



Intent

Our vision at Blundeston is to provide "A Place to Flourish". This is based on the bible passage **John 10:10** when Jesus said "I have come that they may have life, and have it to the full". This is what we want for everyone in our school community: to reach their potential, as God intended. This vision is threaded throughout our broad and balanced curriculum. We provide a supportive, nurturing and engaging environment where barriers are removed and high expectations are shared in order for children reach their potential. We understand that learning is a shared responsibility of all our community and that we all have our part to play if everyone is to reach life to its fullness.

Our curriculum is...

<p>Built for progress</p> <p>We understand that children learn in small steps. Too much information can cause cognitive overload. Therefore, we use metacognitive strategies in all lessons to support the learning.</p> <p>Our curriculum:</p> <ul style="list-style-type: none"> - Is sequenced for planned progression within subjects and across year groups - Activates prior knowledge, vocabulary and skills - Constantly assesses learning to check for current knowledge, skills and misconceptions. - Is planned flexibly to deliver what is needed for each child and class - Encourages children to make links across and between their learning - Builds schemas across units, subjects and year groups, meaning children learn more and remember more 	<p>Engaging and inspiration – we offer a broad and balanced curriculum that seeks to engage and inspire our children. We want them to enjoy their learning but to think deeply about the concepts taught, and also how they can use this knowledge to improve their futures.</p> <p>Connected and purposeful – our curriculum is built so children develop the skills and knowledge specific to each subject, but we also recognise how these subjects are interconnected. We make links between year groups and between subjects explicit for the children. Our curriculum gives children a purpose to the learning – whether writing to persuade parents or to investigate how the Romans impacted our local area.</p> <p>Vibrant and diverse – children are exposed to a range of different cultures and individuals who reflect our diverse society. Through our curriculum they are taught to empathise with others but are also empowered to use self-expression for their own ideas, emotions and thoughts.</p> <p>Creative and challenging – Our curriculum offers children the chance to be challenged. They are encouraged to think creatively, take risks and be innovative when problem solving. Children are taught that this needs resilience and courage.</p>	<p>School Christian values</p>		
		<p>Family</p>	<p>Compassion</p>	<p>We are kind to ourselves with our learning. We know that we may need to take smaller steps to reach our goal.</p>
			<p>Responsibility</p>	<p>We are active learners in lessons. We participate, try our best and complete work to the best of our ability.</p>
			<p>Collaboration</p>	<p>We know great things happen when we work together. We listen, share and support one another in lessons.</p>
		<p>Flourish</p>	<p>Wisdom</p>	<p>We use our knowledge across the classes and year groups to support our learning in class. We make links with previous learning.</p>
			<p>Courage</p>	<p>We are brave to ask questions and find the answers. We are determined to succeed, even when this is tricky.</p>
			<p>Hope</p>	<p>We dream big! We know our learning can help us achieve in the future. We hope to be the best version of ourselves to help our community and the world as a whole.</p>
		<p>Respect</p>	<p>Honesty</p>	<p>We know learning can be hard – we have to be honest and seek help when needed.</p>
			<p>Forgiveness</p>	<p>We all make mistakes but we learn from these and start afresh.</p>
<p>Thoughtfulness</p>	<p>We think before we answer. We use our previous knowledge to make links to our new learning. We challenge ideas in a respectful way.</p>			

Implementation

<p style="text-align: center;">Metacognition</p> <p>We use the teacher as the expert to demonstrate learning to the novice. We break down learning into smaller steps, to allow children to focus on one thing at a time. Children are given thinking time to activate and use prior knowledge. Staff explicitly model and 'think aloud' to support the 'why' and 'how' of new skills and knowledge, using a range of stimulus to engage thinking. Children build their knowledge and skills so they can access more challenging and deeper thinking across the curriculum. Children are given time throughout learning to reflect on their success but also how to move their learning forwards.</p>	<p style="text-align: center;">Reading</p> <p>We use high quality texts to engage and enthuse. We follow Little Wandle systematic, synthetic phonics programme, and use whole class reading to teach fluency, vocabulary and comprehension.</p> <p>We use reading across the curriculum for information and to spark curiosity.</p>	<p style="text-align: center;">No opt out</p> <p>We encourage our children to be active learners. To support this, we use techniques such as: think, pair share, cold call & show me boards. These also allow teachers to check for understanding.</p> <p>We always give thinking time to allow children to formulate their opinions and thoughts. We create safe and nurturing environments where children can test and challenge ideas.</p>	<p style="text-align: center;">Subject specific skills and knowledge</p> <p>Each subject has its own vision underpinned by the substantive knowledge (facts, concepts and ideas), as well as disciplinary knowledge of how the subject is taught.</p> <p>Children learn foundation subjects as distinct areas but explicit links are made across these to build schemas and commit learning to memory. Staff have regular and informed CPD to ensure they are kept up-to-date with subject knowledge, educational research and pedagogy.</p>
<p style="text-align: center;">Enrichment</p> <p>We provide opportunities to explore and learn more about the curriculum subjects. These include outdoor learning, visitors, trips, residential and cluster competitions.</p>	<p style="text-align: center;">Vocabulary</p> <p>Tier 2 and 3 vocabulary is explicitly taught and revisited. We know what words children have learnt in previous terms and years, and so build on their existing knowledge. We also offer opportunities for children to use these words in their learning.</p>	<p style="text-align: center;">Aspiration</p> <p>We use visitors to show where subjects can lead to in the future. These visits inspire our children to dream big. We think about how we can use our knowledge and skills to make our own lives, our school and our world a better place</p>	<p style="text-align: center;">Support for all</p> <p>At Blundeston we use quality first teaching to ensure no child falls behind. We ensure the task is suitable and reflective to the intended learning. We use metacognition to model and scaffold learning for all. We pre-teach key ideas, vocabulary and concepts to those who will benefit. Some children will receive prompt and effective interventions to support their individual needs, guided by the use of support plans to assess, plan, do and review.</p>

Impact

**Formative assessment
(throughout day - day learning and interactions)**

- Low stakes quizzes
- Low stakes questioning e.g. Spot the mistake/Tell me about..../Explain how this works...../Describe the process to me.....
- Show me boards, cold calling & talk partners
- Application of skills and knowledge to reason, argue, explain, justify and challenge a statement/question.
- Look for misconceptions

**Summative assessments
(end of unit & term)**

- Quizzes
- End of unit tasks
- NFER Reading, maths & SPAG (Y2 – Y6)
- Question analysis helps to see where individuals, groups or whole class need extra support

Monitoring

- Subject coordinator release time
- Book study
- Pupil voice
- Sonar results
- Observations & drop ins
- Professional discussions
- Staff meeting time
- Learning walks
- Governor monitoring

Outcomes for pupils

By the time our pupils leave Blundeston, our children become lifelong learners and live out our Christian values:

Family – our children enjoy working together in order to achieve. They see the world from other people’s point of view and show empathy towards others. They are responsible citizens who care for each other and our world.

Flourish – Our children are curious learners who are motivated and resilient to succeed. Our children are ambitious and enjoy a challenge. They know they have to work hard and take risks in order to be their best.

Respect – Our children are respectful of everyone. They are confident to voice their opinions but are listeners who value other peoples’ differing views. Our children are courageous advocates who know they must speak up to make our world a better place.