

The Studio West School Curriculum

2024/2025



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Mission Statement

Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.

One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Intent

Studio West, in keeping with the One Trust Rule, aims to offer a broad and balanced curriculum that is ambitious, coherently planned and appropriately sequenced.

We set great store by our students achieving excellent examination results, whilst also developing intrigue, independence, creativity, resilience and individual talents. We deliver a curriculum which focuses on expanding cultural capital and wider world knowledge, on developing our learners as readers, and on building an appreciation of the arts. As a studio school we place particular emphasis on “learning that connects”. The CREATE skills framework builds personal skills alongside the accumulation of academic knowledge. Our careers programme is extensive and all students go on two-week work placements in Year 9 and Year 10.

The Studio West curriculum builds on the knowledge and skills taught by our primary colleagues at Key Stage 2. We expect departments to teach every element of the National Curriculum in their subject area to all of our students, and to take opportunities to go beyond the National Curriculum and exam specifications in order to broaden students’ experience and understanding. Physical Education is taught in years 7-11 and Religious Education in years 7 to 9 - both are complemented in all years by a comprehensive personal development (PD) and Personal, Social, Health and Economic (PSHE) education programme, which includes age-appropriate relationships and sex education.

Our goal is to ensure that all students have the knowledge and skills required of the next stage in their education and that they are well prepared to be positive contributors in their local and global communities. We hope that for the great majority of our students, the next step in their education will be to continue their studies. The curriculum and an ongoing careers programme are designed to widen the aspirations of, and the options available to, our students.

Our school is comprehensive and diverse. Our curriculum leaders aim to meet the needs of all students by identifying the core knowledge students need to learn, and developing a detailed and expertly taught curriculum plan. Our curriculum planning aims to help all pupils achieve, supporting those with high prior attainment and those with SEND equally.

Leaders ensure that the elements of the national curriculum and exam specifications are well sequenced so that topics are covered in depth and there is a progressive accumulation of knowledge. We believe that a strong knowledge base, built alongside a considered hinterland to develop cultural capital, is essential to support student understanding and appreciation of the worlds of arts, literature and science. Fluency and rapid recall of that knowledge free up the cognitive load to facilitate higher order thinking.

We recognise the research demonstrating the relationship between vocabulary and both educational and life outcomes. As such, we explicitly and systematically teach Tier 2 and Tier 3 vocabulary in lessons. We value reading, providing opportunities to do so in lessons and ensuring that all students have access to books they can read at home.

Our curriculum is taught by subject experts who, when appropriate, make links between different aspects of their subject to deepen student understanding. Systems are in place to ensure that that knowledge is learnt by students and not subsequently forgotten.

Students with lower-than-expected standard Key Stage 2 scores on entry are targeted for “catch-up,” including a range of literacy and numeracy interventions, which assist in raising skill levels and self-esteem.

The Studio West curriculum ensures that pupils have the necessary subject knowledge and personal qualities, such as self-reliance and resilience, to access Further and Higher Education or the world of training and work through apprenticeships. As part of a rounded and quality offer, our curriculum provides many opportunities both within and beyond the classroom to further develop cultural capital and readiness for work. This is especially important given the high levels of social deprivation and unemployment both locally and regionally, which are significantly above national norms. We are proud to offer work placement opportunities to our students in Years 9 and 10.

We are mindful of our local context at each stage of our curriculum development. Our children come from a variety of wards across Newcastle upon Tyne, where the school deprivation indicator is much higher than national at 0.32 (national = 0.20). In Newcastle the increase in child poverty between 2015 and 2020 was the largest in the country, with 41.2% of Newcastle’s children now from homes with below 60% of the median national income after housing costs.

Given our aim to ensure that our students become well rounded citizens, well placed for their life beyond school, our curriculum is designed to overcome barriers that are presented to many of our students in the local community. The increased challenges that children face in areas of deprivation mean that it is imperative that they also achieve good academic outcomes.

