

CURRICULUM INTENTIONS	A Valued Me	Respect	Friendship	Responsibility	Empathy	Honesty	Independence
	Our School Rules	Listen to people	Be kind and helpful	Look after property	Be gentle	Be honest	Work hard
	The Vision at Redhill Primary Academy	We provide a happy, secure and safe environment where everyone feels valued and respected through our 'A Valued Me' core values system.	We create an atmosphere where children are comfortable in sharing their ideas and in respecting the ideas of others to become confident and competent learners academically, socially and spiritually.	We encourage all of our children to achieve their potential and follow their aspirations, by providing them with the necessary skills for the future.	We provide opportunities for our children to become resilient learners who persevere when faced with challenge, who are not afraid to take risks.	We make learning inspiring, challenging, fun and meaningful.	Rather than focus on only a child's academic or physical development, we recognise that children are made up of interconnected parts: mental, physical, socio-emotional and spiritual.

TEACHING INTENTIONS	Our Teaching Intentions	Purpose of the learning is made explicit leading to outcomes	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of 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.	Teaching is based on a clear understanding of cognition and learning. Teachers have deep knowledge of the subjects they teach.	We recognise spoken language as the foundation of learning. High-quality talk, vocabulary development, reasoning, explanation and structured discussion are embedded across all curriculum subjects. Pupils are taught to communicate effectively, justify their thinking and develop confidence as articulate learners.	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil groupings are flexible and not solely driven by perceived “ability” or prior attainment.	Developing strong partnership with parents and carers that influence learning at school and home.

ORGANISATION	Our whole school curriculum comprises an educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.	Assemblies		Enrichment weeks	Visitors	Educational visits including residential opportunities		Extra-curricular clubs	International links	Learning outside the classroom	Sustainability	Responding to events in the news	Charity days	
		EYFS	Communication and Language	Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics	Understanding the world		Expressive Arts and Design	
		KS1 & KS2	English	Science	History	Geography	D & T	Art	Computing	Mathematics	Music	PE	French	PSHCE/RSE RE
			Curriculum areas linked to big concepts						Discrete subjects					

IMPACT	Our curriculum has ambition for all regardless of their background and their starting points. It is designed to be inclusive and accessible for all learners. Through adaptive teaching, a graduated approach to SEND support, and carefully planned Universal, Targeted and Targeted Plus provision, every child is supported to access the same ambitious curriculum and achieve their full potential.	Quality of Education Pupils articulate their learning confidently using ambitious, subject-specific vocabulary and explain how new learning connects to prior knowledge. Consistent use of oracy, retrieval practice, knowledge organisers and formative assessment results in pupils knowing more, remembering more and applying learning more effectively across the curriculum. High-quality teaching and adaptive practice ensure strong progress for all pupils, including SEND, disadvantaged and vulnerable learners. Pupils demonstrate increasing independence, resilience and confidence when tackling challenge and reasoning through problems.		Leadership & Management Staff consistently implement agreed curriculum expectations and evidence-informed practice. Coaching, induction and professional development strengthen teaching expertise and leadership capacity. A trust-wide inclusive approach results in improved access, engagement and success for all learners. Leaders use monitoring, assessment and stakeholder feedback effectively to drive continuous improvement.		Personal Development, Attendance and Behaviour Pupils demonstrate the school's 'A Valued Me' values in their learning, relationships and wider contribution to school life. Attendance improves, particularly for disadvantaged groups, leading to better pupil outcomes. Pupils show increased understanding of RSE, online safety, inclusion, citizenship and their role within local and global communities. Enrichment, educational visits and wider opportunities develop cultural capital, curiosity, aspiration and preparation for future life.	

EVALUATION	We regularly review our curriculum offer and how it enables achievement for all.	High Quality Outcomes -Are pupils able to articulate what they are learning and why it is important? -Is subject-specific vocabulary explicitly taught and revisited? -Are purposeful opportunities for structured talk planned across subjects? -Do pupils know more, remember more and use more over time? -Are misconceptions identified through effective formative assessment and addressed promptly? <i>We evaluate through monitoring, work scrutiny, data analysis and pupil work outcomes.</i>	Curriculum Content is Responsive and Relevant - Are pupils able to connect local, national and global contexts for learning? - Do children experience enjoyment in their learning? - Do teachers respond to educational research? - Are the rich resources within the local community and environment being maximised? - Are tasks adapted to reflect current affairs and technological and environmental changes? - Is Afl responsive and effective? -Do children experience awe, wonder and curiosity through memorable learning experiences? -Are educational visits, enrichment opportunities and visitors used to enhance curriculum learning and broaden horizons? <i>We evaluate through monitoring planning, pupil voice interviews, evaluations and work scrutiny.</i>	Mastery for all Challenges all - At point of learning, is the curriculum sufficiently challenging and appropriate for each child? - Are there high expectations for all? - Does the work of the children show that tasks are rich? - Do teachers allow enough time for pupils to demonstrate proficiency and achievement before moving on to new concepts? -Are there opportunities for children to apply their learning in different contexts? <i>We evaluate through curriculum outcomes, book scrutiny, pupil voice interviews and assessment.</i>	Embedding Key Concepts, Substantive and Disciplinary Knowledge - Do children have opportunities to solve problems and undertake learning at a deeper level? - Do children have the opportunity to build on their knowledge and skills throughout the school? - Are knowledge and skills carefully planned in all subject disciplines within the curriculum? - Are there coherent links between subject concepts that increasingly challenge and embed knowledge and skills? - Do children have opportunities to embed their knowledge and skills in the curriculum through spaced retrieval practice? - What knowledge and skills have pupils gained against expectations? - Is each subject given integrity and taught systematically through each Key Stage? <i>We evaluate through our curriculum assessment processes which demonstrate curriculum outcomes e.g. an end of topic assessment, examples of retrieval practice throughout topics and through pupil voice interviews.</i>	Being part of a Family and a Community - Does the curriculum engage pupils to be part of a family of learners? - Do children share their learning with others? - Do children learn from others? - Are our school values, 'A Valued Me' explicitly taught and prepare them for their future lives – whatever they may be? - Do pupils engage with local community, national and global issues? - Are pupils able to relate their values and experience to British Values? <i>We evaluate through pupil voice interviews, lesson observations and curriculum reviews.</i>