

'As each has received a gift, use it to serve one another, as good stewards of God's varied grace.'

1 Peter 4:10



Curriculum Overview – Tacolneston and Morley Primary Schools Federation

SCHOOL CONTEXT

SCHOOL VALUES	Trust Perseverance Truthfulness 2019-2020	Creativity Respect Hope 2020-2021	Friendship Forgiveness Peace 2021-2022	Generosity Justice Love and Compassion 2022-2023
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INTENT – We all come to school every day to...

CURRICULUM VISION	Work together	Learn together	Grow together
	Deliver a curriculum to inspire wonder, excitement and awe in the world around us which leads to collaborative and communicative learners	Provide an environment where children are stimulated, secure, happy and valued as individuals so they become independent and compassionate with a desire to learn and achieve	Encourage children to develop a knowledge of the cultural difference that exists in the world. Develop the spiritual awareness of our children and community and give the children the opportunity to learn to value cultural variety

IMPLEMENTATION

Knowledge, skills and vocabulary	Creators – producing high quality 'beautiful' work	Collaborators – working with others	Communicators – understanding, communication of ideas	Critical thinkers – solving problems across the curriculum
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ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE	RE
	TERM 1 WORKING-projects are developed over a term				AUTUMN TERM - DISCOVER – History focus			SPRING TERM – EXPLORE –Geography and Design technology focus			SUMMER TERM – CREATE- Arts focus			

Concepts that we choose from with our children	Adversity - Belief – Belonging- Care- Change -Class –Cohesions- Community-Compassion- Conflict -Consequences -Democracy -Discrimination -Diversity -Duty –Fairness- Fear- forgiveness- Freedom – Individuality-Integration-Justice-Morality- Oppression-Peace-Poverty-Power-Protest-Pride-Reform-Rights-Segregation-Service-Spirituality-Stewardship-Sustainability-Tradition-Trust-Truth-Virtue-Wealth-Weakness-Well-being-Wisdom
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ASSESSMENT	Termly summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback	TERM 1 BIG WRITE	Guided reading	Termly topic quiz to demonstrate acquired knowledge	Low-stakes phonics checks
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IMPACT

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> Children will make good progress reaching age related expectations Opportunities are available for all children to grasp concepts at a greater depth A knowledge rich curriculum will prepare all children with skills to access the next stage of learning All children are engaged by an irresistible curriculum with quality outcomes shared widely in the community – 'beautiful work' 	<ul style="list-style-type: none"> Children will gain in self- confidence as learners, they will make a positive contribution to the school community Children will be innovative and be able to solve problems and see links Children will understand the difference between right and wrong Children will take personal responsibility for their behaviour and attitude and know that there are consequences Children will support and encourage one another 	<ul style="list-style-type: none"> Children will know about their well-being and know how important it is Children will be prepared for life in modern Britain and embrace diversity Children will be curious, creative and courageous in all they do

EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> Learning is purposeful and progression is seen Children's recorded learning or teacher's systematic recording of learning shows progress 	<ul style="list-style-type: none"> Teaching and learning is reviewed in light of current thinking and research 	<ul style="list-style-type: none"> Learning is reviewed regularly with all members of the school community 	<ul style="list-style-type: none"> Professional development meetings focus on building the capacity of staff Learning is open and teachers learn and adjust their practice to meet the needs of the children 	<ul style="list-style-type: none"> Teaching and learning is reviewed, improved and changed in light of outcomes and expectations

MONITORING	Book looks Teacher's records	Data outcomes Pupil progress meetings	Pupil voice Termly learning conversation with parents	Learning walks Lesson visits Professional development meetings	Subject leader records
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