





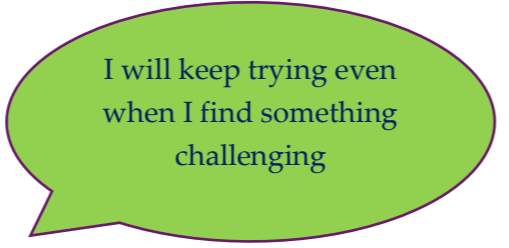
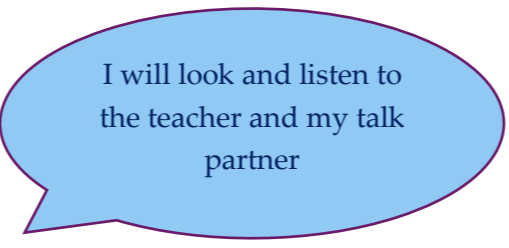
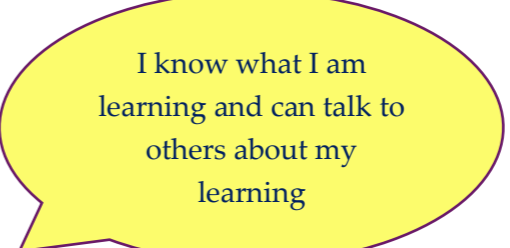
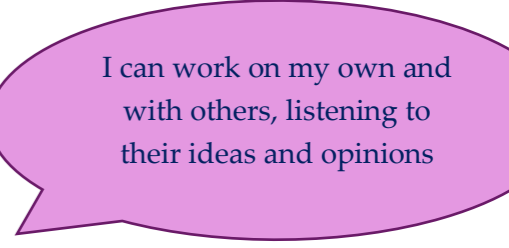


## Violet Way Academy Curriculum in a Nutshell

Vision, Values and Aims	<b>Our Vision</b>	At Violet Way Academy we want all of our pupils to <b>'Reach for the Stars'</b> . This means setting aspirational goals, persevering in the face of challenge and striving for excellence in all that they do. <i>'Inspiring All to Excellence'</i>														
	<b>Our Values</b>															
		We care			We are brave			We celebrate individuality			We leave no one behind					
	<b>Virtues</b>	caring, cleanliness, kindness, helpfulness			courage, perseverance, independence, honesty			respect, curiosity, fairness, understanding			responsibility, cooperation, patience, supportive					
	<b>Star Learners - Learning Behaviours</b>	Have a positive attitude		Persevere			Look and listen			Talk about learning			Work independently and with others			
																
<b>Curriculum Vision</b>	At Violet Way Academy we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life. We aim to 'inspire all to excellence' through the provision of: <ol style="list-style-type: none"> <li>A rich, broad and balanced curriculum, presented in a vibrant, exciting and imaginative manner, enriched through a range of meaningful experiences.</li> <li>A character education, that runs through all that we do, nurturing and fostering the values our pupils need to thrive as individuals, ready for the next stage of their education</li> </ol>															
Curriculum Intent	<b>Curriculum Drivers</b>	<b>Aspirations</b> We want our pupils to have high aspirations for themselves and others. We want them to be confident, independent and persevere in the face of challenge.			<b>Collaboration</b> We want our pupils to be able to build respectful relationships, persevere in the face of challenge, communicating effectively with each other and working together towards shared goals in a supportive climate.			<b>Connections</b> We want our pupils to make connections between prior knowledge and new learning. We want them to make connections between their experiences at home, school, within the community and the wider world.			<b>Creativity</b> We want to inspire our pupils, opening their eyes to what the world has to offer. We want them to justify and think independently, presenting their understanding in creative ways.			<b>Expression</b> We want pupils to effectively communicate their ideas, thoughts and opinions verbally and in writing. We want them to ask questions and express their individuality.		
	<b>Our Approach</b>	Subject content is well-planned and sequenced		Build on prior knowledge	Purposeful connections	Text-rich curriculum		Systematic, synthetic Phonics Programme (Little Wandle)		Mastery Maths (STAR philosophy)	Meaningful experiences	Inclusive		Values and virtues	Health and well-being	
	<b>EYFS Framework National Curriculum</b>	EYFS:	Personal, Social, Emotional Development			Communication and Language		Physical Development		Literacy		Maths		Understanding the World		Expressive Art and Design
		KS1:	English	Maths		Science	Geography	History	DT	Art	PE	Music	Computing	RE	PSHE	
	<b>British Values</b>	Democracy			The Rule of Law			Individual Liberty			Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith					
	<b>SMSC</b>	Spiritual			Moral					Social			Cultural			
	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.			Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.					Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.			Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.				
<b>Enrichment</b>	Forest School		Specialist music teaching		Trips		After school clubs		Curriculum Events		Visitors		Parental engagement			

Curriculum Implementation	How we teach the curriculum	Evidence-informed pedagogy based on cognitive science and the understanding that learning is a persistent change in long-term memory.									
		High priority given to the teaching of early reading to ensure all children learn to read	Well sequenced curriculum to ensure new learning builds on prior knowledge	Good quality teaching and learning ( <i>see Teaching and Learning Policy</i> )	Quality CPD opportunities for staff to ensure good subject knowledge, including peer support and development	Long term, medium term and progression overviews to support planning	Well-mapped learning journey supported through team planning in year groups	Assessment information is used to check understanding, address misconceptions and inform teaching	Planned review and retrieval to build and strengthen learning		
Curriculum Impact	How we know children have learnt what we have taught	We want our curriculum, and how it is implemented, to enable all pupils to develop the knowledge, skills and understanding they need in order to achieve well, flourish as individuals and be ready for the next stage of their education.									
		Learning Walks	Pupil conversations	Book scrutiny	Moderation (internal and external)	Pupil Progress meetings	Assessment and Data points	Results – EYFS, Y1 Phonics Screening, End of KS1	Trust Review	External Review	Stakeholder voice
		Triangulating Evidence									
Accountability Measures	How we check how well we are doing	Improved progress, attainment and standards across all curriculum areas		Excellent behaviour, attitudes and attendance		Positive personal, well-being and character development, including healthy lifestyle choices		Successful transition into KS2			