

# Betley CE Primary

## School Curriculum Overview

### SCHOOL CONTEXT

<b>Our School motto</b>	With wisdom, respect and love, we flourish and shine											
<b>COLLECTIVE WORSHIP VALUES</b>	Thankfulness	Trust	Courage	Justice	Friendship	Respect	Generosity	Compassion	Perseverance	Forgiveness	Service	Truthfulness

### INTENT – *We come to school every day to...*

CURRICULUM VISION	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	To ensure high levels of physical and mental wellbeing To be passionate about learning To develop a strong sense of personal character	To understand equality for all To challenge inequality To be tolerant of others	To use the world sustainably To understand and respect rules and laws To share the world peacefully with all others

### IMPLEMENTATION

<b>TEN PRINCIPLES FOR EXCELLENT TEACHING</b>	Daily review of learning	Present new learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children's practice	Systematically check children's understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning weekly/monthly
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ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	RE	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE
	DISCRETE SUBJECTS					CURRICULUM DRIVERS TAUGHT THROUGH CONTINUOUS PROVISION								
	<ul style="list-style-type: none"><li>• Every curriculum theme includes science and either history/geography and art/DT.</li><li>• Maths is taught within a real life context and the school uses ‘Maths Mastery’ to organise the progression in maths learning and teaching.</li><li>• Knowledge organisers provide information, vocabulary, facts, diagrams, maps and pictures which children need to know by the end of each curriculum theme</li><li>• Challenges are set within every lesson</li></ul>													

<b>ASSESSMENT</b>	Termly summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback	Independent writing and maths challenges	Regular opportunities for children to demonstrate their new knowledge	Phonics screening checks
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### IMPACT

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> <li>All children make accelerated progress and achieve better than average</li> <li>Opportunities are available for all children to grasp concepts at a greater depth</li> <li>A knowledge rich curriculum will prepare all children with skills for the 21<sup>st</sup> century</li> <li>All children are engaged by an irresistible curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All children will build binding, constructive relationships that enable them to make a positive contribution to the school community</li> <li>All children will see their learning challenges as opportunities – not obstacles</li> <li>All children will innovate and be willing to take risks</li> <li>All children will understand the difference between right and wrong – and why</li> <li>All children will take personal responsibility for their behaviour and attitude</li> <li>All children will know that asking for help is a sign of strength – not weakness</li> </ul>	<ul style="list-style-type: none"> <li>All children are equipped with the knowledge to be able to care for their physical and mental wellbeing</li> <li>All children are prepared for life in modern Britain</li> <li>All children will have enterprise skills in preparation for the future</li> <li>All children are curious, creative and courageous</li> <li>All children use challenges to thrive and become even better versions of themselves</li> </ul>

### EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> <li>Learning must be clear, explicit and purposeful</li> <li>Children's recorded learning or teacher's systematic recording of learning must clearly show progress</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning is reviewed in light of current thinking and research</li> </ul>	<ul style="list-style-type: none"> <li>Learning is reviewed regularly with all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>Professional development meetings focus on building the capacity of staff</li> <li>Learning is open and teachers learn and adjust their practice in light of what they see</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning is reviewed, improved and changed in light of outcomes and expectations</li> </ul>

<b>MONITORING</b>	Book looks Teacher's records	Data outcomes Pupil progress meetings	Pupil voice Termly learning conversation with parents	Learning walks Lesson visits Professional development meetings	Curriculum evaluations
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