



St John the Baptist C of E Primary School - Curriculum Vision








Vision Statement

We believe that the primary years should be full of joy, laughter and inspirational learning in a safe and supportive school. We are an attachment aware school, proud to use emotion coaching and restorative approaches to help children to develop the skills they need to get on with others and be kind to themselves. All we do at St John the Baptist Church of England Primary School is based on our Christian values of respect, friendship and trust.

Children thrive with supportive adults modelling the values and behaviours we wish for our children - everybody at St John's is a learner and every individual can learn something new every day. We believe that all children have the capacity to learn and to delight in learning and that they learn best through play, through being outdoors and through first-hand experience. All members of our school are given the support and challenge they need across a broad, rich curriculum to discover and develop their unique attributes as learners and to live our values. Children of all ages can be confident, independent learners, evaluating their learning, taking on board feedback to improve and wanting to do their best. We call this REACH learning - resilient, enthusiastic, ambitious, creative and hands on.

Parents, carers and our wider community, including our church family, are welcomed into the learning adventure of our children. We provide opportunities for community participation and leadership development for all our children and aim to ensure all children at St John's build **respect** for our planet, **trust** in ourselves and strong bonds of **friendship** with each other and with people across local, national and global communities.

REACH learning attitudes

Roxy the Resilient Robin 	Elvis the Enthusiastic Elephant 	Alvin the Ambitious Ant 	Cleo the Creative Chameleon 	Holly the Hands-on Husky 
We challenge children to push themselves, to try, adapt and try again, to not give up when things are hard. We teach the skills needed to evaluate why we find something hard and what we could use to help us. We deliberately plan learning experiences to build in opportunities to struggle and overcome obstacles in order to develop confidence and resilience.	We believe in embracing new experiences as learners. We ask questions and are curious about the world. We want to find out more. We share our own knowledge and experiences from outside school. We deliberately build in opportunities to make connections between things we know and love and new learning.	We really push ourselves to do our best in our learning. we value working hard in lessons. We are always looking for ways to improve on what we have done. We take on board feedback from our teachers and other children to help us do even better. We deliberately build in opportunities to be able to show learning and outcomes which are 'above and beyond'.	We are creative across the whole curriculum. We look for new ways of doing things, we don't believe that one size ever fits all and we value the unique contribution that everybody brings. We build in opportunities to show our individuality in the way we do things as well as in what we do.	We learn from experiences. We get outdoors a lot, go on a lot of educational visits and have a lot of visitors. We get to touch animals, artefacts, nature and a wide variety of media and tools to get really skillful at new talents. We use equipment to help us and support us to be independent. We build in opportunities to use our hands in many ways to learn every day.

Physical, Personal, Social and Emotional Development	Communication, Language and Literacy	Mathematics and Technology	Understanding the World	Expressive Arts and Design
Children learn to value and take care of themselves and others. Physical and mental wellbeing are core to living healthy lifestyles. Children learn that physical wellbeing and mental wellbeing are intrinsically linked. Children learn to be self-aware and reflective of their own and others' emotions. Children develop strategies in order to solve their own problems and show resilience when encountering personal, social and physical challenges. We learn about how to communicate effectively and get on with each other, and how to value the different qualities, beliefs and practices of other people.	The foundations of all academic and social progress are built on communication and literacy. Children learn to listen and to talk eloquently with confidence. They learn to use a wide vocabulary in their speech and in their writing to communicate with precision. They learn to read with comprehension and enjoyment. Through a variety of real life experiences, children become precise and purposeful communicators. They grow their cultural awareness through exposure to language and literature of other cultures.	Children learn to problem solve in real life contexts, through hands-on experiences, in an analytical way using a variety of relevant skills with precision and accuracy. As a result, allowing children to gain confidence and understanding of how technology and mathematics can enhance learning and living. Children evaluate, reason and explain their ideas to justify their understanding.	Children learn to make sense of the world through active, practical enquiry based learning in a real life context using the whole school environment and beyond. Children understand and celebrate their place within the school, local, national and global communities. Diversity is celebrated and equality is promoted throughout the curriculum. Children learn how to question the reasons for events and situations which occur now and in the past, locally and internationally. Children make connections with prior learning and build on a set of enquiry skills: (observing, questioning, researching, evaluating and comparing).	Children build an understanding of the artistic accomplishments of humankind. Through the arts children are inspired and challenged, acquiring the knowledge and skills to enable them to develop creative responses. Children explore world cultures and history through performance and the making of art, craft and design. Children begin to learn how performance and the making of art, craft and design reflects and influences human experiences.

