



# St Margaret's Academy



## Curriculum Policy

Reviewed by SLT: 4<sup>th</sup> September 2023

Reviewed by all teaching staff: 5<sup>th</sup> September 2023

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## **Our School Context – for September 2023**

The challenges:

- Children are predominately from a white British background and have less experience of mixing with other faiths and cultures than other children in the United Kingdom.
- Children often arrive at school with challenges around speech, language and communication. This was exacerbated by the pandemic and noted in older and more vulnerable pupils too.
- Children from disadvantaged backgrounds are more likely to have experienced trauma, have problems with mental health and been more adversely affected by the pandemic.
- Pupil confidence, achievement and ability continues to be affected by the pandemic.
- Torbay has one of the lowest percentages of young people accessing higher education and is on a formal plan from the DfE (along with 75% of LAs in England) to improve SEN. As part of this, Torbay also has to reduce its deficit by 2027 meaning the spotlight is on schools to ensure inclusive provision and to request less funding for pupils with additional needs.
- Alternative Provision and Special Educational Provision in Torbay is extremely limited
- Safeguarding priorities for Torbay: reducing child neglect, preventing child exploitation and sexual harm, preventing children being harmed by domestic abuse and ensuring children receive mental health support.
- In the academic year, 2022-2023, Torbay noted increased challenges around behaviour in the Reception, Year 1 and Year 2 cohorts. As such they now have an outreach offer that supports parenting in the home for younger children.
- The Torbay Vulnerable Pupils team has noted an increasing disengagement of children and families from valuing education. Narratives from older teenage children are around, “I don’t need education anymore”.
- The number of overweight and obese children increases over their time in school (similar to England and Torbay).

The opportunities:

- Following our good Ofsted in June, we have 4-5 years ahead of us to further improve St Margaret’s before our next inspection.
- The LA describes us as outward looking in both providing and receiving support, especially in the areas of SEND, behaviour and safeguarding.
- We continue to have a supportive parent body e.g. we have an amazing PTA which recently raised over £6000, much of which went towards our fantastic new.
- We have a good reputation in the local community e.g. our numbers of new intake in Reception for September are high again
- We have excellent provision for sports e.g. we achieved the Platinum Award in 22/23

- We have a strong staff team at all levels who collaborate and support each other.
- We have a strong pastoral team.
- We have a good reputation with the LA for our work with SEND, behaviour and safeguarding.
- We have a supportive parent body and a good reputation in the local community e.g. our numbers of new intake in Reception this year are almost at capacity
- We live in a beautiful area of the world – the English Riviera, a UNESCO designated global geopark.
- We have expansive school grounds.
- We have a strong and supportive group of school trustees.

## **Our Curriculum Intent**

Because of our context, underpinning everything we do is our work on attachment and relationships. Social and emotional learning is integral to all that we do. We engage closely in a partnership with all our families.

- The well-being of pupils, families and staff is always a priority.
- We prioritise early reading and speech and language development. Further language and vocabulary work across all years is woven throughout the curriculum.
- Teachers seek to inspire and engage, and promote enquiry and imagination so that pupils at all abilities can achieve.
- Learning is planned to take advantage of local opportunities such as the beach and local artists, as well as national events.
- We support all our pupils to develop the skills they need in order to learn for themselves, to enjoy this learning and to help them achieve their full potential.
- We develop curiosity about the locality and the world beyond Torbay. We provide opportunities to contribute to the local and global community.

## **Our School Vision and Values**

A strong school vision keeps us focussed on where we are heading. Established school values alongside British values are featured in all aspects of school life and help to maintain a moral compass in all that we do. The school and British values help to provide a framework for developing the essential knowledge of being an educated citizen who can take their place in the world and make meaningful contributions (*cultural capital*). We use superheroes to help our pupils relate to our school values and images for the British values to help pupils understand them.

**Our vision:**

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

**Our values:**

KINDNESS RESPECT RESPONSIBILITY ASPIRATION

Our values superheroes:

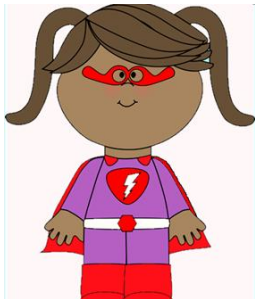
Kind Kevin



Respectful Ricky



Responsible Robin



Aspirational Amy



**British values images:**

democracy



tolerance



liberty



respect



rule of law



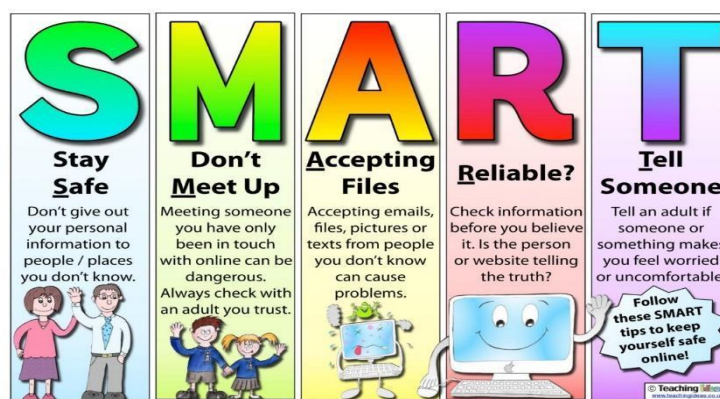
## Mental health (HI FLK):



# HI FLK

To support pupils and staff with mental health awareness we refer to these images and talk about “5 a day for mental health”. ‘H’ stands for **healthy and fit** (doing exercise). ‘I’ is for **some I time** (doing something for oneself). ‘F’ is for **friendships** (staying connected and hanging out with friend). ‘L’ is for **learning** (engaging and enjoying learning something). ‘K’ is for **kindness** (showing kindness to others is good for our own mental health).

