



Glapthorn and Polebrook CE Primary Schools
Working in Collaboration

Intent and design - Our Aims

What are we trying to achieve?

To improve all children's learning outcomes, by outstanding teaching and partnership working, within a supportive, caring, Christian school environment; promoting excellence, resilience and determination in the acquisition of knowledge and skills. With the well-being of our pupils, staff and parents at the forefront of all we do.

Our intent is to enable learners at all levels to have the courage and faith to create, explore, and be curious. We aim to bring people together, to build on a Christian and moral ethos, demonstrating kindness and respect to all.

Glapthorn and Polebrook Vision and Values	Our School Vision: 'A small and happy Christian school at the heart of its community offering challenge and opportunity to all' <i>'Love God with all that you are and your neighbour as yourself' Mark 12:30-31</i> Love Courage Creativity Faithfulness Kindness		
Glapthorn and Polebrook Vision for our curriculum	Working Together Enabling learners at all levels to explore, be curious, create and develop new ideas. Bringing people together, to build moral purpose and values. <i>Memorable learning experiences are at the heart of all we do. Every child deserves to be successful and our role is to help them blossom and believe everything is possible!</i>	Sustaining Excellence	Transforming Learning

Character Development - The Learning Dinosaurs	 Explorasaurus Be resourceful I am great at exploring new things, having a go, having a 'growth mindset' and taking pride in all I do Courage	 Tryosaurus Be resilient and ready I am great at concentrating and being involved, putting the effort in and persevering Faithfulness	 Thinkosaurus Be reflective I am great at challenging myself, working independently, problem solving and trying a new way if something doesn't work Creativity	
	Characteristics of learning	Playing and exploring - engagement	Active Learning - motivation	Creating and thinking critically
	 Respectosaurus Be respectful and responsible I am great at following the school rules, and collaborating with others. <i>'Love God with all you are and your neighbour as yourself' Mark 12:30-31</i> Love and Kindness			

Key Principles underpinning our curriculum	CLEAR CURRICULUM AIMS for each subject area	CLARITY of PURPOSE What are we learning, how are we learning it and why?	PROGRESSION of key concepts and objectives Appropriate pitch and expectations Focusing on progression by carefully sequencing KNOWLEDGE . This provides clarity about what getting better at the subject means	APPLICATION OF BASIC SKILLS Practice and consolidation	SUBJECT SPECIFIC KNOWLEDGE VOCABULARY development
	DEEPER LEARNING - focussed content and topics	Expert use of FORMATIVE ASSESSMENT	CONNECTIONS Transferable KNOWLEDGE and UNDERSTANDING Making explicit links and connections between subjects and experiences.	BALANCE Promoting intellectual, moral, spiritual, aesthetic and physical development equally	



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Implementation
How do we organise learning?

Components	Lessons	Events	Visits/visitors	Learning outside the classroom	Environment	Extended hours	Enrichment	Knowledge organisers
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Areas of learning	ART/DT	Music	IT	PE	RE	Geography	History	Science	English	Maths	Languages	PHSCE/Ci
	PSED		PD	CLL	Literacy		Maths	Understanding of the world		Expressive arts and design		
Methodical and meticulous curriculum design - Long Term Curriculum Maps, Medium Term Plans, Knowledge Organisers												

Contextual Key Drivers	Our Community and Beyond	Outdoor Learning	The Learning Dinosaurs
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Contexts	Contexts for Learning - Project themes - Big Questions Authentic purposes and contexts for learning. Meaningful and purposeful Sparkling Starts - Fabulous Finishes
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High Impact Teaching Strategies	Clarity of objectives	Modelling explicit teaching	Questioning	Practice - multiple exposures over time	Lesson design - teaching sequences	Personalised feedback	Collaboration	Summarising learning and vocabulary	Differentiation and challenge	Metacognition: The Learning Dinosaurs and growth mind set
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Impact
How well are we doing? Are we making a difference? How do we know?

Evaluating impact	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions	Uses assessment information intelligently to identify trends and clear goals for improvement	Uses critical friends to offer insights and challenges	Uses a wide range of measures	Creates a continuous improvement cycle	Uses variety of techniques to collect and analyse information	Employs principled, effective formative and summative assessment	Involves the whole school community and stakeholders
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How	Lesson observations	Planning scrutiny	Work sample analysis	Surveys	Interviews - talking to pupils	Data analysis assessments, attendance, behaviour	External QA	Peer reviews	Awards and accreditation	Appraisal
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To secure	High standards of achievement attainment and progress	Excellent behaviour and attendance	Independent thinkers and learners	Happy confident learners - with emotional resilience
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