

Bruche Academy School – Curriculum

Our guiding principle is to deliver a first class education through partnership, innovation, school improvement and accountability

Core values		Children First We have high expectations for every child. Everything we do as an organisation is in the interest of children first and foremost			Resilience We are unrelenting in our pursuit of excellence whether it is for educational outcomes or for the business function of the MAT			Pioneering We are passionate about learning about practice that will improve our children’s lives and their outcomes				
		To develop the character of a child through well-chosen experiences		To prepare them for life with skills/ knowledge that equips them to be successful in their life		To have an understanding of their personal, local, national and global responsibility		To ignite a passion that sustains and inspires them to live their lives to the full				
Curriculum Aims		To develop the character of a child through well-chosen experiences		To prepare them for life with skills/ knowledge that equips them to be successful in their life		To have an understanding of their personal, local, national and global responsibility		To ignite a passion that sustains and inspires them to live their lives to the full				
Botheredness		Why Warrington?			Careers Pathways			Humanity (In partnership with Chester Zoo)				
Evidence informed pedagogy		Interleaving Spaced learning & retrieval		Vocabulary		Knowledge progression model		Meta cognition		Growth mindset		
Personal Development		SMSC		Spiritual		Moral		Social		Cultural		
		Promoting British Values		Democracy		Rule of law		Individual liberty		Mutual respect Tolerance		
		Critical skills	Problem solving	Communication	Perseverance	Critical Thinking	Organisation					
EYFS overarching principles		Unique child		Positive relationships		Enabling environments		Children develop/ learn in different ways and at different rates				
EYFS Framework		Prime areas				Specific areas						
		Communication and Language	Physical development	Personal, Social and Emotional Development		Literacy		Maths	Understanding the world		Expressive Arts and Design	
National curriculum	RE	English	Maths	Computing	Art & Design	D & T	Geography	History	MFL	Music	PE	Science
	Personal, Social, Health and Economic Education (PSHE) and RSE											

DEFINITIONS

Evidence informed pedagogy	<p style="text-align: center;">Interleaving</p> <p>Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of materials, within a single study session</p> <p>Spaced learning Series of short intense training sessions separated by short intervals in which learners do a completely different activity.</p>	<p style="text-align: center;">Vocabulary</p> <p>Knowledge and abilities involved in knowing a word, with generalisation being the ability to define a word application the ability to select or recognise situations appropriate to a word; breadth the knowledge of multiple meanings; precision the ability to apply a term correctly to all situations and to recognise inappropriate use; and availability the actual use of a word in thinking and discourse. Ref: Impact Issue 3, page 6. Cronbach 1942</p>	<p style="text-align: center;">Retrieval</p> <p>Regular, efficient recall of knowledge</p> <p>Knowledge progression model Rich web of knowledge with thoughtfully designed assessment practise</p>	<p style="text-align: center;">Meta-cognition</p> <p>The awareness individuals have of their own knowledge, their strengths and areas to develop, and their beliefs about themselves as learners</p>	<p style="text-align: center;">Growth mind-set</p> <p>Belief that intelligence can be developed and you can get smarter through hard work and the use of efficient strategies and help from others</p>
SMSC	<p style="text-align: center;">Spiritual</p> <p>Exploring beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflect</p>	<p style="text-align: center;">Moral</p> <p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p style="text-align: center;">Social</p> <p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the</p>	<p style="text-align: center;">Cultural</p> <p>Appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understand, accept, respect and celebrate diversity.</p>	

			rule of law, liberty, respect and tolerance.		
Promoting British Values	Democracy A culture built upon freedom and equality where everyone is aware of their rights and responsibilities	Rule of law The need for rules to make a happy, safe environment to live and work	Individual liberty Protection of your rights and the right of others	Mutual respect and tolerance Understanding that we don't all share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others	
Critical skills	Problem solving The process of finding solutions to difficult or complex issues	Communication Process of conveying information, thoughts or feelings through words, sounds, signs, and behaviour, but also to create or share meaning	Perseverance Quality of continuing with something even though it is difficult	Critical Thinking To reason, it is the ability to think clearly and rationally, understanding the connection between ideas.	Organisation Process of planning, arranging or managing