## Staying safe online:



Being SMART online helps pupils stay safe in the virtual world. ‘S’ stands for **safe** (e.g. how to set good passwords and how to use online names that don’t reveal someone’s real name). ‘M’ stands for **meeting** (as in not meeting people who children only know from the online world). ‘A’ stands for **accepting** (to not accept links and pops and emails from sources we don’t trust). ‘R’ stands for **reliable** (to cross check what we read and see on the internet with other sources such as other web pages, books and adults). ‘T’ stands for **tell** a trusted adult if anything makes children feel uncomfortable.

## Assemblies & Personal Development

We use assemblies to support personal development and to help provide direction for our values and keeping safe by weaving them into key events (local, national and international) and into our half termly PSHE themes: *Being me in my World* (Autumn 1), *Celebrating Differences* (Autumn 2), *Dreams and Goals* (Spring 1), *Healthy Me* (Spring 2), *Relationships* (Summer 1) and *Changing Me* (Summer 2). The PTA often support with these.

## **Expectations for School Trustees**

The Educational Standards Committee is responsible for approving and monitoring the content of this policy.

Trustees consider the school improvement areas and plan visits in-line with these across the coming term as well as any training they might need.

### **Benefits of school visits:**

- To establish effective communication and relationships between trustees and staff.
- Develop a better understanding of pupils' needs and include their voice in improvements.
- To recognise and celebrate success.
- To monitor the implementation of the school improvement plan.
- To see how strategic policies are being implemented across the school.
- To enhance trustees' knowledge of the school.

### **School visits are NOT:**

- Inspections or lesson observations.
- To make judgements on the quality of teaching and learning.
- Unplanned or unannounced.

Trustees complete notes of their visit and the agreed findings are shared. The full protocol for trustee visits can be found in the appendix.

## **Expectations for the Head Teacher**

- Create and maintain an up-to-date curriculum intent statement.
- Maintain oversight of the long and medium term planning to ensure full coverage of the National Curriculum.
- Devise the planning strategy for the curriculum in collaboration with SLT, subject leaders and teachers.
- Communicate the agreed curriculum to the full trustee board annually at the first meeting in the autumn term.
- Ensure the curriculum is inclusive and accessible to all.
- Assist teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the school and that any difficulties are addressed and mitigated as soon as possible.
- Receive reports from each subject leader on the achievement of pupils in each subject.
- Complete a termly curriculum report to the trustee board.
- Make any necessary adjustments to the curriculum where required.

- Keep up-to-date with any relevant statutory updates and take action where required.
- Ensuring the curriculum is delivered in accordance with this policy.
- Update and maintain this policy.
- Ensure the website is up to date with curriculum information.

## **Expectations for the Deputy Head Teacher**

- The Deputy Head Teacher (DHT) works alongside the Head Teacher in helping ensure this policy meets the needs of our school community and is delivered consistently across the school.
- The DHT helps ensure our curriculum meets the needs of our most vulnerable pupils, leading and liaising with the pastoral team and supporting staff with best provision for vulnerable pupils to access the curriculum.
- The current DHT is also the designated safeguarding lead (DSL) and mental health lead and so ensures the curriculum delivers the relevant content around how children keep themselves physically and emotionally safe both online and in their daily lives.

## **Expectations for the Assistant Head Teachers**

- The Assistant Head Teachers (AHTs) play a leading role by working in partnership with colleagues to ensure this policy is correctly implemented in the key stage they lead, working alongside teachers for one day a week to make this happen.
- They ensure the 'Know your Class' documents are up to date and correctly implemented
- They ensure teachers' assessments are standardised and moderated accurately.
- They monitor the quality of teaching, provide feedback and ensure next steps are acted on.
- They regularly evaluate and report outcomes to the Head Teacher and SLT, including a termly progress.

## **Expectations for the school SENCOs**

Mrs Essam is SENCO for Year 1 to 6. Miss Watkinson leads SEN provision for pupils in Foundation Stage. Mrs Pike oversees all the SEN provision.

SENCOs:

- Keep up to date with changes in SEN and review policy. Keep parents, trustees and staff informed of changes
- Maintain the SEN register

- Support staff in meeting the needs of children with additional needs, removing barriers to help ensure high quality inclusive teaching
- Refer to external agencies as needed (EP / OT / SALT/ Paediatrics)
- Make requests for statutory assessment as needed
- Report to SLT / trustees on a termly basis on attainment and progress of SEN children and the overall effectiveness of SEN provision
- Liaise with the Head Teacher and school finance manager on SEN spending
- Keep up to date with own CPD and provide CPD to staff
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need
- Provide SEN surgery for teaching staff to help them best support pupils in their class

## **Expectations for Phase Leaders**

There are 4 Phase Leaders (PL), heading up Foundation Stage, Years 1 & 2, Years 3 & 4 and Years 5 &6. Each is responsible for ensuring this policy is applied consistently across their phase. Specifically, PLs provide leadership with the following in each phase:

- Line manage the teaching assistants to ensure consistency of practice, quality of teaching, CPD and implementing new practice
- Ensure there is a consistent learning environment that promotes learning across the phase and enhances the appearance of the school.
- Help ensure our school curriculum meets the needs of our pupils and families.
- Model the highest standards in their own classroom to act as model for others
- Ensure wider curriculum opportunities are available
- Liaise with the AHT to ensure there is a consistent approach across the year groups to applying this policy
- Support the AHT in monitoring the effectiveness of teaching, learning and assessment across the phase.
- Assist the AHT in interpreting pupil data, including attendance, punctuality and overall attainment.
- Write regular reports to contribute to the AHT's key stage report

## **Expectations for Subject Leaders**

Subject leaders nominally work in the following teams to support consistency and the sharing of best practice.



