



# Salesbury Church of England Primary School – Our Curriculum Framework

Intent												
<b>Context</b>	Rooted In Faith	Aim High	Seek Within	Wonder Why	Salesbury School - Serving Others							
<b>Values</b>	Responsibility	Justice	Forgiveness	Trust	Wisdom	Reverence						
<b>Priorities</b>	<b>Developing our Sense of Self</b> Challenge and Question Resilience Growth Mindset Reflection Five Wells of Wellbeing Ethics of Excellence Vocabulary			<b>Developing our Sense of Others</b> Service Reciprocity Teamwork Equality Developing our Sense of the Community Philosophy Listening						<b>Developing our Sense of the World</b> Global Learning Social Action Responsible choices Appreciation Peace Charity Justice		
Implementation												
<b>Pedagogical Principles</b>	Regular Review	New learning in small steps	Questions	Model	Guide practice	Check and Challenge	Practice and Review	Scaffold, Resource and Support	Independence			
<b>Commitment</b>	<a href="#">Our pedagogical commitment to all our learners</a> What Great Teaching Means to Us											
<b>Curriculum Organisation</b>	A balance of focused units with subject bias, discrete subjects, blocks and immersion days chosen to maximise the impact for learners, resources, seasons and local/national priorities											
<b>Subject</b>	English	Mathematics	Science	History	Geography	Art and Design	Design and Technology	Computing	PE and Sport	Music	PSHE	Religious Education
<b>Approach</b>	Discrete subject taught daily	Discrete subject taught daily	Taught as both biased focus unit and discrete subject	Taught as focused unit with subject bias	Taught as focused unit with subject bias	Taught as both biased focus unit and discrete subject	Taught as both biased focus unit and discrete subject	Taught as discrete subject with immersion days	Taught as discrete subject	Taught as both biased focus unit and discrete subject	Taught as discrete subject, within philosophy and immersion days	Taught as discrete subject and within immersion days



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<b>Non Negotiables</b>	Engage with a hook	Defined and varied outcome	Reason for writing	A poem to learn by rote	Making it Real – Visit, Visitor, Expert	Immerse in a book	Subject Specific Skills	Blooms Taxonomy	Vocabulary and Language Structures	Engagement with parents	Independent Learning Sequence	Knowledge Organisers	Ethics of Excellence	Global Element	Philosophy for Children
<b>Curriculum Pledge</b>	Our pledge to our learners – all to access our Curriculum Pledge on their <a href="#">Salesbury Learning Journey</a>														
<b>Assessment</b>	Assessment at the Point of Learning	Self-Review through Marking	Termly Assessment of Reading, Writing and Mathematics	Ongoing Formative Assessment	PIRA Reading Assessments	Creative Learning Responses	Engaging with Stakeholders	Present and Perform	Pupil Teacher Discussions	Foundation Assessment – Blooms/Skills /Vocabulary	Knowledge Organisers	Integrated Assessment Tasks			
<b>Impact</b>															
<b>Curriculum Impact</b>	<b>Quality of Education</b>				<b>Behaviour and Attitudes</b>				<b>Personal Development</b>				<b>Distinctive Christian Character</b>		
	<ul style="list-style-type: none"> <li>Engagement with a purposeful, bespoke curriculum</li> <li>Equality of experiences</li> <li>Equality of broad and balance curriculum</li> <li>Achievement in National Tests</li> <li>Readiness for Key Stage 3</li> <li>Future aspirations</li> <li>Fluent and avid readers</li> <li>Enrichment and Cultural Capital for all</li> <li>Opportunities to excel, master and access challenge</li> <li>Learning Lounge</li> </ul>				<ul style="list-style-type: none"> <li>High standards of behaviour</li> <li>No exclusions</li> <li>Strong attendance</li> <li>Positive attitudes</li> <li>High levels of engagement</li> <li>Positive Relationships</li> <li>Pupil Leadership and Responsibilities</li> <li>4 R's of Learning</li> <li>Growth Mindset</li> <li>Mission in Action Incentive</li> <li>High 5 Workshops</li> <li>Recognition boards</li> </ul>				<ul style="list-style-type: none"> <li>Extra-curricular opportunities</li> <li>Engagement with the curriculum</li> <li>Engagement with social action projects</li> <li>SMSC opportunities</li> <li>Enrichment opportunities</li> <li>Pupil reflection</li> <li>British Values</li> <li>Effective Pupil Leadership and School Councils</li> <li>Pupil Parliament</li> <li>Engagement with community</li> <li>Prevent Focus</li> <li>Wells of Wellbeing</li> <li>Pupil Ambassadors</li> </ul>				<ul style="list-style-type: none"> <li>Foundation of Collective Worship</li> <li>Frequent opportunities for shared and personal prayer</li> <li>High quality Religious Education</li> <li>Mission Statement in Action</li> <li>Archbishop of York</li> <li>Lighthouse Worship Group</li> <li>Annual visits to places of worship from different faiths</li> <li>Focused reflective days</li> <li>Engagement with parish</li> </ul>		
<b>Evaluation</b>															
<b>How will we know?</b>	Curriculum is reviewed annually and at the point of plementation	Monthly Parent Surveys – 3 questions	Social Media engagement with parents	SLT Monitoring and Evaluation	Subject Leader Monitoring and Evaluation	CPD with all staff Professional Development Plans	Data Outcomes Pupil Progress Meetings	Book Scrutinies	Christian Character	Walkthroughs	Pupil Discussions	Coaching Conversations			
<b>Monitoring and Review</b>															



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