Our All Saints Curriculum Overview

"Be the best version of yourself." **Our learning behaviours are:**	**Diamond Power** **Responsibility** **Problem solving** **Independence**	**Ruby Power** **Respect for others** **Celebrating the success of ourselves and others**	**Emerald Power** **Courage** **Resilience** **Bouncebackability**	**Sapphire Power** **Focus** **Avoiding 'Monster Distractions'**	**Amethyst Power** **Working with a partner** **Responding well and** **Supporting each other**	**Topaz Power** **Collaboration with others** **Listening and playing an active part in learning**

Our Christian Values:	**LOVE**	**HOPE**	**COMMUNITY**

The All Saints Way: ' Ready, Respectful, Safe'

Our Curriculum Vision for All Saints Learners – what we are trying to achieve:	We aim to make learning relevant and engaging for the children in our care, ensuring real purpose. Children know what they are learning and why they are learning it.	We use the National Curriculum in order to develop the knowledge content of the curriculum and to ensure content is clear and sequenced in order to build on progression.	Children have time to consolidate their knowledge, understanding and skills across the curriculum. They have time to practise and refine their learning. Children know more and remember more.	We aim to meet the needs of ALL learners. Challenge and pitch are appropriate and demand enough of each child. Deep learning is planned.	Subject knowledge, understanding, skills and vocabulary are taught explicitly. Connections and links are made to help learners retain and build on their knowledge and understanding.	We encourage our children to share their learning with each other, their families and the wider community and to learn from others. Pupil Voice is a golden thread through our curriculum.	Learning Behaviours and values complement subject specific knowledge, understanding and skills. They are taught hand in hand. We ensure British Values, our concepts and our Christian Values are actively taught and embedded.	Our curriculum prepares children for the next step of their learning journey. We promote a 'go for it' attitude towards learning.

Our teaching intentions:	Purpose of the learning is made explicit leading to clearly planned outcomes	Modelling – high quality exemplars are used and developed with children	Questioning – both adult and children directed	Challenge for all and timely intervention and support where necessary	Continuous formative assessment – allowing for gaps to be addressed and challenge to be provided	Moderation of assessments and judgements – consistency and progression across the school
Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.	Teaching is based on a clear understanding of cognition and learning. Careful consideration is given to the structure of the curriculum. Children know what they are learning and why they are learning it.	Teachers have a sound knowledge of the subjects they teach and are supported through high quality subject specific CPD.	Adults monitor learning and provide timely feedback. Children are actively encouraged to be part of the assessment for learning process and to recognise their successes and next steps.	The classroom climate created by teachers inspires and motivates all pupils.	We ensure our curriculum is recursive in order to help children retain knowledge and make connections	We work to build strong relationships with parents and carers that influence learning at school and home.

Our whole school curriculum is planned to develop subject specific knowledge and strong learning behaviours. It is organised to be meaningful and dynamic and to incorporate global learning opportunities. **We organise learning through**:	Educational visits and visitors including residential opportunities	Worships Spiritual Moments	Extra-curricular clubs	Learning opportunities outside of the classroom	Global learning and world news	Charity work
	Mathematics / English / Science / Religious Education / Computing / Geography / History / PSHE / Music / DT / Spanish / Art / PE					
	Discrete teaching of subject skills, vocabulary, knowledge and understanding alongside cross-curricular connections and links. Concepts of democracy, legacy and stewardship interweave through our curriculum. We use the city of Winchester to inspire our learning.					
	Quality over quantity - purposeful outcomes and deeper learning experiences.	Hooks in to engage the children and set the context for learning.	Opportunities for 'beautiful' work and presentation - high expectations and pride in outcomes.	Problem solving, enquiry based – opportunities to feel achievement and success at right pitch.	Hampshire Assessment Model – Phase assessments to stop and review progress made.	Sharing outcomes and next steps with children, parents and carers – partnerships.