



## **Curriculum Policy**

**Date agreed:** 9 December 2020

**Review Date:** Autumn 2021

**We are a UNICEF Rights Respecting School**

## 1. Intent:

Our curriculum intent shows what we want our pupils to learn. It is defined by our values, our pupils' needs and our context.

### 1.1 The values that shape our curriculum.

Our core values, agreed as a school are Respect, Independence and Resilience.

- **Respectful children:** are aware of and celebrate the religious and cultural diversity in the community and beyond; they welcome new arrivals to the school and support them to become part of our school community; they display good manners with polite use of language.
- **Independent children:** display active learning; they are not over-reliant on adult direction and are not led by peers; they show engagement in their learning, taking responsibility, creating and welcome opportunities; they have their own interests which in turn are valued by the school community. As a Unicef Rights Respecting School we integrate children's rights into everything we do. We refer to children's rights on a daily basis, for example when we talk to children about their behaviour and their learning
- **Resilient children:** have an ability to cope with change; they are able to take on challenges both physical and mental, not giving up easily, persevering and taking risks in the process

The curriculum is designed to be inclusive and is adapted to meet the needs of pupils with SEND, developing their skills and abilities to apply what they know and can do with increasing skill and fluency. Children with SEND are supported in their learning by appropriate adaptation of the curriculum and teaching methods. Teaching is often personalised to meet their needs. The learning and wellbeing of children with SEND is closely monitored and external advice is sought so that we can ensure the best possible provision for them.

In addition, we have a duty to promote the British Values, through our day to day teaching, our behaviour management strategies, and through our pastoral care.

The British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

### 1.2 Our Context and Curriculum Driver

Stepney Park Primary School is located in an area of London where there is significant socio-economic deprivation and high levels of pupil mobility. Almost all of our pupils come from ethnic minority backgrounds. The vast majority (over 90%) are of Bangladeshi heritage, although many other countries and cultures are also represented. The majority of our children speak English as an additional language. Most children start Nursery at the early stages of learning English, and their fluency and confidence build gradually through the years. An increasing number of pupils join the school as new arrivals in the country with little or no English.

Derived from knowledge of the backgrounds of our pupils, our beliefs about high quality education, our values, and our aims for our pupils while at the school and as global citizens, our main curriculum driver in the school is Communication.

Within Communication we encompass social and relationships based contact, verbal fluency and transmission of information and opinions, which includes written and online communications. We recognise that because almost all of our pupils speak English as an additional language, the teaching of spoken

English as well as reading and writing is a priority for us and runs through all aspects of our curriculum. Reading is a key focus for our school. The reading curriculum is planned and sequenced to develop pupils' fluency, confidence and enjoyment in reading. We regularly assess reading and gaps are identified and addressed quickly. Our guided reading books connect closely to our phonics programme taught in Reception and in Milestone 1. We focus on making sure that our children gain phonics knowledge, vocabulary and language comprehension necessary to read, and the skills to communicate. The speaking, listening, writing and reading of English among staff is prioritised through CPD by leaders so that all staff can support pupils to develop their language and widen their vocabulary.

We also recognise that our pupils' experiences may be limited by their family circumstances, and so we ensure that enrichment opportunities are present in our curriculum to support their acquisition of cultural capital. We also ensure that our children's wellbeing is a priority, and work through our PSHEE, and other curriculum provision and extra-curricular provision to promote inclusion of new arrivals and knowledge of healthy lifestyles among all of our pupils.

The driver of Communication permeates our curriculum and drives everything we do in school. Our Curriculum is designed to increase the cultural capital of our pupils by giving them the vital information to be informed and thoughtful members of our community.

Curriculum breadth in Stepney Park Primary School is shaped by national policy, our curriculum driver, cultural capital and our subject topics. We place great emphasis on nurturing skills and attitudes to foster a love of learning by offering a curriculum that is broad and balanced, creatively delivered and underpinned by first hand experiences. Our curriculum breadth is assured by valuing, promoting and supporting the teaching of all National Curriculum subjects in a non-hierarchical way.

### **1.3 Our definition of learning**

Our definition of learning is that it is a change to long-term memory. Our aim is to ensure that Stepney Park Primary pupils experience a wide breadth of study and have, by the end of each milestone, long term memory of an ambitious body of knowledge that they can use well across the curriculum, and that will support them in later life. The curriculum is the substance of what is taught, with a specific plan of what pupils need to know, in total, at each stage and in each subject. For us, learning also has an important social and emotional aspect that we aim to address through our curriculum.

