

Prompts for Intent, Implementation and Impact Statements

Information provided by Susan Coles.

Subject name:

Intent – what does the curriculum intend to do?

The important question for the subject leader and coordinator to ask themselves is ‘why do we teach this subject?’ What difference will your teaching of this subject make to the children?

If intent is about the “substance of education”, ask yourself whether your curriculum is providing pupils with the building blocks of the skills and knowledge they need to have success and to make progress in this subject.

Implementation – how is the curriculum implemented?

Implementation will show how you have designed the curriculum to ensure that your pupils achieve the key concepts that underpin learning in each year group/key stage.

Your implementation also depends on whether your school has a discrete curriculum for the subject, or whether you align the teaching of the subject to related topics across other subject areas.

You will also need to consider what resources are available for the teaching of the subject, human as well as physical, the professional development needs of teachers and TAs, spaces to work in, and how to store work physically and digitally.

Opportunities for teachers to meet and 'moderate' (using whatever terminology your school uses) should be built into the school calendar.

Impact – what progress do children make?

Your pupils should enjoy and value the subject. They should know WHY they are doing things and not just HOW. They should also understand and appreciate the value of the subject in the context of history, of personal wellbeing, the creative and cultural industries and its many career possibilities.

The curriculum should contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. In the absence of formal assessment, evidence for impact will be from:

- Looking at pupils' work, especially over time as they gain skills and knowledge;
- Observing how they perform in lessons;
- Talking to them about what they know.

Progress will be shown through outcomes and through the important record of the process leading to them.