The **Big** Picture of the Curriculum at Bransgore

Four key questions

1 What are we trying to achieve?

The curriculum aims to enable all young people to become

Curriculum aims	Successful learners who enjoy learning, make progress and achieve	Confident individuals who are able to lead safe, healthy and fulfiling lives	Responsible citizens who make a positive contribution to society	Respectful of our Christian values
Every Child Matters outcomes	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
R R R	Rights	Respect	Responsibility
Focus for learning	Attitudes and attributes eg. determined, adaptable, confident risk-taking, enterprising	Skills Real life purpose for learning	Knowledge and understanding eg. big ideas that shape the world Internationalism

2 What is our context?

- Rural
- Church of England Controlled school
- New Forest village
- Broad social - economic catchment

3 How do we organise learning?

The curriculum as an entire planned learning experience

Components

- Pupil voice
- Learning sessions
- Locations
- Environment
- Events
- Routines
- Extended hours and connect
- Learning Groups for Basic Skills/Stage notage
- Milestones x 4 Curriculum teams Foundation / 1 = Yrs 1 & 2 / 2 = Yrs 3 & 4 / 3 = Yrs 5 & 6

Learning approaches

- **A range of approaches** eg. enquiry, active learning, practical and constructive
- **In tune with human development**
- Building on **learning beyond the school** including community links
- **Matching time to learning need** eg. deep, emmersive and regular frequent learning
- Opportunities for **spiritual, moral, social, cultural, emotional. intellectual and physical** development
- using a **range of audience and purpose**
- **Including all learners** with opportunities for learner choice and **personalisation**

Whole curriculum dimensions

Overarching themes that have a significance for individuals and society, and provide relevant learning contexts:
Identity and cultural diversity - Healthy lifestyles - Community participation - Enterprise - Global dimension and sustainable development - Technology and the media - Creativity and critical thinking

Statutory expectations

3 - 5	Communication, language and literacy	Creative development	Knowledge and understanding of the world	Problem solving, reasoning and mathematics	Personal, social and emotional development	Physical development
5 - 11	En	Ma	Sc	D & T	Ge	Hi	ICT	A & D	PSHE Cit	RE	MFL	Mu	PA

Learning Blocks

- En
- Ma
- Sc
- International Primary Curriculum: D & T, Ge, Hi, ICT, A & D, Internationalism
- Well Being: SEAL PHSE, RE, French Circle time
- Mu
- Physical Activity Games / Gym / Dance

4 How well are we achieving our aims?

To make learning and teaching more effective so that learners understand quality and how to improve

Assessment

- is integral to effective teaching and learning
- Draws on a wide range of evidence of pupils' progress
- Promotes a broad and engaging curriculum
- Maximises pupils' progress
- Gives helpful feedback for the learner and parents
- Helps identify clear targets for improvement
- Links to national standards which are consistently interpreted
- Informs future planning and teaching
- Uses tests ad tasks appropriately
- Embraces peer - and - self assessment

Accountability Measures

To secure

- Attainment and improved standards
- Behaviour and attendance
- Civic participation
- Healthy lifestyle choices
- Further involvement in education, employment or training

Adapted from Qualifications and Curriculum Authority (QCA) and Council for Curriculum, Examinations and Assessment (CCEA) P Pretlove Bransgore School © Pollittbureau 2007