

Focused Priority 2	Curriculum intent and implementation					
What will be different for children (emphasise learning & achievement)	The Victoria Primary Academy curriculum is ambitious and meets the requirements of the national curriculum, enabling increasing proportions of learners to make good progress in all year groups, leading to an increase in standards in Reception (GLD) Year 2 and Year 6 (RWM). The curriculum offer includes both taught and untaught curriculum elements, ensuring pupils have quality opportunities to progressively build on their skills both inside and outside the classroom and supporting pupils to demonstrate the Victoria Values.					
Success criteria						
<ol style="list-style-type: none"> 1. A clear and concise curriculum intent underpins the whole academy curriculum 2. The academy curriculum offer encompasses taught and untaught elements and supports the development of the whole child 3. A plan, do, review cycle of shared book looks and learning reviews enables class teachers to reflect on and improve learning outcomes for pupils 4. Victoria values and the LORIC attributes are integral to the curriculum at VPA 5. Curriculum leaders monitor their subject with precision and are able to offer development points and next steps 						
Key People			Funding & Resources			
Hayley Scargill Jane Wall			£750 x 4 development days with Edison Cost of joining subject organisations Mary Myatt: The Curriculum from Gallimaufry to Coherence £11.10 x 20 Curriculum budget for new resources £600 per year team			
Actions (and those responsible)			Who monitors?	Who evaluates? *	When	Check Date when completed
Formulate a curriculum intent for VPA (SC1)			JW	HS	Sept 2019	
To ensure the curriculum at VPA is understood in its widest sense, involving all aspects of school life, both taught and untaught elements (SC2)			JW	HS	April 2020	
Ensure Victoria Values and LORIC attributes are integral to the curriculum offer (SC4)			JW	HS	Sept 2019 Then ongoing	
Devise curriculum statements for each subject/area, linking to the national curriculum and outlining pupil entitlement for each element of the curriculum (SC1 and 2)			JW	HS	Dec 2019	
Introduce the use of the QFTL as a reflective journal to ensure all teacher are able to self-assess and set personal areas for improvement (SC2 and 3)			Team leaders	HS	Sept 2019 Then ongoing	

A plan, do, review cycle of shared book looks and learning reviews introduced (SC3 and SC5)	Team leaders	HS	Sept 2019 and ongoing	
Curriculum leaders are able to summarise their vision for their subject and link this to the Victoria Values and LORIC attributes (SC1)	JW	HS	Oct 2019	
The teaching team review the current curriculum using the Edison curriculum review materials (SC2)	JW	HS	Oct 2019 Nov 2019	
Key documents for planning are established and clear, including subject leader overview, long term planning, entitlements (SC2 and 5)	JW	HS	Dec 2019	
Monitoring cycles for curriculum leaders established that link to the long term planning (SC5)	JW	HS	Dec 2019	
Key opportunities/experiences for each subject/year established (SC2)	JW	HS	Oct 2019 Dec 2019	
Parent voice collated about what they would like from the curriculum (SC1)	JW	HS	Nov 2019	
Define 'beautiful work' and use this concept to support learning (SC2)	JW	HS	Ongoing, beginning Jan 2020	
Use the new FFT tracking system for science and foundation subjects – add in key questions for subject areas for teachers to assess against (SC2 and 5)	JW	HS	Jan 2020	
Select 6 key curriculum words from whole school intent, use these as drivers for the curriculum in classes and share with parents. Term 3 word – curiosity (SC1)	JW	HS	Ongoing, beginning Jan 2020	
Curiosity key curriculum word introduced to classes in assembly led by HS (SC1)	HS	JW	Jan 2020	
All classes to have world/UK maps and globes, to be used as an interactive learning tool (SC2)	NW	HS	Feb 2020	
All classes to have a history timeline to be used as an interactive learning tool (SC2)	JW	HS	Feb 2020	

Evaluation:
Impact Review February 2020
Impact Review April 2020
Impact Review July 2020