### **1.4 Progression through the school**

Our progression model has four Milestones: Base Milestone- Early Years, Milestone 1 - Years 1 and 2, Milestone 2 - Years 3 and 4 and Milestone 3 - Years 5 and 6.

Applying the principles of Cognitive Science, learning in each of these parts of our school is categorised under three cognitive domains; Basic, Advancing and Deep. Cognitive Science research tells us that working memory is limited, and if students are rushed through content, cognitive load is too high, resulting in lack of long term retention. Mastering the basics is crucial and takes time. The timescale for progressing through the Basic, Advancing and Deep stages is therefore two years and our two-year Milestones conform to this model. Within each Milestone, pupils advance their understanding of the key concepts in each subject of the curriculum. The goal is for pupils to become creative thinkers and for the most able to have a greater depth of understanding at the "deep" stage at the end of each Milestone.

As part of our progression model we use different teaching styles in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirshner and Rosenshine who argue to **direct instruction** in the early stages of learning and use **discovery based approaches** through the advancing and deep domains.

Our Curriculum includes “Threshold Concepts”(the ideas that shape children’s thinking), taken from Chris Quigley’s “Essentials Curriculum” in each subject to track children’s learning through the Milestones. Each Threshold Concept is explored within a breadth of different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge to a variety of contexts. For example in History if the Threshold Concept that children are learning is “to interpret evidence to understand the past”, they can learn this through a variety of different “topics” and their understanding of how the past is investigated progresses through each Milestone.

## 1.5 Sharing our curriculum intent

Our school website is regularly updated and ensures that all our stakeholders understand and take an active role in promoting our curriculum ethos and practice. We have policies and procedures in place in school to disseminate our curriculum intent.

1. **Senior Leadership Team (SLT)** - reflect on impact of provision and plan and deliver relevant training to teachers and other staff to promote a sharp focus on our intent, implementation and impact.
2. **Subject Curriculum leaders and Milestone Leaders**- following the School Development Plan, spend time working with teachers to assess the quality of teaching and learning and ensure that they understand our objectives, that there is consistency across all subjects and year groups, and that teachers have adequate support to ensure high standards in curriculum delivery.
3. **Teachers** - through teacher meetings, INSET (in service training) and partnership teaching with Milestone Leaders, understand and promote our curriculum intent in daily practice
4. **Pupils** - understand our curriculum objectives and are motivated to deepen their own learning. We incorporate the Rights Respecting Schools ethos into our daily practice in teaching and learning as well as in pastoral care.
5. **Families** - we believe that parents and carers have a fundamental role to play in helping children to learn. We inform them about what and how their children are learning and how this can be developed by them at home.
6. **School Governors** - our Governors determine, support, monitor and review the school policies on teaching and learning.
7. **Our community** - our school website provides information on teaching and learning in Stepney Park Primary School. We have community education partners with whom we share our approach. We work closely with THEP (Tower Hamlets Education Partnership) and Teach East London Teaching School Alliance (TELSTA) as well as the Stepney Partnership group of schools.

## 2. Implementation: How do we put our principles into practice?

### 2.1 Materials and Resources

We have chosen materials and resources to support the intent of our curriculum, reflecting the approaches deemed to be most effective in line with recent research. Our materials are regularly reviewed to assess suitability and effectiveness.

At Stepney Park Primary School we use the a variety of external resources (as well as the National Curriculum) to support our planning across the curriculum as detailed below:

- English - based on Chris Quigley’s Brilliant Books.  
<https://www.chrisquigley.co.uk>
- Phonics - a school approach based on Letters and Sounds  
<http://www.letters-and-sounds.com>
- Maths - White Rose  
<https://whiterosemaths.com>
- PSHEE - UNICEF Rights Respecting Schools

<https://www.unicef.org.uk/rights-respecting-schools>

and our own bespoke curriculum defined by the needs of our community

- Science - Chris Quigley's Greater Depth in Science  
<https://www.chrisquigley.co.uk>
- Music - Music Express  
<https://collins.co.uk/collections/music-express>
- DT, History, Geography - Chris Quigley Creative Themes  
<https://www.chrisquigley.co.uk/product/more-creative-themes-for-learning-key-stage-1-2>  
and also Chris Quigley's Curriculum Companions
- RE - Tower Hamlets SACRE Scheme of Work  
<https://www.faihtintowerhamlets.org/religious-education>  
and Chris Quigley Framework from Essentials
- MfL- Spanish - Espanol
- P.E. - PE Hub  
<https://thepehub.co.uk/>
- Art - the school's own curriculum map
- Computing - the school's own curriculum map
- EYFS - Development Matters  
<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDE-D.pdf>  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Additionally the school subscribes to the following resource sites and organisations to provide, pupil activities teaching ideas and curriculum knowledge/content information:

