

VISION, VALUES & AIMS	1	Vision and Values	Be a happy and safe school where we try our best			Treat each other with respect, kindness and good manners.		Celebrate the success and achievement of everyone in the community		Ensure high achievement and high attainment in all areas																		
	2	Curriculum Intent	Teaching and learning enables children to 'know and do' – building from a strong focus on knowledge acquisition, including 'Cultural Capital', teaching and learning prepares children appropriately for the next stage in their life.			Teaching and learning enables children to question, reason and discuss – children are able to form opinions of their own; search and find out more; puzzle over ideas that might seem difficult to grasp or understand		Teaching and learning enables children to communicate their ideas and knowledge – regardless of their starting point, children become confident to share what they know and what they can do, preparing them to make a valuable contribution to society.																				
	3	Learning Behaviours Characteristics of Effective Learning (EYFS)	Collaboration Being involved & concentrating		Creativity Finding out and exploring Playing with what they know		Independence Choosing ways to do things Enjoying achieving what they set out to do		Reflection Making Links Having their own ideas		Risk Taking & Resilience Keeping trying Being willing to 'have a go'																	
CURRICULUM IMPLEMENTATION	4	Curriculum Starting Points	SELF				OTHER																					
	5	Curriculum drivers	Well organised and sequential schemes of work		Knowledge acquisition		Securing learning to long term memory		The practice of skills		The use of vocabulary		The entitlements of National Curricula		The discovery and appreciation of cultural capital		Collaboration with external partners to offer experiences beyond the primary school											
	6	Characteristics of effective teaching at BPPS	Use a structure that is fluid and suits the needs of all learners	Provide challenge and progression to all pupils	Present new learning in small manageable steps	Present learning clearly and sequentially; connect new learning with prior learning	Provide regular opportunities to review learning; establish whether learning is secure	Make regular use of well crafted, open ended questions	Introduce new vocabulary within a context	Features high quality models, images and representations	Provide pupils with a context, purpose or audience for their learning	Allow pupils to make choices in directing and shaping their learning	Support pupils to think about learning processes: metacognition	Use 'hooks' to engage, stimulate and sustain learning														
	7	Curricula Assessment KS1 & 2 EYFS	Progress for our children is progress across our curriculum in its entirety: – each subject, each concept, each skills, each piece of vocabulary (see curriculum policy for specific detail)																									
ORGANISATION	8	Our whole school curriculum comprises a carefully structured progressive range of educational experiences	Educational visits		Visitors		Assemblies		Extra-Curricular Opportunities		Learning through enterprise partnership		Learning through community partnership and parental involvement		Fundraising													
			FOUNDATIONS OR CORE CURRICULUM				TAUGHT THEMATICALLY				TAUGHT AS DISCRETE SUBJECTS																	
			ENGLISH		MATHS		SCIENCE (occasionally thematically)		HISTORY		GEOGRAPHY		ART		DESIGN TECHNOLOGY		COMPUTING		P.E.		MUSIC		FRENCH		RE		PHSCE	
			SPECIFIC AREAS				PRIME AREAS																					
IMPACT	9	The impact of our curriculum should be threefold; irrespective of starting points or background:	IMPACT 1: STANDARDS Children make expected or better progress, from their starting point, whether as a new admit to our school or on joining us from Nursery. Achievement and progress should be measured across the curriculum; however a secure understanding within the 'core' or 'foundations' is essential to develop wider skills and knowledge across the curriculum in its entirety.				IMPACT 2: PERSONAL DEVELOPMENT Children are successful learners; confident in themselves and emotionally secure. They work together, include others and show respect for viewpoints that are not their own. They are able to express themselves in different ways and disagree constructively offering evidence for their opinions. These positive values and qualities are visible in lessons and around school.				IMPACT 3: CURRICULUM ENTITLEMENT Children have had access to a broad and balanced curriculum; beyond the requirements set out in the National Curriculum. Children, whenever they leave BPPS, should have long lasting memories of rich and varied activity which has stimulated their imaginations; aroused their curiosity and fostered a lifelong love of learning.																	
			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?																	
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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