- Arts Team: Music (Gemma Posey), Art & Design (Emma Pritchard), PE (Will Mayling), PSHE (Leanna Russell), French (Leigh Tullier)
- Humanities Team: Geography (Jo Morgan), History (Wendy Kennedy), RE (Lesley Wall), Writing (Becca Griss and Nicki Scaife), Reading (Nicole Turner and Lorna Pilkiewicz)
- STEM Team: Science (Rachel Chivers), Computing (Charlie Smith), DT (Susannah Tandy), Maths (Abbi Rice and Harriet Lynds)

### Subject Policies

Subject leaders maintain an up-to-date policy for their subject that includes the following:

1. The school vision
2. A concise definition of the subject
3. An overview summary intent
4. A rationale that explains why the subject is taught in each phase: FS, Y1/2, Y3/4 and Y5/6
5. Best practice in teaching and learning
6. How teachers assess, including any relevant examples from the subject portfolio
7. How the subject-specific skills (disciplinary knowledge) and subject content (substantive knowledge) from EYFS to Year 6 is planned and sequenced, and how this is retained by pupils year on year. **A limited number of key discipline knowledge is mapped when it will be taught across the years**
8. The curriculum map for what is taught when and knowledge of gaps caused by the pandemic (e.g. missed completely or partial learning due to home circumstances), **and how these gaps are being addressed**
9. Examples of any planning including:
  - i) Collectables
  - ii) Long term
  - iii) Medium term
  - iv) Provision plans

Subject leaders use their initiative in monitoring learning, outcomes and planning across the year to ensure they hold a full understanding of their subject.

### Subject Improvement Plan

Each subject leader maintains an annual improvement plan for their subject. This is a working document. Progress in the subject is updated at the end of the term and the plan is submitted to the Head Teacher for his report to trustees.

### Subject Overviews / Current Picture

Subject leaders need to understand their subject. This is captured at the top part of the improvement plan which is updated at the end of each term. It could include the following:

- **current strengths**
- **current next steps**
- how teaching staff colleagues have been supported to complete next steps and close any gaps e.g. with advice and CPD
- how well pupils engage with the subject
- provision and outcomes for disadvantaged
- provision and outcomes for the bottom 20%
- pupil progress over time e.g. this may include where available:
  - how well pupils are gaining and building on subject-specific skills (disciplinary knowledge) and subject content (substantive knowledge)
  - in-year
  - year to year
  - national / local comparative data
- subject coverage such as gaps that might need prioritising
- quality of the teaching
- success of continuous provision in FS and KS1
- success of enquiry learning in KS2
- opportunities taken to celebrate the subject wherever possible e.g. outcomes shared on the web in curriculum blogs and display work in corridors and classrooms
- any moderation of teachers' assessments
- progress towards achieving improvement priorities

It can be informed by the following

- reviews of pupils books, through the use of technology and the class curriculum books
- pupil chats
- observations of lessons
- for writing, reading and maths termly tracking data is also used that highlights slow movers towards their targets
- for other subjects, end of year data is used
- the subject portfolios that exemplify expected standards in their subject for each year

Subject leaders continue to develop **subject portfolios** that exemplify expected standards in their subject for each year, this will include work from their subject corridor displays.

Subject leaders sample moderate **teachers' assessments** against National Curriculum expectations. **Subject Portfolios** help to bench mark this. They are useful in supporting end-of-year moderation in subjects *other than* writing, reading and maths.

## Expectations for Teachers

- Teachers are responsible for implementing this policy consistently throughout their practices, ensuring that lessons are reflective of our curriculum style.
- Adapt and refine their practice to meet the needs of learners e.g. by applying strategies from the Vulnerable Pupil document and SEN Register.
- Implement the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Provide clear direction to teaching assistants (TAs) and work closely with them in longer term planning and the implementation of shorter term plans
- Work closely with TAs to ensure those in need receive bespoke additional support as required.
- Maintain (at least termly) an up-to-date 'Know Your Class' folder that includes:
  - Class Context
  - Slow Mover Provision (with PP highlighted)- those not on track since the last key stage
  - Class on a Page - for Maths, Writing and Reading
  - RWI Tracker, this includes Phonics and Fresh Start (note: reviewed half termly)
  - Individual support plans for EHCP children
  - Behaviour plans for individual pupils as appropriate
  - AR ZPD data
- Collaborate effectively with colleagues e.g. by sharing planning responsibilities fairly
- Create plans as described in the section **Expectations for Planning**
- Collaborate with the Head Teacher, SENCOs, AHTs, PLs and senior teachers to ensure the curriculum is inclusive and accessible to all, **especially for the bottom 20% and the most disadvantaged**. This might involve attending SEN surgeries, team teaching with AHTs and implementing advice given amongst other requirements.
- Read reports from external professionals that provide strategies and insight on how best to work with the more vulnerable pupils.
- Liaise with Meal Time Assistants (MTAs) to ensure they understand the needs of individuals and how best to support them with positive playtimes and preparation for returning to class ready to learn.
- Adhere to St Margaret's **Annual Improvement Cycle (Key Dates)** to ensure a continuous focus on 'assess, plan, do, review'.

- Foundation subject assessments are completed at the end of a unit of work and recorded on SIMs. This can be used by subject leaders at the end of a block of work to monitor and moderate.
- Ensure more able pupils are challenged
- Celebrate all pupils' achievements e.g. through class displays, class curriculum books, website curriculum blogs and newsletters
- Maintain a classroom learning environment as described in this policy.

## **Expectations for Teaching Assistants (TAs)**

Teaching assistants play an integral role alongside teachers to make up the teaching team, work in a consistent manner in line with the school ethos and within the teaching team. Our expectations for teaching assistants are to:

- Collaborate, when appropriate, with teachers in planning, looking to bring one's own interests and skills to the plans for learning. For example, time in July training is scheduled specifically for this.
- Support the learning of individuals and groups of pupils as identified by the teacher.
- Encourage pupils to interact and work cooperatively.
- Understand the '**Know Your Class**' documents and tailor support accordingly.
- Liaise with the teacher and other staff about pupils' progress, feeding back information and acting on feedback. Teachers and TAs use their professional judgement to find the best time for this. For example, by TAs adjusting the hours they work on some days or having a team meeting during a school assembly.
- When allocated, participate in, and lead, pupils' play to support their social development and to promote positive interactions.

## **Expectations for Pupils *aka* The St Margaret Learner**

23/24 is the second year of this on-going project, centred around the 3 characteristics of learning from the Foundation Stage which we are expanding for use across the school.

