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## Curriculum Statement 2021-22

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Member of Staff Responsible	Mr C K James
Position	Headteacher
Dated	September 2021
Date of next review	September 2022

At Thurnham C E Infant School we seek to create an environment where all children and adults can work together with mutual respect, valuing the differences, beliefs and opinions of others.

We believe that curriculum should be relevant, meaningful, enjoyable and personalised for the individual and that all children should have equal opportunity to access and benefit from a curriculum that will enable them to make informed decisions and choices in their lives and become responsible participants in their community and society.

The school mission statement is:

*“At Thurnham we learn to love and love to learn.”*

Therefore we work hard to enable the children’s learning to reflect that aim.

The outcomes of an excellent curriculum will stay with children throughout their lives. Our aim is for teaching of that curriculum to be consistently of a high standard, with a minimum standard of ‘Good’ lessons with clear indicators established and evaluated regularly to strive for all learning to be of an ‘Outstanding’ standard.

### **Vision, Mission and Values:**

#### **Vision and aims:**

At Thurnham C.E. Infant School our pupils will :

*(bracketed headings are in pupil’s words)*

- Be highly motivated learners;  
*(really want to learn)*
- Embrace our Christian ethos;  
*(know that God is always with me)*
- Embrace their learning through curiosity and creativity;  
*(find new ideas and using my imagination)*
- Be happy, value and respect themselves, others and their environment;  
*(be happy and look after myself, people, places and things)*
- Be equipped with life skills for the modern world;  
*(be good at doing lots of different things)*
- Strive to give their best academically, emotionally, socially and spiritually;  
*(do my best with work, feelings, friends and beliefs)*

.....through capitalising on the advantages of a Church Infant school environment in the provision of :

- A bold and creative curriculum that enriches and extends pupil’s lives;
- An exciting school environment which stimulates the development of pupils;
- Staffing skills that will maximise the potential of every child;
- An ethos of achievement, values of fun and mutual respect;
- A shared learning experience between home, school and community;
- Excellent teaching supported by cutting edge research and technology

## **Mission Statement**

### **Children's Version:**

At Thurnham School we learn to love and love to learn.

### **Adult Version:**

At Thurnham School we aim to provide an environment in which everyone recognises they have a valuable role to play, and in which learning will be an enjoyable, satisfying experience encompassing all aspects of development. We expect children to work hard and reach high standards of achievement, relevant to their levels of ability.

Through the strong Christian ethos of the school we strive to provide a sense of tolerance and consideration for others in both the immediate and wider community.

## **Our Six Christian Values**

Thurnham is a Church of England school and strong Christian ethos are an integral part of the 'fabric' of the school. Within the year we concentrate on each of our Christian values not only explicitly such as in worship, but also bringing it in subtly into other lessons for example trust in a team game in PE. Our six Christian values are:

Kindness  
Trust  
Sharing  
Respect  
Love  
Friendship

These values are taught and shared in everything we do in school.

## **Spiritual, Moral, Social, Cultural (SMSC)**

As a Church School, in our curriculum we also seek to plan across all children's learning opportunities for SMSC.

Pupils' **spiritual** development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Pupils' **moral** development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about moral and ethical issues

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Pupils' **cultural** development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

#### **At Thurnham C E Infant School we value:**

- Quality, excellence and progress through encouraging enthusiasm and enjoyment for learning.
- The independence and confidence required to become active participants in our individual learning journeys and within our community.
- Active learning and a creative curriculum within a stimulating and enabling environment.
- Equality and appreciation of diversity with active inclusive practice.
- Care, respect, consideration and responsibility for ourselves, others and our environment.
- Challenge and risk taking in order to fulfil our potential.

#### **Curriculum, Covid 19 & Recovery**

Our curriculum by necessity has to be even more fluid and flexible for this academic year.

All year groups in our school were affected in some way by the lockdown periods earlier in 2020 and 2021. The children enjoyed and worked hard on home learning set through the Seesaw learning platform but this was still no substitute for face to face learning experiences.

