

Curriculum Intentions	Our learning Values	Independent Thinkers		Creative Thinkers		Reflective Learners		Team Workers		Self- managers		Effective Participators		
	School Vision	Partnership	Excellence	Wellbeing		Individuality	Thoughtfulness		Health & Happiness	Aspiration	Leaders	Laughter		
Curriculum Intentions	Vision of the curriculum at Pewithall Primary School.	We want our pupils to take responsibility for their own learning and progress in partnership with parents and teaching staff.		We use the national curriculum guidelines in order to develop the knowledge content of the curriculum, but our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving.		We inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.		We want our children to have a love of learning, feel passionate and have ownership of the outcomes.		We integrate the individual subjects of the curriculum into 'learning projects' that engage our children and provide a clear context for their learning.		We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.		
						We are preparing our children for their future adult lives.		We encourage our children to share their learning with each other, their families and the wider community and to learn from others.						
Teaching Intentions	Teaching Intentions.	Purpose of the learning is made explicit leading to authentic outcomes.		Modelling		Questioning		Challenge for all and support where necessary.		Continuous formative assessment		Moderation of assessments and Judgements.		
	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.	Teaching is based on a clear understanding of cognition and learning. Guy Glaxton 'Powering Up Children'		Teachers have deep knowledge of the subjects they teach and how they should be taught. Spencer Kagan 'Cooperative Learning'		Teachers monitor learning and provide feedback. Daisy Christodoulou 'Seven Myths about education'		The classroom climate created by teachers inspires and motivates all pupils. Paul Dix, Pivotal, 'When the adults change, everyone changes' Carol Dweck Mindset		Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment. Pupil Voice Jason Bangbala Jonathan Lear The Monkey Proof Box		Developing strong partnership with parents and carers that influence learning at school and home. Ian Gilbert 'Why do I need Google...' Jonathan Lear		
Implementation	Our whole school curriculum comprises of planned educational experiences, informed by organisational principles and approaches, making full use of opportunities for real world learning.	Core Subjects: These subjects taught discretely but with cross curricular links wherever possible.				Subjects taught discretely and with cross curricular links.				Creative Curriculum- These subjects are blended into project-based learning with links to core subjects.				
		English	Mathematics	Science	Computing	French (MFL)	P.E.	RE/ PDL		D & T/ Art Music	Geography	History	Out Door Learning	SMSC/ SRE
		Other forms of learning include:		Education Visits including residential.		Assemblies		Extra- Curriculum Provision		Hooks that engage the children and gives the context for learning.		The outcome to an audience which provides a purpose for learning.		Home: Provide an opportunity for family learning.
		We teach the National Curriculum in its entirety to our pupils and they receive their full entitlement. We teach core curriculum subjects and project- based learning to deliver the curriculum. Learning Projects have a strong curriculum focus and are planned and developed using the Programmes of Study and Progression Documents. Key enquiry questions are developed for each Learning Project which include and element of philosophy. Each Learning Project will address additional elements of through teaching, learning experiences and the classroom environment. Each learning project has an authentic outcome to show case the children's achievements and progress. This may be a class trip or assembly for example. Enquiry questions outline what is taught within the Learning Project and are developed using the PoS and Progression Documents. Children are provided with Knowledge Organisers outlining the key enquiry question, areas of philosophy covered in the project, enquiry questions, key vocabulary and sticky knowledge (knowledge we require pupils to commit to long term memory).												
Impact	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	IMPACT 1: Standards Children, from all starting points, make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment			IMPACT 2: In Pursuit of excellence Children are confident and successful learners, demonstrating the school vision, learning values and make the right choices for their learning. The learning values have progression which provide challenge.				IMPACT 3: Personal Development Children demonstrate excellent attitudes their learning and in their behaviour in and around school. Children learn to make the right choices for their safety.					

		documents show that knowledge and skills are embedded throughout the curriculum.			The choices children make benefit the school and local community.	
Evaluation	We regularly review how well our curriculum goals enable achievement.	<p>High Quality Outcomes</p> <ul style="list-style-type: none"> - Has the learning journey led to a purposeful outcome or product? - Do children have ownership of the outcomes? - Do the pupils experience a taste of the best that has already been achieved? - Are there relevant contexts for high quality outcomes for English and Maths? - Are teaching expectations high enough? - Are pupils challenged to think and to evaluate their learning? <p>We evaluate through monitoring, work scrutiny, data analysis and project outcomes.</p>	<p>Curriculum Content is Responsive and Relevant</p> <ul style="list-style-type: none"> - Are pupils able to connect local, national and global contexts for learning? - Do children experience enjoyment in their learning? - Do teachers respond to educational research? - Are the rich resources within the local community and environment being maximised? - Are tasks adapted to reflect current affairs and technological and environmental changes? - Is AfL responsive and effective? <p>We evaluate through monitoring planning, pupil conferencing, evaluations and work scrutiny.</p>	<p>Mastery for all Challenges all</p> <ul style="list-style-type: none"> - At 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? <p>We evaluate through curriculum outcomes, book scrutiny, pupil conferencing and assessment.</p>	<p>Embedding Knowledge and Skills</p> <ul style="list-style-type: none"> - 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? - Are knowledge and skills (K&S) carefully planned in the curriculum projects? - Are there coherent links within projects that increasingly challenge and embed K&S? - Do children have opportunities to embed their knowledge and skills in the curriculum? - What knowledge and skills have pupils gained against expectations? - Is each NC subject given integrity and taught systematically through each Key Stage? <p>We evaluate through curriculum assessment.</p>	<p>Being part of a Family and a Community</p> <ul style="list-style-type: none"> - 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 prepare them for their future lives - whatever they may be? - Do pupils engage with local community, national and global issues? - Are pupils able to relate their values and experience to British Values? <p>We evaluate through pupil conferences, lesson observations and curriculum evaluations.</p>

