Aston All saints C of E Primary School (DSAT)
Curriculum, Teaching & Learning
and Assessment Policy
incorporating Feedback and Marking Policy
Leader: H Searle

Reviewed: September 2021
Date of next review: September 2022

Curriculum Design Statement

Aston Church of England Primary School has determined that its underlying curriculum principles will follow the guidance and ambition of the National Curriculum (2014). All subjects policies have been written to ensure that these points of study are covered, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first-hand experiences, creative endeavours with these experiences and an inherent connection to the children of Aston CE Primary School, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and Christian ethos. The curriculum is designed to develop the whole child and reflects the Church of England's vision for children to experience 'life in all it's fullness'.

The DSAT Improvement Mission:

- To create and sustain challenging, stimulating, nurturing and exciting learning experiences where **all** children achieve well and are keen to learn.
- To deliver excellence in teaching and learning for all pupils every day.
- To offer an inclusive framework for education that opens for all our children "life in all its fullness".
- To empower leadership at all levels to drive improvements so that each school is aspirational and moves to its next level of performance.

Our Curriculum Design Statement outlines the curriculum **Breadth** from EYFS to Y6 which gives clarity of coverage and ensures pupils gain the key knowledge within subjects as well as developing cultural capital; the **Threshold Concepts**, which are the key disciplinary aspects of each subject which build conceptual understanding within each subject and are repeated many times within each topic; **The Milestones** which define the standards for the threshold concepts; and **The Depth** – which is broken down into the Basic (B) understanding of the concepts learnt in Y1, Y3 & Y5, the Advancing (D) or Deep (D) understanding of the concepts in years 2, 4 &6. Milestone are used for science and the foundation subjects and support assessment. Standards for Literacy and Numeracy are defined by the National curriculum and are clear on the planning. The RE and PHSE curriculum use bespoke schemes of learning in line with national guidance for standards. Enterprise projects link to a specific area of learning and support the breadth of our curriculum

Related Policies

To support our curriculum vision, the following policies are available for information on how they directly support and deliver the content of this curriculum basis.

EYFS	Literacy including reading and phonics	Maths	Science	Art & Design	Design Technology
Geography	Computing	Music	Physical Activity	Foreign Languages	History
Religious Education	Worship	PHSE			

In addition to the core subjects of literacy, numeracy and science, our wider curriculum is described thus:

The wider curriculum: an overview of our offer.

When we talk about the wider curriculum, we are thinking about subjects such as:

History **Geography** **Design and Technology** **Art** **Languages** **Music**

PHSE (personal, health, social and emotional) **Religious Education (RE)** **Computing**

How do we structure the wider curriculum at our school?

The National Curriculum:

We follow the ***National Curriculum*** to structure our curriculum offer, as we know that this means our curriculum is ambitious for all pupils. You can find a link to the National Curriculum here: https://www.gov.uk/government/collections/national-curriculum

Structuring our curriculum offer:

We teach each of the wider curriculum subjects discretely at our school.

For each subject, we have thought carefully about how we sequence learning over time and have broken down learning into small steps or building blocks, starting from when children enter primary school until they leave. At each step, we consider what specific knowledge and understanding we want our pupils to ***know and remember*** at each stage of their learning and in each subject. The end of the Foundation Stage, KS1, Lower KS2 and Upper KS2 are key ***end points*** for each of these building blocks of our curriculum. We know what we want our pupils to know and remember at each of these end points, focusing on what will be most useful to them, and have sequenced lessons over time to reach those end points.

The technical term we use for these small steps is ***components.***
When we talk about how we have structured our curriculum offer, we call this ***curriculum intent.*** Curriculum intent includes the specific details of ***what*** we intend our pupils to learn at each stage in their school journey. ***What*** pupils know, remember and can do indicates how well they can achieve (progress).

In our curriculum pages, we have included for you samples of our curriculum documents for each subject, so that you can understand what our ***curriculum intent*** looks like in geography, history and all the other subjects we teach.

Gaining Knowledge

Our curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in children's memory. For example, it is crucial that children automatically know the number facts that combine to make 10 (2+8, 3+7 etc). Knowing these number facts allow pupils to make links with many areas of number throughout their school life, so we revisit this learning regularly in the first few years of school to make sure this knowledge is 'sticky'.

