

Round Hill Curriculum Plan – The Big Picture



AIMS AND VALUES	Our Aim and motto	Dream, believe, achieve together			
	Curriculum Aims Our Round Hill curriculum aims to enable all children to become:	Confident Individuals Who have the mental, emotional and physical health to lead fulfilling lives	Responsible Citizens Who make a positive contribution to society	Successful Learners Who enjoy learning, make progress and achieve	
	Our Curriculum Characteristics Cultural Capital	Attitudes and Attributes Engagement- Motivation - Thinking	Skills Communication; physical; personal & social; literacy, numeracy, arts, culture, humanities	Knowledge Key concepts and understanding to exist and navigate as adults within the wider world	
	The Round Hill Learner uses a combination of our 5 values	Reflecting	Daring	Persevering	Dreaming

PROVISION	Our Fives Core Values	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Together because: "Together Everyone Achieves More." We are part of a TEAM where we achieve more by working together.</p>
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PROVISION	Our provision is informed by educational research into effective teaching pedagogy. These strategies allow our distinctive curriculum to be effective.	Ensuring the right CLIMATE FOR LEARNING	Understanding is enhanced by MAKING LINKS TO PRIOR LEARNING	Developing a rich VOCABULARY	Children should thrive on healthy CHALLENGE	Children learn because of high quality EXPLANATIONS	Learning is developed because of skilful QUESTIONING	Learning is enhanced because of effective MODELLING	Learning is secured by appropriate PRACTICE	Children make progress because of effective FEEDBACK	Enhancing learning because of promoting METACOGNITION	Understanding is deepened by teaching for MASTERY	Children become motivated because of ACTIVE LEARNING
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PROVISION	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 & 2. Our curriculum will continually evolve	Educational visits (F-Y6) including residential (Y2-6)		Visitors Assemblies and speakers		Competitive opportunities		Extra-curricular clubs		Learning outside the classroom		Responding to events in the news and charity days		
		KS1&KS2	Reading and Writing		Spiritual, Moral, Social and Cultural development	Mathematics			Science		Physical Education		Expressive Arts & Creativity	
			FL	Speaking, Listening & Vocab dev.	PSHE/SRE/ Wellbeing	RE	Knowledge of the world	History	Geography	Computing	E- Safety	Design and Technology	Art	Music
		F2	Communication and Language		Literacy		Personal Social & Emotional Dev.		Maths		Understanding the World		Physical Development	
	The curriculum will be delivered through cross-curricular themes to make links between learning whenever possible. Discrete subjects – sometimes delivered in blocks													

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

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