- Accelerated Reader
- First News
- Junior Librarian
- Purple Mash
- Twinkl
- Impero
- Click View
- Encyclopaedia Britannica
- Discover Espresso
- Education City
- Sumdog
- Letter Join
- Linguascope
- Testbase
- Ergo Support
- Espresso Coding
- Primary Games (Maths)
- Times Tables Rockstars
- Digi Map
- PE Hub
- Geography Association
- History Association
- Key History
- Sing Up
- Speechlink
- RE
- Nessy
- Language Angels
- Tapestry
- NATRE

## 2.2 Planning

Our Curriculum Frameworks (taken from Chris Quigley's Essentials), medium term plans, and lessons are sequenced and organised so that pupils have lots of opportunities to revisit and deepen their learning and remember more. The curriculum is laid out by subject and over time to enable teachers to sequence lessons and plan effectively.

### **2.2.1 Curriculum Framework**

A Curriculum Framework is available for each subject. These documents show our intent, breadth of study and progression in a curriculum area through the school from Early Years through to Year 6.

### **2.2.2 Medium Term Plans**

Medium term plans are produced for each subject. These plans set out the learning for the term. They should be detailed enough so that a short term plan may not be necessary, however a weekly plan is also created for English and Mathematics.

The medium term plans should include:

- learning aims (including a key to show how often this content has been revisited)
- outline of activities
- amount of time allocated eg long/ short lessons/ retrieval practice
- language to be learned/ practised
- resources needed
- continuous provision

### **2.2.3 Short term plans**

All teachers use a [weekly timetable](#) which makes it clear what is to be taught and when. Any further short term planning is at the discretion of the teacher where they feel it may be beneficial to them.

### **2.2.4 Storage of Plans**

All these plans are stored in Google Drive: Staff Drive: SPPS Curriculum: 2020-21: Year Group Folder

- Within each Year Group Folder are subject folders
- Within each subject folder are
  1. The subject Framework Document
  2. The relevant planning resources eg Music Express, Creative Themes.
  3. Medium Term Plans and teacher resources (to aid lesson delivery)
- Any other documents need to be in the Year group folder under "other" or in "MY DRIVE".

## **2.3 Lesson delivery**

### **2.3.1 Teachers' knowledge of the curriculum intent of the school**

Our teachers need to have a firm and common understanding of our curriculum intent and what it means for their practice. Our Curriculum Driver (Communication) and our Curriculum Principles (Spacing, Interleaving and Retrieval Practice) need to permeate everything we do in school. This ensures consistency of methods through the school from Nursery to Year 6.

### **2.3.2 Our Driver: Communication**

We prioritise oracy skills and confidence in the use of English, focussing on children having opportunities to communicate through talk and in writing across the curriculum.

We use:

- thinking time and partner and group discussion to maximise quality responses
- open questions to extend children's learning and reveal misconceptions
- probing questions to check and deepen children's understanding

Teachers are good models for oral language and support children's confidence and use of grammar. They give clear, direct verbal or written feedback during lessons that enables children to make progress in their communication skills.

### 2.3.3. Our Curriculum Principles: Spacing, Interleaving and Retrieval Practice

Teaching methods in our school are shaped by Cognitive Science research and our belief that **Spacing, Interleaving** and **Retrieval Practice** are key to children's learning.

**Spaced repetition** or revisiting learning topics or skills frequently allows children to move from a basic level of knowledge and skills to advancing and deep levels over time. There is a focus on spending enough time for children to become fluent in the basics through direct instruction, systematic guided practice, modelling (including showing examples of high quality outcomes) and scaffolding. When children are confident in the basics, teachers can move towards more discovery-based approaches with children using and applying their knowledge independently. Teaching involves a balance between pupils listening, doing (active learning especially problem solving, including multi-step problems) and talking (which will involve critical thinking).

