



Curriculum Intent, Implementation and Impact

Our Curriculum Intent

At Neston Primary School we strive to be skilled readers, confident writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, digital nomads, designers and technologists. We are proud to be inclusive and to celebrate diversity. We want our children to be ambitious, be insightful, be resilient and reflective.

Our curriculum is carefully crafted so that our children develop their academic, social, spiritual and cultural capital.

Our curriculum promotes inquisitiveness and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient. We strive for academic excellence and want our children to have high aspirations.

We encourage our children to celebrate success and learn from their mistakes in order to develop resilience. We want to equip them with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have.

We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

Our Curriculum Implementation

Our curriculum has been carefully constructed and the learning opportunities and assessment end points for each key stage crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. Subject specific vocabulary has been identified for staff and pupils.

We empower our staff to organise their curriculum as they see fit to best suit the needs of the pupils in their care. They are best placed to make these judgements. The vast majority of subjects are taught discretely but staff make meaningful links across subjects to deepen children's learning. The key concepts of: leadership, legacy, culture, conflict, empire, religion and social injustice permeate our curriculum and enable children to develop a deeper understanding. In each curriculum area and concept, we celebrate the theme of diversity so that children develop empathy, feel valued and understood.

Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them.

Our Curriculum Impact

We use both formative and summative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all of our pupils, including the



more able. Subject leaders have mapped out the assessment end points for each phase and teachers have broken these objectives down for each year group in each subject area.

Our staff use formative assessment including Whole Class Feedback Sheets to systematically assess what the children know as the theme progresses and inform their future planning. This formative assessment then informs summative assessment judgements for each theme in every curriculum area.

Pupil progress meetings are conducted termly where formative and summative assessments are explored. This process provides the SLT and Governors with an accurate and comprehensive understanding of the quality of education in our school.

Monitoring includes: book scrutinies, lesson visits, learning walks, and pupil voice.

All of this information is gathered, reviewed and evaluated. It is used to inform further curriculum developments and provision is adapted and/or tweaked accordingly.