

Curriculum Intentions	“Learning to Live, Living to Learn” Our Christian Values	Love	Respect	Courage	Koinonia									
	The All Saints Way	Love for one another	Love of learning		Love of life									
	The Vision of Curriculum for All Saints Academy	We want our children to enjoy coming to school because they are excited and inspired by our curriculums and learning experiences.	We use the National Curriculum guidelines to develop the knowledge content of our curricula whilst making the curriculum relevant to our children in relation to their local and global place in the world.	We want to inspire our children to become lifelong learners. We want them to understand that they have their own personal learning journeys and be able to identify the next steps in their own learning.	We create exciting topics by integrating all subjects in a thematic approach. We engage our children and provide a clear context for learning by including trips and visitors as standard curriculum enhancements.	We prepare our children for their future by ensuring that every child is challenged and supported. We encourage our children to share their learning with their families and communities.								
Curriculum Implementation	Teaching Intentions are based on educational research into effective teaching practices and how knowledge and learning develops . These provide consistency within our curriculum and classrooms.	Purpose of the learning is clear and knowledge is organised into small steps	Modelling, Questioning, Differentiation and Challenge	Subjects are linked thematically and knowledge is progressive	Continuous formative assessment and regular knowledge reviews	Moderation of judgements and progress over time								
		Teaching is based on a clear understanding of cognition and learning. Rosenshine's pedagogical philosophy underpins our teaching.	Teachers have deep knowledge of the subjects they teach. Subject leaders are developed and given time to lead their subjects including attending relevant CPD.	Curriculum content is relevant to the school community. The curriculum underpins classroom climates that inspire and motivate all learners.	Teachers monitor learning and give regular feedback. Challenge by choice is embedded with no ‘ceilings’ on learning. Knowledge organisers place emphasis on regular review of embedded learning.	Leaders and School Staff (supported by a link Governor) moderate judgements of assessment and progress of learners over time, openly and inclusively.								
	Our curriculum is a planned learning journey which makes the full use of real world contexts and opportunities to enhance our children’s cultural capital whilst fulfilling the national curriculum objectives.	Educational visits	Visitors	Collective Worship	Extra –Curricular Activities	Outside Learning	Charity Days and Events	Subject Days and Events						
		Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy and Mathematics		Understanding the world		Expressive Arts		
English		Science	History	Geography	Art	D&T	Computing	PE	Music	PSHE	French	Maths	RE	
	Reading — Every child a reader to enable them to access the entire curriculum													
	Curriculum Drivers							Discrete Subjects						
Curriculum Impact	Our curriculum has an ambition of high achievement for all pupils irrespective of backgrounds and starting points. This achievement is represented in three key areas.	IMPACT 1: Standards				IMPACT 2: Learning to Live, Living to Learn				IMPACT 3: Behaviour and Personal Development				
		Children make progress at least in line with or above national expectations. This is consistent across the school from EYFS through to Year 5. Children are given the opportunity to achieve the greater depth standard through First Quality Teaching and appropriate challenge within lessons. Stepping Stones and Knowledge Organisers show that knowledge and skills are embedded across the curriculum.				Children are confident, resilient and successful learners who demonstrate ‘The All Saints Way’ and make the right choices for their learning. Children take ownership of and are accountable for their learning. They know and act upon their next steps through high quality feedback and dedicated polishing time.  Children show that they value learning time—no minute of learning is lost.				Children demonstrate our Christian and British Values in their learning and their behaviour in and out of school. Children attend school regularly because they are engaged and proud of their school. Children learn to make the right choices so they can become good citizens and keep themselves safe. Children have a solid understanding of other cultures and faiths and are empathetic to others.				