

**Rationale:**

As a school our collective responsibility is to deliver a curriculum that is outstanding and inspiring, as such we aim for a curriculum that is clarified by the statement below:

**'An outstanding curriculum meets the needs and interests of all learners'**

**What underpins our curriculum?**

| Core values    | Definition   |
|----------------|--|
| Care           | <ul style="list-style-type: none"> <li>ü Our planning, marking and assessment provides support and guidance for all pupils to develop and achieve to the best of their ability.</li> <li>ü We want all children to be happy, enjoy school and achieve.</li> <li>ü We share the same expectations and ethos.</li> </ul> |
| Trust          | <ul style="list-style-type: none"> <li>ü We share the values and goals of the school. We all 'buy into' the defined school aims and values.</li> <li>ü We trust, respect and value each other's contributions.</li> <li>ü We follow agreed policies and recognised practice.</li> </ul>                                |
| Responsibility | <ul style="list-style-type: none"> <li>ü We share responsibility for whole school development and improvement.</li> <li>ü We want to 'be the best we can be' for ourselves and the children in our care.</li> <li>ü We are pro-active and optimistic in our approach.</li> </ul>                                       |
| Mutual Respect | <ul style="list-style-type: none"> <li>ü We recognise the strengths and abilities of all children and adults.</li> <li>ü We value the opinions of others.</li> <li>ü Our language and actions towards others are positive.</li> </ul>  |
| Co-operation   | <ul style="list-style-type: none"> <li>ü We are able to work in effective partnership with other practitioners.</li> <li>ü We communicate effectively.</li> <li>ü We engage the children in developing learning.</li> </ul>  |

Our curriculum aims and definitions are:

- ü **'Enduring understanding'** – children have a range of learning experiences that help them to embed and remember the knowledge, skills and understanding they experience.
- ü **'Cultivating interest'** –all children experience the best possible educational experiences that are interesting, develop enthusiasm, match the developmental needs of individuals and build on previous experience.
- ü **Building understanding** –all children experience learning sequences based on excellent planning for all children that develops high quality learning experiences based on open and guided enquiries.
- ü **'Securing knowledge'** – children experience well planned learning sequences that help them to acquire and secure the knowledge needed to develop their learning.

Our curriculum is underpinned, defined and monitored through the 'Learning and Teaching policy'

Curriculum entitlement:

- ü All children are entitled to a curriculum that meets their needs regardless of age, race, gender or defined educational needs.
- ü Learning sequences should be well planned, adapted and evaluated to suit the needs and requirements of all children.

How our curriculum develops:

- ü Our curriculum is driven by a clear purpose – we value the process and aim for clear outcomes defined by the rationale.
- ü Our curriculum is based on the National Curriculum – we use other documentation as guidance and not a statutory requirement.
- ü We are flexible and innovative in our approach.
- ü We use 'Key Skills' to define the success criteria for the children when developing our learning sequences related to the rationale definitions.
- ü We define the partnership practitioners we will work alongside to develop children's experiences.
- ü We plan as a team and welcome the ideas and experiences of others.
- ü We view literacy as an underpinning skills incorporated in all areas of the curriculum (refer to Literacy Policy 2009)

Planning sequences:

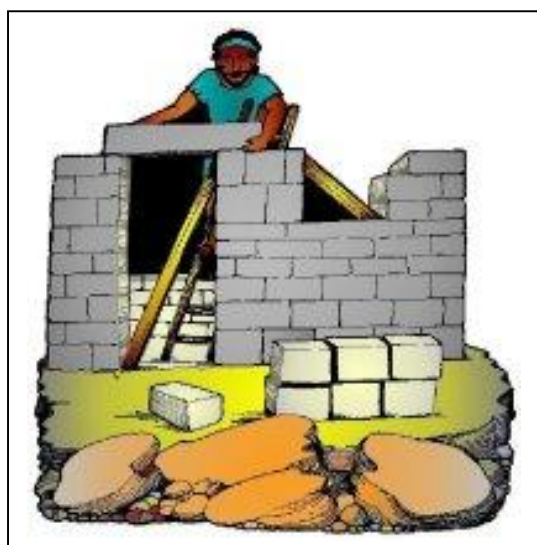
- ü Planning is recognised as a personal tool for teachers to define their thinking and development of effective learning sequences for all children.
- ü 'How' we teach is individual but incorporates the school aims and objectives.
- ü We plan as a team engaging, valuing and using the experience, expertise and thinking of other practitioners.
- ü Our planning is driven by learning and not content delivery. It is the curriculum teams and individual teacher's responsibility to track learning content through effective reflection of planning during and after the planning process.



