

## **Springfield Curriculum: Intention, Implementation, and Impact**

At Springfield, we plan our school curriculum with the intention of promoting learning and personal growth and development for all pupils regardless of their starting point, ability or specific need. We want children to grow into positive, responsible adults, who can work and cooperate with others, while at the same time developing their knowledge and skills, in order to achieve their true potential.

### **Our intention is:**

- To provide a rich, varied and challenging curriculum which is planned to enable children to build on previous learning and secure strong foundations for future learning.
- To support all children to reach their full potential through specific teaching of literacy and numeracy skills and application across the curriculum.
- To inspire children to want to learn more and to enjoy learning through the use of topics, hooks, first hand experiences and creative outcomes that are relevant to the pupils we teach and engage them in the learning process.
- To ensure staff support has maximum impact on progress and learning through sharing clear objectives
- To extend learning beyond the classroom through the effective use of resources including the local area, reflecting Jersey's rich heritage and culture
- To promote emotional well-being and support individual needs, regardless of starting points
- To provide a learning environment that encourages respect, curiosity, confidence and inclusivity
- To promote a sense of community for the children with the school, the parents and local community to embrace the diverse nature of our catchment and population

### **Implementation:**

- Staff will have a comprehensive knowledge of the children in order to effectively support them and adapt teaching accordingly
- Using embedded oracy skills, lessons will provide frequent opportunities for discussion to extend and challenge thinking, check understanding and identify misconceptions.
- Teachers will provide clear, appropriate and meaningful feedback to support continual improvement
- Teachers will have good knowledge of the subjects they teach and will be encouraged to refine their knowledge and skills through attending training, sharing best practice and undertaking relevant research. Subject leaders will provide colleagues with effective support for planning, resourcing and teaching.
- Teachers use assessment effectively to check understanding and inform next steps so that knowledge is gained, applied and consolidated. Pupil progress meetings are held to discuss the progress of every child and to implement interventions as required.
- All children have open access to high quality reading materials to build confidence and an enjoyment of reading, leading to motivated and confident readers. Phonics teaching has priority in Reception and Year 1.

### **Impact:**

- Children achieve well by developing knowledge and skills as they progress through the school. This is reflected in the results that are achieved at the end of Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- Children leave the school academically, socially and emotionally ready for secondary school. They can articulate their feelings and demonstrate resilience when faced with challenge.
- The impact of the curriculum is evaluated through end of year assessments and government tests, through external moderation and through monitoring of teaching, learning and pupil voice.