

At Pennington we intend to provide an outstanding education for all our pupils

Intent

This will:

- Fulfil EYFS and National Curriculum requirements
- Be underpinned by our schools chosen Christian values
- Develop the knowledge, skills, understanding, attitude and character of the whole child
- Be broad, balanced, active and cohesive
- Show clear progression to staff, pupils and parents
- Be based on quality, first-hand experiences
- Provide an abundance of meaningful, memorable moments
- Be flexible and responsive to the needs and interests of all learners
- Have a local, national and international dimension
- Celebrate community and family
- Prepare children for their future in the wider world beyond Pennington



'Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects and their students so that students can learn to weave a world for themselves.' (Parker Palmer)

We believe that exploring creative and meaningful connections across the curriculum provides experiences which enable each child to achieve their own potential and ambitions whilst enjoying learning. Through an enriching and challenging curriculum children develop their unique talents and skills. Our teaching, through a wide range of contexts, inspires independent, enthusiastic, reflective and self-motivated learners who are able to confidently apply key skills across their learning.

The dignity of each Pennington child, as a child of God, is recognised and celebrated so children can grow academically, socially, emotionally and spiritually. As stated in our mission statement:

God has given each of us different gifts - together we can do great things.

Implementation

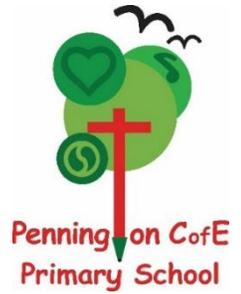
- Careful, progressive planning across school ensuring that the EYFS and national curriculum objectives and requirements are met
- Extension of the principles for EYFS throughout the primary school (unique child, relationships, environments- including physical, emotional and social and curriculum)
- English and maths skills underpin the curriculum and application across the wider curriculum provides opportunities for mastery and deeper learning
- Reading books shape, enhance and support topic based learning
- Natural links with subject areas are maximized whilst the integrity of each individual subject is protected
- Every staff member committed to schools chosen schemes of work with permission and flexibility to add further ingredients to enhance teaching and learning
- Ensure class teachers have a thorough knowledge of children in their class so that planning is responsive to the needs of our learners and different learning styles
- Planning involves children's ideas and interests promoting ownership
- Independence and team-working skills are promoted, practiced and developed
- Less teacher talk, more evidence of learning and progress
- Higher level questioning and opportunity for pupils to discuss and debate, including P4C extends thinking
- Time and space provided to complete work and reflect on learning
- Assessment for learning techniques are maximised
- Objectives are shared and evaluated together so children are clear on the direction and next steps for learning
- The curriculum is infused with inspirational, exciting, memorable moments
- Opportunities to explore current affairs, people and communities and spontaneous learning opportunities to give the curriculum meaning and purpose in the real world
- Inspiration, challenge and enjoyment come from teachers enthusiasm and commitment
- High expectations of behaviour and output create a buzz about learning



- CPD is supported and encouraged in line with curriculum needs and SDP
- Each individual lesson is planned to incorporate the WHAT, WHY, WORK, WONDER, WOW, WORDS, WELLBEING and WORLD (see short term planning)

Our aims for measuring the impact of the curriculum

Impact



- We measure ourselves against a national standard for EYFS, KS 1 and KS2 and aspire to increase the number of pupils who achieve the expected and exceeding /greater depth standards across school, with a particular focus on reading, writing, maths and science
- SEND and disadvantaged children are supported and expected to make expected / accelerated progress compared to their peers
- Daily evaluation of the impact of Christian values at work round school supports the Christian ethos and wellbeing of the whole school community
- Teachers assessments in reading and maths are supported by termly PIRA and PUMA assessments and recorded on Scholarpack half termly so that the SLT have a clear whole school picture from which they can prioritise and plan for improvement ensuring everyone makes at least expected progress
- Pupil progress meetings ensure that individuals/ groups , including vulnerable groups and gifted children's needs are addressed with the SLT who support and challenge teacher judgements ensuring all children make at least good progress
- Pupils whose progress slows is detected quickly and appropriate support/ intervention is provided. Regular monitoring of the impact provides information and data which will be responded to ensure continuing progress.
- Writing assessments for all year groups in line with end of Key Stage Interim Writing statements are used for assessing writing half termly and judgements moderated internally and externally ensuring that the vast majority of pupils make at least expected progress
- Assessment systems support the teaching and learning of all pupils in all curriculum areas and allow pupils to know where they are and what they will learn next
- Parents are clear about their children's knowledge and understanding and know how to become involved and support from home

- Responses to pupil, parent and staff voice meetings/ discussion/ questionnaires about various aspects of school life are recorded and evaluated and feed into school improvement
- Staff meeting discussions feed into continual revision and development of the curriculum which ensures that the curriculum is current and meaningful
- Transitions at every stage are well- managed and sharing knowledge ensures every child is supported and confident
- Interest level and engagement are evaluated during learning walks and lesson observations and fed back to teachers who can adapt planning and understand the learning styles and feelings of their class
- Work with the wider community including the FPC (Furness Primary Collaborative and the triad within) enables us to share good practice and work together to improve systems that lead to school development and improved performance of teachers and learners
- Governors monitor the impact and visit school regularly with a clear focus linked to the SDP, producing written reports. They are kept informed of curriculum developments and standards across school which enables them to discuss, support and challenge the SLT.