



CLAYBROOKE & DUNTON BASSETT PRIMARIES CURRICULUM OVERVIEW



What are we trying to achieve? (our intent)

Vision	'Together we flourish' Working together to achieve excellence for all		
Aims	Successful, engaged learners who are knowledgeable, achieve and understand how they learn.	Confident, articulate learners, able to make decisions, self-evaluate and make connections who can lead safe, healthy and fulfilling lives.	Responsible learners with well developed interpersonal skills who can make a positive contribution to society.
Core trust values	RESPECT, PERSEVERANCE, COMMUNITY		
Intrinsic values	Our own set of values, agreed by all stakeholders: * Kindness * Resilience * Independence * Teamwork * Honesty * Respect British values		
Curriculum components	Our curriculum is the entire planned learning experience underpinned by the values and our vision. It incorporates the lessons, the learning environments, including learning outside the classroom, educational enrichment experiences, ethos and routines.		
A rich, rounded and rigorous and coherent curriculum - our core competencies	Core knowledge and understanding Excellent general, subject, social and cultural knowledge.	Skills and competencies Essential skills: oracy, personal, social, emotional, moral, spiritual, physical, literacy, numeracy, computing, critical thinking, communication, problem solving, creativity, collaboration, citizenship and flexibility.	Attitudes, attributes and dispositions Character education, Core trust values British values, Values of school Emotional resilience, confident, risk-taking determined, kind, spiritually aware.

How is the curriculum delivered? (implementation)

Pedagogical approaches to teaching and learning	EQUITY <ul style="list-style-type: none"> Equity and equality of opportunity, entitlement and experience Consistently high expectations of and for all A mastery curriculum Excellence in SEND provision 	PURPOSE & ENGAGEMENT <ul style="list-style-type: none"> Purposeful, structured play in EYFS Emphasis on first-hand experiences Strong emphasis on outdoor learning Authentic purposes and contexts for learning Independence and choice in learning Cross-curricular connections 	EVIDENCE <ul style="list-style-type: none"> Formative assessment strategies embedded in teaching and learning Use of evidence from cognitive science research – e.g. importance of metacognition and self-regulation Summative assessments Balance of direct instruction and inquiry
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What does the curriculum contain? (implementation)

Mastery of core skills and domain knowledge	VOCABULARY Vocabulary for oracy, reading and listening comprehension and written communication Tier 1 Tier 2 Tier 3	READING Reading is an essential skill that also supports the acquisition of vocabulary and knowledge. <ul style="list-style-type: none"> Regularity Quality Criticality Comprehension Curriculum content – fiction and non-fiction 	FLUENCY IN BASIC SKILLS Decoding for reading - phonics Cursive handwriting Phonics for spelling Technical accuracy Grammar Number facts Number operations Social skills	DOMAIN KNOWLEDGE General Cultural Curriculum (subject) knowledge	DOMAIN SPECIFIC SKILLS e.g. computing, PE and sport, art, music				
	Domains of learning	LANGUAGE, ORACY, LITERACY	MATHEMATICS	SCIENCE & TECHNOLOGY	FAITH & BELIEF	PHYSICAL & EMOTIONAL HEALTH	CITIZENSHIP & CHARACTER	PLACE & TIME	ARTS & CREATIVITY
Universal competency	ORACY								
Bottom line	EMOTIONAL WELL-BEING								

How well are we doing?(impact)

Securing effective learning and teaching so that learners understand quality and how to improve

Evaluating Impact	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions.	Uses assessment information intelligently to identify trends and clear goals for improvement	Uses critical friends to offer insights and challenges.	Uses a wide range of measures – qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Employs principled, effective formative and summative assessment	Involves the whole school community: learners, parents, teachers, employers and governors.
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to secure

Accountability measures	High standards of achievement – attainment and progress	Good behaviour and attendance	Healthy lifestyles and choices	Civic engagement	Sustained involvement in education
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and to achieve our vision and aims.

