



Growing Together; Aiming High

Our Badsley Vision:	Growing Together; Aiming High												
Our Badsley Values:	RESPONSIBILITY	COURAGE	PRIDE	ASPIRATION	RESILIENCE	RESPECT	HONESTY						
Intent	The vision of the curriculum at Badsley Primary School:	We want our children to be running through the gates desperate to get into school because they can't wait to learn!	We use the National Curriculum guidelines in order to develop 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 aim to 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 aim to nurture a love of reading so that children choose to read for pleasure in school and at home.	We teach each subject explicitly to ensure children are fully immersed in it. We make links and encourage children to make their own links across the curriculum. Reading for information is threaded through all subjects so that children have a real purpose for practising their skills.	We aim to meet the needs for all learners in our curriculum, challenging them to problem solve and undertake learning at a deeper level.	We encourage our children to share their learning with each other, their families and the wider community and to learn from others.	We are preparing our children for their future adult lives, whatever they may be!				
	Our teaching intentions:	Purpose of learning is made explicit leading to outcomes	Modelling		Questioning	Adaptive teaching	Challenge for all and scaffold where necessary	Continuous formative assessment	Moderation of assessments and judgements				
Implementation	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 including the importance of retrieval to embed into long-term memory. Reading is prioritised to allow pupils to access the full curriculum offer.	Teachers have deep knowledge of the subjects they teach focusing on what children already know and what they will learn in the future. including teaching of reading. They activate prior knowledge using a range of strategies and encourage children to link their learning to previous learning.	Teachers monitor learning and provide timely feedback using a range of strategies. Adaptive teaching is used to ensure all are able to achieve. Reading is monitored and gaps are addressed quickly and effectively.	The learning environment climate created by teaching and support staff inspires and motivates all pupils. The environment supports the specific teaching of rich vocabulary.	Pupil groupings are flexible and not solely driven by perceived 'ability' or prior attainment.	Developing strong partnership with parents and carers that influences learning at school and home. Supporting parents to help their child learn to read and nurture a love of reading.						
	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.	Educational visits including residential opportunities	Visitors		Assemblies	Extra-Curricular Clubs	Learning outside the classroom	Responding to events in the news	Fundraising and Charity support				
		Communication and Language	Physical Development		Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design				
		English	Maths	Science	History	Geography	D&T	Art	Music	Computing	PE	MFL	PSHE/ RSE
	Oracy We want to ensure all our children develop a wealth of vocabulary and are able to express themselves by articulating their thoughts, feelings and opinions in a fluent way.	Aspiration We want our children to have high aspirations and goals for themselves. We aim to expose children to a wide range of options including different careers and education paths in life to ensure each child reaches their full potential and has ambition for their next steps.		Equality and Diversity We want to celebrate the diversity around us and celebrate what makes us, us! We want children to have a strong understanding of the importance of equality and that everyone deserves the same opportunities and rights.	Experience To build our pupil's cultural capital, we want to ensure children are able to access a range of meaningful experiences that enrich their learning and deepen their understanding of the world around them.		Curiosity and Discovery We want to ensure all our pupils have a thirst for knowledge and learning. By promoting curiosity and discovery, we are encouraging children to be inquisitive thinkers and to question the world around them.		Health and Wellbeing We ensure our pupils understand the importance of having a positive mental and physical wellbeing. We provide children with the knowledge on how to lead a healthy lifestyle and the toolkit to support them with their wellbeing.				
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 There is a continued improving trend in attainment and progress rates across all phases of school. Children attain in line with or better than national expectations in EYFS, phonics, reading, maths and writing across all phases of school. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.			IMPACT 2: Badsley Values Children are confident and successful learners who make the right choices for their learning by demonstrating the Badsley Values in all aspects of school life. Children are able to articulate the values and link these to their actions and their learning throughout school.			IMPACT 3: Personal Development Children demonstrate the high expectations of the Badsley vision in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community. Children leave Badsley Primary as happy, well-rounded individuals who feel confident about the future and look forward to the opportunities and challenges it will bring.					
	We regularly review how well our curriculum goals enable achievement.	High Quality Outcomes - Has the learning 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 there clear assessment criteria? - Are pupils challenged to think and to evaluate their learning? - Is assessment purposeful, efficient and used to shape future learning? - Is reading being prioritised so that pupils can access the full curriculum?	Curriculum Content is Responsive and Relevant - Are pupils able to connect local, national and global contexts for learning? - Are we activating prior knowledge to enable children to make links and extend their scheme? - Do teachers use an adaptive teaching to ensure the needs of all learners are met? - 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?			Challenge for All - 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? - Are we using adaptive teaching strategies to ensure all children can meet the learning intention? - Is scaffolding used effectively so all children achieve the learning intention? - Are we promoting independence and the opportunity to be inquisitive and problem solve?			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? - Are knowledge and skills carefully planned in the curriculum projects? - 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? -Do children develop and apply their reading, writing and vocabulary knowledge through purposeful, cross-curricular learning?			Being part of a Family and a Community - 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? - Is the Badsley vision embedded in our school? - Do pupils use and follow our Badsley Values in all areas of learning? - Do pupils engage with local community, national and global issues? - Are pupils able to relate their values and experience to British Values?	
<i>We evaluate through monitoring and range of evaluation activities – including learning walks, book looks, data analysis, staff and pupil voice and assessment. Deep Dive methodology is used to gain a deeper understanding of the Badsley curriculum.</i>													