



Intent, Implementation and Impact – September 2024



Intent

Reedham Primary and Nursery School provides a balanced curriculum relevant to the individual needs of each child through a positive community ethos. We listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives, enabling and enjoying learning within the context of a rapidly changing technological society.

We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

We follow the National curriculum and have designed our learning journeys for each subject to support all children to meet the expected standard for their age and stage of development. Our curriculum reflects our community and the cultural capital we would like our children to experience throughout their EYFS and primary education.

The curriculum - The school follows the national curriculum. The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through adaptation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

At this school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum must be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils receive a well-rounded education when everyone is encouraged to be involved in shaping and developing it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Consortium Trust drivers and Aims - In October 2024, Reedham Primary and Nursery joined Consortium Trust and became an academy. Our values, and aims for our school align with the trust's educational aims and we have worked with the central team to ensure we reflect upon and update our curriculum offer.



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Our educational aims are:

Develop - Nurture the growth and development of all children, enabling them to fulfil their potential and achieve their aspirations.

Create - Encourage curiosity, exploration and a love for learning in children from an early age, and into adulthood.

Engage - Contribute meaningfully to the changing and diverse world around them, playing an active role in society.



These Drivers (broken down into 18 learning characteristics) form the foundation of how pupils learn throughout the curriculum. The curriculum has been created following extensive research to ensure all pupils develop the knowledge and skills to advance their personal and creative skills and to provide opportunities to engage with the local and wider community. When teaching the curriculum, practitioners ensure pupils know how the Drivers have been embedded into the areas of study. Pupils are given the opportunity to recall prior learning, and the progression of vocabulary and skills is revisited throughout the curriculum. The subject-specific knowledge and skills are built around 6 core threads mapped across all subjects.

Our Curriculum Threads – these threads run through and across the subjects and help children to build links that underpin our values and learning characteristics.

Sustainability, British Values, Influence, Cultural Diversity, Equity, and Innovation

Our Assemblies - Children can only learn well when they feel safe and happy - this is our priority.

We aim to support and encourage children to be the best versions of themselves, becoming 'good' humans. Reedham Primary and Nursery School helps children explore this through cross-curricular dimensions such as identity, cultural diversity and community cohesion to provide important unifying themes that help our young



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people make sense of the world and give their education relevance. This will reflect the major ideas and challenges that face individuals and society and will provide a focus for work within and between subjects and across the curriculum as a whole.

The key values at the centre of our children’s learning, explored throughout their education with us are the foundations for our PSHE and R.E teaching and learning. Our values are explored throughout the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Sense of Place	Determined and Resilient	Risk taker	Purposeful	Respectful Active Citizen	Participation
Year B	Responsibility	Independent Learner and thinker	Reflective, Self-improvement	Engages with Debate	Resourceful	Understand and Respect Equality and Diversity

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils’ knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

Outdoor Learning: We believe that children should have opportunities to learn outside as well as in a traditional classroom. We are fortunate to have a wildlife area adjacent to the school building, and we use this to inspire many of our lessons. From writing poetry to designing maps, ordering numbers or simply having fun, our outside classroom has many, many uses. Miss Spaul is a qualified Level 3 Forest School Leader and we enjoy exploring our garden and local flora and fauna using the Forest School approach.

Remote learning: Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance. The school’s Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.



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Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school. A full list of the subjects available to our pupils can be found in section 12 of this policy. The school will have due regard to the national curriculum at all times throughout the academic year. The school will have due regard for the 'Statutory framework for the early years foundation stage'.

Subjects: The school will ensure every pupil has access to the following core subjects using quality resources as a vehicle for learning. These resources are adapted to suit the needs of each cohort:

English - Little Wandle and Talk4Writing
Maths - White Rose Premium Resources
Science - Grammarsaurus
RE – Norfolk Agreed Syllabus
Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE)

The school will ensure pupils also have access to the following foundation subjects:

Art and design - Grammarsaurus
ICT - Teach Computing
Design and technology - Projects on a Page
Languages (French) - Language Angels
Geography - Grammarsaurus
History - Grammarsaurus
Music - Norfolk Music Service, Charanga
PE – DfE

Details of what is included in the curriculum for each subject can be found in a specific curriculum Medium Term Plans for that subject. All of these are accessible via the school website and can be requested as a paper copy.

School ethos and aims - The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science – this will enable them to access the full curriculum opportunities offered at this school.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.



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- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Planning and preparation - Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. Teachers will be provided with appropriate preparation, planning and assessment (PPA) time. In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be differentiated, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.



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- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Explain how pupils will be grouped.
- Show how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.
- Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

Implementation

Lesson delivery - Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work. Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.
- TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

Reporting and assessment - We use assessment for learning to support our pupil's learning and progress for better outcomes. We support children across the school in many different ways:

- Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- Homework will be set on a weekly basis for children in KS2.
- Informal assessments, using NTS, will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.



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- Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.
- Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- All reporting and assessments will be conducted in line with the school's Primary Assessment Policy.

Equal opportunities - The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex/ gender
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics. The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

Supporting pupils - High expectations will be set for all pupils, regardless of ability, circumstances or needs. The delivery and content of lessons will be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons. Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual learning plans (ILPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ILPs are reviewed annually to ensure that they are still effective. The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

Marking and assessment

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.



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Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Primary Assessment Policy. Assessment outcomes will be utilised to inform teaching and learning strategies.

