



# Curriculum Vision

<b>Aims &amp; Intent</b>	<b>Aspirational aims for children at Ashley</b>	Positive Attitudes and Values		Emotionally & Physically Healthy		Achieve potential and beyond	
	<b>Building emotional development</b>	<b>Power &amp; Identity:</b> developing an identity, exploration of the global world and powers within to help form own identity and powers, exploring power with responsibility	<b>Being:</b> being safe, being unique, being special, having needs met	<b>Thinking:</b> expressing a view, learning about cause and effect, feeling, thinking and problem solving, curiosity, questioning	<b>Resilience:</b> motivation for developing skills, embracing and relishing challenge, ambition, persistence and determination, independence	<b>Respect:</b> British values, school values, self values and pride, morals, understanding the need for rules, community, communication	<b>Doing:</b> exploring and experimenting, experiencing options, initiating, engaging and doing, modelling, supporting, leading
<b>Implementation</b>	<b>Curriculum Drivers</b>	<b>Spiritual, Moral, Social and Cultural Development</b>		Childhood Experiences: Places & Environment; Communities and Making Connections		Oracy and Use of Vocabulary	
		Non-negotiables / Basic Skills		Well-being		Acquisition of Knowledge ensuring Challenge & Progression for all Pupils	
<b>Organisation</b>	<b>Planning</b>	Teacher CPD	Teacher collaboration	Children's involvement and ownership,	Sharing with parents and community	Use of resources	Derivatives: curiosity, enquiry and fundamental knowledge facts and experiences
	<b>Visits</b>	Family links	Visitors in school	Assemblies & Celebrations	Partnerships + Awards	Community links + Experiences	Extra-curricular activities
<b>Impact</b>	<b>The impact of our curriculum should be threefold; irrespective of starting points or background</b>	<b>Personal Development</b> Ashley pupils have positive attitudes that they apply to their learning and moral values that extend into their wider community. They have the emotional skills to tackle the challenges they may face and know who can support them in times of greater need. Pupils are happy and confident in their uniqueness and ambitious to realise their potential in whichever path they		<b>Standards</b> Expected or better progress made from starting points, regardless of when pupils begin their Ashley journey. Achievement and progress is measured across the curriculum; however a secure understanding within the core and foundation subjects is essential to develop wider skills and knowledge across the		<b>Curriculum Entitlement</b> Children have access to a well-sequenced, broad and balanced curriculum enriched with staff's enthusiasm, varied activities, experiences and resources which stimulate their imagination, arouse their curiosity and foster a lifelong love of learning.	

		choose beyond Ashley.	whole curriculum.	
<p style="text-align: center;"><b>Evaluation of Impact</b></p>	<p><b>Reflections made as: learners, practitioners and observers - pupils, staff, SLT, governors and parents/carers.</b></p>	<p><b>High Quality Outcomes</b>          Has the learning led to a purposeful and relevant outcome? Are pupils challenged to reflect upon and evaluate their learning?          Are pupils evaluating their attitude to learning and its links to success?          Are there high expectations for all pupils?          Is assessment purposeful, efficient and used to shape future learning?          Is feedback a prominent feature of the learning?          Is planning, preparation and assessment efficient, purposeful and effective?          Do staff have access to effective, evidence based, professional development to ensure high quality teaching?</p>		
		<p><b>Curriculum Content</b>          Are pupils able to connect local, national, regional and global contexts for learning?          Do pupils experience enrichment and enjoyment in their learning?          Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation?          Is access to cultural capital planned within learning?          Is learning adapted to reflect local, regional and global affairs, technological and environmental changes?          Does curriculum planning reflect our aims and the starting points of our children?          Why are we teaching this - where do we want to take our children's learning that follows our drivers?          Do teachers have good knowledge/understanding of the local community in which the children live?          What essential skills/knowledge are built into the curriculum that reflect this?</p>		
		<p><b>Challenge and Progression</b>          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 show that tasks are rich and engaging for all pupils?          Do planning, tasks and outcomes show a clear understanding of pupil needs and how best to support them?</p>		
		<p><b>Embedding Knowledge &amp; Skills</b>          Do children have opportunities to solve problems 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, knowledge, skills, concepts and vocabulary planned within curriculum topics as well as discrete subjects?          Are there coherent links within topics and subjects that increasingly challenge pupils? What knowledge, skills, concepts and vocabulary have pupils acquired?          Is each subject given integrity and taught systematically either discretely or as a topic?          Have teachers considered how children learn? Constant revision of key themes, VAK...          Has prior knowledge been determined? Initial assessment of units and previous assessment of subjects          How will key facts be committed to long term memory? - revisiting of key objectives throughout a year - passports          Are the children clear about what they need to remember in the future? How will they achieve this? passports          How will teachers check that knowledge has been embedded? Relative assessment          Do curriculum maps provide opportunities for revisiting and building upon prior knowledge?</p>		

Do curriculum plans, teaching approaches,resources and environments consider cognitive load?

**Vision & Values**

Does the curriculum reflect our vision and values?

Is explicit reference made to our vision, curriculum aims and learning behaviours in lessons, topics and subjects?

Do pupils engage with local community, national and global issues?

Are pupils aware of British values and able to make connections between their learning and these values?

**Measures:**

Open forum questionnaires on website, Parents' Evenings, Progress Meetings, Link Governor observations and meetings, Curriculum and Standards Meetings, Observations, Pupil voice and questionnaires, book health checks, published data, in school assessment, learning walks, CPD, focus groups, Phase Meetings, Subject Leader Meetings, School Council