



INTENT

For our learners our curriculum provides:

- A values-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- Responsible citizens, successful learners and confident individuals;
- Opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- A linked, language-rich curriculum to develop deep understanding and cultural capital;
- Development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- Skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- A range of knowledge and skills to be equipped for the next stage of education.

IMPLEMENTATION



Knowledge-
based and
language
rich

The content of the Early Years Foundation Stage and the National Curriculum is delivered sequentially through a programme of themes designed to build upon prior learning.

Progression Ladders are used to identify key knowledge and skills to ensure National Curriculum coverage.

Children are taught and encouraged to use a range of subject specific vocabulary. Vocabulary is extended and developed to enable children to express themselves precisely and imaginatively.

Early language development and support, eg. NELI.

Effective early reading programme and additional support in KS2.

Wide range of reading materials and good quality books in classes, school library, creative learning and visits to local library.

Opportunities to promote a love of reading.

Promote and develop a modelled, language rich environment.

Experiences to inspire and broaden our children's understanding of the world around

A range of educational visits and residential linked to the curriculum.
Use of our local environment and community.
Opportunities to experience the arts and theatre.
Church services at St Catherine's Church and visits to other places of worship.
Opportunities to represent the school internally and externally.
Opportunities to perform to an audience.
Development of understanding of environmental issues, through the curriculum.
Events, days and weeks, when the whole school looks at a particular theme.

Learning through curricular themes

Progression Ladders ensure that learning is revisited and it is extended.
Writing and texts can be linked to the curriculum.
Some subjects are delivered in themes. To provide a platform for learners to make links in their learning and transfer to long-term.
Freedom to take advantage of an unexpected opportunity, and follow sudden inspiration.
Integrity of subjects articulated to children. "Today we are being historians/this lesson is history."
Teaching incorporates Meta-cognition and Self-regulation strategies - Top 10.
Curricular links to maths are explicitly taught.

**Characteristics
of effective
learning
behaviours**

Our school values are embedded throughout.
Characteristics of effective learning are an integral part of the EYFS curriculum.
We are Route to Resilience schools. We promote and create opportunities to develop our character muscles.
Opportunities to develop these muscles are promoted through the curriculum and as discrete activities.

**Inclusive,
respectful and
positive
relationships**

An ambitious curriculum to meet the needs of all learners.
Behaviour Policy is positive, clear and fair.
Behavioural and emotional support so all pupils can meet expected behaviours.
“Everybody’s Welcome”, used to develop our children’s understanding of equality, based on “No Outsiders”.
Charitable giving.
Embedded within our RE, SMSC work, PSHCE, SRE and Online Safety.
Opportunities to represent the school through roles of responsibility.
Anti- bullying Award
Healthy Schools



**Rooted in each
school's values
and ethos**

The Infants' aims are Living; Loving; Learning.
The Infants has the following Christian Values; Truth, Compassion, Respect, Perseverance, Friendship.
The Juniors' ethos is "The Burbage Way; being the best version of ourselves."
The Juniors has the following values; Respect, Integrity, Enjoyment, Kindness, Inclusivity, Excellence.
Sporting events and competitions.
Everyone from the Burbage Schools community embodying these in and out of school.
British Values promoted and embedded throughout the curriculum.
Develop understanding of how to keep safe and healthy in a range of situations.

IMPACT

**Prepared for
the next stage
of their
education**

Pupils who take responsibility for their own actions and make a positive contribution to society.

Knowledge of British and global society beyond their own through the curriculum.

Able to use technology effectively and safely.

Excellent behaviour and attendance.

Healthy lifestyle choices - safe, healthy and fulfilling lives.

All children to make good progress from their starting point.

Pupils who enjoy learning and can independently explore and enquire.

Top 10

 Relationships	<p style="text-align: center;">This overarching element is crucial for our children to succeed.</p> <p>Staff 'know' their children. We are all polite and respectful of each other. The classroom is a safe place to make mistakes - after all - this is how we learn. Praise is valued. Staff work collaboratively with each other to ensure ALL needs are met. Staff develop strategies for pupils to work collaboratively. There is an 'urgency to learn!'</p>
1. Assessment	Quantitative and qualitative informs impact; to modify their teaching at an individual or group level. This is in the form of instant feedback to pupils, reflective marking, testing and reflection opportunities. Questioning is highly considered and structured. Often pre-considered before the lesson. There is an appropriate ratio of open and closed questioning. Questioning is targeted.
2. Cultural Capital	ALL children are given opportunities to explore, providing a platform to: make links to prior knowledge, develop communication and language and learn new things.
3. Language	Staff reinforce and promote subject specific vocabulary, tiered vocabulary and prior knowledge. Children use acquired language through verbal and written communication.
4. Activate prior knowledge	Meta-cognition: by activating prior knowledge through real-life experience, language and reading children will be able to make cognitive links. Drip-feed effect.
5. Build upon previous learning	Children will shift from novice to expert learners through a well-planned, progressive curriculum. Staff may use 'gap' analysis to inform planning.
6. Modelling	Collaborative working strategies are incorporated enabling all children to participate. Teachers model their thinking 'out loud' - this ranges from approach/method, editing, recalling prior knowledge, reflection and success.
7. Memorisation (Meta-cognition)	Developed through a variety of strategies to embed learning from working memory to long term. This is through chunking, repetition, chanting, links to prior knowledge, spaced learning, modelling and questioning; through low stakes quizzing to stimulate retrieval.
8. Practice and Apply (Meta-cognition)	Meta-cognition and self-regulated learning. It is essential that content vs purpose is equally balanced with an appropriate level of challenge , but avoiding cognitive over-load. When learning new content ensure that children have mastery of the recording style. Children need to rehearse the skill to learn the content. Staff display a deep subject-knowledge allowing them to challenge ALL children.
9. Reflect	Self-regulated learning. Children have the time to monitor their learning and assess if it was a successful strategy. By the end of their key stage they can identify the progress they have made. Elaboration opportunities may present themselves throughout the curriculum. Staff have the time to reflect on feedback.