



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, unfamiliar, 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 planning¹.

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' pedagogical structure² and the EEF 'five-a-day' approach³;
- 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 structure⁴;
- 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;
- acquire, 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 effectively 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 inquisitive 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.

The tiered model for school planning

Meaningful school planning is not quick. It is a complex process that takes time, thought, and consideration.

Narrowing down on key priorities is the first essential step in the process.

The tiered model for school planning is designed as a starting point to enable busy school leaders to consider where best to invest time, energy, and resources for the benefit of their greatest needs.

1. High quality teaching

The evidence tells us that high quality teaching is the most important factor when it comes to enhancing attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practices over a number of years to drive meaningful change in their setting. School plans to maximise teaching quality may include:

- high quality daily teaching: the 'five-a-day' approach;
- improving literacy and mathematics outcomes;
- securing effective professional development; and
- using diagnostic assessment to address learning gaps.



2. Targeted academic support

For pupils in need of additional support, research suggests that providing targeted academic support offers the most potential benefits.

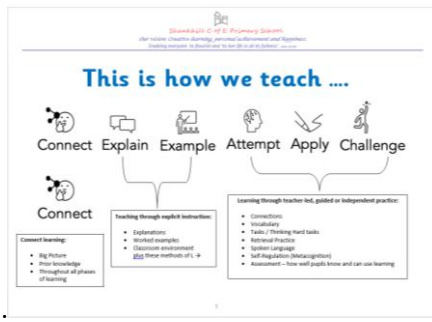
School planning should therefore be open to the idea of planning interventions to complement high quality classroom teaching.

3. Wider strategies

Wider strategies address non-academic barriers to success at school that have a significant influence on attainment.

Approaches to wider strategies that can help to support learning include:

- improving attendance; and
- improving behaviour and re-establishing routines and relationships.



High quality daily teaching: the 'five-a-day' approach

Teaching is complex but there are common elements that can help improve the daily practice to enhance quality. The 'five-a-day' approach is based on evidence from research that shows:

1. **Explicit instruction** involves modelling a skill or concept, followed by guided practice, before independent practice.
2. **Teacher and student engagement** involves ensuring that both parties are actively involved in the learning process.
3. **Spaced practice** involves spreading learning over time to improve retention.
4. **Formative assessment** involves checking for understanding during the learning process.
5. **Using technology** involves using digital tools to enhance learning.

5. Understanding the context

1. Understanding the context involves considering the school's mission, vision, and values, as well as the needs of the pupils and the community.
2. Understanding the context involves considering the school's history and the impact of external factors.
3. Understanding the context involves considering the school's current performance and the challenges it faces.
4. Understanding the context involves considering the school's future aspirations and the strategies to achieve them.
5. Understanding the context involves considering the school's role in the wider community and the impact it can have.

6. Creating a supportive environment

1. Creating a supportive environment involves ensuring that the school is a safe, inclusive, and welcoming place for all.
2. Creating a supportive environment involves ensuring that the school is a place where all pupils can thrive.
3. Creating a supportive environment involves ensuring that the school is a place where all staff can flourish.
4. Creating a supportive environment involves ensuring that the school is a place where all partners can work together.
5. Creating a supportive environment involves ensuring that the school is a place where all pupils can achieve their potential.

7. Maximising opportunity to learn

1. Maximising opportunity to learn involves ensuring that all pupils have access to high quality learning experiences.
2. Maximising opportunity to learn involves ensuring that all pupils have access to a range of learning opportunities.
3. Maximising opportunity to learn involves ensuring that all pupils have access to the resources they need to succeed.
4. Maximising opportunity to learn involves ensuring that all pupils have access to the support they need to overcome challenges.
5. Maximising opportunity to learn involves ensuring that all pupils have access to the opportunities they need to reach their potential.

8. Activating hard thinking

1. Activating hard thinking involves ensuring that all pupils are challenged and encouraged to think deeply.
2. Activating hard thinking involves ensuring that all pupils are encouraged to ask questions and seek answers.
3. Activating hard thinking involves ensuring that all pupils are encouraged to work together and share ideas.
4. Activating hard thinking involves ensuring that all pupils are encouraged to take risks and learn from mistakes.
5. Activating hard thinking involves ensuring that all pupils are encouraged to persevere and not give up.

9. Developing a growth mindset

1. Developing a growth mindset involves ensuring that all pupils believe that their abilities can improve through effort.
2. Developing a growth mindset involves ensuring that all pupils are encouraged to embrace challenges.
3. Developing a growth mindset involves ensuring that all pupils are encouraged to learn from mistakes.
4. Developing a growth mindset involves ensuring that all pupils are encouraged to set goals and work hard to achieve them.
5. Developing a growth mindset involves ensuring that all pupils are encouraged to believe in themselves and their potential.

10. Embedding a culture of excellence

1. Embedding a culture of excellence involves ensuring that all pupils are encouraged to strive for the best.
2. Embedding a culture of excellence involves ensuring that all pupils are encouraged to take pride in their work.
3. Embedding a culture of excellence involves ensuring that all pupils are encouraged to be respectful and kind to others.
4. Embedding a culture of excellence involves ensuring that all pupils are encouraged to be responsible and honest.
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