Knowledge is divided into two types:

Substantive Knowledge: This refers to specific facts to be learned, such as, for example, the names of the countries in the United Kingdom (geography), or in history key facts about an historic event such as World War 1. In our curriculum pages, we have given you examples of the substantive knowledge that pupils need to know and remember at each stage in their learning and in each subject. Substantive knowledge refers to knowing 'what' specific facts need to be remembered.

Disciplinary Knowledge: Whereas substantive knowledge is about 'what' facts, disciplinary knowledge is about knowing *'how'.* For example, in music I can know that a minim is the equivalent of 2 beats, a quaver a half beat and a semi-breve four beats (substantive facts), but disciplinary knowledge helps me use this information to clap a rhythm accurately having read it on a musical stave. Sometimes people refer to disciplinary knowledge as skills.

In our curriculum pages, you will see examples of how we have identified the specific **substantive knowledge and disciplinary knowledge** we want our children to know, remember and use over time.

Knowledge and links with reading and vocabulary acquisition:

We believe that knowledge gained also plays an important part in pupils gaining reading comprehension, and therefore, as we know that reading is so important, we place great emphasis on ensuring knowledge of the wider curriculum is sticky. We know that when pupils read and engage in reading comprehension activities, reading comprehension is dependent on knowledge of the subject being read. What we ***know*** allows us to read and understand what we have read. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to a richer vocabulary base when they access a broad curriculum, and this is very important to their future success. In our curriculum intent (plans), we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning (see our curriculum pages).

Starting the knowledge journey:

Our curriculum planning starts in Early Years. In Reception, we begin to lay the foundations of the wider curriculum through our Early Years curriculum offer. In Knowledge of the World, for example, children learn about the layout of school and their immediate environment when they

start to understand early map work (the foundations of the geography curriculum). On our curriculum pages and Early Years pages we have provided more examples and information about our curriculum intent for early years. We start this journey in early years for two main reasons:

1) Access to a rich curriculum broadens children's exposure to a wealth of vocabulary, which we know to be of crucial importance in the early years.
2) Laying the foundations for the wider curriculum prepares children for transition to Year One.

Making sure knowledge is sticky:

When we have designed our curriculum, we have made sure the following applies to enable pupils to retain the important substantive knowledge and disciplinary knowledge:

- ***Prior knowledge is identified and built upon.***

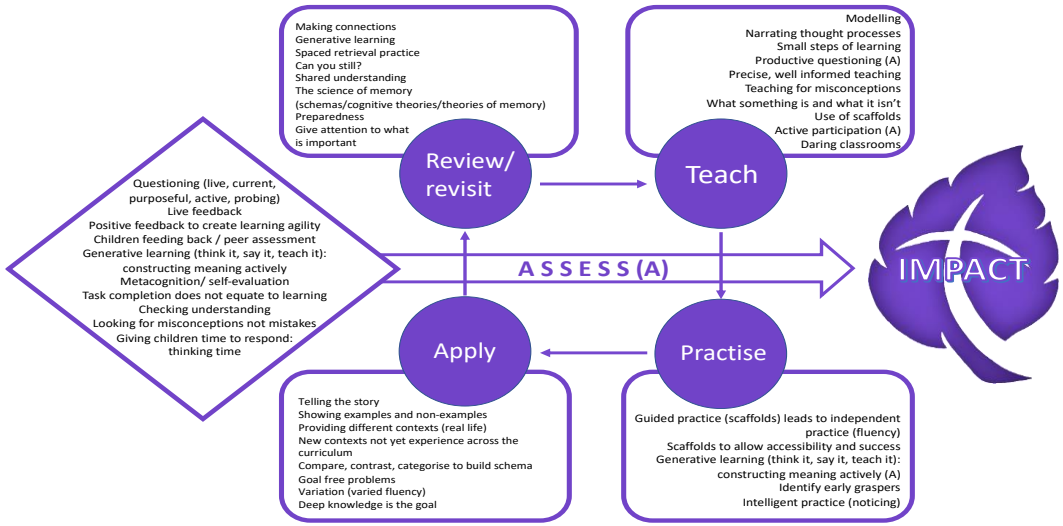
At each stage in the school journey, teachers make sure that they understand what prior learning has taken place and how well children have remembered it. They revisit prior learning, particularly at the start of a unit of work but also at other stages in the learning process, to make sure that they are building new learning on secure foundations.

- ***Making links with other learning.***

  We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. Key concepts in each subject are revisited over time and can be seen in our curriculum plans, which have the effect of making these links and building webs of knowledge. You will see some of these key concepts in our curriculum planning on curriculum pages.

