

Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact Model

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2021-2022 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document.

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<u>What do we want our children to say?</u>	<u>What will we focus on in 2021-2022?</u>	<u>What will success look like in all subjects?</u>
PROUD	'I am Proud. I am proud of the quality of my learning and the effort that I have put into producing it.'	Ensuring that learning and effort is of the highest order and that this is being celebrated in all subjects.	All children are able to showcase their best learning in pupil interviews, work scrutinies, displays and on dojo.
UNIQUE	'I am Unique. I am an individual who offers many talents. Everybody is good at something.'	Ensuring that all children are supported accordingly by all staff in all subjects.	Every teacher and LSA knows who their SEND and gifted and talented children, and this can be found in their Record Keeping Folder. Children receive the appropriate level of support from adults. This includes the suitable use of targeted questioning, scaffolding of tasks, deployment of adults in the classroom and where necessary additional small group/ one to one interventions. This is visible in work scrutinies, pupil interviews, chequebook walks, provision maps, iep's and planning.
REFLECTIVE	'I am Reflective. I learn from my mistakes and get better at things as a result.'	Ensuring children know how to reflect on their own learning in all subjects.	Children are able to reflect on their learning, demonstrating what has worked well and how they can improve further in work scrutinies, pupil interviews and/ or chequebook walks.
POSITIVE	'I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.'	Ensuring that children use resources appropriately in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they use a range of concrete and pictorial resources to become 'unstuck' in all subjects.
LOVING	'I am Loving. I respect and love the world that I live in. I respect and love other people. I respect and love myself.'	Ensuring that children are taught how to work collaboratively with one another in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they are able to work effectively with others during partner and group work.
EMPOWERED	'I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.'	Ensuring that children can retrieve previously taught information in all subjects.	Children can demonstrate in work scrutinies, tests, pupil interviews and/ or chequebook walks previously they can recall and apply previously taught knowledge/ , vocabulary and skills.