

Curriculum Intent						
Vision	Being the Best we can Be					
Aims	Confident Individuals		Successful Learners		Responsible Citizens	
Developing ... intellectually emotionally socially physically morally	<ul style="list-style-type: none"> <li>Develop self- esteem and confidence in their abilities</li> <li>Help children to find their passions and interests.</li> <li>Helps children reflect and think mindfully about their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes positive learning attitudes so children enjoy coming to school.</li> <li>Facilitates children's acquisition of knowledge, skills and understanding.</li> <li>Helps children to acquire a solid basis for lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>Enable children to contribute positively within a culturally diverse society.</li> <li>Develop children to the best of their abilities.</li> <li>Assist children in becoming independent and considerate members of the community.</li> </ul>			
Values 5Bs	Be Kind		Be Positive	Be Responsible	Be Fair	Be Respectful
Design	Challenge and Enjoyment		Pedagogy		Wellbeing	
	<ul style="list-style-type: none"> <li>Project- based thematic approach each half term.</li> <li>Offers children memorable experiences.</li> <li>Excites, promotes and sustains child's interest</li> <li>Fosters children's natural curiosity</li> <li>Take account of children's interests and fascinations</li> <li>Enable children to make choices about their learning.</li> <li>Make meaningful links between subjects and connections to the real world</li> </ul>		<ul style="list-style-type: none"> <li>Meeting the needs of all learners.</li> <li>Developing rich and deep subject knowledge.</li> <li>Learn within a coherent and progressive framework.</li> <li>Promotes problem solving , creativity and communication</li> <li>Enables children to reflect on and evaluate their learning</li> <li>Promotes innovation &amp; entrepreneurialism.</li> <li>Assessment for Learning: Where the learner now, Where are they going ,How to get there</li> </ul>		<ul style="list-style-type: none"> <li>Creates a safe and supporting learning environment.</li> <li>Develop self – esteem and confidence in their abilities.</li> <li>Learn how to respect themselves and others.</li> <li>Build respectful relationships</li> <li>Follow their own interests and be themselves.</li> <li>Feel safe and know there are adults who can help.</li> <li>Recognise that people are good at different things.</li> <li>Work independently and collaboratively.</li> </ul>	
	Pupil Voice		SMSC and British Values		Enrichment	
	<ul style="list-style-type: none"> <li>Make a positive contribution to the school and local community</li> <li>Explore ways of becoming an active citizen</li> <li>Say what they like and dislike about their learning</li> <li>Express their opinions and feelings</li> <li>Take part in democratic activities across the curriculum</li> <li>Make choices about the things that are important to them.</li> </ul>		<ul style="list-style-type: none"> <li>Participate in culture opportunities: understand , accept, respect and celebrate diversity</li> <li>Individual liberty - Be free to express view or ideas</li> <li>Tolerance and respect- To respect and tolerate the opinions or behaviour others.</li> <li>Democracy- Be part of a system where everyone plays an equal part.</li> <li>Rule of Law- learn that all people and institutions are subject to and accountable for their actions and behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>Providing on site educational visitors or off site trips</li> <li>Residential Trips and promoting adventurous learning</li> <li>Wild tribe opportunities to learn outdoors</li> <li>Community and partnership learning with other local school or opportunity for learning</li> <li>Holding specialist curriculum days or weeks</li> <li>Welcoming the parents and carers to take part in the children learning and experiences.</li> </ul>	
The 4 Rs	Building Learning Power	Resilient Raccoon	Resourceful Rabbit		Reflective Reindeer	Reliable Rhino
Big Ideas	Humankind	Processes	Creativity		Investigation	Materials
	Nature	Place	Comparison		Significance	Change

## Curriculum Implementation

### Structure of the Curriculum – Cornerstone four distinct stages that actively promote children's learning and thinking

Engage	Develop	Innovate	Express
<ul style="list-style-type: none"> <li>hook learners in with a memorable experience</li> <li>set the scene and provide the context</li> <li>ask questions to provoke thought and interest</li> <li>use interesting starting points to spark children's curiosity</li> </ul>	<ul style="list-style-type: none"> <li>teach knowledge to provide depth of understanding</li> <li>demonstrate new skills and allow time for consolidation</li> <li>provide creative opportunities for making and doing</li> <li>deliver reading, writing and talk across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>provide imaginative scenarios for creative thinking</li> <li>enable and assess the application of previously learned skills</li> <li>encourage enterprise and independent thinking</li> <li>work in groups and independently to solve problem</li> </ul>	<ul style="list-style-type: none"> <li>encourage reflective talk by asking questions</li> <li>provide opportunities for shared evaluation</li> <li>celebrate success</li> <li>identify next steps for learning</li> </ul>

**Broad and Balanced Curriculum:** All subjects follow a specific scheme promoting Progression of Knowledge and Skills

<b>Reading</b> Babcock Scheme	<b>Maths</b> Maths No Problem	<b>Science</b> Cornerstones	<b>Computing</b> Cornerstones	<b>Art</b> Cornerstones	<b>DT</b> Cornerstones	<b>PE</b> Power of PE	<b>RE</b> Devon SACRE	<b>MFL</b> Cornerstones
<b>Writing</b> Babcock Scheme	<b>Phonics</b> Read, Write, Inc.	<b>History</b> Cornerstones	<b>Geography</b> Cornerstones	<b>PSHE</b> Jigsaw	<b>Music</b> Charanga	<b>SMSC</b> Jigsaw	<b>SPaG</b> Babcock	<b>Wild Tribe</b> Outdoor Ed
<b>Enrichment Days</b> Science Week, Wild Tribe Days, E-Safety, Theatre Trips,	<b>Sport Tournaments</b> Netball, Athletics, Football	<b>Extra- Curricular Clubs</b> Netball, Rugby, Street Dance, Reading, Maths, Football..		<b>Community Links</b> Christmas and Easter Services, School Council Events		<b>Specialist Roles</b> Thrive Practitioners, SEND Specialist consultants		<b>Friends of Yealmpton</b> PTFA -Santa Stories, Pancake Toss, Easter Egg Hunt...