We have designed a curriculum intended to support students in overcoming the poverty cycle, raise aspirations for our students and ultimately reduce deprivation in Newcastle. Our city also has lots of opportunities; it is a city with two hugely successful universities, an international airport, and a thriving quaternary industry. It is a gateway city for refugees and international new arrivals, so now has a rich mix of cultures and communities. Newcastle needs a large labour force as the city continues to expand. There is a bright future ahead for our students whether they stay in Newcastle or travel further afield. Our students are exposed to a wide range of subjects and careers advice which will support them in finding their place and role in this growing and vibrant community.

Implementation

All departments are required to teach a curriculum that is appropriately challenging for all. All Heads of Department follow a diligent process for deciding core knowledge and required vocabulary, and for planning a sequence of learning to build understanding for students and provide clarity for teachers. They produce curriculum maps that build on Key Stage 2, provide access to Post-16 and prepare students for study and employment beyond that. At Studio West School we operate a three-year Key Stage 3 and a two-year Key Stage 4.

Key Stage 3 Overview

Students have a broad and engaging Key Stage 3 in Years 7 to 9 which builds on the Key Stage 2 National Curriculum and the work our feeder schools have undertaken. We aim to develop cultural capital and a love for learning so that students can make informed decisions about the subjects they wish to take in KS4.

Curriculum time across a 50-hour fortnight is divided as follows.

Subject	Year 7	Year 8	Year 9
English Language and Literature	8	8	8
Mathematics	8	8	8
Science	8	8	8
French	3	3	3
History	3	3	3
Geography	3	3	3
Religious education	1	1	1
Physical education	3	3	3
PSHE	2	2	2
Computer Science	2	2	2
Drama	2	2	2
Music	2	2	2
Art	2	2	2
Technology	3	3	3

Students with lower-than-expected reading ages on entry receive interventions, which assist in raising skill levels and self-esteem. Two sessions of DEAR time each week and other reading initiatives develop a love of reading among our students.

Key Stage 4 Overview

During Key Stage 4 the knowledge and skills established at Key Stage 3 are revisited and built upon, meaning there is depth to both student thinking and their understanding of each of the subjects they take.

Students make decisions about their Level 2 choices during Year 9 in order to start KS4 in Year 10. Students choose French, History or Geography, with some opting to study more than one. Students then have free choice from a large selection of option subjects. Appropriate guidance ensures that all students get an appropriate balance of academic and/or vocational subjects.

Curriculum time across a 50-hour fortnight is divided as follows in Years 10 and 11.

Subject	Year 10
English	10
Maths	10
Combined Science*	8
Physical education	2
Option 1 - Geography, History or French (students can study more using options)	5
Option 2	5
Option 3	5
Option 4	5
Subject	Year 11
English	10
Maths	10
Combined science	8
Geography or History (can study both through Options)	5
Physical education	2
Art or Sport option	5
Option A	5
Option B	5

* students have the opportunity to study Triple Science through one of their Options

A full list of the GCSE Options available to students is available in their [KS4 Options Guide](#).

Form time

In addition to the curriculum time above, students have a mid-morning form session each day and a further session on a Tuesday afternoon. As well as giving students daily contact with their form tutor for wellbeing and progress checks, the activities in these sessions are an important part of our PSHE and wider personal development programme.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Monday	Numeracy reflection, celebration and attendance	DEAR	DEAR	One Trust Rule	Assembly including One Trust Rule	PSHE	PSHE
Tuesday	DEAR	One Trust Rule	One Trust Rule	Assembly	Intervention	PSHE & Votes for Schools	PSHE & Votes for Schools
Wednesday	One Trust Rule	DEAR	Assembly	Futures	Intervention	PSHE	PSHE
Thursday	DEAR	Assembly	DEAR	PSHE & Votes for Schools	Intervention	Assembly	Assembly
Friday	Assembly	Reflection, celebration and attendance	Reflection, celebration and attendance	Reflection, celebration and attendance	Intervention and attendance	Reflection, celebration and attendance	Reflection, celebration and attendance

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Tuesday afternoon sessions	PSHE & Votes for Schools	PSHE & Votes for Schools	PSHE & Votes for Schools	PSHE	PSHE	Futures	Futures

