

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

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"> 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. Curriculum topics in Key Stage 1 and 2 span for one term to enable depth and breadth. 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. Every curricular topic includes a focus on either History or Geography. 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. Maths is taught using White Rose Maths as a basis to organise the progression in maths learning and teaching. 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. RE and PSHE are taught alternately, with each subject covered for half a term. Knowledge Organisers provide information, vocabulary, facts, diagrams, maps and pictures, which children need to know by the end of each curriculum topic. Teaching staff are supported in achieving their professional expectations and pedagogy through a Teaching and Learning Handbook. 														

TOPIC EXPECTATIONS	Planned opportunities for exploration and discovery	An inspiring investigation or inquiry	A memorable experience with a meaningful audience and purpose	A high-quality stimulating text	An innovative challenge or opportunity for application
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ASSESSMENT	Termly summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback	Regular independent writing challenges	Reading assessments including Reading Plus 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	BEHAVIOR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> Most children make strong progress and achieve well above the national average Opportunities are available for all children to grasp concepts at a greater depth Our knowledge –enhanced curriculum will prepare all children with skills for the 21st century Children are engaged by a broad and balanced curriculum 	<ul style="list-style-type: none"> Children will follow the 4B rules: Be Ready, Be Respectful, Be Safe, Be Kind. Children will build constructive relationships that enable them to make a positive contribution to the school community Children will attend school regularly and on time Children will see their learning challenges as opportunities – not obstacles Children will be resilient and willing to take risks Children will understand the difference between right and wrong – and why Children will take personal responsibility for their behaviour and attitude Children will know that asking for help is a sign of strength – not weakness 	<ul style="list-style-type: none"> Children are equipped with the knowledge to be able to care for their physical and mental wellbeing Children are prepared for life in modern Britain Children develop leadership, enterprise and communication skills in preparation for the future Children are encouraged to be curious and creative

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EVALUATION

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