**Interleaving** is a strategy that involves switching between ideas, subjects and topics instead of teaching in "blocks". This enables teachers to revisit topics regularly and so deepen learning. It helps pupils to discriminate between subjects and aids long term retention. Children will make more cross curricular links and connections through time. We teach all subjects in an interleaved way, focussing on progression through steadily advancing knowledge of skills and Threshold Concepts. Teachers frequently make reference in class to connections between subjects, ideas and topics. Timetabling reflects our principles of adaptability and flexibility. Lesson timings are flexible and geared towards what the children need in order to reach a deeper level of understanding in each subject. Hence timetables will vary from day to day and week to week as they are defined by children's learning.

**Retrieval Practice** involves frequent and regular opportunities to actively engage in remembering previously taught material. This can be in the form of low stakes game-like quizzes that are not seen as "tests", "brain dumps" where pupils are encouraged to note down everything they remember about something they were taught, knowledge organisers, flashcards, or "think, pair, share" activities. Frequent retrieval practice has been shown to increase both memory storage and retrieval strength. Teachers make time in their weekly timetables to prioritise the practice of remembering. Children should not be moved on until the learning is in their long term memory.

Our pedagogy also involves using **Elaboration, Concrete Examples and Dual Coding**.

**Elaboration** is where pupils expand on what they know, relating pieces of information or knowledge, making connections and explaining them. Elaboration strategies connect information to be learned with that already known. This takes stress off working memory and increases retention of information.

**Concrete Examples** are used so that abstract concepts become more easily understood by pupils.

**Dual Coding** is the use of visual information in conjunction with verbal or written information to reinforce learning. Examples are drawings or diagrams with text or explanations added.

Further information can be found at <https://www.learningscientists.org>

### 2.3.4 Responsive teaching

Responsive teaching is the process of “on the spot” assessment and feedback related to how individuals or groups of children are responding to learning tasks. It is teaching that builds on existing knowledge and skills and is constantly focused on ‘where to next?’ or in deepening *understanding*? This may involve teachers intervening with children in order to clarify, extend or feed back to them about how their learning is progressing. The teacher may decide to separate a child or a group for more direct instruction, or “step in and out of” an activity or group to scaffold and guide towards a successful learning outcome. Pitching learning appropriately involves noting where children are in their learning and sharing control so that independent learning is the end goal. Methods include:

- helping the learner focus his or her attention
- providing reassurance that the task is manageable
- structuring the task to help pupils decide what steps should be taken and in what order
- modelling how an expert does it
- “thinking aloud” to let the learner observe expert thinking
- modelling self-evaluation (“Hmmm ... I don’t think I got it. I’d better try again”).

Feedback is a key element of responsive teaching. At Stepney Park Primary we have agreed feedback to mean information given to a learner about their performance relative to the intended outcome, behaviour or outcome. It can and should be given by both pupils and adults, at any stage of the learning process and in all curriculum areas. It is most effective when given “in the moment”. It is used to:

- motivate the learner(s) and to celebrate what they can do
- move learning on by addressing a misunderstanding, reinforcing a skill or key piece of information, extending understanding or ability to do something

Feedback may include:

- verbal comment
- a written next step comment
- highlighting
- modelling
- a written question.
- It will also be provided by the teacher reading through the pupil’s learning and making an informed decision on the teaching points/groupings for the next lesson.

The decision as to which form of feedback to use should be based on what will most positively impact on the pupil’s progress and motivation. We do not focus on “evidence” of feedback having been given. The only expectation is that feedback moves learning or behaviours forward. This will be evident over time through book looks, lesson observations and discussions with pupils.

Pupils are expected to reflect on their own learning throughout and/or at the end of a lesson and are given opportunities to do this. The use of the visualiser or other ICT equipment are useful in enabling all pupils to offer feedback on a single piece of learning. Peer to Peer feedback occurs in a number of ways: “green pen” reflections on learning, critiquing each other’s work in the art studio, marking of tests and book-on-book - where the author of the work retains their pen and the partner makes suggestions which the author can accept or decline.

### 2.3.5 Subject specific knowledge

There is often a need for teaching methods to be adapted depending on the curriculum area being taught. Our curriculum subject leaders keep up to date with research on teaching methods in their area and regularly disseminate this information to teachers. They provide teachers with resources and teacher toolkits including ideas for lessons.



## **2.4 Our curriculum reflected in the learning environment**

The learning environment communicates powerful messages about our curriculum ethos and practice. We encourage children to participate in decisions about their environment. We use displays:

- to showcase and reinforce our values and our drivers
- to show children that their effort is valued
- to celebrate the achievement of all pupils across all curriculum areas
- to provide models of high quality outcomes
- to provide a resource - information for learning - “working walls”

## **2.5 The role of trips, visits and visitors.**

Cultural capital is enhanced by children’s knowledge and understanding of their local area and how it relates to other places, including the rest of London and other cities in the world. Pupils should visit the world class museums and galleries available and receive visitors and workshops as part of the curriculum to help develop their cultural capital.