Long term planning:

- ü Everything must have a clear purpose.
- ü Provides an overview of the learning area.
- ü All defined 'themes' must incorporate the following:
  - o Global dimension – cultural awareness
  - o Enterprise aspect
  - o Outdoor learning
  - o Purposeful experiences to enhance learning
  - o Incorporates effective ICT learning for purpose
  - o Creative Partnership
  - o Incorporates key skills

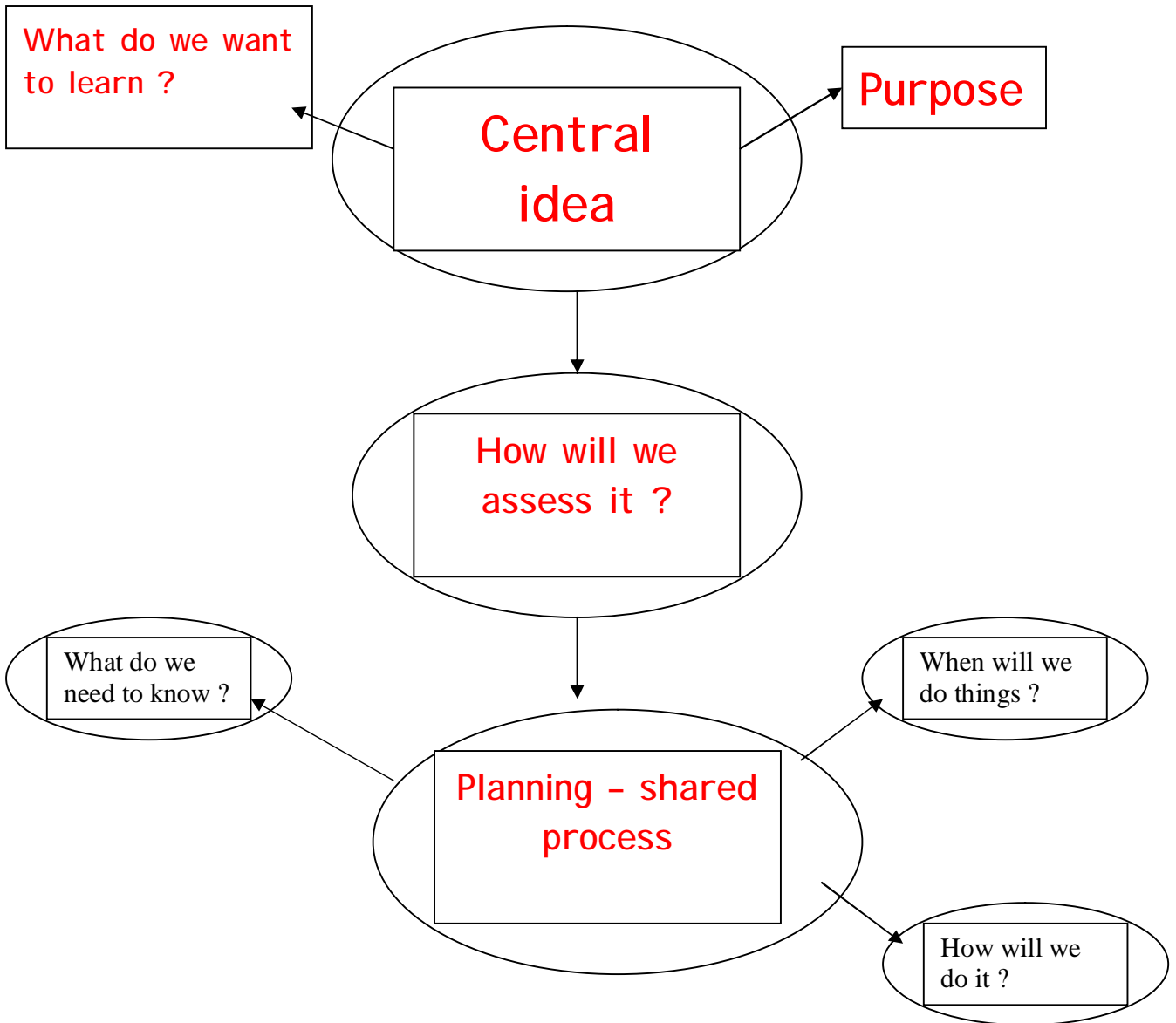
Long term planning may be recorded initially through mind maps (based around the definition on the following page) or defined grid.