Personal Development – Safe, Engaged, Kind

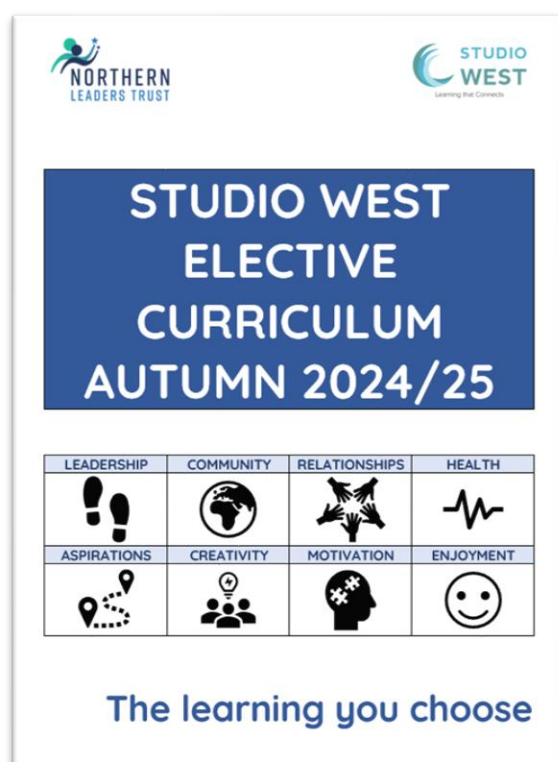
The development of well-rounded, responsible citizens is as important to us as examination success. Spiritual, moral, social and cultural (SMSC) aspects of life and British Values permeate the entire curriculum and life at school, demonstrated in part through the CREATE framework, and captured in the school motto “*Learning that connects*”.

We are proud of our personal development offer which encompasses PSHE, RSEH, Citizenship, SMSC opportunities across the curriculum, British Values, One Trust Rule sessions built around the messaging “Safe, engaged, kind”, and careers guidance. Our personal development provision is summarised on the next page.

Curriculum Experiences

Recognising that many of our students come from areas of deprivation and may not have had the same opportunities as young people, we plan curriculum experiences for each year group. Alongside smaller trips, these ensure that all students in a year group will have at least one educational trip each year. For many students this is an opportunity to go places they have never been before.

Year 7	Marsden Rock Humanities fieldwork day
Year 8	The Sill and Hadrian’s Wall Geography and History walk along the wall Art and English creative workshop
Year 9	Beamish Open Air Museum History and PSHE
Year 10	University Visits
Year 11	Super Learning Days Academic revision days in places of interest, e.g. St James’ Park, Hancock Museum



The poster features the Northern Leaders Trust and Studio West logos at the top. The main title is "STUDIO WEST ELECTIVE CURRICULUM AUTUMN 2024/25". Below the title is a grid of eight icons representing different areas of focus: Leadership (footprints), Community (globe), Relationships (hands), Health (heart rate), Aspirations (location pin), Creativity (lightbulb), Motivation (gears), and Enjoyment (smiley face). At the bottom, it says "The learning you choose".

Elective Curriculum

An offer unique to Northern Leaders Trust schools is our elective curriculum. Four afternoons a week, the final thirty five minutes of the day are spent engaging in an activity of a student’s choosing. Over a term, the elective curriculum allows students to do things they have never done before, make new friends, enhance existing skills, and build confidence.

Enrichment

A comprehensive programme of enrichment opportunities exists for students after school. From football to musical productions, art clubs to chess, pupils of all ages and backgrounds stay behind to complete in different activities or to represent the school in different ways every night of the week.

Year 11 students stay in school for Academic Enrichment which prepares them for upcoming examinations.

Safe, Engaged, Kind - Our One Trust Rule is at the heart of everything we do

OUR AIMS AND INTENTIONS

We want our students to value learning, and to develop in to happy and healthy adults who are positive contributors to our local and global communities.

We recognise that we serve some of the most disadvantaged areas in the country and that many students join us with gaps in their cultural capital and wider world knowledge, as well as with lower reading ages and smaller vocabulary banks.