The staff were able to begin the process of assessing their learning gaps and social and emotional needs and have built a 'recovery' curriculum around that assessment.

We have used complete assessments of each class bubble's needs and have now fully begun our 'recovery' curriculum.

Very simply, a recovery curriculum is a tailored version of our usual curriculum but it also concentrates on where learning steps may need to be revisited, reinforced and taught alongside social and emotional aspects that children may need further support in.

It also is ambitious in that it seeks to accelerate learning back to where it should have been had lockdown not taken place.

More detailed plans will be placed on the school website which as the year progresses, will be revised in the light of the children's progress back to their originally expected levels.

#### **Home / Blended Learning Curriculum Offer**

Home learning is a significant support to our aspirations for our curriculum.

All parents and pupils have made available to them a log in for the Seesaw learning platform app. In the first instance, children's homework and supportive learning activities they could do at home that align with our curriculum are available through it.

It is also a good way of parents communicating with their child's teacher about their child's learning or any issues a parent may wish to discuss.

Obviously, should there be in outcomes requiring the children to stay at home then Seesaw is also invaluable in supporting learning remotely.

Any parents who feel they cannot use this service (or may not have access to suitable technology) can discuss this with the school so that we can find suitable ways forward for them, whether supplying technology or more paper based alternatives.

### **General Curriculum Areas**

The school offers a broad, balanced and relevant curriculum according to the requirements of the Foundation Stage (for Reception) and the National Curriculum (from Year 1 onwards). The National Curriculum core subjects are English, Mathematics and Science. The foundation subjects include Art and Design, Design Technology, Geography, History, Music and PE. RE is also a compulsory subject and Computing. All subjects will be cross-curricular and usually taught through a termly topic (for example RE stories can be used also in a group reading exercise, or in music the children may learn counting songs). There are times when some areas are taught as discrete subjects such as particular RE or Science topics or Mathematical concepts but generally the children will be taught through topic. We also teach PSHE sessions as part of our curriculum.

We also incorporate enrichment days or weeks to drive the enjoyment and engagement of our curriculum. These include Global Citizenship week, Maths week, Writing week, Superheroes Day, Safer Internet Day, Brain Day, Design Technology Day or British Values Day and of course other days relating to the curriculum which can all involve bringing relevant things in from home or dressing up.

We also try to take the children out and about so for instance the children may visit places in their community such as walking to the Woodland Trust when learning skills in understanding and designing maps or about food at the local Tesco store or walk to the local Church as part of their RE and worship time. Of course the children enjoy various trips further away as well to enhance their learning in a topic.

As a staff we reflected on five 'superpowers' that we felt would be most beneficial to our children and should run through all of our curriculum;

- ***Resilience***
- ***Independence***
- ***Creativity***
- ***Investigation***
- ***Brain Power (thinking about thinking)***

As part of the school improvement plan this year we are carrying out a year long deep review of our curriculum to further clarify our intent and methods of implementation of our curriculum. We want an outstanding curriculum to develop out of that review with our five superpowers at its heart.

### **Early Years Foundation Stage**

For their Reception year, the children follow the Early Years Foundation Stage curriculum. The children learn and access the curriculum through a mix of teacher directed activities and child initiated activities, small group and whole class teaching. The areas covered (sub-divided into seven areas; three prime and four specific areas.:

The three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

### **Early Learning Goals**

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

### **Prime Areas:**

#### **Communication and Language**

ELG: Listening, Attention and Understanding

ELG: Speaking

#### **Physical Development**

ELG: Gross Motor Skills

ELG: Fine Motor Skills

#### **Personal, Social and Emotional Development**

ELG: Self-Regulation

ELG: Managing Self

ELG: Building Relationships

### **Specific Areas:**

#### **Literacy**

ELG: Comprehension

ELG: Word Reading

ELG: Writing

#### **Mathematics**

ELG: Number

ELG: Numerical Patterns

### **Understanding the World**

ELG: Past and Present

ELG: People, Culture and Communities

ELG: The Natural World

### **Expressive Arts and Design**

ELG: Creating with Materials

ELG: Being Imaginative and Expressive

For Year 1 and 2 the children will follow the National Curriculum subjects:

### **English**

Language is at the heart of learning throughout the school curriculum. Years 1 and 2 have a daily English lesson. Reception year children are gradually introduced to all aspects of the curriculum as appropriate to their development.

