Learning at St Denys Primary School												
Learning Powers	Respect	Resilience		Resourcefulness	Reciprocity		Reflection					
The learning behaviours we	Being kind and respectful to	Not giving up	!	Being able to use a range of	Being able to learn with and from		Thinking about myself as a learner					
encourage our children to develop	everyone	Carrying on in the face of difficulties		learning strategies and what to do	others as well as on my own		and how I might be able to do this					
throughout our school.	Knowing and understanding British	Accepting that learning can be a		when I get stuck	Collaborating effectively		better					
700	Values and how they relate to me	slow and uncertain process		Drawing on the full range of	Respecting and recognise other		Using the planning process to					
	and my learning: tolerance, the rule	I		resources to support learning	view points		support learning					
	of law, individual liberty, democracy	becoming absorbed to achieve		Questioning, making links, imagining	Constructively adopting effective		Revising plans and seeing new					
	and mutual respect.	success	demere	and reasoning to find a learning		trategies used by others	opportunities					
	and maddi respecti	3466655		pathway to success	_	wing empathy and	Showing flexibility					
				patimay to success		understanding	Being able to talk about the					
						and crotaining	learning process					
Our Learning Powers also reflect	Care, democracy, equality,						Freezes					
the cooperative principles of the	equity, social responsibility	Self Help, Self responsibility		Self Help, Self responsibility	Hone	sty and openness,	Self responsibility, honesty and					
REACH Trust				Con troop contract	solidarity, care, democracy		openness					
Curriculum Drivers	Well Being	Creativity		Communication		Choice	Challenge					
Our curriculum drivers shape,	Our curriculum has physical, mental	Our curriculum harnesses the power		Our curriculum ensures that children	Our curriculum provides children		Our curriculum provides challenge					
personalise and underpin our	and emotional well-being at its	of possibility and fosters creative		develop the skills necessary to		knowledge, skills and	for all learners, teaches learners to					
curriculum, bring about the aims	heart. Children only learn if they	thought, enabling children to solve		communicate their thoughts, ideas	understanding to make informed		seek challenge and develops the					
and values of our school, and	are safe, well and happy.	problems and express themselves in		and feelings successfully in a wide	choices		resilience they need to embrace it					
respond to the particular needs of	are sare, wen and nappy.	different ways		range of different forms.	Choices		resilience they need to embrace it					
our learners.		different ways	•	range of different forms.								
Professional Values	Positive culture	Learning Behaviours		Assessment for Learning		Modelling	Purposeful Learning					
Consistent features of teaching and	High quality relationships are	We have high expectations of all		Using a range of strategies including	Lessons are based on clear		Learning is purposeful and relevant					
learning that foster good outcomes	fostered across the school, so that	members of our school community		questioning and observation,	modelling to pupils of what is		to the needs and interests of pupils.					
for all	children feel seen and celebrated	which are shared through our		teachers gather feedback and	expected. This is exemplified		Links between previous, new and					
Tor dir	for who they are and what they	School Agreement. Through our		assessments, using this information	through use of 'Wagolls' and clear		future learning are made explicit					
	achieve. As a school community, we	Learning Powers we explicitly teach		to enable them to adjust their	representations, frameworks or		and learning is revisited to support					
	celebrate achievements of our	children how to learn. Clear and		teaching both within and across	structures to support learning.		long term retention of new					
	pupils in all aspects of learning, in	consistent routines and		sequences of lessons. Children are	Practical resources are provided to		learning. Teachers plan a coherent					
	and out of school. Through our	expectations support children to		provided with timely and purposeful	support pupils and children		sequence of learning both within					
	Learning Powers, children are	make appropriate learning		feedback that furthers their learning.	demonstrate independence in		and across lessons. Teachers plan					
	encouraged and supported to	Individual needs are tak	_	Children are actively engaged in	selecting and using appropriate		opportunities for a variety of					
	recognise and celebrate their own	of and supported. We want our		assessing their learning, including	resources. Specific, technical		learning activities across the					
	achievements and successes.	children to leave our school not		collaboratively through working with		is explicitly taught. The	curriculum.					
	defileverifierts and successes:	only with good outcomes but also		their learning partners. Teachers	learning environment reflects and		carricularii.					
		the skills, values and attitudes that		focus on what children can do rather		s what is being learnt.						
		will help them succeed in the next		than what they can't and starting	Supports what is being learne.							
		stages of their learning		points meet learners where they are.								
