


# Our Learning Values - We will **STRIVE** to always achieve our best!

 <p>At St Michael and St Martin we are ....</p>	<p><b>S</b>piritual We will deepen our love for Jesus by living out the Gospel Values in all we do.</p>	<p><b>T</b>hinkers We will ask questions and show curiosity about the world around us.</p>	<p><b>R</b>esilient We will show the ability to bounce back when things go wrong.</p>	<p><b>I</b>ndependent We will show initiative and be confident to achieve today and in the future.</p>	<p><b>V</b>alued We will value each other and care for ourselves.</p>	<p><b>E</b>mpathetic We will consider what other people may be thinking or feeling.</p>
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The St Michael and St Martins way@	We live by the teachings of Jesus.	We strive to always make the right choice.	We try to be the best version of ourselves.	We show confidence in what we set out to do.	We look after our school and local community.	We think carefully and are considerate of others and their feelings.
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Our teaching intentions are	Purpose of the learning is made explicit to outcomes	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessments and judgements.
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Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.	Teaching is based on a clear understanding of cognition and learning	Teachers have deep knowledge of the subjects they teach	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil groupings are flexible and not solely driven by perceived 'ability' or prior attainment.	Developing strong partnerships with parents and carers that influence school and home learning.
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Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.	Educational visits		Visitors		Assemblies		Extracurricular clubs		Learning outside the classroom		Themed weeks		Community links	
	Communication and language		Personal, social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive arts and design		Physical development	
	English	Maths	Science	RE	Geography	History	Italian	PE	Computing	Art	DT	Music	PSHE	
	Core subjects				Discrete subjects - taught by faculty teams		Discrete subjects taught by specialist teachers			Discrete subjects taught in blocks				

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:	<p><u>IMPACT 1: Standards</u></p> <p>Children make progress and attain in line with or better than national expectations. They are given the opportunity to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded through the curriculum.</p>	<p><u>IMPACT 2: We 'STRIVE' for Success</u></p> <p>Children are confident and successful learners, demonstrating the STRIVE learning values, making the right choices for their learning.</p>	<p><u>IMPACT 3: Personal Development</u></p> <p>Children demonstrate the 'St Michael and St Martin Way' in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community.</p>
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<p><b>We regularly review how well our curriculum goals enable achievement.</b></p>	<p><u>High Quality Outcomes</u></p> <ul style="list-style-type: none"> <li>Do children have ownership of the outcomes?</li> <li>Are there relevant contexts for high quality outcomes for English and Maths ?</li> <li>Are teaching expectations high enough?</li> <li>Are there clear assessment criteria? Are pupils challenged to think and to evaluate their learning?</li> <li>Is assessment purposeful, efficient and used to shape future learning?</li> </ul> <p><b>We evaluate through monitoring, work scrutiny, data analysis and project outcomes.</b></p>	<p><u>Curriculum Content is Responsive and Relevant</u></p> <ul style="list-style-type: none"> <li>Are pupils able to connect local, national, global contexts for learning?</li> <li>Do children experience enjoyment in their learning? -</li> <li>Do teachers respond to educational research? -</li> <li>Are the rich resources within the local community and environment being maximised? -</li> <li>Are tasks adapted to reflect current affairs and technological and environmental changes? -</li> <li>Is AFL responsive and effective?</li> </ul> <p><b>We evaluate through monitoring planning, pupil conferencing, evaluations and work scrutiny.</b></p>	<p><u>Mastery for all Challenges all</u></p> <ul style="list-style-type: none"> <li>Is the learning of the curriculum sufficiently challenging and appropriate for each child?</li> <li>Are the opportunities to develop a deeper understanding of the learning values? -</li> <li>Are there high expectations for all?</li> <li>Does the work of the children show that tasks are rich?</li> </ul> <p><b>We evaluate through curriculum outcomes, book scrutiny, pupil conferencing and assessment.</b></p>	<p><u>Embedding knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Do children have opportunities to solve problems and undertake learning at a deeper level? -</li> <li>Do children have the opportunity to build on their knowledge and skills throughout the school? - Are knowledge and skills (K&amp;S) carefully planned across the curriculum projects? -</li> <li>Are there coherent links within projects that increasingly challenge and embed K&amp;S? -</li> <li>Do children have opportunities to embed their knowledge and skills in the curriculum?</li> </ul> <p><b>We evaluate through curriculum assessment.</b></p>	<p><u>Being part of a family and a community.</u></p> <ul style="list-style-type: none"> <li>Do children share their learning with others?</li> <li>Do children learn from each other?</li> <li>Are our school learning values explicitly taught in our curriculum and do they prepare them for their future lives?</li> <li>Do pupils engage with local, community and national issues?</li> <li>Are pupils able to relate their values and experiences to British Values?</li> </ul> <p><b>We evaluate through pupil conferences, lesson observations and curriculum evaluations.</b></p>
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