

Strategic Overview of the 'Atwood Curriculum' Intentions, Teaching Intentions, Organisation, Impact and Evaluation

CURRICULUM INTENTIONS	At Atwood 'We STRIVE for Success' Our Learning Values	Self- Motivation- <i>Ability to do what needs to be done, without influence from other people or situations. Children with self-motivation can find a reason and strength to complete a task, even when challenging, without giving up or needing another to encourage them.</i>	Thinking- <i>Learning to think critically is a vital part of a child's development, helping them make sense of the world around them.</i> <i>It helps children to ask questions and make value judgements, and try to figure things out if they don't make sense.</i>	Resilience- <i>Academic resilience means children achieving good educational outcomes despite adversity.</i>	Independence- <i>Children who are independent have the belief that they are competent and capable of tackling a wide range of tasks, which include learning tasks. They do not need to seek praise; they are self-motivated. They are not contingent learners- they do not rely on others to know how they feel about themselves.</i>	Valued Collaboration- <i>Being able to work with others is a skill children need to develop throughout life in order to work well in school. Cooperation is an important part of relationships, and children learn to respect others and to control their emotions through collaboration.</i>	Emotional Intelligence- <ul style="list-style-type: none"> Self-awareness. Knowing our own emotions. Self-regulation. Being able to regulate and control how we react to our emotions. Internal motivation. Having a sense of what's important in life. Empathy. Understanding the emotions of others. Social skills. Being able to build social connections. 	
	The Atwood Magnificent 7	1. We aspire to be the best that we can be- 'Nothing is impossible'	2. We are kind and gentle	3. We are polite and honest	4. We display a good attitude for learning	5. We wear the Atwood uniform with pride	6. We behave in an orderly and self-controlled way	7. We respect ourselves, the school environment and the wider community
	The Vision of the Curriculum at Atwood	We want our curriculum to inspire and engage our children to see that learning is fun, purposeful and life-long . We aim to encourage children to see that learning is a personal journey best experienced in opportunities that are highly collaborative and creative	We want our children to develop and maintain a life-long love of learning and feel empowered to achieve the high expectations set for them.	We are educating the 'whole-child' and therefore we aim to develop our children's spiritual, moral, social and cultural education , which also includes their mental and physical health .	We use the National Curriculum to specify the knowledge content of our curriculum, but we adapt this to make our curriculum relevant and engaging for our children, focussing on purposeful outcomes . We have identified: Diversity, Spirituality, and Environmental Awareness , as key area for Atwood children.	We want children to make links in their learning and transfer knowledge and skills , so we integrate the individual subjects of the National Curriculum into 'learning projects' that engage and inspire our children and provide a clear, relevant context for learning	We aim to meet the needs of all learners through our curriculum. This means understanding their starting points; responding and adapting to their needs and interests and enabling them through support and challenge to problem solve and think at a deeper level	We encourage our children to share their learning with each other, their families and the wider community and to learn from each other

TEACHING INTENTIONS	Our Teaching Intentions are:	To make the purpose of the learning explicit to the children and make the link clear as to how it will lead to high quality learning outcomes	To ensure that all staff use the very best 'teacher modelling' and exposition with reference to high quality visual and concrete learning aids	To ensure that all staff pose a wide range of higher order questions with reference to Bloom's Taxonomy	To ensure that there is appropriate challenge for all through a well-conceived curriculum	To ensure that all staff are making use of continuous formative assessment to inform next steps in learning	To ensure all staff work collaboratively in order to moderate and quality assure assessments and judgements
	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum	Our teaching is based on a clear understanding of Cognition and Learning	Our teachers have a deep knowledge of the subjects they teach	Our teachers monitor and evaluate learning and provide clear, constructive feedback for our children	Our classroom climate created by our teachers inspires and motivates all our pupils	Our pupil groupings are flexible and not solely driven by perceived 'ability' or prior attainment.	Our development of strong partnerships with parents and carers positively influence learning at school and at home

ORGANISATION	Our Atwood Curriculum comprises an entire planned educational experience, informed by organisational principles and approaches, making full use of the opportunities offered by 'real world learning'	Educational Visits, including residential visits	Visitors	Assemblies	Extra-Curricular Clubs	Learning Outside the Classroom	Responding to News Events In the World	Charity Work	
		Communication and Language	Physical Development	Personal, Social, Cultural, Health and Emotional Development	Literacy	Numeracy	Knowledge and Understanding of the World	Expressive Arts and Design	
		Consideration of what drives our curriculum			Consideration of what is best taught discretely		Consideration of what is best taught through a topic approach		
		Teach less but teach it in more depth	Two learning values, taught explicitly in each project	A entry point that engages our children	An exit point that celebrates learning to a wider audience	The application of literacy and numeracy skills in all learning	The development of speaking, listening and attention in all learning	The use of technology to enhance learning and as an aid to presenting learning to a wider audience	

