Safari School's Framework

Article 3: All adults should do what is best for a child. When adults make decisions they should think about how their decisions will affect children	**Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.**	**Article 29: Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.**

Our Guiding Principles	**Principle 1: Identity Matters** I like who I am and I know my rights.	**Principle 2: Safeguarding Matters** I know how to keep myself safe in body and mind.	**Principle 3: Aspiration Matters** I allow myself to dream big.	**Principle 4: Achievement Matters** I aim to achieve my best.	**Spotlight: Diversity & Equality Matter** I know that all lives matter.

Curriculum Intentions

1	**Our Personal Development Goals:**	**Co-operation**	**Thoughtfulness**	**Adaptability**	**Respect**	**Enquiry**	**Morality**	**Communication**	**Resilience**
3	**The Vision of the Curriculum**	**We want our children to come into school full of excitement and ready to learn**	**We use the National Curriculum and our school context to drive the knowledge content of our curriculum, with meaningful and interesting outcomes**	**We want our classrooms to be full of lively discussion, debate and collaboration, demonstrating a deep understanding of the learning taking place**	**We want our children to make connections across individual subject areas, deepening knowledge and extending skills and ideas**	**We want our children to take ownership of their learning, setting personal goals and targets that drive their learning journey and harness success**	**We want our children to have a greater understanding of the world, preparing them to understand the part they play now and in the future as global citizens**	**We want our children to be literate and numerate with a passion for finding things out**	**We want to make use of a wide variety of resources including the great outdoors and technology**

Teaching intentions

4	**Our Learning Intentions are:**	**Learning Objectives and Success Criteria are made clear with explicitly defined outcomes**	**Modelling and 'thinking aloud'**	**Questions to target, stretch, probe and understand**	**Challenge for all**	**Continuous Assessment for Learning**	**Assessment and moderation**	**Carefully planned support**

5	**Our provision is broad, balanced and enriched; grounded in educational research into best teaching practices, cognition and learning.**	**Aim to finish a lesson with a question mark, not a full stop.**	**Teaching and learning are not the same thing. Encountering information is not the same as understanding it.**	**The brain is more likely to absorb details when it can place them within a wider context.**	**The brain will tend to notice things if it has been primed to look for them.**	**We aim to capture the imagination and stimulate curiosity in the first few minutes**	**Careful questioning and scaffolding enables pupils to learn and understand**	**Talking is central to learning, we plan for high quality opportunities to talk for a variety of purposes**	**The classroom environment, created by teachers, inspires and motivates pupils**	**Pupil groupings are flexible and not driven by ability or prior attainment**

Organisation & implementation

6	**We use core texts alongside educational experiences and cross curricular opportunities to make connections, build on prior knowledge and yearn to find out more**	**Core Texts**							
		Assemblies	**Clubs**	**Educational trips and visits**	**Charities and fundraising**	**Theme weeks and days**	**Outdoor Learning including Forest School**	**Responding to events in the news**	
		Communication and Language	**Physical Development**	**Personal, Social and Emotional Development**	**Literacy**	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**	
		English	**Maths**	**Science**	**History**	**Geography**	**Art**	**D&T**	**Computing**	**Music**	**MFL - French**	**PE**	**RE**	**PSHCE /RSE**
		Stunning Starts that hook the children and provides a context for the learning	**Marvellous Middles maintain the momentum and enjoyment in the chosen theme**	**Fantastic Finishes celebrate and consolidate, pulling together the skills and the knowledge**	**Theatrical performances from different year groups each term**	**Exciting and diverse range of high quality literature developing vocabulary and global understanding**	**Whole school collaborative opportunities**	**Cross school collaborative opportunities**	**Learning outcomes with a purpose**	**Opportunities to share learning with parents**	

Impact

7	**Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:**	**Impact 1: Standards** **A wide range of assessment opportunities take place throughout the year giving the children the opportunities to demonstrate what they know and the skills they have developed throughout the year. Children are tracked and pushed to make expected or better than expected progress. The children are given every opportunity for them to achieve a high standard, attaining either in line with or better than national and local expectations. Interventions and support is put in place for those children who are finding the standard more challenging.**	**Impact 2: Our Learning Values** **The learning values are intertwined within our curriculum offer and children have every opportunity to demonstrate their commitment to and success in learning through our awards system.**	**Impact 3: Personal Development** **Children demonstrate the school code in their learning and their behaviour around the school. Individual and class rewards are awarded for children who are making positive choices. House awards enable children to get a sense of achieving something for others and highlights the positive reward of collaboration.**

Evaluation

8	**We regularly review how well our curriculum meets the needs of our children and enables achievement for all. We are outward facing and share best practice and invite others to critique and review our offer.**	**Embedding Knowledge and Skills** ***We evaluate through curriculum assessments*** **Do children have opportunities to solve problems and undertake learning at a deeper level?** **Do children have the opportunity to build on their knowledge and skills throughout the school?** **Are knowledge and skills (K&S) carefully planned in the curriculum projects?** **Are there coherent links within projects that increasingly challenge and embed K&S?** **Do children have opportunities to embed their knowledge and skills in the curriculum?** **What knowledge and skills have pupils gained against expectations?** **Is each NC subject given integrity and taught systematically through each Key Stage?**	**Curriculum Content is Responsive and Relevant** ***We evaluate through monitoring planning, pupil conferencing, termly topic evaluations and work scrutiny*** **Are pupils able to connect local, national and global contexts for learning?** **Do children experience enjoyment in their learning?** **Do teachers respond to educational research?** **Are the rich resources within the local community and environment being maximised?** **Are tasks adapted to reflect current affairs and technological and environmental changes?** **Is AfL responsive and effective?**	**Challenge for All** ***We evaluate through curriculum outcomes, pupil voice, conferencing and assessment*** **At point of learning, is the curriculum sufficiently challenging and appropriate for each child?** **Are there opportunities to develop a deeper understanding of the learning values?** **Are there high expectations for all?** **Does the work of the children show that tasks are rich?**	**High Quality Outcomes** ***We evaluate through monitoring planning, evaluations, work scrutiny and data analysis*** **Do children have opportunities to solve problems and undertake learning at a deeper level?** **Do children have the opportunity to build on their knowledge and skills throughout the school?** **Are knowledge and skills carefully planned in the curriculum projects?** **Are there coherent links within projects that increasingly challenge and embed K&S?** **Do children have opportunities to embed their knowledge and skills in the curriculum?** **What knowledge and skills have pupils gained against expectations?** **Is each NC subject given integrity and taught systematically through each Key Stage?**	**Our School Community** ***We evaluate through pupil conferences, parental feedback, quality assurance from neighbouring schools, cross school collaboration*** **Does the curriculum engage pupils to be part of a family of learners?** **Do children share their learning with others?** **Do we share our learning with other schools?** **Do children learn from others?** **Are our school learning values explicitly taught in our themes and prepare them for their future lives, whatever they may be?** **Is the school code embedded in our school?** **Do pupils engage with local community, national and global issues?** **Are pupils able to relate their values and experience to British Values?** **Do we moderate our outcomes with other schools?**