



A value led curriculum for learning

INTENT	MOTIVATION	EXCELLENCE		RESPECT		TEAMWORK		OPPORTUNITIES			NEVER GIVE UP			
	Children are curious and eager to want to learn more. They know own learning goals.	Children will achieve their very best and make great progress. They are able to make links and apply their learning in a variety of contexts. They know and remember more		Children are respected and valued. They respect themselves, others and the environment.		Children make positive relationships. They are actively involved and value opportunities to work with others. They have high self-esteem.		Children have a 'I can' attitude and are fascinated and absorbed in their learning. They want to go somewhere they haven't before.			Children persevere and show momentum – have energy to continue and overcome barriers. They are not afraid to make mistakes.			
IMPLEMENTATION	Learner focused teaching	Clear understanding of cognition & learning; strong subject knowledge; modelling and instruction; coaching & facilitation; fluid grouping; high quality learning environments which calm and enrich; challenging cross-curricular links; positive & high expectations for all children												
	National Curriculum	English	Maths	Science	Art	DT	History	Geography	PDL	Music	PE	RE	Computing	
	EYFS	CEL - playing and exploring				CEL - active learning				CEL - creating and thinking critically				
	Underpinned by Characteristics of Effective Learning (CEL)	Communication & Language - Listening, Attention & Understanding - Speaking		Personal, Social & Emotional Development - Self-Regulation - Managing Self - Building relationships		Physical Development - Gross Motor Skills - Fine Motor Skills		Literacy - Comprehension - Word Reading - Writing		Maths - Number - Numerical Patterns		Understanding the World - Past and Present - People, Culture and Communities - The Natural World		Expressive Arts and Design - Creating with Materials - Being Imaginative and Expressive
	Topics	Enquiry led questions – Launch hooks – Sequence of learning tasks – Authentic Landings (to a range of audiences) Enrichment theme days / weeks Role-play areas Outdoor Learning Visits / Visitors												
	Pedagogy Approaches	Revisit-teach-practice-apply SEAHORSE principles Narrative approach			My turn / your turn Multi-sensory Knowledge organisers		CPA in Maths (Concrete, Pictorial, Abstract) Cycle of Enquiry in RE, History, Geography, Art, DT					Planned Recall / Retrieval Practice The C-System in PE		
	Wider Curriculum	School Council	Young Interpreters		Eco Warriors		Clubs		Charity Events					
IMPACT	Focussed, systematic monitoring and evaluation and action to ensure high quality inclusive teaching and learning for all													
	Assessment for Learning	Classroom climate: plan-do-review WWW / EBI		Secure pedagogical approaches		Clear & understood learning pathways		Succinct success criteria based on processes and skills progression		Effective questioning		Purposeful oral and written feedback Perfect Pink Green to grow Get it Right in Red editing		
	Success for all	High outcomes & strong progress regardless of their background, needs and starting points		Great attitudes to learning, behaviour and attendance		Happy and safe children who are not afraid to make mistakes		Well rounded learners who have the knowledge, skills and understanding to prepare them for the next stage of education		Sufficient planned recall ensures that key knowledge is not forgotten				