



The Federation of Bedenham and Holbrook Primary Schools November 2018



Curriculum Intentions:

Our Values:



This is based on the United Nations Convention of Rights of the child which underpins all aspects of a child's life and experience. The goals of education in our schools, informed by our contexts, values and aims include:

Aspiration Cooperation Enjoyment, Inclusion and Trust (ACE IT).

Teaching Intentions:

We are committed to tackling disadvantage and creating an inclusive culture through ensuring accurate pitch and progression, teaching and appropriate choice of materials enabling curriculum access to all pupils. Approaches to learning are sensitive to the needs of all learners and their self-esteem. Parents and carers are challenged and supported to play a full role in pupil's learning.

Our provision is underpinned by research in effective teaching practices, cognition, learning and how knowledge and understanding develops.

These act as a guide for the consistency and distinctiveness of our school curriculum.

What makes great teaching?

- Assessment, curriculum and teaching practices are used together.
- Teaching is based on a clear understanding of cognition and learning.
- Teachers have a deep knowledge of the subjects they teach.
- Teachers monitor learning and provide feedback.
- Teachers effectively use skilful instruction, coaching and facilitating and activities are varied. Eg, enquiry, instruction, active, practical, theoretical.
- The classroom climate created by teachers inspires and motivates all pupils.
- Teachers use flexible and responsive teaching strategies to manage classrooms effectively.
- Peer-based group working promotes positive interactions within groups to maximise their benefits for pupils.
- Pupil groupings are flexible and not solely driven by perceived ability or prior attainment.

(Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014, John Hattie, 2012)

Organisation:

Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.

We achieve this in the following ways:

- Sequences of learning link and build key ideas in subject domains.
- Units of work are based on key questions and themes that use subject interrelationships.
- Flexible timings and organisation ensures secure learning and motivation.
- Making use of children's own ideas and interests to shape learning.
- Secure Age Related expectations (standards) are consistently moderated.
- Developing each child's personality, talent and capabilities to the fullest.
- Children learn in stimulating indoor and outdoor environments all year round.

Impact:

Our curriculum has an ambition for high achievement for all pupils irrespective of background and starting point. The school improvement plans prioritise the need for an engaging, broad and balanced curriculum enhanced through a range of experiences and opportunities outlined in our 'Curriculum Expectations'. See Appendix 1.

Children leave our Federation as:

- Successful learners,
 - Confident individual,
 - Responsible citizens
- (See The Federation Learner Appendix 2).

Evaluation:

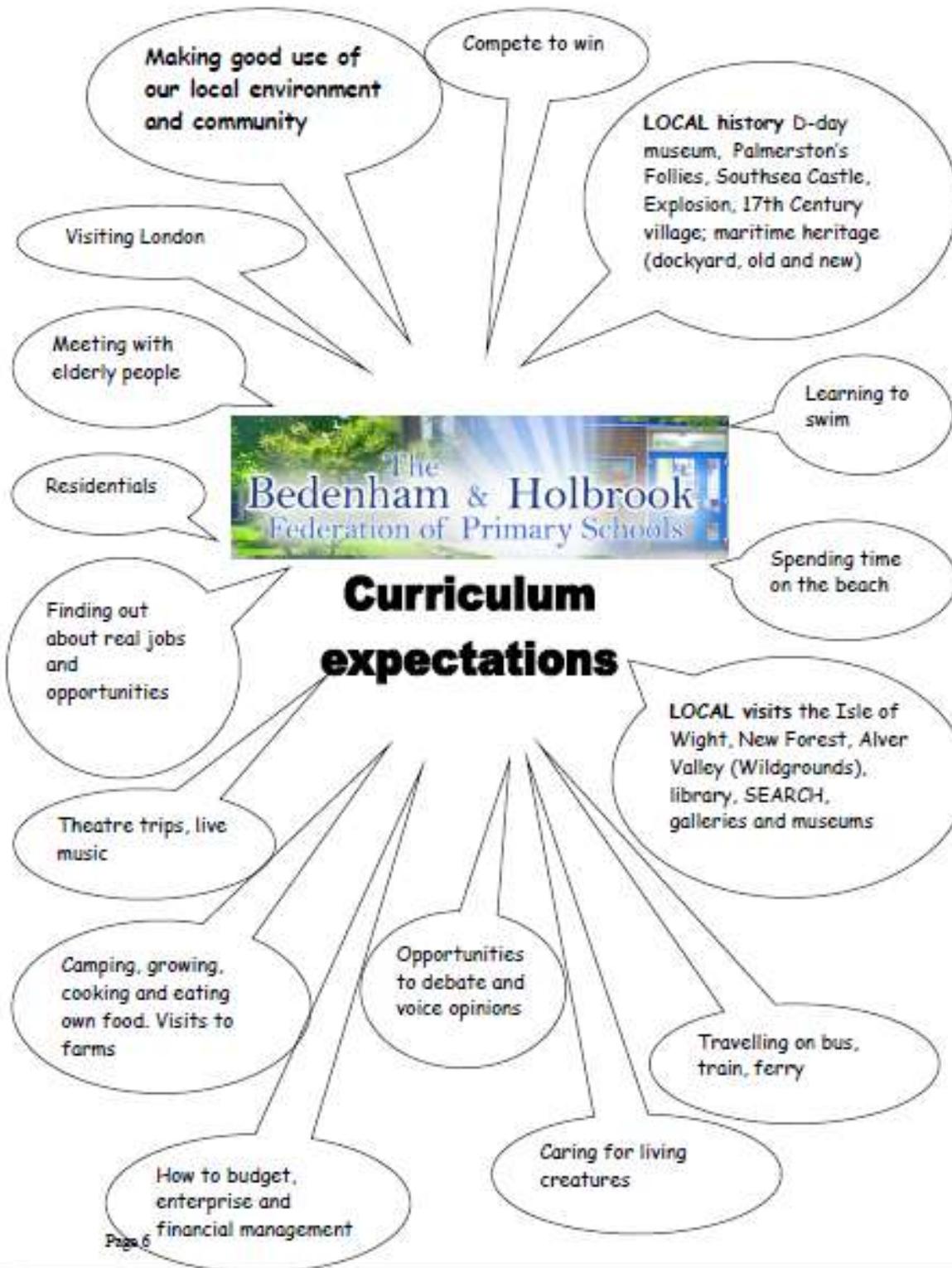
Our impact is systematically monitored, evaluated and reviewed, through a range of activities, to adapt and improve provision by pupils, parents, leaders and governors to meet aspirations and drive continuous improvement of the curriculum therefore achieving successful outcomes for all.

We regularly review how well our 'curriculum values' enable the achievement of our goals. Our current values for review and development can be seen in each school's School Improvement Plan.

Agreed at policy committee 12.11.18

Signed  Chair of Governors Heads of School 


Appendix 1: Federated Curriculum Expectations



Appendix 2: Bedenham and Holbrook Learner

The Bedenham and Holbrook Learner

The Bedenham Learner