### **Reading**

Emphasis is placed on all children enjoying rich and pleasurable reading experiences by providing a wide variety of fiction and some non-fiction books in all the classroom areas, which children can take home. The library is well stocked with non-fiction books. A selection of reading schemes are used for guided and individual reading, and are supplemented with quality, non-scheme books. The children will bring home a colour-coded book three times per week. Twice a week the children will be guided to choose from a particular book band, once a week they will have a free choice. The reading of environmental print (labels, captions, instructions) is an integral part of the school day.

### **Writing**

A developmental approach to writing is encouraged so that children gain confidence in putting their thoughts and ideas on to paper. Emphasis is placed on content and individual creativity. The correct spelling of high frequency words from the Literacy Strategy is encouraged from an early stage. Children are encouraged to recognise and learn features of conventional spelling. A Home/School contact book is used to record messages and also for the children to write about the books which they bring home or other topics. This is a gradual process building up to book reviews, accounts, notes, and poems in Year 2. We hold a writing week usually in March with many exciting events and stimulating activities and the children also collaborate on a school newspaper, published six times a year.

**Speaking and Listening skills** are encouraged to express ideas and listen to the opinions of others. Drama and role-play are encouraged within the curriculum. Dramatic work performed by the children or outside visitors, helps to develop speaking and listening skills. Children take part in assemblies, both for a small and large audience.

### **Phonics**

Phonics is all about sounds. There are 44 sounds in the English language, which are put together to form words. Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair. Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling. Children are encouraged in blending the sounds to read words, based on the idea that children should sound out unknown words and not rely on their context.

The children are taught a daily phonics session using a range of resources including the 'letters and sounds' scheme. They are assessed towards the end of Year 1 in a Phonics screening check with results shared with parents.

## **Mathematics**

The mathematics curriculum includes a daily structured Maths lesson. We promote a positive attitude towards mathematics with children becoming confident and competent with numbers and measures. Children will develop a repertoire of computational skills, an ability to solve number problems, and an understanding of ways to collect and present data. They also develop an ability to explain their reasoning. Use of correct mathematical vocabulary is encouraged. There is considerable emphasis on teaching mental calculation methods, with informal written recording being introduced when a child has a secure knowledge of mental calculation methods. All children will also experience and use manipulatives (practical resources) to further their skills.

Mathematics is integrated into other curriculum subjects such as Science, Geography, Computing and DT to provide reinforcement and development of skills.

Maths Week or Maths Days take place regularly to promote mathematics throughout the school. Maths homework activities are sent home on a weekly basis in Yr 1 and Yr 2.

These activities are linked to the Maths covered in class. Class teachers assess children's understanding of the main teaching points and check their progress. Year 2 children are assessed in end of key stage tasks and tests.

Children with additional educational needs are supported by the class teacher, teaching assistants and learning support assistants, and, if necessary, have an individual education plan with small achievable targets to be worked on in Maths lessons and at home. More able children are provided with appropriate materials to ensure they are challenged and stretched.

## **Science**

Science is a fascinating subject and we aim to enthuse children. Each topic is designed to develop pupils' enjoyment and interest in Science by building on their curiosity and sense of awe of the natural world. It includes a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science and develop their scientific vocabulary. We use careful questioning to encourage the children to give thoughtful responses and develop thinking skills.

## **Computing**

Children explore various technologies, using them confidently to achieve specific learning outcomes. Children use computers to develop and present their ideas and record their creative work across all areas of the curriculum. Every class in the school has three computers and a printer which is centrally networked. In addition to this we have a small bank of laptops for individual or group use. Children use digital and video cameras, digital microscopes and remote control devices as well as tablet computers (ipads).

