

Curriculum Vision

AIMS & INTENT	1	Aspirational aims for children at JC	Make a valued contribution to society		Value in Everyone			Emotionally & Physically Healthy	
	2	Building emotional development (THRIVE)	Skills & Structure: motivation for developing skills, morals and values and understanding the need for rules	Power & Identity: developing an identity, distinguishing fantasy from reality, exploring power with responsibility	Thinking: expressing a view, learning about cause and effect, feeling, thinking and problem solving	Doing: exploring and experimenting, experiencing options, initiating, engaging and doing	Being: being safe, being special, having needs met		
IMPLEMENTATION	3	Curriculum drivers	Enterprise	Use of Vocabulary	Acquisition of Knowledge	Development of Skills	Social & Emotional	Communities	
			Use of Locality	Non-negotiables	Making Connections	Challenge & Progression for <i>all</i> Pupils	School Values	Places & Environment	
ORGANISATION	4	Educational visits	Visitors in school	Whole-school worship	Key Stage & House worship	Extra-Curricular activities	Partnerships & Awards	Support for emotional well-being	
IMPACT	5	The impact of our curriculum should be threefold; irrespective of starting points or background	Standards Children make expected or better progress from their starting point, whether as a new admit or on joining us for their Reception year. Achievement and progress should be measured across the curriculum; however a secure understanding within the core and foundations is essential to develop wider skills and knowledge cross the curriculum in its entirety.		Personal Development Children are successful learners, confident in themselves and emotionally secure. They also embody the values of our school; friendship, trust, honesty and forgiveness and these positive values and qualities, alongside Thrive, are visible in lessons in and around school.		Curriculum Entitlement Children have access to a broad and balanced curriculum through rich and varied activities which stimulate their imagination, arouse their curiosity and foster a lifelong love of learning.		

EVALUATING IMPACT	6	<p>High Quality Outcomes</p> <ul style="list-style-type: none"> • Has the learning led to a purposeful and relevant outcome? • Are pupils challenged to reflect upon and evaluate their learning? • Are pupils evaluating their attitude to learning and its links to success? • Are there high expectations for <i>all</i> pupils? • Is assessment purposeful, efficient and used to shape future learning? • Is feedback a prominent feature of the learning? • Is planning, preparation and assessment efficient, purposeful and effective? 	<p>Curriculum Content</p> <ul style="list-style-type: none"> • Are pupils able to connect local, national, regional and global contexts for learning? • Do pupils experience enrichment and enjoyment in their learning? • Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation? • Is access to cultural capital planned within learning? • Is learning adapted to reflect local, regional and global affairs, technological and environmental changes? • Does curriculum planning reflect our aims and the starting points of our children? 	<p>Challenge and Progression</p> <ul style="list-style-type: none"> • Is the curriculum sufficiently challenging and appropriate for each child? • Are there high expectations for <i>all</i> pupils learning and attitudes to learning? • Does the work of the children show that tasks are rich and engaging for <i>all</i> pupils? • Do planning, tasks and outcomes show a clear understanding of pupil needs and how best to support them? 	<p>Embedding Knowledge & Skills</p> <ul style="list-style-type: none"> • Do children have opportunities to solve problems and undertake learning at a deeper level? • Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout the school? • Does planning reflect progression in subjects, knowledge, skills, concepts and vocabulary planned within curriculum topics as well as discrete subjects? • Are there coherent links within topics and subjects that increasingly challenge pupils? • What knowledge, skills, concepts and vocabulary have pupils acquired? • Is each subject given integrity and taught systematically either discretely or as a topic? 	<p>Vision & Values</p> <ul style="list-style-type: none"> • Does the curriculum reflect our vision and values? • Is explicit reference made to our vision, curriculum aims and learning behaviours in lessons, topics and subjects? • Do pupils engage with local community, national and global issues? • Are pupils aware of British values and able to make connections between their learning and these values?
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