



Curriculum Impact Statement for Academic Year 2024–2025

This statement outlines the measured impact and key developments achieved during the academic year 2024–2025, demonstrating the effectiveness of the curriculum design, which is rooted in the Scartho Citizen Values.

Academic Outcomes and Subject-Specific Impact

Phonics and Reading

The implementation of the reading curriculum resulted in improved outcomes:

- Year 1 Phonics outcomes improved when compared to the previous Year 1 cohort.
- Year 2 retake results were in line with the previous academic year due to accelerated progress for more children who did not meet the Phonics Screening Check in Year 1.
- High-quality texts continue to be chosen and embedded within the projects undertaken, supporting the curriculum's focus on reading being at the heart of learning.

Writing

Provision for writing saw specific developments focused on building strong foundations and accelerated progress:

- Drawing Club was established in Foundation Stage 2 (FS2), positively promoting writing and engaging children in writing facilitated by an adult.
- Year 1 writing provision improved, promoting accelerated progress from starting points at the beginning of the academic year.

Note: Writing has been identified as an area for further development during the subsequent academic year, 2025–2026.

Curriculum Structure and Delivery Impact

The curriculum was adapted and developed to enhance engagement, progression, and continuity across phases:

- The curriculum has been adapted to ensure it is fun and engaging with a more enquiry-based focus, aligning with the intent to inspire curiosity and a love of learning.
- The curriculum remains progressive and built upon children's prior learning.
- Early Years curriculum (FS1 and FS2) is taken from children's interests, maintaining a rich play-based curriculum.

- The Year 1 curriculum was developed to incorporate more continuous play-based provision, ensuring it is appropriate for the children and provides a seamless continuation of learning from Foundation Stage 2 (FS2).

Inclusion, Wellbeing, and Citizenship Impact

The curriculum continued to prioritise the whole child, embedding the Scartho Citizen Values (Self-Aware, Caring, Articulate, Respectful, Thoughtful, Honest, and Organised):

- These values serve as the **"golden threads"** running through both the taught and hidden curriculum.
- There was a continued focus on Wellbeing; wellbeing days were strengthened and further developed during the year, supporting children's emotional literacy.
- Curriculum initiatives supported the development of children's resilience, independence, collaboration, and responsibility.
- Elklan training was undertaken by the SENCo and a Teaching Assistant, who are now disseminating their learning to the teaching and learning team to have a positive impact on provision for all children across the school.
- To ensure the school remains trauma-informed, basic trauma training was shared by the Assistant Head Teacher (who undertook training through the Local Authority) to support staff's understanding of supporting children with trauma in school.

Community and Global Citizenship Impact

The school strengthened links and involvement with the wider community:

- Families were invited into school to engage in sessions alongside their children, including World Book Day, Foundation Stage 2 Library Visits, and Mother's Day Crafts. This supports the goal of having families who understand and value the curriculum.
- Community links were maintained through work with Reverend Dr Sheena Cleaton at St Giles and St Matthew's Church. This included Harvest Festival celebrations (both in the Church and the school), attendance at the FS1, FS2, and Year 1 Christmas Performances, and Rev. Cleaton being an integral part of Year 2 children's Choral Worship and retelling of the Christmas Story and their Leaver's Celebration Assembly.
- The school demonstrated involvement in Trust-wide sustainability work through the Trust Pupil Board Member and the Eco-Warriors in developing school-wide paper recycling. This links to the intent to represent the wider world and global citizenship.

Identified areas for further development Academic Year 2025-2026

Based on the analysis of the 2024–2025 Curriculum Impact and the overarching Curriculum Intent, the following key areas need to be focused upon during the 2025–2026 academic year to ensure the full realisation of the SIS Curriculum Intent:

1. Dedicated Focus on Writing Development

The explicit area identified for further enhancement during the academic year 2025–2026 is Writing.

- **Implementation of the New Framework:** A primary focus must be the effective roll-out and embedding of the writing curriculum as its sequences follow the July 2025 Writing Framework.
- **Deepening Competency:** This focus must ensure the Intent goal of developing competent writers is met. Although Year 1 writing provision improved in 2024–2025, promoting accelerated progress, the overall provision requires "further development".
- **Mastery of Skills:** Writing sequences must continue focusing on oral rehearsal, vocabulary development, sentence-level mastery, and purposeful application.

2. Full Embedding of Inclusive and Trauma-Informed Practice

While initial training and dissemination occurred in 2024–2025, achieving the Intent to support the whole child requires full, consistent implementation across all staff:

- **Dissemination of Elklan Learning:** The learning gathered from the Elklan training undertaken by the SENCo and a Teaching Assistant must be fully disseminated to the rest of the teaching and learning team to have a positive impact on provision for all across the school.
- **Consistency in Trauma-Informed Approaches:** Building on the basic trauma training shared by the Assistant Head Teacher, the school needs to ensure that all staff are using consistent trauma-informed approaches, supporting regulation, connection, and emotional safety, thereby fulfilling the intent that the curriculum is trauma-informed, relationship-led and centred on emotional safety.

3. Strengthening Communication, Language, and Oracy

The curriculum intent prioritises communication, language, and vocabulary. While reading is supported by high-quality texts, focus must continue on deepening verbal skills:

- **Explicit Oracy Skills:** Ensure that talk, language modelling, and explicit vocabulary instruction are effectively embedded across all subjects.
- **Articulation of Understanding:** Focus on ensuring children have the oracy skills necessary to access the curriculum and articulate their understanding. This links to the expected impact that children can articulate learning using accurate vocabulary.

4. Ensuring Robust Progression and Retention

Following the adaptation of the curriculum in 2024–2025 to be more enquiry-based and to develop the Year 1 curriculum to be more play-based, the focus must be on guaranteeing the integrity of learning progression:

- **Coherence and Progression:** Maintain and verify that the adapted, enquiry-based curriculum is progressive and built upon children's prior learning, ensuring it meets the intent of providing meaningful, coherent sequences that connect ideas and allow children to revisit and deepen learning.
- **Long-Term Retention:** Continue to embed pedagogical strategies like retrieval practice, spaced repetition, and cumulative review to achieve the intended impact of improved long-term retention and ensure that children are increasingly able to retrieve and apply knowledge across contexts.

5. Deepening the Impact of Scartho Citizen Values and Wellbeing

To achieve the Intent of nurturing confident and compassionate learners rooted in strong values, continued focus is needed on the whole-child elements:

- **Sustaining Wellbeing Development:** Continue to strengthen and further develop the wellbeing days, supporting children's emotional literacy.
- **Embedding Values for Responsibility:** Focus on using the Scartho Citizen values (the "golden threads") to fully promote the intended development of children's resilience, independence, collaboration, and responsibility.