

Spalding Parish Church of England Day School

Curriculum Overview

School Context

School Values	Love and Care	Peace	Respect	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>'Wholly inclusive'</i>	To develop independent, inquisitive pupils To be passionate about learning <i>'Striving for fulfilment'</i>	To ensure high levels of physical and mental wellbeing To develop a strong sense of personal character <i>'Empowering flourishing of the world'</i>	To contribute to local and wider community To understand and respect rules and laws <i>'Making a difference'</i>
Curriculum Drivers	Vocabulary/Background Closing the vocabulary gap Pupils on more equal footing with counterparts	Initiative Encouraging creative thinking Pupils able to see possibilities and problem solve/reason	Growth/Mindfulness Building confidence/esteem Pupils know worth and support each other	Possibilities/Community 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"> 🔥 Our curriculum is focussed on 'Making a Difference' - to the school itself, the local community and the wider world. 🔥 The curriculum is underpinned by key enquiry questions to extend the pupil's knowledge and understanding. 🔥 The curriculum is planned to impart knowledge; foster curiosity, encourage growth and use of initiative, is language rich promoting the acquisition of a wider vocabulary and a love of reading, and builds cultural capital. 🔥 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. 													

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

Evaluation

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