### **ACTIVE LEARNING - MOTIVATION - RESILIENCE**

We want all of our pupils to be good learners and look to instil the following qualities:

- Persistence / active learning
- Asking questions
- An aspiration to learn more and to improve
- Taking responsibility to find out more, overcome challenges and complete tasks
- To play and explore

- To make links with other areas of learning
- Pupils teach each other
- Pupils initiate their own learning

### **What should teaching staff do to create high quality “flow”?** *(adapted from the work of Mihaly Csikszertmihali, pronounced CHIK-sent-mee-hy-ee )*

Teachers plan lessons aligned with the exemplifications set out in subject policies, aiming to create flow as described below.

- Build strong relationships between staff and pupils and build a strong staff team.
- Know the child and adapt the learning to meet their needs.
- Communicate clear goals / learning questions so that pupils know precisely why they are doing the activity.
- Provide time for immersion in practising the skill/s.
- Give bespoke individual feedback; listening, questioning, peeling children off from the group.
- Be enthusiastic “in the moment” with the pupils, being a facilitator, not a dictator, minimal teacher talk, learning with them, reflecting, questioning, adapting, reforming groups, changing the direction of learning.
- Be creative in planning sequenced activities that involve different learning styles and spaces e.g. maybe go outside, be physically active in class, get hands on, role play or visual. Avoid over use of slides.
- Hook pupils in by triggering an emotion.
- Ensure the learning really means something to the pupil; give it purpose and context to stimulate them and provide meaningful experiences
- Create positive pupil attitudes to learning e.g. use peer to peer collaboration for teaching each other
- Have a well-organised, clutter-free classroom to help create an enabling environment.
- Provide pupils with choice e.g. how they may present their learning outcome, the type of test they will do in science, the enquiry question where appropriate.
- High teacher expectations for pupil engagement and outcomes.

### **Design of Learning from Year to Year, Reception to Year 6**

*“We can’t expect kids to be curious on demand. Passion, strong interest, curiosity, a desire to find out or learn to do something new or better...these are the driving dispositions of enquiry.” Kath Murdock*

Much of the detail to what is described below can be found under 'Curriculum Information' on the school website. Examples of learning outcomes can be found in the subject blogs under 'Curriculum in Action' on the website.

### **School Overview**

Reception has a yearly overview which focuses on the 7 areas of learning from the Early Years Foundation Stage (EYFS) curriculum. Progression within each subject is planned from Reception through to Year 6; this can be found under 'Subject Specific Information'. From Year 1 to Year 6 the National Curriculum is followed. In these years, some subjects are blocked so they can be taught frequently for a consecutive period of weeks. This is to provide extended periods of time for children to immerse themselves in the subject and better make connections with other subjects. For example, knowledge learnt in science can be used to inspire more meaningful writing. The 'Whole School Curriculum Overview (non-core Subjects)' document shows the detail to which non-core subjects are blocked and when, over the years for Years 1 to 6.

### **Reception, Year 1 and Year 2**

Continuous provision (CP), as described below, is the main vehicle, in varying ways, for delivering the curriculum in these years.

In **Reception**, continuous provision (CP) is fundamentally the vehicle for child led learning. Children spend the majority of their day in CP, accessing resources from all 7 areas of learning in the EYFS curriculum. This remains constant throughout the year e.g. the children have continuous access to block play, to art materials, to water play. Adult led learning travels alongside the CP and is driven by the children's interests and needs.

Loris Malaguzzi defines the environment as 'The Third Teacher' which is flexible and responsive to the need for teachers and children to create learning together. Adults closely observe the children in play, weaving in opportunities for deepening and extending their learning. Alongside this, new concepts and skills are introduced through carefully planned adult led sessions during the day. As the year progresses, the frequency and length of these sessions adapts in line with the progress of the children. Enhancements are frequently made along the way to stimulate new ideas, embed new learning and broaden the children's interests e.g. by putting a basket of shoes in the home corner or leaving a newspaper in the writing area.

**In Year 1** in September, CP supports transition, being arranged in a similar way to Reception, to build on the 7 areas of learning from the EYFS curriculum. Over the year this develops alongside the children with a gradual move to being led by the Year 1 National Curriculum.

Individual lessons begin with a short teacher input followed by the children moving into either CP (driven by their interests / needs) or an adult-directed task linked to the teacher input. During both activities, adults support the learning by observing and interacting.

At the start of the year, the morning teaching of Maths and English is on alternate days but this increases as the year goes by. Towards the end of the year the children are taught 3 English lessons and 1 Grammar lesson each week as well as daily Maths inputs. The time (length) of this input also increases during the summer term so the children are ready for Year 2.

**In Year 2**, Maths and English lessons take place every day. In September there are short teacher inputs for all subjects followed by either an adult-directed task linked to the lesson or 'directed CP' (children choose an activity from a selection in different areas to enhance their prior learning from a range of subjects). For example, if shape has recently been taught in Maths, there will be shape based activities available in the CP.

In September, there is time during the week for fully child-initiated learning. More directed CP takes place as the year progresses and more subjects have been taught. Directed CP helps children practise and embed skills and knowledge previously taught.

The school website has an excellent blog titled, *Continuous Provision in KS1* which provides exemplification of how this works in practice.

### **Year 3, Year 4, Year 5 and Year 6 (Key Stage 2)**

When children move into Key Stage 2, teachers aim to further develop the skills of child-led learning by the use of a key question, sometimes chosen by the children. This helps to generate enquiry, exploration, discussion and reasoning to find answers.

Maths and English are taught daily, including the practice of spelling and grammar. Where appropriate, learning in other subjects is used to provide independent writing opportunities.

## **Memory Retention**

Planning for this is an important part of teachers' work to help our pupils retain skills and knowledge, and build on this as they move through school.

### **General**

- Create flow
- Each time a new unit is taught, the first lesson is always a review of the learning the last time the subject was taught. This could be a reference to a previous unit in the current academic year or to when it was taught in a previous year.