			Jou. 1.0/51	pointe meet learners unere aney arei								
Teaching and Learning	English including Earl	v Reading		Mathematics			Curriculum					
The underpinning principles that	High quality ta		Coher	rent learning journeys building in small s	steps							
guide all planning, teaching and	Systematic teaching of reading as			Mathematical talk and reasoning	•	Learning resources build and sustain engagement						
assessment in English, Maths and	school			Use of representation and structure		Purpose of learning driven by subject specific intent						
the wider curriculum	Use of high quality	texts		Development of fluency		Proof of progress tasks enable children to showcase their						
	Writing across the curriculum and		Careful and	I planned variation of task exposing the structure		, -						
	High quality modelling and su		eps skills and knowledge current and									
	Integrating teaching of spelling, gra	grammar and punctuation Deep and sustained learning and conceptual understanding supports long term retention										
	Explicit teaching of proof-reading, ed											
	, 5: p :::::::::::::::::::::::::::::::::	reasoning skills development and enable children to understand each su										
			beyond school-based learning									
			Explicit focus on language and vocabulary									

Curriculum Intent	Art and design	Comr	urting	Design Technology	Geography	Hic	torv	Languages	
The driving principles and purpose	Children are engaged,	Computing Children are		Children will apply practical	Teaching will equip children	History The study of history ignites		Children will communicate	
of all subject learning, whether in	inspired and challenged,	taught the principles of		construction skills grounded	with knowledge about	1	osity about the	practically, express their	
the context of curriculum projects	equipped with the knowledge	information and computation,		in a solid foundation of	diverse places, people,		ops their sense	ideas and thoughts in	
or in the form of discrete lessons.	and skills to experiment,	how digital systems work,		technical and practical	resources and natural and	. , , , , , , , , , , , , , , , , , , ,		another language and to	
	invent and create their own	and how to		knowledge, engaging with	human environments,		op and use the	understand and respond to	
	works of art, craft and	put this knowledge to use		design as an iterative	together with a deep	skills of a	historian.	its speakers, developing the	
	design.	through programming.		process.	understanding of the Earth's			foundation for learning	
					key physical and human			further languages.	
					processes and how they				
		Personal, Social and Health Education Children are equipped with			interact.				
	Music			Physical Education	Religious Education	Science Children develop a thirst for learning in finding out why things happen in the way		Cultural Capital	
	Children are engaged and			Children learn vital	Children develop knowledge			Through learning from the	
	inspired to develop a love of			fundamental movement skills	and understanding of			greats from across the world	
	music and their talent as		and skills that	that will support them in	religions and beliefs.			and an exposure to and	
	musicians, including singing,		feel confident	accessing sport and physical activity now and in the future	Teaching offers opportunities for personal reflection and		o. Teaching	active engagement with a	
	playing instruments and performing.	and prepared for making life choices, taking on new		whilst introducing them into a	spiritual development,	equips children with methods to enquire and investigate,		wide range of experiences, viewpoints, cultures and	
	performing.	challenges a		healthy and active lifestyle.	deepening the understanding		the relevance	traditions, children develop	
		risks that th	5 5	ricultity and active inestyle.	of the significance of	_	he wider world	curiosity and a greater sense	
		risks that they may face.			religion in the lives of others.	and their own experiences.		of self, along with a drive for	
							. сирополосо	self-development and a	
								greater ability to connect	
								with others.	
			I						
Wider Curriculum	-	·		Performing Arts		Community		Pupil voice	
Our relentless commitment to the	Our specialist PE teacher over		_	eir time at the school, children	Assemblies are rooted in values and		Pupils are given opportunities to develop		
development and promotion of the	range of sporting opportu			opportunities to perform for an	encourage pupils' contributions. School trips				
whole child		• • • • • • • • • • • • • • • • • • • •		ncluding in termly concerts,	are carefully planned to enhance curriculum projects and make use of the resources and facilities in our local area. Relationships are promoted and fostered with our local community of St Denys.		within and across classes. House captains and prefects support and encourage their fellow house members, providing vision and leadership in regular assemblies. We are proud to have the first Child Mayor of		
	1			nd end of year productions.					
	Curricular Clubs.								
				community of 3t be	Southampton in our school.				
Governance and Leadership	Keeping Ch	nildren Safe	<u> </u>	Governance		Evaluation, Assessment and Moderation			
The foundations which enable high	This is the key fundamental responsibility of all members of			The governing body demonst	Systematic reflection and evaluation informs practice and				
quality education to be provided at	staff. Systematic professional development and use of			our curriculum, vision and	professional development. The moderation of teacher				
St Denys	accurate, secure and relevant			support, challenge and scr	assessments is increasingly thorough and informative of				
	strong culture of care. This en			organisational cultu	organisational culture of accountability.		planning, support and our monitoring programme.		
	and achieve well across a bro	oad and balance	d curriculum.						

Creativity, Communication, Choice, Challenge: Achievement for All