



# Combs Ford Primary School: The Big Picture of Our Curriculum

*Draft Updated November 2023*

<b>What are we trying to achieve?</b>  <i>Intent</i>	<i>Our curriculum aims to enable all our children to become:</i>					
	Curriculum Aims	<b>Successful learners</b> who enjoy learning, make progress and achieve	<b>Confident individuals</b> who are able to lead safe, healthy and fulfilling lives.	<b>Responsible citizens</b> who make a positive contribution to society		
	Long Term Outcomes	<b>Be Healthy</b>	<b>Stay Safe</b>	<b>Enjoy and Achieve</b>	<b>Make a Positive Contribution</b>	<b>Achieve Economic Wellbeing</b>
Focus for Learning	<b>Attitudes and Qualities (Rainbow Values and Rules):</b> respect, compassion, self-awareness, self-belief, critical thinking, teamwork, resilience		<b>Foundation Skills:</b> mathematics and numeracy; spoken language; reading; writing; vocabulary.		<b>Knowledge and Understanding:</b> the big ideas that shape the world and our culture	

<b>How do we organise learning?</b>  <i>Implementation</i>	<i>The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes:</i>													
	Components	Lessons		Learning Locations		Learning Environment		Events		Rules and Routines		Out of School		
	Approaches to learning	Relevant and purposeful.	Varied and matched to the subject e.g. enquiry-based, instruction, active, practical, theoretical.	Actively involves learners in their own learning.	Adapted effectively to offer challenge and support to enable all learners to make progress and achieve.	In tune with a child's development.	Resources are well-matched to learning need, e.g. use of time, space, people, materials.	Assessment is fit for purpose and informs teaching and learning.	Assessment uses a wide range of evidence and encourages learners to reflect on their own learning.	Assessment develops learners' self-esteem and commitment to their learning.	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development.			
	Whole Curriculum Dimensions	<b>Overarching ideas that have a significance for individuals and society, and provide relevant learning contexts:</b>												
		Planet Earth and the Universe		Civilisation		Human Creativity		Innovation and Exploration		Identity and Diversity		Personal Growth		
	Statutory Expectations	Communication and Language		Physical Development		Personal, Social and Emotional		Literacy		Maths		Understanding the World		Expressive Art and Design
	Art and Design	Computing	Design and Technology	English	Geography	History	Languages	Mathematics	Music	Physical Education	Personal, Social, Health and Economic	Religious Education	Science	

<b>How well are we achieving our aims?</b>  <i>Impact</i>	<i>To make learning and teaching more effective so that learners understand quality and how to improve.</i>										
	Evaluating Impact	Looks at the whole child.	Uses both quantitative data and qualitative information.	Uses key performance indicators.	Uses a variety of techniques to collect and analyse information.	Uses information intelligently to identify trends and goals.	Involves the whole school community	Creates a continuous school improvement cycle.	Builds capacity among the staff for school improvement.	Uses 'critical friends' to offer insights and challenge assumptions.	Is rigorous, open and honest.
	Accountability Measures	Progress, attainment and improved standards.			Behaviour and attendance.		Healthy lifestyle choices.		Community involvement.		Readiness for Secondary Education.