

**Spalding Parish Church of England Day School  
Curriculum Vision**

<b>Vision</b>	<b>Aim</b>	<b>High quality inspirational education</b>  British Values  <i>'Wholly inclusive'</i>	<b>Determination to succeed</b>  Independent, inquisitive pupils  <i>'Striving for fulfilment'</i>	<b>Development of whole child including SEMH</b>  Healthy and safe pupils  <i>'Empowering the flourishing of our world'</i>	<b>Confident and resilient learners</b>  Contributing to community  <i>'Making a difference'</i>
	<b>Context</b>	546 pupils 281 boys, 265 girls	226 EAL pupils 41.3% of school community	68 SEN Support, 12 EHCP 14.7% of school community	124 PP, 2 LAC/PLAC, 1 Service 23.3% of school community
<b>Curriculum Design</b>	<b>Curriculum Drivers</b>	<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
	<b>Approaches to Learning</b>	Assessment is wide ranging, fit for purpose and informs learning and teaching  Approach personalised to offer challenge and support to enable all to achieve	Promoting a positive and independent attitude and an enjoyment of learning challenges  Relevant, purposeful and accurately matched to learner's needs and abilities	Developing awareness, respect and consideration for self and for needs of others  Use of external agencies/ services ensuring pupils/families able to access advice/practical support	Encouraging learners to make choices and take risks in an atmosphere of trust and safety  Build learning partnerships with all stakeholders, with more active role in learning for parents/carers
	<b>Progressive Curriculum</b>	Curriculum well balanced, innovative and creative with clear flow of learning (Year 1-6)  Clear systems to monitor/track Years/Phases/Key Stages  Strong focus on vocabulary development across all years	High levels of challenge across all Year Groups/Phases/Key Stages clearly linked to prior knowledge  Clear development of independent learning skills  Clear expectations in terms of behaviour/expectations	Clear progression in 2Rs (Respect/Responsibility) and values taught across school (e.g. compassion)  High expectations for behaviour and attendance  Strong focus on personal and social education (including SEMH)	Wide range of opportunities through designed curriculum/extra-curricular offer  Wide range of subjects taught across the curriculum  Academic, pastoral and personal success promoted and celebrated
<b>Outcomes</b>	<b>Fulfilling our aims</b>	High academic standards for all – strong progress and attainment  Clear progression of knowledge/skills throughout the curriculum	Level of challenge is high, with pupils challenging themselves  Consistently good behaviour/attitudes to learning	High attendance rates/low exclusion rates  Healthy lifestyles and wellbeing	Increased confidence and resilience with successful learners  High levels of participation in school/community events

*Wholly inclusive, striving for fulfilment, empowering the flourishing of our world.*