IMPACT	<p>The Atwood Curriculum is predicated on our overarching Vision of:</p> <p><i>'To provide outstanding education and care that allows every child to reach his or her potential, regardless of background.'</i></p> <p>This will be achieved through 3 key areas:</p>	IMPACT 1 Standards	IMPACT 2 We 'STRIVE' for Success	IMPACT 3 Personal Development
		<p>All children make progress and attain in line with or better than the national expectations. They are given opportunities to achieve the greater depth standard.</p> <p>Assessment documents show that knowledge and skills are embedded throughout the curriculum.</p>	<p>All children are confident and successful learners, demonstrating the STRIVE learning values; they make the right choices for their learning.</p> <p>The learning values have sufficient progression which in turn provides sufficient challenge.</p>	<p>All children adhere to the Magnificent 7 in their learning and behaviour in and around Atwood. All children learn the importance of making the right choices in order to keep them emotionally and physically safe, including when using a wide range of technologies.</p> <p>In turn, the children's right choices benefit Atwood and the local community, which in turn contributes to the excellent ethos and reputation of our wonderful school.</p>

EVALUATION	<p>We regularly review how well our curriculum enables Atwood to attain its Vision of</p> <p><i>'Provide outstanding education and care that allows every child to reach his or her potential, regardless of background.'</i></p> <p>by asking these testing questions:</p>	High Quality Outcomes	Curriculum Content is Relevant Yet Responsive	Mastery and Challenge for All	Embedding Knowledge and Skills Across the Curriculum	Being Part of a Learning Family and Part of a Wider Community
		<ul style="list-style-type: none"> → Has the learning journey led to a purposeful outcome or product? → Do the children have ownership of the outcomes? → How do the children know that they have achieved high quality outcomes (do the teachers know what constitutes high-quality and have they benchmarked this against other high performing schools locally)? → Are there relevant contexts for high quality outcomes for English, Mathematics, Science and Computing? → Are teaching expectations high enough and how do we actually know? → Are there clear assessment criteria and have our judgements being quality assured and moderated, including beyond Atwood? → Are all pupils challenged to think and to evaluate their learning? 	<ul style="list-style-type: none"> → Are children able to connect local, national and global contexts for learning? → Do children experience enjoyment in their learning and how do we know? → Do teachers respond to educational research and how do we know? → Are the resources in the local area being truly maximised? → Are learning tasks adapted to reflect current affairs and technological and environmental changes? → Is our AfL responsive and effective? 	<ul style="list-style-type: none"> → Is all learning sufficiently challenging and appropriate for each and every child? How do we know? → Are there sufficient opportunities to develop a deeper understanding of our STRIVE learning values? → Are there high expectations for every child in every lesson? → Does the quality of our children's work demonstrate breadth, balance, pride and enjoyment? 	<ul style="list-style-type: none"> → Do children have opportunities to solve problems and undertake learning at a deeper level on a regular basis? → Do children have the opportunity to build on their knowledge, skills and understanding taught throughout Atwood? → Are knowledge, skills and understanding carefully woven through all the learning opportunities offered? → Are there coherent links within our projects that increasingly challenge and motivate our children? → Do children have opportunities to embed their knowledge, skills and understanding across the curriculum? → What knowledge, skills and understanding have the children gained and do these match national expectations or are they better? → Is each NC subject given integrity and taught systematically through each Key Stage? 	<ul style="list-style-type: none"> → Does the curriculum engage all children to be a part of a family of learners? → Do children share their learning with other in a wide variety of ways? → Do our children learn from each other in a collaborative manner? → Are our school values explicitly taught and celebrated through our projects? → Are our Magnificent 7 embedded across our school no matter what? → Do the children engage with the local community, national and global issues? → Are pupils able to relate their values and experience to the Fundamental British Values?
	<p>We evaluate through lesson conversations (the Atwood 6 Domains), Learning Walks, Pupil Conferencing, Book Looks, Viewing displays and other samples of work and through a range of data outcomes</p>	<p>We evaluate through monitoring planning, pupil conferencing, learning evaluations and book looks</p>	<p>We evaluate through monitoring planning, pupil conferencing, learning evaluations and book looks</p>	<p>We evaluate through curriculum assessment</p>	<p>We evaluate through pupil conferencing, learning conversations and through curriculum evaluations</p>	