



Curriculum Statement

Curriculum Intentions

Vision	At Shipton Bellinger Primary School our core purpose is to provide a safe and respectful learning environment where children grow and achieve together .			
Values				
Aims	Provide a calm positive and nurturing learning environment where everyone feels secure to build trusting relationships within clear and consistent boundaries.	Enabling everyone to collaborate in an inclusive learning space that values differences, creates a sense of belonging and celebrates diversity while supporting opportunities for all.	Empower everyone to take risks and express creativity in their learning and persevere with confidence and independence where effort and successes are celebrated and recognised.	Recognise and instil high expectations and understanding where voices are heard, differences are accepted and opinions are valued through a model of mutual kindness and positivity.

Curriculum Implementation

Teaching Intention	Carefully planned learning journeys with purposeful outcomes which are rich and tailored for specific cohort needs so that the children master national curriculum requirements at an appropriate level.	Clear learning intentions and success criteria are shared with the children and understood by all.	Teachers have a breadth of knowledge for the subjects that they teach and a clear understanding of cognition for how children learn.	Everyone has high expectations and provide challenge for all with support when necessary.	Building relationships with parents, involving them in their child's learning development to ensure maximum progress.	Speech and language needs are identified from an early age so that all children can access the curriculum, including phonics.	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 schools curriculum.									
HQIT	Learning environments are purposeful, stimulating, calm and well organised so children are motivated to learn.	Whole school and class based inclusion strategies tackle education disadvantage and approaches to learning are sensitive to the needs of all including self-esteem.	Teachers work in conjunction with SENDCo and any other agencies to tailor provision for individual children.	Carefully selected resources including appropriate schemes and strategies enable effective curriculum implementation.	Prioritise reading to enable all children to access all curriculum areas.	Teaching models respect pupil uniqueness; challenges prejudice and promote social justice.	Subject leaders create and maintain detailed progression documents.									
Assessment	Empowering children to be reflective and understand how they learn best through developing metacognition and provide with opportunities to review prior knowledge and identify next steps.	Termly target setting is relevant and accurate to individual needs so that progress is made and maintained.	Orally and written feedback that has immediate impact on the child's progress and learning.	Teachers use a range of flexible and responsive strategies and review sequences of learning so that there are opportunities to apply, deepen and master the acquisition of knowledge and skills at their own level.	Effective use of summative assessment to inform next steps.	Staff respond to the interests of cohorts or individuals to adapt tasks.	Teachers employ skilful and effective questioning to check and deepen understanding.									
Organisation	Daily routines	Hooks, visitors and enrichment opportunities engages the children and gives the context for the learning	STAR learning values embedded	Clear outcomes that give purpose to the learning	Partnerships with local schools and the community	Using children's own ideas and interests to shape learning	Daily sessions for core subjects including phonics	Stimulating indoor and outdoor learning environments	Responding to national and global events and British Values							
EYFS	Personal and Social Development		Physical Development		Communication and Language		Literacy		Mathematics		Understanding of the world		Expressive Arts and Design			
National Curriculum	PSHE	SMSC	SRE	PE	English	Mathematics	Science	RE	British Values	History	Geography	Computing	Art and Design	DT	Music	French

Curriculum Impact

			
<p>Good behaviour including learning behaviours and high attendance that creates a positive climate for learning. Language rich environments that lead to children developing a broad and comprehensive vocabulary.</p>	<p>Motivated community built on trusting and positive relationships within a purposeful and productive learning culture. A community centred around the development of individuals who are able to apply a breadth of skills across a wide spectrum of wide learning. Learners that show tolerance to others no matter what their faith or background.</p>	<p>Teaching that is consistently good for all, reflective of high expectations, attainment and standards that lead to accelerated progress across EYFS and KSI. Children achieving at least in line with local and national statistics.</p>	<p>Skills of self-regulation and stronger emotional resilience, including keeping themselves and others safe. Children who are curious about their learning and deepen their knowledge by asking questions.</p>

Curriculum Evaluation

Our impact is systematically monitored, evaluated and reviewed using a range of activities. The curriculum leader, staff, pupils, parents and governors complete this.
There is a focus on whether aspirations are being met and to drive continuous improvement of outcomes for all.

Does the learning make links with prior and current learning within the subject and across the curriculum?	Is each subject area given integrity and taught well?	Does the curriculum facilitate unlimited possibilities for rehearsing and mastering knowledge and understanding?	Has the learning journey spread to a purposeful outcome or product?	Are children shown examples of the best outcomes to help and inspire them to achieve?	Do children reflect on their learning and generate new thinking?
Does learning excite to create memorable moments?	Are children able to relate learning values to their experiences?	Do all adults have high expectations for all children at all times?	Are children challenged to think and evaluate their learning?	Are all children able to access and experience the whole curriculum?	