All classes in Year 1 and 2 have their own Interactive Whiteboard which helps stimulate learning across all subject areas. Children in Year R are given the opportunity to use the Interactive Whiteboard several times a week. The internet is an essential element and is used to support children's learning experiences. We have an Internet Policy to support the use of supervised internet access. In school, children are taught how to safely navigate curriculum sites under the direct supervision of a teacher. Internet access within the school is secure and password protected. A secure filtering system, prevents harmful material from being viewed. Online safety is also taught.



## **Art and Design**

Children are taught to develop their own ideas from observation, experience, and imagination. They explore various starting points for their work, including stories, the natural environment, and art from different time and cultures, working with various materials and media, and using different tools and techniques. They are encouraged to make independent decisions, and creativity and originality are valued. Children are helped to reflect on their own work and that of their peers, and consider what could be changed or developed. Work is valued, and carefully displayed around the school.

## **Design and Technology**

This is a very practical subject. The curriculum encourages pupils to research, design, plan and develop their ideas. They are taught the safe use of a range of tools to measure, mark, cut and assemble models. Pupils are encouraged to evaluate and discuss their work with adults and peers. Year 1 and Year 2 children have DT days each term. These days are thoroughly enjoyed by the children, staff and parent volunteers. The curriculum includes food technology and encompasses all areas of the curriculum.

## **Geography**

We aim to enable children to become familiar with their own environment and to develop an increasing awareness of the wider world. They investigate both the human and physical aspects of geography to develop their knowledge and understanding of places. The local environment is studied through first hand experience but children are also encouraged to find out about other places using IT and reference materials such as photographs, books, maps and globes. Much of this work is carried out through a cross-curricular approach. Throughout their work they will learn to use appropriate geographical language, develop geographical skills and be encouraged to ask geographical questions. This school was given a gold level award from the Geographical Association for excellent practice.

## **History**

We encourage the children to become critical and creative thinkers, to use clues, tell stories and offer explanations. Using the Foundation Stage Curriculum and National Curriculum programmes of study, the children become aware that life has changed and learn how people in the past have behaved and why. They learn through a range of resources such as artefacts, computer programs, pictures, photographs, books and interaction with adults. The children use a range of skills to demonstrate their knowledge and understanding including writing, IT, Art and Drama.

## **Music**

Children's natural enjoyment of music and rhythm is encouraged through the development of performing, composing and appraising skills. Musical understanding and confidence is extended through playing a variety of tuned and untuned instruments, exploring sounds and creating compositions and accompaniments. Each year group has a music session and a singing session each week. All Year 2 children learn to play the recorder. All Year 1 children learn to play the ocarina. The children are encouraged to use their voices expressively by singing a variety of songs, rhymes and chants from memory. Listening skills are developed through responding to a range of live and recorded music from different times and cultures. During the year we celebrate special occasions when the children display their skills and perform with and for others in assemblies and events.

## **Physical Education and Movement**

Our aim is to increase the activity levels and well-being of the whole school through a supportive environment that encourages and enhances physical activity and a healthy lifestyle. We aim to provide a balanced programme of physical activity, giving the children experience of Gymnastics, Dance, Games skills and Outside Adventurous Activities.

We encourage pupils to take part in a range of out of school hours physical activities, by arranging after school clubs and lunchtime activities, and by making them aware of activities available in the community. We use sport coaches to lead after school clubs and support teachers in PE lessons.

A sports afternoon is held annually in the summer term on the playing field. Parents and pre-school children are invited to join in and celebrate children's achievements. During the year we take part in special occasions to support charities promoting physical activity and encourage pupils, parents and staff to walk to school when possible.

## **Religious Education**

Religious education is taught in accordance with current legislation and we follow the Kent Agreed Syllabus. Children will learn about Christianity, Judaism and Hinduism to develop an understanding of and tolerance towards the beliefs of others. Religious education in school takes place within the context of chosen themes related to the particular needs, interests, experiences and abilities of the children. Some themes are spontaneous and arise from the everyday life of the school as incidents occur which highlight human experience, e.g. kindness, disappointment, generosity, quarrelling. Parents have the right to withdraw their children from religious education, and supervision will be arranged in such cases. Parents should discuss any concerns with the headteacher before exercising this right.