- ***Making sure that the way we implement our curriculum plans places emphasis on the most recent research into how to optimise the science of memory.***

  We understand that learning is defined as an alteration in long term memory. If nothing is altered in long term memory, then nothing has been learned. Therefore, we train our teachers to use teaching strategies informed by the most up to date research into memory. We have a clearly defined DSAT teaching strategy which deploys these strategies: we called it our DSAT Teach Simply Model.



When we implement our curriculum plans, we know that knowledge is more likely to be remembered over time when we use strategies from our Teach Simply model. Examples include retrieval practice, generative learning strategies and paying attention to not overloading the working memory.

Progress of pupils:

How do we consider progress when we are thinking about the wider curriculum?

We focus on two aspects:

- As children know and remember more across the curriculum area, they are making progress
- When children learn what we have intended them to learn (curriculum intent).

When we assess pupils' progress, then, we talk to them about what they know and we look in books to see what they can do and remember, and we check to make sure this matches the curriculum we have implemented.

We assess at all stages of the learning process:

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil.
Assessment as learning: using some of these ongoing assessment strategies to consolidate learning and help children deepen knowledge in long term memory (for example, asking children to brainstorm everything they have just learned about the Vikings will help us find out what they know, where the gaps are to inform future teaching but will also help children remember more in the future as knowledge will become increasingly sticky when using strategies such as these).
Assessment of learning: Capturing at key end points precisely what children have remembered over time (we called this summative assessment).

We hope that this overview has provided insight into how we structure our wider curriculum offer (***intent***), how we implement it (***implementation***) and how we measure ***impact*** (assessment).

Our core principles and practices for Quality First Teaching across the whole curriculum are outlined below.
A guide for Teachers at Aston All Saints Primary school

Planning for progress	• Teachers planning will follow the guidance and ambition of the National Curriculum (2014). • Timetables are displayed near each classroom door and are current so that all staff know what is being taught when. • Teachers plan and deliver highly effective sequenced lessons which build on prior learning and gradually introduce new concepts, disciplinary practise (skills) and knowledge • The principles of generative learning and the science of memory apply, including spaced retrieval practice • Lessons have clearly defined learning intention and success criteria which provide structure for learning outcomes. These will be referred to throughout the lesson as a point of reference for pupils • Highly effective questioning is planned to build on prior knowledge, promote metacognition and address misconceptions • Planning sequences incorporate opportunities for practice, revisit and 'low stakes' testing, to make connections across aspects of learning, support knowledge recall and build long term memory. • Planning draws on a range of teaching and learning strategies including metacognition, robust vocabulary instruction and clear modelling of new learning and skills. • Core subjects will be planned for each day - usually in the morning. Where enrichments to the curriculum are planned to enhance the children's learning the core subjects may be moved to afternoon sessions or integrated into the enrichment session. • Planning will be readily available for children to access online in light of 'COVID-19' • The practise of basic skills, including written recording, are a feature of all lessons • The entire curriculum is taught and this is mapped out by the teacher across the day, week, half term and term to ensure adequate coverage. No curriculum narrowing will occur. • Block planning may be used – eg a block of DT one term and a block of art the next. Lesson timings should be amended accordingly.
Teaching and learning models	• 30 minutes of direct teaching of reading takes place every day throughout school • English and maths mainly in the morning sessions • Wider curriculum subjects are mainly taught in the afternoon sessions • Teachers present subject matter clearly and simply (10-15 minute inputs) promoting appropriate discussion about the subject matter being taught • Teachers will model high expectations by not allowing pupils to 'opt out' • Pupils will engage in a Starter or revisit activity in every lesson. • New learning will be introduced gradually building on prior knowledge. • Concepts and skills will be modelled clearly, with signpost appropriate strategies, methods and learning supports. • Children will be taught the range of curriculum subjects over each full term, as indicated on medium term planning grids and based on long-term planning. • Teachers respond and adapt their teaching appropriately to develop understanding and correct misconceptions • Plenary are used as an opportunity to consolidate learning and make the learning stick. • The content of lessons is demanding and matches the aims of the curriculum. • Opportunities for purposeful practice will be planned into the teaching and learning sequence

