Mengham Junior School Curriculum Framework

Curriculum intentions

Successful Learners

- **hardworking**: Realising the purposes and aims of the National Curriculum for every pupil
- **creative**: Promoting equality, inclusion and excellence for all pupils irrespective of background or starting points

Healthy and Confident Individuals

- **reflective**
- **active**
- **resilient**
- **courageous**: Developing the skills and knowledge needed to enjoy and continue lifelong learning

Responsible Members of the Community

- **respectful**: Encouraging children to take risks and understand that mistakes are part of the learning process
- **trustworthy**
- **caring**: Developing respect for themselves and others. To develop the confidence to challenge stereotypes and prejudices

Teaching intentions

- A bespoke curriculum relevant and responsive to pupils' needs allows children to succeed
- A variety of opportunities are provided to encourage children to find something they enjoy or are good at
- Barriers to learning are identified through summative and formative assessment. Barriers are responded to efficiently and effectively
- Clear assessment processes are consistently used to identify what a child can do and what their next steps are
- Appropriate models and resources are used to engage and support children in their learning
- Complex needs are understood and responded to effectively with support from external agencies where necessary
- Parents and carers are encouraged to take an active role in their child's education
- Tolerance and respect is modelled; prejudices are challenged

- Teachers have deep subject knowledge and understand how to support and challenge effectively
- Children are taught to communicate effectively with peers, adults and a range of audiences
- Progress is monitored and feedback is provided to pupils
- The classroom environment supports children's learning and promotes engagement
- The school environment is calm and nurturing. Children feel safe and take pride in their school
- Opportunities to develop relationships with parents and carers is sought
- Teachers are active learners themselves and work in collaboration with a range of professionals and advisors to ensure our provision is based on current guidelines and research

Organistioan

English | Maths | Science | Computing | R.E. | P.E. | P.D.L. | Geography | History | French | Art | D.T. | Music

- **Lessons**
- **Events**: Units are linked where there are meaningful contexts
- **Trips**: Contexts are designed to engage and motivate pupils
- **Visitors**: Clear learning journeys ensure skills are developed in logical well structure sequences
- **Community projects**: Units of work are based on the aquisition, application and practice of skills and knowledge
- **Clubs**
- **Environment**: Children learn in and outside the classroom, in environments that are engaging and supportive
- **Meaningful contextual links**: Groupings are flexible and based on assessment of children's needs

Impact

- Children become successful learners. They work hard, demonstrate creativity and are able to reflect on experiences and learning in order to make improvements. They leave our school with the skills and knowledge required to be successful in the next phase of their learning.
- Children are healthy and confident individuals. They can face new challenges and problems with courage and reilience. Children feel confident to challenge others' thinking in a respectful manner. They understand what being healthy means, both physically and mentally.
- Children are responsible members of their school and wider community. They understand what it means to belong and demonstrate tolerance and respect towards each other. They care about themselves, each other and their environment.
- Teachers are well supported to deliver the curriculum. Morale and retention is high. Staff feel valued and empowered to try new initiatives.
- Parents feel well supported and able to take an active role in their child's education.

Evaluation

Cohort responsive | **Support and challenge** | **High quality outcomes** | **Engagement** | **Equality** | **Clear and progressive journeys** | **Meaningful and purposeful contexts** | **Broad and balanced** | **Pupil voice**

Teachers, support staff, pupil, parents and governors collaborate to support pupils to meet aspirations. Leaders and governors drive and monitor outcomes for all.