

CURRICULUM	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.	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.	Quality of Education			Leadership & Management				Personal Development						
		Enhance the quality and consistency of mathematics teaching across Redhill Primary Academy and the new Thomas Telford School by refining curriculum intent, ensuring alignment in provision, and developing shared pedagogical approaches rooted in the teaching of declarative, procedural, and conditional knowledge to improve pupil outcomes. All staff to adopt an agreed PPQ first strategy. Prepare pupils for future careers and foster lifelong learning by integrating technology meaningfully into teaching and learning, enhancing digital literacy, and ensuring equitable access to innovative digital tools and real-world skill development.			Ensure a smooth and strategic leadership transition by embedding distributed leadership structures, empowering the new Head of School, and maintaining high standards in teaching, learning, and school culture. Strengthen governance structures and strategic oversight to reflect the governing board’s broader responsibility for two primary schools, ensuring robust accountability, clarity of roles, and consistency in standards across the trust.				Maintain whole-school attendance at 96% or above. Increase the attendance of disadvantaged pupils. Continue to reduce persistent absenteeism (summer 2025 5% vs 15% nationally).						
EVALUATION	We regularly review our curriculum offer and how it enables achievement for all.	High Quality Outcomes		Curriculum Content is Responsive and Relevant		Mastery for all Challenges all		Embedding Key Concepts, Substantive and Disciplinary Knowledge			Being part of a Family and a Community				
		- Has the learning journey led to a purposeful outcome? - Do children have ownership of the outcomes? - Do the pupils experience a taste of the best that has already been achieved? - Are there relevant contexts for high quality outcomes for English and Maths? - Are teaching expectations high enough? - Are there clear assessment criteria? - Are pupils challenged to think and to evaluate their learning?		- 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? <i>We evaluate through monitoring planning, pupil voice interviews, evaluations and work scrutiny.</i>		- 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</i>		- 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</i>			- 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>				