



Yoxall St Peter's Curriculum



Updated January 2024

INTENT What do we want for our children?	Our Vision and values	Dream Dream of a global community that lives well together		Believe Believe in steadfast character development, hope, aspiration and courageous advocacy			Learn Learn the wisdom, knowledge and skills we need for life			Achieve Achieve a school society in which dignity and respect can flourish												
		TRUST		COMMUNITY		COMPASSION		PERSEVERANCE		FORGIVENESS		HOPE										
		At Yoxall St Peter's Primary School we want our children to develop a love of learning. We want them to become resourceful, enquiring and independent people who believe in themselves and dream of what they can achieve. We want them to have a mutual respect, understanding and consideration for the ideas, attitudes, values and feelings of others. We want them to value and be valued as part of their local community and citizens of the world. We want our curriculum to enable them to apply their skills and knowledge to all aspects of their lives so that they have the cultural capital they need in order to succeed.																				
	Safeguarding	Drug education	Relationships and Sex Education	Online Safety	Anti-bullying	Anti-racism	Protection from extremism	Health and first aid	Protective behaviours	Keeping safe at home school, at home and in the locality	Mental/physical health and wellbeing	Road and rail safety	Water safety	Safe transition to new settings	Visits to school by medical staff	Fire awareness						
	Learners enabled by...	A learning climate, built on nurturing, positive relationship, enabling all to feel safe and thrive		Expert subject knowledge based on understanding and cognition and learning		High expectations of conduct and learning behaviours		Exceptionally clear modelling of key concepts: A well sign posted learning journey		Precisely targeted questioning to accurately identify misconceptions and reshape learning opportunities		Challenge for all, with rich opportunities for all to work at a greater depth		'In the moment' feedback; and purposeful marking		Creative opportunities to embed concepts into long term memory; to recap, apply and make connections		Accurate assessment informs next steps planning		Teachers model growth mind-set and actively engage in life-long learning		Teachers plan coherent sequences that cumulatively build on knowledge and skills for future learning and employment
Enthusiastic learners	Exploring		Actively independent learning		Creating and thinking critically		Risk taking		Perseverance		Questioning		Reflection		Resilience		Team work					
A range of experiences and contexts	Empowered learners who have an understanding of their value in the community both locally and globally.		Passionate and inspired teachers		Inspiring, purposeful learning environment		Visits and visitors		Hands on experiences		Pupil voice listened to and explored.		Range of high-quality texts which inspire a love of reading		Integrated use of new technologies and critical thinking of social media.		Learning outdoors		Extracurricular activities that celebrate achievement		Memorable and meaningful, cross curricular themes, linked across year groups and phases	

IMPLEMENTATION Approaches to learning	Approaches to teaching	Excellent subject knowledge	Clear sequences of learning	Explicit instructions	Engaging and creative activities	In the moment marking and feedback with misconceptions addressed	Encouraging independence	Targeted support	Matched learning from AFL	Appropriate challenges for all learners	Metacognitive teaching strategies. Plan, monitor and self-evaluate.			
	Transferable skills	Think about how we think		Adapting to different audiences and situations		Communicating effectively.		Reflective thinking to self-manage		Pro-active research		Developing positive relationships		
	Breadth and balance	EYFS areas of learning	PSED	Communication and language	Physical development	Literacy	Mathematics	Understanding the World			Expressive Arts and Design			
	English (phonics, reading, writing)	Mathematics	RE	RSE SMSC PSHE	PE	MFL	Computing	History	Geography	DT	Art and design	Music	Science	Outdoor learning

IMPACT How well are we doing?	Desired outcomes	<i>The quality of teaching and outcomes for pupils is at the very least good.</i>	<i>Our subject leaders have a clear view about the strengths and weaknesses in teaching.</i>	<i>Our subject leaders have evaluated what needs to improve so our children have an enjoyable and meaningful time at our school.</i>	<i>All children are able to achieve particularly those who are disadvantaged and those with SEND. Children make at least expected progress and most attain in line with or better than national expectations.</i>	<i>Our children progress through school remembering what they have learnt and being able to transfer the skills they have acquired to new areas of learning.</i>		
	Desired outcomes	Children enjoy coming to school with a positive attitude towards their learning. They embrace new concepts and are confident in what they need to do independently. They have self-belief, resilience and a positive self-critical attitude which results in a desire to improve. Children are tolerant of others, respect others and have an understanding of rules and democracy.						
	Accountability measures	Teacher pupil progress meetings with SLT	Nationally generated performance data about progress and attainment including GLD in EYFS, KS2 SATs, phonics screening and Year 4 multiplication tables check	Moderation Internal and external	Internal assessment and tracking systems.	Discussions with children about what they have remembered from what they have been taught.	Validation of judgements through school improvement visits from SIA, expert colleagues within the MAT and peer reviews.	Pupil and parent voice

Yoxall St Peter's learning journeys

Each year group has a learning journey to show how we plan to teach all of the objectives set out within the National Curriculum. Our parents are updated every half term with this information along with other extracurricular activities that might be planned. From the learning journey, we plan coherent sequences of learning that enables us to break down the broader National Curriculum objectives. We also ensure that where we have mixed age classes, our objectives for different year groups are clearly defined and taught.