Oakham C of E Primary School - Our Curriculum Big Picture

Intent and design
What are we trying to achieve?

Vision for our curriculum	Through this ambitious curriculum, every child will thrive and by school, parents, the Church and the wider community working in partnership together our children will leave school as resilient, independent and inquisitive learners with happy, positive memories ready for the journey ahead.

Learning Values/ Culture	Children have a PASSION for learning. . Everyone has high EXPECTATIONS of themselves and of others.	Everyone takes PRIDE in their work PERSEVERES, thriving on challenge.	All children are included and differences are celebrated. Learning has a clear PURPOSE and builds on pupils' strengths.	Children's safety, happiness and emotional resilience is a foundation from which effective learning can build

Key Principles underpinning our curriculum	CLEAR CURRICULUM AIMS for each subject area	CLARITY of PURPOSE What are we learning, how are we learning it and why? Why this and why now?	PROGRESSION of key concepts and objectives Appropriate pitch and expectations Focusing on progression by carefully sequencing KNOWLEDGE. This provides clarity about what getting better at the subject means	APPLICATION OF BASIC SKILLS Practice and consolidation- fluency and recall.	SUBJECT SPECIFIC KNOWLEDGE
	LESS CONTENT FEWER TOPICS DEEPER LEARNING	Expert use of FORMATIVE ASSESSMENT	CONNECTIONS Transferable KNOWLEDGE and UNDERSTANDING Making explicit links and connections between subjects and experiences.	BALANCE Promoting intellectual, moral, spiritual, aesthetic and physical development equally	VOCABULARY development

Values	Our Cornerstones curriculum is underpinned by our Christian and British values. Because of our love for one another we endeavour to live in *Hope, Humility*, and *Thankfulness* in *Fellowship* with each other. These Christian values of Fellowship, Humility, Hope and Thankfulness link closely with our learning values: Passion, Pride, Perseverance and Purpose.			
Character Development	Ready for learning Independence, Creativity Collaboration, Confidence, Emotional readiness, Power Thinking	Passion	Pride	Perseverance	Purpose

Implementation
How do we organise learning?

Components	Lessons	Events	Visits/visitors	Learning outside the classroom	Environment	ELSA	Clubs	Knowledge organisers

Areas of learning	ART/DT	Music	IT	PE	RE	Geography	History	Science	English	Maths	Languages	PHSCE/MRE
	PSED		PD		CLL		Literacy		Maths		Understanding of the world	Expressive arts and design

	The 10 Big Ideas provide purpose for the aspects, skills, knowledge and contexts chosen to form the substance of our school curriculum
Big Ideas	**Humankind** Understanding what it means to be human and the cause and effect of human behaviour / **Processes** Understanding the many dynamic and physical processes that shape the world around us. / **Creativity** Understanding how everyday and exceptional creativity can inspire and change perceptions. / **Investigation** Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence / **Materials** Understanding the unique and physical properties of all matter and how we interact with them. / **Nature** Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems / **Place** Understanding the visual, cultural, social and environmental aspects of different places around the world / **Comparison** Understanding how and why things are the same or different. / **Significance** Understanding why significant people, places, events and inventions matter. / **Change** Understanding why and how things have changed over time

Contexts	Contexts for Learning – Topic themes – Big Questions *Real purpose and context for learning* Engage – Develop – Innovate – Express

Characteristics of effective learning	Playing and exploring - engagement Finding out and exploring Playing with what they know Being willing to 'have a go'	Active learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Creating and thinking critically Having their own ideas Making links Choosing ways to do things

High Impact Teaching Strategies	Clarity of objectives	Modelling explicit teaching	Questioning	Fluency, Practice and Recall	Lesson design - teaching sequences	Personalised feedback	Collaboration	Summarising learning and vocabulary	Differentiation and challenge	Metacognition: Power Thinking and Independent Learners

Impact
How well are we doing? Are we making a difference? How do we know?

Evaluating impact	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions	Uses assessment information to identify trends and clear goals for improvement	Uses critical friends to offer insights and challenges	Uses a wide range of measures	Creates a continuous improvement cycle	Uses variety of techniques to collect and analyse information	Employs principled, effective formative and summative assessment	Involves the whole school community and stakeholders

How	Learning Walks	Planning scrutiny	Book Looks	Parental/ Child Surveys	Snack and Chat- Pupil Voice	Data analysis assessments, attendance, behaviour	External QA	Peer reviews	Awards and accreditation	Learning Environment

To secure	High standards of achievement attainment and progress	Excellent behaviour and attendance	Independent thinkers and learners	Happy confident learners - with emotional resilience