Through an integrated approach consisting of Citizenship, RSE, PSHE, SMSC, Careers, our elective curriculum and an extensive enrichment programme, we hope to equip students with the knowledge, resilience, empathy and analytical skills needed to confidently make their way in modern Britain.

Safe

- High expectations of behaviour
- Consistent routines for students and staff
- Early identification of risk and effective intervention
- PSHE programme adapted to meet needs
- Lessons aligned to pastoral support

Engaged

- High expectations of learners
- Common learning cycle
- Positive praise culture
- Shared learning journeys
- Curriculum experiences , elective curriculum and enrichment offer

Kind

- Learning Behaviours Curriculum
- Tolerance and mutual respect central to PSHE curriculum
- Constantly modelled in student conversations
- DoE, student leaders

CURRICULUM DESIGN

A carefully sequenced and spiralling personal development curriculum which builds knowledge and understanding over time and in an age appropriate manner.

Mapping ensures that all statutory elements of the RSE and Citizenship National Curriculum, protected characteristics and British Values are covered.

Adaptive and addresses contextualised safeguarding risks and other local needs including issues identified on CPOMS.

All curriculum areas contribute to students' personal development. Careful consideration is given to opportunities to develop SMSC and cultural capital. Identified on SoL, made explicit to students on Why This Why Now slides.

KS3 DEAR an example of all learning activities contributing.

PERSONAL SKILLS

Development of all aspects of SMSC and British Values, and an understanding of respectful and age appropriate relationships.

Critical thinking, tolerance, an awareness of importance of oracy, and confidence in articulating their point of view is built over time, particularly through votes for school sessions and through the common thread of the CREATE framework.

Ability to reflect and be self-aware built, especially through the use of case studies.

Resilience built across curriculum by setting high expectations, providing timely feedback, removing scaffolding over time, sharing learning journeys and celebrating individuals' successes.

Regular opportunities to be leaders in the classroom and across the school.

IMPLEMENTATION

PD provision mapped by DEEP Experience teams.

PSHE curriculum designed by Trust Lead. Reviewed by Trust Director of Experience and Trust Director of Safeguarding. Quality assurance of delivery by School PD lead & wider SLT.

Key knowledge revisited in connects and assessments.

Additional support for SEND to ensure accessibility for most vulnerable learners.

KS3 One hour of PSHE, Votes for Schools, assembly, One Trust Rule (OTR).

KS4 Half hour PSHE, Votes for Schools, assembly, OTR.

KS5 Half hour of PSHE, Votes for Schools, assembly, two Futures sessions.

Curriculum experiences, elective curriculum, enrichment offer.

Gatsby Benchmarks all met.

INTENDED IMPACT

Students will be aware of physical and non-physical risks in the world, and how to stay safe in and out of school.

Students will have positive attitudes to learning.

Students will be tolerant and respectful members of our community.

Students will contribute positively to the school and the local communities.

Students will be aware of the wide range of opportunities available to them and know how to access next steps in education and careers.

Students will develop existing interests, will visit places they have never been before and will try activities they have never done before, mixing confidently in different social groups as they do so.

How students learn at Studio West

Learning Cycle

Our Learning Cycle helps students identify the part of the lesson they are in and the learning behaviours associated with it. This structure supports all students with their learning, especially those coming from a disadvantaged background or those with SEND. The cycle provides a framework for teachers to plan lessons, although they are free to have multiple new learning and application episodes. We communicate with families so they understand the learning cycle, our teaching and learning strategies and how they can best support learners at home.

Connect

All lessons start with a connect activity. This written activity is typically in the form of a few short retrieval questions which encourage students to recall previously learnt knowledge, both from a recent lesson and from further back. These questions will often make a link between previously acquired knowledge and the lesson's new learning. Connect activities are completed in silence and without looking back at work in books. It is the "struggle to remember" and regular revisiting of core knowledge that consolidates memories and helps students beat what Ebbinghaus calls "the forgetting curve".

Creating connections between pre-existing knowledge and new learning strengthens students' understanding of the subject. Teachers explicitly make these links in learning and to careers or aspects of personal development by explaining "why this, why now?".

