



Curriculum: Intent, Implementation & Impact Statement



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Intent – Greenwood Academies Trust

GAT Primary Curriculum

Central to the curricula in our academies are the fundamental principles that a curriculum should be:

- of quality
- contextualised to reflect the community of the academy
- developing core transferable knowledge and skills
- securing progress in the core areas of reading, writing and mathematics
- broad and balanced
- meeting the expectations set out in the National Curriculum (2014)
- exciting and engaging

We made the decision as a Trust not to centralise our approach to a curriculum or the schemes of work that are used to deliver that curriculum across our Primary academies.









As we work across a diverse number of regions our academies have the autonomy to craft and shape a curriculum that meets the requirements of the National Curriculum 2014 and the context of the community it serves. We ensure that it is fit for purpose through our quality assurance processes and annual academy performance review.

We encourage our academies, their leaders and teachers to be innovative and forward thinking in their approach to planning a purposeful curriculum. In order to achieve this we expect our academies to continually review the effectiveness of their curriculum..



HAZEL LEYS ACADEMY

Intent

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential. Our school's vision is to ignite the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Purple Mash, Jigsaw and Primary Languages.</p>    
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork 

Our whole school curriculum overview outlines the units covered in each subject across the year.

Subject curriculum maps: detail exactly what we cover in each subject, *which can be found under each subject area in the subject pages.*

Subject rationales: explain the reasoning behind how our curriculum was developed for each subject, *which can be found under each subject area in the subject pages.*

Unit rationales_for subjects that require more substantial teacher knowledge, have unit rationales that outlines the substantive knowledge, concepts and disciplinary knowledge taught, and how each unit fits in with the bigger curriculum picture, examples which can be found in history, geography, science art and design technology.

The knowledge goals (KG) and assessment goals set out in our planning documents for each subject: KGs explain what we plan for all children to know by the end of each lesson, and the assessment shows what we expect children to commit to long term memory by the end of the unit.

Implementation

Effective Teaching

At Hazel Leys, our school curriculum is knowledge-rich, ambitious and provides all pupils, including those from disadvantaged backgrounds and those on the SEND register, the knowledge and cultural capital they need to succeed in life.

Our curriculum aligns with the national curriculum. It has been coherently planned and is well-sequenced, laying the foundations of knowledge in EYFS and building on this throughout the primary years. The broad curriculum is followed consistently by all pupils.

A knowledge-rich curriculum exposes children to ambitious content that has been highly specified and well-sequenced, leaving nothing to chance. A knowledge-rich curriculum ensures that each precious moment will support children in acquiring the knowledge, skills and cultural capital that they will need to become well-educated citizens of the future. Every historical figure encountered, philosophical idea grappled with, and scientific concept applied, fits neatly into a scheme of learning that holds a sense of purpose and develops logically from lesson to lesson, unit to unit and year to year.

Through utilising cognitive science, and the psychology of learning, memory and schemata, the knowledge-rich curriculum is designed to ensure that the knowledge is taught to be remembered. At its core, a knowledge-rich curriculum enables all children, regardless of socio-economic background, to be provided with the opportunities to succeed in later life.

We recognise and value each subject and teach them discretely, ensuring that our children develop a deep understanding and love of each distinct discipline. Where appropriate, links are made across disciplines to enable children to make meaningful connections. Our curriculum includes local history, geography, and other locally relevant subject content.

Our curriculum has taken all the evidence and research into account to ensure that it incorporates the principles of spaced retrieval, formative “low-stakes” quizzing and plenty of practice to develop knowledge fluency that pursue mastery.

The effective teaching practices at Hazel Leys Academy see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole academy to ensure consistency and are regularly evaluated to ensure that the needs of all children are being met.

3. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Teaching staff regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – outdoor learning areas, work spaces and the hall;
- Displays to be a mixture of celebration of children's work, supportive resources, i.e.. working walls and information.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - *Gifted and talented*
 - *Learners with learning difficulties, including those with speech, language and communication needs*
 - *Learners who are learning English as an additional language*
 - *Boys and girls*
 - *Children who are in care*
 - *Learners with social, emotional and behavioural difficulties*

- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

- The academy offers after school and break-time activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- We encourage and invite parents and carers, as well as the wider community, to be involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ pastoral support staff as a first point of contact for parents and carers.

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities.

