

Our Curriculum Impact 2022-23 *School Vision: 'Loving to learn, learning to love, for every child a chance to shine.'*

<p><u>Safeguarding:</u></p>	<ul style="list-style-type: none"> ○ Pupils know how to keep safe in and out of school ○ Pupils know how to look after their own physical and mental health and well-being ○ Pupils understand that bullying and abuse is unacceptable and should be reported ○ Pupils can identify trusted adults who they can turn to in times of need ○ Pupils know how to develop and maintain healthy relationships ○ Pupils know their voice is important
<p><u>Intended Outcomes:</u></p>	<p><i>Early years</i> The curriculum provides no limits or barriers to the children's achievements. It gives an opportunity for pupils to develop basic skills and integrate new knowledge into larger concepts. Adults will enable children to develop vocabulary, read daily and create the necessary foundations for a life-long learning journey.</p> <p><i>Quality of education</i> All children have the ability to 'shine' and be the best that they can be. Effective interventions close or narrow gaps and children also have the opportunity to work at greater depth. Pupils make connections and apply skills within a range of contexts. Children make progress across a broad curriculum and their learning is consistently of high quality. All pupil groups, including those who are disadvantaged, achieve the best possible outcomes and aspire for their futures.</p> <p><i>Behaviour attitude and personal development</i> Pupils will have equal access to an enriched curriculum including a wide variety of extra-curricular opportunities. Children will be responsible, respectful and active citizens who have a secure understanding of key British Values and their importance in our communities. Pupils are intrinsically motivated to behave well. They have a highly positive attitude and commitment to their own learning.</p> <p><i>Leadership and management</i> Teachers' subject knowledge and pedagogical content knowledge consistently builds and develops over time. All governors, staff and children have high expectations of themselves and work towards an ambitious vision. Everyone takes responsibility for and is proud of their role in our school community.</p>
<p><u>Evaluation through:</u></p>	<p>SDP, SEF Deep dives into subjects, in school progress, , learning walk, book scrutiny, pupil/parent/staff voice, external advisors/inspectors Achievement of Milestones and Test Results, National data ISDR Curriculum content is responsive and relevant Monitoring by staff and governors Pupil Progress Meetings, Triangulated observations, Performance Management, Parent consultations, Reports to Governors External Moderation and Visitor Reports Dates and deadlines, key entitlements reviewed annually, CPD accessed by all adults Challenge for All - provision maps target support, PPMs identify need, moderation evidence, SEND/PPG Embedding Knowledge and Skill Enriched curriculum plan, National Curriculum planning documents, policies Developed sense of belonging Charity fundraising, FOLS social events, parent volunteers, information sessions, links with the church and local community, Rib Valley partnership, questionnaires, active within the community Meeting the needs of the whole child pastoral support, nurture, Forest School, individual support plans, Lego Therapy, sand tray therapy, counselling, Drawing & Talking, protective behaviours, STEPs agencies, external outreach professionals</p>