



The body of knowledge and skills which forms the extent of the curriculum							
English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Personal skills		Values	
Content: National Curriculum		Content: National Curriculum		Content:		Content:	
Reading	Number	Science	Design Tech.	Think & create	Self-worth	School Values: eg.	
Writing	Calculation	History	Music	Life-long learners	Independent enquirers	Ambition	Integrity
GPS	Measurement	Geography	PE.	Reflective	Resilience	Service	Individuality
Handwriting	Fractions/Dec.	Art/Design	MFL/RE	Determination	Self-manage	Pride of Place	
Speaking	Geometry	+ other subject/knowledge Relevant to school context.		Leadership	Effective communicat ors	British values (Nat. Curriculum) Taught through the wider curriculum	
Listening	Algebra			Intrinsic to the wider curriculum			
Extra-Curricular Provision		Clubs, activities, trips, residential visits, other forms of enrichment					

The curriculum design, organisation and delivery			
Subject Expertise	Thematic learning	National Curriculum coverage	Skills and knowledge
Japanese, Forest School Leaders, Music, Science	RE & Languages stand alone Links can sometimes be made to Science Classes work in phases on their thematic learning	Thematic focus changes over the year to enable full coverage of skills and knowledge	We inspire through immersion days, trips, visitors, community, secondary school links and the outdoors Skills are charted across the year by subject and year group

How we ensure curriculum and skills progression			
Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
Ensuring every child is 'next year ready' with key residual functional skills when they leave current year group	Science is sometimes taught discreetly Subject expectations are identified for each year group in non-core subjects.	Resilience/Perseverance Commitment/independence Collaboration/Team work and our personal values as above – This will be evident in pupils work and attitudes e.g. pride in work, evidence of core values	School values and British values taught through thematic units & assemblies.
Reinforcement/consolidation through repetition of key skills			

We ensure that the curriculum meets the needs of all groups of pupils within the school			
Higher, Middle, and Lower Attainers	Disadvantaged Pupils (PPF)	SEND and vulnerable groups (eg. EAL, Traveller pupils)	Boys/ Girls; New arrivals & Pupils who need to catch-up
Stretch/challenge expectation enrichment, for more able Support strategies for LAPs	Narrowing achievement gap in Reading, Writing & Maths. Enrichment provision for more able disadvantaged.	The curriculum is organised to provide 1 : 1 and small group targeted support for SEND, in class responsive interventions for all, programmes of interventions at designated times, QFT and universal strategies, rapid identification and dyslexia friendly classrooms.	

We monitor and know the quality of teaching and learning within the curriculum			
Teacher subject knowledge	Subject specialists:	Differentiation, match of work	Resources
Monitoring activities; book trawls, lesson observations, tracking data, pupil voice. CPD is then offered if required.	Music, foreign languages, science supported by specialist teachers	Questioning/ pace of learning Quality of pupils work & progress/ Displays of work.	Resources are used effectively to support learning inc. subject resources & TAs

We assess the impact of the curriculum on our pupils			
Outcomes: English & Maths	'Next year readiness'	Pupil attitudes to work	Pupils live out the values
Test results in Year 2 & 6 On-track attainment – using quintupulation.books, tracking, formative assessment, summative tests, prior knowledge	Pupils progress to next year group with age-related & residual key skills	Pupil voice show personal skills above are developed	School and British Values are demonstrated through their actions, attitudes and relationships.

Responsibility for the curriculum, its review and evaluation, and its impact

Headteacher/Senior Leaders	Subject Leaders	Class Teachers	Governors:
Design and organisation of the curriculum – meeting statutory requirements, whilst being both visionary & inspirational, yet measured. Setting and QA of standards.	Planning – Long-term plans Subject skills progression Resources, Accountability for Monitoring of standards Review, evaluation & action planning for improvement.	Subject knowledge, planning, organisation and delivery. Pace of learning; resources Pupil outcomes & achievement (acquisition of skills/knowledge across curriculum); Standards!	Joint monitoring with SLT Quality assurance
			Pupils: Pupil questionnaires/survey Children's SEF

The curriculum ensures that most pupils leave the school independent, and with skills, knowledge and attitudes which prepare them well for their future lives – they are fully literate, numerate and articulate.