

'Learning well today to live a better tomorrow'

Curriculum Vision – George Spicer School

Inspire. Empower. Improve.

Intent	Implementation	Intended Impact
<i>We want our curriculum...</i>	<i>We will enable this by...</i>	<i>We will see this when...</i>
<p>To inspire, excite and enthuse both our pupils and staff.</p>	<ul style="list-style-type: none"> • Choosing topics which are inspiring and that emotionally connect with the pupils. • Ensuring our teachers have a full and comprehensive subject knowledge. • Ensuring lessons are well resourced and enable all children to access the learning. • Empowering our staff to alter and amend topics if they feel it improves the curriculum. 	<ul style="list-style-type: none"> • Pupils are visibly inspired to participate in the learning and have a desire to contribute and find out more, which can be seen in the depth of classroom discussions and questioning. • Staff show a commitment to developing their own CPD through research and background reading, so they feel confident with the subject matter.
<p>To equip our pupils with the appropriate knowledge and skills so that they have a foundation in their academic journey.</p>	<ul style="list-style-type: none"> • Ensure that the Progression of Subjects documents are available and constantly referred to during planning time. • Ensure that teachers are aware of the progressions throughout the whole school, not just in their own year groups. • Ensure that pupils have cemented the core fundamentals of learning so they are empowered to approach challenges with a secure foundation. 	<ul style="list-style-type: none"> • Pupils will learn new knowledge and skills in a systematic way so that there are fewer gaps in their understanding. They will be secure with their basic skills due to the constant revisiting and mastering. • Staff have a secure knowledge of the skills in all areas of the curriculum and are able to flexibly adapt their teaching and planning to reflect the needs of individual pupils.
<p>To value all subjects.</p>	<ul style="list-style-type: none"> • Ensure our weekly timetables reflects our commitment to teaching foundation subjects to a high level. • Each overarching topic is related to either: history, geography, art or science. This can mean that sometimes certain subjects are taught in blocks. • Certain subjects such as Science, PSHE and PE must be taught weekly. 	<ul style="list-style-type: none"> • Pupils are aware of why we teach each subject and the value they hold in their development as human beings. Their voices are heard and reflected upon in a range of contexts. • Staff ensure that the coverage is taught and the CPD offered to them reflects this and inspires them to teach all subjects to a high level.

	<ul style="list-style-type: none"> • All foundation subjects and science are to use the standard Learning Objective to ensure consistency across the school. • Using memory journals to capture active learning and lessons of a more interactive and inspiring nature. • Monitoring to be carried out termly in each foundation subject to ensure consistency and quality levels are at the expected level. • Curriculum teams and subject leads are empowered to have yearly action plans to ensure that continue to evolve. 	
<p>To be linked with the UNCRC, Global Goals and British Values across all subjects.</p>	<ul style="list-style-type: none"> • To constantly and actively promote and support these charters and inspire and educate our children. • We will teach an honest curriculum and not shy away from • Display these charters in all of the classrooms so children and adults can constantly refer back to them. • Include articles from each into Learning Objectives across the curriculum if they fit organically. • Refer to the articles and encourage conversations around them within assemblies. • Display the articles around the school to embed them in the psyche of all. • Encourage children to identify links with these charters. • To publish the Global Citizen newsletter once a month, written by the children and sharing the relevant work of the school. • To reflect the societal changes that are constantly happening and help the children access these changes if appropriate at a suitable level. 	<ul style="list-style-type: none"> • Staff will feel confident in making links to articles and goals and will seamlessly be able to do so in lessons, assemblies and in general conversation. They will feel empowered to engage in subject matter that makes the children think and reflect on the bigger picture. • Pupils will confidently be able to discuss the articles and charters and be able to make connections to them in what is happening in the world and the lessons they are studying. They will regard themselves as 'Global Citizens' and an integral part of the future of this planet and will be inspired to have a voice and make a change.

<p>To empower our pupils to develop resilience by constantly challenging them.</p>	<ul style="list-style-type: none"> • By making sure that in every lessons there is a challenge/ greater depth element to the learning objective. • By teaching the children strategies to overcome challenges. • Promoting and modelling the idea of failure as a valuable part of the learning process. • Using assessment effectively to ensure new learning time is not wasted going over prior mastered knowledge. • Giving children opportunities in which they can challenge themselves throughout all the subjects. 	<ul style="list-style-type: none"> • Pupils are eager to take on challenges and are armed with a range of strategies to try and solve them. They understand and embrace the part of failure to inspire them to eventual success. • Staff demonstrate and celebrate children that show a growth mind-set and encourage children to embrace failure as part of the learning.
<p>To promote self-reflection and personal improvement.</p>	<ul style="list-style-type: none"> • Offer plenty of opportunities for pupils to reflect on what they have done. • Ensure our feedback systems empower children to identify their own moving on points without being reliant on an adult. • Provide teachers with opportunities to reflect on lessons, subjects and topics and assess what went well and how things could have been better. • Expose our teachers to a range of pedagogical expertise and practice to help them identify strengths and moving on points in what they already do. • Place a strong emphasis on teacher CPD with regards to developing subject knowledge. 	<ul style="list-style-type: none"> • Pupils are empowered to self-assess their work against Learning Objectives and Success Criteria. They are given opportunities to make corrections and improve their work. • Staff are skilled in constructing Learning Objectives and Success Criteria, including Greater Depth that enable the children to constantly improve.
<p>To enrich pupils with experiences and opportunities that will help develop their understanding and broaden their cultural capital.</p>	<ul style="list-style-type: none"> • Encouraging and empowering teachers to expand the horizons of the children by exposing them to experts in their field. • Offering the children two opportunities to go on a residential in Years 4 and 6. • In Year groups without residential, children to experience a 'Wow Visit' every year. 	<ul style="list-style-type: none"> • Pupils will be exposed to a range of external visits and expert visitors to the school to not only support their current learning, but to give them a broad range of experiences of cultural events. • Staff will carefully choose the opportunities made available to the children in order to inspire them and have maximum impact on their development. Visits and visitors

	<ul style="list-style-type: none"> • Create opportunities for children to be able to access the wider world as part of their preparedness for adulthood. 	<p>will be evaluated and new ideas will always be looked at.</p>
To ensure logical progressions of topics.	<ul style="list-style-type: none"> • Ensure the teaching staff are aware of the topics taught across the school. • The progression of skills documents display all year groups, so that teachers are aware of where children have come from and where they need to get to. • Progression of knowledge and themes documents, so that teachers are able to relate current learning to past learning. • Teachers to actively encourage children to make connections to prior learning to improve and deepen their understanding. 	<ul style="list-style-type: none"> • Pupils will be able to make connections to prior learning due to their carefully chosen sequence. • Staff will understand why certain topics are in their year group and will have the knowledge to make connections and also prompt the children to make connections.
To encourage children to continue their learning outside of school.	<ul style="list-style-type: none"> • Empower children to do further research by suggesting a range of opportunities/ materials. • Constantly promoting reading. • Celebrating work that children have done independently and promote the value of self-motivation. • Following the school's policy in that the only homework sent home are spellings. • Offering a range of after school clubs for pupils across the school. 	<ul style="list-style-type: none"> • Pupils understand the value and importance of self-motivation and the improvements it can lead to in their learning and their overall success. • Staff constantly promote the idea of self-motivation and inspire children by modelling good practice with regards to sharing the learning/ reading they have been doing.