<p>PE: Children are able to understand the need for physical education. They can communicate effectively and improve teamwork skills, whilst developing physical skills and basic movements. Children are resilient when faced with challenges and ambitious when taking risks, in order to develop skills for the future.</p>	<p>Reading: Children at St John's use their love of reading to access new learning. Children confidently use their reading skills to develop a better understanding of the world.</p> <p>See reading policy</p>	<p>Mathematics: Children are confident in solving problems using a wide range of skills and relating these to real life scenarios including breaking down problems into a series of simpler steps and persevering to seek solutions. Children are fluent in the fundamentals of mathematics, this will allow pupils to develop conceptual understanding, utilise a variety of skills and the ability to apply knowledge rapidly and accurately. when faced with sophisticated problems. Pupils show enthusiasm when reasoning mathematically by following a line of enquiry, find relationships/patterns and justify their explaining through mathematical language appropriate to their learning.</p>	<p>RE: Children demonstrate an informed and respectful understanding of Christianity as a living world faith, as well as other world religions and views. They are able to critically question, challenge and evaluate their impact on society and culture, individually and collectively. Through enquiry based learning, children are able to use the St John's Core Values and Reach learning characteristics interchangeably to make decisions, engage others in the wider school community and evaluate the effectiveness of their actions. Children will be keen advocates in creating mutually beneficial links with other communities, nationally and globally</p>	<p>Art and design: Children learn that art, craft and design embody some of the highest forms of human creativity. A high quality of art and design education should engage, inspire and challenge our children and equip them with the knowledge and skills to experiment, invent and create their own works of art, design and craft. Children will build on skills systematically enabling them to explore creative ideas and record their experiences confidently and skilfully. Children will be inspired by a variety of artists, designers and crafts- people. Understand the cultural and historical contexts of their art forms. They should learn how to think critically and reflect on how art can reflect and shape history. Children will begin to understand how the language of art communicates different messages and how it is viewed in the world.</p>
	<p>Writing: Children can precisely communicate ideas in writing, adapting their language to suit both purpose and audience. The purpose for writing drives the children's passion and they are keen to broaden their own range of vocabulary in order to improve.</p>	<p>Computing: Children use computational thinking and creativity to understand and change the world. They understand how technology can be used to follow lines of enquiry and work collaboratively to create digital content. Children use technology to widen their understanding of the world beyond their local community. They use technology safely and are responsible digital citizens</p>	<p>Science: Children will practically explore and question the natural world in order to make sense of their environment. They will begin to understand natural processes through inquiry and connect prior learning. Children will systematically build on skills for enquiry gathering evidence and developing their own theories. They will increase their scientific vocabulary through each enquiry and use this vocabulary to explain their findings. Children will develop their own lines of enquiry. Children will build Scientific knowledge and learn scientific methods. Children develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</p>	
<p>PSHE including SRE: Children are supported to communicate their ideas and work as a team. PSHE is taught explicitly in each year group and as a whole school. Children understanding why we teach PSHE and reflect on their learning. Children learn through active participation both in class and as pupil voice groups. Regular subject themes [local community, equality and diversity, anti-bullying] are introduced to challenge children's thinking.</p>	<p>French: Children are able to apply their language knowledge to real life experiences with confidence. Children make links to other areas of the curriculum. Children are curious about the culture from which the language comes from.</p>	<p>Design and Technology: Children are resilient when faced with challenging problems and consider how to solve these problems creatively, with enthusiasm. Children have an understanding of technical and practical techniques to support them in their task design and help them to be successful. Children are able to reflect on their tasks and evaluate against their design criteria. As well as be able to critique the products of their peers, with respect. Every child has the opportunity to prepare, cook and sample food as well as learn about nutrition.</p>	<p>History: Children will be enthusiastic to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Children will be inspired to want to know more about the past and be equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time this will help them to make sense of their own lives. Children will be enthusiastic about following their own lines of enquiry.</p> <p>Geography: Children begin their learning journey by developing an awe and wonder for the world around them. They explore local geography and that of the wider world. Children understand the differences and complexities of physical and human geography. They use fieldwork skills to explore the geography of our local area and discover key features of physical geography that are compared to those further afield. Children explore real life geographical changes that affect the growth of the world we live and grow in. Children use specific vocabulary related to geography. They use enquiry skills to build on prior learning.</p>	<p>Music: Children appreciate and confidently discuss world music and musicians. They learn to play an instrument in every year of school and read musical notation. IT is used to explore further musical opportunities e.g. sound tracks. Children perform with enthusiasm and ambition at events within the community and the outdoor environment encourages children to experience world music in different ways.</p>

