

Learn-AT Curriculum - The Big Picture											
	Mission	Every child flourishes and enjoys learning with access to a rich, rounded and rigorous curriculum									
What are we trying to achieve?	Aims	Successful, engaged learners who are knowledgeable, skilled, enjoy learning, make progress and achieve			Confident, articulate individuals who can lead safe, healthy and fulfilling lives			Responsible citizens who make a positive contribution to society			
	Core Trust Values	Learning ~ Fellowship									
	Intrinsic values	Christian values, British values and all those essential values common to good, kind and tolerant people of all faiths and none									
	RRR: a rich, rounded and rigorous curriculum	Core Knowledge and Understanding e.g. excellent general, subject, social and cultural knowledge, broad vocabulary supports deep understanding and cognitive schema; big ideas that shape the world			Skills and competencies Essential skills: literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral, spiritual The Six C's: Critical thinking and problem solving; Communication; Creativity and imagination; Character education; Citizenship; Collaboration			Attitudes, attributes and dispositions e.g. determined, adaptable, confident, risk-taking, enterprising, self-regulating, emotionally resilient, spiritually aware, tolerant, kind.			
How do we organise learning?	The curriculum as the entire planned learning experience, underpinned by the school's core values and mission.										
	Components	Environment	Events	Extended hours	Learning outside the classroom		Lessons	Locations	Routines	Ethos	
How? Pedagogies	Approaches to teaching and learning	Equity			Evidence			Engagement			
		<ul style="list-style-type: none"> Equity and equality of opportunity, entitlement and experience – Sobel 2018 Consistently high expectations, quality and standards for all Learn-AT pupils A 'Mastery' curriculum Excellence in SEND provision 			Research-informed pedagogies: <ul style="list-style-type: none"> Formative assessment strategies embedded in teaching and learning Use of evidence from cognitive science research – e.g. importance of metacognition and self-regulation Balance of direct instruction and inquiry Strong self-evaluation 			<ul style="list-style-type: none"> Authentic purposes and contexts for deeper learning – Berger 2006; Fullan et al 2018 Emphasis on first-hand experience Purposeful, structured play in the early years; drama – Mantle of the Expert; strong emphasis on outdoor learning, sport and the Arts. Pupil agency, autonomy and choice Cross-curricular connections 			
What? Core curriculum: knowledge, skills, competencies	Mastery of Core Skills and Domain Knowledge	Domain Knowledge Cultural Subject knowledge (Curriculum) General		Vocabulary Tier 1 Tier 2 Tier 3 <i>for reading and listening comprehension, written communication and oracy</i>		Reading <ul style="list-style-type: none"> Volume Criticality Comprehension Curriculum content – fiction and non-fiction Reading is an essential skill that also supports the acquisition of vocabulary and knowledge > learning		Domain specific skills e.g. Music, Computing, Design PE and Sport etc		Fluency in basic skills Maths: number - facts/operations Cursive handwriting, phonics for spelling, grammar, technical accuracy Decoding for reading – PHONICS Social skills	
	Domains of Learning EYFS/KS1/KS2	Faith and Belief	Mathematics	Science and Technology	Citizenship and Ethics	Place and Time	Arts and Creativity		Language, Oracy and Literacy	Physical and Emotional Health	
	Deeper Learning - core competencies	Critical thinking and problem-solving		Communication	Creativity and imagination		Character Education	Citizenship		Collaboration	
	Foundational and universal competency	Oracy									
	Bottom line	Unconditional positive regard and well-being									
How well are we doing?	Securing effective learning and teaching so that learners understand quality and how to improve										
	Evaluating Impact	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions.	Uses assessment information intelligently to identify trends and clear goals for improvement	Uses critical friends to offer insights and challenges.	Uses a wide range of measures – qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Principled, effective formative and summative assessment	Involves the whole school community: learners, parents, teachers, employers and governors.		
	Accountability measures	High standards of achievement – attainment and progress.		Good behaviour and attendance		Civic participation		Healthy lifestyles	Sustained involvement in education		
	Aims	Successful, engaged learners who are knowledgeable, skilled, enjoy learning, make progress and achieve			Confident, articulate individuals who can lead safe, healthy and fulfilling lives			Responsible citizens who make a positive contribution to society			