



Curriculum Impact Statement

The Impact of our Curriculum

Through purposeful monitoring, evaluation and assessment, we ensure that children's learning is following the coherent learning sequences that we have planned in all areas of our curriculum. Children develop core knowledge and skills in all subjects and apply these skills learned in other aspects of life and learning. They achieve well, fulfilling their potential and are fully prepared for the next stage in their education journey. Children read widely and often, with fluency and comprehension

Measuring the Impact of our Curriculum – Assessment and Interventions

Assessment

We use assessment to judge the impact of our curriculum on children's progress and attainment. In order to effectively plan the next steps in a child's educational journey, both summative and formative assessment play a part in identifying what knowledge and skills children have mastered and any gaps in their learning that need addressing.

Summative assessment data is collected at key points in the year and provides information about the impact of our curriculum on children's progress and attainment. The way summative assessment data is collected varies between the core and foundation subjects:

- **English and Maths** summative assessment and data collections are completed three times a year. These assessments are recorded as standardised test scores generated by the NFER termly tests and mock SATs papers in Y2 and Y6. Analysis of assessments help to inform next steps in learning.
- **Foundation subjects** and science assessments are completed at the end of a unit of work. Judgements are recorded on separate templates for each subject area. Only children who have not achieved the objectives for the unit of work are identified on foundation subject trackers. If a child does not appear in the tracker, then they have been identified as working at the expected standard in that unit of work.

Assessing for Greater depth in the Foundation Subjects and Science.

Children can only be assessed as working at GD for skills, not knowledge. In subjects such as PE/ MFL the judgement of GD will be verified by a 'specialist teacher' (e.g. sports coach or language specialist) who will be invited to observe a child complete a particular skill.

For other subjects a colleague, such as the subject leader(s), will be consulted for a 'second opinion' when judging a child as working at GD within their subject area (e.g. history/ science etc.). This moderation of work between the class teacher and subject leader allows children who are working at GD to be identified accurately.

Interventions – Ensuring they have an impact.

Assessment not only allow teachers to judge the impact of our curriculum on learner's progress but to also identify children who would benefit from a learning intervention. In order to narrow the learning gap between the lowest attaining learners and their peers and to ensure middle attaining learners remain 'on-track' to achieve age related expectations, we use three different types of interventions: Pre-teach, Keep-up and Catch up. Assessment plays an important part in identifying which type of intervention will benefit children at different points in their education.

Pre-Teach Intervention

- Pre-teaching is used to help learners to keep up with their peers rather than catch up.
- Stops learners having the experience of 'failing' during the lesson – pre-teaching can set children up to succeed in a lesson.
- Teachers make a judgement on which learners will need pre-teaching *before* the lesson (not after as in keep up interventions). Daily formative assessment will be used to identify children who will benefit from a pre-teach session.
- The person who will be involved in delivering the whole class lesson will be the person to carry out the pre-teach session; they will know what knowledge a child will need in order to access the lesson successfully.



Keep Up Intervention

- Provides learners with an immediate opportunity to have a 'second chance' to access an aspect of a given lesson.
- Keep up intervention needs to happen before the following lesson to allow learners to continue to keep up with the lesson sequence and to ensure there are no gaps in learning.
- For a keep up intervention to be effective, teachers need to be aware of exactly what it is the children haven't grasped and have a specific focus – an unfocused session can generate more confusion or frustration.
- Keep up interventions can be completed by anyone who was in the lesson – this is important so the staff member completing the session knows how concepts were taught and can clearly identify the gap in the learners understanding.
- Keep-up interventions may include:
 - Working through maths questions/ methods
 - Looking at specific devices used during English (types of clause/ a particular spelling pattern/ a comprehension question answered incorrectly etc)
 - Discussing a science concept that the child has shown a misconception in (e.g. features of different animals etc)

Catch Up Intervention

- Helps learners to 'catch-up' where, for one of many possible reasons, they have fallen dramatically behind
- Catch up interventions aim to 'narrow the gap' between learners who have fallen behind and their ARE peers – they should bring the level of the lowest attainers closer to their peers.
- Part of the theory of catch up is *"that if struggling learners are brought sufficiently in line with expectations of their age, then, with good teaching, they should need little or no further support."* (Every Child Counts)
- Catch up interventions should be structured and take place over a set number of weeks.
- Any staff member familiar with the aims of the intervention and the needs of the learners can run a catch-up session.
- Catch-up interventions should include explicit and systematic teaching – ensure learners can build on prior learning and make connections and links in their skills and knowledge.
- Examples of catch up interventions include:
 - Reading Wise
 - Every Child Counts
 - Specific Phonics teaching focusing on gaps in learning (e.g. blending of CCVCC words/ particular GPC etc)
 - Bespoke interventions created by teacher after completing a diagnostic assessment.

Keep Up vs Catch Up

There is a distinct difference between a 'Keep up' and 'Catch up' intervention. These are outlined in the table:

| Keep Up | Catch up |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seeks to address a minor struggle. It aims to put a small, but important, aspect of learning in place. | Seeks to move a learner forward significantly and to catch them up with their peers. It aims to put a substantial amount of skills, knowledge and understanding in place. |
| Should maintain progress in order to keep up. | Should accelerate progress in order to catch up. |
| Is immediate and ad hoc. | Is time extended and structured. |
| Is dependent on the quality of the class teacher's lesson. | Is dependent on the quality of the catch up programme used. |

We are continuously reflecting on the impact of our whole school curriculum to ensure all children have the opportunity to reach their full potential and develop high aspirations for their future.
"We strive to be the best we can be!"