

Alanbrooke School Curriculum Overview

SCHOOL VALUES	Respect	Kindness	Courage	Resilience	Acceptance
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INTENT – ‘No child gets left behind’

CURRICULUM VISION	Knowledge	Skills	Aspiration
	To gain powerful knowledge through a coherently planned curriculum. Knowledge is taught through a progression of threshold concepts interleaved and building scheme year on year. Depth of knowledge and understanding from beginning, advanced to deepening.	To develop critical thinking in relation to the knowledge that is gained. To be able to help each other to concentrate and work hard and explore concepts. To challenge inequality and promote equality for all. To be accepting of difference and celebrate our individual uniqueness.	Provide a range of opportunities to learn outside the classroom. Raise aspirations for possibilities for themselves for future careers and personal development. Know how to be there ‘best self’

IMPLEMENTATION

TEN PRINCIPLES FOR EXCELLENT TEACHING	Daily review of learning	Present new learning in small, coherent steps	‘Big Ideas’ Ask key questions – ‘I wonder...?’	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 opportunities for independent practice	Review learning weekly/monthly
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ORGANISATION OF THE CURRICULUM	Many subjects are taught discreetly as this ensures that we have a well-structured and sequenced approach. With 0.5 form entry our class organisation can change year on year and so we implement a 2-year rolling Long Term plan for those subjects. Curriculum topics are in 6-week blocks with written outcomes every 3 weeks Other weeks of the year are interleaved to facilitate enrichment opportunities														
	Reading	Writing	Phonics	Maths	PE	PSHE	Science	MFL	RE	Computing	Music	History	Geography	Art	DT
	Daily, matched independent reading Reading aloud at an aspirational level Whole class reading taught through domains for comprehension skills Weekly library visits to foster an appreciation of a wide range of genres and topics	Taught in 3-week blocks for a written outcome Collect, Connect, Create Process. Rec/Y1 follow RWI for writing as well as independent opportunities to write for purpose	Daily explicit phonics (RWI) Decodable books matched to phases for home. Pupils in KS2 are supported with KUNCUP if ARE are not met	Daily maths mastery approaches with daily fluency A strong foundation of number sense from EYFS	Skill based focusing on stamina and physical fitness and participation at all levels with inclusivity a priority	2 yr long term plan with the exception of RSE curriculum. RSE is taught in single yr groups in Y4/5/6 every year	All other subjects are taught on a 2 -year rolling programme. Taught either through topics eg. Hist/Geog/Art/DT or discreetly eg. Science/RE/Music/Mfl We recognise the importance of sequenced learning, retrieval and building schema as the key to gaining and retaining powerful knowledge – Addressing inequality in cultural capital								

ASSESSMENT	Termly summative assessment/phonics/language checks	Ongoing formative assessment	Daily high-quality live feedback	Independent writing outcomes	Regular opportunities for children to demonstrate new knowledge and make links with prior knowledge	Low-stakes checks, quizzes and POP’s	Thrive SEND/SEMH assessments
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IMPACT

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> Courageous learners develop detailed knowledge and skills across the curriculum and, as a result achieve well. Where appropriate this is reflected in results compared to others nationally Disadvantaged and SEND pupils achieve well to enable them to succeed in life Pupils from any starting point make progress and learn more and know more and are prepared for the next stage in life. 	<ul style="list-style-type: none"> All children will build, constructive relationships that enable them to make a positive contribution to the school community All children will see challenges as opportunities not obstacles All children will be courageous and be willing to take risks All children will understand the difference between right and wrong and respect the rights of others All children will take personal responsibility for their behaviour and attitude All children will know that asking for help is a sign of strength All children will be able to follow our guiding principles of being Ready, Respectful and Safe 	<ul style="list-style-type: none"> All children are equipped with the knowledge to be able to care for their physical and mental wellbeing Children know how to keep themselves and others safe All children are prepared for life in modern Britain All children are curious, creative and courageous All children have high aspirations for their future career and education

EVALUATION

CURRICULUM REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> Learning must be clear, explicit and purposeful Progress is evident through children’s recorded learning or teacher’s systematic recording of learning 	<ul style="list-style-type: none"> Teaching and learning is reviewed in light of current thinking and research 	<ul style="list-style-type: none"> Learning is reviewed regularly with all members of the school community 	<ul style="list-style-type: none"> PDM’s focus on building the capacity of staff Learning is open and teachers learn and adjust their practice in light of what they see 	<ul style="list-style-type: none"> Teaching and learning is reviewed, improved and changed in light of outcomes and expectations

MONITORING by SLT and Governors	Book looks and teacher records SEND support plans	Data outcomes Pupil progress meetings Thrive profiles for SEND pupils	Pupil voice Termly parent conferences	Learning walks Lesson visits Professional development meetings PDM’s Coaching conversations	Curriculum evaluations
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