



<b>INTENT</b>	<b>Our Ethos</b>	<b>ONE COMMUNITY ACHIEVING TOGETHER</b>												
	<b>Our Values</b>	<b>Successful Learners</b> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Independence</li> <li>• Collaboration</li> <li>• Strive to achieve our best</li> </ul>				<b>Confident Individuals</b> <ul style="list-style-type: none"> <li>• Believe in ourselves</li> <li>• Develop self -esteem</li> <li>• Develop self-awareness</li> <li>• Celebrate our success</li> <li>• Live safe and healthy lives</li> </ul>				<b>Responsible Citizens</b> <ul style="list-style-type: none"> <li>• Respect each other</li> <li>• Ensure equality</li> <li>• Care for each other</li> </ul>				
	<b>Our curriculum vision</b>	To develop lifelong learners who have the knowledge, skills and confidence needed for the next stage of their learning journey and for their future life. That every child is able to achieve their full potential and achieve the highest of standards.												
	<b>Our Curriculum Drivers To give ALL our children the best life chances through...</b>	Promoting vocabulary development across the day, across the curriculum to ensure that our children have the vocabulary needed to understand what they are taught, express how they feel and manage social interactions effectively.				Ensuring that <u>every</u> child learns to read and develops a love of reading.				Ensuring that our children have a broad range of experiences developing their wonder in the world we live in and the wide range of opportunities there are for them in the future.				
<b>IMPLEMENTATION</b>	<b>Our approach to teaching and learning</b>	Clear purpose for learning Makes links to prior learning and knowledge		Teachers have good subject knowledge and provide clear modelling and explanation		Children are active learners -opportunities for speaking, listening and vocabulary development		Continuous formative assessment means challenge for all and support where required			Making learning stick through teach and do approach and opportunities to recap and practise		Develop strong partnership with parents through supporting them to be involved in learning across the curriculum.	
	<b>Broader curriculum opportunities</b>	Educational Visits/Visitors		Practical first hand experiences		Assemblies		Extra-Curricular clubs		Wrap- around Care		Pupil leadership roles		Fund raising and charity support
	<b>EYFS</b>	Communication and Language		Physical Development		Personal Social and Emotional Development		Literacy		Maths		Understanding the World		Expressive Arts and Design
	<b>KS1/KS2</b>	English	Maths	Science	History	Geography	DT	Art	Music	Computing	PE	MFL	PSE/RSE	RE

	<b>Project organisation</b>	<b>Engage:</b> -Hook that engages children and gives context -Spark children's curiosity using interesting starting points		<b>Learn:</b> -Teach new information to develop and deepen knowledge -Demonstrate new skills and allow time to consolidate -Provide creative opportunities for making and doing -Teach reading and vocabulary across the curriculum		<b>Communicate:</b> -Opportunities to share and explain learning -Authentic outcome with audience -Celebrate and share success -Opportunity for shared evaluation and reflection -Opportunities for family learning		
	<b>Assessment</b>	Ongoing AFL to adapt teaching during lessons and inform planning	Pre-learning assessments used to ensure an accurate starting point	Quizzes/mind maps/discussions used to review gained knowledge	PIRA/PUMA standardised tests used to assess progress in reading maths and GPS 3 times a year	3 summative assessment collection points		
<b>IMPACT</b>	<b>Our curriculum has a vision for high achievement for all of our pupils regardless of their background or starting point.</b>  <b>Our achievement is reflected in 2 key areas...</b>	<b>Standards:</b> Children develop knowledge and skills across the curriculum to be successful learners and, as a result, achieve well. This is reflected in: -an improving trend in attainment and progress across all key stages. -Children attaining at least in line with national expectations in all key stages. -Children given the opportunity to achieve greater depth standard -Work across the curriculum of a high standard -Children using language and vocabulary confidently to express what they have learned -Children reading widely and often with fluency and comprehension -Children able to apply mathematical knowledge and concepts appropriate to their age -Pupils with SEND achieving the best possible outcomes			<b>Ethos, values and personal development:</b> Children demonstrate the high expectations of our values in their learning and behaviour in and around the school. Children leave Kimberworth Community Primary as happy well-rounded individuals who: -are respectful and caring members of the community -can use language and vocabulary effectively to express themselves and manage social situations -are confident and have belief in themselves and their abilities -make choices to keep themselves physically and mentally healthy and safe -have high aspirations for their own future. Are aware of and excited by the opportunities available for them -are aware of and have developed their own talents and interests			
	<b>Evaluation</b>	We review and evaluate our effectiveness regularly against these impact statements. Curriculum Team Leaders and Subject leaders have a key role in monitoring each subject area, reporting to SLT and governors. The SLT oversees this through the school's monitoring and evaluation schedule including pupil progress meetings, data analysis, pupil voice, work scrutiny and learning walks.						