

The Shakespeare Curriculum for Learning Overview

What are we trying to achieve?

To Thrive, Aspire, Excel

Curriculum Aims

Design principles to inspire & challenge

An inclusive curriculum for all irrespective of background and starting point

The curriculum has key learning values: Active – Strategic – Perseverance – Innovative – Responsible - Empathetic

Successful learners, ready for learning who make strong progress and achieve well

Confident individuals who lead safe and healthy lives

Responsible and respectful young people - who make a positive contribution to society

Challenges all

Secure learning pathways

High quality outcomes

Responsive, relevant & memorable

Personal identity and relationships with their world

Problem solving / enquiry based learning fuels curiosity

Secure to deep learning

Coherent, broad & balanced

Equity and enrichment

Essential skills for learning and life

Develop a sense of identity, the attributes to succeed and respect for others

How do we implement?

Components

Teaching for Learning

Approaches

National Curriculum

The curriculum as the entire planned learning experience

Lessons

Topics

Events

Environment

Routines

Enrichment

Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – class based inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education – empowering children to plan and evaluate

Eng

Ma

Sci

Comp

D&T

Hist

Geo

Art

Music

PE

MFL

Food tech

PSHE

RE

What is the impact?

Assessment for learning

Happy and successful learners skilled for the future

Positive Relationships and interactions

Clear learning objectives shared with pupils

Understood success criteria

Oral and written feedback that has impact

Dialogic talk and rich questioning

Developing meta-cognition

Moderation underpins securing age related expectations

Effective use of summative assessments

Target setting and review

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

To secure...

High attainment and standards

Good behaviour and high attendance

Teaching that is consistently good for all

Motivated teams & positive learning culture

Strong progress