## **Collective Worship**

An act of worship (assembly) is held in the school every day for all pupils. In this Church of England controlled school, worship reflects Anglican beliefs, practices and values in accordance with the requirements of the Trust Deed, as well as using messages from stories from literature, everyday life and other faiths. There is a mixture of class, group and whole school assemblies during the week. Acts of worship are seen and valued as "school family" occasions. Some will be based on a biblical theme, some highlight the manner of the week or the safety rule of the week. There are special worship times, to which parents are invited. Celebration Time, when good work/actions are recognized take place fortnightly. Parents of children selected for this assembly are invited to join us on these occasions. At Christmas, a service is held at Holy Cross Church for Year 2 children. There are weekly worships led by the staff of the Holy Cross Church. The 'Family Trust' also leads worship periodically. Parents have the right to withdraw their child from collective worship, and supervision will be arranged in such cases. However, our collective worship is broadly based and usually acceptable to everyone. Parents should discuss any concerns with the headteacher before exercising this right.

## **Personal, Social, Health Education (PSHE)**

As part of the teaching of PSHE and circle time, we follow a scheme of work that incorporates British Values, Citizenship, learning about money as well as general PSHE topics.. Some PSHE lessons arise from issues raised by the children themselves, some relate to our Christian values.

The children are participants in aspiring to our vision of education at its best.

All children are included in the decision-making processes of the school through class and school opportunities to enable them to understand and learn about individual responsibility within our school and issues in school and in the wider world that affect them.

## **Curriculum Intent**

### **Early Years Foundation Stage**

Our Early Years curriculum, which is linked to topics, supports the development of the whole child alongside our five 'superpowers.' It supports children's spiritual, moral, social and cultural development and helps to ensure that children are prepared for the next stage in their lives.

Children are active in their learning journey. This is supported by giving children the appropriate balance of independent learning situations and adult led activities which develops over the year. Giving the children sufficient time and space to pursue their own lines of enquiry through planned provision allows children to take control of their learning giving them many opportunities in aspects of the curriculum that are matched to their interests and current levels of development.

### **Key Stage 1**

The curriculum at Thurnham is designed to provide a rich, challenging and relevant education that meets the needs of our children throughout the school. Throughout Key Stage 1 teachers plan learning opportunities and sequences of lessons linked to topics. Staff map the KS1 curriculum objectives across Year 1 and 2 to ensure there is progression in teaching and learning and the assessment of all subject areas. The curriculum provides opportunities for children to develop as independent, confident and successful learners who have high aspirations for themselves and know how to make a positive contribution to their community. Key elements of our curriculum support the children's development along side our five superpowers.

It supports children's spiritual, moral, social and cultural development and helps to ensure that children develop independence and are prepared for the next stage in their learning journey. All children develop a range of knowledge and skills for future learning through a coherently planned curriculum across the key stage.

We have considered the context of our school when devising long term plans and our five superpowers which we feel will be of use to the children.

Assessment is ongoing, it is evident in every lesson and is used to support subsequent planning. We have worked hard over the last year to streamline assessments across all subjects ensuring there is progression across the year groups and opportunities for greater depth. All teachers regularly take part in moderation for reading, writing and maths throughout the year.

There is a strong focus on the teaching, learning and assessment of phonics and the development of reading across the school.

## **Curriculum Implementation**

### **Early Years Foundation Stage**

EYFS staff are experienced and have good curriculum knowledge and utilise their indoor and outdoor environments well. They capitalise in to children's current interests and carefully extend and scaffold these experiences through on-going formative assessments and planned interventions. Practitioners engage in sustained shared thinking, questioning, encouraging children to apply what they have learnt in teacher directed sessions during child-initiated time. The children are at times asked regarding the provision and the design of the curriculum and this further supports their motivation

and interest levels. Staff then plan sequences of lessons which build on what children know.

