



Teaching and Learning 2022 - 2023. 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.

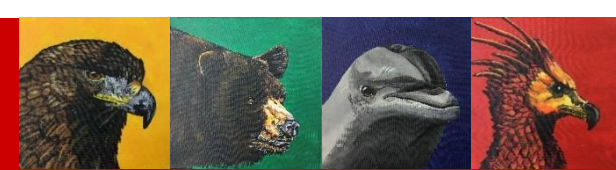


Our staff use formative assessment including **Whole Class Feedback Sheets** to systematically assess what the children know as the theme progresses and inform their future planning. This formative assessment then informs summative assessment judgements for each theme in every curriculum area.

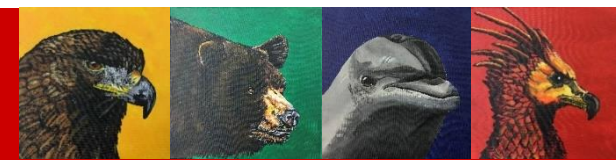
Pupil progress meetings are conducted termly where formative and summative assessments are explored. This process provides the SLT and Governors with an accurate and comprehensive understanding of the quality of education in our school.

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

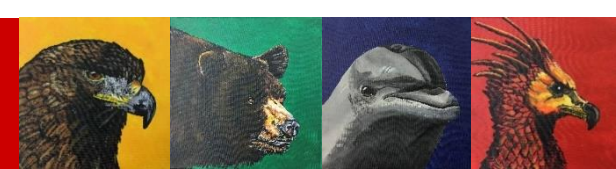
All of this information is gathered, reviewed and evaluated. It is used to inform further curriculum developments, professional development and provision is adapted and/or tweaked accordingly.



	Baseline To be completed by the end of September	Term 2 (23/24)	Term 3	Term 4 (23/24)	Term 6
EYFS	Baseline Testing				
Year 1	<p>Phonics assessment (follow English hub guidance)</p> <p>Cold writing task (in green English book) to be followed by a related 'hot' task (in Big Yellow Book) a few weeks later*</p>	<p>PIRA Autumn 1</p> <p>PUMA Autumn 1</p> <p>GAPS Autumn 1</p>	<p>PIRA Autumn 1</p> <p>PUMA Autumn 1</p> <p>GAPS Autumn 1</p>	<p>PIRA Spring 1</p> <p>PUMA Spring 1</p> <p>GAPS Spring 1</p>	<p>PIRA Summer 1</p> <p>PUMA Summer 1</p> <p>GAPS Summer 1</p> <p>Y1 common exception words</p> <p>Phonic Screening Check (June)</p>
Year 2	<p>Optional Arithmetic SAT Y2 Paper B</p> <p>Test Y1 common exception words and send home catch up work where necessary</p> <p>Phonics assessment (follow English hub guidance)</p> <p>Cold writing task (in green English book) to be followed by a related 'hot' task (in BYB) a few weeks later*</p>	<p>PIRA Autumn 2</p> <p>PUMA Autumn 2</p> <p>GAPS Autumn 2</p>	<p>PIRA Autumn 2</p> <p>PUMA Autumn 2</p> <p>GAPS Autumn 2</p>	<p>PIRA Spring 2</p> <p>PUMA Spring 2</p> <p>GAPS Spring 2</p>	<p>PIRA Summer 2</p> <p>PUMA Summer 2</p> <p>GAPS Summer 2</p> <p>Y2 common exception words</p> <p>KS1 SATs</p>



Year 3	<p>Optional Arithmetic SAT Y3 Paper B</p> <p>Test Y2 common exception words and send home catch up work where necessary</p> <p>Phonics assessment (follow English hub guidance)</p> <p>Cold writing task (in green English book) to be followed by a related 'hot' task (in BYB) a few weeks later*</p>	<p>PIRA Autumn 3</p> <p>PUMA Autumn 3</p> <p>GAPS Autumn 3</p>	<p>PIRA Autumn 3</p> <p>PUMA Autumn 3</p> <p>GAPS Autumn 3</p>	<p>PIRA Spring 3</p> <p>PUMA Spring 3</p> <p>GAPS Spring 3</p>	<p>PIRA Summer 3</p> <p>PUMA Summer 3</p> <p>GAPS Summer 3</p> <p>Y3/4 common exception words</p>
Year 4	<p>Optional Arithmetic SAT Y4 Paper B</p> <p>Phonics assessment (follow English hub guidance)</p> <p>Cold writing task (in green English book) to be followed by a related 'hot' task (in BYB) a few weeks later*</p>	<p>PIRA Autumn 4</p> <p>PUMA Autumn 4</p> <p>GAPS Autumn 4</p>	<p>PIRA Autumn 4</p> <p>PUMA Autumn 4</p> <p>GAPS Autumn 4</p>	<p>PIRA Spring 4</p> <p>PUMA Spring 4</p> <p>GAPS Spring 4</p>	<p>PIRA Summer 4</p> <p>PUMA Summer 4</p> <p>GAPS Summer 4</p> <p>Multiplication Tables Check (June)</p> <p>Y3/4 common exception words</p>



Year 5	Optional Arithmetic SAT Y5 Paper B Cold writing task (in green English book) to be followed by a related 'hot' task (in BYB) a few weeks later*	PIRA Autumn 5 PUMA Autumn 5 GAPS Autumn 5	PIRA Autumn 5 PUMA Autumn 5 GAPS Autumn 5	PIRA Spring 5 PUMA Spring 5 GAPS Spring 5	PIRA Summer 5 PUMA Summer 5 GAPS Summer 5 Y5/6 common exception words
Year 6	Optional Arithmetic SAT Y6 Paper B Cold writing task (in green English book) to be followed by a related 'hot' task (in BYB) a few weeks later*	2019/22 SATs paper			Optional SATs Y6 Test B Y5/6 common exception words KS2 SATs

