

CURRICULUM AIMS & INTENT	1	Aspirational aims for children at WJPS	Successful Learners				Confident Individuals				Responsible Citizens				
	2	Learning Behaviours 'the Fantastic Five' (KS1 & 2)	Collaboration		Creativity		Independence		Reflection		Risk Taking & Resilience				
		Characteristics of Effective Learning (EYFS)	Being involved & concentrating		Finding out and exploring	Playing with what they know	Choosing ways to do things	Enjoying achieving what they set out to do	Making Links	Having their own ideas	Keeping trying	Being willing to 'have a go'			
3	Building Emotional Development: Thrive	Skills & Structure: motivation for developing skills; developing morals and values; understanding the need for rules		Power & Identity: developing an identity; distinguishing fantasy from reality; exploring power with responsibility		Thinking: expressing a view; learning about cause and effect; feeling thinking and problem solving		Doing: exploring and experimenting; experiencing options; initiating, engaging and doing		Being: being safe; being special; having needs met					
CURRICULUM IMPLEMENTATION	4	Curriculum Starting Points	SELF				OTHER								
	5	Curriculum drivers	Caring		Communicating	Organising	Concentrating	Listening	Sharing	Interacting	Collaborating				
			The acquisition of knowledge	The understanding of subjects	The relationship between concepts	The practice of skills	The use of vocabulary	The entitlements of National Curricula	The discovery and appreciation of cultural capital	The opportunities provided by the Ouseburn Learning Trust Curriculum					
	6	Characteristics of effective teaching at West Jesmond Primary School	Use a structure that is fluid	Provide challenge and progression to all pupils	Present new learning in small manageable steps	Connect new learning with prior learning	Provide regular opportunities to review learning	Make regular use of well crafted, open ended questions	Introduce new vocabulary within a context	Features high quality models, images and representations	Provide pupils with a context, purpose or audience for their learning	Allow pupils to make choices in directing and shaping their learning	Support pupils to think about learning processes: metacognition	Use 'hooks' to engage, stimulate and sustain learning	
7	Curricula Assessment KS1 & 2	Progress for our children is progress across our curriculum in its entirety: – each subject, each concept, each skills, each piece of vocabulary (see curriculum policy for specific detail)													
EYFS	'Below': consolidating their learning from the previous year(s) while accessing age related content with support and scaffolding.	'Working Towards': accessing age related content but still needing to consolidate understanding for learning to be secure across the curriculum.			'Meeting': accessing and retaining age related content across the curriculum.				'Greater Depth': accessing, retaining and connecting age related content across the curriculum						
	'Working towards' the Early Learning Goal					'Working securely' within the Early Learning Goal				'Working at a level above' the Early Learning Goal					
ORGANISATION	8	Our whole school curriculum comprises a carefully structured progressive range of educational experiences	Educational visits		Visitors	Assemblies		Extra-Curricular Opportunities		Learning through enterprise partnership		Learning through community partnership		Fundraising	
			FOUNDATIONS OR CORE CURRICULUM				TAUGHT THEMATICALLY				TAUGHT AS DISCRETE SUBJECTS				
			ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	DESIGN TECHNOLOGY	ART & DESIGN	COMPUTING	P.E.	MUSIC	SPANISH	RE	PHSCE
			SPECIFIC AREAS								PRIME AREAS				
EYFS	LITERACY	MATHS	UNDERSTANDING THE WORLD				EXPRESSIVE ARTS & DESIGN		PHYSICAL DEVELOPMENT	COMMUNICATION & LANGUAGE		PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			
	IMPACT		IMPACT 1: STANDARDS				IMPACT 2: PERSONAL DEVELOPMENT				IMPACT 3: CURRICULUM ENTITLEMENT				
9	The impact of our curriculum should be threefold; irrespective of starting points or background:	Children make expected or better progress, from their starting point, whether as a new admit to our school or on joining us for their Reception year. Achievement and progress should be measured across the curriculum; however a secure understanding within the 'core' or 'foundations' is essential to develop wider skills and knowledge across the curriculum in its entirety.				Children are successful learners; confident in themselves and emotionally secure. They embody the values and qualities of the 'fantastic five'; the 'characteristics of effective learning' and 'Thrive'. These positive values and qualities are visible in lessons and around school.				Children have had access to a broad and balanced curriculum; well beyond the requirements set out in the National Curriculum. Children, whenever they leave West Jesmond Primary, should have long lasting memories of rich and varied activity which has stimulated their imaginations; aroused their curiosity and fostered a lifelong love of learning.					
		EVALUATING IMPACT		10		Lines of enquiry to review and appraise our curriculum		High Quality Outcomes:		Curriculum Content is Responsive and Relevant:		Challenge and Progression for all:		Embedding Knowledge and Skills:	
		-Has the learning led to a purposeful and relevant outcome? -Are pupils challenged to reflect upon and evaluate their learning? -Are pupils evaluating their attitude to learning and its link to success? -Are there high expectations for all pupils, regardless of their starting points or learning needs? -Is assessment purposeful, efficient and used to shape future learning? -Is feedback a prominent feature of the learning? -Is planning, preparation and assessment efficient, purposeful and effective?		-Are pupils able to connect local, national, regional and global contexts for their learning? -Do pupils experience enjoyment and enrichment in their learning? -Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation? -Is access to cultural capital planned within learning? -Is learning adapted to reflect local, regional and global current affairs, technological and environmental changes? -Does curriculum planning reflect our aims and the starting points of our children?		-At the point of learning is the curriculum sufficiently challenging and appropriate for each child? -Are there high expectations for all pupils learning and attitudes to learning? -Does the work of the children show that tasks are rich and engaging for all pupils? -Do planning, tasks and outcomes show a clear understanding of pupil needs and how best to support them?		-Do children have opportunities to solve problems and undertake learning at a deeper level? -Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout the school? -Does planning reflect progression in subjects, knowledge, skills, concepts and vocabulary planned within curriculum topics as well as discrete subjects? -Are there coherent links within topics and subjects that increasingly challenge pupils? -What knowledge, skills, concepts and vocabulary have pupils acquired? -Is each subject given integrity and taught systematically either discretely or as a topic?		-Does the curriculum reflect our vision and values? -Is explicit reference made to our vision; curriculum aims and learning behaviours in lessons, topics, subjects? -Do pupils engage with local community, national and global issues? -Are pupils aware of British values and able to make connections between their learning and these values?					