	• Learning environments embed teaching and learning, celebrate success and show high standards of organisation. • Vocabulary and communication skills (including oracy) are explicitly taught and modelled. Pupils are expected to respond to questions or contribute to class discussion in full sentences. • Writing is taught using a structured sequence for writing (see writing policy) • Maths is taught using a mastery approach which must incorporate concrete, visual and abstract methods (see maths policy) • High quality targeted questioning will: • Include all pupils and make pupils think, using open and follow up questions to expand understanding after teaching the required knowledge • Allow thinking time and where appropriate, provide opportunities for pupils to rehearse answers through pair and small group discussion to develop independent thinking skills. Think – pair – share is an appropriate strategy to facilitate this.
Assessment and feedback for improvement (see also appendix i Assessment Calendar and Protocols and Appendix iii Assessment protocols)	• A clear rationale for assessment: plan – teach – revise – assess – feedback & review to address misconceptions/re-teach or progress to more challenging content • Active live marking and feedback is used to address misconceptions, model excellence and provide next steps during a lesson. • Feedback is high quality and in response to in the moment and pre-defined checkpoints throughout learning (see Assessment Yearly overview). • End of topic or termly assessment are mapped into every medium term plan, allowing the teacher to make judgements about the overall learning that has taken place and used to benchmark the progress of pupils in line with the milestones Regular formative assessment will be - varied – planned for – impactful, e.g. clear specific improvement steps. • Pupils take responsibility for their own learning by responding to and acting upon feedback tasks in Blue pen. • Blue pens will also be used to improve, redraft or complete follow up activities – often at the start of a lesson. KS1and KS2 classroom provide clearly signposted editing stations. • Literacy corrections - pupils respond to feedback, in order to improve using blue pen.
Differentiation for Challenge and Support including SEND	• Data and student information including SEND and SEMH (EHC, IEP, support plan, graduated response, adjustments to provision, Hierarchy of support) is used to plan for individual needs. • Additional interventions for disadvantaged, vulnerable, PP and SEND, with a particular focus on improving basic skills (pupil premium pen portraits, learning packs) • Targeted questioning is explicitly planned to stretch and challenge all groups • Considered grouping (Power of 4), quality resources and learning support materials delivered in the classroom by the teacher • *High quality teaching, with appropriate scaffolds, is the starting point in responding to pupils who have or may have SEN.* • *The SENDco and LSS support the teachers planning for teaching children with SEND needs. See the SEN information report (website statutory)* • Targeted support: short and incisive support is planned by teachers for pupils at risk of falling behind age related expectations: • Additional adults (TA) are deployed by teachers to support the delivery of targeted learning support, IEPs and specific structured interventions for children or groups. • These will amount to children accessing no more than 2 X 20 min sessions per day • Teachers will ensure that TAs are suitably prepared to deliver the sessions and are provided with the necessary learning materials to support the delivery. • Specialist support delivered in addition to high quality teaching is used to deliver additional and highly personalised support plans for individual pupils by additional adults (TAs, specialist teachers, external agencies)

Learning environments	• Learning environments embed teaching and learning, celebrate success and show high standards of organisation. • Precise display expectations are outlined in the Display policy. • Resources are clearly marked, age appropriate and accessible • Relevant learning support allows children to make increased progress in lessons • Learning ladders used to celebrate successful learning behaviour and outline • consequences for poor behaviours. • A Christian focus area, including a copy of a Bible as suitable for the class age. • Relevant vocabulary is displayed (topic and RVI) • Inviting book area provides choice and promotes enjoyment of books. • Maths working walls incorporating the CPA approach to learning.
Engagement	• Engaged learners: enjoying and achieving as they are enthused by learning • Rewards for characteristics of effective learning such as resilience, purposeful practice, problem solving, reasoning • Rich, engaging and varied learning experiences and positive learning environment including the use of outdoor spaces for learning beyond the classroom form a key part of the curriculum
Home learning	• Daily reading, with a recommendation of three times per week, to be recorded in their home-school reading journal. • Spellings in their homework book (from Y1 to Y6) • Additional open-ended or reinforcement learning challenges are set each week. These could be literacy or numeracy focussed, but could also be focussed on developing their understanding of a topic. • Children are given at least 5 days to complete the activities which have been set. • Homework is marked as a class, through peer or self-marking or by the child's class teacher or teaching assistant. Where appropriate, feedback will be given • Children who are persistently absent (<90% attendance) may be required to undertake additional homework tasks in order to reinforce concepts they have missed through absence. The child's class teacher is responsible for ensuring that parents are made aware of gaps in a child's learning due to absence.
EYFS (See also the EYFS policy)	• The Early Years Foundation Stage (EYFS) curriculum sets the standards for learning, development and care. • Enabling environments support engaging and varied learning opportunities within the EYFS including the use of indoor and outdoor spaces • Opportunities are provided for children follow their particular interests. • Most learning is introduced through carefully planned opportunities for play. • Timetables are displayed near each classroom door and are current so that all staff know what is being taught when. • Teachers plan and deliver highly structured play opportunities which allow children to build on prior learning • Teachers gradually introduce new concepts, skills and knowledge in short adult-led focused activities. • Active and investigative approaches to learning are planned to provide children with a range of first hand learning experiences. Assessment: • A continuous cycle of observation and assessment is used to plan challenging but achievable activities and experiences for all of our children • Development matters document is used to support teacher's observations and assessments. • Baseline assessments are made on entry to EYFS and are usually completed within the first two of weeks • Observations form the main evidence for assessment and are used to monitor progress and plan the next steps.

