

CURRICULUM INTENTIONS	We 'Climb the Branches of Success' Our Learning Values	Kindness and Co-operation	Thankfulness	Friendship and Sharing	Respect	Patience and Perseverance	Responsibility							
	The Maple Tree Way	Hope and Peace	Unity	Trust and Honesty	Happiness	Courage								
	The vision of the curriculum at Maple Tree Primary School:	For every child to rush through the gates on a daily basis wanting to get into school because they can't wait to learn!	We use the national curriculum guidelines in order to develop the knowledge content of the curriculum, but our aim is to make the curriculum relevant and exciting for our children, with purposeful outcomes that they want to achieve.	To enrich learning through our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in.	We integrate the individual subjects of the curriculum into 'learning topics' that engage our children and provide a clear context for their learning.	We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.	We want our children to have a love of learning, feel passionate and have ownership of the outcomes.							
TEACHING INTENTIONS	Our teaching intentions are:	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/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.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide clear feedback to identify misconceptions and move the learning on.	The classroom climate created by the teachers inspires and motivates all pupils.	Pupil groupings are flexible and not solely driven by perceived 'ability' or prior attainment.	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 for real world learning.	Educational Visits including overnight opportunities	Visitors	Assemblies	Exciting, Stimulating Environments	Extra-Curricular Clubs	Learning outside the Classroom	Responding to events in the news	Charity Days					
		C&L	Physical Development	PSED	Literacy	Mathematics	Understanding the World	Expressive Arts and Design						
		ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	D&T	ART	COMPUTING	MATHS	MUSIC	PE	FRENCH	PSHE/RSE	RE
		Curriculum Drivers						Discrete Subjects						
		Less in more depth	Core lead subjects in each topic (one of which is always English)		Hook that engages the children and gives context for learning	Outcome to an audience. Purpose for the learning.	Range of practical days to engage/enthusiasm learners	Homework						
IMPACT	Our curriculum has an ambition for high achievements of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	IMPACT 1: Standards Children attain in line with, or better than the national expectations. Assessment documents show that knowledge and skills are embedded throughout the curriculum.			IMPACT 2: We 'Climb the Branches of Success' Children are confident and successful learners, demonstrating our values. We promote high standards of learning, behaviour and attitudes to enable every child to reach their full potential.			IMPACT 3: Personal Development Children demonstrate the 'Maple Tree Way' in their learning and in their behaviour in and around school. We provide an education which develops social skills and encourages children to become more active citizens within the school community and beyond.						
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 or product? Do children have ownership of outcomes? 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 use to share future learning? <i>We evaluate through monitoring, work scrutiny, data analysis and 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 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 reflective? <i>We evaluate through pupil voice, evaluations and work scrutiny</i>		Challenges 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 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 scrutiny, pupil voice, learning walks 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 topics? Do children have opportunities to embed their knowledge and skills in the curriculum? 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 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? Is The Maple Tree way embedded in our school? Do pupils engage with the local community. National and global issues? Are pupils able to relate their values and experience to British Values? <i>We evaluate through pupil voice, lesson observations and curriculum evaluations.</i>				