Our Curriculum

EYFS Curriculum

In EYFS, we follow the Early Years Statutory Framework as set out in the EYFS Framework 2021 for the Early Years Foundation Stage, published in March 2021 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

[HLA EYFS overview](#)

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

Key Stage 1 and Key Stage 2 Curriculum

Our curriculum is designed to give children the opportunity to:

- set clear links between different aspects of learning
- develop a rich and deep subject knowledge
- develop new skills and independence through a variety of contexts
- be curious learners - experiencing the challenge and enjoyment of learning
- develop individual strengths.

English

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We use Little Wandle for our phonics programme across the school. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Handwriting sessions are planned into the timetable as either discrete lessons or as part of an English lesson. A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day and author visits.

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National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

At Hazel Leys Academy, we ensure that mathematical skills are taught every day following our Medium Term Plans and the White Rose Maths Hub. They also use cross-curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson, there is a short and simple times tables session. We build on skills and understanding in a systematic and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including participation in World Maths Day.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Our science curriculum aims to ignite children's love for science by showing them what fascinating things the human race has learned about the world.

Within our carefully planned curriculum, children are introduced to including the inner workings of the human body, animals and the environments they live in, plants and their features, forces of nature, what lies beyond the visible world. Children are taught to apply their knowledge and conduct their own scientific enquiries to answer questions, working scientifically to develop essential skills in science.

Our science curriculum builds knowledge incrementally year on year to revisit and build upon children's knowledge and understanding of key concepts. Pupils also study the lives and achievements of a diverse range of scientists including Lewis Howard Latimer, Thomas Edison, Jabir ibn Hayyan. Their disciplinary knowledge will flourish over time enabling them to see the importance

of science as a subject and how it translates into the world of research and work, what scientists do and how they impact upon our lives.

Visits by specialists such as Bubbleworks will enhance the delivery of our science curriculum. We will also have dedicated science days or weeks throughout the year. Learning Outside of the Classroom is planned to support all areas of the curriculum.

[HLA Science overview](#)

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art

Our art curriculum is designed to enable children make connections between the work of artists, architects and designers and their own work. The curriculum provides meaningful opportunities for self-expression to give children the space to learn who they are as an artist by exploring different mediums. We aim to ignite children's love for art by giving them the ability to express themselves through drawing, painting, sculpture, printing, collage, photography and textiles. The curriculum also provides extensive opportunity for children to develop their skills in visual literacy by looking at, thinking and talking about art.

The curriculum fulfils the requirements of the National Curriculum for England. This course of study seeks to show how art shapes our history and contributes to our national culture. It looks at key movements and historical periods including, studying art from ancient Greece and Rome, Anglo Saxon England, the Italian Renaissance, Victorian art and architecture, French Impressionism and 20th century Modernism as well as art relating to different religions and cultures such as Islamic art, art from Western Africa and Chinese painting and ceramics.

[HLA Art overview](#)

Design Technology

Our Design and Technology (DT) curriculum aims to inspire pupils to think about the important and integral role which design, and the creation of designed products play in our society. Everything we use, from the interior of the bus to the office chair, the lemon squeezer, potato peeler, car door or latest fashion has been designed. Design is also central to the clever solutions we need to address the global problems we face, such as windfarms, solar panels, electric cars, micro farms, energy saving lightbulbs, sustainable fashion – the list is endless.

Our DT curriculum is divided into three different strands:

- Cook
- Sew
- Build

In 'cook' pupils will learn to cook from recipes which gradually build basic culinary skills. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation, and food from different cultures.

In 'sew' pupils practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling, and pollution are interwoven into these activities.

In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys, and books. Through this they learn about concepts such as force, motion, and the properties of materials.

The planning for each unit of work specifies the product the children will make, the purpose and user of the product. The students' understanding of key skills and concepts builds from year to year, assessing and cementing prior learning.

[HLA DT overview](#)

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as laptops and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

From Year 3 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

The Charanga music programme will support our teaching of music across the school.

[HLA Music overview](#)

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

Our PE sessions are both indoor and outdoor for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also complete lessons inside and outside and may visit other facilities including the local swimming pool. Swimming is introduced to the timetable from Key Stage 2. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Trust based competitions.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. All pupils are taught using the *Jigsaw* programme and *Protective behaviours*.

