

Redlands' Curriculum, Application and Impact

What is our curriculum for Sileby Redland's Curriculum?					
Mission	<p align="center"><u>"Achieving Excellence Together"</u></p> <p>Achieving Excellence Together, by preparing our children to become independent life-long learners, who are curious to know their future self. We aim to achieve this through our six Redlands R's: Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness and Respect. Together we grow!</p>				
Aims	Achieving Excellence Together	Redlands Values and the 5 DSAT Values	Independent, proactive learners who are curious to know their future self	Take pride in the learning environment - The standard you walk past, is the standard you become	Responsible global citizens
Values	Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness and Respect which underpins Responsibility				
Curriculum	<p align="center"><u>Core Knowledge and Understanding</u></p> <p>e.g. excellent general, subject, social and cultural knowledge which will be the building blocks and foundation of Key Stage 1 skills, knowledge and understanding</p>		<p align="center"><u>Skills and Competences</u></p> <p>Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy, Mathematics, Understanding the World, Expressive Art and Design</p>		<p align="center"><u>Attitudes, attributes and dispositions to learning</u></p> <p>Independence, concentration, courage, love of learning, enthusiasm, optimism, tolerance, teamwork, kindness</p>
Application of Learning at Sileby Redlands					
Components	Quality First Teaching	<ul style="list-style-type: none"> • Thematic approach, connecting subjects to ensure understanding of learning intentions. • Learning has real-life context and will involve the local community/national themes. • Topics include past, present and future concepts for children to make a difference. 			

		<ul style="list-style-type: none"> • Use of cognitive science to ensure children develop skills and knowledge to retain information in their long-term memory. • Curriculum embeds links via schema to bring depth and retention to future skills/knowledge.
	Engagement	<ul style="list-style-type: none"> • Gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school. • Enjoy 'WOW' experiences, such as theme days/weeks. • Get an exciting introduction to a topic or theme. • Begin researching and setting enquiry questions. • Get lots of opportunities to make observations. • Develop spoken language skills. • Take part in sensory activities. • Have lots of fun to fully 'engage' with their new topic.
	Outdoor Learning	<ul style="list-style-type: none"> • Children to experience learning in context. • Apply skills, knowledge and understanding in real-life contexts. • Get inspired by imaginative and creative opportunities outside using natural materials. • Having more sensory opportunities. • Going to local events/establishments e.g., library, St Mary's Church. • Taking time outside of school within our local community. • Residential for children in Years 2, 4 and 6.
	Connected Curriculum Enhancements	<ul style="list-style-type: none"> • Children's Pupil Parliament. • Children connecting via technology with the children from our Asha charity in New Delhi, India. • Variety of after school clubs. • E-Sports competitions across the Trust. • Debating competitions across the Trust. • Trips in every year group connected to their learning. • Residential Trips in years 2, 4 and 6.
	Pupil Leadership	<ul style="list-style-type: none"> • Class Ambassadors • Pupil Parliament • School Council • Online Safety Group

		<ul style="list-style-type: none"> • Asha Ambassadors • Sports Ambassadors • STEM Ambassadors 								
Pedagogical approaches to Teaching and Learning	<ul style="list-style-type: none"> • Equity and equality of opportunity, entitlement and experience. • Consistently high expectations, quality and standards for all pupils. • A mastery curriculum and continually striving for excellence within our SEND provision. • Research informed pedagogies. • Formative assessment strategies embedded in Teaching and Learning. • Use of evidence from cognitive science research including the importance of metacognition and self-regulation. • Balance of direct instruction and enquiry. • Strong self-evaluation. • Authentic purposes and contexts for learning based on our local school community. • Emphasis of first-hand experiences. • Purposeful, structured play in the EYFS; drama, outdoor learning, sports, and arts. • Cross curricular connections 									
	Achieving long-term acquisition of knowledge	Cognitive Science Learning considers HOW children learn so that learning is frequently retrieved and retained: low stakes testing in starters, plenary and stand-alone segments			Mastery of Core Skills and Knowledge Learning journey is considered so that small steps of learning are built upon ensuring the foundations are secure and schema built upon			Coherent Connections Learning is well linked throughout subjects, year groups and across the school to ensure existing knowledge can be built upon		
		Domains of Learning	Maths	Communication, Literacy & Language acquisition, and MFL	Science and Technology	Expressive Art/Design and Creativity	Humanities	Physical and Emotional Health	PSHE/RSHE/ British Values & Understanding the World	Religious Education
		<p style="text-align: center;">READING</p> <p style="text-align: center;">←————— Fluency of basic skills —————→</p>								

	Vocabulary							
Life-long Skills	Critical thinking	Creativity	Collaboration	Cross-cultural understanding	Communication	Career and learning self-reliance		
Cultural Capital	Local The local area, local factories that form our 'Houses', the importance of local community, who lives in our local community, community links with the Church, Fire Brigade, Police, Library		National Becoming a greener school, plastics, recycling, growing our own fruit and vegetables, solar panels, links with The Green Place – becoming better citizens in the world.		Global Where are we in the world? Knowing others are less fortunate than ourselves and children live in poverty: Face-2-Face contact with the children who live and learn in the slums of Deli in India. Raising money and awareness for the Charity, Asha			
What do our children need to be successful for the next part of their learning journey?	Open minded	Independent	Curious	Proactive	Responsible	Honest	Hard working	Committed
How will we measure the impact of our curriculum at Sileby Redlands?								
Evaluating Impact	Pupil voice What do they say about our school and curriculum?	Stakeholders Getting feedback from parents and governors	Evaluations Evaluating through lessons observations and book looks	Curriculum Content The teacher's choices and sequencing ensuring that children build schema to acquire long-term knowledge	Effective Assessment Ensure assessments are conducted, quantitative and qualitative data are used	Holistic View Ensuring that children have Spiritual input from the church, mindfulness, RE, humanism, SMSC, BV		

Outcomes	Our children will be successful learners, confident individuals and responsible citizens.