How do we measure impact?		
Assessment	**Approach**	**Impact evidence**
Formative assessment	Rich questioning through providing higher order questions and supplementary questions to extend understanding based upon assessment for learning. Short quizzes and retrieval practice Learning by questions Use prior knowledge to build upon and plan next steps Knowledge harvests Use of knowledge organisers	Pupils can elicit their understanding though explaining, clarifying and discussing their ideas. Provides both pupils and teachers with information about the understanding of the learning content, using this to shape/adapt teaching as necessary to move learning forward.
Summative assessment	NFER testing for: • Spelling • Reading • Maths • Arithmetic • grammar	Gives good indication of knowledge that has been retained and enable teachers to decipher and plan to address learning needs. Establishes where pupils are in relation to national standards and enable teachers to assess learning targets and next steps based upon analysis of tests.
Peer assessment	• Marking of work together • Providing feedback based upon given criterion • Collaborative conversations	Peer assessment provides a structured learning process for pupils to assess and provide feedback to each other on their work. It helps pupils develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work
Self-assessment	• Check it stations • Feedback recordings from teachers • Marking against a toolkits/given criteria	Gives pupils ability to be reflective in their learning and to identify strengths and areas for improvement, using this knowledge to influence future work and learning outcomes.

How do we know our curriculum is having the desired impact?		
Teachers	**Pupils**	**Pupils work**
• Teachers have good subject knowledge • Have higher levels of confidence in delivering all areas of the curriculum. • Provide senior leaders and subject leaders with feedback about what is working well. • Are aware of how children are progressing with the taught content. • Teach consistently well; applying sound pedagogical practices in all lessons. • Plan coherent learning sequences based on subject overviews and progression grids. • Seek support from subject leads when they are not confident	• Pupils talk with an increased confidence about what they have learned, • Are enthused and interested in a range of curriculum areas. • Can talk about each subjects and make links to other curriculum areas. • Pupils can show adults examples of their learning and describe the 'why' behind work they have produced. • Demonstrate good learning behaviours in all lessons. • Pupils are able to explain how their learning in a subject has built upon previous learning. • Our pupils can all access, enjoy and make progress within the curriculum offered.	• Demonstrates that they take pride in what they produce. • Captures their increasing understanding of key concepts in each subject. • Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content. • Shows a coherent teaching sequence has taken place within each unit of work. • Demonstrates our curriculum's emphasis on subject-specific vocabulary.