- Each lesson starts with a recap of previous learning.
- Subject collectables are collated and summarised at the end of each year, and then revisited at the start of each new year
- Key subject disciplinary knowledge is mapped out by subject leaders and taught by teachers
- Teachers look to make conscious connections between subjects to make learning more meaningful
- The whole school curriculum is planned in chunks of time to enable full immersion in each subject. Writing is aligned so that children may use their subject knowledge to write effectively in different genres thus making conscious connections.
- Learning is repeated (think how we as adults lose learning if we don't repeat it)
- Explore greater use of symbols in all subjects that match to key skills like in writing
- Start individual subject books with the learning journey for that subject stuck in, showing all the topics to be covered which the children highlight as they complete overtime

### **Class Curriculum Books**

- These books follow the pupils through the school as an aide memoire and include the collectables
- Quotes from pupils capture the key vocabulary
- They are a visual reminder and reduce the need to record all learning in writing
- At the end of each year, each child creates an A3 artistic impression of all the learning they have completed over the year. They go home with them. The teacher chooses one to be stuck in the curriculum book that goes with them into their new class.

### **Working Walls**

- These are changed regularly at the end of sequences of work
- Special working walls could be added to the Class Curriculum Book for future reference

**Homework (this section has been reviewed ready to start in January 2024. The parts in yellow need checking by teaching staff to delete or keep)**

The partnership with home is crucial. Homework aligns with the curriculum in school. It provides parents with the guidance and opportunity to do as much or as little as they feel appropriate with their children.

Information about the curriculum is shared with parents at the start of term meetings and on the website. Termly overviews and the collectables are designed to inform parents so they can best support at home and talk to their children about their learning. The overviews



explain what's being taught and the collectables explain in a child-friendly way the expectations, vocabulary and outcomes for learning in each topic.

Homework will never cause unnecessary workload for teachers.

There are two categories to the homework: *optional* and *expected*:

Optional:

- At any time, activities, creativity and projects at home are highly encouraged. Teachers will always find time for the child to share their project and celebrate it with their peers.
- The Dunboyne Court Homework Challenge: each term there is a subject-based competition based on one subject area that is open to all year groups. Children create an independent project that is judged by our friends from the local retirement home. The winners enjoy lunch with our friends and take their projects to the retirement home for sharing. The aim is to create an independent motivation to learn. It is encouraged by teachers and promoted with pick and mix options that help all children to take part.

Expected:

- Reading in all year groups 4 times per week
- Maths fluency little and often: Numbots (Year 1 and 2), TT Rockstars (Year 3 and 4) and online maths (Year 5 and 6)
- There will be a lunchtime homework club to support children in Years 5 and 6 with an opportunity to complete these tasks if circumstances at home make this difficult. The aim of this is to particularly help older children prepare for the increased expectations of secondary school.

### **Reception Homework**

Reading - At the start of Reception, children take home a picture book from our 'Book to Share' library to enjoy at home with their family. This can be changed on a daily basis. The purpose of this is to foster reading for pleasure, development of language and early book skills.

Once the teaching of phonics begins children also take home a reading scheme book. To begin with, this is a textless book which will develop language and comprehension skills. As children begin to learn to hear and recognise their letters, we will send home activities linked to the letters they have been learning, this includes letter formation practise. Once the children learn to recognise and blend letters together to read words, they take home a Read Write Inc.

book matched to their reading level. Read Write Inc. phonics video links are sent in the weekly newsletters for parents to practise at home.

*Thematic Home Learning* - suggestions for home learning linked to Reception's current theme are communicated to parents each week via the Reception Newsletter. These activities are intended to either prepare the children for new learning or to reinforce skills and concepts covered in class. Over the course of each term, we aim to provide experiences across the 7 areas of learning.

### **Year 1 Homework**

Children are encouraged to read 4 times per week at home with an adult for support, using a book appropriate to their ability. These reads are recorded in their purple home learning book. Weekly phonics videos are emailed to parents to help embed learning from lessons. Later in the year, children log in to Numbots at home to practise number facts.

### **Year 2 Homework**

Children are encouraged to read 4 times per week at home with an adult for support, using a book appropriate to their ability. These reads are recorded in their purple home learning book. Weekly phonics videos are emailed to parents to help embed learning from lessons. There is occasional Maths homework to help embed 2, 5, and 10 times tables, and number bonds to 10, 20 and 100. All children will have a Numbots and TTRockstars login so that they can continue to develop their fluency at home.

### **Year 3 Homework**

Children are expected to read at least 4 times a week using a book appropriate to their ability. The first half of the autumn term is reading homework only. After October half term the children have one piece of homework a week alternating between maths and English.

### **Year 4 Homework**

Children are expected to read at least 4 times a week using a book appropriate to their ability. There is a focus on times table practise, using TT Rockstars online. There is weekly spellings taken from the statutory Year 3/4 list or common exception words. Each week there is also an optional piece of homework based on the learning they are doing in school, covering a range of subjects.

### **Year 5 and 6 Homework**

Children are encouraged to read daily, with a minimum expectation of 4 times a week using a book appropriate to their ability. There is a short piece of English and Maths homework

weekly. This will usually include either spelling practice, grammar work, arithmetic or times tables practice (including use of TT Rockstars). As the year progresses, Year 6 will have additional homework to help prepare for the Year 6 tests in May and to get used to the expectations for Year 7.

## The Learning Environment

**There will be a calm and orderly environment in the school, the classroom and outdoors, as this is essential for pupils to be able to learn.** There is a clear look about the classroom that says: 'simple', 'clean', 'tidy', and 'organised'. Thought will be given as to how best to create a learning space that is special and memorable, and one that helps to build positive emotions for our young learners.

