



"We take pride in everything we do" Our Learning Values:	<b>Self-motivation</b>	<b>Thinking</b>	<b>Resilience</b>	<b>Independence</b>	<b>Valued Collaboration</b>	<b>Emotional Intelligence</b>
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**CURRICULUM INTENTIONS**

<b>The Boringdon Way</b>	<b>We respect ourselves</b>	<b>We respect others</b>		<b>We respect our environment</b>		<b>We try our best in all we do</b>
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<b>The vision of the curriculum at Boringdon Primary School:</b>	We want our children to be enthusiastic learners who have high aspirations for themselves and strive to be the best they can be.	We use the National Curriculum guidelines in order to develop the knowledge content of the curriculum, but our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving.	We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.	We want our children to have a love of learning, feel passionate and have ownership of the outcomes.	We integrate the individual subjects of the curriculum into 'learning projects' that engage our children and provide a clear context for their learning	We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.	We encourage our children to share their learning with each other, their families and the wider community and to learn from others.	We are preparing our children for their future adult lives, whatever they may be!
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**TEACHING INTENTIONS**

<b>Our teaching intentions are:</b>	Purpose of the learning is made explicit leading to outcomes	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessments and judgements
<b>Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum</b>	Teaching is based on a clear understanding of cognition and learning.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.	Developing strong partnership with parents and carers that influence learning at school and home.

**ORGANISATION**

<b>Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real life learning.</b>	Educational visits including residential opportunities		Visitors		Assemblies		Extra-curricular clubs		Learning outside the classroom		Responding to events in the news		Charity days	
	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
	ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	D & T	ART	COMPUTING	MATHS	MUSIC	PE	MFL	PSHE	RE	
	CURRICULUM DRIVERS							DISCRETE SUBJECTS						
	Depth of learning			Learning Values		'Hooks' to engage children and give context to learning.				Purpose and Audience			Family learning projects	

**IMPACT**

Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	<b>IMPACT 1: Standards</b> Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.	<b>IMPACT 2: We 'STRIVE' for Success</b> Children are confident and successful learners, demonstrating positive learning values and making the right choices for their learning. The learning values have progression which provide challenge.	<b>IMPACT 3: Personal Development</b> Children demonstrate the 'Boringdon Way' in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. Children have high aspirations for themselves. The choices children make benefit the school and local community.
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**EVALUATION**

<b>We regularly review how effectively our curriculum goals enable achievement.</b>	<p style="text-align: center;"><b>High quality outcomes</b></p> <ul style="list-style-type: none"> <li>-Has the learning journey led to a purposeful outcome or product?</li> <li>-Do children have ownership of the outcomes?</li> <li>-Are there relevant contexts for high quality outcomes in English and Maths?</li> <li>-Are teaching expectations high enough?</li> <li>-Are there clear success criteria?</li> <li>-Are pupils challenged to think and to evaluate their learning?</li> <li>-Is assessment purposeful, efficient and used to shape future learning?</li> </ul> <p style="text-align: center;"><i>We evaluate through monitoring outcomes, work scrutiny, data analysis and pupil conferencing.</i></p>	<p style="text-align: center;"><b>Curriculum content is responsive and relevant</b></p> <ul style="list-style-type: none"> <li>-Are pupils able to connect local, national and global contexts for learning?</li> <li>-Do children experience enjoyment in their learning?</li> <li>-Do teachers respond to educational research?</li> <li>-Are the rich resources within the local community and environment being maximised?</li> <li>-Are tasks adapted to reflect current affairs and technological and environmental changes?</li> <li>-Is AFL responsive and effective?</li> </ul> <p style="text-align: center;"><i>We evaluate through monitoring planning, pupil conferencing, evaluations and work scrutiny.</i></p>	<p style="text-align: center;"><b>Mastery for all, challenges all</b></p> <ul style="list-style-type: none"> <li>-At point of learning, is the curriculum sufficiently challenging and appropriate for each child?</li> <li>-Are there opportunities to develop a deeper understanding of the learning values?</li> <li>-Are there high expectations for all?</li> <li>-Does the work of the children show that the tasks are rich?</li> </ul> <p style="text-align: center;"><i>We evaluate through curriculum outcomes, work scrutiny, pupil conferencing and assessment.</i></p>	<p style="text-align: center;"><b>Embedding knowledge and skills</b></p> <ul style="list-style-type: none"> <li>-Do children have opportunities to solve problems and undertake learning at a deeper level?</li> <li>-Do children have the opportunity to build on their knowledge and skills throughout the school?</li> <li>-Are knowledge and skills carefully planned in the curriculum projects?</li> <li>-Are there coherent links within projects that increasingly challenge and embed knowledge and skills?</li> <li>-Do children have opportunities to embed their knowledge and skills in the curriculum?</li> <li>-What knowledge and skills have pupils gained against expectations?</li> <li>-Is each NC subject given integrity and taught systematically through each key stage?</li> </ul> <p style="text-align: center;"><i>We evaluate through curriculum assessment and pupil conferencing.</i></p>	<p style="text-align: center;"><b>Being part of a family and a community</b></p> <ul style="list-style-type: none"> <li>-Does the curriculum engage pupils to be part of a family of learners?</li> <li>-Do children share their learning with others?</li> <li>-Do children learn from others?</li> <li>-Are our school learning values explicitly taught through subject areas and prepare them for their future lives- whatever they may be?</li> <li>-Is 'The Boringdon Way' embedded in our school?</li> <li>-Do pupils engage with local community, national and global issues?</li> <li>-Are pupils able to relate their values and experience to British Values?</li> </ul> <p style="text-align: center;"><i>We evaluate through pupil conferencing, lesson observations and curriculum evaluations.</i></p>
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