

Our Curriculum – intentions, implementation and impact

	<p><u>Intention 1: Develop our learner’s learning (Our head and body: what we learn)</u></p>	<p><u>Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)</u></p>	<p><u>Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)</u></p>	<p><u>Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)</u></p>
<p>Curriculum intentions</p>	<p>To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.</p>	<p>To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community.</p>	<p>To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.</p>	<p>To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.</p>
<p>Curriculum Implementation</p> <p>Our curriculum will be implemented with our intentions as the drivers behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focussed on these areas.</p>	<p>Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at Caythorpe. These are our “promises”. Examples include: Maths – we use the MathsHub mastery schemes of work, supported by Rising Stars problem solving tasks for progression. We assess using Rising Stars materials, teacher assessment and PUMA tests throughout the year. Children from Year 1 receive a username and password to access Times Table Rock Stars online learning tool. Writing – we use a “Book Based” curriculum. This means each half term we study a new book in each class, and our teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, writing planning and extended writing throughout each unit of work, to give us a regular routine that helps us build up competency. We assess using Writing assessment grids. We work hard on handwriting and presentation and edit our work carefully to improve it. Reading – we read with our teachers in groups covering all genres. Teachers plan using the VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise). Our teachers regularly update our in class reading areas with topic themed</p>	<p>We follow a Values Based Learning programme in the school, which explores values that are critical for us to understand in modern Britain and beyond. Each month, our teachers teach us about a value that we need to demonstrate in order to become good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can. Our values are: Respect, Understanding, Honesty, Determination, Friendship, Enjoyment, Pride and Teamwork. In our celebration assembly children may be rewarded with “shooting stars”</p>	<p>When our teachers design our learning opportunities, they look for ways for us to develop good learning behaviours. Our School understands that learning about learning helps us to be better learners! In our curriculum, we look for ways to build on children’s learning powers (Ref: Building Learning Power in Action By Guy Claxton). A central concern of Building Learning Power is with enabling pupils to become more self-aware as learners, to develop habits of a successful learner and to appreciate that they can continually improve these habits. We work using the four main learning dispositions Resilience: the disposition to attend to learning and persist under difficulties; Resourcefulness: The disposition to deploy a variety of learning strategies; Reflectiveness: the disposition to think about learning and about oneself as a developing learner; and Reciprocity: the disposition to learn with and from others. We believe, as Professor Claxton states, that these dispositions are inherent</p>	<p>When our teachers plan the curriculum, they think not just about what we should learn and how we should learn it, but also how they can bring in an understanding of morality and the wider world. They do this through: Teaching us the weekly Personal, Social, Health and Citizenship curriculum. We learn about Health and well-being, Relationships and Living in the Wider World. We follow a progressive scheme of work of the PSHE Association Within this scheme, they think about how to challenge stereotypes. For example when we learn about toys, our teachers ask learners “Do we have girl’s and boy’s toys?”; when we learn cooking skills, we think about who prepares the food in our own homes. We learn about slavery, both historical and modern, thinking about why it happens and what motivates this. Our teachers identify positive role models that challenge stereotypes for us to learn about, for example the story of Billy Elliott the ballet dancer, Helen Sharman the astronaut, Harriet Tubman the abolitionist etc. As a school we are proud of the way in which our</p>

	<p>books and author books boxes. Children each choose a home reading book from a progressive reading scheme. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Our teachers check we are reading books that will challenge us, and create exciting reading areas around the school.</p> <p>Foundation subjects – Our teachers plan foundation subjects using progressive skills, which show what we should be learning in each year group in each subject. They check our learning against these, and subject leaders check that they are doing this correctly. They keep a record of how each class is doing in each subject, including who is secure in the areas and who is working at age related expectations. We learn from an enquiry-based curriculum, which encourages us to develop independent thinking skills and questioning. Our teachers plan a wide variety of educational visits out including residentials, visitors into school such as Viking workshops, Road Safety experts, the police, and organise exciting focus weeks and events like Whole school topics at the beginning of the school year, World Book day, Enterprise week and Intra house sports competitions. Where they can, teachers try to link our maths and English learning into our topic work.</p>	<p>certificates by their class teachers or be entered into the “Golden Book” for demonstrating these values. Our teachers ask learners to undertake positions of responsibility around the school, as we believe that children understand values by seeing them in action in others. These include:</p> <p>Monitors to role model for each class; School council; Corridor helpers at transition times; Playground Leaders; the Eco-Team; the Gardeners; The School Newspaper team.</p>	<p>in us all and are not fixed at birth as neither do they end as we leave school; everyone regardless of ability, social background or age can develop them. Within each Learning Power Disposition are Learning Power Capacities (absorption, managing distractions, noticing, perseverance, questioning, making links, imagining, reasoning, capitalising, planning, revising, distilling, meta-learning, interdependence, collaboration, empathy and listening and imitation). Teachers use specific language and questioning to encourage each learning capacity as well as planning explicit activities to develop and nurture the Learning Capacity. For example, in our curriculum we try to frame our learning around questions: “What makes the Earth angry?”, “Where does a butterfly come from?”, “Why are rainforests important to us all?”, and “What did people do before computers? (see Enquiry Based Thematic Long Term Plan.doc)</p> <p>Our teachers notice when learners are showing great learning behaviours. They award certificates for this in our weekly celebration assembly. Our Head teacher sends home weekly commendation post cards.</p>	<p>pupils conduct themselves but feel it important to outline the way in which we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We promote these values continuously at school but some are taught more explicitly, for example: election of school council class representatives, teaching of rules and reasoning behind rules, playground leaders, allowing children access to and to choose resources, using assemblies to teach respect and tolerance and ensuring pupils feel valued regardless of their beliefs. Inviting in people from local groups such as the Church to tell us about their faith and share Christian learning. We work with lots of local religious groups to get a good understanding of the beliefs of others. We work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, working with other schools in Ossett and beyond. We aim to increase our learner’s engagement with activities that benefit other members of the community and beyond.</p>
<p>Impact</p> <p>What do we hope will be the impact of our curriculum and how do we measure it?</p>	<p>We strive to ensure that our children’s attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend</p>	<p>The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance</p>	<p>The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don’t give up, are highly motivated to succeed and achieve and are equipped with all the personal skills</p>	<p>Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong,</p>

	<p>that the impact is that children will be academically and physically prepared for life in high school and in Modern Britain and the world.</p>	<p>and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.</p>	<p>to do this. Using the Building Learning Powers pupils will engage in activities through discussion of possible strategies and joint ownership (with the teacher) of planning. Activities are structured so that pupils are given-or create for themselves – learning intentions, success criteria, choice about actions to take, freedom to interpret information, encouragement to revise what they are doing and time to draw out key learning.</p>	<p>and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.</p>
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