

Barrow Primary School - Curriculum Overview on a Page

<p><b>'I have come that they may have life and have it to the full' – John 10:10</b></p>																										
VISION, VALUES & AIMS	1	<b>Vision and Values</b>	<p><b>LEARNING FOR LIFE</b> <b>INSPIRE:</b> In our vibrant learning environment, our dedicated, motivated and nurturing staff inspire the children to become life-long learners and confident, happy individuals</p>				<p><b>PROBLEM SOLVING</b> <b>CREATE:</b> 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</p>				<p><b>ENQUIRY</b> <b>DISCOVER:</b> Through a broad and balanced curriculum, we encourage the children to discover and develop their strengths and challenge themselves to achieve their full potential</p>				<p><b>COMMUNITY</b> <b>TOGETHER:</b> 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</p>											
	2	<b>Curriculum Intent</b>	<p><b>Teaching and learning enables children to 'know more and do more'</b> – 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.</p>				<p><b>Teaching and learning enables children to question, reason and discuss</b> – 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</p>				<p><b>Teaching and learning enables children to communicate their ideas and knowledge</b> – 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.</p>															
	3	<b>Barrow BIG IDEAS – curriculum drivers &amp; values program</b>																								
CURRICULUM IMPLEMENTATION	4	<b>Key Curriculum features</b>	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	<b>Barrow Boost learning behaviours</b>	Confidence		Motivation		Responsibility		Bravery		Creativity		Curiosity													
	6	<b>Characteristics of Effective T&amp;L (EYFS)</b>	Playing and Exploring				Active Learning				Creating and Thinking Critically															
	7	<b>Characteristics of effective teaching at Barrow</b>	Use a structure that is fluid and suits the needs of all learners – adaptive teaching	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	<b>Curricula Assessment KS1 &amp; 2</b> <b>EYFS</b>	<p><b>Progress for our children is progress across our curriculum in its entirety: – each subject, each concept, each skills, each piece of vocabulary</b></p>																							
		<p><b>'Below':</b> consolidating their learning from the previous year(s) while accessing age related content with support and scaffolding.</p>				<p><b>'Working Towards':</b> accessing age related content but still needing to consolidate understanding for learning to be secure across the curriculum.</p>				<p><b>'Expected':</b> meeting accessing and retaining age related content across the curriculum.</p>				<p><b>'Greater Depth':</b> accessing, retaining and connecting age related content across the curriculum</p>												
		<p><b>'Emerging'</b> working towards the Early Learning Goal</p>								<p><b>'Expected'</b> meeting the level of development expected at the end of the EYFS. (ELG)</p>																
ORGANISATION	9	Our whole school curriculum comprises a carefully structured progressive range of educational experiences	Physical		Linguistic				Cognitive				Social & Emotional													
			Experiences beyond the Norm - Educational visits/ visitors		Growing My Talents - Extra-Curricular Opportunities		Mind, Body and Soul - Collective Worship, Values, Barrow Big Ideas		Being British – British Values and Current Affairs		Enjoying Diversity - Global Neighbours		A Bright Future – learning about careers		A Fair World – partnering with the community to make a difference											
			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	RELIGION & WORLDVIEWS	PSHE											
IMPACT	10	ACT	<p><b>IMPACT 1: STANDARDS</b> 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.</p>				<p><b>IMPACT 2: PERSONAL DEVELOPMENT</b> 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.</p>				<p><b>IMPACT 3: CURRICULUM ENTITLEMENT</b> 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.</p>															