



Curriculum Intent, Implementation and Impact Policy

June 2025

CAS-08



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	June 2025	June 2027

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EQUALITY IMPACT STATEMENT

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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At our School we want

- Happy, resilient, healthy, well-balanced life-long learners, who strive to achieve their potential.
- Our skills-based curriculum to be an exciting, inclusive, inspiring, relevant adventure of learning through which the children develop the academic and life skills they need.
- To provide an open community where we have a sense of team spirit and belonging and where we nurture a love of learning for everyone in the school family.
- To create an ethos which promotes physical and mental health for all and where we value and respect each other.

Our school values are directly linked to our **CURRICULUM INTENTIONS** which are the drivers behind our curriculum.

Curriculum Design and Management

At Chalfont St Giles Village School, we have reviewed and adopted a mixture of approaches for a curriculum, which we believe best serves our learners. This includes a mix of our own progressions (eg Maths and Science), interpretations of pre-existing schemes (Power of Reading) and commercially produced schemes of work such as Kapow and Sing Up.

Our **INTENTIONS** as listed below are supported by our Gem Project, which develops the positive learning behaviours of our learners.

Intention 1: Develop our learners learning

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing community. To understand spirituality in themselves and others, develop social skills, understand society and to engage in the culture they live in and understand the cultures of others.

Intention 3: Develop behaviours and habits to become effective learners

Through the Gem Project we develop the behaviours learners need to succeed in the world such as concentration, perseverance, a sense of responsibility, kindness, co-operation, honesty, the enjoyment of learning, independence and curiosity with a good understanding of healthy lifestyles.

Through our 'Gem Project' we explore:

- How pupils can develop more positive learning habits and so impact on their levels of attainment and achievement over time



- How thinking positively about yourself and others can dramatically impact on your ability to learn
- How building up courage helps so that pupils (and adults) are not as fearful when it comes to taking risks in their learning when the possible outcome might be making a mistake
- How to enable pupils to cope with disappointment in learning or generally just not getting their own way.
- See appendix 1 for Gem Project details

Curriculum Implementation

Our intentions are the **DRIVERS** behind our actions when planning.

Curriculum Planning

Our aims:

- To provide a curriculum that merges knowledge and skills and enriches children's learning and development, is flexible, and reflects stakeholder values.
- Within our curriculum, to achieve full coverage of the National Curriculum, the locally agreed syllabus for Religious Education (SACRE) and the Foundation Stage throughout the school.
- To achieve the best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up.
- To maintain consistent practice in Teaching and Learning, as shaped through SLT and staff discussion, and recorded in our Teaching and Learning Policy

Long Term Planning

Year group overviews have been completed showing topics for each subject in each year group. Long term overviews and rationales are also available for purchased schemes from Teach Computing, Sing Up and Kapow. These include the main subjects and knowledge areas to be covered in relation to the theme key skills to be covered during the unit of work

Teachers refer to the National Curriculum Programmes of Study and Key Skills and other relevant guidance including our long term overviews. Termly overviews are shared with parents.

Medium Term Planning

Teachers identify units of work to be covered in English and Maths, and plan their time allocation and sequence following guidance from the Mathematics and Literacy coordinators.

For Foundation Subjects, sequences of lessons are provided by Kapow for History, Geography, Art, DT and French. For PSHE Dimensions is used, for RE Jigsaw is used at our Infant Site, Sing Up is used for Music and Teach Computing for Computing. Complete PE is used for PE.

Weekly Planning

Planning documents are produced for Literacy (including phonics), Maths. Foundation subject plans are taken from the published scheme of work.



These detail:

- Specific learning goals and learning outcomes/success criteria, clearly showing progression in learning and skills across the week or block of work.
- Core learning goal, key skills areas and success criteria (differentiated skills descriptors)
- Outline teaching input
- Outline differentiated tasks for groups of children
- Assessment for learning opportunities

Our Distance Marking Sheets (DMS) allow space for annotation, which teachers use to make assessment notes and identify their guided groups for the following day's lessons.

Resources

There are a wide range of quality resources to support the curriculum. Across the early years and KS1 continuous provision ensures that children are independently selecting their own resources to aid their understanding of a task. This develops independence and encourages all of the children across all phases to think about what they may need to support their learning. Resources for topic and other subjects, e.g. maths, are also stored centrally on each site. A range of resources are available to support work with computers, tablets, iPads and the interactive whiteboards.

Curriculum Enrichment

From Foundation Stage through to Year 6, opportunities will be taken to extend and enrich the curriculum beyond the statutory requirements through:

- the use of the school grounds, the locality and the wider environment;
- themed weeks, e.g. STEM week, Arts Week
- educational visits;
- workshops and other visitors, e.g. police and fire service
- support of parents.

