

INSPIRING PRIMARIES ACADEMY TRUST CURRICULUM OVERVIEW

What are we trying to achieve? (our intent)

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| Vision | Every child is a unique individual with no limits to curiosity and a thirst for knowledge, accessing a coherent, rich, rounded and rigorous curriculum. | | |
| Aims | Successful, engaged learners who are knowledgeable, achieve and understand how they learn. | Confident, articulate learners able to make decisions, self-evaluate and make connections who can lead safe, healthy and fulfilling lives. | Responsible learners with well developed interpersonal skills who can make a positive contribution to society. |
| Core trust values | RESPECT, PERSEVERANCE, COMMUNITY | | |
| Intrinsic values | British values, Christian values and those essential values common to resilient, tolerant people of all faiths and none. | | |
| Curriculum components | Our curriculum is the entire planned learning experience underpinned by the values and our vision. It incorporates the lessons, the learning environments, including learning outside the classroom, educational enrichment experiences, ethos and routines. | | |
| A rich, rounded and rigorous and coherent curriculum - our core competencies | Core knowledge and understanding Excellent general, subject, social and cultural knowledge. | Skills and competencies Essential skills: oracy, personal, social, emotional, moral, spiritual, physical, literacy, numeracy, computing, critical thinking, communication, problem solving, creativity, collaboration, citizenship and flexibility. | Attitudes, attributes and dispositions Character education, Core trust values British values, Christian values of school Emotional resilience, confident, risk-taking determined, kind, spiritually aware. |

How is the curriculum delivered? (implementation)

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| Pedagogical approaches to teaching and learning | EQUITY <ul style="list-style-type: none"> Equity and equality of opportunity, entitlement and experience Consistently high expectations of and for all A mastery curriculum Excellence in SEND provision | PURPOSE & ENGAGEMENT <ul style="list-style-type: none"> Purposeful, structured play in EYFS Emphasis on first-hand experiences Strong emphasis on outdoor learning Authentic purposes and contexts for learning Independence and choice in learning Cross-curricular connections | EVIDENCE <ul style="list-style-type: none"> Formative assessment strategies embedded in teaching and learning Use of evidence from cognitive science research – e.g. importance of metacognition and self-regulation Summative assessments Balance of direct instruction and inquiry |
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What does the curriculum contain? (implementation)

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| Mastery of core skills and domain knowledge | VOCABULARY Vocabulary for oracy, reading and listening comprehension and written communication Tier 1 Tier 2 Tier 3 | READING Reading is an essential skill that also supports the acquisition of vocabulary and knowledge. <ul style="list-style-type: none"> Regularity quLITY Criticality Comprehension Curriculum content – fiction and non-fiction | FLUENCY IN BASIC SKILLS Decoding for reading - phonics Cursive handwriting Phonics for spelling Technical accuracy Grammar Number facts Number operations Social skills | DOMAIN KNOWLEDGE General Cultural Curriculum (subject) knowledge | DOMAIN SPECIFIC SKILLS e.g. computing, PE and sport, art, music | | | |
| Domains of learning | LANGUAGE, ORACY, LITERACY | MATHEMATICS | SCIENCE & TECHNOLOGY | FAITH & BELIEF | PHYSICAL & EMOTIONAL HEALTH | CITIZENSHIP & CHARACTER | PLACE & TIME | ARTS & CREATIVITY |
| Universal competency | ORACY | | | | | | | |
| Bottom line | EMOTIONAL WELL-BEING | | | | | | | |

How well are we doing?(impact)

Securing effective learning and teaching so that learners understand quality and how to improve

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| Evaluating Impact | Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions. | Uses assessment information intelligently to identify trends and clear goals for improvement | Uses critical friends to offer insights and challenges. | Uses a wide range of measures – qualitative and quantitative | Creates a continuous improvement cycle | Uses a variety of techniques to collect and analyse information | Employs principled, effective formative and summative assessment | Involves the whole school community: learners, parents, teachers, employers and governors. |
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to secure

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| Accountability measures | High standards of achievement – attainment and progress | Good behaviour and attendance | Healthy lifestyles and choices | Civic engagement | Sustained involvement in education |
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and to achieve our vision and aims.