



Archbishop Cranmer Church of England Primary Academy

BEYOND EXPECTATION

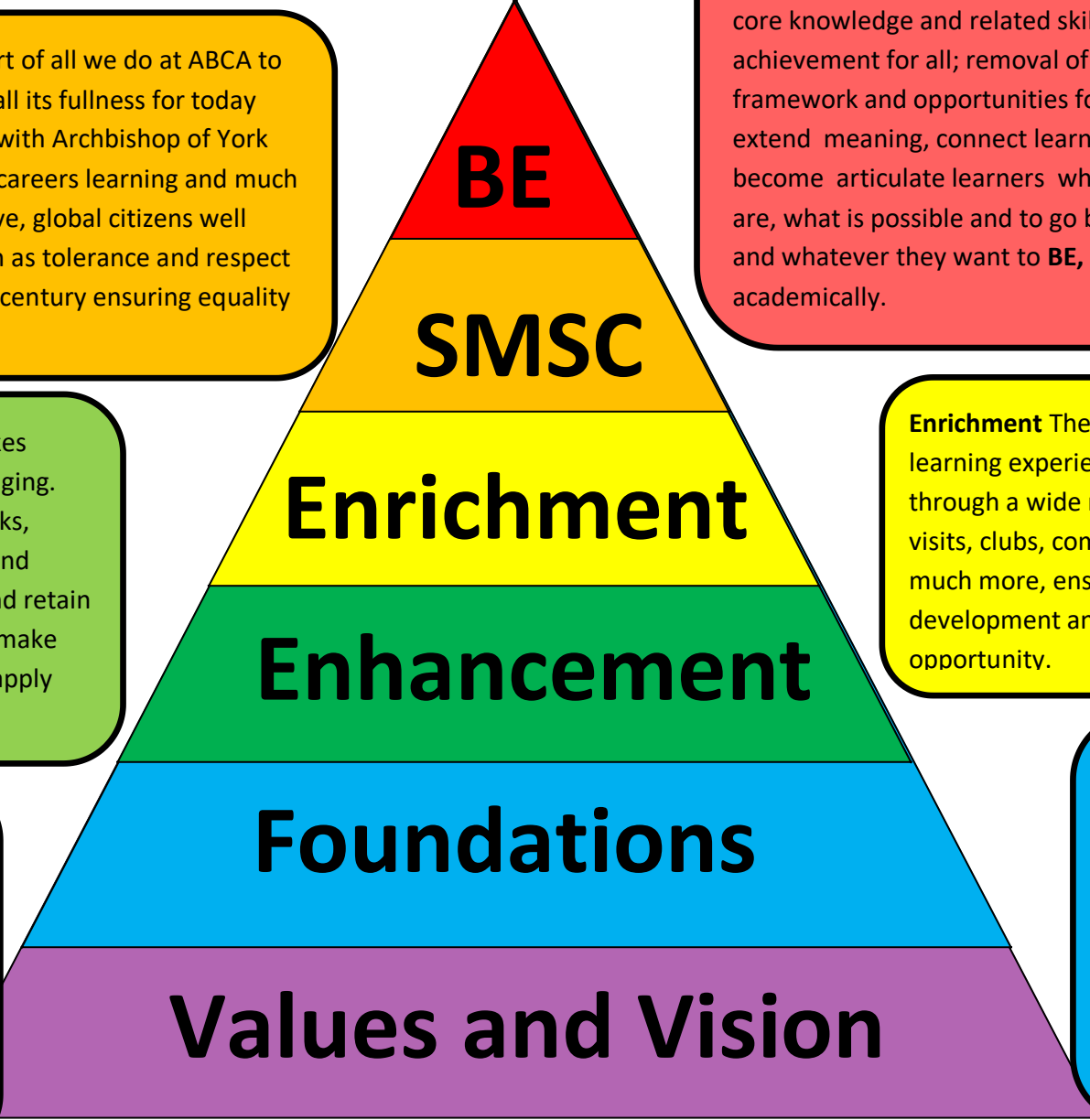
CURRICULUM MODEL FOR EXCELLENCE



SMSC development is at the heart of all we do at ABCA to support our pupils in living life in all its fullness for today and for the future. Pupils engage with Archbishop of York Young Leaders, pupil parliament, careers learning and much more and are prepared to be active, global citizens well equipped with British Values such as tolerance and respect for the diversity of life in the 21st century ensuring equality for all.

