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| **Vision** | We will facilitate a challenging, thoughtful and engaging curriculum for all of our children through the provision of rich and varied learning opportunities and experiences that will enable them to be the very best they can be. Those achievements will be academic, creative, competitive and collaborative. Our curriculum provides opportunities for children to apply their attitudes, skills and knowledge in meaningful situations. | | | | | |
| **Curriculum Values** | **Curiosity**  We expect our children to be active participants in their learning by responding to and asking thoughtful questions about what they are learning and their place in the world. We want our children to be accepting and live comfortably with difference. We will encourage them to express their views with courtesy. | | **Innovation**  As future citizens, we want our children to have the skills and confidence to create new opportunities and ideas by thinking deeply and differently. We will encourage the children to be confident and reflective, to ask what could be… ‘Even better if?’ | | **Excellence**  We expect our children to work hard at being the very best they can be in all aspects of their lives and learning. We promote learning from difficulty, recognising that mistakes are opportunities to be stronger and resilience is the way to build confidence. | |
| **Teaching Intentions** | **An inclusive culture**  Every child is entitled to and will receive the support and challenge that will enable them to thrive. Each teacher will value the individual and recognise personal strengths and preferences. | **Evidence informed Practice**  Our teaching will be rooted in research. Teachers will use professional enquiry to enhance their teaching skills and strategies to raise standards across the full breadth of the curriculum. | **Reflective feedback**  We use learning intentions to focus our lessons. Children are taught to self-evaluate their success in age appropriate ways and recognise the personal responsibility they have for securing concepts and skills. | **Personal best**  Children will be encouraged to compete honestly and positively against their own prior performance. They engage with their teachers to set goals and next steps. | **Exceptional standards**  Everyone will model high standards of personal and professional behaviour & skill at all times. It is expected that everyone will do their very best. | **Healthy minds and bodies**  We make time to learn about ourselves - how we can be content with who we are becoming and how we can respect and care for our bodies and our minds. |
| **Organisation** | At the heart of the taught curriculum are the core subjects of English, Mathematics & Science. Our wider curriculum, covering all other National Curriculum subjects, is organised into topics. Each topic begins with question and require deep thinking. Our curriculum is a blend of thematic approaches, where meaningful links are made that add value, and discrete subject specific work taught as ‘stand-alone’ units of learning. All ‘units’ of learning will have an entry based ‘hook’ and ‘purpose’ for study. Where possible, learning will be ‘first hand’ and supported by visits, role-play field study, and regular use of practical resources. Learning progression of knowledge, skills and understanding is carefully mapped (this can be seen on our ‘Year Group Overviews’). Curriculum mapping is reviewed and adapted yearly. | | | | | |
|  | At Radley CE Primary, we actively create wider participation opportunities for our children to make a difference to the lives of others in the community. This takes many forms and is often reflected through pupil leadership groups, clubs and projects. Every class engage in debate and discuss current and environmental affairs. Radley CE Primary pupils understand the responsibility they have for supporting those ‘in need’ locally, nationally and internationally. Reflection times provide opportunities to experience diverse cultures and communities, promoting the expectation of living comfortably with difference. | | | | | |
| **Impact** | **Progress and mastery**  From accurately evaluated start points, all pupils will make great progress socially, emotionally, physically, creatively and academically. Skills will be secured and embedded so that they can be applied in context. | **Transition**  Radley learners will transition successfully to their next phase of education with confidence. Demonstrating the skills, knowledge and attributes necessary to tackle new challenges | **Language**  Radley learners will communicate with clarity, confidence and conviction. They will have strong verbal and written skills, which sit at the heart of the curriculum. | **Values**  Relationships, resilience and respect will be evident in our pupils at all times. The school will actively promote the importance of ‘stick ability’ and practice. | **Awareness of self**  Children will be at the beginning of a journey of greater self-awareness. They will learn how habits of mind and body can affect their view of the world and themselves. They will develop a growing understanding of gratitude, self-regulation, patience and care. | **Awareness of others**  Every learner will have had the opportunity to take action to improve the lives of others. Pupils will communicate respectful, inclusive attitudes and behaviours towards others. |
| **Evaluation** | Periodic **summative** assessments capture achievement and progress at key points throughout the curriculum. These are subject specific and lead to adapted planning for next steps. | | Ongoing **formative** assessments across all subjects provide pupils with ‘live’ feedback and opportunities to improve skills and knowledge, day-by-day & week by week. | | **Qualitative** assessments may be supported by tools and frameworks but largely all staff will actively capture achievement across the breadth of the curriculum via observation, discussion and feedback from others. | |