# **3: Impact: How do we assess how well our curriculum is working?**

Stepney Park Primary School considers Impact under two defined aspects:

- Assessment
- Monitoring

Assessment guides how teachers manage and evaluate their children’s progress.

Monitoring encompasses the strategies that leadership have for evaluating the effectiveness of our curriculum and procedures.

## **3.1 Assessment**

We use assessment to monitor the outcomes that pupils achieve as a result of the teaching they have received. Our approach to assessment is shaped by our curriculum. At Stepney Park Primary School we believe that learning is achieved over time, so assessment is seen as “tallies rather than ticks.” Assessment advances understanding rather than simply showing achievement of “I can ” statements.

Learning is seen as a continuous process and pupils should be able to do more and know more than when they started.

Assessment at Stepney Park Primary school is both formative and summative. Summative assessment will encompass both in school assessments and external national assessments.

### **3.1.1 Formative Assessment:**

A range of day-to-day formative assessments will be used including:

- Open ended tasks designed to allow pupils to show depth of knowledge and understanding
- Daily teacher book looks to allow:
  - Frequent verbal feedback of children’s work
  - Occasional written feedback of children’s work
  - Future task planning to be in line with pupil’s current understanding
- Pupil conferences / learning talks
- Observations

- Low stakes quizzes (retrieval practice)
- Rich questioning
- Pupil self-assessments
- Peer marking

### 3.1.2 In-school summative assessment:

Effective in-school summative assessment enables:

- Teachers to evaluate learning and the impact of the curriculum
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Senior Leadership Team to monitor the performance of cohorts in pupil progress meetings, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Children at Stepney Park Primary School are summatively assessed twice a year and progress and attainment data is collated. Summative assessments are formally recorded twice a year in December and May/June.

Teacher Judgements for Reading, Writing, Maths and Science will relate to the National Curriculum age related expectations and will state whether a child is:

- working well below age related expectation **(W)**
- below age related expectation **(B)**
- at age related expectation **(EX)**
- working at greater depth **(GD)**

A range of in-school summative assessments will be used including, for example,

- Commercially sourced end of year tests - to be decided in Autumn 2020.
- Reviews of progress against individual targets for pupils with SEN

### 3.1.3. National standardised summative assessment

National standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

These assessments are currently:

- Reception Baseline Assessment
- Early Years Foundation Stage (EYFS) Profile at the end of the Reception year
- Phonics Screening Check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2)
- Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6).

### **3.1.4 Early Years**

Throughout the EYFS we use a variety of formative assessments including observation and questioning. Some observations are recorded in online Learning Journals using Tapestry so that they can be shared with parents.

#### **Nursery**

- Baseline Assessments – within first 6 weeks of joining (30 – 50 months developing)
- Ongoing observation and assessment cycle is in place
- SEND Targets – progress measured as set in EHCP plans
- Feb – prime areas only (30 to 50 months developing) and May (40 – 60 months developing)
- Pupil Progress Reports generated in Feb and May (using data from EE/Tapestry) with main outcomes & actions shared at SLT
- Moderation- in school
- Mid year progress report to parents

#### **Reception**

- Reception Baseline Assessments (within 2 weeks of joining)
- Ongoing observation and assessment cycle is in place
- SEND Targets – progress measured as set in EHCP plans
- Pupil Progress Reports generated in Jan and May (using data from EE/Tapestry) with main outcomes & actions shared at SLT
- May against the ELGs across the 7 areas of learning – emerging, meeting expected levels or exceeding. EYFSP submitted in June.

### **3.1.5 Reporting to parents**

Learning Review meetings are held with parents and children twice a year in October and February.

Reports are given to parents twice a year.

