

**INTENT**

<b>CURRICULUM</b>	Burhill is committed to delivering a broad, rich and engaging curriculum that meets all of the requirements of the primary National Curriculum. We prepare all children at Burhill for learning and success by inspiring and equipping them with the skills, knowledge and emotional resilience required for their future.
<b>AIMS</b>	<ul style="list-style-type: none"> <li>All children love learning new things, feel ready for the future and want to keep on learning more.</li> <li>All children know what it feels like to be good at something and have achieved their very best.</li> <li>All children develop the confidence and resilience to transition successfully to secondary school and beyond.</li> <li>All children understand how to look after their physical and mental wellbeing.</li> <li>All children will develop positive relationships with others.</li> <li>All children will feel part of our community, be proud of our school and be inspired to make a difference.</li> </ul>

**IMPLEMENTATION**

<b>SCHOOL VALUES CURRIULUM</b>	<b>Optimism</b>	<b>Respect</b>	<b>Responsibility</b>	<b>Resilience</b>	<b>Belonging</b>	<b>Peace</b>
	<b>Honesty</b>	<b>Tolerance</b>	<b>Creativity</b>	<b>Kindness</b>	<b>Cooperation</b>	

<b>ORGANISATION OF CURRICULUM</b>	Reading	Writing	Phonics	Maths	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE	RE	MFL
	<ul style="list-style-type: none"> <li>Curriculum themes in Key Stage 1 and Key Stage 2 span for each half term.</li> <li>The Power of Reading scheme is planned in to support the teaching of reading and writing.</li> <li>Reading is taught on an individual basis and within guided groups.</li> <li>Phonics is taught using Letters and Sounds and the clear four-part lesson, following the Burhill Phonics Policy.</li> <li>Maths is taught using White Rose to organise the progression in maths learning and teaching.</li> <li>Every curriculum theme includes either history or geography and art or DT.</li> <li>PSHE, PE, RE, MFL are taught stand alone.</li> <li>Music, computing and science are linked to the theme where appropriate or taught stand alone.</li> <li>EYFS use continuous provision alongside adult led inputs to reach the requirements of the EYFS framework.</li> </ul>														

<b>TEN PRINCIPLES FOR EXCELLENT TEACHING</b>	Daily review of learning	Present new learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children's practice	Systematically check children's understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning at the end of each unit
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<b>TERMLY OPPORTUNITIES</b>	Planned opportunity for parental engagement	An inspiring investigation	A memorable experience	A high-quality stimulating book	An innovative challenge
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<b>ASSESSMENT</b>	Summative assessment	Ongoing formative assessment	Daily, high-quality, live, verbal feedback	Independent writing and White Rose maths assessments	Reading benchmarking	Regular opportunities for children to demonstrate their new knowledge	Low-stakes phonics screening and times tables checks
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**IMPACT**

<b>QUALITY OF EDUCATION</b>	<b>BEHAVIOUR AND ATTITUDES</b>	<b>PERSONAL DEVELOPMENT</b>
<ul style="list-style-type: none"> <li>All children make accelerated progress and achieve better than average</li> <li>Vulnerable groups are prioritised in teaching and learning using the most effective, proven strategies</li> <li>Opportunities are available for children to grasp concepts at a greater depth</li> <li>A knowledge rich curriculum will prepare all children with skills for the 21<sup>st</sup> century</li> <li>All children are engaged by an irresistible curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All children will build binding, constructive relationships that enable them to make a positive contribution to the school community</li> <li>All children will see their learning challenges as opportunities – not obstacles</li> <li>All children will innovate and be willing to take risks</li> <li>All children will understand the difference between right and wrong – and why</li> <li>All children will take personal responsibility for their behaviour and attitude</li> <li>All children will know that asking for help is a sign of strength – not weakness</li> </ul>	<ul style="list-style-type: none"> <li>All children are equipped with the knowledge to be able to care for their physical and mental wellbeing</li> <li>All children are prepared for life in modern Britain</li> <li>All children will have enterprise skills in preparation for the future</li> <li>All children are curious, creative and courageous</li> <li>All children use challenges to thrive and become even better versions of themselves</li> </ul>

**EVALUATION**

<b>REVIEW</b>	<b>High Quality Outcomes</b>	<b>Innovation</b>	<b>Communication</b>	<b>Developing Staff</b>	<b>Improving and Changing</b>
	Learning must be clear, explicit and purposeful Children's recorded learning or teacher's systematic recording of learning must clearly show progress	Teaching and learning is reviewed in light of current thinking and research	Learning is reviewed regularly with all members of the school community	Professional development meetings focus on building the capacity of staff Learning is open and teachers learn and adjust their practice in light of what they see	Teaching and learning is reviewed, improved and changed in light of outcomes and expectations
<b>MONITORING</b>	Book looks Teachers' records	Data outcomes Pupil progress meetings	Pupil voice Termly learning conversation with parents Gap closing meetings with parents	Learning walks Lesson visits Professional development meetings	Curriculum evaluations