	• Regular observations are carried out. • Assessment evidence is gathered using observations, recorded outcomes, and information from parents. • The Early Learning Goals (ELG) set the standard for age related expectations at the end of reception. • End of EYFS judgements are made using the standards and national exemplification materials. • Local authority moderation and training supports the rigor of these judgements.
Research and best practice	Research and best practice drive the curriculum development. Some examples of this are: • Rosenshine's principles in action: Tom Sherrington • Maths mastery: https://www.ncetm.org.uk/ (Including Mastering Number initiative) • RVI (Robust Vocabulary Instruction) • OFSTED research
Monitoring and evaluation	**Monitoring and Evaluation** • Teaching and learning is monitored regularly (see M+E Schedule) • M&E activities link to key developments and support raising and maintaining standards. • M&E activities include observation, drop in, learning environment walks, work scrutiny, moderation and pupil dialogue. • SLT and subject leaders will also undertake full phase moderations of core subject books, marking and feedback and pupil workshops to inform the effectiveness of the curriculum. • Enquiry reports around a key question or line of enquiry are used to dig deeper into a specific area.
Appendices to support this document	Further information contained in: **Appendix i**: Assessment Calendar and Protocols **Appendix ii:** Staff Handbook (related document - under review RM) **Appendix iii:** Assessment Procedures **Appendix iv:** Marking and Feedback **Appendix v:** Essentials Curriculum Design Statement **Appendix vi:** DSAT Teaching and Learning Strategy (Overarching Principles) **Appendix vii:** Monitoring of Teaching and Learning Proforma **Appendix viii:** Model of DSAT Teaching and Learning (for classroom display also)

Vulnerable Pupils and Access to the Curriculum

Pupil Premium Pupils, those with SEND, those known to Social Care/ Early Help and those who have any form of disadvantage have a tailored curriculum where appropriate. Staff are aware of the identified children through registers on Staffshare > Inclusion. (DSL and DDSL have systems for ensuring the safeguarding register is updated and shared confidentially.) Pupil Premium children have Pen Portraits and are identified in support staff timetables with the appropriate intervention. SEND pupils have IEPs, School SEND Plans and EHC plans as appropriate which detail bespoke adaptations to ensure pupils access the EYFS Framework or National Curriculum.

Appendix i:

Term	Assessment	Record kept
Autumn 1	Yr1 Phonics Screen baseline assessment	Teacher Records
	Phonic RWI Assessments Y1-3	Phonics tracker ARBOR
	Yr 6 SAT Test as Base line(1) (2016)	Teacher Records
	Ongoing AFL assessments using STAT materials	Teacher records
	Weekly Spelling tests / multiplication assessments (not Y1)	Teacher Records
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books/ STAT grids
	First moderation meetings.	Moderation proforma completed & stored on server
	First Parent Meeting	Parent evening notes
	RE / science assessments will be made at the end of each unit of work each term.	Teacher Records
Autumn 2	Ongoing AFL assessments	Teacher notes
	NTS Hodder assessments Reading, SPAG Maths	Data transferred onto tracking grids (server)
	Phonic RWI Assessments FS2-Y3	Phonics tracker ARBOR
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books /STAT Grids
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Moderation meetings. Reading. Writing, Maths	Moderation proforma completed & stored on server
	YR 6 SAT (2) (2017)	Papers to be collated and logged by teacher
	Assessment and data entry for Science/RE (termly)	Arbor tracker
	Mag Update	Arbor tracker and MAGs
	PPRM with KS leader (SLT)	Data reports to be recorded on proforma and stored on server
	Data reports by cohort and action plan	Data report on server copies to SLT
Spring 1	Ongoing AFL assessments	Teacher notes
	Phonic RWI Assessments FS2-Y3	Phonics tracker ARBOR
	Half termly independent writing activities build evidence to make writing ass –against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books /STAT Grids
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Third moderation meetings. Reading, writing, maths	Moderation proforma completed & stored on server
	YR 6 SAT (3) (2018)	Papers to be collated and logged by teacher
Spring 2	Ongoing AFL assessments.	Teacher notes
	Phonic RWI Assessments FS2-Y3	Phonics tracker ARBOR
	NTS Hodder assessments Reading, SPAG Maths	Data transferred onto tracking grids (server)
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books /STAT Grids
	Fourth moderation meetings. Reading Writing Maths	Moderation proforma completed & stored on server
	Parents Evening	Parent evening notes

