

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.	Outcomes		Quality of Education			Personal Development, Behaviour and Attitudes		Leadership and Management						
		Increase the progress of vulnerable learners (including those who are in receipt of pupil premium and/or SEND) across all phases of the school so that they are making expected or more than expected progress by July 2021. Continue to ensure that Key Stage 1-2 progress measures are positive for reading and mathematics. Increase the percentage of more able pupils attaining greater depth in reading at the end of Key Stage 2 in 2020 so that figures are at least in line with national outcomes.		There is an incremental build-up of knowledge and skills across units of work. 1.Used pupil voice to confirm the level of challenge needed and appropriately pitched new learning in lessons and develop systems to check the depth of pupil's understanding. 2.Embedded a range of AFL strategies including self-regulation to check that knowledge is stored in the long-term memory. Introduced measures, based on educational research, that have been proved effective in closing the attainment gap and recovering 'lost learning' including the use of one-to-one and group tuition. Catch-up provision, to included assessment of lost learning and targeted support. Prioritised the curriculum content which is most important for pupils and making better use of cross curricular links. Provided high quality remote learning that is accessible to all, which includes online tuition, assessment and allowing feedback, mitigating the risks of the attainment gap widening for some pupils.			Embedded the recently agreed half term values of respect, friendship, responsibility, empathy, honest and independence into curriculum and assembly offer, to enable children to become upstanding citizens in modern society. Provided greater support for pupils who have experienced bereavement, domestic abuse and other deteriorations in mental health as a result of COVID-19		New team leaders are supported appropriately to ensure they play a major role in ensuring high quality education for all pupils and improvement in standards of learning and achievement in their year groups. The governing body ensure that there is a strategic response to the loss of face-to-face education, with a likely increase in the numbers of pupils falling into a vulnerable and disadvantaged category. Pupil premium strategies will be reviewed in the light of lockdown to make sure that vital funding is used to best effect and ensures young people are able to recover well and resume learning.						
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 Knowledge and Skills			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? - Is assessment purposeful, efficient and used to shape future learning? We evaluate through monitoring, work scrutiny, data analysis and pupil work outcomes.		- 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? We evaluate through monitoring planning, pupil voice interviews, evaluations and work scrutiny.		- 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? We evaluate through curriculum outcomes, book scrutiny, pupil voice interviews and assessment.		- 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? 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.			- 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? We evaluate through pupil voice interviews, lesson observations and curriculum reviews.				