

## Our Curriculum: The Big Picture

<b>Intent:</b> What are we trying to achieve?	<b>Curriculum Values:</b> → Inclusive and Healthy Schools	High Expectations	Challenge and Perseverance	Mutual Respect for All	Purposeful Inclusion	Pupil Voice and Participation		
	<b>Curriculum Aims:</b> →	<b>Successful Learners</b> who are 'learning to love learning'.		<b>Confident Individuals</b> who are able to lead safe, healthy and fulfilling lives.		<b>Responsible Citizens</b> Who make positive contributions to society		<b>Independent Adults</b> Who can work with others and live independent lives.
	<b>Focus on Learning:</b> →	<b>Attitudes and Attributes</b> e.g. determined, adaptable, confident, risk-taking, enterprising			<b>Skills</b> e.g. literacy, numeracy, ICT, social, health, personal learning and thinking skills		<b>Knowledge and Understanding</b> e.g. big ideas that shape the world	
	<b>The Curriculum will...</b> →	...address disadvantages and disruptions	...be engaging and enjoyable	...be broad and balanced, and promote Community Values	...be therapeutic and Nurturing	...address the individual needs of each pupil	...enable pupils to progress from Social isolation to inclusion.	

<b>Implementation:</b> How do we organise learning?	<b>Means of Delivery:</b> →	Enrichment Activities	Assemblies	Lessons	Specialist workshops	Mentoring and Coaching	Social Activities	Structured reflection	Therapy	Leadership roles	
	<b>Clarity Curriculum Aspects:</b> →	Engagement			Enrichment		Academic/Vocational	Specific Learning Difficulty Programmes		Nurturing and Therapeutic	
	<b>Whole Curriculum Dimensions:</b> →	British Values	Leadership and Independence		Pupil Voice and Participation		Financial Awareness	Enterprise and Employability		Core Subjects: English, Maths, Science, ICT	
	<b>Statutory guidance and expectations</b> →	"A Good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." <b>Amanda Spielman HMCI (2018)</b>									

<b>Impact:</b> How well are we achieving our aims?	<b>Evaluating Impact:</b> →	Progress in Curriculum Subjects		Qualifications relevant to pupil ability		Progress on Individual Outcomes and targets		Vocational Qualifications		Attendance and participation in learning	
	<b>Accountability Measures:</b> →	Attendance	Behaviour		Employability Skills		Post 16 plans		Healthy Lifestyle Choices		Enthusiastic participation and active pupil voice