Enhancement of our provision makes learning real, meaningful and engaging. E.g. Lessons are 'launched' via hooks, themed days, hands-on activities and more enabling children to recall and retain skills, to deepen their knowledge, make connections to prior learning and apply learning to the wider world.

Our curriculum has been carefully designed, planned and organised to ensure that our **Christian Values** are at the heart of all we do, providing a strong values base along with our vision to ensure we live life in all its fullness.



Our curriculum provides the building blocks for our pupils to become the best possible version of themselves, including: social and cultural literacy; a values base and moral compass; access to core knowledge and related skills to maximise academic achievement for all; removal of social and cultural barriers; a framework and opportunities for ALL our pupils to challenge, extend meaning, connect learning across different domains and to become articulate learners who are confident to know who they are, what is possible and to go beyond expectations to be whoever and whatever they want to **BE**, personally, socially, morally and academically.

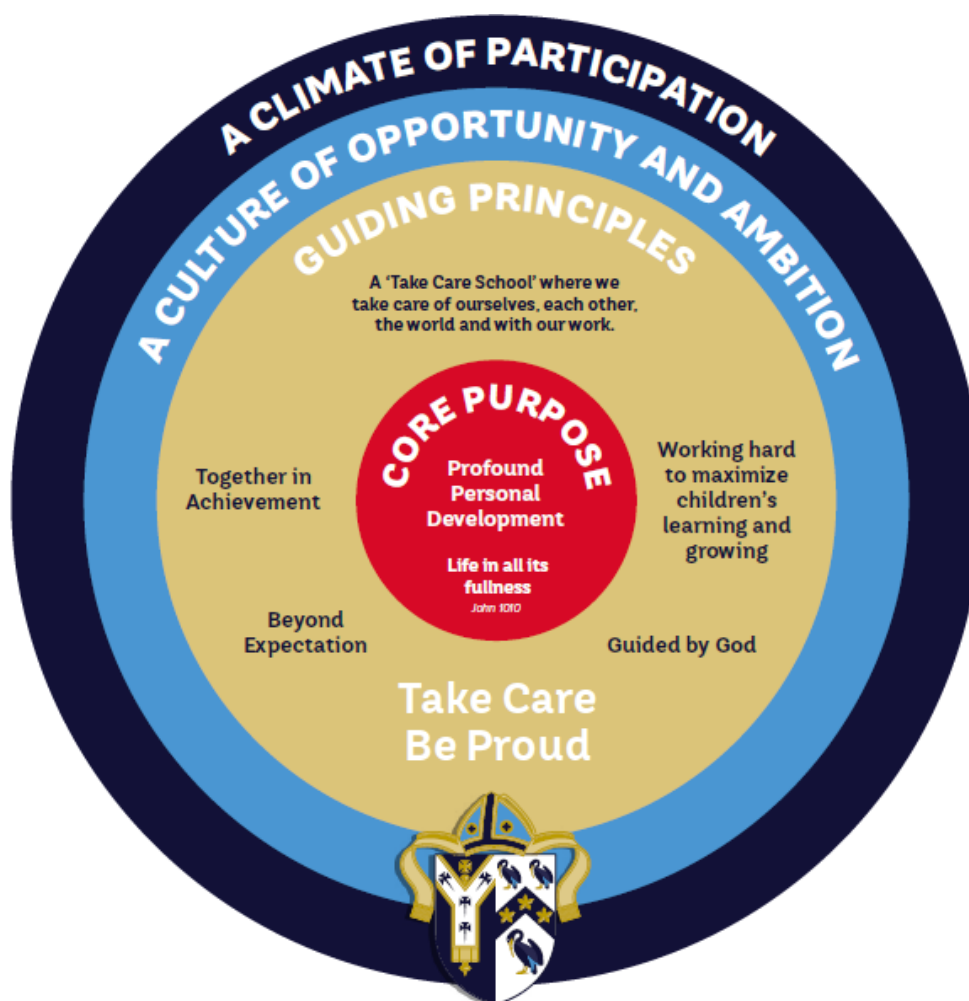
Enrichment The Beyond Expectation active learning experiences develop ALL our children through a wide range of experiences: residential visits, clubs, community cohesion, sports, arts and much more, ensuring profound personal development and enrichment through a culture of opportunity.