The Jigsaw programme of work underpins the qualities and skills that help us manage life and learn effectively. We look at self-awareness, how to manage feelings, motivation, empathy and social skills. Children are encouraged to respect others, develop good relationships with other members of the academy and wider community. The academy supports a positive disposition on learning (Growth Mind-set) and for children to become healthy, independent and responsible members of society.

The academy also delivers careers education through an annual programme of events including interactions with local employers, aspiration surveys and participation in local and national career events.

SRE (Sex and Relationship Education)

Sex and Relationship Education develops life-long learning about physical, moral and emotional development. This will include understanding the importance of; marriage, for family life, stable and loving relationships, respect, care and love. The programme of work is tailored to the age, physical

and emotional maturity of the children in the classes. As they begin to develop into young adults, they face the changes of puberty. Our oldest children receive information about how this may affect them personally in the future.

Drug Education

Drug Education focuses on prevention. This is due to primary aged children being exposed to mixed messages particularly around medicines, alcohol and tobacco. The work equips the children with knowledge and skills; this allows them to develop attitudes about all these substances from an early age.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Northamptonshire. This is captured in the Discovery programme. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

[HLA RE overview](#)

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

History

Our history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British, and world history.

The children will learn about fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages. The PKC history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world.

Our curriculum aims to introduce children to a wide variety of people from the past. From Aristotle and Martin Luther King to Emmeline Pankhurst and Alan Turing—studying the lives of the widely venerated as well as the lives of the less well-known offers pupils' rich insights into life during key historical periods.

Furthermore, our curriculum aims to develop disciplinary knowledge by supporting children to understand how the past is constructed and contested. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference, and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

We aim to ignite children's love for history through our carefully sequenced curriculum and prepare them with the essential knowledge and skills they need to study Key Stage 3 and beyond.

The curriculum aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time- from Aristotle to Martin Luther King, from Emmeline Pankhurst to Alan Turing. Our curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

[HLA History overview](#)

Geography

Our geography curriculum helps pupils build powerful knowledge of the world. Conceptual understanding is at the heart of our geography curriculum and children will learn about key geographical concepts including place, space, the environment, and how the world around them is interconnected.

Throughout the curriculum, children will consider how we know about the world, what geographers do, what they look for, and how they may interpret their observations. By answering questions such as ‘what would a geographer say about this place?’, we encourage children to think about the discipline of geography and how knowledge is formed.

Pupils following the PKC will have many opportunities to make interesting and complex connections between what they study in geography and other subjects such as history and science. The knowledge-rich approach to a primary geography curriculum supports children to understand the world around them, to think deeply about global issues and to develop their own sense of identity; knowing who they are and equipping them with the power to determine their futures.

[HLA Geography overview](#)

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Enrichment

We are committed to the broadest educational offering and believe that enrichment is entitlement. All curriculum content is designed to interest, engage and enthuse children.

Trips and Visits

- We plan a series of trips throughout the year
- The trips are directly linked to our topic work
- We organise residential trips for our Year 4, 5 and 6 pupils. Year 4 will participate in a one day outdoor experience and our older children have the opportunity to spend time away from home.

Workshops and specialists

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies.

Themed days and weeks

- We also have themed days and weeks throughout the year eg *International Language Day* which are incorporated into the curriculum.

Homework

Homework is an important part of supporting pupils at Hazel Leys Academy. Homework is not intended to be onerous but it does help support children's progress and include daily reading at home, and weekly Maths and spelling activities.

We also issue half-termly creative projects. These projects are theme related and give the children a homework project that they can complete whilst we break from school. The projects themselves vary- ensuring we offer a range of writing, creative, scientific, mathematical, historical or geographical tasks.

The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board) Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The monitoring of the consistent approach to Teaching and Learning at Hazel Leys Primary is undertaken by the Primary Education Team, in the main through a linked Senior Education Adviser.

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a termly newsletter for the class;
 - Holding regular Parent's Evenings;
 - Inviting parents in to the academy to share in their child's learning;
 - Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
 - An annual report at the end of each academic year
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- Encouraging parental help which supports the teaching in school- there are many ways parents can help us here in school, from hearing readers, looking after resources and helping with fund raising events.

Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. As an academy we are striving to raise the expectation of learners and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

Furthermore, the impact will be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes, which will make them lifelong learners, and valuable future citizens.

Children are placed at the centre of all that we do and the academy's success will be measured by how well the academy is able to fulfil that goal.