

Nurture

Educate

Achieve

Transform

Within our schools we aim to develop Resilient, Respectful, Resourceful, Aspirational, Creative young learners who are able to Communicate Effectively. We will achieve this through providing experiences that develop and nurture these characteristics. The NEAT curriculum is rooted with the child, influenced by their passions, needs and skills but has an eye to the future. Real life, relevant experiences and opportunities to develop life skills are embedded throughout the school journey and every opportunity is taken to broaden horizons. At the heart of the curriculum is our belief that we need to open our children's eyes and minds to the world of possibilities therefore it goes way beyond the National Curriculum. Learning always aims to hook the learner and engage with the learning and is designed to ensure seamless transition from cradle to career.

Intent	NEAT Learner	Resilient		Respectful		Resourceful		Effective communicator		Aspirational		Creative		
	Values	Innovative		Collaborative		Inclusive		Aspirational		Responsible		Honesty/integrity		
	Principles of curriculum	Provide real life experiences		Opportunities to broaden horizons		Influenced by learner interests		Will include hooks to engage students		Is relevant		Provides quality links to later life		Goes beyond the national curriculum
	Additional curriculum themes	Leadership		Culture		Health and well-being		Physical activity		Making a difference				
Implementation	KS5													
	KS4													
	KS3													
	KS1-2	English	RE	Maths	PHSE	Science	History	Geography	Design technology	Art and design	PE	IT	Music	Spanish
	EYFS	Literacy		Maths		Understanding of the world		Expressive arts and design		Physical development		Communication and language		Personal, social and emotional development
	Strategies	Enquiry based learning		Linked themes		Educational visits		Learning through partnerships		Work based learning		Post planning professional conversation with a focus on meeting the needs of all learners		
	Approaches	Learning to learn approaches		Use of prior KS information to inform next steps		Personalised context matched to need		Pre and post assessment used to inform planning		End of unit/ year/KS testing to support TA		TA based on application of age appropriate skills and knowledge		
	Definitions	Below age related expectations- Learner has either not covered the required curriculum content to have secure knowledge and skills or is not able to demonstrate appropriate knowledge and skills					Working at age related expectations- Learner has covered required curriculum content and has demonstrated they can apply skills and knowledge appropriate for their age				Working above age related expectation – Learner has covered required curriculum context and has demonstrated they can apply skills and knowledge exceeding age related expectations.			
	Effective teaching and learning	Expert knowledge of subjects being taught		Enable pupil to understand key concepts		Check pupils understanding effectively		Embed key concepts into long term memory		Apply learning fluently		Transference and building of skills through curriculum design		Effective use of assessments to inform teaching
Impact	How will we know	Assessment opportunities planned to evidence application of key knowledge and skills		Book scrutiny		Pupil voice		Termly capture based on TA to measure which children are working above, at and below age related expectations		Learning walks		Lesson observations		Parent voice
	How will we measure it?	How will we evaluate quality subject leadership? What is the intent of the subject area? What are the key strengths within the subject area? (pupil outcomes, teaching, learning, resources) What are the key priorities within the subject area? How is the curriculum planned to ensure progress and learning embedding long-term memory? How is the curriculum taught to ensure progress and learning embedding long-term memory? How is the curriculum assessed to ensure secure learning and application of skills?					How will we measure the impact of teaching and learning on outcomes? Regular, structure monitoring and evaluation of the impact of planned scheme of works on outcomes. Focus questions will include: What is the planned Scheme of Work? How well is this taught? How well is this assessed? What is the impact on outcomes?				Termly data challenge meetings to explore gaps in learning and identify next learning steps Which children are exceeding age related expectation? Which children are working at age related expectation? Which children are working below age related expectation? Why are they working below? What can we do to secure their learning?			