



Boasley Cross Primary School Curriculum impact

The purpose of measuring the impact of our curriculum has 3 priorities.

1. Are our learners developing the skills and knowledge in our programmes of study?

We measure academic progress by giving children elicitation tasks at the start of each unit and an application task at the end. Children will have a series of 'I am learning' statements within a sequence of learning, allowing them to see the progress they have made. These statements can then be revisited regularly to ensure the knowledge is embedded. Data is collated into an online data management system.

In some cases, we use standardised testing and scores. Within our phonics programme, we regularly track how many graphemes and phonemes the children have learnt and can quickly recall. In Maths and EGaPS we use nationally standardised tests 3 times a year to measure progress. Writing is moderated internally, with other Dartmoor MAT schools on a regular basis to ensure progression of knowledge and skills. Staff use writing EGGs (Evidence gathering grids) to collect information at the end of each teaching sequence assessing children against age related expectations. Guided reading records provide evidence of the skills and knowledge children need to be confident in demonstrating to achieve age related expectations.

Learning walks, book scrutiny and lesson observations provide additional evidence for the positive impact our curriculum is having. The school uses the impact data from our pupils to identify strengths and weaknesses in our provision. We can quickly spot gaps and ensure that pre-teach and keep-up sessions are put into place to fulfil these.

Children know more, can do more, and remember more over time and apply their prior knowledge and skills successfully in their learning.

2. Are our learners developing positive learning attitudes that will allow them to become lifelong learners?

We use a growth mindset model of learning where we encourage children to take risks, make mistakes and learn from them. Our curriculum design allows children to take part in activities and learning opportunities that facilitate experimentation, exploration and discovery. Our classroom environments are supportive; learning walls support and aid all

learners and children are encouraged to become independent and resourceful when completing learning challenges.

Our curriculum design allows parents and carers to be part of collaborative curriculum projects; we offer phonics and reading workshops and support for our maths MICE approach to learning. Parents are invited to celebrate the children's achievements each week in our 'Celebration Assembly'. They are also welcome every fortnight to our 'Book and Biscuit' afternoons to share a range of reading books and learning their child has been engaged with throughout the week.

We use a restorative and inclusive approach to behaviour so the relationships between adults and children in school are strong. We have an ethos of listening and supporting so that children feel confident to speak to adults and their peers, should they need to. The wellbeing and emotional health of our children is of utmost priority; nurture groups support our most vulnerable children and play an important part of our weekly timetable. As well as our curriculum for PSHE, SMSC and RE we build in daily opportunities for reflection and positive feedback.

3. Are we developing the character and moral compass of our learners to become positive members of their community?

Through careful planning of our curriculum, children will have a clear understanding of complex values like equality, friendship, trust and many others. By exploring the meaning of these in our lessons and assemblies, children will be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. Not only do we have high expectations for learning, but we also have high expectations for behaviour; demonstrating being ready, respectful and safe throughout everything we do. The impact of this intention is seen in the daily interaction of all members of our school community and beyond.

By promoting our vision and ethos 'respectful, resourceful and resilient' throughout the school, our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others.