

Barrow Primary School - Curriculum Overview on a Page

VISION, VALUES & AIMS	1	Vision and Values	LEARNING FOR LIFE INSPIRE: In our vibrant learning environment, our dedicated, motivated and nurturing staff inspire the children to become life-long learners and confident, happy individuals				PROBLEM SOLVING CREATE: We create opportunities and experiences within our safe environment for children to develop their awareness, skills and talents thereby enabling them to discover their unique place in the world				ENQUIRY DISCOVER: Through a broad and balanced curriculum, we encourage the children to discover and develop their strengths and challenge themselves to achieve their full potential				COMMUNITY TOGETHER: Learning, playing and growing TOGETHER, we ensure that the children develop friendships, compassion and understand the importance of respect, tolerance and good behaviour in the school, home and wider community													
	2	Curriculum Intent	Teaching and learning enables children to 'know more and do more' – building from a strong focus on knowledge acquisition and supporting their spiritual, moral, social and cultural development; teaching and learning prepares children appropriately for the next stage in their life.				Teaching and learning enables children to question, reason and discuss – children are able to form opinions of their own; search and find out more; puzzle over ideas that might seem difficult to grasp or Understand				Teaching and learning enables children to communicate their ideas and knowledge – regardless of their starting point, children become confident to share what they know and what they can do, preparing them to make a valuable contribution to society.																	
	3	Barrow BIG IDEAS – curriculum drivers & values program																										
CURRICULUM IMPLEMENTATION	4	Key Curriculum features	Well organised and sequential learning modules		Knowledge acquisition – substantive & disciplinary		Securing learning to long term memory		The practice of skills		The use of vocabulary		Beyond the entitlements of the National Curriculum		The discovery and appreciation of cultural capital		Collaboration with external partners to offer experiences beyond the primary school											
	5	Barrow Boost learning behaviours	Confidence				Motivation				Responsibility				Bravery		Creativity		Curiosity									
	6	Characteristics of Effective Teaching and Learning (EYFS)	Playing and Exploring						Active Learning						Creating and Thinking Critically													
	7	Characteristics of effective teaching at Barrow	Use a structure that is fluid and suits the needs of all learners	Provide challenge and progression to all pupils	Present new learning in small manageable steps	Present learning clearly and sequentially; connect new learning with prior learning	Retrieval practice provides regular opportunities to review learning; establish whether learning is secure	Make regular use of well crafted, open ended questions	Introduce new vocabulary within a context	Features high quality models, images and representations	Provide pupils with a context, purpose or audience for their learning	Use digital technology to effectively support teaching & learning	Support pupils to think about learning processes: metacognition	Use high quality texts to engage, stimulate and sustain learning														
	8	Curricula Assessment KS1 & 2 EYFS	Progress for our children is progress across our curriculum in its entirety: – each subject, each concept, each skills, each piece of vocabulary																									
		'Below': consolidating their learning from the previous year(s) while accessing age related content with support and scaffolding.				'Working Towards': accessing age related content but still needing to consolidate understanding for learning to be secure across the curriculum.				'Meeting': accessing and retaining age related content across the curriculum.				'Greater Depth': accessing, retaining and connecting age related content across the curriculum														
		'Emerging' working towards the Early Learning Goal								'Expected' meeting the level of development expected at the end of the EYFS. (ELG)																		
ORGANISATION	9	Our whole school curriculum comprises a carefully structured progressive range of educational experiences	Educational visits		Visitors		Assemblies		Extra-Curricular Opportunities		Enriching School Life Plan		Learning through community partnership and parental involvement		Philanthropic activities													
			FOUNDATIONS OR CORE CURRICULUM						TAUGHT AS DISCRETE SUBJECTS (but may be linked through purposeful themes)																			
			ENGLISH		MATHS		SCIENCE		HISTORY		GEOGRAPHY		ART & DESIGN		DESIGN TECHNOLOGY		COMPUTING		P.E		MUSIC		FRENCH		BELIEFS & VALUES		PSHE	
			PRIME AREAS										SPECIFIC AREAS															
		EYFS	PHYSICAL DEVELOPMENT			COMMUNICATION AND LANGUAGE			PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			LITERACY			MATHS			UNDERSTANDING THE WORLD			EXPRESSIVE ARTS & DESIGN							
IMPACT	10	The impact of our curriculum should be threefold; irrespective of starting points or background:	IMPACT 1: STANDARDS						IMPACT 2: PERSONAL DEVELOPMENT						IMPACT 3: CURRICULUM ENTITLEMENT													
		Children make expected or better progress, from their starting point, whether as a new admit to our school or on joining us from Reception. Achievement and progress should be measured across the curriculum; however a secure understanding within the 'core' or 'foundations' is essential to develop wider skills and knowledge across the curriculum in its entirety.						Children are successful learners; confident in themselves and emotionally secure. They work together, include others and show respect for viewpoints that are not their own. They are able to express themselves in different ways and disagree constructively offering evidence for their opinions. These positive values and qualities are visible in lessons and around school.						Children have had access to a broad and balanced curriculum; beyond the requirements set out in the National Curriculum. Children, whenever they leave Barrow, should have long lasting memories of rich and varied activity which has stimulated their imaginations; aroused their curiosity and fostered a lifelong love of learning.														

EVALUATING IMPACT		<p>High Quality Outcomes:</p> <p>-Has the learning led to a purposeful and relevant outcome?</p> <p>-Are pupils challenged to reflect upon and evaluate their learning?</p> <p>-Are pupils evaluating their attitude to learning and its link to success?</p> <p>-Are there high expectations for all pupils, regardless of their starting points or learning needs?</p> <p>-Is assessment purposeful, efficient and used to shape future learning?</p> <p>-Is feedback a prominent feature of the learning?</p> <p>-Is planning, preparation and assessment efficient, purposeful and effective?</p>	<p>Curriculum Content is Responsive and Relevant:</p> <p>-Are pupils able to connect local, national, regional and global contexts for their learning?</p> <p>-Do pupils experience enjoyment and enrichment in their learning?</p> <p>-Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation?</p> <p>-Is access to cultural capital planned within learning?</p> <p>-Is learning adapted to reflect local, regional and global current affairs, technological and environmental changes?</p> <p>-Does curriculum planning reflect our aims and the starting points of our children?</p>	<p>Challenge and Progression for all:</p> <p>-At the point of learning is the curriculum sufficiently challenging and appropriate for each child?</p> <p>-Are there high expectations for all pupils learning and attitudes to learning?</p> <p>-Does the work of the children show that tasks are rich and engaging for all pupils?</p> <p>-Do planning, tasks and outcomes show a clear understanding of pupil needs and how best to support them?</p>	<p>Embedding Knowledge and Skills:</p> <p>-Do children have opportunities to solve problems and undertake learning at a deeper level?</p> <p>-Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout the school?</p> <p>-Does planning reflect progression in subjects, knowledge, skills, concepts and vocabulary planned within curriculum topics as well as discrete subjects?</p> <p>-Are their coherent links within topics and subjects that increasingly challenge pupils?</p> <p>-What knowledge, skills, concepts and vocabulary have pupils acquired?</p> <p>-Is each subject given integrity and taught systematically?</p>	<p>Vision and Values:</p> <p>-Does the curriculum reflect our vision and values?</p> <p>-Is explicit reference made to our vision; curriculum aims and learning behaviours in lessons and subjects?</p> <p>-Do pupils engage with local community, national and global issues?</p> <p>-Are pupils aware of British values and able to make connections between their learning and these values?</p>
	<p>Lines of enquiry to review and appraise our curriculum</p>					