


**Wath Victoria Primary School – The 3 I’s - Intent, Implementation and Impact .**

<b>INTENT</b>	1. Our ethos and values	 <p align="center"><b>Aspire, Believe, Achieve!</b></p>				
	2. Our golden rules	<p align="center"><b>Ready</b> <i>Be ready to learn and engage with others.</i></p>	<p align="center"><b>Respectful</b> <i>Have respect for yourself, others and the place in which we learn.</i></p>	<p align="center"><b>Safe</b> <i>Every decision we make is a safe one for ourselves and for others.</i></p>		
	3. Our curriculum vision	<p align="center"><i>We are passionate about creating a love of learning and aim to provide a curriculum that will challenge and engage pupils, encouraging them to think critically and use their imagination. We are building a curriculum in which pupils will acquire knowledge, understanding and a wide vocabulary, which they can use to find their own voice and build a sense of pride in themselves.</i></p>				
	4. Our curriculum drivers – the 5Cs	<b>Curiosity</b>	<b>Challenge</b>	<b>Community</b>	<b>Creativity</b>	<b>Communication</b>
<b>IMPLEMENTATION</b>	5. Our approach to teaching and learning delivery is based on Rosenshine’s principles of instruction (IAE, 2010)	<p align="center"><i>1. Sequencing concepts and modelling in practice.</i></p>	<p align="center"><i>2. Questioning to check for student understanding.</i></p>	<p align="center"><i>3. Reviewing material to make learning ‘stick’.</i></p>	<p align="center"><i>4. Giving opportunities for student practice from being guided to becoming independent.</i></p>	
	6. Subject leaders work together to develop and further the quality of education in their subject areas	<p align="center"><b>Communication, Language and Literacy</b> <i>Reading, Phonics, Writing, MFL, Vocabulary Development</i></p>	<p align="center"><b>Maths and Sciences</b> <i>Maths, Science, PE, Computing</i></p>	<p align="center"><b>Expressive Arts and Design</b> <i>Art, DT, Music</i></p>	<p align="center"><b>Understanding the world and ourselves</b> <i>Geography, History, RE, PSHE</i></p>	
	7. Each school year is divided into 4 thematic curriculum blocks and includes enrichment weeks with a key focus.	<p align="center"><i>Anti-bullying week and Remembrance</i></p>	<p align="center"><i>Aspirations week</i></p>	<p align="center"><i>Science Week</i></p>	<p align="center"><i>Art Week</i></p>	
	8. Each thematic block is planned and delivered using the school’s curriculum delivery cycle	<p align="center"><i>Pre-learning assessment</i></p>	<p align="center"><i>Brilliant beginning</i></p>	<p align="center"><i>Knowledge Organisers/plans for retrieval practise</i></p>	<p align="center"><i>Meaningful learning with outcomes children care about</i></p>	<p align="center"><i>Fabulous finish</i></p>

	<b>9. Assessment</b>	<i>Continuous AfL informs daily planning in core subjects.</i>			<i>Pre-learning assessments used to build on previous foundation subject knowledge.</i>			<i>Low stakes quizzes used to review and assess gained knowledge.</i>			<i>Standardised tests used to assess progress in reading, maths and SPaG termly.</i>			<i>Two summative data collection points annually for core subjects and one for foundation subjects.</i>	
<b>IMPLEMENTATION</b>	<b>10. Themes are built upon year on year through development of a key knowledge and vocabulary base from F2 upwards. Delivery of subjects can be discrete, thematic linked or both, dependent on block content. A 2 year cycle (year A and year B) is in operation.</b>	<i>Maths</i>	<i>PE</i>	<i>PSHE</i>	<i>RE</i>	<i>Geography</i>	<i>History</i>	<i>DT</i>	<i>Art</i>	<i>Science</i>	<i>English</i>	<i>MFL</i>	<i>Computing</i>	<i>Music</i>	
		<i>Taught and planned discretely</i>				<i>Thematic Curriculum subjects – planned as discrete themes but intertwined when the opportunity arises for a strong cross-curricular link.</i>				<i>Planned for and taught discretely, or as part of thematic learning as best meets the needs of the learners and the theme.</i>					
	<b>11. Pupil Entitlements @WV</b>	<i>Every child’s reading entitlement mapped by phase.  School reading spine.</i>				<i>Cultural Capital entitlement mapped by phase and curriculum linked where appropriate.  Daily dashboard approach to embed learning through retrieval practise.</i>				<i>Extensive pastoral and inclusion offer to strengthen curriculum offer.</i>					
<b>IMPACT</b>	<b>12. Our curriculum demonstrates aspiration and ambition for all learners, irrespective of background and starting point. We aim to produce the following impact through our curriculum offer.</b>	<u><b>IMPACT 1: Standards</b></u> <i>Children attain in line with, or better than, national expectations. They make progress in line with national standards. They are given opportunities to achieve the greater depth standard through well-planned learning opportunities. Knowledge and cultural capital selected as part of our curriculum offer support children to achieve well and prepare them for their future lives.</i>				<u><b>IMPACT 2: Ethos and Values</b></u> <i>Children and staff live and represent our school values in their everyday work. Aspiration, self-belief and achievement are key to success and those values are shared, celebrated and evident in school.</i>				<u><b>IMPACT 3: Our Golden Rules</b></u> <i>Children are clear about, and follow our three golden rules; ready, respectful and safe. Children can articulate them and staff use them to build a restorative behavioural culture where children care for themselves and others because human kindness, compassion and cooperation is what tolerant societies are built upon.</i>					
		<u><b>Evaluating Impact</b></u> <i>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. The Headteacher meets with JMAT’s CEO and leadership team regularly to review progress against standards and projected outcomes and the governing body receive updates on curriculum matters at every meeting.</i>													

