

A big picture of the primary curriculum

The three questions:

1
What
are we trying to achieve?

Statutory curriculum aims	Successful learners who enjoy learning, make progress and achieve	Confident individuals who are able to lead safe, healthy and fulfilling lives	Responsible citizens who make a positive contribution to society		
Every child matters outcomes	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
Focus for learning	Attitudes and attributes eg determined, adaptable, confident, risk-taking, enterprising	Skills eg literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills	Knowledge and understanding eg big ideas that shape the world		

2
How
do we organise learning?

The curriculum as the entire planned learning experience underpinned by a broad set of common values and purposes

Components	Environment	Events	Extended hours	Learning outside the classroom	Lessons	Locations	Routine			
Approaches to learning	Valid and matched to learning need eg enquiry, instruction, active, practical and theoretical	Assessment is fit for purpose and integral to learning and teaching	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development	In tune with human development	Assessment develops learners' self-esteem and commitment to their learning	Personalised – offering challenge and support to enable all learners to make progress and achieve	Relevant, purposeful and for a range of audiences	Assessment uses a wide range of evidence to encourage learners to reflect on their own learning	Involve learners proactively in their own learning	Resource well matched to learning need eg use of time, space, people, materials
Whole school approaches	Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: healthy schools, global dimension and sustainable development, community cohesion, enterprise									
Statutory expectations	Communication, language and literacy	Creative development	Knowledge and understanding of the world	Personal, social and emotional development	Physical development	Problem solving, reasoning and numeracy				
Essentials for learning and life	Understanding the arts	Understanding English, communication and languages	Historical, geographical and social understanding	Understanding mathematics	Understanding physical development, health and well being	Scientific and technological understanding	Religious education	Literacy, numeracy, ICT capability, learning and thinking skills, personal and emotional skills, social skills		

3
How well
are we achieving our aims?

To make learning and teaching more effective so that learners understand quality and how to improve

Evaluating impact	Looks at the whole child eg curriculum aims, progress in skills, subjects / areas of learning	Uses information intelligently to identify trends and clear goals for improvement	Using 'critical friends' to offer insights and challenges	Uses a wide range of measures both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Chooses assessment fit for purpose	Involves the whole school community eg learners, parents, teachers, employers, governors
Accountability measures	Attainment and improved standards	Behaviour and attendance	Civic participation	Healthy lifestyles	Further involvement in education, employment or training	To secure		