	RE / science assessments will be made at the end of each unit of work each term.	ARBOR
	Y6 SAT 4 (2019)	Papers to be collated and logged by teacher
Summer 1	Ongoing AFL assessments	Teacher notes
	Phonic RWI Assessments FS2-Y3	Phonics tracker ARBOR
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Books/ teacher notes
	Statutory Key Stage One Teacher Ass and Tasks- YR2	Papers to be collated and scores logged by teacher.
	Statutory Y4 multiplication test online	
	Foundation subjects data collection wk 2	Tracking grid on MAG. Subject leaders to collate
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Fifth moderation meetings. Reading Writing Maths	Moderation proforma completed & stored on server
	Statutory Yr6 - SATS Tests and TA for Writing SAT	Papers to be collated and scores logged by teacher.
Summer 2	Ongoing AFL assessments using STAT materials.	Teacher notes
	Phonic RWI Assessments FS2-Y3	Phonics tracker ARBOR
	Yr5 SAT baseline assessment (yr6 paper)	Papers to be collated and scores logged by teacher.
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Books/ teacher notes
	Phonic Screen for Yr1	Papers to be collated and scores logged by teacher. Data collection
	Weekly Spelling tests / multiplication assessments	Teacher notes
	NTS Hodder assessments Reading, SPAG Maths	Data transferred onto tracking grids (server)
	Sixth moderation. Final Assessments for all groups agreed.	Moderation proforma completed & stored on server
	Year 4 to complete early-indicator materials from DSAT (Testbase)	Papers to be collated and scores logged by teacher.
	Science and RE assessments collated onto MAG	Arbor
	Reporting of Statutory assessments to LEA and DFE.	KS leaders and business manager to complete paperwork
	Report to parents for all years.	

Appendix i: part 1 Key stage 1 and Key stage 2 assessment calendar

Appendix i part 2: Reception Assessment and Moderation Calendar

Observations to be recorded on ipads by class teacher and teaching assistants.

- Long observations – incidental two long observation for each child each term
- Incidental observations – ongoing
- Focused observation notes – weekly for literacy or mathematics depending on the focus for the week

Autumn 1	Baseline assessment conducted in the first 6 weeks the child is in school by the end of week 6
	Reception - Baseline assessments inputted onto Arbor use to inform targets
	Best fit inputted onto Arbor for baseline assessment (based on highlighted assessments best fit)
	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto Arbor.
	Best fit inputted onto Arbor (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term

	Pupil progress meetings (Reception full review)– action plan to be agreed for deployment of additional resources.
Autumn 2	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto Arbor.
	Best fit inputted onto Arbor (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Pupil progress meetings and SLT evaluation of data (Nursery and Reception) action plan to be agreed for deployment of additional resources.
	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto Arbor
	Best fit inputted onto Arbor (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Moderation of writing assessments with KS1
	Pupil progress meetings and SLT evaluation of data (Reception full review) action plan to be agreed for deployment of additional resources.
Spring 2	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto Arbor fast track assessment on a regular basis and completed every half term
	Best fit inputted onto ARBOR (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Pupil progress meetings and SLT evaluation of data (Reception) action plan to be agreed for deployment of additional resources.
Summer 1	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto Arbor
	Best fit inputted onto Arbor (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Pupil progress meetings and SLT evaluation of data (Reception full review) action plan to be agreed for deployment of additional resources.
Summer 2	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto Arbor
	Best fit inputted onto Arbor (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Moderation of writing assessments with KS1
	Foundation stage profile completed at end of Reception year
	Pupil progress meetings and SLT evaluation of data (Nursery and Reception) action plan to be agreed for deployment of additional resources.