- There are 3 main learning walls: one for writing (a Jane Considine display), one for maths (with models) and one for topic.
- To help with creating knowledge in the long-term memory and teacher workload, the three main learning walls will be simple, easy to put up, useful, dynamic and change with each sequence. They do not need to be 'polished' displays.
- Some displays will stay for longer to celebrate work and have a more polished look e.g. high quality writing or art work
- There will be spelling banks accessible to pupils either on the wall or as physical 'take-aways'
- There will be a reading for pleasure space
- Year 1 will have a more Foundation Stage look and will be different to Year 2
- The whole classroom design allows the learner to focus on learning, and learning independently without being over-reliant on displays (metacognition)
- Spaces and displays will be tidy, organised and up-to-date
- Displays will not become wall-paper e.g. no long-term 'clutter' around boards
- Areas beyond the class / shared spaces / corridors and floor spaces will be clear, tidy and uncluttered
- Resources, displays and seating will be organised in a manner that facilitate ease of access
- Pupils should be able to talk knowledgeably about their environment and recognise how it helps them learn
- There should be opportunities for all pupils to have work displayed at some point

### Learning Environment in Foundation and Year 1

- A 'bare start' to September, building independence over the year as progressively more 'resources' are added
- Greater continuity and consistency between Foundation Stage and Year 1
- Zoning

- Rich and varied
- Secure and safe
- Suitably challenging
- Indoor and outdoor space with continuous free flow (as appropriate for Y1)
- Provision for children to relax, play quietly or maybe sleep
- Provision plans will be displayed clearly for teaching staff to reference

## Planning Expectations

Planning meets the needs of our school context and incorporates our curriculum intent, vision, school values and British values. Teachers' planning might not be fully populated at the start to help make sure it is responsive to assessments along the way. It is planned to engage learners, give teachers ownership of the learning and to deliver an exciting curriculum that engages all of our learners, especially the bottom 20% and the most disadvantaged. The below table describes each aspect of the planning.

What	What to Include	Who is Responsible?	FS / KS1?	KS2?	On Web?
Overview	<ul style="list-style-type: none"> <li>● This is the whole school yearly overview with most subjects blocked to make conscious connections.</li> </ul>	Subject leads and teachers	Yes	Yes	Yes
Long Term Plan (LTP)	<ul style="list-style-type: none"> <li>● This is the year group's yearly overview plan.</li> <li>● It is an expanded view of the above overview.</li> <li>● All subjects are on this</li> <li>● Texts and novels</li> <li>● RAG rated for coverage at the end of term</li> </ul>	A collaborative teacher effort checked by subject leaders	Yes	Yes	Yes
Medium Term Plan (MTP)	<ul style="list-style-type: none"> <li>● There is one of these for each subject that does not have a scheme</li> <li>● They are informed by subject leaders' policies of best practice</li> <li>● The key disciplinary skill for the lesson will be recorded alongside the key question for the lesson.</li> <li>● Where there is a pre-written published scheme, these will be adapted</li> <li>● These are recorded on a common template (see Nicole's version)</li> </ul>	A collaborative teacher / TA approach	Yes	Yes	No

Termly Overview	<ul style="list-style-type: none"> <li>● This is an term overview for parents</li> <li>● This is completed by the end of the second week of the term</li> </ul>	Teacher	Yes	Yes	Yes, termly
Collectables	<ul style="list-style-type: none"> <li>● These are child friendly and simple</li> <li>● They capture end of topic expectations for the year group: knowledge, skills and vocabulary</li> <li>● They are stuck in the big class curriculum books and in pupil books to mark a new topic starting / ending</li> <li>● They are to help parents at home</li> <li>● They are unique and inspiring</li> </ul>	Shared out between teachers	Yes	Yes	Yes
Maths	<ul style="list-style-type: none"> <li>● Plan from the <i>White Rose</i> scheme</li> <li>● Individuals plan own maths from this scheme - as per the STP below</li> </ul>	Teacher	Yes	Yes	No
Writing	<ul style="list-style-type: none"> <li>● Full fidelity to <i>The Write Stuff (TWS)</i> 5 days per week (adapted for Y1 Busy Time) and <i>RWI Spelling</i></li> <li>● In FS and Y1: start TWS in Autumn 2</li> <li>● By the end of each half term = 2 units taught and 2 pieces of independent writing completed</li> <li>● Writing to also happen in non-core subjects, including Science, to apply TWS skills (careful timetabling needed but possible)</li> <li>● When writing independently, children to select their own success criteria</li> <li>● Active teaching and live marking during the lesson (no end of unit big mark needed)</li> <li>● In FS and KS1 display learning chunk sentences. In KS2, display sentence stacking work</li> <li>● In addition, 1 grammar lesson per week in Y5 and 2 in Y6</li> <li>● Regular SL monitoring over the autumn term and review of the success at the end of autumn</li> <li>● Teachers will devise their own LQ based on a summary of the TWS success criteria</li> </ul>	Teacher	Yes	Yes	No

Reading	<ul style="list-style-type: none"> <li>● FS to Y4 phonics: <i>Read, Write, Inc. (RWI)</i> until completed</li> <li>● Y5 and Y6 phonic catch-up: <i>Fresh Start</i> until completed</li> <li>● KS2: 5 VIPERS comprehension using a range of genre extracts of texts some of which are from Pie Corbett reading spine that have already been read or are being read</li> <li>● Record VIPER planning on MTP as per other subjects</li> <li>● Y1-6: AR time needs to be planned in</li> <li>● Reading for pleasure (2 strands): teaching staff read daily to children &amp; book talk time</li> </ul>	Teacher	Yes	Yes	No
Short Term Plan (STP)	<ul style="list-style-type: none"> <li>● This is a <b>key / core aspect</b> of being a teacher - providing teaching that closely matches the assessed needs of the individuals and groups in your class</li> <li>● This is a <b>personal approach</b>, down to teachers in how this is planned e.g. schemes and MTPs could be printed and annotated with names, groups, paired talk, questions, vocab. Or this could all be done in a note book.</li> <li>● They are a <b>working document</b> to ensure the lesson is the best it can be; they are <b>not</b> a polished document for handing in</li> <li>● They are kept for any professional conversations</li> <li>● These are organic, <b>responsive</b> plans informed by AfL and may be used in professional discussion</li> <li>● Note on use of slides: these must not be used as a short term plan. They must be limited in use and number, and there to support the lesson</li> </ul>	Teacher	Yes	Yes	No
Year Group Resources	<ul style="list-style-type: none"> <li>● E.g. slides, handouts, films, photos, visitors, manipulatives etc etc etc</li> <li>● Support the planning being implemented</li> </ul>	Shared out between teachers	Yes	Yes	No

