

## OUR CURRICULUM VISION STATEMENT

### OUR CONTEXT

SCHOOL VALUES & LEARNING SUPERPOWERS	ASPIRE VALUES							LEARNING SUPERPOWERS				
	Ambitious to Achieve	Self-Motivated	Positive	Independent	Respectful	Engaged		Resilience	Collaboration	Investigation	Evaluation	

**INTENT – We come to school every day to... Our Curriculum is based around the SOW Model where children develop an understanding of *self*, *others* and the *world*.**

CURRICULUM VISION	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	<ul style="list-style-type: none"> <li>To ensure high levels of <b>physical and mental wellbeing</b></li> <li>To be passionate about <b>learning and reading</b></li> <li>To be effective <b>communicators</b></li> <li>To develop our <b>learning superpowers</b> (Resilience, Collaboration, Evaluation and Investigation)</li> </ul>	<ul style="list-style-type: none"> <li>To understand <b>respect, equity and diversity</b> for all</li> <li>To develop a strong sense of personal character through <b>social, moral, spiritual and cultural development</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand and respect rules and laws through our <b>4Bs (be ready, be respectful, be safe and be kind)</b></li> <li>To contribute to our <b>family, local and global community</b></li> <li>To have high aspirations through <b>careers and enterprise</b></li> </ul>

### IMPLEMENTATION

TEN PRINCIPLES FOR EXCELLENT TEACHING	Daily review of learning	Present new learning in small, coherent steps	Ask challenging questions	Provide explicitly clear and excellent examples/ models	Guide children's practice	Systematically check children's understanding	Provide opportunities to develop oracy and communication	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning regularly
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ORGANISATION OF CURRICULUM	Reading	Writing	Phonics (RWI)	Maths	Science	History	Geography	Art	DT	Music	Computing	RE	PSHE	PE	Spanish
	<ul style="list-style-type: none"> <li>The Foundation Stage (Reception) Curriculum is planned around developing the whole child, around the characteristics of effective learning, with successful progression towards the National Curriculum in mind.</li> <li>Curriculum topics in Key Stage 1 and 2 span for one term to enable depth and breadth.</li> <li>Curriculum enhancement weeks take place throughout the year to focus on specific aspects of the curriculum in addition to the learning through topics: Heritage and Community, Careers and STEM.</li> <li>Every curricular topic includes a focus on either History or Geography.</li> <li>Reading is central to the curriculum and there is a clear strategy in place for developing reading skills so that children can access all other areas of the curriculum as well as promoting a love of reading.</li> <li>Maths is taught using White Rose Maths as a basis to organise the progression in maths learning and teaching.</li> <li>Foundation subjects and science are taught as discrete subjects using agreed schemes of learning to ensure progression in skills and knowledge; where possible and meaningful, they link to the curriculum topics.</li> <li>RE and PSHE are taught alternately, with each subject covered for half a term.</li> <li>Knowledge Organisers provide information, vocabulary, facts, diagrams, maps and pictures, which children need to know by the end of each curriculum topic.</li> <li>Teaching staff are supported in achieving their professional expectations and pedagogy through a Teaching and Learning Handbook.</li> </ul>														

TOPIC EXPECTATIONS	Planned opportunities for <b>exploration and discovery</b>	An inspiring <b>investigation or inquiry</b>	A <b>memorable</b> experience with a <b>meaningful</b> audience and purpose	A high-quality <b>stimulating text</b>	An innovative <b>challenge</b> or opportunity for <b>application</b>
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ASSESSMENT	Termly summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback	Regular independent writing challenges	Reading assessments including <b>Reading Plus</b> and Read Write Inc.	Regular opportunities for children to demonstrate their new knowledge	Regular, low-stakes phonics and times tables screening checks
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### IMPACT

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> <li>Most children make strong progress and achieve well above the national average</li> <li>Opportunities are available for all children to grasp concepts at a greater depth</li> <li>Our knowledge –enhanced curriculum will prepare all children with skills for the 21<sup>st</sup> century</li> <li>Children are engaged by a broad and balanced curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Children will follow the 4B rules: Be Ready, Be Respectful, Be Safe, Be Kind.</li> <li>Children will build constructive relationships that enable them to make a positive contribution to the school community</li> <li>Children will attend school regularly and on time</li> <li>Children will see their learning challenges as opportunities – not obstacles</li> <li>Children will be resilient and willing to take risks</li> <li>Children will understand the difference between right and wrong – and why</li> <li>Children will take personal responsibility for their behaviour and attitude</li> <li>Children will know that asking for help is a sign of strength – not weakness</li> </ul>	<ul style="list-style-type: none"> <li>Children are equipped with the knowledge to be able to care for their physical and mental wellbeing</li> <li>Children are prepared for life in modern Britain</li> <li>Children develop leadership, enterprise and communication skills in preparation for the future</li> <li>Children are encouraged to be curious and creative</li> </ul>

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### EVALUATION

	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
REVIEW	<ul style="list-style-type: none"> <li>Learning must be clear, explicit and purposeful</li> <li>Children’s recorded learning or teacher’s systematic recording of learning must clearly show progress</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning is reviewed in light of current thinking and research</li> </ul>	<ul style="list-style-type: none"> <li>Learning is reviewed regularly with all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>Professional development meetings focus on building the capacity of staff</li> <li>Learning is open and teachers learn and adjust their practice in light of what they see</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning is reviewed, improved and changed in light of outcomes and expectations</li> </ul>
MONITORING	<ul style="list-style-type: none"> <li>Book looks</li> <li>Medium and long term plans</li> </ul>	<ul style="list-style-type: none"> <li>Assessment outcomes</li> <li>Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Regular learning conversations with parents</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks/ Typicality Trackers</li> <li>Lesson visits</li> <li>Professional development goals and reviews</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum evaluations/ deep dives</li> </ul>