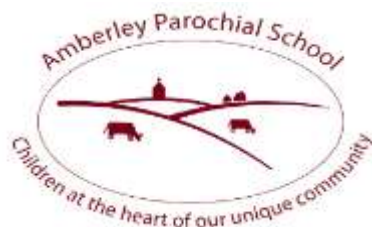


# The Amberley Immersion Curriculum



**BECOMING**

**REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE**

**Chair of Governor:** Dr Holmes

**Approved by:** FGB Committee

**Approved on:** September 2020

**Review Date:** Autumn Term Two 2022

**Other relevant policies:** Positive behaviour handbook, Special Educational Needs & Disabilities Positive Behaviour Handbook and Home School Agreement, Safeguarding Policy and Anti-Bullying and Hate policy.

*'The curriculum is a framework for setting out the aims of programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating the framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement).'*

*(Ofsted 2019)*

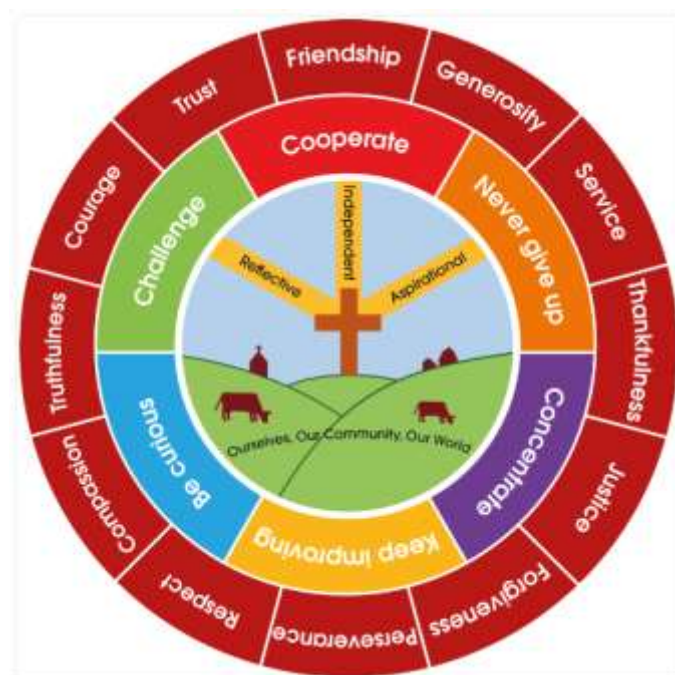
**This policy is set out to ensure all stakeholders:**

- Know the curriculum – the design and intent
- Know how the curriculum is being implemented
- Know what the impact of the curriculum has on pupils' knowledge and understanding

The Amberley Immersion Curriculum has been designed and developed taking into consideration pupils, parents, staff and governing board views and opinions as well as meeting statutory requirements.

We have ensured that our Immersion Curriculum encompasses the School Vision Wheel which has been established alongside our Biblical teaching of 'The Sower'. These support our pupils learning journey, embracing values and learning skills for life. We are driven as a community to ensure that our pupils recognise that they have unique skills to benefit themselves, to support their community and to give to the wider world. This is embedded within our intent and implementation of our Immersion Curriculum.

### Vision wheel



## **The Amberley Curriculum of Immersion**

### **Intent:**

The Amberley Curriculum of Immersion has been designed to empower pupils to make decisions and deepen their knowledge and understanding whilst enabling them to gain a clear idea of what makes each subject in our curriculum unique. Through this, pupils will embrace the opportunity to develop the skills needed to become geographers, scientists, historians, musicians, artists and designers as well as having the opportunity to use their numeracy, literacy and computing skills as tools to further their understanding.

Learning opportunities will be provided through progressive units based on a skills-based curriculum which will allow the pupils to develop their understanding, build upon fluency, and master transferrable skills. We believe that by immersing children in a block of learning, we are giving them the opportunity to go beyond surface-level understanding, giving them the chance to make decisions, to explore and to reflect upon their own learning, as well as providing additional challenge.

Pupils will learn as much about themselves as the world around them: our Christian values and learning powers will both support and extend pupils' development into becoming caring, interested and resilient human beings, while the structure of the curriculum will provide the time and opportunity for them to demonstrate these values and behaviours.

Through these opportunities, Amberley children will become reflective, aspirational and independent learners for life.

Our pupils will have the opportunity to share their views about the learning opportunities offered to them, as well as enjoying a skills based curriculum that is flexible enough to have the content altered depending on current events that interest them both in the local and wider world. In addition, cross curricular links will be made where appropriate, but not tenuous ones, so the children truly understand how their learning in one area relates to another, allowing them to make connections that make learning purposeful and real. These connections will encourage children to transfer their knowledge and skills not only from core subjects to the wider curriculum, but also from the wider curriculum to enhance their learning in core subjects. Learning breeds learning.