Weekly Timetable	<ul style="list-style-type: none"> <li>• What will be taught when over the week and by whom</li> <li>• Learning objectives from the MTP will be updated here weekly</li> </ul>	Teacher	Yes	Yes	No
Parent Information	<ul style="list-style-type: none"> <li>• As a minimum, one letter per term at the start</li> <li>• Trip / visitor letters</li> <li>• Invites to curriculum meetings, presentations</li> <li>• Collectables, termly overviews, year group annual overview, subject-specific information</li> </ul>	Shared between teachers	Yes	Yes	Yes

## Presentation in Books

To ensure high expectations and consistency across school.

### General Expectations:

- Pens, provided by school, for written work as soon as possible from Year 3 onwards at the point where the teacher judges the pupil's handwriting to be sufficiently neat and fluent. These can be lost if work becomes messy. Year 6 children will all start to write in pen. Pencils in all Maths books.
- Corrections in all books in purple pen.
- Handwriting will be taught using 'Teach Handwriting', Route C, Option 2
- The font for worksheets should be at least size 14.

### All subjects:

- Learning questions are in most cases handwritten. A bespoke approach will be used for some children with this stuck in to enable them to access the learning more quickly.
- The date is written in words at the top on the left for writing lessons (or numbers for other subjects)
- Then miss a line
- The title or learning question (or both) is written on the left on the next line
- The date and title must be underlined using a ruler
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.
- Miss a line under the title and start at the margin.

- If you make a mistake, draw one neat line through the mistake in pencil and start again – do not overwrite/ scribble
- A line is left to mark a new paragraph

#### **In addition for maths:**

- All figures must be written neatly and clearly with one figure to each square
- Each calculation and subsequent answer must be clearly numbered but also distinguishable from workings out/notes.

## **Marking and Feedback**

Making time to observe and give feedback to pupils is an essential aspect of teaching.

#### **General expectations:**

- Teaching staff will always carefully monitor pupils' understanding.
- Letter and number formation will be addressed at the point of teaching or as soon after as possible.
- Best practice is to provide feedback at the point of teaching when possible or as soon as possible after this.
- Frequent high quality feedback is an essential tool in promoting good learning. This can be verbal or written.
- Verbal feedback at the point of adult intervention will be prioritised when manageable
- It should be clearly evident in all evaluations that feedback is effective e.g. progressive improvement is noted in the area of feedback given.
- High expectations of pupils' presentation will be expected across all subjects and modelled by the teacher.
- Pupils will sometimes self-mark / assess as guided by the teacher
- Peer collaboration to self-mark / assess will sometimes be used, as guided by the teacher
- Teachers' handwriting will be clear, legible and a model for correct formation
- All work will be acknowledged by the teacher including that done by any supply teachers if unmarked
- Enquiry learning provides a good opportunity for teaching staff to stand back and observe

#### **Expectations for Reception**

- Weekly newsletter is used to provide feedback for parents including next steps
- The new EYFS curriculum prioritises staff/pupil interaction over recording observations
- Stampers will be used in adult-led writing groups.
- Verbal feedback will be given at the point of learning.
- Additional written comments will occasionally be made to summarise the discussion with the pupil



### **Expectations for KS1**

- VF marking will have a short phrase written next to it to indicate the area discussed.
- When feedback is given, pupils are expected to review their work and make edits (Y2 only) / improvements / complete tasks given. This will be checked and acknowledged by the teacher with a dot or tick. Some Y2s will use a purple pen.

For spelling errors:

- Maximum 2 corrections (rule of thumb) per piece of work, personalised to the individual
- Underline the part of the word which is incorrect.
- Teacher writes the correct spelling at the bottom of the page and pupil copies out 3 times

In Writing:

- During the writing process, live marking and conferencing will take place throughout the sequence. The final outcome will not be deep marked, however it will be read and a simple acknowledgement made for the child.
- The final outcome will be marked with the child in the form of pupil conferencing. Specific skills will be talked about, especially punctuation, spellings and letter formation.
- Green when used will recognise effort and any additional success
- Pink will be an indication of how to move the learning forward

In Maths:

- Work will be marked with a dot or green tick.
- Occasional comments will be written as appropriate.

### **Expectations for KS2**

- Fundamental errors noted in marking must be addressed e.g. KS1 punctuation for a pupil working beyond this
- All work is independent unless identified otherwise with a code
- When feedback is given, pupils are expected to review their work and make edits, improvements, complete given tasks and do corrections in purple pen. This will be checked and acknowledged by the teacher with a dot or tick.

For spelling errors:

- Maximum 3 corrections (rule of thumb) per piece of work personalised to the individual pupil
- Draw a square around the letter/s where applicable

- Rewrite at the bottom of the page
- Y3/4 dependent on ability:
  - Autumn – write ‘sp’ next to the word with the correct spelling written at the bottom
  - Spring – write ‘sp’ next to the word
  - Summer – write ‘sp’ in the margin
- Y5/6 dependent on ability:
  - Autumn – write ‘sp’ next to the word
  - Spring - write ‘sp’ in the margin of the line
  - Summer - write ‘sp’ at the end of a paragraph

#### In Writing:

- During the writing process, live marking and conferencing will take place throughout the sequence. The final outcome will not be deep marked, however it will be read and a simple acknowledgement made for the child.
- Green pen will be used to make positive and personalised comments. It may also recognise effort and any additional success
- Pink pen will be an indication of how to move the learning forward during any conferencing or picking up on spelling errors.
- Purple pens will be used by the child either independently or at the point of conferencing when editing.

