

Trust vision- Together we make a positive difference						
Challenge	Culture	Community	Courage	Collaboration	Creativity	Character
School vision- Be the best you can be						
To ignite a passion for knowledge (resilience) , an inquisitive eye (curiosity) a confident voice (respect) and a global citizen (compassion)						
INTENT						
We will provide all of our children with a broad, relevant and enriched curriculum so that they have the character to make a positive contribution to our society and are knowledgeable, skilled and ready for the next phase of their education. Subject champions will create a vision, a SEF and an action plan and have IMPACT, IMPLEMENTATION and IMPACT meetings with the Principal.						
IMPLEMENTATION- 2019-20						
Context	Quality of Education			Leadership		
<p>Gather evidence around barriers faced by pupils. Explore gaps in cultural capital and increase exposure.</p> <p>Stakeholder opinion gathered on driving points for developing active citizens in immediate and wider community.</p> <p>Analysis of pupil landscape, culture and as world citizens. Enhance learning through the wealth of experience that we hold in school.</p> <p>Prioritise pupil health and wellbeing. Develop pupil ability to debate, hold an opinion and know how they can impact on society. Votes for schools enables pupils to understand British values and contributes to the strength of pupil voice and opinions.</p> <p>Tailor the big questions, timetable and links with local businesses to meet intent. Use the evidence gathering and intentions above to develop themes across MT plans.</p>	<p>Reading underpins all learning and has a prominent thread through all topic plans- this increases life chances.</p> <p>MT plans are developed to ensure that all teachers know their end of year milestones. Teachers know how to assess against these with purpose.</p> <p>No ceiling for children – high challenge, low risk approach. No differentiation.</p> <p>Learning is rooted in enquiry and the model of a cycle for each topic is embedded, yet expected to be personalised year on year. Big questions are developed and reviewed yearly to meet the NC expectations, contextual needs and current events.</p> <p>Learning is enriched and enrichments contribute to deep learning with clear intent and purpose</p> <p>The ability to debate is overtly taught and all pupils are expected to have a voice.</p> <p>Teachers possess good subject knowledge, are passionate about the subjects they teach and can demonstrate their understanding between topics and themes.</p> <p>Teachers understand the responsibility that they hold in delivering a curriculum offer that is an enabler to social mobility.</p> <p>Knowledge organisers are developed to ensure key vocabulary and concepts are learning, teachers provide the understanding and thematic links.</p>			<p>Subject leader teams are strategically planned to include degrees and expertise. They complete self-assessments as a benchmark for development</p> <p>Subject leaders work closely with the Head teacher to develop their leadership capacity; analysing programmes of study, mapping out the key skills and progression of knowledge, reviewing benchmark descriptors and subject survey criteria and creating end of year milestones</p> <p>Subject leaders complete purposeful monitoring and evaluation</p> <p>Head teacher routinely reviews and evaluate curriculum design</p> <p>Leaders are brave and ethical in their subject leadership- they will challenge the status quo and promote equality.</p> <p>Subject leaders set clear assessment frameworks and gather and analysis this</p>		
IMPACT- 2020 onwards						
<p>Children can verbalise learning that they remember and make links between learning across subjects and across year groups through clear progression in subjects and clear use of thematic tricky words in topics.</p> <p>Children are empowered to have a voice, an opinion and an ability to convey this using their debating techniques.</p>	<p>Teachers can articulate end of year expectations in all subjects and how these are taught, assessed and passed on to subsequent teachers.</p>			<p>Subject leaders know what good leadership is; creating a clear subject SEF and action plan based on their insightful knowledge of learning in their area. There are clear skills progression and development of subject knowledge maps for individual year groups and across the school.</p>		