Foundations We teach the National Curriculum. There is breadth and depth to our progressive sequences of planning, ensuring statutory requirements are being fulfilled with personalised interventions to address any barriers to learning for all pupils particularly disadvantaged and those with SEND.

Our Ethos Model: relates to our school's character, atmosphere and climate, taking children **Beyond Expectation through high quality Education.**

Our Beyond Expectation Curriculum in brief (See BE curriculum model)

- ★ We ensure that language, literacy & oracy are paramount
- ★ Our children are empowered and happier learners. We respect our children as valuable people and citizens in their own right. They have important and insightful things to say about their education – children's voice is the way of our school.
- ★ We engage with them actively and directly in decisions that affect their learning.
- ★ We call in the specialists – when required – for ambition.
- ★ When a teacher knows a subject inside out, lessons are more stimulating, informative and engaging. We allow staff the real chance to develop a curriculum expertise – encourage genuine curriculum renewal.





1. Our school has **Profound Personal Development** at its core: our vision statement directs us to live life in all its fullness.

We:

- Respect children's experience, voices and rights, engage with them actively and directly in decisions that affect their learning.
- Foster children's competence, sense of responsibility and self-respect.
- Put children at the centre of our policies.
- Ensure Children to understand the paths they need to follow in order to enter different careers and help them understand how decision making is key to this.



2. Our school is **Guided by Principles**

Our Guiding Principles can be seen and felt in the fabric of the school: they challenge us, guide us and contain our values (defining us)

We:

- ★ promise to teach and learn with 'intelligence, spirit and inventiveness'
- ★ make our aims drive rather than follow the curriculum
- ★ put children at the centre of our policies
- ★ model the trust, encouragement, respect and optimism that we would wish all members of society to transmit to children
- ★ aim to develop dialogue; genuine listening and responding between children and adults every step of the way. This is about building a culture of participation for teachers and children where everyone feels valued for who they are and where everyone shares a responsibility for making learning irresistible. Anything is possible and everybody feels they can contribute.

We recognise primary schools are many things to many people in our school community. They are a place of learning, play and work; a place that evokes memories. We are a community in our own right and a focus for the wider community outside our gates. Our aim is to establish our self as a thriving community site where everyone's voices are heard. We will look outwards and strengthen our partnerships with parents and wider services.



3. Our school provides **A Culture of Opportunity and Ambition**

We identify all ways to deliver the 'enrichment' part of our Beyond Expectation Curriculum Model to create a broad and balanced 'culture of opportunity' which links to our vision statement to deliver life in all its fullness. We engage experts in different fields and utilise the wealth of experience that is around us in our community, e.g. Hilary Mantel's writing award for our children, the highly rated and respected coach and founding member of Nottinghamshire TT Club leading our Table Tennis club, our Ready, Steady Go running coach who is an ambassador for the This Girl Can Campaign, a local Professional Artist who has had an impact on the quality of clay and mosaic being produced in the school



4. A Climate of Participation

- ★ We provide a highly inclusive environment where we shape and enrich the lives of all our children to help each of them develop as individuals for their future.
- ★ Community: We provide our children with an understanding of our community and a sense of belonging to our community.
- ★ We strengthen mutual professional support with other schools and professionals e.g. Aspire MAT, East Midlands Rail Poacher Line, Diocesan schools
- ★ We encourage multi agency working and partnerships e.g the Linking Network, Nottingham Trent University, National Centre for the Excellent Teaching of Maths, Toothill Torch SCITT, Rushcliffe schools and more
- ★ We identify any social, personal contextual or academic barriers for our children, maintaining policy on reducing underachievement and intervening effectively.