Our pupils will have the opportunity to benefit from our unique location and skill set from the Amberley family; this will be seen through visitors, visits and collaborative working with parents and community.

Class teachers will be as immersed in a topic as their pupils. This will be evident by the class environment, the use of planning time, purposeful cross curricular links, effective use of AfL throughout the curriculum and focused summative assessments.

Subject leaders will have a direct influence on the delivery of their curriculum areas in the classroom and will use their expertise to drive standards and expectations.

Head teacher and Governors will have a deeper understanding of all subjects, therefore, giving more opportunities for challenge and building on success.

## **Implementation:**

The curriculum is created around key skills and knowledge, giving the teachers the opportunity to base the context around the children's interest, local and international news and will provide the opportunity for children to learn about their local area.

There will be clear milestones for at the end of Year 2, 4 and 6. These milestones run through all foundation subjects outlining key expectations for all learners. These milestones will be broken down into skills and knowledge in which will be taught throughout the curriculum. The knowledge and skills will have a clear sequence which is essential for pupils' progress as pupils move through the school. The teaching of a progression of skills and knowledge will make it accessible for all leaders to track, monitor and evaluate the impact on pupils' progress.

In Years 1-6, the foundation subjects will be taught in blocks over three afternoons, from Monday to Wednesday, over a one or two-week period depending on subject (refer to curriculum yearly overview.) This enables learners to linger longer, master skills and deepen their knowledge, review and evaluate their learning and to build upon their skill set. The implementation will give all pupils real opportunities to acquire knowledge, understanding and skills in all aspects of their learning.

This curriculum enables pupils to transfer other skills into their learning, enabling them to continue to develop in other areas promoting links and cross curricular opportunities. The subjects do not need to be rushed; this allows the children to practise and improve with the added benefit of skills and knowledge being learned in the long term memory giving them knowledge they need for subsequent learning

All pupils will have full access to the content and will have the ability to thrive in a rich curriculum. The curriculum will require pupils to constantly use a wide range of skills and knowledge; this will call upon pupils to utilise their learning powers alongside their Christian Values.

As a Voluntary Aided school, Religious Education is at the centre of the children's learning, and is taught in accordance with the Trust Deed. In view of this, it is taught weekly by the class teacher or a specialist. This ensures the quality of provision and the high profile of the entitlement of this subject. The RE curriculum enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, as well as learning about the other world religions, through the exploration of the core religious concepts and questions.

Spanish and Physical Education will be taught by experts and taught discreetly. Computing will also be taught discreetly and incorporated into foundation lesson when appropriate.

Parents, members of the community and professionals will be invited into school to support in areas in which they have expertise, enabling pupils to work with the community and strengthen their opportunities and experiences.

All classes will end their learning in a meaningful way. Pupils will be encouraged to share and celebrate their learning in numerous ways such as a class assembly, writing a blog, sharing work with stakeholders, displaying work, making a book, sharing with other classes, a quiz, gallery, making a film or in another celebratory way.

Immersing our children in a subject for an extended period of time lends itself to differentiation by opportunity through a mastery approach. Children who excel in a particular area can extend their understanding, including deepening the level at which they approach a concept and having an opportunity to design their own learning. Similarly, children who have difficulties within a topic will have the opportunity to repeat significant concepts in order to gain an important base of the understanding.

Having a curriculum that has been designed around skills and knowledge rather than pure content ensures the nature of the learning can be flexible enough to be adapted to slightly different contexts in order to meet the pupils' learning needs and their interests. Through placing a high emphasis on learning and using knowledge, the children will engender an appreciation of the best of human creativity and achievement. This will not only allow them to appreciate and understand the best endeavour in a range of areas, from music to engineering and art to sport, but will also open their eyes to the opportunities that they may be inspired to embrace.

### **Impact:**

The curriculum design and implementation will be continually monitored and reviewed to ensure that the intent is being fulfilled. Subject leaders at all levels have clear roles and responsibilities which impact upon curriculum design and delivery, as well as gathering evidence to evaluate the provision. The Amberley Immersion Curriculum will be delivered for a year, when the following will be evaluated to inform leaders of future changes in order to improve outcomes for pupils.

#### **All school leaders will need to know:**

- How well are children learning the content outlined in the curriculum? What evidence has been used?
- How well are pupils prepared for their next stage of education? Where do they go?
- How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?

#### **All teachers will need to know:**

- How well are key subject knowledge and skills consolidated before moving onto the next topic? How do we know?
- How well-developed are pupils' learning habits and learning skills? How do we know?
- How do we use evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

This will be carried out through a stringent monitoring timetable that incorporates pupil voice, lesson observation, learning walk, parent questionnaire, book scrutiny, pupil outcomes, assessments, governor monitoring, subject leaders' report and feedback, alongside the advice of external experts and critical friends.

Please refer to the overview documents for cycle A and B which reference the order of immersion topic coverage.