

<p>Our curriculum vision</p>	<p>To offer a broad, balanced and inclusive curriculum which acts as a starting point to stimulate <b>curiosity, challenge, courage</b> and <b>compassion</b>. It will encompass high expectations for all; promote oracy across all curriculum areas; provide outdoor learning opportunities and develop a language for learning that empowers our children to be able to achieve their full potential</p>
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<p>Our core values</p>	<p>Challenge – we believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive can-do attitude and aim to be the best we can</p>	<p>Courage – we are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and are not afraid to make mistakes.</p>	<p>Curiosity - we want to know and find out more. We ask questions and actively seek out answers. We are not afraid to try new things and make connections</p>	<p>Compassion – we care about those around us and treat others how we wish to be treated. We show respect and are thoughtful, kind and celebrate each other's differences</p>
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Curriculum intent

<p>Curriculum Aims</p>	<p>Aspiration – we want Palace Wood children to drive their own learning, have high aspiration and ambition for their future and leave us as lifelong learners equipped with knowledge and skills that will enable them to succeed in life</p>	<p>Critical thinking – we want Palace Wood children to be able to raise their own questions by providing them with engaging, real life experiences in the lesson that we teach. We will give our children ample opportunity to reason and problem solve, think logically and test out their theories and ideas</p>	<p>Creativity – we want Palace Wood children to be empowered to express themselves in their own way. To appreciate art, music and drama and generate their own unique ideas through thinking from different perspectives</p>	<p>Communication – we want Palace Wood children to be able to discuss, collaborate and articulate their thoughts clearly. To be able to challenge others' ways of thinking whilst respecting the opinions and beliefs of each other</p>	<p>Independence – we want Palace Wood children to have a growth mindset that encourages self-belief and knowledge of how to learn.</p>	<p>Community – we want Palace Wood children to feel proud of where they live and have a sense of unity within our local community.</p>
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<p>Golden rules</p>	<p>Be gentle</p>	<p>Listen</p>	<p>Be honest</p>	<p>Be kind</p>	<p>Work hard</p>	<p>Look after property</p>
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## Curriculum implementation

<p>Pedagogical approach</p>	<p><b>Engage</b> children in the learning – big picture/question  <b>Teach</b> knowledge and skills – form secure schema, children assimilate new learning with what they already know  <b>Apply</b> learning – real life, making connections, teaching others  <b>Reflect</b> and celebrate – reason and problem solve, knowledge of next steps</p> <p>Tom Sherrington’s Walkthrus guide our teaching pedagogy.          Sequence concepts in small steps, modelling, scaffolding, questioning, practising, feedback, retrieval, review and guided practice</p>
<p>Key areas of learning</p>	<p>English, maths, science, art and design, computing, physical education, history, geography, design technology, languages, religious education, music, PSHE</p>
<p>Curriculum support</p>	<p>We use the following programmes and associations to support teacher’s pedagogy and planning</p> <ul style="list-style-type: none"> <li>Jane Considine – ‘The Write Stuff’</li> <li>Jane Considine - The Spelling Book</li> <li>RWI phonics</li> <li>White Rose maths</li> <li>Reach academy History</li> <li>Reach academy Geography</li> <li>PSHE association</li> <li>DT association</li> <li>Kapow computing</li> <li>RE association</li> </ul>
<p>Curriculum enrichment</p>	<p>Outdoor learning, forest schools, extra-curricular clubs, theme days, local visits, guest speakers, community events, house days, family engagement, cultural awareness, museum visits, residential visits, author visits, physical and mental well-being</p>
<p>Learning experiences</p>	<p>Challenge and engagement, investigation, cross curricular, relevant, culturally diverse, supportive environment, independence, creative, globally aware, environmental consideration, technology, offers choice, positive reinforcement, active and hands on, reflective, widening and deepening essential knowledge,</p>
<p>Assessment for learning</p>	<p>Pupil led learning, knowledge driven, sticky knowledge, retrieval skills, feedback and gaps, peer and self-assessment, celebrating success, learning evaluation, journaling, quizzing, application of knowledge</p>

## Curriculum impact

Children's learning is assessed during every lesson which enables teachers to plan the next steps for each child. Teachers assess against the learning intention and the knowledge taught in each part of the lesson. Regular and live feedback enables each child to make progress within each lesson and overtime. Children are expected to make good or better progress from their starting points in all subjects and this individual progress is tracked and monitored regularly.

We measure the impact of our curriculum through:

- Pupil achievement data
- Book looks
- Learning walks
- Attendance data
- Engagement and behaviour for learning
- Pupil voice
- Parent and staff questionnaires
- Extra-curricular engagement
- Curriculum review

Children leave Palace Wood Primary School with a secure understanding of academic content and with the understanding of how to be socially, morally and culturally responsible, as well as be globally aware. They know how to make positive contributions to the local area and how to endeavour to be the best they can and to take pride in all they do.

Children are confident to take on new tasks and resilient to challenges they may face. They are kind to each other and understand the importance of being compassionate to those around them as well as the local and global environment. Children feel able to articulate and express themselves and achieve the very best they can.

Everything we do is with the child at the centre, and strong relationships are built between children and staff which creates an atmosphere for learning which is conducive to real life. Children feel safe and happy to be at Palace Wood and are therefore able to persevere in their learning to achieve their potential from their individual starting points.

We aim for children to leave Palace Wood as good citizens who demonstrate an appreciation of each other, the school community and the world. Our curriculum will enable our children to have the skills and motivation to continue to learn with curiosity and a thirst for learning and all that it has to offer.



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