

## Orchard Lea Junior School Curriculum

<b>CURRICULUM INTENT</b>	<b>School Values</b>	Respect	Independence	Collaboration	Aspiration	Resilience	Creativity	Curiosity	
	SMSC - spiritual, moral, social and cultural development					British Values Democracy. Rule of Law. Respect & Tolerance. Individual Liberty.			
	<b>The goals of education in our school</b>	Realising the purposes and aims of the National Curriculum for every pupil	Pupils have a confident grasp of key basic skills and can use them to learn, communicate and extend thinking	Pupils are confident individuals who are able to lead safe, healthy and fulfilling lives.	Pupils are respectful of others, of children's rights and of their own and other cultures.	Pupils develop attributes, skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.			

<b>CURRICULUM IMPLEMENTATION</b>	<b>Curriculum Enrichment</b>	Educational Visits (including residential visits)		Visitors		Assemblies and concerts		Outdoor Learning	Special Events – National and Local	Extra-Curricular clubs	Fundraising events	Whole school events , Theme days and weeks	Community work		
	<b>Curriculum Organisation</b>	English	Maths	Science	History	Geography	Art	Design Technology	PSHE	Philosophy for Children – caring, collaborative, creative and critical thinking	PE	French	Computing	RE	Music
	<b>Curriculum Essentials</b>	Broad and balanced curriculum		Teachers monitor learning and provide regular and purposeful feedback		Positive relationships		Effective questioning which challenges children to explain their thinking		All children achieving regardless of prior attainment		Inspiring, motivating and memorable learning		High quality outcomes	
		Enquiry based learning		Effective adult support for learning		Active learners		Clear modelling and explanations		Clear and high expectations		Effective differentiation (pitch and pace)		Teaching is based on a clear understanding of cognition and learning	
Engaging resources and stimulus that captivate imagination		Flexible grouping		1st hand learning experiences		Real to life, responsive and relevant curriculum		ICT used across curriculum		Accessible and inclusive for all		Opportunities to share learning			
Children having ownership of learning		Building on prior knowledge		High level of challenge for all		Meeting individual learning needs		Consistent approach to behaviour		Engaging parents and the community in the learning with the children		Teachers have a deep knowledge of the subjects they teach			

	<b>Educational and emotional support</b>	<u>SEND</u> Teaching assistants Handwriting Phonics- Read, Write, Inc Precision teaching SENCo Support Bespoke interventions			<u>ELSA support</u> Friendship groups Anxiety Bereavement Social and emotional needs Mental health needs Transition Behavioural needs Lego Therapy Self esteem Change Cognitive behaviour therapy			Parent Support Advisor School Nursing team Speech and language team Educational Physiology team Communication and interaction team CAHMS Primary Behaviour Support Breakfast Club Heathfield Outreach Waterloo School Outreach		
	<b>Building blocks for tackling the disadvantaged</b>	<b>Whole-school ethos of attainment for all</b>	<b>Addressing behaviour and attendance</b>	<b>High quality teaching for all</b>	<b>Meeting individual learning needs</b>	<b>Deploying staff effectively</b>	<b>Data-driven and responding to evidence</b>	<b>Clear, responsive leadership</b>		

<b>CURRICULUM IMPACT</b>	<b>Intended Impact</b>	<u>Quality of education</u> Pupils make expected or better than expected progress from their starting points. Pupils are working at ARE or beyond ARE. School Data is higher than national expectations and in line with or above county data Pupils are given the opportunities to achieve greater depth standards. Assessment documents show that knowledge and skills are embedded throughout the curriculum Pupils develop effective IT skills Pupils have a breadth of experience All pupils experience success			<u>Behaviour and attitudes of our learners</u> Pupils demonstrate the school values in their learning and in their behaviour around the school. Pupils learn to make the right choices and solve issues using a restorative approach. Pupils learn to make the right choices for their safety. Pupils are committed to and responsible for learning and life decisions Pupils are resilient and know that making mistakes is part of learning Pupils have a positive attitude to learning Pupils understand that everyone plays an important part in their learning Pupils have a sense of pride in themselves and their work and their achievements Pupils have a growth mindset			<u>Personal development</u> Pupils have a sense of community Pupils are confident communicators Pupils have a desire to continue learning Pupils are responsible, caring, considerate citizens Pupils have high self esteem Pupils can work independently and as part of a team Pupils are emotionally intelligent Pupils have enquiring and questioning minds Pupils use higher order thinking skills Pupils are confident to try new things Pupils have positive mental health and well being Pupils are physically healthy and active individuals			
	<b>Monitoring and evaluation</b>	LLP HIAS Governing body	Book Looks	Internal data- O track Maths, Reading, Writing, Foundation subjects	Parent voice	Pupil Voice	Lesson observations Learning walks	Individual Pupil Profiles-PP and SEN pupils	SEF Strategic Plan Whole school and subject action plans and reports	Reading and Spelling ages Phonics	