

Our Curriculum Vision

Aims & Intent	1	Our Values	Respect	Challenge	Resilience	Inclusion	Unique	
	2	Aspirational Aims	Successful Learners		Confident Individuals		Responsible Citizens	
	3	Emotional Development	Skills & structure: Developing skills; Developing morals & values; Understanding the need for rules	Power & identity: Developing identity; Distinguishing fantasy from reality; Exploring power with responsibility	Thinking: Expressing a view; Learning about cause & effect; Feeling thinking and problem solving	Doing: Engaging and doing; Exploring and experimenting; Experiencing options; Initiating and engaging	Being: Being safe Being special Having needs met	
Implementation	4	Curriculum Drivers	The acquisition of knowledge	The understanding of subjects	Making Connections	The practise of skills	The use of vocabulary	The entitlements of National Curriculum
			Non negotiables	School Values	Challenge & Progression for all Pupils	The Local Area	British Values	Enterprise
	5	Characteristics of Effective Teaching	Clear and challenging learning objectives	Children will engage positively with their learning	Appropriate questioning, modelling and explaining	Learning through talk and active learning	An expectation that children will be encouraged to be independent learners	An expectation that children will develop resilience and accept responsibility for their own learning

Impact	6	The impact of the curriculum should be threefold despite starting points or backgrounds.	<p>STANDARDS</p> <p>Children make expected or better progress from their starting points whether as a new admit or on joining us for their Reception year. Achievement and progress should be measured across the curriculum, however a secure understanding within the core or foundations is essential to develop wider skills and knowledge across the curriculum in its entirety.</p>	<p>PERSONAL DEVELOPMENT</p> <p>Children are successful learners; confident in themselves and emotionally secure. They embody the values and qualities of our vision; the characteristics of effective learning and Emotional Development. These positive values and qualities are visible in lessons and around the school</p>	<p>CURRICULUM ENTITLEMENT</p> <p>Children have had access to a broad and balanced curriculum through rich and varied activities which has stimulated their imaginations; aroused their curiosity and fostered a lifelong love of learning.</p>
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Evaluating Impact	7	<p>Questions to prompt our Curriculum Evaluation?</p>	<p>High Quality Outcomes</p> <p>Has the learning led to a purposeful and relevant outcome? Are pupils challenged to reflect upon and evaluate their learning?</p> <p>Are pupils evaluating their attitude to learning and its link to success?</p> <p>Are there high enough expectations for all pupils regardless of their starting points or learning needs?</p> <p>Is assessment purposeful and used to shape future learning?</p> <p>Is feedback a prominent feature of the learning?</p> <p>Is planning, preparation and</p>	<p>Curriculum content</p> <p>Are pupils able to connect local, national, regional and global contexts for their learning?</p> <p>Do pupils experience enjoyment and enrichment in their learning?</p> <p>Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation?</p> <p>Is access to cultural capital planned within learning? Is learning adopted to reflect local, regional and global current affairs, technological and environmental changes?</p> <p>Does curriculum planning reflect our</p>	<p>Challenge and progression</p> <p>At the point of learning is the curriculum sufficiently challenging and appropriate for each child?</p> <p>Are there high expectations for all pupils learning and attitudes to learning?</p> <p>Does the work of the children show that tasks are rich and engaging for all pupils?</p> <p>Do planning, tasks and outcomes show a clear understanding of pupils needs and how best to support them?</p>	<p>Embedding knowledge and skills</p> <p>Do children have opportunities to solve problems and undertake learning at a deeper level?</p> <p>Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout school?</p> <p>Does planning reflect progression in subjects, knowledge, skills, concepts and vocabulary within curriculum topics as well as discrete subjects?</p> <p>Are there coherent links within topics and subjects that increasingly challenge pupils?</p>	<p>Vision and Values</p> <p>Does the curriculum reflect our vision and values?</p> <p>Is explicit reference made to our vision; curriculum aims and learning behaviours in lessons, topics and subjects?</p> <p>Do pupils engage with local community, national and global issues?</p> <p>Are pupils aware of British Values and able to make connections between their learning and these values?</p>

			<p>assessment efficient, purposeful and effective?</p>	<p>aims and the starting points of our children?</p> <p>Is learning adapted to reflect local, regional and global affairs, technological and environmental changes?</p>		<p>What subjects, knowledge, skills, concepts and vocabulary have pupils acquired?</p> <p>Is each subject given integrity and taught systematically either discretely or as a topic?</p>	
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