

# Spalding Parish Church of England Day School

## Curriculum Overview

### School Context

<b>School Values</b>	Care	Community	Friendship	Hope	Compassion	Trust	Courage	Perseverance	Humility	Forgiveness	Wisdom	Thankfulness
----------------------	------	-----------	------------	------	------------	-------	---------	--------------	----------	-------------	--------	--------------

### Intent – *We come to school every day to...*

Curriculum Vision	High quality inspirational education	Determination to succeed	Development of whole child including SEMH	Confident and resilient learners
	To develop literate, numerate and articulate pupils To ensure pupils are prepared for life as future citizens <i>‘Outstanding inclusive school’</i>	To develop independent, inquisitive pupils To be passionate about learning <i>‘Fulfil unique potential’</i>	To ensure high levels of physical and mental wellbeing To develop a strong sense of personal character <i>‘Flourishing of every person’</i>	To contribute to local and wider community To understand and respect rules and laws <i>‘Striving to help all prosper’</i>
Curriculum Drivers	<b>Vocabulary/Background</b> Closing the vocabulary gap Pupils on more equal footing with counterparts	<b>Initiative</b> Encouraging creative thinking Pupils able to see possibilities and problem solve/reason	<b>Growth/Mindfulness</b> Building confidence/esteem Pupils know worth and support each other	<b>Possibilities/Community</b> Broadening horizons and encouraging enterprise Pupils able to empathise

### Implementation

10 Principles of Practice	Daily review of learning	Present new learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children’s practice	Systematically check children’s understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning weekly/ monthly
---------------------------	--------------------------	---	-------------------	---	---------------------------	---	----------------------------	--	--	---------------------------------

Organisation of Curriculum	Reading	Writing	Phonics	Maths	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE	RE
	Discreet Subjects				Curriculum Drivers taught through continuous provision									
	<ul style="list-style-type: none"> <li>📖 Curriculum themes in Key Stage 1 and 2 span 2 short terms with themes in EYFS spanning a short term (or less depending on focus).</li> <li>📖 Every curriculum theme includes Science and either History/Geography and Art/DT.</li> <li>📖 Maths is taught within a real life context and the school uses a range of resources to organise the progression in Maths learning and teaching.</li> <li>📖 Continuous provision provides resources for pupils to interact with creatively, encouraging them to learn in the absence of an adult. During this time, guided groups and high quality adult interaction takes place to move children’s learning on.</li> <li>📖 Knowledge organisers provide information, vocabulary, facts, diagrams, maps and pictures which children need to know by the end of each curriculum theme.</li> </ul>													

Termly ‘5 to Thrive’	1. Planned opportunity for parental engagement	2. An inspiring investigation	3. A memorable experience	4. A high-quality stimulating book	5. An innovative challenge
----------------------	---	----------------------------------	------------------------------	---------------------------------------	-------------------------------

Assessment	Termly summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback	Fortnightly independent writing and maths challenges (pre/post)	Reading conferences	Regular opportunities for children to demonstrate their new knowledge	Low stakes phonics screening checks
------------	-----------------------------	------------------------------	--	---	---------------------	---	-------------------------------------

## Spalding Parish Church of England Day School Curriculum Overview

### Impact

Quality of Education	Behaviour and Attitudes	Personal Development
<ul style="list-style-type: none"> <li>🔥 All children make accelerated progress and achieve at least in line with their peers</li> <li>🔥 Opportunities are available for all children to grasp concepts at a greater depth</li> <li>🔥 A knowledge rich curriculum will prepare all children with skills for the 21<sup>st</sup> century</li> <li>🔥 All children are engaged by an exciting and engaging curriculum</li> </ul>	<ul style="list-style-type: none"> <li>🔥 All children will build binding, constructive relationships that enable them to make a positive contribution to the school community</li> <li>🔥 All children will see their learning challenges as opportunities – not obstacles</li> <li>🔥 All children will innovate and be willing to take risks</li> <li>🔥 All children will understand the difference between right and wrong – and why</li> <li>🔥 All children will take personal responsibility for their behaviour and attitude</li> <li>🔥 All children will know that asking for help is a sign of strength – not weakness</li> </ul>	<ul style="list-style-type: none"> <li>🔥 All children are equipped with the knowledge to be able to care for their physical and mental wellbeing</li> <li>🔥 All children are prepared for life in modern Britain</li> <li>🔥 All children will have enterprise skills in preparation for the future</li> <li>🔥 All children are curious, creative and courageous</li> <li>🔥 All children use challenges to thrive and become even better versions of themselves</li> </ul>

### Evaluation

	High quality outcomes	Innovation – Growth/Mindfulness	Communication – Language/Vocabulary	Developing staff – Possibilities/Community	Improving and changing - Initiative
<b>Review</b>	<ul style="list-style-type: none"> <li>🔥 Learning must be clear, explicit and purposeful</li> <li>🔥 Children’s recorded learning or teacher’s systematic recording of learning must clearly show progress</li> </ul>	<ul style="list-style-type: none"> <li>🔥 Teaching and learning is reviewed in light of current thinking and research</li> </ul>	<ul style="list-style-type: none"> <li>🔥 Learning is reviewed regularly with all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>🔥 Professional development meetings focus on building the capacity of staff</li> <li>🔥 Learning is open and teachers learn and adjust their practice in light of what they see</li> </ul>	<ul style="list-style-type: none"> <li>🔥 Teaching and learning is reviewed, improved and changed in light of outcomes and expectations</li> </ul>
<b>Monitoring</b>	<p style="text-align: center;">Book looks Teacher’s records</p>	<p style="text-align: center;">Data outcomes Pupil progress meetings</p>	<p style="text-align: center;">Pupil voice Termly learning conversation (with parents)</p>	<p style="text-align: center;">Learning walks Lesson visits CPD/PL Meetings</p>	<p style="text-align: center;">Curriculum evaluations</p>