### Principles of Learning (based on Rosenshine's Principles in Action)

<p><b>1. Small Steps</b></p> <ul style="list-style-type: none"> <li>Begin a lesson with a short review of previous learning</li> <li>Powerful tool for building fluency and confidence</li> <li>Present new material in small steps with student practice after each step</li> <li>Know curriculum expectations</li> <li>Strong subject knowledge</li> </ul>	<p><b>2. Assessment for Learning</b></p> <p><b>Assessment for Learning</b> Formative assessment including :</p> <ul style="list-style-type: none"> <li>- Help learning in the moment</li> <li>- High impact on current learning and help guide your instruction</li> <li>- Self &amp; Peer assess, Mark &amp; Review</li> </ul> <p><b>Assessment of Learning</b> Summative assessment including: end of unit assessments, quizzes...</p>	<p><b>3. Questioning</b></p> <ul style="list-style-type: none"> <li>Ask a large number of questions &amp; check responses of all children</li> <li>Questions posed to determine how new material is learnt</li> <li>Ask Blooms Questions to develop higher order questioning and more depth of understanding</li> <li>Check children's understanding to support mis- conceptions</li> </ul>	<p><b>4. Models</b></p> <ul style="list-style-type: none"> <li>Modelling, providing worked examples, thinking out loud help clarify the specific steps involved</li> <li>Scaffolding is needed to develop expertise</li> <li>Representation help to make links</li> </ul>
<p><b>5. Thinking Skills and Pupil Talk</b></p> <ul style="list-style-type: none"> <li><b>Information Gathering:</b> <ul style="list-style-type: none"> <li>- Senses, seeing, hearing, touching</li> <li>- Retrieving – memory skills</li> </ul> </li> <li><b>Productive thinking</b> <ul style="list-style-type: none"> <li>- Using information and understanding</li> <li>- Creating, analysing, evaluating</li> <li>- Children asking questions</li> </ul> </li> </ul>	<p><b>6. Obtain High Success Rate</b></p> <ul style="list-style-type: none"> <li>High engagement of children</li> <li>Positive learning behaviours</li> <li>Children making progress</li> <li>Pitch and Challenge</li> <li>Match and appropriate support ensures accessible learning</li> </ul>	<p><b>7. Independence</b></p> <ul style="list-style-type: none"> <li>Applying Basic Understanding: Organising gathered information'</li> <li>Forming concepts and linking ideas</li> <li>Opportunity for over learning to support recall</li> <li>Applying mastery of understanding</li> <li>Monitor independent practice</li> </ul>	<p><b>8. Revisit and Consolidate</b></p> <ul style="list-style-type: none"> <li>The effort of recalling recently learnt new material embeds it into long term memory</li> </ul>

## Curriculum Impact

### How do we know curriculum implementation is being successful?

#### High levels of Accountability

- **Subject Leaders know what is implemented and learnt by:**
  - Check the content, sequencing and progression in their subject to check it is appropriate, learning secured and challenging;
  - Ensure all strands within the subject are learned as set out in the National Curriculum, through monitoring medium term planning e.g. sequences of key skills;
  - Evaluate systematically the implementation of the medium term planning in the learning outcomes in work books;
  - Analysing learning outcomes carefully using a range of materials, but always considering *where they should be for how old they are.*;
  - Talking to the children about what they have learnt and if they are enjoying their learning.

#### All groups of pupils can access the curriculum well

- **Senior Leaders know the quality of teaching, learning & assessment by:**
  - Completing regular lesson observations or drop ins;
  - Knowing through pupil progress meetings that teacher's use methods to check what pupils know, can do and understand so that the right work is taught/informs teaching (formative and summative assessment);
  - Checking teacher subject knowledge is consistently strong across the school, phase, key stage;
  - Monitoring curriculum coverage and when children are consolidating their knowledge, understanding and skills in the subject through sequences of learning , pre- teach and re- teach
  - Planning that a broad, rich curriculum is offered and the impact of this being the children will be academically and physically prepared for the next phase of their education, in Britain and the world.

### What difference is our curriculum making for our children?

#### Confident Individuals

##### Develop the character of our learners so they:

- Understand complex values like equality, friendship, trust and many others. By learning about key values our learners show they are able to develop a character that prepares them for living in the community demonstrating tolerance and equality;
- The impact of this intention is seen in the daily interaction of all members of our school community, developing high self- esteem, fostering good relationships, respecting each other and caring for their community.

#### Successful Learners

##### Develop behaviours and habits to become effective learners to :

- Strive to achieve attainment in core and foundation subjects is in line with or exceeding their age related expectations when we consider the varied starting points of children;
- Develop the whole child by teaching the children how to achieve high personal standards and make progress through developing their skills, knowledge and personal qualities;
- Be high motivated by a growth mind set ethos and strive to succeed. They learn to understand how to use learn to learn skills such as, being curious, resilient or taking a risk to approach a complex learning challenge.

#### Responsible Citizens

##### Develop the moral compass of our learners by:

- Encouraging our learners to be motivated by a strong personal sense of morality and understand of show values of responsibility , respect , co-operation and understanding about their contribution to society;
- Providing opportunities to consider decisions for the right reasons and in the best interests of their community;
- Supporting decision making and being able to decide what is right and what is wrong, and be resilient to the influence of others;
- Being inspired to go out into the world and make a difference in their own life and to others.