



VISION, VALUES & AIMS	1	Vision and Values	" Our School is the rich soil that enables our children to develop deep roots, and flourish"		Learning, laughter and friendship are at the heart of everything we do.				Ensure high achievement and high attainment in all areas			
	2	Curriculum Intent	Children have a deep knowledge of what they are learning about that develops in their long term memory.		Children have the skills and vocabulary to apply what they have learned in a variety of ways.				Children are accepting and informed about their own area and the cultures and beliefs of the wider world. The children 'Meet people, go places, do things and make things happen'.			
	3	Learning Behaviours Characteristics of Effective Learning (EYFS)	Team work	Aiming high	Creativity	Improving	Independence	Making links	Curiosity	Pride	Taking risks & Aiming high	Resilience & Growth mind-set
			Being involved & concentrating		Having their own ideas	Playing with what they know	Choosing ways to do things	Making Links	Finding out and exploring	Enjoy achieving what they have set out to do.	Being willing to have a go	Keep Trying

CURRICULUM IMPLEMENTATION	4	Curriculum 'Powerful Concepts'	Cause and effect		environment	Migration & Empire	Health	Cultures	Equality	innovation	Civilisation					
	5	Curriculum Development aims	Well organised and sequential schemes of work where purposeful links are made between subjects and within subjects linked to our 'big ideas'		Knowledge acquisition	Securing learning to long term memory	The practice of skills- taught progressively and revisited.	The use of subject specific and challenging vocabulary	The entitlements of National Curricula	The discovery and appreciation of cultural capital	Collaboration with local/global partners to offer experiences beyond the classroom					
	6	What it looks like in practise	Child friendly Learning journeys develop lessons and show children where lessons fit within the wider learning context.	Vocabulary is explicitly taught and revisited throughout all subject areas using the Frayer model.	Thematic topics and schemata link learning in order for children to deepen understanding.	Use of metacognitive strategies enable children to talk about the process of learning.	Knowledge organisers set out the powerful knowledge that we want children to remember	Regular Retrieval practise enables children to learn and remember key facts.	Units develop through a series of key questions and culminate in end of unit tasks enabling children to apply knowledge and skills.	Discussion and high order questioning allow children to develop ideas and communicate their thinking.	Opportunities to present and communicate work in different ways to the wider world.	Subject stories map out where learning units link and build on each other.	Well planned High quality enrichment opportunities to complement teaching and learning.	Reading at all levels forms an integrated part in all areas of the curriculum.		
7	Curricula Assessment KS1 & 2 EYFS	Progress for our children is progress across our curriculum in it's entirety: – each subject, each concept, each skill, each piece of vocabulary														
		'Below': consolidating their learning from the previous year(s) while accessing age related content with support and scaffolding.			'Working Towards': accessing age related content but still needing to consolidate understanding for learning to be secure across the curriculum.			'at/secure': accessing and retaining age related content across the curriculum.			'Greater Depth': accessing, retaining and connecting age related content across the curriculum					
		1. 'Working towards' the Early Learning Goal					2. 'Working securely' within the Early Learning Goal					3. 'Working at a level above' the Early Learning Goal				

ORGANISATION	8	Our whole school curriculum comprises a carefully structured progressive range of educational experiences	KS1 & 2	Educational visits	Engaging learning Hooks	Visitors	Collective worship/assemblies			Extra-Curricular Opportunities	Use of digital resources to support all areas	Learning through community partnership and parental involvement	Fundraising						
				FOUNDATIONS OR CORE CURRICULUM						TAUGHT WITHIN LINKED TOPICS					TAUGHT AS DISCRETE SUBJECTS				
				ENGLISH	MATHS	SCIENCE (sometimes thematically)	HISTORY	GEOGRAPHY	DESIGN TECHNOLOGY	ART	COMPUTING	P.E.	MUSIC	FRENCH	RE	PHSCE/EDUCATE AND CELEBRATE			
			EYFS	SPECIFIC AREAS			PRIME AREAS												
				READING	WRITING	MATHS	UNDERSTANDING THE WORLD			EXPRESSIVE ARTS & DESIGN			PHYSICAL DEVELOPMENT	COMMUNICATION & LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT				

IMPACT	9	The impact of our curriculum should be threefold; irrespective of starting points or background:	IMPACT 1: STANDARDS Children have a deep knowledge and high attainment levels across all subject levels as well as maintaining high levels of attainment and progress in Maths, English and Science. They understand and can describe how their learning fits into the bigger picture.				IMPACT 2: PERSONAL DEVELOPMENT Children are confident communicators with the skills and vocabulary to present their ideas and knowledge to a wider audience. Children have a well developed sense of themselves and their locality.				IMPACT 3: CURRICULUM ENTITLEMENT Through experience, children have a wide knowledge and are accepting of other people's backgrounds, beliefs and cultures both locally and globally. Children have access to a variety of opportunities to learn from specialists, parents, professionals and local groups. Children meet people, go places, do things and make things happen. They have high aspirations for their future.			
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EVALUATING IMPACT	10	Lines of enquiry to review and appraise our curriculum	High Quality Outcomes: -Has the learning led to a purposeful and relevant outcome? -Are pupils challenged to reflect upon and evaluate their learning? -Are pupils evaluating their attitude to learning and its link to success? -Are there high expectations for all pupils, regardless of their starting points or learning needs? -Is assessment purposeful, efficient and used to shape future learning? -Is feedback a prominent feature of the learning? -Is planning, preparation and assessment efficient, purposeful and effective?		Curriculum Content is Responsive and Relevant: -Are pupils able to connect local, national, regional and global contexts for their learning? -Do pupils experience enjoyment and enrichment in their learning? -Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation? -Is access to cultural capital planned within learning? -Is learning adapted to reflect local, regional and global current affairs, technological and environmental changes? -Does curriculum planning reflect our aims and the starting points of our children?		Challenge and Progression for all: -At the point of learning is the curriculum sufficiently challenging and appropriate for each child? -Are there high expectations for all pupils learning and attitudes to learning? -Does the work of the children show that tasks are rich and engaging for all pupils? -Do planning, tasks and outcomes show a clear understanding of pupil needs and how best to support them?		Embedding Knowledge and Skills: -Do children have opportunities to solve problems and undertake learning at a deeper level? -Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout the school? -Does planning reflect progression in subjects, knowledge, skills, concepts and vocabulary planned within curriculum topics as well as discrete subjects? -Are their coherent links within topics and subjects that increasingly challenge pupils? -What knowledge, skills, concepts and vocabulary have pupils acquired? -Is each subject given integrity and taught systematically either discretely or as a topic?		Vision and Values: -Does the curriculum reflect our vision and values? -Is explicit reference made to our vision; curriculum aims and learning behaviours in lessons, topics, subjects? -Do pupils engage with local community, national and global issues? -Are pupils aware of British values and able to make connections between their learning and these values?	
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