In EYFS we assess every child on entry and then provide targeted support if appropriate. These children are regularly assessed, and support will continue to be provided throughout the school where needed.

All children are screened using Speechlink / Language Link on entry and support plans put in place where required.

Children are encouraged to take on challenges in reading, writing and maths.

The environment and resources are regularly evaluated to ensure that children's interests are met and that it supports the development of their independence skills and the characteristics of effective learning. This is shown in how well the children particularly enjoy outdoor Forest School sessions and absorb much from them.

Regular moderation is planned throughout the year, between classes, year groups and with other Year R practitioners and judgements are secure.

The parent role as the children's first and ongoing educator is fully respected, and they are regularly informed on the children's progress and attainment. This aspect is facilitated by allowing the parents voice to be heard, through the sharing of 'wow' moments, where parents can share their child's achievements from home throughout their time at school and through the Learning Journey books, the EYFS curriculum through 'come and see' sessions and workshops e.g. phonics and transition into Year 1.

There is an excellent transition programme in place on entering and leaving Year R which has developed over the last 3 years. E.g. Home visits, visits to settings, visits to school, sharing transition documentation and a new parents welcome evening.

### Key Stage 1

The curriculum is organised for both inside and outside learning through a cross-curricular approach. Staff also plan other experiences and opportunities which best meet the learning and developmental needs of the children in Thurnham School. The curriculum provides children with memorable experiences in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. We work closely with our neighbouring Junior School that the children move on to so the children are prepared for joining it and pay due regard to what Year 3 teachers will expect, particularly as Year 2 progresses.

Teachers have been supported by specialist coaches to raise all PE teaching to a good or better standard. A specialist teacher has also supported teachers in planning series of lessons that build on skills in dance, games and gymnastics. They have also helped us to provide an extensive sport related after school enrichment clubs e.g. golf and tennis.

Staff are committed to providing a wide range of extra-curricular activities after school based on the current cohorts' interests and feedback our school council. Furthermore, these interests are also used to inform planning for playtime and lunchtime activities.

Pupil voice is very important in our school. Elections are held for our school council and eco committee. These groups meet regularly and positively impact the working of the school.

Pupil voice is also captured through pupil questionnaires and circle times.

The school takes pride in providing an inclusive environment and pupils are supported at all levels to reach their potential. Differentiation is used to enable all learners to access the curriculum at the appropriate level and in a style that best suits their needs. We ensure that the most able are challenged and supported through being offered tasks which provide opportunities to work at greater depth across the whole curriculum.

Enrichment opportunities are constantly sought to broaden our children's experiences: theatre shows, charity events, and zany scientists

Visits are planned which link to topics such as trips to The Dockyard, The seaside and Shorne Country Park.

We have strong links with our local church and the Family Trust, parental visitors to talk about their culture/religion and themed assemblies.

These not only enhance children's learning journeys but are chosen specifically to promote fundamental British values (Family Trust themed assemblies).

Subject leaders play a vital part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further.

We are intending to continue developing a training programme for subject leaders, giving them the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Parent consultations are held in Term 2 and 4 with an optional meeting in Term 6 following the end of Year report.

We also work with parents by holding information workshops (e.g. SATS / Phonics) and invite parents in for Celebration times and come and see sessions.

### **Curriculum Impact**

This will be assessed in a number of ways; planning scrutiny, assessment outcomes, learning walks, individual monitoring, pupil voice, subject leader observations. Outcomes from all of these will then be absorbed into subsequent curriculum planning with modifications and improvements an ongoing evolutionary process.

This document will be reflected upon regularly and will inform monitoring.

It will be reviewed every year unless required to do so earlier.

It links to the following policies and plans:

The School Improvement Plan

Early Years New Entrants Handbook

Home School Agreement

Homework Policy

Special Educational Needs Policy and Information Report

Curriculum / Other Specific Policies

Assessment Policy

Marking Policy

Individual Subject Policies

Subject Leader Action Plans