



SCHOOL CONTEXT

SCHOOL VALUES	RESILIENCE	INDEPENDENCE	CREATIVITY	HIGH ASPIRATIONS	EXCEPTIONAL	RESPECT
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INTENT – We come to school every day...

CURRICULUM VISION	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	To be inquisitive and motivated to learn. To develop confidence in our own skills and understanding. To be reflective.	To be accepting and understanding of others differences. To develop teamwork skills. To be tolerant of others.	To develop an understanding and awareness of our community. To explore the opportunities available in the wider community. To respect rules and laws.

IMPLEMENTATION

TEN PRINCIPLES FOR EXCELLENT TEACHING	HIGH EXPECTATIONS	AfL	ACTIVE LEARNING	CLEAR INTENTIONS	USE OF TECHNOLOGY	PRECISE MODELLING	QUALITY FEEDBACK	HOME ENGAGEMENT	DIFFERENTIATION	QUESTIONING
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ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	Science	RE	PE	Art	DT	Music	Geography	Computing	PSHE/RSE	History
	DISCRETE SUBJECTS							CURRICULUM TAUGHT THROUGH TOPIC THEMES WHERE POSSIBLE						
	<ul style="list-style-type: none"> A reading based curriculum incorporating high quality texts with clear written outcomes. Every curriculum theme includes science and either history/geography and art/DT. <ul style="list-style-type: none"> Six topics a year across both Academies Microsoft technology incorporated into learning in all subject areas when possible Knowledge organisers provide information, vocabulary, facts, diagrams, maps and pictures which children need to know by the end of each curriculum theme. 													

TERMLY FIVE TO THRIVE	1. HIGH QUALITY TEXTS	2. REAL LIFE EXPERIENCES	3. OUTSTANDING LEARNING ENVIRONMENTS	4. TECHNOLOGY	5. COMMUNITY ENGAGEMENT OPPORTUNITIES
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ASSESSMENT	Daily, high-quality, live, verbal feedback	Ongoing formative assessment	Termly summative assessment	Maths Blasts/Times table Challenges	Phonics Screening Assessments	Reading video conferences	Pupil/Adult interaction about learning
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IMPACT	QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
	<ul style="list-style-type: none"> All children make accelerated progress and achieve better than average 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 see their learning challenges as opportunities – 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 enterprise skills in preparation for the future All children are curious, creative and courageous All children use challenges to thrive and become even better versions of themselves

EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	Outcomes are inline or higher than national data.	Subject Leaders sharing and implementing new ideas which have an impact on learning.	Everyone understands the expectations on the intent, implementation and impact through clear communication.	Shared knowledge and ideas within year groups, key stages and across year groups.	Termly reviews and reflections on the curriculum, data and subject leadership to ensure the best outcomes

MONITORING	Book/Work Looks Subject Leader monitoring	Pupil Progress Meetings Data Discussions	Pupil's voice Parental Conversations	Learning Walks Lesson Drop Ins	Curriculum review meetings
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RESPONSIBILITY	Class teachers and year group teams.	Senior Leader Team	Executive Team	Academy Council	Trust Level
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