In February a detailed annual report is given to be discussed at the learning review meeting which includes:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The pupil's attendance record

In July a brief report sheet is issued which includes:

- The results of any national statutory assessments
- Teachers summative assessment judgements
- Brief details of pupil attitude to learning

### **3.1.6 Inclusion**

The principles of assessment apply to all pupils, including those with special educational needs or disabilities. Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the

outcomes achieved. For pupils working below the expected level of attainment, our assessment arrangements consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **3.2 Monitoring**

As learning is a change to long term memory, it can be difficult to see impact in the short term. We assess the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long term. We monitor the extent to which daily practice in school matches our curriculum aims, and lessons contribute to delivering our curriculum intent. We do this through checking and supporting teachers with:

- planning
- lesson observations and learning walks
- learning scrutinies
- data analysis and pupil progress meetings
- evaluating pupil voice

### **3.2.1 Planning**

Learning across the curriculum should be coherently planned and sequenced towards incrementally increasing pupils' knowledge and skills. This needs to be evident. Milestone leaders often attend planning meetings led by year group leaders. They monitor and support planning to ensure that teaching is organised and sequenced to achieve high quality learning outcomes and deepening of learning for all children.

### **3.2.2 Lesson Observations and Learning Walks**

Lesson observations are used termly for a variety of purposes. A key purpose is to assess the extent to which our curriculum provision meets the needs of our pupils and how well teachers understand our curriculum intent and teaching approaches. A relevant line of enquiry is employed to focus and make the observations more effective.

Learning walks where a focus has been agreed are also used. Observations include what pupils are doing, the quality of pupil talk, learning strategies being used, role of adults, environment, curriculum, challenge, outcomes or use of assessment. The observers meet to have a reflective discussion on what they have observed, what they will individually take away from the experience and points to feed back to individuals or whole staff.

### **3.2.3 Learning Scrutinies**

These take place regularly throughout the year so that they can be used to check

- whether assessment is accurate
- whether there is consistency across a year group/milestone over time
- whether learning activities are appropriate and reflect our curriculum objectives
- whether children are learning at age, milestone or stage appropriate levels

Scrutinies of children's learning outcomes involve teachers and SLT. There is a line of enquiry so that they are focussed and productive. These meetings provide a forum for discussion, clarification and to plan next steps for groups or individuals. Follow-up work is done so that we can check impact.

### **3.2.4 Data Analysis and Pupil Progress Meetings**

We understand the limitations of assessment and recognise that it needs to be used well to highlight gaps in teaching or pupils' individual challenges.

Assessment is continuous and needs to result in a change to provision for the child or a teacher's practice in a responsive way. Something needs to be adapted as a result of understanding where a child is in their learning.

Analysis of mid year and end of year judgements by teachers, including national data are incorporated into data packs and distributed to teachers for discussion at pupil progress meetings. Pupil progress meetings provide an opportunity to go deeper into the data and have conversations about teaching and learning. They enable teachers and SLT to agree ways forward to enrich curriculum provision and provide support or challenge for those who need it.

### **3.2.5 Evaluating pupil voice**

Pupil voice provides a key insight into the effectiveness of the curriculum in terms of engagement. Regular pupil voice sessions and learning talks are held by senior teachers which will complement knowledge gained by class teachers in their daily teaching and feedback. The information gained is evaluated to provide key ideas for curriculum development.

### **3.3 Ongoing School Self-evaluation and Improvement**

The curriculum is seen as an organic development project and will be continually appraised by leadership and governors to ensure it is fit for purpose. A yearly review of this policy will allow the decision taken for development to be reflected in policy. The evaluation will also shape the need for continuing professional development for all staff.

### **3.4 Continuing Professional Development (CPD)**

Teachers and other staff need to have a firm and common understanding of our school's curriculum intent and what it means for their practice. All teachers are provided with a copy of this policy and it forms part of the induction program. In staff meetings and training, there is an emphasis on teachers having a good understanding of curriculum and assessment policy and practice. Continuing Professional Development is defined by the School Development Plan and informed by current staff needs. CPD for staff may take various forms, including the provision of direct face to face training and online training. This may happen in school based INSET including staff meetings or may be provided by a partnership or external body. Teachers and other staff are involved in their own CPD and peer observations and peer working is celebrated and supported as is a culture of disseminating good practice. CPD needs are assessed by the Headteacher in discussion with SLT and Milestone leaders support the school ethos and practice in their own year groups.

Senior Leaders ensure that best practice in Curriculum and Assessment is shared and will endeavour to keep up to date with the latest research. Relevant leaders attend Local Authority Curriculum and Primary Assessment Network meetings and subscribe to the weekly Assessment Update email from Standards and Testing Agency.

## **4.0 Roles and responsibilities**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher and Senior Leaders are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Milestone Leaders, Year Group Leaders and teachers are responsible for:

- Following assessment procedures and ensuring that findings from assessment are acted on