Working with pupils and parents- Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives. The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Letters home
- Annual reports
- Parent showcases
- Newsletters
- Arbor messaging
- Learning PI

Extra-curricular activities - The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development. Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part. All extra-curricular activities and trips will be planned and executed in accordance with the school's Educational Visits Policy. Extra-curricular opportunities include:

- Forest School Activities
- Gardening club
- Lunchtime sports clubs
- Afterschool sports clubs
- Theatre trips
- Craft club
- Art club
- Music lessons
- Choir
- Residential trips to Winterton Field Study Centre, Horstead Centre and How Hill

Impact

The impact of all these strategies is reflected on by the Trust, school leaders and teaching staff and information is gathered together through use of the School Effectiveness Framework (SEF) and School Development Plan (SDP) documents. These are working documents that help school leadership to understand the context of the



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school and measure progress and impact to underpin school improvement strategies. The SEF helps inform planning for improvement laid out in the SDP. These documents are fully updated annually but are used to help drive school development strategies throughout the year. These documents are to support leaders to reflect on the efficacy of the curriculum, helping to judge if the curriculum is ambitious, broad and balanced, adds cultural capital to children's experiences and is delivered in ways that meet the needs of all children to improve their outcomes.

These documents are also underpinned by the school's strategies to use Pupil Premium and Sports Premium grants awarded annually to the school. The school's reports on spending are published on the school website. Our Special Educational Needs and Disabilities (SEND) Report is also published on our website and helps the school to gather valuable insight into the context of the school's pupil population, how we support children, and we access support on their behalf.

Our Priorities for 2024 – 2025

Target 1 – Ofsted: improvements to our whole school mastery approach to mathematics

- Our aim is to create a community culture of inclusivity and equity, to provide quality first teaching and learning, supported with targeted precision teaching interventions and communication and interaction programmes to support gaps and help children to feel safe, happy and able to learn in order to make better progress.
- By July 2025, all pupils are making appropriate improvement towards the targets set for them, across the curriculum; ensuring gaps from 'missed learning' are filled. By July 2025, 85% of children are making good or better progress and have 'good' learning behaviours; pupils make sustained good progress in their subject knowledge.
- A whole school approach to continue to drive through improvements from previous SIDP to ensure the following is being maintained:
 - Agreed non-negotiables for maths lessons are present in every lesson.
 - Maths NC over-arching aims of fluency, reasoning and problem-solving are a priority in every lesson.
 - Mathematical language is the cornerstone to new concepts and used with language rich opportunities.
 - Teacher confidence is improved to use the mastery approach '5 Big Ideas'.
 - Children's fluency is supported by appropriate daily strategies
 - Data on pupils' previous attainment is used to plan lessons to address pupils' areas of weakness.



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- Small steps planning is used to build on individuals' knowledge.
- Work is always appropriately challenging (*a particular focus on most-able pupils*) and *pupil premium and children with SEND*.

Target 2 – Curriculum and Subject Leadership – focus on adaptive teaching using coaching

- Review the curriculum to ensure it is continuing to improve, is delivering a high quality broad and balanced curriculum for ALL learners; and has clear progression through the school, from nursery to year 6.
- Teachers are more confident in leading their subject responsibilities and able to share this knowledge to lead improvements across the curriculum.

Target 3 – Pupil Progress and Targeted Support – a focus on writing

- To ensure the teaching of reading is robust and we develop confident fluent readers, which leads to reading for pleasure and better writing outcomes – through developing robust measures to support speech and language to support writing across the school.
- To ensure the teaching of reading is robust and we develop confident fluent readers, which leads to reading for pleasure and better writing outcomes – through developing robust measures to support speech and language.

Buildings and Premises Projects

- Demolish/ repurpose old toilet block. Replace with large shed – relocated to end of playground
- Heron class 009 - Extension to the side with bifold doors.
- Squirrel class 004 and 024 – bifold doors to 004 to improve free-flow of continuous provision
- Renovate swimming pool – cover and shower/toilet block so community can use.

Falling Numbers on Roll

- Use events, advertising and social media presence to promote the school's image in our community and surrounding catchment areas.
- Evaluate our curriculum offer to include more cultural capital opportunities such as swimming, forest schools, trips and events, after school activities (sporting, crafts and scouting)



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- Explore the possibility of a land swap with local landowner field closer to school premises and school sports field. This would accommodate more play space closer to school, fenced and some car parking area.
- Renovate or knock down the toilet block to either increase learning space or playground space.
- Explore possible opportunities with the Parish Council and local landowners to swap the school field to have a space closer to the school for outdoor use and parking.
- Improve the swimming pool to cover this and add shower and toilets, so that it can be rented out privately to generate income or offer use for swimming lessons to local swimming groups.
- Make links with local scouting groups to either offer a scouting curriculum or opportunities for using the school premises.

Areas of focus for next year...

- Whole school approach to an inclusive school, where classrooms are not cluttered, busy or distracting with high aspirations for all children. Adaptations are in place to support children across the curriculum.
- High expectations for children to present their work neatly and be proud, this will be showcased around the school and celebrated with all stakeholders.
- Writing will remain a focus – monitoring of reading to support this throughout the school. · Maths will remain a focus – with a focus in the EHFS to build good number sense and confidence. · Working in partnership with Consortium and embedding vision across school with all stakeholders.
- Ensuring our threads of thinking and learning characteristics are woven throughout the curriculum, in practice and explicit in teaching and learning.