#### In Maths:

- Work will be marked with a pink dot or green tick.
- On occasion if a pupil has significant misunderstanding, the teacher might write “we will look at this together.”
- Occasional comments will be written as appropriate.
- In purple pen, pupils will mark their work, correct it or complete any extension task when appropriate

## Marking Codes

The marking codes apply to all subjects and are a tool to help ensure clear feedback for pupils to act upon.

### Marking Codes for Reception

Green or pink circle round stampers for:

- Phonics
- Finger spaces
- Letter formation
- Full stops

- Capital letters
- Vocabulary

Highlight some work in green or pink

I – independent work

G- guided work

CI – child initiated

AL – adult led

There will be occasional adult written comments for staff's information

### **Marking Codes for KS1**

Green pen or highlighters - good/got it

Pink pen or highlighters - think/practise

Tick – work has been seen by the teacher and is correct in relation to the LQ

All work is independent unless otherwise noted

A dot - error

G – guided work

T or TA – supported by an adult

VF or VF stamper – verbal feedback given

Stampers are all green colour to indicate achieved for

- Punctuation
- Capital
- Finger spaces
- Handwriting
- Counting
- 10s and 1s place value
- 4 operations / calculation
- spelling
- letter / number formation error

A circle round or a line underneath the stamper: secure (green) or is still finding it tricky (pink)

Self-assessment – smiley face

## Marking Codes for KS2

All work is independent unless otherwise noted

- Green pen - good/got it
- Pink pen - think/practise
- Purple pen – used by the pupil to edit / polish / correct
- Tick – work has been seen by the teacher and is correct in relation to the LQ
- A dot - error
- G – guided work
- T or TA – supported by an adult
- VF – verbal feedback given
- P – punctuation error
- Sp – spelling error
- Smiley face - self-assessment codes

## Expectations for Monitoring

Monitoring is an open door, an everyday part of what we do. We are growing and learning together. We are open to feedback and professional conversations at all times to help us do the best we can for the pupils in our care. Some specific points:

- Anybody carrying out monitoring will leave their clipboards outside the classroom
- Dialogue with teachers and teaching assistants will be a part of the monitoring
- Taking photos and film of the learning is one useful way to facilitate effective monitoring
- It is not timetabled unless more formal monitoring is required to help bring about more rapid improvements
- It takes account of the whole provision to ensure there is a balanced and informed view

## Expectations for Summative and Formative Teacher Assessment

Assessment is used to inform next steps to support progress in learning. While formative assessment is ongoing, summative assessments help inform the next teachers and support subject leaders.

We use SIMs to record our assessments. We add *core data* (Reading, Writing and Maths) at the end of each term to the *Core Mark Sheet* using the following judgements:

- PKF codes which align to Pre-KS standards
- Y\*W which means a child is working below year group expectations but is accessing the year group with support or scaffolding.
- Y\*T the child is working towards the year group expectations

- Y\*A the child is in line with year group expectations
- Y\*G the child is above expectations and is working at greater depth

This is collated by the assessment lead. Assessment analysis includes both attainment and progress data for each class and also attainment data for each year cohort. The core subject leaders will analyse the data termly.

Non-core subjects are taught in blocks throughout the year and are assessed at the end of the unit. These are recorded on the foundation subject mark sheets on SIMs. Assessments are made against expected standards in skills and knowledge for that year as described in subject policies. At the end of the academic year an overall grade for each subject is recorded on the *Foundation Mark Sheet*. The foundation subject leaders will use unit assessments and end of year data to inform monitoring and action plans.

In the foundation stage they use '*Development Matters For The Foundation Stage*' to assess children termly. Children are assessed against descriptors within the following age bands: 0-3, 3-4 or reception for each area of learning (prime and specific). At the end of the foundation stage children are assessed against the Early Learning Goals (ELG).

#### **External data**

End of Key stage data will be analysed for the cohort by the respective AHT and will form part of the AHT reports. KS1 report will look at the comparisons between the on-entry baseline data for Reception and their end of KS1 SATs. The KS2 report will make comparisons between the data from the end of KS1 to the data for the end of KS2.

#### **How the data is used**

Data is used to inform teaching and plan support. Teachers use the data to create a slow movers document which identifies where children would benefit from in class provision and planned interventions as well as children who would benefit from tutoring in order for them to reach their potential. In addition, teachers also produce a class on a page document which they refer to when planning. This document is used to inform any teaching staff working with the class so that they can also support the children they work with.

#### **Formative assessments**

To help teachers when making their end of term judgements, independently written pieces of writing will be used. In addition, NFER tests will be done in maths and reading at the end of the summer term. These are carried out in test conditions by the partner year group teacher to add validity and robustness to the process. Subject leaders analyse these tests at the question level to help identify strengths and next steps in maths and reading.

#### **Moderation**

Moderation of judgements occurs in phase teams, and in writing by teachers from the next year who will sample assessments. Subject leaders use their subject knowledge and portfolio of work to support teachers in assessing accurately. Subject leaders drop in to lessons to develop teaching and to support accurate assessment. The website subject blogs are a useful reference for year group expectations. As these blogs grow, more useful examples are added over time to support accurate judgements.

### **Phonics**

Each half term children are internally assessed to determine their phonic knowledge. This is used to group the children ensuring they have their needs met and reach their potential. At the end of Year 1 the children are assessed as part of the national Phonic Screening Check and this is reported to parents. Teachers use this to support their end of year reading judgement. Any child who does not achieve their Phonic Screening Check is identified on the slow movers document and supported in preparation for the end of Year 2 retake. Once they complete the Read, Write, Inc programme, children move to Accelerated Reader and complete half termly Star Tests to track progress and help with making assessments.

### **Y4 Multiplication Check**

In year 4 children complete the national multiplication screening check. Enhanced preparation for this starts in Year 3 and continues through Year 4.

### **Expectations for CPD**

Teaching staff are proactive in planning for their professional development. Discussions with line managers during performance management can help guide the direction of this. Good practice is for teachers and teaching assistants to choose an area they want to improve on and ask colleagues to observe this and then have a professional conversation about it. This policy could inform an area to explore in more detail.