

## Our Curriculum: The Big Picture

<b>Intent:</b> What are we trying to achieve?	<b>Curriculum Values:</b> → Inclusive and Healthy Schools   High Expectations   Challenge and Perseverance   Mutual Respect for All   Purposeful Inclusion   Pupil Voice and Participation
	<b>Curriculum Aims:</b> → <b>Successful Learners</b> who are 'learning to love learning'.   <b>Confident Individuals</b> who are able to lead safe, healthy and fulfilling lives.   <b>Responsible Citizens</b> Who make positive contributions to society   <b>Independent Adults</b> Who can work with others and live independent lives.
	<b>Focus on Learning:</b> → <b>Attitudes and Attributes</b> e.g. determined, adaptable, confident, risk-taking, enterprising   <b>Skills</b> e.g. literacy, numeracy, ICT, social, health, personal learning and thinking skills   <b>Knowledge and Understanding</b> e.g. big ideas that shape the world
	<b>The Curriculum will...</b> → ...address disadvantages and disruptions   ...be engaging and enjoyable   ...be broad and balanced, and promote Community Values   ...be therapeutic and Nurturing   ...address the individual needs of each pupil   ...enable pupils to progress from Social isolation to inclusion.

<b>Implementation:</b> How do we organise learning?	<b>Means of Delivery:</b> → Enrichment Activities   Assemblies   Lessons   Specialist workshops   Mentoring and Coaching   Social Activities   Structured reflection   Therapy   Leadership roles
	<b>Clarity Curriculum Aspects:</b> → Engagement   Enrichment   Academic/Vocational   Specific Learning Difficulty Programmes   Nurturing and Therapeutic
	<b>Whole Curriculum Dimensions:</b> → British Values   Leadership and Independence   Pupil Voice and Participation   Financial Awareness   Enterprise and Employability   Core Subjects: English, Maths, Science, ICT   Foundation Subjects - Taught through Topics   Creative Arts
	<b>Statutory guidance and expectations</b> → "A Good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." <b>Amanda Spielman HMCI (2018)</b>

<b>Impact:</b> How well are we achieving our aims?	<b>Evaluating Impact:</b> → Progress in Curriculum Subjects   Qualifications relevant to pupil ability   Progress on Individual Outcomes and targets   Vocational Qualifications   Attendance and participation in learning
	<b>Accountability Measures:</b> → Attendance   Behaviour   Employability Skills   Post 16 plans   Healthy Lifestyle Choices   Enthusiastic participation and active pupil voice