Appendix iii: Assessment protocols

Assessment Protocols from September 2021

Initial protocols for using STATS to assess writing for writing moderation purposes.
Teachers plan regular independent writing activities each half termly which are used to build evidence against the STAT grid. These are used alongside writing books at moderation meetings to support judgements. Y2 and Y6 assess using end of Key Stage expectations
NTS Hodder assessments are carried out in the second half of each term. Data from Reading, SPAG and Maths is transferred onto the online tracking grids.
The outcomes of these assessments support the teacher assessment of the children at the end of each term.

Assessment Overview by Subject:

The following provides a snapshot of assessment principles by subject, which connects to their full policy. All core and additional subjects use the National Curriculum statutory coverage to make judgements against children's standards and achievement.
Assessment of non-core subjects will be supported by work which exemplify key skills and learning points for children against their curriculum expectations. These folders will contain evidence of cross curricular written work, art pieces, photographs of other artistic mediums, PE and DT and other work, for example.

Appendix iv: Marking and Feedback symbols

Symbol	Function
/	This is good (against LO and success criteria)
VF	Verbal feedback
	Next Steps - New learning target
^	Omission: a word (or a letter) is missing.
	Vocabulary: wrong word/choose a 'better' word.
	Wrong case (upper/lower) or wrong / missing punctuation.
~~**Oops**~~	Mistake: I don't want that word.
	Spelling error (self-correct) Spelling error (correction given)
?	What do you mean? Explain.
|	New line needed
||	New paragraph needed
[ ]	Redraft: this section needs re-thinking

Green means Good – evidence learning objective has been met.
Pink means Think – 'fix it' (review marking and fix a simple mistake)

Appendix v

Essentials Curriculum Design Statement

Intent, Implementation, Impact

Intent

The breadth of the curriculum is designed with two goals in mind:

1) To provide rich cultural capital.
2) To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

1) Cultural capital - is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which in turn helps pupils to express themselves in a sophisticated, mature way.
2) A coherently planned academic curriculum underpinned by the three drivers, our academic curriculum sets out:
   a) A clear list of the breadth of topics that will be covered;
   b) The threshold concepts pupils should understand;
   c) Criteria for progression within the threshold concepts;
   d) Criteria for depth of understanding. (B = Basic, A = Advancing, D = Deep – levels of understanding withing the milestones of learning.

a	**Curriculum breadth for years 1 & 2**			**Curriculum breadth for years 3 & 4**			**Curriculum breadth for years 5 & 6**		
b	**Threshold Concepts**								
c	**Milestone 1**			**Milestone 2**			**Milestone 3**		
d	**B Year Y1**	**A Year Y2**	**D Year Y2**	**B Year Y3**	**A Year Y4**	**D Year Y4**	**B Year Y5**	**A Year Y6**	**D Year Y6**

The diagram above shows model of our curriculum structure:

a) The curriculum breadth for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils' growing cultural capital.

b) Threshold concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
c) Milestones define the standards for the threshold concepts.
d) Depth: We expect pupils in Year 1 of the milestone to develop a BASIC (B) understanding of the concepts and an ADVANCING (A) or DEEP (D) understanding in Year 2 of the milestones. Phase 1 (Brackets Years 1,3 and 5) in a milestone is the knowledge building phase that provides the fundamental foundations for later application.

LEARNING AT THIS STAGE MUST NOT BE RUSHED and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. IF all the core knowledge is acquired quickly, teachers create extended knowledge.

Sustained Mastery

Nothing is learnt unless it rests in pupils' long-term memories. This does not happen and cannot be assessed in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1) Learning is most effective with spaced repetition.
2) Interleaving helps pupils to discriminate between topics and aids long term retention.
3) Retrieval of previously learnt content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is visible in the short term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross curricular approach. Continuous provision in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learnt content.

Impact

The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. W rack carefully to ensure pupils are on track to reach the expectations of our curriculum.

Appendix vi

Teaching and Learning tab on the DSAT website

DSAT Teaching and Learning Strategy

DSAT schools are all individual and there is no 'one size fits all' approach to curriculum and provision. Headteachers and their staff design curriculum programmes that meet the needs of their own school and context.

