

Archibald Primary School Curriculum – The Big Picture

Three Key Questions

1 What are we trying to achieve?	Our curriculum promotes spiritual, cultural, mental and physical development. It aims to enable all our pupils to become:																				
	Curriculum aims	Successful Learners Who enjoy learning, make progress and achieve			Confident individuals Who are able to lead safe, healthy and fulfilling lives			Responsible citizens Who make a positive contribution to society													
	Focus for Learning	Attitudes and attributes Eg determined, adaptable, confident, risk-taking, enterprising (MAGIC, LORIC)			Skills Eg literacy, numeracy, ICT, personal, learning and thinking skills				Knowledge and understanding Eg big ideas that shape the world												
	Outcomes	Be healthy		Stay safe		Enjoy and achieve		Make a positive contribution		Achieve economic wellbeing											
Pupils prepared for the opportunities, responsibilities and experiences of later life.																					
2 How do we organise Learning?	The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes																				
	Components	Environment		Events		Extended Hours		Learning outside the classroom		Lessons		Locations		Routines							
	Approaches to learning	Varied and matched to learning need eg enquiry, instruction, active, practical, theoretical, RSC Active Approaches		Assessment is fit for purpose and integral to teaching and learning		Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development		In tune with human development		Assessment develops learners self esteem and commitment to their learning		Personalised – offering challenge and support to enable all learners to make progress and achieve		Relevant, purposeful and for a range of audiences		Assessment uses a wide range of evidence to encourage learners to reflect on their own learning		Involve learners proactively in their own learning (Engage, develop, Innovate and express – the 4 cornerstones)		Resource well matched to learning need. Eg use of time, space, people, materials	
	Whole curriculum dimensions	Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Identity and cultural diversity – Healthy lifestyles – Community participation – Enterprise – Global dimension and sustainable development – Technology and the media – Creativity and critical thinking																			
	Statutory expectations	EYFS		Prime Areas				Specific Areas													
			Making relations Health & Self Care		Self confidence Awareness Listening & Attention		Manage Feelings Behaviour Understanding		Moving and Handling Speaking		Reading People and Community		Writing The World		Numbers Shape/Space Measures		Technology Exploring using Media & Materials		Imaginative		
		KS1 & KS2		NC Core Subjects			NC Foundation Subjects				Additional Subjects										
		English Mathematics		Science		Art & Design Computing		Design & Technology Languages		Geography History		Music PE		Religious Education PSHE		Citizenship SRE					
3 How are we achieving our aims?	To make learning and teaching more effective so that learners understand quality and how to improve																				
	Evaluating impact	Looks at the whole child eg curriculum aims, progress in skills, subjects and dimensions		Uses information intelligently to identify trends and clear goal improvement		Uses 'critical friends' to offer insights and challenge assumptions		Uses a wide range of measures, both qualitative and quantitative		Creates a continuous improvement cycle		Uses a variety of techniques to collect and analyse information		Chooses assessment fit for purpose		Involves the whole school community eg learners, parents/carers, teachers, governors					
	Accountability measures	Attainment and improved standards			Behaviour and attendance			Civic participation			Healthy lifestyle choices			Further involvement in education							
To secure																					
Revised June 2016																					