*EYFS to have completed 3 BYB extended writes by the end of the year

KS1 to have completed 6 BYB extended writes by the end of the year

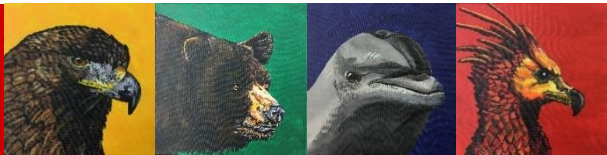
KS2 to have completed 8 BYB extended writes by the end of the year

*PIRA, PUMA and GAPS to be introduced fully in 2023/24

Baseline - Optional Arithmetic SAT Papers ceased in 2023/24



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Assessments	Baseline	PIRA Autumn PUMA Autumn GAPS Autumn	PIRA Autumn PUMA Autumn GAPS Autumn Maths w/b 16.01.23 English w/b 23.01.23	PIRA Spring PUMA Spring GAPS Spring	Y2 SATs May Y6 SATs 8-11.05.23	PIRA Summer PUMA Summer GAPS Summer Phonics screening w/b 12.06.23 MTC 5.06.23 – 23.06.23 Maths w/b 19.06.23 English w/b 26.06.23
Data drop		12.12.22 On Insight - reading, writing and maths		w/b 27.03.23 (levels on reports)		Maths w/b 3.07.23 English w/b 10.07.23
Pupil progress	Maths and English 20.09.22 Book scrutiny including checking for cold writes, MNP and WCFS. Look at previous pupil progress expectations (refer back to potential conversions and intervention recommendations).	Maths and English 6.12.22 Book scrutiny including checking for progress in books and curriculum compliance. Look at previous pupil progress expectations (refer back to potential conversions and intervention recommendations).	Maths 24.01.23 English 31.01.23 Test analysis Look at previous pupil progress expectations (refer back to potential conversions and intervention recommendations).	Maths and English 14.03.23 Book scrutiny Look at previous pupil progress expectations (refer back to potential conversions and intervention recommendations).	(see monitoring timetable)	Maths w/b 4.07.23 English w/b 11.07.23 Look at pupil progress expectations (refer back to potential conversions and intervention recommendations).



	Light touch planning scrutiny	Light touch planning scrutiny What are teachers' predictions?				
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*PIRA, PUMA and GAPS to be introduced fully in 2023/24



Essential Toolkit

Maths	English
Books Blue MNP workbooks Blue folders for loose sheets e.g. Fluent in 5	Books Green Yellow BYB Green folder – Reading (Vipers sheets/comprehension assessments) Personal dictionaries (Y2 onwards)
Follow Assessment timetable (saved on server in Essential Toolkit folder)	Follow Assessment timetable (saved on server in Essential Toolkit folder)
Termly Homework sheets - TT Rockstars 2-6 and Spelling Shed (Proforma saved on server in Essential Toolkit folder)	Termly Homework sheets - TT Rockstars 2-6 and Spelling Shed (Proforma saved on server in Essential Toolkit folder)
Year 1 - Phonics and Maths Fluency (number bonds)	Year 1 - Phonics and Maths Fluency (number bonds)
Arithmetic EYFS Mastering Number (NCETM) - 4x a week Y1+2 Mastering Number (NCETM) after lunch - 4x a week Y3-6 daily Fluent in Five after lunch - minimum 4x a week (saved on the server in Maths folder)	EYFS and KS1 6 BYBs a year (2 by end of December, including the September baseline) KS2 8 BYBs a year (3 by end of December, including the September baseline) Use a cold task as an assessment for learning opportunity for at least 2 of your BYB writes, including the September baseline BYB Use and display “all the time” and current “genre” toolkits on working wall (children to be involved in creating the 'genre' toolkits) Use marking ladders (Proforma saved on server in Essential Toolkit folder)
MNP to be taught consistently and in order Y2-6 starting in Week 1 of Term 1 (check non-negotiables in daily lesson plans)	Weekly Spelling Tests at the end of the week - Years 1 to 6 Common Exception Words and Spelling Rules/Patterns
MNP Reviews to be completed at the end of each unit Revision sections to be completed to inform teacher assessment	Termly GPS Twinkl Tests - Years 1 to 6 Areas of weakness to inform discrete teaching (saved on the server in English folder)
Challenge Questions for Greater Depth to be done in blue maths exercise books – sourced from Maths Hub Mastery Questions pdf document (found in Maths folder on server)	Weekly VIPERS Whole Class Reading (including poetry and non-fiction, linked to other curriculum areas)



	Daily Snack and Story high quality text (use High Quality Texts on whole school long term plan as a minimum; other recommended lists in English/Reading/Recommended reading lists on the server)
	Y2-6 Termly (minimum)Cracking Comprehension written papers (time these to gauge whether there is an improvement in pace and keep in Green Reading folder as evidence) Do at least 2 poetry papers
Number formation EYFS & Y1 - teach correct number formation Interventions where necessary.	Handwriting EYFS-Y4 EYFS - printing Y1 - introducing pre-cursive with lead ins and lead outs Y2 - teach joined (cursive), using Twinkl's 'continuous cursive' in discrete handwriting lessons Y3+4 - teach discrete handwriting Y5/6 Interventions where necessary