

Curriculum Intent	Our Curriculum Aims	Resilient pupils		Respectful Individuals			Confident learners		
	Our Curriculum Drivers	Independence		Interaction			Innovation		
	The Biddick Way	Stay Safe		Show Respect			Achieve		
	The Vision of the curriculum at Biddick Hall infant and Nursery school	Our vision is to create a happy environment in which children can feel safe and where enjoyment and achievement are promoting intellectual, physical and personal development.	We strive to stimulate, guide and encourage all children to realise their full potential, develop a healthy lifestyle and make a positive contribution to the community in which they live.	We deliver a curriculum that has vocabulary at its heart to enable children to discuss, question and clarify their thinking and learning.	Reading is prioritised to ensure that children's reading skills and love of books enables pupils to develop knowledge, acquire skills and understand concepts across the full curriculum.	We encourage our children to share their learning and achievements with each other, their families and the wider community and to learn from others.	We teach all national curriculum subjects and deliver some subject specific blocks of learning with a common thread which gives learning a clear context. Reviewing learning at key moments is planned to embed knowledge and interrupt the forgetting curve.	We aim to meet the needs of all learners, challenging and supporting them with a focus on upward differentiation to achieve depth of knowledge wherever they may be in their breadth of knowledge.	Our curriculum allows children to build firm foundations for future learning to prepare them for the next step on the educational journey and future adult lives, whatever they may be.
Characteristics of effective learning	Playing and Exploring		Active learning			Creativity and critical thinking			
Curriculum intentions	We meet the requirements of the National Curriculum and EY Outcomes	Explicit teaching of tier2 and tier 3 vocabulary in all subjects.	The acquisition of knowledge	The development of skills	The understanding of subjects	Demonstrate skills and attitudes that will allow pupils to participate fully and contribute to life in modern Britain.			

Implementation	Characteristics of Effective teaching at Biddick hall	Pupil groupings are flexible and not solely driven by perceived ability or prior attainment	Use hooks to engage, stimulate and sustain learning.	Introduce new vocabulary within a context.	Use a whole class approach to teaching with a low threshold ,high ceiling philosophy.	Present new learning in small manageable steps.	The classroom climate created by all staff inspires and motivates pupils						
	Assessment KS1	Emerging	Emerging +	Developing	Developing +	Secure	Secure +						
		Accessing some age related content with support and scaffolding	Retaining and connecting content for some age related objectives.	Accessing most age related content although still consolidating understanding	Accessing ,retaining and connecting most age related content	Accessing all age related content	Accessing ,retaining and connecting all age related content						
	ASSESSMENT EYFS	Termly checkpoints met/not met				End of EYFS GLD Met/not met							
Our whole school curriculum comprises of a carefully structured progressive range of educational experiences		Educational visits	Visitors	Assemblies	Extra –curricular opportunities	Fundraising	Participation in festivals and competitive sport		Community links				
	KS1	Core curriculum		Foundation subjects in blocked weeks			Taught each week						
		English	Maths	Science	History	Geography	Art	DT	RE	Computing	PE	Music	PSHE
	EYFS	Specific Areas			Prime areas								
	Literacy	Maths	Understanding the World	Expressive Arts and Design	Physical Development	Communication and Language	Personal, social and emotional development						

Impact	Our curriculum has an ambition to be accessible to all irrespective of background and starting point. Achievement is represented in three ways	<b>Impact 1 :Standards</b> Children make progress and attain in line or better than national expectations. Achievement and progress is measured across the whole curriculum; however a secure understanding in the prime areas(EYFS) and core subjects(KS1)is essential in ensuring children develop wider skills and knowledge across the curriculum in its entirety.	<b>Impact 2: Curriculum Entitlement</b> We Strive to have respectful, resilient children with a recognition of a can do approach to learning. We Believe this is achieved through the delivery of an innovative, interactive curriculum which promotes inclusion and independence. We believe our vision will guide and encourage all children to realise their full potential, develop a healthy lifestyle and make a positive contribution to the community in which they live.	<b>Impact 3: Personal Development</b> Children demonstrate the 'Biddick Way' in their learning and their behaviour in and around school. Children are taught and supported to make the right choices which benefit themselves, their friends and the whole school community.	
	Lines of enquiry which drive regular curriculum reviews	<b>High Quality Outcomes</b> Has the learning led to a purposeful and relevant outcome? Are pupils challenged to reflect upon their learning? Are pupils reflecting on their attitudes to learning and its link to success? Are there high expectations for all pupils regardless of their learning needs or starting points? Is assessment purposeful, efficient and used to shape future learning? Is feedback a prominent future of the learning? Is planning, preparation and assessment efficient, purposeful and effective/	<b>Curriculum Content is responsive and relevant</b> Are pupils able to connect local, national and global contexts for their learning? Do children enjoy their learning.? Are children inspired to learn? Do teachers respond to educational research? Are tasks adapted to reflect current affairs and technological and environmental changes? Does curriculum planning reflect our aims, incorporate our drivers and respond to the starting points of our children?	<b>Challenge and progression for all</b> At the point of learning is the curriculum sufficiently challenging and appropriate for each child? Are there high expectations for all pupils learning and attitudes to learning? Does the work of the children; in their books, through display and on the website show that tasks are rich and engaging for all pupils? Do planning, tasks and outcomes show a clear understanding of pupil need and how best to support them?	<b>Embedding Knowledge and skills</b> <b>Do children have opportunities to</b> problem solve and undertake learning at a deeper level? Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout the school? Does planning reflect progression in subjects with knowledge, skills and vocabulary? Are there coherent links within and across subjects that increasingly challenge pupils. Is each NC subject given integrity and taught systematically in each key stage.

