

Birdsedge Curriculum Vision, Drive and Intent

Curriculum Intentions	Our Learning Values	Aspiration	Critical Thinking	Resilience	Independence	Resourcefulness	Creativity	Reflection						
	The Birdsedge Way	We are nurturing and kind		We are respectful		We work as a team	We have a family approach	We work in partnership with parents	We go the extra mile					
	The Vision of the Curriculum at Birdsedge: 'We want....'	To give our children a love of and passion for learning		To inspire our children to believe in themselves and to see their own potential and possibilities	To encourage our children to take their love of enthusiasm for learning home to talk about & share with their families and to find out more		To give the children a global perspective so that they have a strong knowledge and understanding about the world in which they live and the impact they can have	Our children to be healthy, physically and emotionally	To give our children a range of opportunities to: ask questions, challenge thinking, share ideas & opinions, deepen understanding and master new skills and concepts	To empower our children by giving them the relevant skills & tools to pursue their own interests				
Teaching Intentions	Our teaching intentions are:	Purpose of the learning and intentions of outcomes are made explicit		Modelling & Questioning	Memorable activities which engage, inspire, motivate and enable the children to have fun		Challenge for all and support where necessary	Opportunities to follow the children's own interests are supported where appropriate	Continuous formative assessment which leads to next step planning	Moderation of assessments and judgements				
	Our provision is informed by: educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops; the children, our immediate environment, staff interests, wider community issues/ initiatives along with parental skills and interests.	Teaching which inspires an atmosphere of engagement, interest, enthusiasm, excitement and collaboration		Depth of subject knowledge	Range of resources		Practical experience which children can draw on to extend & develop knowledge	High expectations of all children which are built on rigour	Responding to assessment and changing direction of teaching; flexible approach where appropriate	Flexibility in groupings based on children's needs and the planned learning				
Organisation	Our whole school curriculum is: planned in a 2 year cycle; honours school traditions; focussed on starting new traditions and celebrates learning both in and out of school	Visits & Visitors		Family Groups	Community Traditions (<i>maypole dancing, church services etc</i>)		Extra-Curricular Activities	Celebration Assemblies	Responding to events in the community/ locality/ news	Pyramid participation (<i>music, sport etc</i>)				
		Communication & Language		Physical Development	Personal, Social and Emotional Development		Literacy		Maths	Understanding the World	Expressive Arts and Design			
		English	Science	History	Geography	D&T	Art	Computing	Maths	Music	PE	French	RE	PSHE/SRE
		Curriculum Drivers					Discrete Subjects							
		Focus on knowledge acquisition to boost cultural capital		English is always one of the lead subjects in each topic			Learning values, British Values & SMSC taught through topics, PSHE & assembly		Hook that engages the children and gives a context for learning		Outcomes to an audience. Purpose for the learning (class assembly per term)		Family learning projects (2 per year)	
Impact	Our curriculum has an ambition of high achievement for all children irrespective of their starting point. This impact will be seen in the following 3 areas	IMPACT 1: Outcomes Children make progress and attain in line with or better than national expectations. Children confidently apply keyskills across all areas of learning. They move on to the next stage of their education with a high level of knowledge and skills.				IMPACT 2: Personal Development Our children are well rounded individuals who show high levels of independence and resilience. They model the 'Birdsedge Way' in their learning and behaviour in and around school. They show strong emotional well being.			IMPACT 3: Learning Success Our children are confident and successful learners who demonstrate our learning values in all they do. This successful comes from the balanced approach taken to curriculum planning and the promotion of growth mindset in all areas of the curriculum					
Evaluation	We regularly review how well our curriculum goals enable achievement	Content -Is it relevant? -Does it promote the acquisition of appropriate skills and knowledge? -Is it promoting enjoyment of learning? -Is it enabling children to connect their local community with wider local, national and global contexts -Are resources, including the local environment, being used well to enrich learning? We evaluate through monitoring planning, pupil interviews and work scrutiny			Standards -Are high standards evident in all subjects/ aspects? -Are teaching expectations high? -Is challenge for all evident in all areas? -Are assessment opportunities well utilised and the outcomes built in to planning? We evaluate through monitoring, work scrutiny, data analysis and other outcomes			Learning Opportunities - Do children have access to high quality first teach underpinned by teacher's strong subject knowledge? - Are the learning values clearly embedded in each topic in every year? - Do children have regular opportunities to solve problems, think critically and deepen learning? - Are knowledge and skills carefully planned for in each topic and built on across the school? - Is there a clear balance of subjects with each one given integrity and taught well through each keystone? - Do children have the opportunity to embed and apply skills across the curriculum We evaluate through curriculum assessment, work and planning scrutiny & monitoring			Meeting the needs of all children -Is the curriculum sufficiently challenging and appropriate for every child? -Are there high expectations for all children? -Does children's work show that tasks are rich? We evaluate through pupil interviews, curriculum outcomes, book/ work scrutiny, assessment			

