

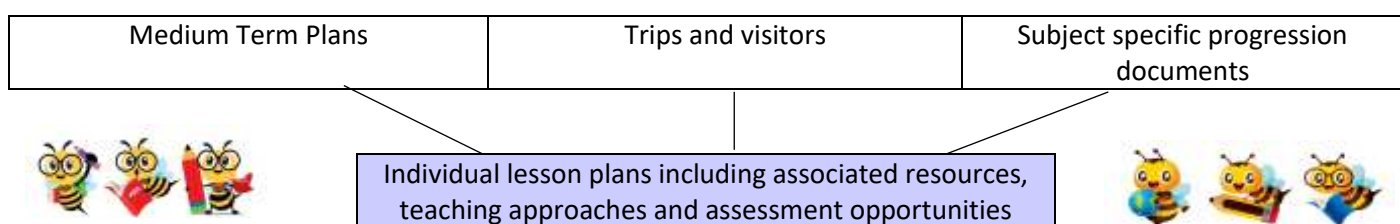
What shapes/informs our curriculum?



What else do we consider when planning our detailed sequences of learning?

Children's prior knowledge, skills and attainment and current needs	Subject specific progression of skills and curriculum content	Our commitment to a broad, creative and rounded curriculum that extends beyond the NC content	What was taught at KS1 and will be needed for KS3
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Where do we capture our sequences of learning?



How is our curriculum delivered?

Through quality first teaching	In mixed ability classes	Through targeted interventions and support
Subject specific teaching in some subjects/areas (e.g. PPA/Swimming)	A subject led curriculum with cross - curricular links being made	Theme weeks and mix up events
Additional provision such as Forest schools, cooking	Visits, visitors and trips	Whole school events, assemblies and homework

How do we share our curriculum content and expectations?

With our children	With our parents	With our staff
Within teaching in class	Half Termly Curriculum Overviews & Newsletters	Staff meetings and training
Through the Learning Intentions	Homework	In PPA time / on INSET days
Subject Learning Journeys and Road Maps	Reports & Parents Evenings	Through national and local initiatives/network meetings
Displays and working walls	Curriculum meetings	At pupil progress meetings

How do we know that our curriculum is being successful?

Marking and feedback	Pupil participation in class and wider school life	Assessment outcomes and progress in lessons for all groups and abilities	Children's achievements, in books and across other areas of school life	Standardised test outcomes
Attendance rates	Feedback from children	Feedback and views of parents	External views of the school, e.g. LA/Ofsted	Children's readiness for their next stage of learning