

Curriculum Statement

Intent and the Bigger Picture

Ready, Willing and Able

We need to educate our children to think critically, more ethically and become more geo-politically aware. We recognise the circumstances facing us represent a unique configuration of challenges, which makes it essential that we are proactively changing the world through learning. The world of employment is rapidly changing and employers are calling for education to expand its focus beyond traditional cognitive domains. Education needs to prepare children for the future; a future that is supported by a desire to have a better world that values everyone. Education should also provide the children with the emotional well-being to be able to support and drive a desire to contribute to a wider society through faith, beliefs and respect for everyone.

At SMAAA we aim to be: skilled readers, confident writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, digital leaders, designers and technologists. Our children will occupy employment that is yet to be created. We want our children to reach their full potential and provide the skills to enable them to do so in the near future.

This calls for us to think about our curriculum differently. If we want our children to thrive in an ever changing and challenging local and global society, apply new thinking to situations and change the world then we must re-think learning: what learning is important, how learning is fostered and how we measure it. We want our children to understand how to be present in, live in and share in the world. We instil in the children the belief that they can achieve anything they put their minds to.

Responding to the Bigger Picture

Our curriculum is carefully crafted so that our children are learners who will be international and global citizens. Our curriculum equips children to have the knowledge, skills and values to engage in and create a future.

Our curriculum promotes a love for learning and opportunities for children to be creative, inquisitive and risk takers.

It is ambitious and challenges our children to become independent learners, who are determined to succeed. We aim to provide a strong SMSC curriculum which includes their connectivity to global thinking. All children are trying to make sense of their world which is determined by many factors including environmental change, conflict and

inequality. Learning through connecting with knowledge and skills will give purpose and focus to their progress.

To demonstrate a love of learning and act as young people with aspirations and make a difference in the local and global community. The pupils will leave our school knowing how to celebrate their gifts and values through implementing the Mission of the school and contribute to the wider world.

Implementation

Five key themes underpin our curriculum and are determined through our Mission Statement.

Mission Statement	Five Key Themes
We are a Christian community where everybody is valued and recognised for their unique contribution.	Identity and Diversity Governance and Law
We provide a children-centred education in a positive learning environment in which all children may reach their full potential.	Human Rights and Social Justice
The Gospel values of love and respect are at the heart of our partnership with parents, carers, Governors, the parish and wider community.	Globalisation and Interdependence Sustainable Development

These five key themes are incorporated into our learning dispositions domains below :-

	Incorporated skills/ learning dispositions	Methodology
Sensitive	<ul style="list-style-type: none"> • Empathy • Collaboration 	<ul style="list-style-type: none"> • Encourage each other with positive comments • Partner work
Motivated	<ul style="list-style-type: none"> • Engagement/perseverance • Resilience 	<ul style="list-style-type: none"> • Through WOW events • Use of children's interests/ quizzes/ games • Trial and improve
Adaptable	<ul style="list-style-type: none"> • Problem solving • Flexibility • Creativity 	<ul style="list-style-type: none"> • Time to investigate own questions • Use of a variety of methods • Challenges
Articulate	<ul style="list-style-type: none"> • Communication • Listening 	<ul style="list-style-type: none"> • Build vocabulary • Opportunities to speak- drama /dance/circle time/ partner talk • Time to express themselves
Adventurous	<ul style="list-style-type: none"> • Risk taking • Independence 	<ul style="list-style-type: none"> • Praise and rewards • Reassurance • OK to be wrong / make mistakes (adult modelling) • Provide opportunities • Direction to helpdesks/ working walls • Scaffolding strategic steps • 3 before me • Reinforcement about ownership

Our curriculum has been designed so that key learning is embedded, using learning opportunities and assessment milestones for each year group. Embedding key learning, knowledge and skills are at the heart of sequences of lessons that have a final project outcome. The created sequences promote the learning dispositions and domains with an understanding of global and international themes. We design sequences of lessons across the curriculum. We use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. The teaching backwards approach is a learning journey that starts with a clearly defined end in mind.

We have placed a great importance upon enriching children's vocabulary. Learning is social experience therefore, our teaching sequences promote richly dialogic contexts that support collaboration and the six key themes and learning domains.

A one page profile has been created by each subject lead, which provides a snapshot of what their subject looks like through the key stages.

Therefore our planning Curriculum Drivers are:

- Enquiry
- Literacy and Communication (including digital)
- Physical Well Being
- Creativity
- Finance and Enterprise

Impact

We use regular triangulation monitoring to gauge the impact of our curriculum design. Leaders at all levels, walk, talk and provide feedback with children, staff and Governors.

Our staff use formative assessment rubrics to assess what the children know, progress made and support future planning.

We set our monitoring cycle at the beginning of the year with "Deep" and "Shallow" dives by all Subject Leaders. SLT and Governors across the Autumn, Spring and Summer term

The impact of curriculum is to ensure that our children's attainment and progress are in line with or exceeding their potential. We use national data (when available), Milestones and KPIs and monitoring evidence.

Our curriculum develops children who fulfil our Gospel Values and who are future world citizens.

Our curriculum dispositions and learning domains enable children to learn with resilience and determination.

Our children will know how to make decisions for the right reasons and to be able to decide right from wrong.

