



## Vallis First School

### Intent, Implementation, Impact (3iii) statement

Curriculum	Curriculum Leads: Kirsten Molloy Adam Summers
<p><b><u>Intent</u></b> - What are we trying to achieve?</p> <ul style="list-style-type: none"><li>• We aim to teach a broad, balanced and creative curriculum for all children which reflects our nurturing school ethos.</li><li>• The curriculum encompasses everything that the children do at our school; not only in covering the National Curriculum 2014, but also other experiences that will help children on their journey to live fulfilling lives now and in the future.</li><li>• We recognise that our school is a changing community and therefore our curriculum responds to the needs and cultures within it.</li><li>• All staff plan and teach in accordance with our long-term plans, following a progression of knowledge and skills for each subject to ensure that all skills and objectives are covered, reflecting the needs of all our children.</li><li>• By the end of their time at Vallis First School, they have built on previously learned skills and knowledge within the EYFS curriculum and then through each subject area of the National Curriculum 2014</li></ul>	
<p><b><u>Implementation</u></b> - How is our vision translated into practice?</p> <ul style="list-style-type: none"><li>• We use a cross-curricular approach when planning exciting termly topics. Each topic is introduced with role play and storytelling to engage and motivate our children as well as introducing key concepts and vocabulary.</li><li>• Children are introduced to the 4 'learning powers'<ul style="list-style-type: none"><li>○ Resilience</li><li>○ Relationships</li><li>○ Resourcefulness</li><li>○ Reflectiveness</li></ul></li></ul> <p>These are used and celebrated across the curriculum to develop the skills that children will need to work, learn and play throughout their lives.</p> <ul style="list-style-type: none"><li>• Staff identify the needs of all children and their families who can then be supported by quality first teaching and a graduated response. We recognise that in order to fully access our curriculum, provision may need to be tailored to promote academic, social and emotional wellbeing.</li><li>• A range of cultures are celebrated through our curriculum to reflect our diverse world. This is achieved through:<ul style="list-style-type: none"><li>○ Whole school assemblies</li><li>○ RE and PSHE session</li><li>○ Text choices</li><li>○ Discussions, experiences and community events.</li></ul></li><li>• Through the curriculum the children will learn through</li></ul>	

- Engaging and high-quality texts
  - Outdoor learning opportunities
  - Practical experiences
  - Reasoning and problem solving
  - Discussion
  - A sense of purpose
- Our curriculum has been developed by a strong team of subject leaders who:
    - Ensure the delivery of the knowledge and skills of each subject according to the long-term plan
    - Create and update subject action plans
    - Respond to CPD and engage in developments in their subject
    - Liaise with link governors
    - Monitor coverage, progression and standards through book looks, pupil voice and observations
    - Enrich the cultural capital of the school

### **Impact – What is the impact of our curriculum?**

- The whole curriculum is designed to make the children feel that they are being nurtured, kept safe, and enjoy a strong sense of wellbeing. They will develop their empathy, compassion and respect for all people and cultures.
- By following a clear progression of knowledge and skills, and with high expectations from the school staff, children will make the progress they need for the next step of their education.
- Children will have a strong sense of belonging in the school, local and global community.