



# Great Marsden St. John's Primary - a Church of England Academy. Our Curriculum Statement

## Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

## Our Mission

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

## Our Values

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our school curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

## CURRICULUM INTENT

**Our Curriculum is broad and ambitious.** It is built upon the National Curriculum coupled with defined development of cultural capital “the knowledge that children need to be effective citizens”. Bourdieu’s work identified 3 avenues to developing cultural capital;

- a) exposing students to a large variety of subject areas and arts;
- b) promoting character-building qualities that lead to creating well-rounded, global citizens,
- c) to provide children with recognised and meaningful qualifications that will open up doors to paths in later life.

Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

**Our Curriculum is well planned and sequenced,** it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in each subject. We have built a spiral curriculum (Jerome Bruner) where subject **big concepts, procedural and declarative knowledge** are reencountered throughout the child's life at GMSJ. This is not simple repetition but rather a deepening with each successive interaction. - one building on the last.



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Bruner's research and our curriculum structure are based upon three key principles:

- Cyclical
- Increasing Depth
- Prior Knowledge

**Procedural Knowledge** refers to the knowledge of **how** to perform a specific skill or task. It is automatic.

- Reciting numbers to 10 and times tables
- Throwing and catching
- Using tools such as scissors.
- Children write their name.

**Declarative Knowledge** involves knowing that, for example, London is the capital of England, zebras are animals, your mum's birthday etc. Recalling information from declarative memory involves some degree of conscious effort – information is consciously brought to mind. **It is the who, what, where, when and why of learning.**

Examples in our curriculum:

- What does 'condensation' mean?
- When was the Stone Age?
- Where is Germany on a map?

The two work together. For example, to know the declarative knowledge of 'where is Germany on a map?', procedural knowledge of how to use an atlas/index/content page would be necessary.

In each discrete subject area **big concepts** are defined. Often, these concepts are complex and abstract, such as 'place', 'chronology' or 'grammar'. These **big concepts** hold declarative and procedural knowledge. They tie together subject topics into a cohesive framework. For example, chronology is a **big concept** in the study of History. This same concept will be explored in a wide range of History topics as the children progress through school. By encountering the same **big concept** over and over children gradually build understanding of them.

**Our Curriculum has a coherently planned assessment sequence** to measure the curricular impact in the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on. We implement an assessment structure that enables us to monitor this at defined points throughout the school year. The structure and frequency of this summative assessment varies across the subject areas.



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**Our Curriculum is inclusive.** We ensure that adjustments are made to the learning environment that allows all pupils to access the learning taking place in the first instance. For example: enlarged copies of texts, pre teaching of vocabulary in a child's first language or access to sensory equipment.

We have high expectations of all our pupils, and although we understand not all children will be working at their age related standard, we do not assume that this applies across all subject areas. We recognise that all pupils have strengths and preferences for learning. We aim to identify and cater to these strengths. All our pupils will experience a curriculum with breadth, however children may not all access an identical curriculum. Learning in all subject areas builds on the knowledge and skills the pupils have already secured.

When planning our inclusive curriculum, we have intentionally included topics that reflect the diversity of the community we service. For example, local history/geography studies and exploring the faith of our pupils in RE.

### **Our Curriculum has a Golden Thread -Literacy.**

Within 'Curriculum for Excellence' literacy is defined as: *the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.*

At GMSJ we recognise that without the basic Literacy skills, our children will be unable to access the curriculum and benefit fully from it in terms of reaching their potential. Therefore we place a high priority on the teaching of speaking and listening, reading and writing.

### **CURRICULUM IMPLEMENTATION.**

#### **How we implement our broad and ambitious curriculum.**

From entry into school in EYFS, all children experience mathematics, English, Science, History, Music, Computing, Geography, PSHE, RE, Art, Design Technology and PE. In KS2 French is taught. This breadth of study allows all children to find an area of passion and excellence.

We weave high quality activities which increase cultural capital throughout curriculum delivery. Each discrete subject area is clear about how that subject contributes to this dissemination. Bourdieu's work identified 3 avenues to developing cultural capital. At GMSJ these are implemented in the following ways;

★ **Subsidised trips, visitors and experiences.** These visits may be to a theatre, farm, beach or library. Where possible they are curriculum driven. However, the out of school experiences of our children also drives these decisions.



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- ★ **Wider opportunities.** We offer music lessons (violin, cello and guitar), choir (with the chance to sing with lots of other schools to a large audience) and after school clubs (from cricket to knitting!).
- ★ **Our reading spine.** Our Literacy curriculum exposes children to a wide range of text types but we also want children to enjoy literature for its own sake - not just for dissecting and repurposing. Based on the work of Pie Corbett we have a **reading spine** that flows from EYFS to Year 6.
- ★ **Pupil Voice.** Through our commitment to Smart School Council, all children have the opportunity to engage in debate, decision making and positive social action.
- ★ **British Values.** We engage the children with the core principles of British Values at the beginning of every academic year and this is then pulsed on throughout the year. (See British Values Statement)
- ★ **Our Christian foundation** informs all aspects of school life, especially our relationships. Our worship, RE teaching and ethos provides our children with spiritual and moral guidance.

**How we implement our well planned and sequenced curriculum.** Implementing curriculum delivery effectively is down to organisation and secure subject leadership - subject leaders and training support sound subject knowledge.

**Big concepts** are charted on Subject **Curriculum Maps**. This careful process ensures that learning is sequenced to build upon prior knowledge. These maps also identify which medium term planning resource must be used to inform short term planning. By identifying **high quality planning tools** teacher workload is reduced and the focus placed on children rather than laborious planning. Each subject topic states the number of hours that should be spent delivering that learning. Such rigour ensures that learning is focused and diverse.