Learn

In the new learning part of the lesson the teacher, as the subject expert, passes on the core knowledge identified in the subject's curriculum. Teachers model using an I-We-You structure and directly address misconceptions. Students should be engaged listeners and ready to respond to questioning.

Apply

During this part of the lesson students work individually or in groups to apply their new learning, using the models provided as examples, and avoiding the identified misconceptions. Scaffolding of support enables all students to make progress in the lesson.

Review

In the final part of the lesson students complete an activity which reinforces and returns to the core knowledge intended to be learnt in that lesson. This activity can often be used by teachers as a feedback opportunity to refine their plans for the next lesson in a sequence.

Any time assessment

Questioning can occur at any point in the lesson to check and strengthen student understanding. Three key strategies are used by teachers and made clear to students:

- Cold calling – students are asked not to put their hand up but to be ready to answer if asked. Questions are built upon and bounced from one student to another to develop deep understanding.
- Show me on 1 – mini white boards are used to allow the whole class to answer at once. All students are given time to write their response and then hold up their board at the same time after a verbal countdown. The teacher can then check every student and address misconceptions or build on interesting ideas.
- "Say it again but better" or "Say it how you'd write it" prompts encourage students to use technical language and build their academic language skills.

Teaching of vocabulary

Vocabulary is explicitly taught across the school. Tier 3 language refers to subject specific words and is taught in a structured way in every subject across the school. Understanding these words is important for exam success and for fostering a deeper understanding of, and appreciation for, a subject. All lessons include the teaching of one word including analysing its prefix and suffix to make the acquisition of further new vocabulary easier.

Drop everything and read (DEAR)

Twice a week in Key Stage 3, form time is dedicated to Drop Everything and Read (DEAR). During DEAR the form tutor reads a book to their class as the class reads along in their own copy of the book. The teacher pauses at key moments to ask planned questions in order to clarify context or key words.

DEAR is designed to foster a love of reading through a shared year group experience. By hearing their tutor read, students also hear the expression and intonation that is essential for language learning and vocabulary acquisition but that is missing when our only exposure to language is the written form. Each year group reads books selected for them and reads them at the same speed. The books each year group reads have been carefully chosen by English teachers as being appropriate for their age and as being culturally enriching, exposing students to powerful contextual understanding. As such, DEAR is an important part of our Personal Development provision.

Homework

We recognise the value that homework brings to the progress of our students. In Key Stage 3 and in every subject, students can pick from four differentiated mini-project options related to the knowledge and skills they have studied that half-term. Included in these options is an Above and Beyond activity which is a special experience or project that challenges students to extend themselves and explore areas of interest.

At Key Stage 4 homework is set by all departments, and much of this is set online. Online homework has the benefits of students' work being marked immediately, them learning from their mistakes or being able to "have another go". Teachers are able to see students' responses and plan feedback in lessons. These online homework activities are designed to revisit prior learning, consolidate memories and reduce the impact of the forgetting curve.

