



To be the best that we can be

Intent

Implementation

Impact

Our learning Values	Active learning			Working in collaboration		Resilience		Aspirational		Participation		
The Great Whelnetnam Way	We are safe				We are ready				We are respectful			
The vision of the curriculum at Great Whelnetnam	We want our children to be excited and enthralled by coming to school. We want each individual child to feel valued and cared for. Our children are motivated to do their best and we celebrate their success and their achievements.	We use the national curriculum guidelines in order to develop the knowledge content of the curriculum. We offer a curriculum that is rich and has breadth and depth. Our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving.	We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment. Enjoyment Excellence Experience We promote all of these in equal measures.	We want our children to have a love of learning, feel passionate and have ownership of the outcomes.	We want our children to feel safe so that they can make mistakes to learn from and take risks in their learning.	We aim to meet the needs of all learners in our curriculum; challenging them and enabling them to problem solve and undertake learning at a deeper level.	We encourage our children to share their learning with each other, their families and the wider community and to learn from each other.	We are preparing our children for their future adult lives, whatever they may be!				
Our teaching Intentions are:	Purpose of the learning is made explicit leading to outcomes	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative and summative assessments	Moderation of assessments and judgements.						
Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.	Teaching is based on clear understanding of cognition and learning.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.	Developing strong partnership with our parents and carers						
Curriculum Organisation. Making full use of opportunities for real world learning.	Educational visits including residential opportunities	Visitors	Assemblies	Extra- curricular clubs	Learning outside the classroom	Responding to events in the news	Share days					
	Communication and language	Physical development	Personal, Social, and Emotional development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design					
	English Science	History	Geography	D&T	Art	Computing	Maths	Music	PE	French	PSHE	RE
Approaches to learning	Highest learning expectations	Consistent approach to teaching and behaviour		Teaching styles and resources meet pupils' need		Differentiation	Personalised learning					
	Promote a love for learning	Build on learning beyond school		Inclusion for all		Promote communication	Multi sensory and over learning.					
Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point. This achievement is represented in three key areas.	Impact one : Standards Children make expected or greater than expected progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.			Impact two: Well being Children enjoy learning and coming to school. Their mental health and well-being are observed closely and tracked. They continuously work on building confidence and demonstrating our learning values in their everyday tasks.			Impact three: Personal development. Children demonstrate the "Great Whelnetnam way" in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices that children make benefit the school and the local community.					
IMPACT	Speech and Language		R,W,M Data		Parent survey		Pupil Survey		Settling in Survey			
	Book Scrutiny		Lesson Observation		Discussions Staff/Pupils		Foundation subject data		Social skills			