



## Crawford Village Primary School IMPACT STATEMENT

**INTENT:** Our staff understand that our children come from a variety of backgrounds. They are aware that the vast majority of our pupils are of White British origin and that the percentage of children from disadvantaged backgrounds and those with SEND is below national figures. We recognise that our inward mobility has historically been high but is now coming down as we fill up from Reception year. The majority of our children come from our close locality and, with each year group comprising a maximum of 10 pupils, our classes are mixed age ranges. With these facts in mind, we have carefully designed our curriculum to embrace the community in which we are situated, examine viewpoints and beliefs, encourage debate and discussion, be based on the global dimension, give children a good basic skill set and equip them for life and learning beyond Crawford Village.

Our curriculum is designed to deepen knowledge and develop skills, ensuring effective progression within each subject discipline and across all year groups. Our aim is for **'all children to read well, quickly'** and early reading is invested in, and prioritised. Our ambition is to develop the 'whole child' nurturing children's talents and celebrating their achievements and successes. Our curriculum plan has been well designed and is well constructed with clear schemes of work for each year group / class. The plan allows for spiral learning, avoiding unnecessary repetition, but recapping what has gone before and moving learning on. This is further-supported through interleaving learning and through regular retrieval practice.

We aim for all children to have full access to the curriculum and achieve success, through targeted differentiation and making adaptations, where appropriate, drawing on support from outside agencies and listening to the voice of the child. Our curriculum meets the needs of our disadvantaged pupils by being practical, creative and includes lots of discussion and visual stimuli. The headteacher and teaching staff have worked collaboratively to develop a 3-year rolling cycle of trips, visitors and curriculum days to bring the curriculum to life and enrich learning. All of these things improve the cultural capital of all pupils.

**IMPLEMENTATION:** We deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular and which also meets the statutory requirements of the National Curriculum.

Our curriculum is well-planned and provides cross-curricular opportunities. Through the website, parents are provided with 'knowledge mats' for all History, Geography and Science units, to encourage discussion with their child and deepen their knowledge and breadth of vocabulary. Enrichment opportunities, including outdoor learning, inspirational visitors and exciting educational visits, provide our children with rich experiences and enhance teaching, learning and knowledge.

Knowledge and vocabulary are fundamental within our curriculum and staff exemplify high levels of Standard English at all times. Lessons are well-planned to develop and increase children's knowledge, building on prior experiences and making connections in their learning. Children are immersed in and exposed to a diet of vocabulary, which is high-level and subject-specific, to extend their breadth of language. These are displayed within classrooms and on knowledge organisers to further develop 'sticky' knowledge and long-term memory.

Lessons are taught so that pupils remember their learning. Topics are revisited through interleaving and sticky skills are utilised to help pupils commit key facts to memory. Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Teachers use different learning resources to teach core content, e.g. manipulative resources, educational videos, guest speakers and ICT in lessons. By using different techniques, we keep pupils engaged with learning and accommodate pupils who learn differently to their peers.

For Mathematics and English, we utilise well-structured assessment opportunities at least every term to inform teacher assessment, which is then discussed at pupil progress meetings. Within the wider curriculum, children are assessed against knowledge-based and skills-based learning objectives, within unit overviews. In addition, for Science, teachers plan opportunities to assess children's 'working scientifically' skills and mid-unit learning tasks are set to assess these skills. Our commitment to science and encouraging pupils to work scientifically is exemplified by our recent award of the primary Science Quality Mark.

A graduated approach is in place. For children with specific needs, IEPs are co-produced and reviewed with parents termly. For children who are identified as requiring a very high level of support, one-to-one SEND support is in place to facilitate a differentiated curriculum. Small group SEND support, in class, under the direction of the class teacher, is provided for children with identified needs, who need a high level of scaffolding and some tailored support. The headteacher undertakes rigorous analysis of teacher assessment data to identify children who are not on track to meet targets and make expected progress. For these children, targeted intervention, based on objectives set by the class teacher, is facilitated in small groups by teachers.

Within quality first teaching, 'Rocket Phonics', our DfE validated, complete systematic synthetic phonics programme, is effectively delivered daily to whole year groups by class teachers and teaching assistants in Reception and Key Stage 1. Daily phonics lessons in these year groups follow a consistent teaching sequence, which includes review, teach, practise, apply and review. To enable children to 'keep up' rather than require 'catch up'.

We use sequential and progressive decodable books to secure fluency and confidence in early reading. In Reception, Key Stage 1, and, where appropriate, Key Stage 2, children are provided with a phonetically fully decodable home reading book, which is linked to their phonics phase plus a highly decodable home reading book and the expectation is that children read their home reading book to an adult at least four times a week. Reading diaries are carefully monitored by class teachers, and children who do not read regularly at home are identified as 'Priority Readers' for further support.

Parents are well-informed on how they can support their child in phonics and early reading, through providing 'Stay and Play' sessions, Parent workshops and Parents' Evenings.

Reading has an extremely high profile at our school and is integral to our curriculum. A daily whole class story time is carried out with each class sharing a novel over a term. Children are provided with a wide range of opportunities to read, develop positive attitudes towards reading and foster a love of reading. We have a consistent whole school approach to embed vocabulary and practise key skills of deduction, inference, retrieval and skimming and scanning through a dedicated daily session using 'Reading Explorers'. In Key Stage 2, children can select a library book from our Box Library to take home to read, alongside their reading stage book. In addition, each class has a selection of high-quality reading for pleasure books.

**Enrichment**, including inspirational visitors and exciting educational visits, enhance teaching, learning and knowledge. A broad menu of **Extra-Curricular** clubs is provided to children across school, which includes sport, music, languages, wellbeing, computing and crafts. Carefully selected **Experiences** provide our children with unique and rich opportunities to develop Cultural Capital.

Our curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in order to prepare the children for life in Modern Britain. We also engage with the wider community by ensuring there are opportunities for pupils to participate in community projects and events, e.g. Remembrance Sunday, Up Holland Big Band, Gardening Show, Queen's Platinum Jubilee, Christmas cards to local Elderly Care Home, cards and letters sent to people on their own during lockdown etc. This shows pupils the value of being involved in their community and establishes a link between them, local people and their local environment.

**IMPACT:** Our well-planned curriculum ensures that children are knowledgeable and skilled, achieve well and make good progress at each stage of their education. Through the breadth and depth that our curriculum offers, all children have high aspirations and ambition, are rounded and grounded, confident and resilient, and well-equipped for the next stage of their education. Our curriculum enables children to become both articulate and enthusiastic learners, and mathematicians who can confidently reason and problem solve, equipping them with strong foundations for future learning. Monitoring and evaluation demonstrates that children's work, both in books and displays, are exemplary and of a very high standard. Children have a love of reading, with many keen readers, reading challenging and advanced texts.

Our children have a love of learning and they excel across all aspects of the curriculum. Our children regularly perform significantly better than National across all phases of the school. Achievement in Phonics is also consistently significantly above National. Our SEND pupils achieve well from their starting point, with Y6 data showing that 100% of SEND pupils achieved EXS at end of KS2, with a positive progress score.



**Crawford Village**  
Primary School & Nursery