



Limehurst Primary School

Curriculum Impact Statement

At Limehurst we strive for our pupils to achieve the LIME OUTCOMES through our 8-year curriculum. This is the impact we intend for our curriculum to have on all our pupils when they leave and embark on their next chapter of education.

Leaders

Independent

Motivated for future learning and opportunities

Empathetic

It is essential that we measure the impact of our curriculum at regular intervals (both formative and summative) to ensure all pupils are making at least the expected progress across all the subjects we teach. Across the curriculum we measure impact in a variety of ways, always ensuring that it is valuable (to inform future planning and learning) and that it is not burdensome on pupils or staff.

- Pupils' progress is measured through ongoing assessment and through three key assessment points during the year in the core subjects (Autumn, Spring and Summer).
- Our curriculum encourages pupils to know more, remember more and be able to do more. They learn to transfer and embed key concepts into their long-term memory and apply them fluently.
- Teachers plan to address misconceptions and gaps in learning are identified to ensure that the curriculum effectively meets the needs of all pupils.
- The impact of the school's curriculum can be seen in the books and floor books pupils produce.
- Subject leaders, who are specialists in their field, will conduct pupil voice activities to identify how successfully children can apply their knowledge of the curriculum and address any misconceptions.
- The findings of pupil voice are used to ensure that our children are invested in their learning and making a positive contribution to the planning and design of our curriculum.
- For specific units of work in the foundation subjects, summative assessments identify which children are not meeting the expected standards and require further development of skills and/or knowledge by subject leaders and teachers.
- Moderation staff meetings where pupil's work and books are scrutinised and there is the opportunity for a dialogue between teachers to reflect and compare their class's work, identifying next steps in teaching and learning.
- Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and through the end of year report.