

Curriculum Design at Ashton St. Peter's C of E Primary School



Our curriculum aims to enable all children to become										
What are we aiming to achieve?	Curriculum Aims	Successful learners who enjoy learning, make excellent progress and achieve their best			Confident learners who lead safe, happy, healthy, fulfilling lives			Collaborative learners who make a positive contribution and live harmoniously and positively with others		
	Focus for learning	Attitudes and attributes Determination, Adaptability, Confidence, Resilience, Risk taking & Enterprising			Skills Literacy, Numeracy, IT, Personal, Learning & Thinking skills			Knowledge and understanding Core knowledge and understanding of key concepts		
The curriculum is broad and balanced underpinned by common values and shared purpose										
How learning is organised	Components	Lessons	Environment	Trips and visits Events	Assemblies	Routines	Extra curricular activities	Roles and responsibilities		
	Learning Approaches	Inclusive of all learners	In line with developmental stages	Active learning	Immersive, regular, frequent	Enquiry, investigative, experimental	Practical and constructive	Applied in new contexts		
		First hand experience	Built on prior learning	Range of audiences and purposes	Linked with the community	Opportunities for child directed learning	Building on learning beyond the school	Recorded in a range of formats including digital		
	Dimensions	Themes which provide relevant and meaningful contexts, linking learning, Personal development, health and well-being, community membership, culturally diverse, sense of identity and belonging, global dimension and environmental sustainability.								
	Statutory expectations	Communication and Language	Literacy	Personal, social and emotional development	Maths	Physical development	Understanding the World	Expressive Arts and Design		
English		RE	Maths	Science	Music	History	Art			
PSHE		SRE	Computing	PE	MFL	Geography	D & T			
Assessment informs teaching and learning, identifying strengths and areas for improvement										
How well are we achieving our aims?	Assessment	Creating a dialogue between teacher and learner	Clear shared learning intentions Understood success criteria	Celebrates success against identified criteria	Advice on what and how to improve	Peer and self assessment and evaluation	Learning from mistakes	Formative and summative assessments	Individual target setting	Informs teaching, learning and curriculum design and implementation
	Accountability	Attainment and progress		Behaviour and attendance		Participation in school and community life		Healthy choices		Personal development