

Intent, Implementation and Impact

Assessment

- Knowledge harvest (cold and hot).
- Traffic light statements (on LT plan).
- WT, WA, GD grid for Geography and History.

Intent

- Quality first, inclusive lessons which will comprehensively cover the National Curriculum.
- Engaging, **enjoyable** and clear learning journey with progression and development (building on previous learning).
- Children are able to retrieve the knowledge/skills and apply it in a range of contexts.
- Delivering an ambitious curriculum which has high expectations for all pupils, across a range of subjects.
- Prepares pupils for future learning and employment.
- Cultural capital - preparing children for life with the essential knowledge to become educated citizens.
- Forging links with the local and wider community.

Implementation

- Display of key vocabulary.
- Teachers demonstrating accurate use of vocabulary and strong subject knowledge.
- Engaging hooks and final outcomes (giving purpose), including high quality texts which develop learners' confidence, skills and enjoyment.
- High expectation for presentation of children's work, in a range of media.
- Formative and summative assessment of pupils' understanding to support and deepen their learning.
- To create solid foundations of knowledge, so as to facilitate mastery of learning.
- Encourage children to recall prior learning, make cross-curricular connections.
- Draw on and share their own cultures and experiences, to enrich their own and others' learning.

Impact

- Children acquire a deep and rich knowledge which will be built upon and developed throughout their life.
- Children have broad and extensive vocabulary which they can confidently use in context to communicate clearly.
- Opportunities for children to share the outcomes of their learning (e.g. sharing assemblies, museum, display).
- Governor visits.
- Review impact through regular staff meetings:
 - Book looks
 - Learning walks
 - WWW / EBI
 - Discussion of plans, sharing short term plans.