



## William Shrewsbury Overarching Curriculum Intent 2019-20



*If you don't want to learn, no one can make you. If you are determined to learn, no one can stop you.*

Intent	Implementation	Impact (How can we prove this?)
<p>To ensure that our children are determined to learn.</p>	<ul style="list-style-type: none"> <li>• Plan lessons that are engaging</li> <li>• Further build on a culture where learning is valued because it is enjoyable and intrinsically rewarding as well as being a way to achieve future ambitions.</li> <li>• Further develop teacher and pupil questioning through enquiry learning eg P4C, The Learning Pit, open ended challenges etc, to foster curiosity and resilience.</li> <li>• Share the school development Plan with the children and refer to it in assemblies and lessons.</li> <li>• Teachers make explicit why they are learning a particular skill/area of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Observations will show that children are engaged and self-motivated in lessons.</li> <li>• They will be able to talk about why learning is important to them</li> <li>•</li> </ul>
<p>To ensure that our children know, understand and live by our school values of Respect, Equality, Achievement, Caring, Happiness, Originality, Unity and Trust.</p>	<ul style="list-style-type: none"> <li>• Adults role model the values through their actions and interactions with one another and with the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will behave respectfully towards their peers.</li> <li>• Children will value and respect individual differences.</li> </ul>

Intent	Implementation	Impact (How can we prove this?)
	<ul style="list-style-type: none"> <li>• Children are specifically taught the values</li> <li>• The values are on display in the halls and are referred to in assemblies.</li> <li>• The values are written into learning objectives, success criteria and topic overviews where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will be able to talk about the school values and give examples of which values are relevant in different situations.</li> <li>•</li> </ul>
<p>To ensure that our children know how to learn so that they can become confident and independent, lifelong learners.</p>	<ul style="list-style-type: none"> <li>• Use Building Learning Power strategies to teach learning strategies both separately and also integrated into daily discussion.</li> <li>• Display the BLP vocabulary around the school and refer to it regularly.</li> <li>• Encourage children to take risks and challenge themselves in their learning.</li> <li>• Explicitly teach Growth Mindset with new classes and then embed into practice.</li> <li>• Model Growth Mindset in our own learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will demonstrate excellent learning behaviours in lessons.</li> <li>• They will use the BLP skills eg, listening, noticing, planning, revising</li> <li>• Children will be familiar with age appropriate AfL strategies so that they are increasingly able to identify on their own areas for improvement.</li> <li>• Children will be excited about a challenge in their learning.</li> <li>• Children will demonstrate 'Growth Mindset' in their learning.</li> </ul>

Intent	Implementation	Impact (How can we prove this?)
<p>Ensure that our children are caring people with a sense of social and moral responsibility.</p>	<ul style="list-style-type: none"> <li>• Teach our children to understand and live by our REACH OUT values, our Co-operative values and our Five Golden Rules.</li> <li>• Pilot the new PSHE curriculum.</li> <li>• Adults role model these behaviours and use values and golden rules when praising children and when addressing inappropriate behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be kind and caring towards one another both in and out of the classroom</li> <li>• Children will be able to demonstrate empathy towards others' situations.</li> <li>• Children will actively seek to help others either on a day to day basis in school or through activities to support external charities.</li> </ul>
<p>To ensure that our children have a good knowledge within the broad range of curriculum areas. Knowledge may be defined here as information about a subject or knowledge about how to do something (knowledge to inform skills).</p>	<ul style="list-style-type: none"> <li>• Ensure that key knowledge and skills to be learnt are clear in curriculum planning.</li> <li>• Ensure that children have sufficient practice through a variety of engaging activities to develop a broad range of knowledge and skills.</li> <li>• Use classroom display to reinforce these with information and working walls.</li> </ul>	<ul style="list-style-type: none"> <li>• Children demonstrate a good knowledge and understanding of the topics covered.</li> <li>• They use associated vocabulary with confidence.</li> <li>• They demonstrate confidence in the skills associated with subject disciplines.</li> <li>• They demonstrate enthusiasm for the topic/subject.</li> </ul>
<p>To ensure that our children can think creatively and critically.</p>	<ul style="list-style-type: none"> <li>• give opportunities for enquiry activities alongside the teaching of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to generate 'what if' questions to explore different possibilities and 'ah but' questions to challenge information and ideas.</li> </ul>

Intent	Implementation	Impact (How can we prove this?)
	<ul style="list-style-type: none"><li data-bbox="902 245 1370 360">• Use of questioning techniques such as those used in P4C, The learning pit, and 'thunks'.</li></ul>	