



School values	Determination	Responsibility	Empathy	Aspiration	Making a difference
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INTENT – We come to school every day to...

Curriculum vision	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	To ensure high levels of physical and mental wellbeing To be passionate about learning To develop a strong sense of personal character	To understand equality for all To challenge inequality To be respectful and tolerant of others	To use the world sustainably To understand and respect rules and laws To share the world peacefully with all others

IMPLEMENTATION – in practice this will be achieved by...

Ten principles for effective teaching	Daily review of learning	Present new learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children's practice	Systematically check children's understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning weekly/monthly
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Curriculum Subjects	EYFS	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Maths		Understanding the World		Expressive Art and Design	
	KS1	Speaking & Listening Oracy	Phonics	Writing	Maths	Science	Physical Education	Computing	History	Geography	Personal, Social, Health and Economic Education	Religious Education	Design and Technology	Art	Music
Reading															

Organisation of curriculum	DISCRETE SUBJECTS								CURRICULUM DRIVERS THROUGH ALL SUBJECTS							
	<ul style="list-style-type: none"> Phonics follows the 'Little Wandle – Revised Letters and Sounds' phonics programme from Nursery – Year 2 Writing is taught through Scribble Club – Nursery, Drawing Club – Reception, Literacy Tree – Y1 & Y2 Maths is taught with 'Numicon' as the resource by which all new concepts are introduced. White Rose Maths is used to organise the progression in maths learning and teaching, this is then adapted to meet the day to day needs of the children EYFS focuses on children's interests as well as having key texts that provide a focus for each half term, a careful and deliberate cumulative curriculum ensures children meet age related expectations EYFS Continuous provision is the resources and environment provided for children to interact with. It encourages children to learn in the absence of an adult – our continuous provision in EYFS is the 'Third Teacher'. During free flow learning within indoor and outdoor provision, adults interact at different levels including: (coming alongside children in their own led learning, adult guided groups and adult led groups) to ensure high quality adult interaction to move children's learning on The curriculum design in Key Stage 1 is cumulative and builds week on week, term on term, year on year providing a broad and balanced curriculum which enables children know more and remember more Lessons are planned and taught using careful and deliberate approaches rooted in effective practice and approaches (The Anthem Way) – lessons are structured using a my turn/I do, our turn/we do, your turn/you do approach 															

TERMLY FIVE TO THRIVE	1. Planned opportunity for family engagement	2. An inspiring investigation	3. A memorable experience	4. A high-quality stimulating book	5. A personal challenge
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ASSESSMENT	Termly summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback Written feedback in line with marking and feedback policy	Regular opportunities for retrieval, recall and application of previous learning	Regular opportunities for children to demonstrate their new knowledge	Phonics assessments as outlined by Little Wandle	Day to day observation of learning and actions taken to meet next steps
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IMPACT – Our intent and implementation will be successful when...

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> All children make accelerated progress from their starting points Opportunities are available for all children to grasp concepts at a greater depth A knowledge rich curriculum will prepare all children with skills for the 21st century All children are engaged by an irresistible curriculum 	<ul style="list-style-type: none"> All children will build binding, constructive relationships that enable them to make a positive contribution to the school community All children will understand and show Determination, Responsibility, Empathy, Aspiration and know how they can/do Make a Difference All children will see their learning challenges as opportunities to aim high – not obstacles All children will innovate and be willing to take risks All children will understand the difference between right and wrong – and why All children will take personal responsibility for their behaviour and attitude All children will know that asking for help is a sign of strength – not weakness 	<ul style="list-style-type: none"> All children are equipped with the knowledge to be able to care for their physical and mental wellbeing All children are prepared for life in modern Britain All children will have developed skills in preparation for the future/next step in their education All children are curious, creative and courageous All children use challenges to thrive and become even better versions of themselves

EVALUATION – we will know this has been successful by:

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<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 constantly evaluated and 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 staff learn and adjust their practice in light of what they see/learn 	<ul style="list-style-type: none"> Teaching and learning is reviewed, improved and changed in light of outcomes and expectations

MONITORING	Tapestry/Book looks Teacher's records/assessments	Data outcomes Pupil progress meetings SEND reviews	Pupil voice Termly learning conversation with parents	Learning walks Lesson visits Professional development meetings	Curriculum evaluations
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