



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Curriculum Statement of Intent, Implementation and Impact

‘Achieving Excellence Together’

Curriculum Impact

What difference does the curriculum make to our children?

The impact of our curriculum is where we focus on and measure the quality of outcomes – are the children making progress in what they need to know and remember?

At Hunton CE Primary School, children are supported to achieve in all aspects of the curriculum we offer. They are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning intentions and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and the individual’s progress is tracked and reported to parents and carers at parents evening and within each pupil’s annual report. End of Key Stage statutory assessments are also used to inform us of the progress and outcomes each pupil make throughout their time at our school. Click here for school performance

[Hunton Primary School](#)

Monitoring

We use regular monitoring to gauge the impact of our curriculum design. Leaders at all levels review teaching and learning, talk with our children and work with colleagues in order to make the next steps to strengthen the curriculum further.

The Headteacher and Deputy Headteacher are responsible for the day-to-day organisation of the curriculum. Monitoring ensures that all classes are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning.

To ensure impact, the curriculum is measured and monitored in the following ways:

- What we see in classrooms and what we hear when we speak to children are the drivers for assessing our intent and adapting and improving our implementation. Termly pupil conferencing sessions with senior leaders and governors help to hold the curriculum to account. This ensures children understand their lived experience of the curriculum with a particular focus on what they have learned and remembered. Children will know what they are being asked to learn and more importantly, why they are being asked to learn it which allows them to make meaningful links between their current learning and previous learning. They will become increasingly confident when discussing and critiquing their learning.
- Book looks – by looking at pupils’ books and sharing these sessions with all teachers, collaborative discussions and moderation takes place. A child’s progress is clearly seen as well as addressed misconceptions and moved their learning on. Pupils’ books demonstrate the progress they have made and the knowledge they have gained with all work being completed to a high standard. Pupils are able to use what they have learned and can show that they remember what they have learned in a variety of ways.
- Class teachers are responsible for the ongoing assessment of their children. This is completed through mini-plenaries and carefully planned questioning. These are both vital tools in allowing classroom teachers to see the impact of the curriculum they are delivering and adapt it accordingly to the needs of the children.
- Retrieval/assessment during lessons and end of unit quizzes are used as means of capturing the “sticky knowledge” that the pupils have gained access to. From these assessments of learning, misconceptions are addressed and interventions are drawn up for those highlighting gaps.
- Pupil Progress Meetings are held three times a year to track all children and discuss how they can move forward. With the SENCo present provision maps and personalised plans are scrutinised and evaluated for effectiveness.
- Children are regularly spoken to by subject leaders and senior leaders
- Regular feedback, both written and verbal, between the teacher and learner help this learning journey to be tracked and monitored.
- We are developing clear expectations for each year group and subject so teachers and learners know what has been achieved and the next learning steps. These are also used at the end of the year to make judgements as to whether children are working at the expected standard or not.
- Summative assessments (Y2 to Y6) are used in terms 3 and 6 and help to inform planning and judgement in core subjects (Maths and Literacy) and data from national tests (SATs).
- We work hard to ensure that we monitor the progress of our SEND and disadvantaged children and provide additional support whenever needed to ensure they acquire the knowledge and cultural capital needed for them to be successful. Adapted learning resources ensure that they can fully engage with learning intention.
- Pupils will continue to make good progress and attain well at the end of each Key Stage. Pupils who do not have age appropriate reading fluency, number or writing skills will be heavily supported to narrow or eradicate gaps in their learning. A love of reading culture is fostered across the whole school community allowing all children the chance to be motivated to engage in a wide range of texts.

Whilst our core curriculum is vitally important, we also see enormous value in the activities our in a sporting event; singing or performing at a concert; performing on a professional stage or simply taking part in an afterschool club, we believe that these activities play a huge role in the development of our pupils.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners and to be the best they can be.

As our pupils leave us, they are well prepared for the next stage in their education. They will have been offered a range of opportunities to further develop independence, resilience and positively improve their social well-being. They will have experienced numerous responsibilities around the school and during year 5 and 6 lead church services and worship. Pupils have consistently achieved above the national average in reading, writing and Mathematics all of which are crucial for year 7 and beyond.

Through our Christian vision and core school values, children are confident in their abilities; have ambitions to achieve highly; show **perseverance** to overcome all obstacles; show **compassion** and **respect** to others and are always striving to be **joyful** and successful in all that they do.

**Jesus said 'I have come that they may have life in all its fullness'
John 10:10.**

We strive for life in all its fullness, for all our children, staff and school community.