

The framework of knowledge, skills and understanding to be gained across subjects and stages to enable pupil development towards milestones in line with our context and vision.

- Comprehensive, broad, balanced and ambitious provision of National Curriculum / EYFS curriculum framework or curriculum of similar breadth or ambition.
- Inclusively set in response to the needs of all pupils within the local context.
- Allows for flexibility, adaptation and evolution to match the needs of all pupils.
- Building towards clear milestones through coherently planned, sequenced and interlinked learning opportunities which will enable systematic and cumulative knowledge acquisition.
- Discussed and set by leaders who debate, decide and challenge the intent. Clear responsibility for vision, strategy and direction exist.
- Recorded within planning documentation and shared with staff.

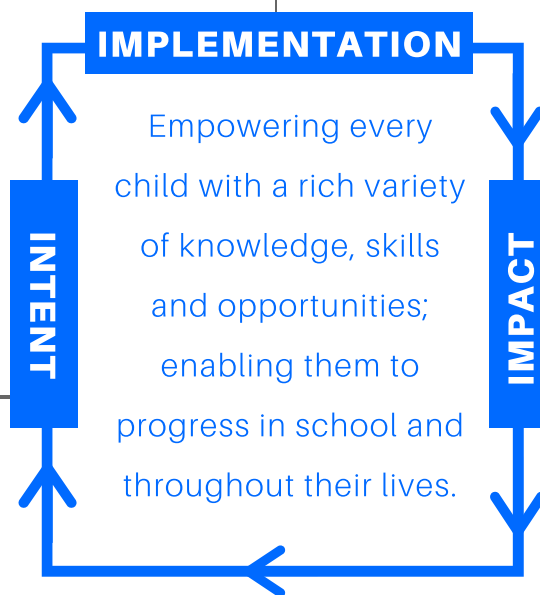
'What we do and why we do it.'

EMPOWER & ENABLE

The delivery of the school's curriculum through effective teaching and assessment.

- Inclusive planning to support and challenge, matched to the curriculum intent.
- Engaging and inspiring lessons that facilitate the acquisition of knowledge and skills.
- Responsive teaching that utilises high quality assessment *for* learning.

'How we do it.'



'What's been learned? What now?'

Individual learning and development gained as a result of the education received.

- Outcomes, including in national assessments and examinations, that demonstrate the quality of the learning from across the curriculum.
- Reflects the knowledge and skills learned within and across the range of subjects.
- Measured in response to the 'Intent' set.
- Informs future learning and curriculum intent.
- Based on a wide variety of evidence including assessment records, children's books, observations and discussions.
- Inclusive to account for all pupils' learning.