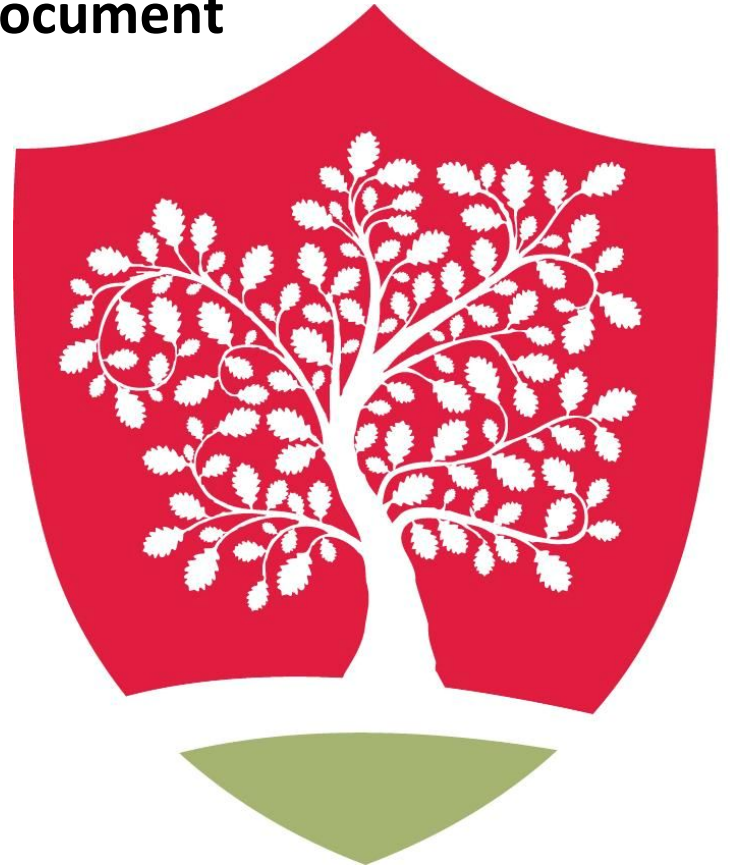


Manor Field Primary School

The Intent, Implementation and Impact Document

Mission Statement: At Manor Field School
Everybody Matters

Vision Statement: All pupils become socially
and emotionally intelligent, as well as
academically, so they can access all learning
and life opportunities, now and in the future.



Intent

Implementation

Impact



WHY?

HOW?

WHAT?

**Emotional and Social
Intelligence**

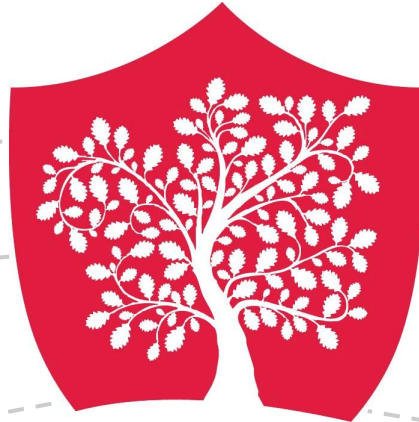
INTENT DRIVERS

Academic Achievement

The Thrive Approach

PSHE &
MindUp!

Cultural Capital



Maths

Reading & Writing

Foundation Subjects

Social and Emotional Intelligence Approach

The Thrive Approach

Intent - WHY?

- Thrive's vision is of a world in which children's social and emotional needs are better understood and met and this meets our whole school agreed vision.
- Staff are able to regulate distressed behaviour through Vital Relational Functions so children can self regulate.
- When children are regulated, they are able to learn.

How - IMPLEMENTATION

- Thrive Practitioners, Continuous Professional Development, Vital Relational Functions, Behaviour strategies document, Class Thrive Profiling, Individual Thrive Pupils, Family Thrive

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Social and Emotional Intelligence Approach

The PSHE Curriculum

Intent - WHY?