Implementation and Evaluation

We Plan the Journey	We Give and Use Feedback	We Develop Others and Ourselves	We Build Relationships for Learning
<p>We carefully plan the whole learning journey, ensuring precise Learning Objectives leading to skills learned and applied. Shared Success Criteria break down and build up the steps for learning to be successful. At the planning stage, we consider the possible misconceptions and ensure our questions, models and explanations will deal with those to enable children to learn the difficult bits well.</p>	<p>We ask thoughtful questions and give developmental feedback in all our lessons. We build in editing time for children to reflect on feedback and to improve their work. We use Carpet Clubs to support and stretch. Written feedback, given where appropriate, is for the children. We adapt the learning in lessons as we notice the children's misconceptions.</p>	<p>We recognise our responsibility to learn and grow in our profession. We all develop our professional responsibility to be learning and improving our practice through reading, coaching, sharing expertise, giving and receiving expert advice. Our dialogue with colleagues is collaborative and professional.</p>	<p>We build and maintain excellent relationships with children and parents, looking for the unique qualities in each child and how we can enable them to be a REACH learner. We always have high expectations of everything everybody does, in and out of class. We expect children to make good use of their learning time. We use restorative practice to ensure we maintain positive relationships between all members of our community.</p>
<p>Is planning coherent and building clearly on previous learning? Are the expectations for every child high?</p> <p>Are children able to articulate what makes them successful in a learning task? Is the success criteria explicit and relevant?</p> <p>Have likely misconceptions been carefully considered and planned for?</p> <p>Are models consistent and is the language we use to explain the learning clear, concise and consistent with correct terms used precisely?</p>	<p>Are children challenged to think and evaluate their own learning?</p> <p>Are children's expectations of themselves high? Do they push themselves to achieve, without fear of failure?</p> <p>Are children who are struggling or succeeding in a lesson given the support or challenge needed in that lesson?</p> <p>Is assessment in the moment and given to direct children to make specific improvements to deal with a misconception?</p> <p>Do teachers adapt their planning in the lesson to address a wider misconception or to ensure understanding is embedded by the children?</p>	<p>Do colleagues support each other to improve their planning, teaching and assessment through working as a team?</p> <p>Do colleagues welcome new ideas and feedback from each other to grow their professional knowledge?</p> <p>Do colleagues challenge each other to improve each others' practice?</p> <p>Does coaching and feedback from colleagues feel supportive and ambitious with the children at the centre?</p>	<p>Are children expected to attend well in lessons, showing they are keen to learn and to share their learning with others in the way they talk and act? Are they taught and modelled expectations from the start?</p> <p>Are children expected to work hard, ask difficult questions and show REACH learning in all classrooms?</p> <p>Are children showing individuality and curiosity in their personal responses to what they are taught?</p> <p>Are children taught to use a restorative approach to ensure their relationships with one another are not negatively impacting on their learning or wellbeing?</p>

Impact - how will we know we have done what we thought we were doing?

Values	REACH	Knowledge and Skills	Citizenship
<p>Behaviour in class and at play is consistently respectful towards peers and towards adults.</p> <p>Everybody respects our school facilities and this is shown by the care they have for equipment and buildings.</p> <p>Children know how to make friends and how to resolve differences through the restorative approach. They are welcoming to new starters and seek to make them feel welcome.</p> <p>Children are trusted to do as they have been asked and taught the behaviours that trustworthy people do.</p> <p>Our pupil voice groups generally trust the children to make decisions and improve the school and community.</p> <p>Children talk about their learning with pride and are inspired to learn more.</p> <p>Children report that they feel safe and demonstrate secure relationships with adults so they thrive academically and socially.</p> <p>Children are able to express their feelings safely and support each other to overcome friendship problems. Children have high self esteem and belief in their peers.</p> <p>Children are respectful, trustworthy and friends to all.</p>	<p>Children demonstrate a need to achieve rather than a fear of failure.</p> <p>Children show creativity across the curriculum.</p> <p>Children demonstrate their learning in a range of practical ways.</p> <p>Positive attitudes to learning are demonstrated – allowing all learners to unlock their potential through being REACH learners.</p> <p>All members of the school community support each other to be REACH learners.</p> <p>Teachers design learning tasks to enable children to grow the REACH characteristics through the task.</p> <p>Children show independence and confidence across the curriculum, with every child being able to identify and develop their strengths. Children reflect accurately, celebrating their strengths and identifying next steps in their learning.</p>	<p>Children can show their knowledge and understanding of the taught curriculum.</p> <p>Children make links across their learning and use the skills they learn in one subject to apply in others.</p> <p>Children make good progress from their starting points as a result of teaching that focuses on the next step building on the last.</p> <p>Children are ready for the next step in their education when they leave us, having achieved at a level appropriate for their age and developmental stage.</p> <p>Children have knowledge about the wider world, having studied communities, cultures and the physical geography of the local area, nation and wider communities in other countries.</p>	<p>Children have experienced a range of activities that broaden their horizons and challenge their thinking. All children will have performed in front of an audience in some way.</p> <p>Children will participate in making music and performing.</p> <p>Children will participate in Sports to represent their house, and their school, will, learn to swim and take part in adventurous outdoor pursuits.</p> <p>Children will have visited a church and a cathedral and met members of various religions to ask questions.</p> <p>Children will have travelled on public transport and stayed away from home.</p> <p>Children will have visited a museum, art gallery and a theatre.</p> <p>Parents and members of the local community feel welcomed to participate in learning and school life. Children participate in leading improvement projects and activities for others at school. Children are able to express their concerns for other people and for our planet through practical action. Children are able to explain how they play a part in the community of classroom, school, village and planet.</p>