Our Curriculum

The curriculum and its construction, delivery and assessment is key to the success of the school and the extent to which learning is meaningful and useful for our pupils.

As you will be aware we aim that curriculum ensures pupils are:

Independent Enquirers- quizzical, curious, searching for answers to their own questions.

Creative Thinkers- Solving problems in innovative and unique ways.

Reflective Learners- what went wrong? What went well? How do I move forward?

Team Workers- What can we complete together?

Self- Managers- Self-regulating, self-soothing, in charge of their own learning.

Effective Participators- How to make a positive difference in a project or task.

How do we do this?

We have areas of learning we constantly work on which help pupils, these are:

Active Learning: To seek out and enjoy challenges. To collaborate with others. To show commitment and perseverance. To assess themselves and others.

Basic skills: To speak clearly and convey ideas confidently. To read and communicate ideas in writing efficiently and effectively. To calculate efficiently and apply skills to solve problems. To use new technologies confidently and purposely.

Creative Thinking: To ask questions to extend their thinking. To generate ideas and explore possibilities. To overcome barriers by trying out alternative or solutions. To connect ideas and experiences in inventive ways.

This is delivered over the year in three learning projects Discover, Explore and Create.

To ensure personal development and the social, moral, spiritual and cultural child part of our pupils is well developed we also choose a range of concepts to help us deliver.

Concept Map				
Equality	Happiness	Peace	Stewardship	Faith
Beauty	Rights	Passion	Common good	Duty
Choice	Cohesion	Reform	Power	Change
Class	Democracy	Trust	Responsibly	Adversity
Consent	Identity	Truth	Creatively	Conflict
Justice	Love	Value	Protest	Compassion
Friendship	Mercy	Virtue	Judgement	Failure
Free Will	Forgiveness	Freedom	Loyalty	Spirituality
Community	Media	Integration	Discrimination	Belief

Fear	Individuality	Care	Sacrifice	Dreams
Strength	Weakness	Fairness	Consequences	Influence
Belonging	Prejudice	Oppression	Sustainability	Segregation
Service	Diversity	Tradition	Resilience	Pride

So, this term the curriculum content could be geography focusing on volcanoes and earthquakes (national disasters) therefore the key concepts develop the SMSC child could be: Resilience Adversity Equality Change.

We teach the concepts through: English, Science, Art, PSHE, SRE, RE and D &T even music and computing.

For example, adversity- Which artists use adversity as inspiration for their work?

Claude Monet suffered with cataracts but created art work despite having a visual impairment. Pupils study Monet in art under the concept of adversity chosen because of the geographical learning project on volcanoes.

When encouraging the Independent Enquirer from our curriculum aims, we would frame these concepts in a question.

Concept- Adversity- Enquiry Question- Does adversity always make us stronger?

In order to make this enjoyable and meaningful for the children it is really important we consider the impact of the curriculum.

Project planning and authentic outcomes...

All learning in the learning project should lead towards an authentic outcome which is a culmination of all their learning. This gives the learning meaning and purpose. The children are enthused by their outcome.

Examples:

Curriculum Content: [Geography](#).

Concepts: [Change, Consequences, Responsibility](#)

Enquiry question: [How can small actions change the world?](#)

Authentic Outcome: [Create a wildlife pond](#).

Curriculum Content: [History](#).

Concepts: [The common good, Sacrifice, Community, belief](#).

Enquiry question: [Do our choices really matter?](#)

Authentic Outcome: [Perform on a real stage](#).

Language Development- Children will need to know the technical vocabulary to understand how to create a truly authentic outcome for the chosen audience.

The Pewithall school curriculum is far from random and ad hoc with teachers plucking concepts and ideas from the curriculum and teaching it. It has rigour and validity. Structure and organisation.

Skills progression

[Sets out the procedural knowledge- underpins learning and provides rigour.](#)



Content and concepts

Determines propositional knowledge, adds meaning, connectness and creates cohesion.



Enquiry question

Promotes interest and curiosity.



Authentic Outcomes
and critical audience.

Builds motivation and raises expectations and expertise.



Critique

Enables production of beautiful work.