

Curriculum Intentions	Our Values	Kindness	Resilience	Honesty	Respect	Forgiveness	Teamwork
	The Lillington Way	Nurturers		Explorers	Innovators		Inspirers
	Our Vision for the Curriculum at Lillington	This is the start of the journey at Lillington. In Nursery and Reception children develop through play and being creative in new ways. Role play, art, construction, outdoor play and exciting places to explore are key to our vision. Our learning environment encourages and nurtures the children to dream big.	In Key stage one children will have opportunities to gain rewards, take part in clubs and try out new things. Learning new skills, starting to write stories, using their imagination, solving problems, learning to read and having the belief they can do anything they put their mind to. Through exploration children's dreams are building.	In Years 3 and 4 the learning journey continues. Pupils develop skills, the dreams and aspirations you have been developing start to come true and you grow tremendously experiencing success along the way. Children become innovators and develop their individual learning style through our Lillington Learning behaviours.	In Years 5 and 6 children will have the opportunity to become leaders and inspire those around them. Taking on opportunities like House captains, sports leaders and Head boy or Girl. Further success is embedded, swimming a length, abseiling, knowing all times tables and becoming a master in maths.		

Teaching Intentions	Our Teaching Intentions are:	Children understanding the purpose of their learning	Modelling	Questioning	Challenge for all and support where necessary	Responsive Teaching-continuous formative assessment, recapping on prior learning	Moderation of assessments and judgements	Use of subject specific vocabulary developing pupils oracy	
	We are constantly acquiring new skills and evaluating our practice to ensure consistency in our teaching and learning	Staff have a deep knowledge of the subjects they teach	Staff monitor learning and provide feedback	The classroom environment created by teachers inspire, motivate and support pupils	Staff share good practice and learn from each other	Pupil groupings are flexible and are adapted to all children	Teaching is based on clear understanding of how children learn and progress	Opportunities are given to recap and revisit learning to ensure pupils are knowing and remembering more	Teachers develop strong partnerships with parents and carers to ensure learning opportunities are maximised

Implementation	Our whole school curriculum is planned to excite and engage children whilst embedding the core skills needed to succeed	Enhanced curriculum	Educational visits including residential	Visitors	Assemblies	Extra-curricular	Learning outside the classroom	Engaging and immersive environments	Charity days	Themed days and weeks
		Core curriculum	Whole school visits Residential in Years 4 and 6	Whole school, aspirational talks,	Opportunities to live and breathe our values Celebrations of success to engage pupils in their learning	Clubs engage children to expand their social, emotional and physical wellbeing	Forest schools and progression of skills using key milestones in learning	High quality schemes of work	Each learning pathway is underpinned by key knowledge	Do less but in more depth

Impact	Our curriculum has an ambition for high achievement for all children	Standards	Values
		Throughout their journey children make progress and the vast majority attain in line with or better than national expectations. They are given opportunities to achieve greater depth. High quality learning and outcomes showcase knowledge and skills that are embedded across the curriculum	Children demonstrate and are able to communicate their understanding of the Lillington Values and British values. They have aspirations, are problem solvers, risk takers and have an understanding of their place in the Lillington family and the wider community.

Evaluation	We regularly review how well our curriculum goals not only enable achievement but meet the needs of the children at Lillington	Through: Assessment, reflection, instructional coaching, evaluation, pupil voice, moderation, stakeholder feedback, drop ins and book looks
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