

# ST GEORGE'S C OF E SCHOOL'S CONNECTED CURRICULUM

<b>INTENT</b>	<b>Our Learner Qualities</b>	<b>Persist</b>		<b>Reflect</b>		<b>Connect</b>		<b>Use Feedback</b>		<b>Curious</b>		<b>Self-aware</b>		<b>Growth mindset</b>	
	<b>Christian Values</b>	Friendship	Generosity	Peace	Hope	Reflection	Patience	Compassion	Courage	Prayer	Awe & Wonder	Respect			
	<b>VISION</b>	<b>to provide our children with a stimulating learning environment within a Christian ethos that enables each child to develop socially, spiritually and academically to their highest potential and to gain a life-long love of learning</b>													
	<b>OUR SCHOOL AIMS</b>	Building for better futures			Our children will lead happy and fulfilling lives				Growing a collaborative community				Extending the boundaries of learning		

<b>IMPLEMENTATION</b>	<b>GREAT TEACHING</b>	A learning- focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive	Expert subject knowledge, based on an understanding of cognition and learning	High expectations of conduct & learning behaviours	Exceptionally clear modelling of key concepts: a well sign-posted learning journey	Precisely targeted questioning to accurately identify misconceptions and reshape activities	Challenge for all, with rich opportunities for mastery and breadth	'In the moment' feedback; and purposeful marking	Opportunities to embed concepts into long-term memory; to recap, apply and make connections	Accurate assessment informs next steps planning	Teachers passionately model a growth mindset and engage in life-long learning				
	<b>GREAT LEARNING</b>	<b>Playing and exploring</b>				<b>Active learning</b>				<b>Creating and thinking critically</b>					
	<b>BREADTH &amp; BALANCE</b>	<b>Independence</b>		<b>Collaboration</b>		<b>Questioning</b>		<b>Self-directed</b>		<b>Resilience</b>		<b>Risk Taking</b>			
	<b>INSPIRING CONTEXTS</b>	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
	<b>THE WHOLE CHILD</b>	English	Mathematics	Science	Art & Design	Relationships & Health Education	Computing	Design Technology	Geography	History	Modern Languages	Music	Physical Education	Religious Education	
	<b>SAFE-GUARDING</b>	Memorable, meaningful, cross-curricular themes	Children's interests explored	Passionate, inspired teachers	Inspiring learning environments	Visits, visitors, events & experiences which increase cultural capital	Breakthrough Learning	Empowerment through pupil leadership	Range of high quality texts which inspire a love of reading	Integrated use of new technologies	Learning outdoors	Learning out of school hours	Chat, Play, Read in the home learning environment	Collaboration across phases, across the School	
	<b>SAFE-GUARDING</b>	Inclusion, equity and aspiration at the heart		Celebration of individual achievement and success		Timely intervention and reasonable adjustment		Equal rights, equal access		Ecological awareness	Disability awareness	Connected with local, national, and global communities		Equipped for a dynamic future	
<b>SAFE-GUARDING</b>	Drug Education Sex Education		British Values		Online Safety		Anti-bullying		Anti-racism		Protection from extremism		Health & first aid Protective behaviours Keeping safe at home, at school, & in the locality		

<b>IMPACT</b>	<b>GREAT OUTCOMES</b>	<p><b>IMPACT 1: EMOTIONAL</b> Personal development is outstanding. Children are happy and enjoy coming to school. Parents and carers are happy with the school and high proportions would recommend us to others.</p>				<p><b>IMPACT 2: SOCIAL</b> Behaviour and attitudes are outstanding. Children demonstrate our vision and values in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety and the choices children make benefit the school and local community.</p>				<p><b>IMPACT 3: INTELLECTUAL</b> The quality of education is outstanding. Children's progress is consistently good or better, Particularly the most disadvantaged. Children make at least expected progress and attain in line with or better than national expectations. Children with SEND achieve the best possible outcomes from their starting points.</p>			
	<b>EVALUATION</b>	Nationally generated performance information about pupil progress and attainment (IDSR)		Internal school self-evaluation and first-hand evidence of how pupils are doing		Listening to a range of pupils read		Discussions with pupils about what they have remembered about the content they have studied.		External validation of judgments through school improvement partnerships and across SDBE MAT			