Tollesbury School

Impact Statement

At Tollesbury School we continually assess the impact of our curriculum. Teachers use assessment for learning in every lesson to inform their future teaching and work closely with support staff to ensure relevant information is shared. We also seek the thoughts of parents and children about the curriculum.

We use triangulated monitoring (books, data and pupil voice) throughout the year to gauge the impact of the curriculum design.

Governors monitor priorities highlighted in the School Development Plan. They do this by talking to children about their learning, speaking with staff and looking at the learning environment.

At the end of each term, assessment data is gathered and the progress and attainment of every child is discussed during 'standards' meetings. The aim is that children make at least expected progress in all subjects and this individual progress is tracked and reported to parents at parents' evening and on the mid and end of year reports.

The senior leadership team and subject leaders continually review learning and provide feedback, evaluate pupil voice, celebrate the positives and highlight areas for development.

Given their varied starting points, we strive to ensure that our children's progress is at least expected in both core and foundation subjects. We measure this using a range of materials (PUMA - Progress in Understanding Mathematics Assessment / PIRA - Progress in Reading Assessment /Single Word Spelling / Reading test/Target Tracker, White Rose arithmetic assessments), but always considering Age Related Expectations. Our intention is that children will be academically and physically prepared for life in school and in Modern Britain.

The impact our curriculum has is that our learners have fully rounded characters with a clear understanding of values such as equality, friendship and trust. By learning what these mean, our children are able to develop characters that prepare them for living in the community, demonstrating tolerance and equality.

We measure this not just by the work our children produce, but in the behaviours we see each and every day; on the playground, in corridors and in the many roles we give them. The impact is seen in the daily interaction of all members of our community, including staff and children. The success of our curriculum is seen in how the children approach everyday challenges. This could be on the playground, in a game or in class in a learning challenge. The impact will be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Our learners are motivated by a strong personal sense of morality. They make decisions for the right reasons and in the best interests of their community. They decide what is right and what is wrong and are resilient to the influence of others. They will go out into the world and make a difference in their own life and to the lives of others. Our learners will be the owners of their own destinies.