

Archibald Primary School Curriculum – The Big Picture

Three Key Questions

<h1>1</h1> <h2>What are we trying to achieve?</h2>	Our curriculum promotes spiritual, cultural, mental and physical development. It aims to enable all our pupils to become:																									
	Curriculum aims	Successful Learners Who enjoy learning, make progress and achieve			Confident individuals Who are able to lead safe, healthy and fulfilling lives			Responsible citizens Who make a positive contribution to society																		
	Focus for Learning	Attitudes and attributes Eg determined, adaptable, confident, risk-taking, enterprising (MAGIC, LORIC)			Skills Eg literacy, numeracy, ICT, personal, learning and thinking skills				Knowledge and understanding Eg big ideas that shape the world																	
	Outcomes	Be healthy		Stay safe		Enjoy and achieve		Make a positive contribution		Achieve economic wellbeing																
Pupils prepared for the opportunities, responsibilities and experiences of later life.																										
<h1>2</h1> <h2>How do we organise Learning?</h2>	The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes																									
	Components	Environment		Events		Extended Hours		Learning outside the classroom		Lessons		Locations		Routines												
	Approaches to learning	Varied and matched to learning need eg enquiry, instruction, active, practical, theoretical, RSC Active Approaches		Assessment is fit for purpose and integral to teaching and learning		Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development		In tune with human development		Assessment develops learners self esteem and commitment to their learning		Personalised – offering challenge and support to enable all learners to make progress and achieve		Relevant, purposeful and for a range of audiences		Assessment uses a wide range of evidence to encourage learners to reflect on their own learning		Involve learners proactively in their own learning (Engage, develop, Innovate and express – the 4 cornerstones)		Resource well matched to learning need. Eg use of time, space, people, materials						
	Whole curriculum dimensions	Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Identity and cultural diversity – Healthy lifestyles – Community participation – Enterprise – Global dimension and sustainable development – Technology and the media – Creativity and critical thinking																								
	Statutory expectations	EYFS					Specific Areas																			
		Making relations		Self confidence Awareness		Manage Feelings Behaviour		Moving and Handling		Reading		Writing		Numbers		Technology		Imaginative								
Health & Self Care		Listening & Attention		Understanding		Speaking		People and Community		The World		Shape/Space Measures		Exploring using Media & Materials												
KS1 & KS2					NC Foundation Subjects					Additional Subjects																
NC Core Subjects			English			Science			Art & Design			Design & Technology			Geography			Music			Religious Education			Citizenship		
Mathematics			Computing			Languages			History			PE			PSHE			SRE								
<h1>3</h1> <h2>How are we achieving our aims?</h2>	To make learning and teaching more effective so that learners understand quality and how to improve																									
	Evaluating impact	Looks at the whole child eg curriculum aims, progress in skills, subjects and dimensions		Uses information intelligently to identify trends and clear goal improvement		Uses 'critical friends' to offer insights and challenge assumptions		Uses a wide range of measures, both qualitative and quantitative		Creates a continuous improvement cycle		Uses a variety of techniques to collect and analyse information		Chooses assessment fit for purpose		Involves the whole school community eg learners, parents/carers, teachers, governors										
	Accountability measures	Attainment and improved standards			Behaviour and attendance			Civic participation			Healthy lifestyle choices			Further involvement in education												
To secure																										
Revised June 2016																										