Our vision: Creative learning, personal achievement and happiness. Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)

Shankhill C of E Primary School

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 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' pedagigical 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;
- 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 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 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.

| | The tiered model for school planning | | | Ê | la la | | High quality daily teaching: | the 'five-a-day' approach | | Promp Ones with frant Investigate with the last investigation of the content year are based by | Knowledge of the lagorements of conclusion magnetizing and degendencies to window to the antimiser and ident processor maching | Exceedings of information conception trades, assessments and activities, free diagnostic and defaults printedic facing of the top presents in other implementers and welfage |
|----|--|---|---|---|--|--------------------------|---|---|--------|--|--|---|
| | Meaningful school planning is not quick. It is a complex process that takes time, thought, and sustained effort. | | Splandabili C. et al. E. Projency Scienci Network Dates and analyzer start determined and Spindess Institut network 11. Built and 16 in 10 hjutest - mean | | | | Teaching is complex but them are certain key measurch eldence suggests camhere a positive elements that can be impaind into daily process in a cases of press and for all push groups, to entrance the quality. The first-ady' approach identifies these endorces based the bitmark which the opportunit are summarized basis. | | TOLD5. | Receivings of commendations analogue, streammentation, and address produce relations to the context sec-law leading | radates to the reading | representations/ analogens/ assemption for the observations assembly |
| | Namowing down on kay priorities is the first essential step in this process. The terred model for school planning is designed as a starting point to enable busy school leaders to consider where besit to invest time, renging, and resources for the benefit of their particular pupels. | | This is how we teach | | | | 1 Explicit | che-ield approaches with a toose on olear explanations. Willing and trequest checks for understanding. This is then every guided practices, before independent practices. | | 2. Creating a supportive emission Annualy sector and Annualy sector and Annualy sector and Annualy sector and and and | Remaining to practice checks of animal academic todamindeps, characteristical by sequent, read, characteristical case. Preventing between excitation fromging backing-of compression, subsective and relatedness. | Control of a science of logi- reproductions, with Mark Indiange and Marking on Karawan Marka and Markana Science of Markana and Markanaa And Markana And |
| | 1. High quality teaching | 2. Targeted academic support | • | | (4) | 21 | | nging cognitive load is crucial? new content is to randomed into pupilit long-term memory. Provide | | Managing the self-stores discords to the deproce to meaning participanty and meaning participanty | Ensuing And color, expectations, and consequences for balancias precipitat, data and considering precipital. | Facebook and a second a s |
| | The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment subtorms, particularly for disadvantaged public. Schools should | For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits. | Connect | Explain Example | Attempt Apply | Challenge | 🚄 strategios 🚥 | orkanities for popula to plan, monitor, and available r over isoming | | moth, transitional, gaving rises instructions as modern understand under flass shall be doing, uning jund regitability be doing, uning to make transitions unsuch | | sproling increment of wholes Approving in the characterised segmenting appropriately |
| | focus on developing teaching practice over a sustained period to drive meeningful change in their setting. School plans to maximize teaching quality may include: | School planning should therefore be open to the | | \Box | Learning through teacher led, guided | or independent practice: | 3 | In pupils are working on a written task, provide a contrils tool or neasures such as a writting home or a faily compileded exempte. Afte to provide item support of nature throughout the course of the leason, week, or aren. | | 4. Activating hard thinking booking pang states an operation separation booking takes specific planning denorg takes specific planning invites certification of program with black security | Exploring paramity and communiting two chain orderly only controls, appropriate, sequence of the second second transference of the second local temport of the second local | Destrong usig porton and Antigers provide detectors and comment, devide training many immunities, 1967. Compret, and, 2 using porting to data and/orthomapy parting |
| | high quality daily teaching: the Twe-o-day' approach; improving literacy and mathematics outcomes; | 3. Wider strategies Wider strategies address non-academic barriers to success at school that have a significant influence no attainment. | Connect | Teaching through explicit instruction: • Explanations • Worked examples | Connections Vocabulary Tails / Trinking Hard Laiks Retrieval Practice | | 4 grouping | coto groups torspoonly, based on current level of ennest. This could, for exemple, be a group that corres then to get some abilitional apelling instruction based on | | total and mailtons, and fulling and expering its radia toda accessible with the gradually mercent actiful all access, accessed at the segmed best | an activity / checking fait prior householge), using manipite (and man accepted topequited) is help topequited topequited half connections, modeling / thereastering has different maniputed topequite topequite | supervise from all strates, origingly sportly extracted to excluse transition of strategic constructing and supervises to extract excluses appropriately |
| | securing effective professional development; and | influence on attainment. Approaches to wider strategies that are likely to support learning include: | Big Picture Prior knowledge | Classroom anvironment <u>plan</u> these methods of L -> | Spoken Language Self-Augulation (Metacogentum) Assessment – how well pupils incoment | ne and can use learning | | ent read before re-joining the main class. | Ľ | Analysis secondary according to be dealers from | undhalang out Authorps, sang undus) (part undust anomples Industry group authors task) fact output and authors having | Altering being stelen Types, replace out souther |
| | using diagnostic assessment to address learning gaps. | improving attendance; and improving behaviour and re-establishing | Throughout all phases of learning | | | | 5 technology | results of the same by a student school and some of the same of the same by a student school and some of the same barriers of the same school and same school | | nodovk skola fear horizog/ topoledge/understeding-gining moderk activitie fearbook to gate her kenneg | segarag has to practice and berring a fluen out access emailing flue once feart network a reserved, founded to please beginning | fee as basing programs appropriate fee machine in these adjusted interfacency or deline dealing framing and adjusted |
| 1. | | Improving centwoor and re-residuening routines and relationships. | 2. | | | | 3. | nonnest model. | 4. | Great feading lacks | georeacting com | Didence Review & |
| | | Shankhill C of E Primary School | | | | | | | | | | |
| | | | | This is how we learn | | | | | | | | |
| | | | A CONTRACT | | 2 | (I) | 15 | J. | | | | |
| | | | Connect | Explain | Example | Attempt | Apply (| Challenge | | | | |
| | | | What do I already know? | LEARN new knowledge and vocabulary. | How do I use this new learning? | USE what you know. | SHOW what you know | DEEPEN what you know. | | | | |
| | | MY TURN TEACHER TURN | | 00 | OURTURN | | MYTURN | | | | | |
| | | 5. | | | | | | | | | | |