

PROVISION	<div>Our Fives Core Values</div>		<div>Reflective because: “We learn from our mistakes.” At Round Hill, we take control of our learning. We reflect on our success and look for exciting new ways to improve. We embrace the importance of making mistakes as part of the learning journey. We adopt a Growth Mindset in our learning and believe in our ability to improve over time.</div>		<div>Daring because: “We are unique.” We encourage all members of our community to be proud of what makes them unique and empower them to explore new solutions to challenges. We encourage our staff to explore varied teaching methods and strategies to support all pupils to succeed.</div>		<div>Preserves because: “We keep trying, no matter what.” We thrive when presented with a new challenge. We recognise challenges as a new opportunity to learn and better ourselves. We listen to our peers and value feedback because it supports our growth. We recognise challenge as an exciting part of the learning journey and show resilience when we are searching for a solution.</div>		<div>Dreams because: “We aim high.” We love learning; we recognise that we can all learn and that none of us have stopped developing and learning. We want children to aspire to good employment.</div>		<div>Together because: “Together Everyone Achieves More.” We are part of a TEAM where we achieve more by working together.</div>					
	<div>Our provision is informed by educational research into effective teaching pedagogy. These strategies allow our distinctive curriculum to be effective.</div>		<div>Ensuring the right CLIMATE FOR LEARNING</div>	<div>Understanding is enhanced by MAKING LINKS TO PRIOR LEARNING</div>	<div>Developing a rich VOCABULARY</div>	<div>Children should thrive on healthy CHALLENGE</div>	<div>Children learn because of high quality EXPLANATIONS</div>	<div>Learning is developed because of skilful QUESTIONING</div>	<div>Learning is enhanced because of effective MODELLING</div>	<div>Learning is secured by appropriate PRACTICE</div>	<div>Children make progress because of effective FEEDBACK</div>	<div>Enhancing learning because of promoting METACOGNI -TION</div>	<div>Understanding is deepened by teaching for MASTERY</div>	<div>Children become motivated because of ACTIVE LEARNING</div>		
	<div>Our whole school curriculum is planned to meet the needs of our children. The size of the blocks indicate an approximate reflection of time allocation. We build from the EYFS to KS1 &amp; 2. Our curriculum will continually evolve</div>		<div>KS1&amp;KS2</div>	<div>Reading and Writing</div>		<div>Spiritual, Moral, Social and Cultural development</div>	<div>Mathematics</div>			<div>Science</div>		<div>Physical Education</div>		<div>Expressive Arts &amp; Creativity</div>		
				<div>FL</div>	<div>Speaking, Listening &amp; Vocab dev.</div>	<div>PSHE/SRE/ Wellbeing</div>	<div>RE</div>	<div>Knowledge of the world</div>	<div>History</div>	<div>Geography</div>	<div>Computing</div>	<div>E- Safety</div>	<div>Design and Technology</div>	<div>Art</div>	<div>Music</div>	
<div>F2</div>			<div>Communication and Language</div>		<div>Literacy</div>		<div>Personal Social &amp; Emotional Dev.</div>		<div>Maths</div>		<div>Understanding the World</div>		<div>Physical Development</div>		<div>Expressive Arts and Design</div>	
			<div>The curriculum will be delivered through cross-curricular themes to make links between learning whenever possible. Discrete subjects – sometimes delivered in blocks</div>													

# Round Hill Curriculum Plan – The Big Picture (page 2)

MONITORING AND EVALUATION	Our curriculum has an ambition for high achievement of all pupils irrespective of background or starting point. This achievement is represented in the following key areas	<b>Impact - Standards</b> <ul style="list-style-type: none"> <li>➤ Attainment is consistently above the national average</li> <li>➤ Progress scores are positive</li> <li>➤ Groups of learners, including disadvantaged groups make positive progress</li> <li>➤ Children display a depth of knowledge in their books and in their conversations</li> </ul>	<b>Impact – Learning Behaviours</b> <ul style="list-style-type: none"> <li>➤ Children can work together</li> <li>➤ Children reflect on a range of experiences</li> <li>➤ Children can talk about their learning</li> <li>➤ Children show a desire to learn</li> <li>➤ Children persevere and show resilience</li> <li>➤ Children can solve problems</li> </ul>	<b>Impact – Personal Development</b> <ul style="list-style-type: none"> <li>➤ Children are polite, well behaved, stand up for what is right and respect others</li> <li>➤ All children are fit and healthy Children display a range of talents Children know how to stay safe</li> <li>➤ Children are secure, confident and outward looking</li> </ul>
	We regularly review how well our curriculum goals enable our achievement	<b>High quality outcomes</b> <ul style="list-style-type: none"> <li>➤ Is attainment above the national average</li> <li>➤ Are progress scores positive?</li> <li>➤ Do all groups of learners have positive progress?</li> <li>➤ Do learners display a depth of knowledge?</li> <li>➤ Are standards in books consistently impressive</li> <li>➤ Are adults’ expectations of children consistently high?</li> <li>➤ Are there good systems of assessment which impact on future learning?</li> <li>➤ Are children challenged to think?</li> </ul> <p>We evaluate outcomes by data analysis, work scrutinies, pupil conversations and learning walks.</p>	<b>Curriculum content is responsive and relevant</b> <ul style="list-style-type: none"> <li>➤ Does our curriculum reflect all the elements of our core values?</li> <li>➤ Can all staff demonstrate an understanding of our core values?</li> <li>➤ Are all 12 implementation strategies evident in every classroom?</li> <li>➤ Can all staff explain the 12 implementation strategies?</li> <li>➤ Do we respond to the latest research?</li> <li>➤ Is our curriculum evolving?</li> <li>➤ Are tasks adapted to reflect current affairs and technological and environmental changes?</li> </ul> <p>We evaluate the curriculum by subject leader group involvement, work scrutinies, planning scrutinies, learning walks and pupil conversations.</p>	<b>Learners</b> <ul style="list-style-type: none"> <li>➤ Can our children solve problems?</li> <li>➤ Can our children explain different ways of solving a problem?</li> <li>➤ Can our children work together?</li> <li>➤ Can our children learn from each other?</li> <li>➤ Can our children learn from their mistakes?</li> <li>➤ Can our children show determination?</li> <li>➤ Can our children talk about their learning?</li> <li>➤ Can our children demonstrate a good use of vocabulary?</li> <li>➤ Can our children show a passion for learning and gaining new knowledge?</li> <li>➤ Can our children make suggestions about their learning?</li> <li>➤ Do our core values apply to all members of our school community?</li> </ul> <p>This is a developing area for the school. We evaluate it through learning walks and pupils conversations.</p>