

# Lutton St Nicholas and Gedney Church End's Curriculum Intent, Implementation and Intended Impact.

## Intent and design - What are we trying to achieve?

Vision for our curriculum	<b>All our young people will have the character traits, knowledge and skills to make a positive impact on their future adult lives.</b>			
Learning	Children <b>ENJOY</b> and love learning	Everyone makes <b>PROGRESS</b>	Everyone matters. Everyone is <b>INCLUDED</b> and differences are celebrated	<b>CREATIVITY</b> is admired
Aims	<b>Our curriculum aims to enable all pupils to become:</b>			
	Successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	Confident, articulate individuals, who can lead safe, healthy and fulfilling lives	Responsible citizens who do the right things - in the right way!	
Focus for learning	Transferable knowledge and understanding e.g. excellent general, subject, social and cultural knowledge.	<b>Skills and competences</b> Essential skills: literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral, spiritual	<b>Characteristics</b> Attitudes, attributes and dispositions e.g. determined, adaptable, confident, risk-taking enterprising, self-regulating, emotionally resilient, spiritually aware, tolerant, kind	
Values	Our curriculum is underpinned by our <b>British values</b> , school ethos and the need to build cultural capital for all our pupils.			

## Implementation - How do we organise learning?

Components	Lessons	Events	Visits/visitors	Learning outside the classroom	Environment	Extended hours	Enrichment	Ethos				
Key aspects to develop	Transferable knowledge and understanding		Subject specific knowledge	Vocabulary		Reading With expression and fluency With understanding Critically		Application of basic skills: Talk, Maths, Handwriting, GPaS				
Areas of learning	ART/DT	Music	IT	PE	RE	Geography	History	Science	English	Maths	Languages	PHSCE/CI
	PSED		PD	CLL		Literacy		Maths	Understanding of the world		Expressive arts and design	
	<b>Curriculum Offers</b>											
Contexts	<b>Contexts for Learning – Thematic – Transferable Knowledge and Skills - Big Questions - Vocabulary</b> Starting with the end in mind!											
Drivers	<b>Engage</b> hook learners in with a memorable experience set the scene and provide the context ask questions to provoke thought and interest use interesting starting points to spark children's curiosity			<b>Develop</b> teach knowledge to provide depth of understanding demonstrate new skills and allow time for consolidation provide creative opportunities for making and doing deliver reading, writing and talk across the curriculum			<b>Innovate</b> provide imaginative scenarios for creative thinking enable and assess the application of previously learned skills encourage enterprise and independent thinking work in groups and independently to solve problems			<b>Express</b> encourage reflective talk by asking questions provide opportunities for shared evaluation celebrate success identify next steps for learning		
Characteristics of effective learning	Playing and exploring - engagement				Active learning - motivation				Creating and thinking critically			
High Impact Teaching Strategies	Clarity of expectations	Modelling explicit teaching	Questioning	Practice - multiple exposures	Lesson design - teaching sequences	Personalised feedback	Collaboration	Summarising learning and vocabulary	Challenge for all - low threshold, high ceiling	Metacognition: and growth mindset		

## Impact - How well are we doing? Are we making a difference? How do we know?

Evaluating impact	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions	Uses assessment information intelligently to identify trends and clear goals for improvement	Uses critical friends to offer insights and challenges	Uses a wide range of measures	Creates a continuous improvement cycle	Uses variety of techniques to collect and analyse information	Employs principled, effective formative and summative assessment	Involves the whole school community and stakeholders		
How	Lesson observations	Planning scrutiny	Work sample analysis	Surveys	Interviews - talking to pupils	Data analysis assessments, attendance, behaviour	External QA	Peer reviews	Awards and accreditation	Appraisal
To secure	High standards of achievement <b>Attainment and Progress</b>			Excellent behaviour and attendance		Independent thinkers and learners		Confident learners		