Shared Journeys, Unique Memories - Our Curriculum

Our Context:

A small village school on the Beaulieu Estate. Most children live out of catchment and arrive by car. Many live on the Waterside (an area of national deprivation). The vast majority are white British. Relationship building in Autumn term for year R is crucial due to a lack of preformed relationships on entry. Our curriculum needs to: reflect ethnic diversity; build independence; provide wider experiences; support building resilience and coping with challenge and change; teach about safe use of social media; provide experience of leadership and responsibility

Our Vision:

Our vision is of a school family within which each child is inspired to have self-belief, to love learning and to strive for their personal best. We seek to prepare our children to thrive in an uncertain future by teaching them to embrace their own individuality, to form strong relationships with others, to think creatively and to work hard.

I N T E N	Family	Each child	Inspired	Self-belief	Love Learning	Strive for their personal best	Thrive in an uncertain future	Embrace their own individuality	Strong relationship s	Think creatively
T I O N	Strong relationships; nurturing community; Parent partnership; older children as leaders; collaboration; part of village community; difference celebrated; mutual respect	Inclusive approach: everyone counts, everyone is valued, everyone belongs; knowing children inside out and using this knowledge to individualise learning	Deliberately created unique memories and shared experiences; opportunities taken to fuel children's curiosity and celebrate and appreciate excellence	Resilience and inner strength; a can-do approach; confidence to take risks; independence comfortable with a sense of self; self-compassion and regulation	Curiosity; sense of joy; awe and wonder; a rich, purposeful, inspirational curriculum; questioning; metacognition celebrating success; balancing intrinsic and extrinsic motivation; using	Effort and aspiration; courage; open-mindedness; striving to achieve success; (age and stage related); personal challenge; teachers ambitious for our children, no ceiling on	As well-equipped as possible to deal with personal challenges, such as relationship changes or parenthood, as well as societal challenges which we cannot predict; as well placed as possible to	Accepting, understanding and valuing themselves (strengths, interests, emotions); noticing and valuing how they change over time; having dreams (however often these change);	Kindness; tolerance; support; understanding emotions; sense of community; trusted adults who role model kindness and emotional literacy; feeling connected; knowing they count	Play and exploration; encouraging ideas; making choices and decisions; exploring and celebrating different ways of thinking; thinking "outside the box;" applying skills/ knowledge in different

and tolerance; pride in and aspiration for each other; shared cultural capital				children's interests to help make learning exciting	learning; no conscious or unconscious bias; never seeing potential as "fixed"	succeed careers not envisione	yet connection	ns to mall		contexts; looking at things from different angles		
				Our	Values:							
	Have Coura	age		Ве	Shine							
for what is r Courageous po need to and s even when thin	Courage is about being honest and standing up for what is right and for what you believe in. Courageous people take brave action when they need to and show the resilience to keep going even when things are tough. We need courage in order to be true to all our values.				Kindness is about caring for yourself and for others. Kind people are compassionate, respectful, inclusive and fair. They value one another as individuals, show emotional intelligence and build positive relationships.				Shining is about individuality, aspiration and creativity. We recognise and value our own individuality and the individuality of others; we have self-belief; we love learning and aspire to improve and to embrace new and exciting experiences; we value thinking creatively and we celebrate ideas.			
	British Values											
Den	Democracy R		Rule	e of Law	Indi	ividual Libe	,		itual respect and ose with differer beliefs	nt faiths and		

I M	Teaching and Learning Principles:									
P L E M E N	Appropriate pitch and challenge for all Not too easy, not too hard, just right No child left behind.	Right learning, right children, right time AfL drives everything - teach, assess, teach, assess No child left behind.	Maximising learning time No learning opportunity missed No child left behind.	Progress for all Every child sequentially developing their knowledge, skills and understanding No child left behind.						
T A T I O N	-I know how to challenge myself I can get resources to help me.	-I can reflect on my learning -I can make choices and decisions about my learning -I can make choices about how confident I feel in my learningI know that my learning might look different to another person in my class.	-I use my break times well (to get a drink, go to the toilet and have a good run around)I make sure I am always listening when an adult is speakingI try my best at my work and concentrate on my learning.	-I talk about previous learningI can show in my book that I have learnt new thingsI can talk about my journey and what I am aiming forI know that learning means I have to try hard						

-I know what to do when I get stuck (brain, board, book, buddy, boss)I can show courage when I find something difficultI ask questions when I don't understand I know learners have to take risks and make mistakes			what I'm w	orking on t I am cap a	gths are and able of learn	ing -] m -] b - a	-I will listen to time reminders to make sure I can get my work finishedI can manage distractions around meI keep my resources ready for each bit of learning I take responsibility for my learning and make the most of my time (I am as independent as possible) I am curious and can ask questions.				-I am resilient -I know that to learn something well -I have to keep practising I know that learning can mean getting better at something, learning something new or challenging myselfI enjoy learning and want to learn as much as I can - I can be proud of my learning and that of my friends.			
						Approa	ches							
Explicit Instruction			Cognitive and metacognitive strategies			е	Scaffold/ Challenge			Flexible groupings				
TPA (I, we, you) approach Clear explanations, modelling (Ibecause) and frequent checks for understanding (AFL, questioning). Guided practice, before independent practice Explicit teaching of vocabulary Effective use of technology (share/ rework collective work) High quality feedback			Managing cognitive load New content transferred into long-term memory (NB retrieval curve) Opportunities to plan, monitor and evaluate/reflect on own learning Building Growth Mindset- learning as a journey (the power of yet), the importance of mistakes, building resilience Shared language of executive functioning skills Rich questioning and dialogical discussions			nd g H as a e g	Scaffolding/ individualising/ breaking down learning into small steps Opportunities to think deeply and demonstrate mastery Highly considered learning environment and deployment of adults Effective task design (success for all) Opportunities to achieve excellent outcomes (models of excellence, high and clear expectations) Effective use of technology to help children learn, practice and record				Allocating groups temporarily, using AFL, based on current level of mastery Pre-teach/ catch up sessions based on current need, before re-joining the main class Cutaways Proactively seeking and tackling misconceptions			
			Children	becoming	Readers o	pens life	long	learning a	and is our t	op priority	•			
EYFS	: Communio	cation & Lang			Emotional Den. All underp						nematics; Und ng.	erstanding t	he World;	
				Natio	nal Curricul	um and	RE H	ampshire	Syllabus					
		1		DT	History	Geogra		RE	Art	Music	RSHE	PE		

I M P A C T	all children regardless of individual	Children with positive attitudes to learning, behaviour, attendance and with experience of leadership	Well-rounded learners who have the knowledge, skills and understanding for the next phase of their education	Confident, creative and hard-working children	Kind children with the skills to form good relationships with others	Courageous children who have aspirations for their future lives