Shankhill C of E Primary School

Our vision: Creative learning, personal achievement and happiness.

Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)

Our vision is everything you will see within our daily school life: all children flourishing through the many opportunities and challenges they are presented with. We educate the whole child to be 'the best me I can be': for learning and as a person.

Our school community, based on Christ's teaching, seeks to develop, in each child, a vision of human flourishing, built on wonder, kindness, gentleness, excellence and academic rigour, explored through moral and creative learning experiences. Our curriculum supports and shapes the development and character of the whole child. We do this by exploring British Values, and our Christian Vision, Values and Virtues which permeate our vision for education in Shankhill Church of England Primary School.

Curriculum Intent

Our Shankhill School curriculum intends to:

- be cumulative, coherent and challenging as it progresses from nursery through to Year 6, and prepares our pupils for Y7 and beyond;
- enable our pupils to be able to recall and describe knowledge and concepts in familiar, unfamilar, local and global contexts;
- enable our pupils to make connections between their developing knowledge and concepts, their prior learning, and their lived experiences;
- enable our pupils to be successful, confident, collaborative, compassionate and responsible individuals and citizens;
- be inclusive by providing equity for all learners, regardless of their personal cultural capital or special educational needs or disabilities, through its rich learning experiences and vocabulary development so that everyone can flourish spiritually, physically, intellectually, emotionally, morally and socially, and live life in all its fullness.

Curriculum Implementation

Subject leaders and senior leaders will:

- design a curriculum progression in vocabulary, knowledge, skills and concepts through year group/phase plans, as appropriate;
- ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring that outcomes can be achieved by all pupils;
- periodically monitor and evaluate the progress, outcomes and impact of the curriculum along with class teachers;
- lead improvements across school using structures such as the EEF tiered model for school planning[1].

Class teachers will:

- provide inclusive, quality first teaching in all subjects by planning and delivering engaging and effective the teaching and learning for their class;
- teach using our evidence-led 'six phases of learning' pedagigical structure[2] and the EEF 'five-a-day' approach[3];
- make decisions about which resources and materials they use, and how they utilise them appropriately and effectively to support and challenge all learners' needs inclusively;
- use their professional knowledge and expertise, share best practice and provide support for each other, focussed on outcomes for individual pupils;
- ensure that a range of formative, diagnostic and summative assessments are used to move learning on and challenge all learners to be the best they can be;
- enrich our curriculum learning experiences and utilise our idyllic rural location and surroundings to enhance experiential learning and contrast this with alternative visits and experiences;
- explore our Vision, Values and Virtues (personal, character and spiritual development), creating provision with an emphasis on learning behaviours, personal achievement and progress.

"This school continues to be good… maintains good quality education… pupils gain a sense of achievement from their lessons… they display excellent attitudes towards their learning… behaviour in lessons and around school is impeccable… Staff are welcoming and inclusive… strong Christian values are promoted well… (results) well above that of other schools nationally" *Ofsted 2019*

Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018

Pupils will be encouraged to:

- develop excellent learning behaviours based on our six phases of learning structure[4];
- learn how to read and develop a love of reading as the key to unlock the wonders of learning and life;
- retrieve, recall, use, connect and add to their vocabulary, knowledge and skills;
- aquire, revisit and continue to develop knowledge, skills and vocabulary within and across the curriculum;
- use their reading, literacy, oracy, numeracy and digital communication skills to purposefully share and articulate their learning with others;
- explore our Vision, Values and Virtues so that they can develop as a person, through character and spiritual development with an emphasis on personal achievement, progress and human flourishing;
- discover who they are and what they can become on their journey to being *the best me I can be*.

Curriculum Impact

Subject Leaders and Senior Leaders:

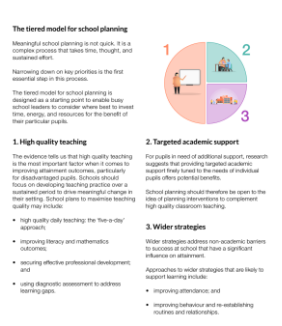
- routinely evaluate the impact and outcomes for their areas of responsibility;
- use this analysis to identify any necessary actions that develop the quality of provision in their subject, to moderate assessments, and to benchmark outcomes against expectations beyond their school.

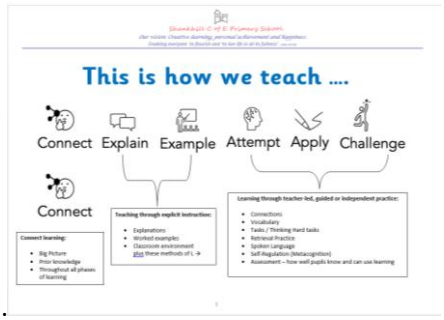
Class teachers:

- routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements;
- use this information to analyse how effecively pupils are achieving or exceeding expectations and to adapt their planning accordingly;
- provide Subject Leaders with timely summative information and analysis about the outcomes of pupils in their class, and the impact of the curriculum.

Pupils voice demonstrates that pupils:

- are enthusiastic learners who understand the purpose of learning and therefore show excellent learning behaviours, empathy and understanding of needs, are resilient and are willing to have a go;
- have a developing love of reading;
- meet and exceed national expectations for learning so that they are equipped with the vocabulary, knowledge, skills and understanding to help them fulfil their dreams and aspirations and are prepared for the next stage of their learning;
- are inquisistive and share their talents, confidence, accomplishments, for example through acting, performing music, art displays, leading collective worship, courageous advocacy, and public speaking;
- know who they are and what they might become; they feel valued.

1. 

2. 

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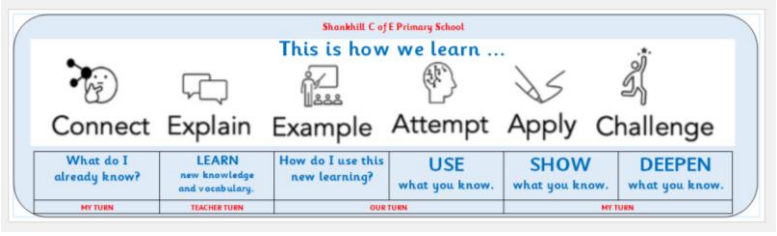
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