



CURRICULUM INTENT, IMPLEMENTATION & IMPACT

OUR SCHOOL VISION

Through our core Christian values of Love, Courage & Hope, we nurture, encourage and challenge each unique child to be kind, be respectful and be the best they can be.

Our Aims: At Long Sutton Church of England Primary School, we aim to provide rich, memorable learning experiences which build character in each individual child. Strong relationships underpin all we do in our small church school, where we value and respect each other's uniqueness. We provide the space for all children to flourish and be the best they can be. Our broad curriculum inspires great learning through engagement with the outdoor environment and enables our children to develop positive emotional and mental health and an understanding of their place in the wider world. Our children are nurtured and challenged to become resilient learners with high aspirations.

OUR VALUES

LOVE



COURAGE



HOPE



OUR RULES

BE KIND



BE RESPECTFUL



BE THE BEST YOU CAN BE



CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills

CURRICULUM IMPLEMENTATION

We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Yearly Overviews which follow a two-year rolling programme , with a mixture of discrete subject teaching and topic-led units of work	Subject Vision Statements which outline the subject-specific intent, implementation and impact and identify our chosen approaches and resources	Subject Overviews which identify when planned units of work should be taught across the school	A Progression of Skills document for each subject, identifying key knowledge and skills in a carefully planned sequence	Medium Term Plans with well-sequenced learning journeys carefully matched to clear learning objectives	Rich, memorable learning experiences with engaging hooks, carefully planned enrichment and purposeful outcomes	Quality First Teaching (QFT) with appropriate challenge and support	
A shared language for learning promotes strong learning behaviours:	Independence (Diamond Power) 		Perseverance (Emerald Power) 		Managing Distractions (Sapphire Power) 		Collaboration (Ruby Power) 	
Learning will provide a broad and balanced mix of these subjects:	Early Years Foundation Stage (EYFS)							
	Personal, Social and Emotional Development	Communication and Language	Physical Development		Literacy			
	Maths	Understanding the World			Arts and Expressive Design			
	National Curriculum (Years 1 to 6)							
	English	Mathematics	RE		Science			
	Computing	Design Technology	Geography		History			
	Art	Physical Education	Music		MFL (Modern Foreign Language): French in Key Stage 2			
	PSHE (Personal, Social, Health & Economic Education)		Relationship Education					

School specific components reflect the context of our school:	<p>Outdoor Education including Hampshire Trailblazers: Discover, Explore, Care</p> 	<p>Heartsmart A Personal, Social, Emotional, Relationship and Health Resource</p> 	<p>Oracy including 'Voice 21' Resources: Physical, Linguistic, Cognitive, Social & Emotional skills to enable successful discussion & effective communication</p> 			
	<p>Global Education Including the 'Global Neighbours' resource: encouraging a deeper understanding of global injustice and equipping children to become courageous advocates for change</p>  <p>and the 'Global Dimension' resource: a global learning platform – 'The World in your classroom'</p>  Global Dimension	<p>Zones of Regulation A framework designed to foster regulation and emotional control</p> 				
CURRICULUM IMPACT						
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes, as outlined in our curriculum intent. These include:						
Reception Baseline Assessment and EYFS outcomes	Year 1 Phonics screening	End of key stage 1 results	End of Key stage 2 results	Year 4 times table check	External validation and inspection reports	Foundation Subject Assessment Sheets
Observations of children in various aspect of school life	Governor monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil Conferencing	Other anecdotal evidence