We want a curriculum built on rock not on sand ! If we 'dig' down what do we find ?



RE is a statutory requirement that needs to be taught across the school but is again based on knowledge, skills and understanding. It can be incorporated in long term planning (and cross referenced with requirements).

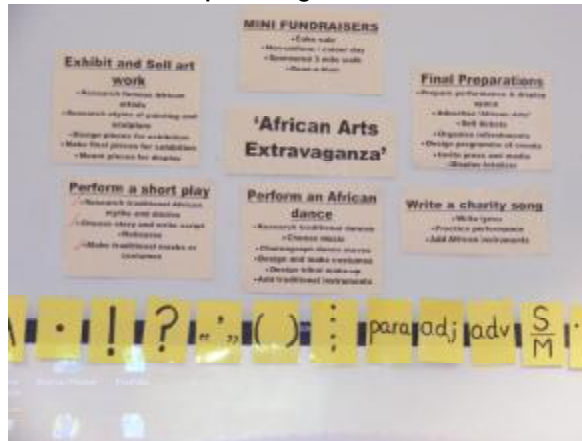


**Overall purpose:**  
**Purposeful partnerships:**  
**First hand contextual experiences:**

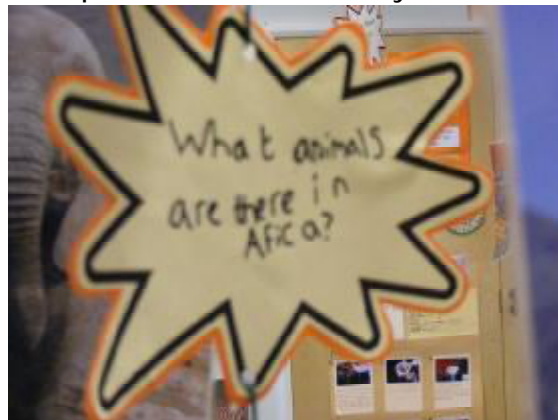
**Long term planning process**

Medium term planning:

- ü Defines the concepts to be learnt, explored and taught.
- ü Children are actively involved in medium term planning through exploration questions.
- ü An example of defined medium term planning in a classroom setting:



- ü Medium term plans are adaptable and can be added to.
- ü Children's questioning is incorporated – what do they want to explore/find out.



Short term planning:

- ü This is your weekly plan that clearly defines success criteria (defined through key skills available on 'common staff'), focussed groups, skills to be taught (time allocated) and assessment opportunities.
- ü Short term planning incorporates the reflection times allocated for the children.

*Short term planning sheet to be adapted (it must include the key skill/learning intention = success criteria – purpose of the activity (new experience/reinforcement/focussed group), identified group (4) as well the assessment opportunities.*

Early Years Curriculum definition:

Early Years education follows the principles of the Early Years Foundation Status and incorporates its own entitlements and definitions (refer to **Early Years Policy**). The transition into Year 1 follows the same principles before adapting the National Curriculum depending on individual need.

The core principles are the same and should be built on as a child progresses through the school. As defined in the overview of the core areas.

Curriculum guidance and support:

[www.ygt.dcsf.gov.uk](http://www.ygt.dcsf.gov.uk) (gifted and talented site)

<http://www.creative-partnerships.com>

<http://www.brightspace.org.uk>

<http://curriculum.qca.org.uk> (National Curriculum site)

<http://www.tda.gov.uk>

ICT – the school uses the Herefordshire Progression document – it is adapted to suit our needs.

Care, guidance and support

Marking/guidance –

- ü All work is marked with either '3 stars and a wish' or 'what worked well (www)' / 'even better if (EBI).'
- ü Marking is designed to help the children take their learning forward.
- ü Marking is either by the teacher, assistant or by a peer. This must be clearly defined and recorded.
- ü Marking generates short term targets for children.

Care

- ü We want all children to be safe and secure in their learning. As adults it is our responsibility to recognise individual needs and act accordingly.
- ü We plan carefully with all children in mind to develop and suit all learners.

The Learning environment

- ü As defined in the 'Learning and Teaching policy' is adaptable and changeable. It is of the highest quality and uses the inside and outside space.
- ü All activities have a clear purpose in the learning sequence. Resources are freely available and expectations build on those defined from the earliest age of responsibility and independence.
- ü The learning environment incorporates areas of exploration and interest to build interest

