mastery Curriculum

At Ryders Hayes the curriculum has 3 drivers chosen specifically to permeate the curriculum to meet the needs of our children and their local context.

The Curriculum Drivers for Ryders Hayes School are to:

EXPLORE POSSIBILITIES; CREATE INDEPENDENCE, & BUILD RESILIENCE

They are designed to:

1. Explore possibilities, to

- a. Raise aspiration
- b. Consider alternatives
- c. Develop life skills for learning and the world of work
- d. Improve social mobility
- e. Unlock potential
- f. Set personal goals

3. Build Resilience, by learning from:

- a. Making mistakes
- b. Coping with setbacks
- c. Having a Growth Mindset
- d. Recognising strengths in others
- e. Making marginal gains
- f. Managing conflict
- g. Having mutual respect and tolerance
- h. Recognising differences and appreciate diversity

2. Create independence, allowing pupils to:

- a. Develop listening and thinking skills
- b. Express their ideas freely and respectfully
- c. Understand their rights and those of others
- d. Articulate their own thinking clearly and formulate opinions
- e. Expand their vocabulary and cultural capital
- f. Challenge others' thinking
- g. Be prepared to change their opinion in the light of new evidence/information
- h. Understand the impact of significant events and people
- i. Develop self-awareness and self-regulation
- j. Take responsibility for their conduct, health and well-being
- k. Develop positive relationships
- l. Be good citizens
- m. Appreciate British values of democracy; rule of law and individual liberty
- n. Have global awareness and responsibility



Ryders Hayes' Big Picture

Ryders Hayes' Curriculum is designed for all pupils to:			
INTENT	DRIVERS Build, Explore, Create	Explore Possibilities	
		Resilience	
		Independence	
	FOUNDATIONS FOR BUILDING CHARACTER	Oracy	
		Sport;	
		Creativity	
		Performing	
		World of Work	
	Volunteering & Membership;		
	FOCUS FOR LEARNING	ARTS	SCIENCES
VALUES (underpinning curriculum) Adaptability, Growth Mindset, Enquiry, Morality, Communication, Thoughtfulness, Collaboration, Respect, Open mindedness			

RH Curriculum is developed using the three drivers, bringing about the aims and values of the school, and to respond to the particular needs of the community. It incorporates the foundations for building character:

SPORT- traditional, competitive team sports and a wide range of other physical activities;

CREATIVITY- thoughtful and inventive activities, as well as traditional creative ones such as: art, design, creative writing and composing music;

PERFORMING- which emphasises more expressive activities for individuals or in a group including: drama, theatre, dance, playing in an orchestra or singing in a choir, public speaking and debating;

VOLUNTEERING & MEMBERSHIP- campaigns of particular interest to the pupils, and school-based initiatives;

WORLD OF WORK- learning about careers and entrepreneurialism; and sustainability

The curriculum as a common purpose and broad set of shared values																			
IMPLEMENTATION	THRESHOLDS	Mastery Aspects																	
	BREADTH & SKILLS	Knowledge and Skills																	
	MILESTONES	1			2			3			1			2			3		
	RH KEY EXPERIENCES	En	Ge	Hi	RE	Lan	Ar	Mu	Sc	Ma	Co	DT	STE	PE	RSE	Mi	C		
	STATUTORY EXPECTATIONS	National Curriculum																	
	KNOWLEDGE CATEGORIES	Location, Settlements, Culture and Pastime, Significant Events, Food and Farming, Number, Self-expression, Career-related, Beliefs, Innovation, Language and Oracy, Peace and War																	

Some of the content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

To limit the cognitive load, Ryders Hayes curriculum builds schemas in pupils' long-term memory to draw upon. This is achieved by using: spaced repetition; retrieval practice; building continuous provision into daily routines; knowledge webs, and classroom environments supporting reduction for cognitive load by providing white spaces to allow focus learning.

THRESHOLD CONCEPTS are the key disciplinary mastery aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each key experience.

BREADTH & SKILLS for each year group ensures that each teacher has clarity as to what to deliver.

MILESTONES define the standards for the threshold concepts in **1**(Yr1/2), **2**(Y3/4), **3**(Y5/6). We expect pupils in year 1 of the milestone to develop a secure understanding of the concepts and a deeper understanding in year 2 of the milestone. Phase one (Yr1,Yr3,Yr5)in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all the core knowledge is acquired quickly, teachers create extended knowledge.

KEY EXPERIENCE is a framework that delivers both the school curriculum aims and the subjects of the national curriculum.

KNOWLEDGE CATEGORIES provide the key knowledge within subjects and grows cultural capital.



To make learning and teaching more effective so that learners understand how to improve						
IMPACT	Assessment fit for purpose	Surface		Interpret		Deep
		Use tests and tasks	No stakes quiz	Boarding passes	Peer and self - assessment	Knowledge Webs
TO SECURE						
Accountability Measures	Attainment	Progress	Aspirations	Mastery Characteristics	Personal character development	Oracy Framework

The impact of RH Curriculum is that by the end of each Milestone, the vast majority of pupils have sustained **mastery** of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. Careful tracking is used to ensure that pupils are on track to reach the expectations of RH Curriculum and to provide a holistic education for pupils in line with your curriculum intent.

	Mastery Characteristics	Knowledge Categories
SCIENCES Science Maths Computing Design & Technology STEM		
ARTS English Geography History Religious Education Languages Art Music		
LIFE SKILLS Me In My World (MIMW) Careers Physical Education Relationships, Sex Education (RSE)		