

Buriton Primary – Curriculum Review

CURRICULUM INTENTIONS	1	Our distinctive values and community characteristics include	Respect (including team work)	Responsibility (and independence)	Kindness & Tolerance (manage their feelings)	Perseverance	Creativity and thinking skills									
	2	"Discovering the wonders of learning"	respect for self, each other, possessions, property and the environment	Take responsibility for own behaviour and learning behaviour	social responsibility and community cohesion (residents, wider community, grandparents tea, environment (Forest Schools)	Emotional intelligence, knowing how to win magnanimously and lose with dignity. Show grace, sincerity and be mindful of others.	Our school is a nurturing environment where children learn to be kind, respectful of differences and behave well. Children know their ideas will be valued	Children have a growth mindset. They can apply and transfer the skills learnt to all areas of the curriculum	Children are courageous and open to trying new things. Children develop resilience and the ability to problem solve. Children can make choices both independently and collaboratively. Children can manage risks	Children are imaginative and self-assured. Children know their ideas will be valued						
	3	The goals of education in our school community, informed by our context, values and aims, include	Realising the purposes and aims of the National Curriculum and Early Years Foundation Stage for every pupil	Promoting Equity, Inclusion, and Excellence for all pupils, irrespective of background and starting points e.g. all pupils have high expectations of their potential achievements	Developing confident individuals who are able to lead safe, healthy and fulfilling lives	Develop attributes, skills, knowledge understandings and enjoyment that sustain a lifetime of successful learning	Developing respect for others, human rights and their own and others' cultures e.g. is tolerant and challenges stereotypes	Has a confident grasp of key basic skills and can use them to learn, communicate and extend understanding								
TEACHING INTENTIONS	4A		Teachers have high expectations and there are high levels of engagement.	Behaviour is effectively managed	Learners are given the support they need to succeed	Lessons have a clear learning objective and success criteria	Effective use of teaching assistants	Emphasis on developing vocabulary	Time is used well	Learning is made interesting and enjoyable						
	5	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 school's curriculum.	Teaching is based on a clear understanding of cognition and learning. Teachers use a range of teaching styles appropriate to the learners	Teachers have a deep knowledge of the subjects they teach	Teachers monitor learning and provide feedback	Higher order questions develop thinking skills in lessons	The classroom climate created by teachers inspires and motivates all pupils	Pupil groupings are flexible and not solely driven by "ability" or prior attainment. Variation ensures all abilities are catered for	Developing strong partnerships with parents and carers that influence learning at school and home	PSHE is a vehicle for helping children to keep safe, learn British Values, improve their mental health and learn about health and relationships						
ORGANISATION	6A	Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning	Environment	Events	Extended hours	Learning outside the classroom	Lessons	Locations	Routines	Spontaneous						
	6B		ART & D	COMPUTING	D&T	EYFS	ENGLISH	GEOGRAPHY	HISTORY	MATHS	MUSIC	MFL	PSHE	PE	RE	SCIENCE
	6C		Sequences of learning link and build key ideas in subjects domains	Units of work are based on key questions and themes that use subject interrelationships	Flexible timings and organisation to ensure secure learning and motivation	Making use of children's own ideas and interests to shape learning	Philosophical enquiry is used to develop creative, critical & collaborative thinking	Secure age related expectations (standards) are consistently moderated	Develop each child's personality, talents and capabilities to the fullest	Children learn in stimulating indoor and outdoor environments all year round						
IMPACTS	7A	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in four key areas	IMPACT1: The development of pro-social attributes reflected in pupils' actions The development of learning attributes reflected in pupils' actions.	7B	IMPACT 2: The development of each unique child's sense of identity and awareness of strengths and areas for personal growth and relationships: in relation to Self/Community/Global reflected in well being and positive behaviours.	7C	IMPACT 3: Making progress to reach good standards in statutory and school curriculum areas reflected in outcomes of all kinds at individual, group and cohort levels in relation to previous best and relevant comparators.	7D	IMPACT 4: Development of professional skills, capacity, resilience and morale in teachers and leaders reflected in culture, ethos, retention and recruitment and well being of all staff.							
EVALUATION	8A	We aim to develop children who enjoy learning and are confident and happy	Our school is a learning community in which all learners are encouraged to reach their full potential. We work very hard to achieve high standards of teaching, behaviour, interpersonal skills and curriculum provision for all children.													
	8B	We are currently reviewing how well our curriculum enables the achievement of our goals.	Progression from shallow to deeper learning	Curriculum content is relevant, imaginative & discovery based.	Enquiry based learning fuels curiosity	Current broad and balanced	Potential for all and challenges all	Ambitious & memorable high quality outcomes	Make a positive contribution	Personal identity and their relationship with the world	Equity & enrichment	Memorable connections	Life long learners	Responsible citizens		