

Our Curriculum

Intent	Implementation	Impact
<ul style="list-style-type: none"> ★ The curriculum in our schools is <u>everything</u> that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study. ★ The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world. This will be personalised for each school. ★ We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future. ★ All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes. ★ We seek to promote children’s intrinsic motivation by giving them ownership over the direction of their learning. ★ Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning. ★ Children deserve learning experiences that will stick with them for a lifetime. ★ An inclusive curriculum either as a whole school, across year groups or within classes will offer ‘learning without ceilings’; rigour and challenge; and enjoyment, engagement and enrichment whilst acquiring the associated knowledge, skills and behaviours. 	<ul style="list-style-type: none"> ★ Each school will have a thoughtfully designed curriculum map, which will show what knowledge will be taught, which subjects will be linked and the theme which will provide the context for the learning. ★ Children work on thematic based projects that bring the curriculum together with an intentional outcome. Projects need to be planned carefully and collaboratively, to ensure engagement, motivation, deep learning and progression. A theme will begin with a ‘scintillating’ starter, progress through ‘motivating middles’ and end with a ‘fabulous finish’. ★ Knowledge organisers will be used to extend teachers and pupils’ subject knowledge and communicate what will be learnt within a unit with children and parents. ★ Planning builds on children’s prior learning and provides challenge through the use of progression documents to ensure children are learning and knowing more. ★ All learning within our curriculum will aim for excellence through the emphasis on the crafting of ‘beautiful’ work – asking children to develop work and expertise through multiple drafts or revisions until it is ‘beautiful’ and has meaning beyond the classroom, representing the very best that the child is capable of producing. ★ Teachers will make use of all the ‘Make it stick’ strategies to support children to remember what they have learnt and to retrieve this knowledge when needed. ★ We will equip learners with a menu of learning strategies which they can deploy according to the context of the learning, explicitly ensuring learners see the analysis of and reflection on their mistakes is a sign of strength and not weakness. 	<ul style="list-style-type: none"> ★ High levels of pupil engagement with the curriculum. ★ Children make good progress in all subjects reaching or going beyond age related expectations by the time they finish primary school. ★ Children can demonstrate their learning and the knowledge they have gained and apply this in a range of contexts. ★ Displays and books will show high quality outcomes from all subjects.

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.