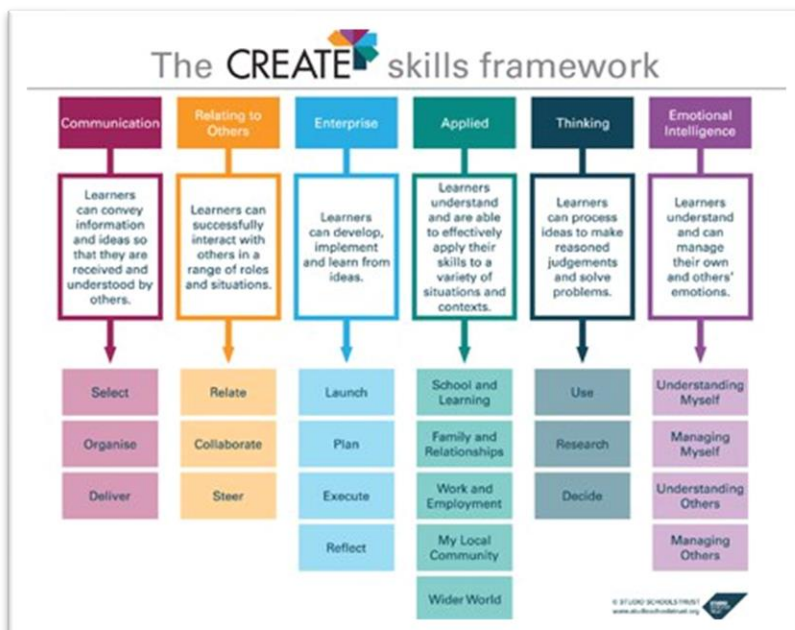
Class Teams

In addition to access to homework, our online provision provides lesson resources for students to revisit lessons they found challenging, to revise, or to deepen their understanding. Students can catch up with lessons they missed due to absence. Learning journeys are available indicating the topics being taught over what is a seven-year journey in many subjects. Knowledge organisers detail the core knowledge to be learnt in each unit of work. Past papers and sample assessments are also available for students.

CREATE framework

The ethos of Studio West is enshrined in “learning that connects”. The principle that learning must constantly connect school with the real world and the full range of work-related learning and career progression, towards university, an apprenticeship or other destination tailored to the needs of the individual.

The CREATE framework provides a framework for identifying the personal skills that are being developed in a lesson. Teachers make these skills explicit to students when explaining “why this, why now”.



Assessment and feedback

Assessment in all its forms sits at the heart of our curriculum delivery. Students are regularly assessed in class through retrieval activities, questioning and low-stakes quizzes in order for teachers to address misconceptions and plan next steps in learning. Formative feedback is provided after key pieces of work either individually or using a whole class feedback sheet.

Our pillars of feedback and marking summarise the ways in which teachers give students improvement feedback.

EVERY LESSON FEEDBACK			
QUESTIONING	LIVE MARKING	LITERACY CODES	SELF OR PEER ASSESSMENT
SUMMATIVE ASSESSMENTS USED FORMATIVELY			
KEY APPLY TASKS	REVIEW OF STUDENT PROGRESS SCHEDULE	QUESTION LEVEL ANALYSIS & WHOLE CLASS FEEDBACK	

For students in all year groups, we measure the extent to which students have learnt the core declarative and procedural knowledge our teachers have identified in their departmental schemes of learning. Progress is defined as understanding, retention and ability to apply that core knowledge.

In Key Stage 3 each term and for each student they teach, teachers answer the question “Has this student made the progress that could reasonably be expected of them?”. Classwork provides the basis of this decision and termly assessments assessing understanding of recently taught material and retention of previously taught core knowledge triangulate these judgements. Where a child is judged not to have made

reasonably expected progress, teachers indicate a classroom-based intervention to support them in their learning.

Question Level Analysis (QLA) of assessments is one form of evidence used to inform topics to be revisited in connect activities, to identify topics for targeted interventions and for future curriculum refinement.

Year 10 students sit assessments designed to prepare them for their final Level 2 examinations and to measure their progress towards these. These papers assess their learning so far and students are given a predicted grade for the end of the course. The third formal assessment in Year 10 is a Mock Examination assessing all content covered on the course so far and after which students receive a working at grade in addition to their prediction.

Year 11 complete Mock examinations in November and March. These are important steppingstones towards the final examinations and students are supported to master elements of the course in the build-up to each of these. Question Level Analysis of Mocks informs teacher planning, and “next steps” information is provided to students as well as foci for targeted intervention. Subjects provide other informal short-tests and extended response opportunities as part of their ongoing revision planning. Students are given a working at grade and a predicted final grade after each mock exam.

Impact

The impact of our curriculum offer on student outcomes and personal development is reviewed and reported regularly in Years 7 to 11. Impact is measured against all statutory measures and national standards. Academic performance within each year group is carefully monitored to ensure that students are making the requisite progress and that the impact of teaching and intervention is as it should be. This monitoring informs school improvement priorities.

