



# DORMANSLAND PRIMARY SCHOOL



## CURRICULUM OVERVIEW

<b>School Context</b>	<b>School Values</b>	Inspire			Nurture			Challenge		
	<b>Curriculum Pillars</b>	The curriculum takes into account our different cultures, our local area and our place as a global citizen.	Language-rich environments provide challenge and equality of opportunity for all learners.	New and enriching experiences to create lifelong learners who are able to apply knowledge, skills and make meaningful links.	Our curriculum encourages all learners to be aspirational now and in the future.	An unrelenting focus on embedding key skills and frequent opportunities for rehearsal.	Every learner is exposed to high quality books which promote a love of reading.			
<b>Intent</b>	<b>Curriculum Vision</b>	Happiness	Learning	Family	Security	Inclusion	Innovation			
	<b>Threads</b>	Democracy	Social Mobility and Aspirations	Equality and Diversity	Technology and progress	Environment	Culture and Society			
<b>Implementation</b>	<b>Teaching Foundations</b>	High-quality feedback	Challenging questions	Careful sequencing	High expectations	Engagement and immersion	Purpose	Making links		
	<b>Organisation of Curriculum</b>	English and the Arts		S.T.E.M		Global and Spiritual Understanding	Health and Wellbeing			
	<b>Terrific Two</b>	Super Starter				Fantastic Finish				
	<b>Assessment</b>	Termly summative assessments		Ongoing formative assessment		Low-stakes assessment (metacognition and retrieval practice)		Pupil feedback		
<b>Impact</b>	<b>Quality of education</b> Learners make progress in line with, or better than national expectations.			<b>Behaviour and attitudes</b> Learners approach all challenges and new learning with a positive confidence. A growth mind set allows pupils to take risks with their learning.			<b>Personal development</b> Learners are given the tools to: seek self-improvement; be self-motivated; are open minded; have high aspirations and a lifelong love of learning.			
<b>Evaluation</b>	<b>Regular Review</b>	<b>High quality outcomes</b> Learning has led to a purposeful outcome or product evident in books.		<b>Regular communication</b> Learning is reviewed with all stakeholders in professional discussions and meetings.		<b>Opening up Practice</b> Learning is open and teachers learn and adjust practice in light of what they see.		<b>Improving and changing</b> Learning is reviewed, improved or changed in light of outcomes and expectations.		
	<b>Monitoring</b>	Work scrutiny and learning walks		Data outcomes		Pupil Voice		Curriculum Learning Walks	Curriculum evaluations	