

Intent	Implementation	Impact
<p>Our curriculum aims to instil a love of learning while providing rich learning experiences, reflecting the diversity of the children in our school. It challenges them to strive for excellence, and maximise their individual potential.</p> <p>Integral to our curriculum are The Preston Manor Learning Identities:</p> <p>Active, Collaborative, Resilient and Reflective.</p>	<p>Relationships - children, parents, staff (including induction), governors</p> <p>Quality First Learning - Inclusion for all (including interventions and focus groups), Non-negotiables, acknowledgement of reading as a key skill (Bug Club, Reading for Pleasure, Destination Reader, Reading Buddies, Library)</p> <p>Wellbeing [Emotions Barometers, Circle Time, WellWishers, Friendship and confidence Groups, Talkabout, Seasons for Growth, ELSA]</p> <p>Pedagogy/Subject Knowledge - CPD and Inset, Sharing Good Practice, Subject Network Meetings (<i>Well-planned units of learning showing clarity in outcomes, knowledge and vocabulary to be learned. Blended learning opportunities - face to face and through the Google Classroom</i>)</p> <p>Schemes of Learning (Val Sabin PE, White Rose Maths, NCETM website, Kent Scheme for Science, Kapow for Art and Design Technology, 1 Decision - PSHE)</p> <p>Careers Week and MYBnK</p> <p>Rigorous Formative Assessment - Including feedback</p> <p>Curriculum overviews</p> <p>Planning - Long Term Plans, Medium Term Plans, Clear purpose and outcome for learning articulated, Weekly plans for English and Maths, Home Learning (Projects), Pre Learning of knowledge and curriculum [Knowledge Organisers], Gap Analysis and impact on planning, following children’s interests, vocabulary,</p>	<ul style="list-style-type: none"> • Reception – GLD Outcomes • Year 1 Phonics Screening Check • Year 2 SATs • Year 4 Multiplication Test • Year 6 SATs • PUMA/PIRA • Target Tracker • Foundation Subject Assessment • BARICS • ISPs/Communication Passports • Initial EAL Assessments • Case Studies • Social/Emotional - Pupil surveys, behaviour monitoring SLT, class behaviour system, engagement in learning • Wellbeing [Teachers knowledge of child, Intervention, • Life skills [jobs, interviews] • Parent Surveys • Staff Surveys • Pupil Voice • Progress over time in books • Attendance • Language for learning - Use of more tier 2 and 3 vocabulary used correctly • Targets reviewed • Children respond to feedback

Intent	Implementation	Impact
	<p>curriculum reviews allowing children to see themselves in the curriculum</p> <p>Rigorous Summative Assessment - Monitoring – pupil progress, phase reviews, learning walks/deep dives, PUMA/PIRA and practice tests, Gap Analysis and impact on planning, Moderation both internally and externally, Parents Evenings, Targets, role of subject lead</p> <p>Interventions and Boosters</p> <p>Learning Identities Active – Figuring things out Collaborative – Working with others Resilient – Not giving up Reflective – Considering your learning Growth Mindset - taking risks</p> <p>Celebrating Learning - Through displays, Green Book, Feedback, Postcards, Text messages, phone calls, celebration assemblies, in-class assemblies and sharing across the school</p> <p>Assemblies - SMSC, British Values, PSHE, celebrations, class assemblies for parents and in-class Circle Time assemblies, all-through links, community [Rose Shepherd, TfL]</p> <p>Secure Behaviour Systems</p> <p>Pupil Voice</p> <p>Learning Environment, Circle Time (PSHE, behaviour and pupil wellbeing). Broad and balanced curriculum offer - Extra-curricular (sports and crafts) and supplementary programs (DIVA, jobs opportunities for children)</p>	

Reception	Key Stage 1	Key Stage 2
<p>By the end of Reception, the children will have achieved a GLD [Good Level of Development] if they have achieved the ELG [Early Learning Goals] in Personal, Social and Emotional Development [PSED, Physical Development [PD], Communication and Language Development [CLD], Literacy and Maths with a score of 2 or above.</p>	<p>By the end of Year 1, all children will have learned phonic decoding skills to a good standard [e.g. 32 out of 40].</p> <p>By the end of Year 2, the children will be achieving age related expectations in Reading, Writing, Maths and Science. They will also be able to spell the year ½ spelling lists.</p>	<p>By the end of Year 4, all children will have passed the multiplication tables test and know their multiplication and division facts to 12x. They will also be able to spell all the year ¾ spelling lists.</p> <p>By the end of Year 6, all children will be achieving age related expectations in Spellings, Grammar and Punctuation [SPAG], Reading, Writing, Maths and Science. Prior higher attainers will be achieving greater depth in these areas. They will also be able to spell the year 5/6 spelling lists.</p>

Transition

Nursery to Reception – Nursery visits
 Reception to Year 1 – opportunities for team teaching, phonics integration, R to assembly, moderation
 KS1 to KS2 – moderation of Y2/Y3 together, team teaching, guided reading sessions, assemblies, Y2 to KS2 assembly, buddies
 KS2 to KS3 – transition activities, lead learners, KS3 assembly, transition days, BBC, STARs, US students to assembly, Core subject Leads
 Current and receiving teacher face to face dialogues

EAL

Early language support group for New Arrivals - daily for 2 weeks (Racing to English)
 6 weeks immersion in class with TA and Teacher support and following assessment at the end of 6 weeks further need is catered for.
 Further need could include writing for bilingual learners, colourful semantics and SEMH support e.g. Well Wishers and Lego groups.

SEN

The curriculum provides challenge for all. Pupils with additional learning needs are supported in the inclusive environment of the classroom wherever possible. Some pupils may need specific, targeted, additional interventions to support them to achieve their full potential. For more information on our offer, please find our Lower School SEN information report on the website and provision map ([CLICK HERE](#))

All-Throughness

Subject Lead meetings / BBC / STARs / DIVA / Reading Buddies / Reading Kings / Lead Learners Support for Year 6 children / Restorative Justice Training/ One World / Prefect Support at LS Parents Evenings / Wellbeing support for vulnerable children in Year 7 and above
 Curricular Projects across the school / World Book Day / Science Day / SLT delivering assemblies