

St Margaret’s CEVAP School Curriculum Drivers

Growing Learners through Aspiration, Communication, Diversity and Mastery

Drivers	Aspiration	Communication	Diversity	Mastery
	Develops pupils who believe in themselves. Encourage pupils to aim high, challenge themselves and take responsibility for their learning through high expectations, purposeful reflection and applying knowledge in situations. Pupils grow into independent learners who strive for their best and believe in their future.	Communication enables pupils to express themselves clearly, confidently and with emotional awareness. Through rich language experiences, opportunities for dialogue and explicit teaching of self-regulation, children learn to articulate their thoughts, feelings and ideas effectively. Communication builds strong relationships, supports wellbeing and equips pupils with the skills to connect with others and engage positively in learning and life.	Diversity ensures every pupil is seen, valued and supported through an inclusive, representative and globally-aware curriculum. By adapting teaching and learning to meet the needs of all children, we create equitable access to knowledge and experiences. Diversity enables pupils to understand different perspectives, celebrate individuality and thrive within a community that reflects the wider world.	Making learning stick and designing memorable experiences using cognitive science example retrieval, spaced practice schema building ensuring children retain and apply knowledge over time. It develops confident learners who remember more and can do more overtime and are ready for their next steps in learning.
Learning Environment Toolkit	- High expectation evident in displays, planned activities and working books - Quality books and texts across the curriculum - Excellent implementation of the curriculum evident in books - High quality working walls with visual models including cursive handwriting	- Calm, structured environment with clear, visual information about what is happening and what is expected, e.g. visual timetables, widget symbols (Visual timetables, Widget symbols) - Neutral boards in classrooms to reduce sensory overload - Speech and Language rich environment developing receptive and expressive language skills - Social seating and proximity to the teacher - Identified safe spaces for calming down	- Class agreement/charter setting the expectations (belonging) - Social and emotional development e.g. buddy systems, friendship strategies, restorative conversations, worry box, Zones of regulation - Reflection and regulation areas inside the classroom. - Displays represent our multicultural/faith community, British and school values	- Practical support equipment accessible - Manage screen-time (including interactive whiteboards/TVs) Ensure displayed print is large enough to be read - Working walls represent appropriate vocabulary and learning - Classroom de-cluttered and not visually overwhelming
Teacher Toolkit	- Purposeful lesson structure supports high success rate - Use of choice to motivation - Lots of opportunities for independent word avoid dictations and copying from the board - Model a resilient attitude and growth mindset - Provide daily opportunities to experience success, praise effort and be positive about mistakes - Challenge for all learners evident throughout the lesson to achieve high success rate - Encourage curiosity and plan content to inspire learners - Planned reflection opportunities for learning eg metacognition, self-assessment - Plan activities that encourage learning skills eg investigation, collaboration, independence, presentation - Plan enrichment activities that build on developing knowledge of the world - The curriculum is broad, so all children have opportunities to confidently develop skills across the curriculum - Children are well prepared for their learning and transitions	- Pre-teaching of vocabulary or concepts - Clear instructions given with visual and auditory clues to back up what is being said - Time to complete steps of instructions – for child to process what they have been told and their thoughts - Check understanding and ask a range of open questions - Allow thinking time when answering questions - Adapt language for the children in your class for example short and direct verses complex sentences - Awareness of quantity of speech and pace of learning - Clear view of speaker and non-verbal communication - Establish attention before instructions	- Effective relationships and everyone valued - Opportunities to develop social development, interaction and promote positive peer relationships - Structured routines, including regular whole-class time, with adjustments for SEND - Tune in to signs of dysregulation - offering calming strategies, movement breaks, pre-empt difficult situations and plan accordingly - Empathy and trauma perceptive practice - using a range of positive language and behaviour strategies. - Self-regulation and co regulation is taught evident and planned for (Movement / sensory breaks/snacks) - The lesson meets all children's needs and full participation because planning meets all children’s needs - Differentiation of planning - British values taught and modelled eg tolerance of others' views and beliefs	- Modified curriculum which includes, inspires and engages all learners. - Alternative ways of recording learning (e.g. immersive reader, video) - Extra time given to complete tasks which have a focus on prolonged reading and/or listening engagement - Teach spelling 'tricks', e.g. mnemonics, rhymes - Precision teaching of reading, spelling and number facts - Purposeful use of LSA support - Teaching builds on prior learning and pupil needs - Direct instructions for new concepts that are modelled clearly eg:my turn/your turn - Plan for misconceptions - Spaced practice example guided, scaffolded and independent - Goal setting - Use of technology - Real life experiences and making it relevant - Systematic checking and address misconceptions - Regular meaningful feedback - Over learning and repetition - Evidenced based interventions
Pupil Toolkit	- Self-reflection - Question starters - Learning prompts - Learning pit stops	- Prompt cards for group roles and conversation skills - Social stories to develop understanding of social situations - Widget now/next board - Widget communication board/fan - visual timetable - Asking questions - Good listening and attention routines	- Adapted equipment (eg. pencil grip) - Hand-held fidget toys – agreed with SENDCo - iPads / Laptops - Ear defenders - Writing slopes - Wobble cushions bands - Translation using widget, visuals	- Scaffolding learning eg now and next, tick sheets, vocab mats, talking tins, coloured overlays - Steps to success