



# Savile Town CE (C) Infant and Nursery School - Curriculum for Learning



What are we trying to achieve?	<b>Our Thornhill Lees Curriculum Aims</b>	Children to have secure relationships and receive good pastoral care		Irresistible learning environments where adults and children thrive on challenge		High aspirations for all children.	
	<b>Values to ensure a learning adventure</b>	<b>Respect</b>	<b>Kindness</b>	<b>Aspiration</b>	<b>Caring</b>	<b>Diversity</b>	<b>Community</b>
	<b>Our vision for all of our children</b>	<i>At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.</i>					

How do we implement?	<b>Our teaching intentions</b>	Carefully planned and rich learning journeys	Teaching models respect of pupils uniqueness, challenges prejudices and promotes social justice	Classroom environment created by all adults, inspires and motivates children to learn	Approaches to learning are sensitive to the needs of all learners and their self-esteem, especially the vulnerable	Parents and carers are challenged and supported to play a full role in their child's learning						
	<b>Effective teaching</b>	Teachers have a deep knowledge of subjects to be taught	Teachers have a clear understanding of cognition and learning	Teachers use a range of flexible and responsive teaching strategies	Teachers employ skilful and effective questioning to check and deepen understanding	All adults have high expectations and provide challenge for all, with support when necessary						
	<b>Assessment for learning</b>	Effective use of assessment to inform next steps		Oral and written feedback that has immediate impact	Purposeful internal and external moderation to inform professional discussions		Clear learning intentions and success criteria are shared with and understood by the children					
	<b>Organisation</b>	Units of work are based on key questions and cross curricular themes	Stimulating indoor and outdoor learning environments for enquiry based learning	Daily routines and a range of enrichment experiences	Use children's own ideas and interests to shape learning	Partnerships with other schools and the local community	Hook that engages the children and gives the context for learning	A clear outcome which gives purpose to the learning				
	<b>EYFS &amp; National Curriculum</b>	<b>PSHE</b>	<b>PE</b>	<b>English</b>	<b>Maths</b>	<b>Computing</b>	<b>Geography</b>	<b>History</b>	<b>RE</b>	<b>Science</b>	<b>A&amp;D</b>	<b>D&amp;T</b>

What is the impact?	<b>An inclusive curriculum for all</b>	An inspiring and challenging curriculum for all	Teaching that is consistently good for all pupils	High levels of attainment and progress	Positive environment for learning in all classrooms	Children who are confident in the language of learning
	<b>Evaluation</b>	<b>Memorable Connections</b> * Does the learning make links with prior and current learning within the subject and across the curriculum? * Is the learning relevant to the lives and aspirations of all of our children? * Is it clear what has been added to the child's learning journey? * Are there relevant contexts for high quality outcomes for Literacy and Numeracy?	<b>Enquiry based learning fuels curiosity</b> * Is an enquiry based approach to learning journeys used in all subjects and year groups? * Does the task or topic promote deeper thinking? * Do children have choices at different points in the learning process? * Do the children reflect on their learning and generate new thinking?	<b>Equity and enrichment</b> * Are there high expectations for all? * Is there equity; are all children able to access learning? * Does task design enrich children's experiences? * Do all children experience the whole curriculum? * Are all leaders ensuring the curriculum consistency across year groups?	<b>High quality outcomes and challenge for all</b> * Do all adults have high expectations of all children at all times? * Are there clear assessment criteria linked to the development of knowledge and skills? * Has the learning journey led to purposeful outcome or product? * Are children challenged to think and to evaluate their learning?	<b>Coherent, broad and balanced</b> * Is each subject / area of learning given integrity and taught well? * Are children curious to make personal sense of spiritual, moral, social and cultural education? * Are children able to relate their values and experiences to British Values? * Is there a cohesive, entire planned curriculum across the school? * Does the curriculum facilitate unlimited possibilities for rehearsing and honing Literacy and Numeracy?

*Children well prepared for their next learning adventures*