

# Curriculum Rationale 2019



CURRICULUM INTENT	A relentless belief that all pupils are capable of success "Our dispositions"													Resilience			Empathy			Aspiration			Collaboration			Happiness														
	The Gooseacre Way													Learn			Achieve			Enjoy			Succeed																	
														Be ready			Be respectful			Be Safe																				
The vision of the curriculum at Gooseacre Primary Academy													To develop pupils who are equipped to meet the challenges of a rapidly changing world with confidence and success, so that all pupils make the best possible progress and attain the highest personal achievements.			To provide a coherent, structured curriculum, that ensures that all children have secure knowledge and understanding across a range of subjects.			To provide rich, varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.			Pupils are challenged enabling them to develop as critical thinkers, problem solvers and undertake learning at a deeper level equipping them for learning beyond primary education.			Pupils develop as fluent and effective readers to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure and as a door to further learning.			Pupils develop a fluency in number and an ability to manipulate number to support problem solving and reasoning			Provide an inclusive curriculum, which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of all pupils.			Encourage pupils to value the diversity in our society and the environment in which they live, building cultural capital whilst becoming active and responsible citizens, contributing to the community and society.						
TEACHING INTENTIONS	Our curriculum 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 ensuring learning is progressive and continuous.			Teachers have deep knowledge of the subjects they teach.			Teachers recognise the needs of each individual child. Pupil groupings are flexible and not solely driven by perceived ability or prior attainment.			Incisive, timely and effective feedback allows pupils to understand how to improve.			Develop pupils with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes.			Provide opportunities for pupils to develop as literate, numerate and technologically competent individuals.			Establish links with parents, carers and the community to influence learning at home.			Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.					
	Our teaching intentions are:													Purpose of the learning is made explicit leading to outcomes			Modelling & direct instruction			Questioning			Challenge for all and support where necessary			The explicit teaching of vocabulary including subject discipline vocab.			Opportunities for critical thinking			Continuous formative assessment			Moderation of assessments and judgements					
IMPLEMENTATION	Our curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.													Whole school	Astrea Promise			Educational Visits including residential visits			Enrichment opportunities including visitors, memorable experiences.			Extra-curricular clubs			Rights Respecting			Astrea Active			Assemblies			Community Work, including charity awareness.				
															EYFS	Communication and Language			Physical Development			Personal, social and emotional development			Literacy			Mathematics			Understanding the World			Expressive Arts and Design						
														Taught through an overarching theme.													KS1 & 2	English	Maths	Science	History	Geography	Art	Computing	Design Technology	Music	PE	French	PSHE/ RSE	RE
														All subjects taught discreetly, however links may be made between subjects where relevant and appropriate. Opportunities are planned across the curriculum for the application of knowledge, skills and understanding.																										
IMPACT	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point.													Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.			A broad curriculum, based on knowledge of the world around them and experiences through sport, music, drama and co-curricular enrichment will enrich pupils lives, build cultural capital and instil a love of learning.			Pupils will have high expectations of themselves and a drive for excellence. They will learning how to utilise their knowledge and ideas. Pupils will have the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity.			Pupils will learn to value, family, community, their contribution to the wider world and the environment. They will make positive contributions to the life of the school and those around them.																	
	We regularly monitor and evaluate the effectiveness of our curriculum													Are there relevant contexts for high quality outcomes? Is assessment purposeful, efficient and used to shape future learning? What knowledge and skills have pupils gained against expectations? Is each NC subject given integrity and taught systematically through each Key Stage?			Are pupils able to connect local, national and global contexts for learning? Do children experience enjoyment in their learning? Are the rich resources within the local community and environment being maximised? Do children have the opportunity to build on their knowledge and skills throughout the school? Are knowledge and skills carefully planned across the curriculum?			Do children have opportunities to solve problems and undertake learning at a deeper level? Do children have opportunities to embed their knowledge and skills in the curriculum? Are pupils challenged to think and to evaluate their learning? Are our school learning values explicitly taught and prepare them for their future lives whatever they may be?			Do children share their learning with others? Do children learn from others? Do pupils engage with local community, national and global issues? Are pupils able to relate their values and experience to British Values?																	

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