

St Peter's Catholic Primary School, Gloucester

READING Curriculum IMPACT Statement

Impact

The impact of the school's Reading curriculum can be seen in

- the quality and breadth of the work children produce in their books
- the knowledge and cultural capital they acquire to succeed in life
- the knowledge they share when talking about their learning – they know more and are able to do more than when they started
- the learning environment
- the children's understanding of what it takes socially, emotionally, spiritually and culturally to be active citizens in building a better world through Reading
- internal assessments and national tests including Year 1 Phonics Screening and KS1 and KS2 SATs.
- their preparedness for their next stage of education
- their ability to read relevant texts to an age-appropriate level and fluency

We strive for all children to attain in-line with, or to exceed, age-related expectations in Reading and Phonics. Teachers use on-going assessment to monitor the children's progress against key objectives. The Reading and Phonics leaders monitor Reading across the school to evaluate the impact of the curriculum on children's learning and progress in Reading.

Formative assessments in Reading occur 3 times a year and analysis of papers/pupils' books ensures that gaps in learning are identified and interventions and/or opportunities to revisit prior learning can be built in to meet the needs of all pupils. The impact of our curriculum is also formally assessed at key points throughout a pupils' primary school experience (EYFS Baseline, Y1 PSC, KS1 SATs and KS2 SATs) where we are able to evaluate attainment and progress against national data.

The outcomes pupils achieve as a result of the education they've received – they should know more and be able to do more than when they started. All pupils, particularly disadvantaged pupils and those with SEND, should:

- acquire the knowledge and cultural capital they need to succeed in life
- make progress, in that they know more, remember more and are able to do more. They're learning what is intended in the curriculum
- produce work of high quality
- achieve well in national tests and examinations, where relevant
- be prepared for their next stage of education, training or employment at each stage of their learning (including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations)
- be able to read to an age-appropriate level and fluency