

| VISION | | "GROWING LIFELONG LEARNERS" | | | | | | | | | | | | | | | | | | | | |
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| | | Bosmere is a caring community, where the health, happiness and success of everyone is nurtured and celebrated | | | | | | | | | | | | | | | | | | | | |
| Our Aims: | | Providing rich learning experiences through a creative curriculum which fosters a lifelong love of learning | | | | Creating a supportive environment where pupils feel safe and secure and have a strong sense of self-worth | | | | Equipping every child with the confidence and skills they need to face the challenges of the future | | | | Setting high expectations for work and behaviour and inspiring everyone to do their best | | | | | | | | |
| Our HEARTS Values describe the attitudes we promote. It's what we try to be in our hearts that matters. Be... Our GROW IT Learning Values describe the characteristics pupils will need in order to be successful learners and to develop effective lifelong learning habits | | HEALTHY | | | EMPATHETIC | | | AMBITIOUS | | | RESPECTFUL | | | TRUSTWORTHY | | SAFE | | | | | | |
| | | GREATNESS | | | RESILIENCE | | | ORIGINALITY | | | WONDER | | | INDEPENDENCE | | TEAMWORK | | | | | | |
| The vision of the curriculum at Bosmere Junior School: | | In order to provide a broad and balanced curriculum, we use National Curriculum guidelines to develop the knowledge content, adapting it to meet the needs of our pupils. | | | We aim to provide a clear context for learning by creating question driven topics which, where appropriate, integrate several different subjects and link to the local area. | | | We aim to inspire and engage pupils in their learning journey with 'Super Starters' and maintain their interest with 'Fantastic Finishes' end goals. | | | In order to encourage pupils to have ownership of their learning, topics will incorporate an element of choice, including a 'project based learning' approach where appropriate. | | | We aim to develop attributes, skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning. | | We aim to provide pupils with the knowledge, skills and understanding they need to lead healthy and independent lives, thus becoming informed, active and responsible citizens. | | We encourage pupils to share their learning with each other, their families and the wider community. | | | | |
| Our teaching intentions: | | Adults provide a powerful role model for pupils in terms of their expectations and the respect and value they demonstrate for all pupils. | | | Clear teaching points and expected outcomes are modelled effectively. | | | Prior learning is used in order to teach effectively and secure progress. | | | Personalised learning provides challenge and support where necessary. | | | Effective teacher input and task design provide opportunities for pupils to think for themselves and learn independently. | | Continuous formative assessment through effective questioning, listening and observing enables fine tuning of teaching. | | Moderation of assessments and judgements ensures consistency across the school. | | | | |
| Our provision is informed by education research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our school's curriculum. | | Teaching is based on a clear understanding of cognition and learning and uses knowledge of different learning styles to maximise teaching impact. | | | Subject managers and teachers have a deep knowledge of the subjects they teach and developments within these subjects. | | | Teachers use a varied range of processes to develop pupils' learning and retention, e.g. enquiry, experimentation, active, practical, role play and problem solving. | | | Teachers monitor learning and provide feedback. | | | The classroom climate created by teachers inspires, supports and motivates all pupils. | | Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment. | | We strive to develop strong partnerships with parents and carers that influence learning at school and home. | | | | |
| 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 | | Lessons | | Educational visits including residential opportunities | | Visitors into school | | Assemblies | | Extra-curricular opportunities | | Learning outside the classroom | | Events including fundraising opportunities | | Pupil leadership roles | | Homework including learning projects | | Opportunities for Parental Engagement | | |
| | | Art | Computing | DT | English | Geography | History | Maths | Music | PSHE | PE | RE | Science | Spanish | | | | | | | | |
| | | Topics based on key questions and themes that use subject interrelationships - less but in more depth | | | Lead and linked subjects in each topic, with English linking wherever possible | | | 'Super Starters' to hook pupils in and 'Fantastic Finishes' to provide a clear end goal for each topic | | | GROW IT Learning Values and HEARTS Values taught explicitly in each topic | | Flexible timings and organisation to ensure secure learning and motivation | | Use of stimulating indoor and outdoor environments all year round | | | | | | | |
| 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 Pupils make progress and attain in line or better than National expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded across the curriculum. | | | | | | IMPACT 2: Becoming lifelong learners Pupils are developing the skills, good attitudes and learning behaviours to become lifelong learners. They demonstrate the "GROW IT" values. (The GROW IT values have progression and provide challenge.) | | | | | | IMPACT 3 : Personal development Pupils demonstrate with their behaviour within lessons and around the school that they are making good, safe choices and that they are developing the skills to become active, responsible citizens. (The HEARTS values promote positivity.) | | | | | | | | |
| We regularly review how well our curriculum goals enable achievement | | High quality outcomes Has the learning journey led to a purposeful outcome or product? Are there clear assessment criteria? Are pupils challenged to think and to evaluate their learning? | | | Curriculum content is responsive and relevant Are pupils engaged in their learning? Is the local community utilised to enhance learning? Are tasks adapted to reflect current issues? Do teachers use assessment to adapt the curriculum appropriately? Do subject leaders share their curriculum expertise? | | | Mastery and challenge for all Is the curriculum sufficiently challenging and appropriate for each pupil? Are there opportunities to develop independence and resilience? Are there high expectations for all? Does the pupils' work show that tasks are rich? | | | Embedding knowledge and skills Are there opportunities to solve problems? Does the curriculum allow pupils to build on their skills throughout school? Are knowledge and skills carefully planned in curriculum projects? Are there links between projects which allow increasing challenge and embed skills? What knowledge and skills have pupils gained against expectations? | | | Being an effective member of a community. Does the curriculum encourage pupils to be active members of the school community? Are pupils encouraged to make healthy choices? Do pupils know how to make safe choices including on line? Do pupils show empathy towards others? Do pupils share and learn from each other? | | | | | | | | |
| | | Evaluation through: Work scrutiny, data analysis, project outcomes, pupil interviews | | | Evaluation through: Lesson observations, learning walks, work scrutiny, project outcomes, governor subject meetings | | | Evaluation through: Lesson observation, learning walks, work scrutiny, project outcome, pupil interviews | | | Evaluation through: Lesson observation, learning walks, work scrutiny, project outcomes, pupil interviews | | | Evaluation through: Data analysis, project outcomes, governor subject meetings; pupil interviews | | | | | | | | |