

Curriculum Intent, Implementation and Impact Policy

Date	Review Date	Coordinator	Nominated Governor
April 2021	April 2022	Sean Flood (Head)	Julian Vennis and the Curriculum Committee

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education and Inspections Act 2006
- Childcare Act 2006
- Education and Skills Act 2008
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We understand that the new Education Inspection Framework (EIF) aims to ensure that all pupils no matter their backgrounds, individual needs or starting points, receive the same ambitious curriculum and an equal chance to succeed. The EIF ensures that schools are providing a balanced and broadly based curriculum and are not narrowing the curriculum and teaching to the test.

We acknowledge that inspectors will judge the school curriculum within Quality of Education by focusing on curriculum intent, curriculum implementation and curriculum impact.

We recognise the definition that the ‘curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).’ (Sean Harford HMI)

We understand that:

- **curriculum intent** is about curriculum design with the emphasis on how effectively schools provide a broad and balanced curriculum for all pupils;

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- **curriculum implementation** is concerned about curriculum delivery (teaching, assessment and feedback);
- **curriculum impact** is about pupil achievement as assessed by external test or exam results and not by a school's own data

Annually we evaluate the curriculum based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Impact)

From this evaluation we believe we have in place a curriculum that is broad and balanced for all pupils and that we deliver the curriculum through good teaching, assessment and feedback. We assess pupil achievement through external tests / exam results and by our own school data.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible lead the development of the curriculum;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
 - full compliance with all statutory responsibilities;
 - the school complies with all equalities legislation;
 - funding is in place to support this policy;
 - this policy and all policies are maintained and updated regularly;
 - all policies are made available to parents;
 - the nomination of a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
 - all pupils make progress in achieving the expected educational outcomes;
 - the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - the teaching is delivered in ways accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
 - the involvement of the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- the nomination of a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy
- the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Headteacher, Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
Intent	▪ have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by:	Website Subject maps Subject leaders Coverage Pupils
	▪ provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	Best practice Critical awareness
	▪ have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:	SENDCo
	▪ ensure 'learners study the full curriculum 'specialising' only when necessary' by:	As appropriate e.g Music exam
Implementation	▪ ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;	CPD Staff meetings
	▪ provide 'effective support for those teaching outside their main areas of expertise' by:	Primary school
	▪ ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:	Lesson visits
	▪ ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:	Lesson visits CPD Research
	▪ ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:	Lesson visits
	▪ ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:	Research findig from Ofsted 2019 etc new EIF.

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Impact	<ul style="list-style-type: none"> ▪ ensure assessment is used well in order to ‘help learners embed and use knowledge fluently or to check understanding and inform teaching’ by: 	Scrutiny
	<ul style="list-style-type: none"> ▪ ‘understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners’ by: 	Workload spotlight
	<ul style="list-style-type: none"> ▪ ensure ‘teachers create an environment that allows the learner to focus on learning’ by: 	Behavior management
	<ul style="list-style-type: none"> ▪ ensure ‘ the resources and materials that teachers select reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment’ by: 	Monitoring Best practice from other schools
	<ul style="list-style-type: none"> ▪ ensure ‘ a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment of reading’ by: 	School key priority
	<ul style="list-style-type: none"> ▪ ensure that ‘at the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge’ by: 	Monitoring
Impact	<ul style="list-style-type: none"> ▪ ensure ‘learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well’ by: 	Assessment
	<ul style="list-style-type: none"> ▪ ensure ‘learners are ready for the next stage of education, employment or training’ by: 	Good teaching

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- annually report to the Governing Body on the success and development of this policy

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;

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- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

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- Academically More Able, Gifted and Talented Pupils
- Assessment
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Risk Management and Risk Assessment
- Special Educational Needs
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Sean Flood	Date:	April 2021
Chair of Governing Body:	Paul Mokwenye	Date:	April 2021