

Curriculum Intentions	The Badsley Vision: Growing Together; Aiming High																								
	Our Learning Values: Listen Effort Achieve Respect Neat Enjoy Ready																								
	The vision of the curriculum at Badsley Primary School:		We want our children to be running through the gates desperate to get into school because they can't wait to learn!		We use the National Curriculum guidelines in order to develop knowledge content of the curriculum, but our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving.		We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.		We want our children to have a love of learning, feel passionate and have ownership of the outcomes. We aim to nurture a love of reading so that children choose to read for pleasure in school and at home.		We integrate the individual subjects of the curriculum into 'learning projects' that engage our children and provide a clear context of their learning. Reading for information is threaded through all subjects so that children have a real purpose for practising their skills.		We aim to meet the needs for all learners in our curriculum, challenging them to problem solve and undertake learning at a deeper level.		We encourage our children to share their learning with each other, their families and the wider community and to learn from others.		We are preparing our children for their future adult lives, whatever they may be!								
Teaching Intentions	Our teaching intentions: Purpose of the learning is made explicit leading to outcomes			Modelling			Questioning			Challenge for all and support where necessary			Continuous formative assessment			Moderation of assessment and judgements									
	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.			Teaching is based on a clear understanding of cognition and learning. Reading is prioritised to allow pupils to access the full curriculum offer.			Teachers have deep knowledge of the subjects they teach including teaching of reading.			Teachers monitor learning and provide feedback. Reading is monitored and gaps are addressed quickly and effectively.			The learning environment climate created by teaching and support staff inspires and motivates all pupils. The environment supports the specific teaching of rich vocabulary.			Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.			Developing strong partnership with parents and carers that influences learning at school and home. Supporting parents to help their child learn to read and nurture a love of reading.						
Organisation	Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.																								
	Educational visits including residential opportunities			Visitors			Assemblies			Extra-Curricular Clubs			Learning outside the classroom			Responding to events in the news			Fund raising and Charity support						
	Communication and Language			Physical Development			Personal, Social and Emotional Development			Literacy			Mathematics			Understanding the World			Expressive Arts and Design						
	Success for All (English)		Maths		Science		History		Geography		D&T		Art		Music		Computing		PE		MFL		PSHE/ RSE		RE
ENGAGE: <ul style="list-style-type: none"> Hook that engages the children and gives the context for learning Ask questions to find out children's interests. Spark children's curiosity using interesting starting points. 				DEVELOP: <ul style="list-style-type: none"> Teach facts and information for deeper understanding and knowledge. Demonstrate new skills and allow time for consolidation. Provide creative opportunities for making and doing. Teach reading, writing and vocabulary across the curriculum. 				INNOVATE: <ul style="list-style-type: none"> Provide imaginative scenarios that encourage creative thinking. Enable children to apply previously learned skills. Encourage enterprise and independent thinking. Provide opportunities for collaborative working and problem solving. Ensure the application of reading, writing and vocabulary knowledge. 				EXPRESS: <ul style="list-style-type: none"> Authentic outcome with an audience. Purpose for learning. Celebrate and share children's success. Create opportunities for shared evaluation and reflection. 				Family Learning Projects									
Impact	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:																								
	IMPACT 1: Standards There is a continued improving trend in attainment and progress rates across all phases of school. Children attain in line with or better than national expectations in EYFS, phonics, reading, maths and writing across all phases of school. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.				IMPACT 2: Badsley LEARNER Values Children are confident and successful learners, demonstrating the Badsley LEARNER values, and make the right choices for their learning. The learning values have progression which provide challenge.				IMPACT 3: Personal Development Children demonstrate the high expectations of the Badsley vision in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community. Children leave Badsley Primary as happy, well-rounded individuals who feel confident about the future and look forward to the opportunities and challenges it will bring.																
Evaluation	We regularly review how well our curriculum goals enable achievement.																								
	High Quality Outcomes <ul style="list-style-type: none"> - Has the learning journey led to a purposeful outcome or product? - Do children have ownership of the outcomes? - Do the pupils experience a taste of the best that has already been achieved? - Are there relevant contexts for high quality outcomes for English and Maths? - Are teaching expectations high enough? - Are there clear assessment criteria? - Are pupils challenged to think and to evaluate their learning? - Is assessment purposeful, efficient and used to shape future learning? - Is reading being prioritised so that pupils can access the full curriculum? - Do children acquire Tier 2 and Tier 3 vocabulary through the ILP and does this impact on their attainment in reading and writing? <i>We evaluate through monitoring, work scrutiny, data analysis and project outcomes.</i>				Curriculum Content is Responsive and Relevant <ul style="list-style-type: none"> - Are pupils able to connect local, national and global contexts for learning? - Do children experience enjoyment in their learning? - Do teachers respond to educational research? - Are the rich resources within the local community and environment being maximised? - Are tasks adapted to reflect current affairs and technological and environmental changes? - Is AfL responsive and effective? <i>We evaluate through monitoring planning, pupil voice, evaluations and work scrutiny.</i>				Challenge for All <ul style="list-style-type: none"> - At point of learning, is the curriculum sufficiently challenging and appropriate for each child? - Are there opportunities to develop a deeper understanding of the learning values? - Are there high expectations for all? - Does the work of the children show that tasks are rich? <i>We evaluate through curriculum outcomes, book scrutiny, learning walks, pupil voice and assessment</i>				Embedding Knowledge and Skills <ul style="list-style-type: none"> - Do children have opportunities to solve problems and undertake learning at a deeper level? - Do children have the opportunity to build on their knowledge and skills throughout the school? - Are knowledge and skills carefully planned in the curriculum projects? - Are there coherent links within projects that increasingly challenge and embed knowledge and skills? - Do children have opportunities to embed their knowledge and skills in the curriculum? - What knowledge and skills have pupils gained against expectations? - Is each NC subject given integrity and taught systematically through each Key Stage? - Do children develop and apply their reading, writing and vocabulary knowledge through purposeful, cross-curricular learning? <i>We evaluate through curriculum assessment.</i>				Being part of a Family and a Community <ul style="list-style-type: none"> - Does the curriculum engage pupils to be part of a family of learners? - Do children share their learning with others? - Do children learn from others? - Are our school learning values explicitly taught in our projects and prepare them for their future lives whatever they may be? - Is the Badsley vision embedded in our school? - Do pupils engage with local community, national and global issues? - Are pupils able to relate their values and experience to British Values? <i>We evaluate through pupil voice, lesson observations and curriculum evaluations.</i>								