Our commonalities and shared approach across DSAT speak more about pedagogy and joint practice development than a replicated curriculum. We have a strong, developing, research-based approach to teaching and learning which is consistent and shared across all of our schools: this forms the basis of our drive for school improvement and raising of standards in all aspects of the curriculum. Raising attainment is also about understanding the aspirations of the individual child, and as such, in DSAT we promote the mastery approach in our classrooms; expertly planning learning which enables all children to access teaching and to make rapid progress. We promote teaching strategies across our schools which enable our pupils to know and remember more: applying retrieval strategies, planning small steps of learning to ensure children's conceptual knowledge is developed and learning is deeply embedded, and promoting fluency strategies. We support our leaders and teachers to design and deliver the curriculum in a way which allows pupils to transfer key knowledge to long-term memory, sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points: a spiral curriculum. In DSAT, our aim is to ensure that all children make excellent progress, and that no child is lost in the averages. At the heart of this is a commitment to improving the quality of teaching and learning in every DSAT classroom. In DSAT, teachers have a common language and framework for Teaching and Learning, defined as our 'Teach Simply' DSAT model. We believe that children know and remember more when lessons are shaped around the following: Revisit/review, Teach, Practise, Apply, Assess. Our DSAT 'Teach Simply' model is informed by current research and, very importantly, ensures that our children *know and remember more*:

Appendix vii:

Monitoring of Teaching and Learning

Teacher: Date: Subject monitored: Leadership conducting the monitoring:	
Lesson observations	
Revisit/ review *How well does the teacher:* - *Enable pupils to make connections* - *Allow for spaced retrieval practice* - *Promote a shared understanding* - *Help children to know and remember more by applying the science of memory strategies (schemas/cognitive theories/theories of memory)* - *Facilitate preparedness: enabling pupils to be fluent with strategies that will prepare them for their next stage in the learning process* - *Give attention to what is important (help children understand which strategy is an important part of the learning process so that children are attentive and ready to acquire the skills and knowledge needed).*	

Are the above strategies enabling children to know and remember more?	
Teach *How well does the teacher:* - *Model strategies* - *Narrate thought processes* - *Teach small steps of learning* - *Use scaffolds well to support understanding where needed* - *Apply productive questioning* - *Encourage active participation* - *Teach for misconceptions (know what the common misconceptions are and plan to address these)* - *Explain what something is and what something isn't* - *Deliver precise, well informed teaching* - *Promote daring classrooms: a safe space to learn and make mistakes* *Are the above strategies enabling children to know and remember more?*	
Practise *How well does the teacher:* - *Allow for opportunities for Guided Practice (scaffolds)* - *Plan well for scaffolds to allow accessibility and success* - *Is there evidence that this is leading to independent practise (fluency)?* - *Enable children to construct meaning actively: generative learning (say it, think it, teach it).* - *Identify early graspers* - *Promote intelligent practice (noticing and making links)* *Are the above strategies enabling children to know and remember more?*	
Apply *How well does the teacher promote varied fluency?* - *Showing examples and non-examples* - *Providing different contexts (real life)* - *New contexts not yet experienced across the curriculum* - *Compare, contrast, categorise to build schema* - *Telling the story* - *Providing goal free problems* *Are the above strategies enabling children to know and remember more?*	

Assess *How well does the teacher:* - *Use excellent questioning (live, current, purposeful, active, probing)* - *Provide positive feedback to create learning ability* - *Enable children to feedback (use of peer assessment where appropriate)* - *Enable children to construct meaning actively: generative learning (say it, think it, teach it).* - *Check for understanding* - *Promote metacognition (self-evaluation)* - *Check for misconceptions (rather than just for mistakes)* - *Check children understand. Task completion does not always equate to learning.* - *Give time for children to respond and think.* *Are the above strategies enabling children to know and remember more?*	
Pupil conversations/ interview (include any work completed within the lesson as a basis for discussions where applicable)	
Range of questions could include: *How well have pupils understood the learning in the lesson? Are they able to demonstrate this?* *Can pupils explain what they have learned?* *What did the teacher do in the lesson to help you understand this?* *Did you learn anything yesterday, last week, in a lesson before that has helped you with your learning today?*	
Staff conversation/ interview	
Range of questions could include: Tell me where this lesson sits in the learning sequence. Why did you choose to do….? How have you enabled all groups of pupils to access this lesson? What needs to happen next for these pupils? What learning do you believe has taken place today and how can you evidence that? What support would you need from the subject leader to develop your excellence even further?	
Monitoring of wider subjects *Where applicable, when monitoring teaching and learning across the wider curriculum, how well has this lesson enabled children to develop knowledge, skills, vocabulary?*	

What has worked well in this lesson?
What needs to improve?