

Curriculum Intent White Hall Academy

	White Hall Academy Values	Be Kind		Be Safe		Be Responsible	
CURRICULUM INTENTIONS	Our Vision	We want all children in School to be: <ul style="list-style-type: none"> Happy Healthy Learners for Life Able to Make Choices Confident Contributing to Society 		Through a focus for learning on: <ul style="list-style-type: none"> Emotional Wellbeing Personal, Social and Learning Skills Basic Skills (literate, numerate and global knowledge) Personal interests beyond the curriculum Aspirations and possibilities Values 		With measurable outcomes: <ul style="list-style-type: none"> SATS Achieving and exceeding National expectations In depth pursuit of interests and passions Attendance 	
	We will provide	Successful and aspirational learning. <ul style="list-style-type: none"> Learning provision that actively engages all pupils and offers a sense of fulfilment, enjoyment and challenge. Personalised learning that gives enjoyable opportunities for creativity and problem solving. Active learning in which there are rich opportunities for learning outside the classroom. A resource rich environment that reflects the needs of the pupils and adults. Pupil involvement in learning with a strong focus on learning to learn and responsiveness to different learning styles. High expectations for learning and behaviour which are manifested in a strong ethos of mutual respect from and for all members of the school and wider community. 		A curriculum that is responsive to a changing world. <ul style="list-style-type: none"> A strong focus on the individual and SEAL which is embedded in the curriculum. An ICT rich, real and virtual environment with a strategic approach to the development of aspirations. A positive, physical and emotional learning environment which is safe and nurturing. 		A supportive environment in which children are open to new experiences and feel able to take risks and celebrate mistakes as learning opportunities. <ul style="list-style-type: none"> Support for all members of the community in the continuing skills for life development in order to make a positive contribution locally. A highly inclusive environment where every member of the school community is able to access learning and support. A focus for sustained extended school services and multi-agency support all to support groups to achieve their potential. A strong collaborative ethos within and between the staff, pupils and the wider community which manifests itself in team work, partnerships and learning with and from each other. 	
TEACHING INTENTIONS	Our teaching intentions:	Purpose of the learning is made explicit leading to outcomes	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessments and judgements
	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops	Teaching is based on a clear understanding of cognition and learning.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil's learning is adaptive to support progress.	Developing strong partnership with parents and carers that influence learning at school and home.

ORGANISATION	Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches making full use of opportunities of real world learning	Educational Visits including residential opportunities		Mindfulness	Visitors & Assemblies	Extra-Curricular Clubs	Learning outside the classroom	Responding to events in the news	Metacognition				
		Communication and Language		Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design				
		ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	D&T	ART	COMPUTING	MATHS	MUSIC	PE	FRENCH	PSHE/RSE

IMPACT	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	IMPACT 1: Standards Children make progress and attain in line with, or between, the national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.	IMPACT 2: We aim for Success Children are independent, confident and successful learners, demonstrating our vision and values; making the right choices for their learning.	IMPACT 3: Personal Development Children demonstrate mindfulness and metacognition in their learning and in their behaviour in and around school. Children learn to make the right choices for their personal safety. The choices children make benefit the school and local community.
--------	--	--	---	--

EVALUATION	We regularly review how well our curriculum goals enable achievement	High Quality Outcomes <ul style="list-style-type: none"> Has the learning journey led to a purposeful outcome? Do children have ownership of the outcomes? Do the pupils experience a taste of the best that has already been achieved? Are there relevant contexts for high quality outcomes for English and Maths? Are teaching expectations high enough? Are there clear assessment criteria? Are pupils challenged to think and to evaluate their learning? Is assessment purposeful, efficient and used to shape future learning? <i>We evaluate through monitoring, book study, data analysis and project outcomes.</i>	Curriculum Content is Responsive and Relevant <ul style="list-style-type: none"> Are pupils able to connect local, national and global contexts for learning? Do children experience enjoyment in their learning? Do teachers respond to educational research? Are the rich resources within the local community and environment being maximised? Are tasks adapted to reflect current affairs and technological and environmental changes? Is AfL responsive and effective? <i>We evaluate through monitoring planning, pupil perception, evaluations and book study.</i>	Achievement for all <ul style="list-style-type: none"> At point of learning, is the curriculum sufficiently challenging and appropriate for each child? Are there opportunities to develop a deeper understanding of the learning values? Are there high expectations for all? Does the work of the children show that tasks are rich? <i>We evaluate through curriculum outcomes, book study, pupil perception and assessment.</i>	Embedding Knowledge and Skills <ul style="list-style-type: none"> Do children have opportunities to solve problems and undertake learning at a deeper level? Do children have the opportunity to build on their knowledge and skills throughout the school? Are knowledge and skills carefully planned in the curriculum projects? Are there coherent links within projects that increasingly challenge and embed K&S? Do children have opportunities to embed their knowledge and skills in the curriculum? What knowledge and skills have pupils gained against expectations? Is each NC subject given integrity and taught systematically through each Key Stage? <i>We evaluate through Curriculum Assessment.</i>	Being part of a Family and a Community <ul style="list-style-type: none"> Does the curriculum engage pupils to be part of a family of learners? Do children share their learning with others? Do children learn from others? Are our school learning values explicitly taught in our lessons and do they prepare them for their future lives – whatever they may be? Do pupils engage with local community, national and global issues? Are pupils able to relate their values and experience to British Values? <i>We evaluate through book study, pupil perception, lesson observations and curriculum evaluations.</i>
------------	--	--	---	--	--	--