



# Caring

# Positive

# Stimulating



Curriculum Intent		To equip <b>all</b> children with skills and a rich web of knowledge through <b>quality first teaching</b>	To provide high quality CPD to <b>all</b> staff to develop confidence, expertise and strong subject knowledge	To provide an engaging, meaningful and in-depth curriculum that offers real life, local experiences and challenges	To develop in <b>all</b> pupils a life-long thirst for new experiences and knowledge	To grow articulate, confident, independent learners who are resilient, curious, creative and critical	To promote a love of reading across all subjects	To inspire in <b>all</b> pupils self-belief and a sense of pride and responsibility in themselves, their communities and the wider world	To celebrate the unique talents of <b>all</b> children and encourage them to live ambitiously														
Implementation	Organisation of curriculum	Historian	Geographer	Engineer - DT	Artist	Scientist	Musician	Mathematician	Author - Writer	Author - Reader	Philosopher -RE	Philosopher-PSHE	Linguist - Spanish	Athlete	Engineer- Computing								
		Enquiry Drivers							Discretely taught subjects with links to enquiry wherever possible														
		Our school implemented a local, bespoke version of the Curious-City Curriculum in September 2020. Enquiry-led learning asks pupils to answer key questions that are too big to answer in one go. 'States of Being' enable learners to focus on and/or combine powerful knowledge in different enquiries. Each state symbolises an aspect of the Curriculum, helping learners to master both the 'know of' and 'know how' of a subject, not just remember it.							We follow the White Rose mastery curriculum where key skills are blocked and taught in depth. Skills are revisited through regular retrieval practice and by making links to other areas of Mathematics		We use Jane Considine's methods, taken from her book, "The Write Stuff" and teach writing through 3 zones: <b>1. Ideas - Fantasies</b> <b>2. Tools - Boomtastics</b> <b>3. Techniques - Grammaristics.</b> We also follow her approach for teaching spelling in KS2		We use RWI to teach phonics and decoding. We improve comprehension through Jane Considine's Hooked on Books approach where the reading process is made visible, through explicit modelling and scaffolding, giving time to book talk to develop vocabulary and enable children to articulate their understanding of the texts they read.		We use the 'Jigsaw RE' scheme which focuses on critical thinking, personal reflection, subject knowledge and nurturing spiritual development through an enquiry led approach.		We use the Jigsaw Scheme of work to teach PSHE & Relationships and Health Education		In KS1 children explore the Spanish culture and are exposed to basic vocab through stories, role play, games etc In KS2 the Language Angel scheme is used to support teaching and learning and videos are used to support pronunciation and grammar.		Two hours of high-quality lessons are taught each week using the PE Hub and REAL PE Schemes. We also aim to increase the amount of physical activity through additional activities eg daily mile, just dance, Huff and Puff.etc		We use Curious Computing to teach and explore computing in its broadest sense, not just programming. It follows a progressive enquiry led approach that runs alongside our Curious City Enquiries
	Wider Curriculum	<b>We believe that ORACY is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to develop and deepen their subject knowledge and better understand themselves, each other and the world around them.</b> We ensure that children are ready to learn by promoting the Golden Rules and developing their understanding of BLP (Building Learning Power). We celebrate success through: Celebration Assemblies, Commendation Awards, Class Superstars, Learning Champions and the Merit Card System. We give children a voice and a chance to take responsibility through: School Council, Peer Mediators, Listening Friends, Playground Buddies, Eco Council, Eco Buddies, Sports Leaders and ICT Incredibles etc. We provide additional pastoral support through: gardening club, ELSA etc																					
Assessment	Regular low-stakes testing		Termly summative assessments (PIRA, White Rose, GAPS)			Ongoing formative assessment (Insight Tracker)		Gap Analysis		End of Year Traffic Light Assessment (Foundation Subjects)		Pupil conferencing		Daily feedback									
Evaluation	<b>High quality outcomes</b> Learning has led to a purposeful outcome or product evident in books and in low-stakes testing			<b>Innovation</b> Learning is reviewed in light of current thinking and recent research.			<b>Regular communication</b> Learning is reviewed with all stakeholders in professional discussions and meetings.			<b>Opening up practice</b> Learning is open and teachers learn and adjust practice in light of what they see/research.			<b>Improving and changing</b> Learning is reviewed, improved or changed in light of outcomes and expectations.										
Impact	<b>Quality of education</b> Learners make progress in line with, or better than national expectations. They are given a wide range of learning opportunities which allow them to know and remember more.					<b>Behaviour and attitudes</b> Learners approach all challenges and new learning with a positive confidence. They are able to ask questions with conviction and answer questions safely.					<b>Personal development</b> Learners are given the tools to: seek self-improvement; be self-motivated; be analytical; be empathetic; appreciate others and take pride in their work.												