We will provide a broad curriculum that helps children learn how to take care of themselves, each other, the world and with their work. We encourage children to contribute to school life, the local community and the wider world and help them to understand how to do this safely.

The classroom climate created by teachers is mutually respectful and purposeful. This creative environment inspires all children to take part.

Lessons are paced well to the content of the subject. Knowledge and methods are introduced and embedded over time and children have time to produce work and ideas of which they are proud.

Teachers use a range of challenges and questioning to develop and monitor the development of children's knowledge and understanding.

Here children are offered a range of exciting scenarios which act as provocations to stimulate creativity individually or as part of a group.

Here children are able to reflect on their learning through talk and opportunities for shared evaluation, helping children explain their learning in different ways and identify their next steps.

Here we explore themes, concepts and subjects in greater depth. Children are given opportunity to gain knowledge and skills through a range of challenging activities.

The Ten Big Ideas

- Constructive feedback aids children to embed and develop their knowledge and skills and gives them strategies to rectify mistakes or misconceptions.
- Teachers use their deep subject knowledge to enthuse and engage all children in their learning whatever their ability or prior attainment.
- The classroom climate created by teachers is mutually respectful and purposeful. This creative environment inspires all children to take part.
- Lessons are paced well to the content of the subject. Knowledge and methods are introduced and embedded over time and children have time to produce work and ideas of which they are proud.
- Teachers use a range of challenges and questioning to develop and monitor the development of children's knowledge and understanding.

The impact of our curriculum is measured in three ways:

- Children make progress and attain in line with or better that national expectations. They are given opportunities to achieve.
- Children are challenged to think and to make progress and attain in line with or better than national expectations. They are given opportunities to achieve.
- Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve.

IMPACT 2: (BE) LEARNING VALUES

Children are confident and successful learners, demonstrating our learning values and make the right choices for their learning. The learning values have progressions which provide challenge.

We review and refresh how well our curriculum goals enable achievement and attainment.

Work scrutiny, data analysis, project outcomes, pupil voice, planning, book looks, lesson visits, assessment, subject reviews, trust, healthy conflict, commitment, accountability, communication & collaboration

High Quality Outcomes
- How the learning project led to a purposeful outcome or product?
- Do children have ownership of the outcomes?
- Are there relevant contexts for high quality outcomes for English and Maths?
- Are teaching expectations high enough?
- Are there clear assessment criteria?
- Is assessment purposeful, effective and used to shape future learning?
- Are pupils challenged to think and to evaluate their learning?

Responsive, relevant curriculum
- Are children able to connect local, national and global contexts for learning?
- Do children experience enjoyment in their learning?
- Are children engaged in their learning?
- Do teachers respond to educational research?
- Are the rich resources with the local community and environment being used?
- Are tasks adapted to reflect current affairs and technological and environmental changes?
- Is assessment for learning responsive and effective?

Mastery for all, Challenges all
- At the point of learning, is the curriculum sufficiently challenging and appropriate for each child?
- Are there opportunities to develop a deeper understanding of the learning values?
- Are there high expectations for all?
- Does the work of the children show that tasks are rich?

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 knowledge and skills throughout the school?
- Is this carefully planned?
- Is there a coherent links within projects that increasingly challenge and embed knowledge and skills?

Being a 'Take-Care' Person
- Does the curriculum engage pupils to be part of a family of learners?
- Do children share their learning with others?
- Do children learn from others?
- Are our school learning values explicitly taught in our projects and programs?
- Are pupils able to relate their values and experience to Fundamental British Values?
- Do pupils engage with local community, national and global issues?
- Do pupils celebrate and articulate their learning?