



Lydford 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 the unit allowing them to see the progress they have made. These statements can then be revisited regularly to ensure the knowledge is embedded, for example, in maths. Data is collated into an online data management system.

In some cases, we use standardised testing and scores. For example, in phonics 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.

Learning walks, book looks and lesson observations provide additional evidence for the positive impact our curriculum is having.

Pupils 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 children are encouraged 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 – children and adults will support learners and make suggestions for improvements.

Our curriculum design allows parents and carers to be part of collaborative curriculum projects, such as reading workshops. Parents have the opportunity to be part of their children's learning at regular intervals which leads to many positive comments.

The relationship between adults and children in school is strong. We have an ethos of listening and supporting so that children feel confident to speak to adults, should they need to. The wellbeing and emotional health of our children is of upmost priority. 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, learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviour we see each and every day in all learners on the playground, in the corridor, and in the many roles we give them. 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 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. Our learners will be the owners of their own destinies.

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 catch up sessions are put into place to fulfil these.