→ To give our pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

How - IMPLEMENTATION

→ All year groups have at least one PSHE-led theme, in which social and emotional development is the hook for all learning.

→ All children now receive a minimum of one hour's explicit PSHE learning per week, although social and emotional development are at the heart of our new curriculum too.

→ We have invested in the 'You, Me and PSHE' scheme to ensure coverage and progression of key areas of social and emotional development.

→ 'MindUP!' sessions support the Thrive approach, teaching children about self-awareness, self-regulation and problem solving based on the science of the brain. 'MindUP!' reading texts support learning about the brain and breathing techniques.

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Social and Emotional Intelligence Approach

Cultural Capital

Intent - WHY?

- To provide children with the essential knowledge that they need to prepare them for their future success.
- To ensure our pupils are provided with critical life and learning experiences, to give them the best possible start in education.

How - IMPLEMENTATION

- By exposing our pupils to high quality literature and text selection through our curriculum's use of 'Key Texts.'
- By promoting outstanding general knowledge through a curriculum that provides key links between learning, and creates learners who are inspired to find out more.
- By providing our pupils with cultural experiences, such as annual visits to Saddlescombe farm and cultural learning opportunities through our specialist teachers in Music, French (Modern Foreign Language) and Dance.

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Academic Achievement

Maths

Intent - WHY?

- Maths Mastery is at the core of our curriculum to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning, so that by the end of every school year or Key Stage, pupils will have acquired mastery of the mathematical facts and concepts they've been taught.
- A focus on Mathematical fluency enables our pupils to fully embed key skills and mathematical facts.

How - IMPLEMENTATION

- Barak Rosenshine's 'Principles of Instruction' (2010) forms the basis of our Learning and Teaching Pedagogy.
- By providing all staff with high quality maths mastery CPD, in collaboration with the Maths Hub.
- Use of White Rose as the basis for our mastery curriculum, providing resources which focus on the deeper learning of mathematics (challenge outwards, not upwards)
- CLIC Big Maths is taught for twenty minutes every day, to ensure our pupils develop excellent mathematical fluency skills.

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Academic Achievement

Reading

Intent - WHY?

→ We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading and be able to understand more about the world in which they live through the knowledge they gain from inspiring and age appropriate texts.

How - IMPLEMENTATION

- Barak Rosenshine's 'Principles of Instruction'(2010) form the basis of our Learning and Teaching Pedagogy.
- Our New Curriculum puts reading at its core - all themes are led by a key text around which learning is hooked.
- Fortnightly reader (2 sessions per week) teaches children key reading skills, such as inference and the use of author's language.
- 'Early Morning Reader' gives target readers extra adult support to develop their reading confidence and fluency.
- A rigorous and targeted approach to early reading and phonics teaching and assessment ensures children make rapid progress in Early Years and Key Stage 1.

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Academic Achievement Writing

Intent - WHY?

→ It is our intent to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively both now and in the future.

→ Writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum, through exciting contexts which provide key links between areas of learning.

How - IMPLEMENTATION

→ Barak Rosenshine's 'Principles of Instruction'(2010) form the basis of our Learning and Teaching Pedagogy.

→ Extended writing in curriculum / Ink waster / TfW - model texts / Curriculum topics basis of writing units / writing progression of text types

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Academic Achievement Foundation Subjects

Intent - WHY?

→ We have created a curriculum which inspires and motivates our pupils, by providing clear links and engaging contexts through which to learn.

How - IMPLEMENTATION

- Barak Rosenshine's 'Principles of Instruction'(2010) form the basis of our Learning and Teaching Pedagogy.
- Every new topic is hooked onto a key text. This will help to link our writing and reading closely to the topics, and give a context for all work.
- Topics are now split into four subject areas, which are made explicit to the children: History, Geography, Science and PSHE.
- Every year group has at least one topic dedicated to emotional, social and physical wellbeing.
- A cross-curricular approach to learning ensures children are able to apply skills they've learnt to a range of subject areas. Theme learning is always at the centre of writing units to provide children with a context and purpose for their work.

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