



Curriculum Intent,
Implementation and
Impact Statement
2023-2024

Our Curriculum Intent

‘Joy, hope and aspiration – life in all its fullness’

At Seaton St Paul’s C of E Junior School, our curriculum is underpinned by our core Christian values and is delivered with a clear intention: to enable our children to ‘do more and remember more’. At the very heart of our curriculum, are a wide variety of enrichment activities (often inspired by our beautiful locality), which aim to immerse, motivate, inspire and challenge all learners at our school – encouraging our children to live their lives to the fullest wherever possible.

When our children leave school in Year 6, we want them to leave with rich, varied and deep-rooted knowledge, which fosters their love for learning and encourages them to become life-long learners. Whilst we recognise the importance of children’s academic progress, their emotional, social and mental well-being is imperative and is given equal status, therefore it is solidly embedded in our curriculum. We strive for our curriculum to spark imagination and curiosity; develop independence and self-regulation and build confidence and respectful relationships. These are the key ingredients that we believe will shape our children into well-rounded individuals of the future in modern Britain.

Our Curriculum Implementation

It is of strong importance to us at Seaton St Paul’s C of E Junior School that our curriculum intent is embedded in all aspects of the curriculum. This is achieved in many ways, one of which is through our ambitious and personalised curriculum.

At the very beginning of the long-term planning stage, the National Curriculum is used as a reference point to ensure all statutory requirements are covered. Then, working collaboratively, teaching staff map out the Curriculum for the academic year. Our ‘skeleton’ curriculum is mapped out using Cornerstones Curriculum Maestro. Then, it is personalised and amended to ensure our curriculum is taught by educators who are passionate about its content and is received by children who are engaged with their learning, which is tailored to their individual interests. It is important that our learners make connections across subjects as well as to their previous learning, therefore, planning in this way enables teachers to facilitate natural links between subjects, which in turn, enhances children’s retention and ‘sticky’ knowledge. We take pride in offering our children a curriculum that is relevant to their lives and tailored to their locality. So, we build in opportunities for: all year groups to complete stand-alone local learning units in History and Geography; local learning opportunities weaved through our full Curriculum and forest school sessions for children in our local area.

At Seaton St Paul’s C of E Junior School, we want our children to access a curriculum that provides them with the skills to be historians, geographers, artists, engineers, musicians and much much more! This is why our curriculum is designed to allow children to widen and deepen skills and knowledge across a wide variety of subjects. Frequent opportunities are built into our learning sequences for children to revisit and recap on key skills and knowledge to ensure they are embedded and deepened. Knowledge organisers are used at the beginning of each lesson to

summarise the key knowledge taught in each lesson and may also be used as a retrieval tool. As a team at Seaton St Paul's C of E Junior School, we aim to follow Jesus' example, by making bold decisions, giving freely of our time and finding innovative ways to ensure that every member of our school community can flourish. Just as the good shepherd knows each of his sheep, we know each of our pupils and their learning needs well. Therefore, whilst delivering our curriculum, we use adaptive learning to ensure high expectations remain and best possible outcomes are achieved.

Our Curriculum Impact

Our curriculum at Seaton St Paul's C of E Junior School is sequenced in a manner that allows children to build progressively on their knowledge and skills to ensure maximum progress no matter their starting point.

We know the children at our school make accelerated progress by 'doing more and remembering more', which is why enrichment opportunities are at the heart of our curriculum. We regularly review these opportunities to ensure we are taking full advantage of our beautiful locality and offering children the learning opportunities they need to be successful in life.

To ensure our curriculum is fit for purpose and meets the needs and demands of all learners, we measure and carefully monitor the progress our children make and the impact our curriculum is having in the following ways:

- Subject leaders take part in regular monitoring of their subject areas. These include, but are not limited to: pupil voice questionnaires, book monitoring and lesson observations. Each subject leader is accountable to a designated governor who also monitors progress in their subject area.
- Informal book looks during staff meetings. This enables staff to share good practise and highlight any areas of concern.
- Formative and summative assessment against National Curriculum objectives.
- Learning recaps at the beginning of each lesson and the use of retrieval activities throughout units of work.
- Marking of work in children's books.
- Annual reporting of subject progress during governors' meetings.

Throughout this monitoring and evaluation, we can maintain high standards of education that is adapted to fit the context of our learners at Seaton St Paul's C of E Junior School