Learning Outside the Classroom

OUR LOTC MISSION STATEMENT:

At Chalfont St Giles Village School Learning Outside the Classroom contributes to the development of the whole child. It is our mission to encourage our children to:

- Explore outside and make connections with all aspects of their learning
- Ask and answer questions of both the built and natural world and reach their own conclusions
- Show care and respect for all things
- Be inspired and motivated by the wonder of our world

BENEFITS

We believe that Learning Outside the Classroom can supplement and enrich the curriculum of our school by providing experiences which would otherwise be impossible.

All Learning Outside the Classroom experiences serve an educational purpose, enhancing and enriching our children's learning. Real-world learning brings the benefits of formal and informal



education together and reinforces meaningful learning through acquiring knowledge and skills through real-life, practical or hands-on activities.

There are numerous benefits to Learning Outside the Classroom for all our children, including those with Special Educational Needs, such as:

- Consolidating learning through real life, practical activities
- Aiding transition to new places and situations
- Increasing motivation and willingness to learn
- Developing confidence and self-awareness
- Developing social and communication skills
- Meeting different challenges and becoming more independent
- Demonstrating achievement – through awards, displays and presentations

Work that takes place outside of the classroom can provide a very powerful means of developing learning in all curriculum areas, and thus can raise attainment.

Impact

WHAT DO WE HOPE WILL BE THE IMPACT OF OUR CURRICULUM AND HOW DO WE MEASURE IT?

We strive to ensure that our children's attainment and progress in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We review progress termly to ensure that we are tracking each child so that we can take swift action if there are changes in the rate of progress. We intend that the impact is that children will be academically and physically prepared for the next stage of their education and ready for life in Modern Britain and the world.

We want our learners to be fully rounded individuals with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. This could be in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Teaching pupils with additional needs

At Chalfont St Giles Village School we provide learning opportunities for the needs of individual children of all genders from all ethnic and social groups, including the most able and those who are experiencing learning difficulties. We aim to enable all pupils to make progress by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Where a child has SEND they will be supported via intervention through School Support, or an Educational Health Care Plan alongside quality first teaching which will lead to the creation of a Provision Map to identify and monitor progress toward targets relating to specific needs.



We ensure that an opportunity is made to identify any gifted and talented children and to make provisions for their development through differentiated tasks.

Children for whom English is an additional language will be supported as necessary to enable them to follow the curriculum; advice will be sought from external services as appropriate. Where appropriate, teaching materials will reflect the cultural differences within our society.

Curriculum Responsibility

Every member of the school teaching team is assigned one or more areas of curriculum responsibility, in accordance with their particular expertise and skills set. They are responsible for monitoring and driving improvement within their area of responsibility, thus contributing to overall school improvement. Subject Leader Time is planned for them to facilitate effective performance of their roles.

Role of the Governing Body

The Governing Body works with the Headteacher, Senior Leaders and Subject Leaders to monitor and evaluate the curriculum, the environment and pupil progress and effectiveness of curriculum policies.



Appendix 1: Summary of learning gems:

The list below is a very brief outline of some of the behaviours pupils are trying to acquire by growing more of each of the gem powers



DIAMOND.....BEING RESPONSIBLE BEING ABLE TO IDENTIFY A PROBLEM

- tried to solve his/her own problem rather than relying on an adult
- used their learning 'toolkit' (different strategies they have been taught) to identify what they needed to do when they were stuck

RUBY.....SUPPORTING OTHERS

- Gives support to others by listening to them and smiling at them
- Praises others when they do well
- Helps others when they have a problem

EMERALD.....BEING COURAGEOUS AND STICKING WITH IT EVEN WHEN IT GETS TOUGH

- Brave enough to 'have a go' with their learning even though they know they might make a mistake
- comfortable' to make mistakes as they know these help them to learn
- learn from their mistake and 'bounce back', they stick with it
- remain calm even though they have been upset or angry

SAPPHIRE.....KEEPING FOCUS

- Keeps on task even though there are lots of distractions – fights off the monster distraction
- Keeps listening to others (teacher and others in the class) even when there are distractions

AMETHYST ...COOPERATION....LEARNING WITH A PARTNER – APPLIES ALL THE GEM POWERS TO WORK WITH A PARTNER

- shared ideas with their partner talking and listening skills
- take in turns to listen and then share what they thought
- added new idea to their old ones

TOPAZCOLLABORATION...LEARNING IN A BIG GROUP – APPLIES ALL THE GEM POWERS TO WORK WITH A TEAM

- Shared at least one idea with the whole group
- taken turns to share idea
- asked different questions in their group to make sure that they have known that their idea is in everyone's heads.

PEARL..... HONESTY...TAKING RESPONSIBILITY FOR OUR ACTIONS AND DECISIONS

- Being true to yourself
- Being honest
- Believing others
- Keeping promises