We have a number of aims and expectations of what our curriculum will achieve:

- We expect all subjects to balance the need to prepare pupils for examinations with the development of skills and a broader understanding of how the subject fits into the wider world.
- We expect to see year-on-year improvements in the progress made by pupils in all subjects at all key stages.
- We aim to support all our learners to be able to read at age-appropriate levels and to develop a love of reading for its own sake.
- We aim to ensure that the diverse curriculum offer that we have strived to protect, enthuses and inspires young people to attend school regularly and reach their academic potential.
- We aim to foster a love for learning reflected in positive Attitude to Learning ratings for all of our students.
- Whilst we welcome many of our students into the Trust's Sixth Form at the end of Year 11, we understand that some pupils, following independent advice and guidance, will choose to further their studies or work-related training elsewhere.
- We want all our pupils, including those from the most disadvantaged backgrounds or with SEND, to be in education, employment or training when they leave us, either at the end of Year 11.
- We aspire for all Studio West pupils to be inspired by their education (inside and outside the classroom) at school and to seek out and follow a career in a field for which they hold a passion.
- We aim to recruit and retain the best available subject specialist teachers.

Glossary

KNOWLEDGE		
<p>CORE KNOWLEDGE The powerful knowledge we want students to retain in their long-term memory. It is on this that students build their understanding, creativity and enquiry.</p>	<p>HINTERLAND KNOWLEDGE The narratives, metaphors, analogies or anecdotes we use to frame core knowledge. It should be enriching and vital but should not become a distraction</p>	
<p>SUBSTANTIVE KNOWLEDGE Substantive knowledge is the set of facts, principles, laws, descriptions, claims, concepts or accounts of a subject. It will account for much of the core knowledge we teach.</p>	<p>DISCIPLINARY KNOWLEDGE Disciplinary knowledge addresses how experts in a field generate and verify knowledge. The amount of this will vary greatly between subjects.</p>	
<p>DECLARATIVE KNOWLEDGE Declarative knowledge – is the “know that” element of substantive knowledge.</p>	<p>PROCEDURAL KNOWLEDGE Procedural knowledge is the “know how” or skills and techniques.</p>	
<p>THRESHOLD KNOWLEDGE <i>“...a portal opening up new and previously inaccessible ways of thinking about something....a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress”</i> (Meyer and Lland) Knowledge without which students will not be able to access new learning. Must be explicitly taught and collaborative planning and a common language around teaching it is crucial.</p>		
VOCABULARY		
<p>TIER 1 Everyday words familiar with most students and normally learned through conversation e.g. inside, yellow</p>	<p>TIER 2 Academic words that students might encounter across subjects. Less common in speech and more common in written language. e.g. indistinguishable, emerge <i>Taught in form, use encouraged in lessons during questioning</i></p>	<p>TIER 3 Academic words that belong to specific subjects e.g. equation, photosynthesis <i>Taught and used in lessons</i></p>
LEARNING SCIENTIST STRATEGIES		
<p>TESTING Silent and independent, without referring to notes. Prime new learning without creating unnecessary cognitive load – concentrate on core knowledge, not hinterland</p>	<p>SPACED PRACTICE Providing opportunities to revisit previously taught knowledge over a period of time to beat what Ebbinghaus called the forgetting curve e.g. through carefully planned and timed homework quizzes</p>	<p>INTERLEAVING Revisiting topics/knowledge in different orders or contexts, creating opportunities to create links between different ideas or help students choose the right strategy to solve a problem</p>
ASSESSMENT TO...		
<p>...CHECK UNDERSTANDING <i>High quality questioning in class</i> <i>Opportunities for self-assessment against clear success criteria</i> <i>Live marking during Apply activities</i> <i>Review at the end of the lesson focussed tightly on the core knowledge being taught</i></p>		<p>...CHECK RETENTION <i>Connect activity in the next lesson, later in the topic, etc</i> <i>Retrieval through well planned homework quizzes</i></p> <ul style="list-style-type: none"> - <i>At regular intervals</i> - <i>Ahead of returning to a topic/theme to build</i> <p><i>Formal assessments – tightly focussed on retention and application of Core Knowledge</i></p>