We **timetable** learning to maximise the time we have with the children on a daily basis. In Key Stage 2, mornings are used to deliver the English and Mathematics curriculum. In Key Stage 1, the children have the same diet but with additional phonics every afternoon. After lunch is given over to the foundation curriculum and worship.

For the majority of **lessons defined structures are in place**. These are not dictatorial however, it is expected to see some aspects of the outlined frameworks in each lesson. Our framework for teaching is based upon the Quality First Teaching - 3 Wave model. (See our Teaching and Learning Policy plus English and Maths Non Negotiables in the appendices).

Where appropriate subjects make use of **stem sentences** to hook learning into memory. They are a learning scaffold that can help students respond (orally and through writing) using complete sentences. For example in Maths "When the whole is the same, the greater the number of equal parts, the smaller each equal part is" or There are.....tens and.....ones. The number is.....



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**Assessment** sits at the heart of teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in procedural and declarative knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

We assess children's declarative and procedural knowledge in all areas of learning. In all areas formative assessment is ongoing and dynamic. Summative assessment timings and resources are detailed in our Assessment Policy (See Policy in Appendices). Children are taught to 'self assess' their learning against given criteria. We believe that this level of reflection encourages children to be independent, motivated learners. Assessment, in all its forms, allows us to see if children have knowledge that is embedded and can be used fluently.

Marking and Feedback is a crucial aspect of assessment but this must be manageable. (See Marking and Feedback Policy in Appendices). The most impactful feedback is in the moment, where it can facilitate progress immediately.

Assessment has a key place in our curriculum implementation but it is understood that it must be purposeful, timely and manageable. Constant weighing of knowledge without quality sustained teaching is counterproductive.

**How we implement our inclusive curriculum.** When planning lessons, we aim to facilitate learning activities that allow pupils to meet the intended learning outcomes of the lesson. This may mean pupils demonstrate their understanding in very different ways depending on their strengths and abilities. For example, one pupil may produce a written outcome, another may produce a typed outcome whilst another may produce a drawn outcome annotated by an adult with the child's voice. Differentiation, in its many forms, is a key feature in all our lessons. In some cases it is necessary to provide a more bespoke, individualised curriculum. This is planned based on current assessment information about the child as well as taking into account the recommendations of parents, the SENCO and other professionals involved with the pupil. We supplement the curriculum with tailored intervention, planned from pupils' individual starting points that will help to secure skills, allowing access to and achievement within the curriculum. When pupils are identified as having a special educational need an Individual Education Plan (IEP) is put in place to outline the targets and provision each child has in place as set out in the SEND Policy.



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### **How we implement our curriculum Golden Thread.**

In recognising that Literacy skills form an essential basis on which the rest of our curriculum is built, it is given a priority focus on our daily timetables. Reading in particular is given a high priority. Our aim is for the children to develop a love of reading as well as recognition of the vital role that reading takes in all their learning and in the wider world. When teaching reading, we address two areas, the decoding of words and the comprehension of the text. Throughout school, reading is taught in a variety of ways – through listening to individual readers, guided reading (groups) and shared (whole class) reading.

In KS1, the teaching of reading is closely matched to each child's growing phonic knowledge. As new phonemes and graphemes are taught, children read books that contain these very sounds and spelling patterns, allowing them to use them and develop their skills. These books are read in school with an adult and then taken home so that the child has opportunities to reinforce their learning.

In KS2, the focus of reading shifts towards comprehension skills. The children are taught to focus on inference, features of texts and the skills of summarising and evaluating what has been read.

Carefully chosen texts form the basis of whole class Literacy units where all of the aforementioned skills are taught and reinforced. These texts form the basis of our taught writing skills whilst providing children with many opportunities to write in response to the text. This is supported by the use of drama and discussion activities as well as some of the principles of Talk for Writing as we recognise the importance of children vocalising and repeating or rephrasing what they have read. Children then produce a scaffolded and then independently written text similar to that used as the main stimulus of the unit.

Throughout all of this, we have prioritised an emphasis on the teaching of vocabulary. We know that this is often a barrier for our children and therefore requires more input. In reading, children are encouraged to use the context of a sentence or paragraph to work out the meaning of new vocabulary as well as to use dictionaries and thesauri. These words are chosen by the teachers with care, as to have an impact, the vocabulary needs to be relevant to the children and likely to be used again and again in their own work thus embedding it in their personal vocabulary.

Similarly, technical vocabulary that is essential for the understanding of Foundation subjects is taught and displayed in each classroom.

We know that access to books is sometimes an issue for our families. To this end we have well stocked classroom libraries so that the children can always read in school and Key Stage libraries which allow children to select books to take home.



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## **CURRICULUM IMPACT**

To measure the impact of the curriculum at GMSJ we use qualitative and quantitative information.

What we measure:

- Pupils procedural and declarative knowledge across the curriculum.
- Results of national tests.
- Results of internal tests.
- Pupil's progress from starting points.

How we measure:

- Reviewing and evaluating the work pupils produce.
- Pupil voice via pupil conferencing.
- Comparison with national statistics and benchmarking against similar schools.
- Observation of teaching and learning.

Why we measure:

- To identify strengths in our curriculum delivery and set goals for improvement.



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## **APPENDIX**

**Teaching and Learning Policy**

**Marking and Feedback Policy**

**Assessment Policy**

**Mathematics Non- Negotiables**

**English Non-Negotiables**





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## Great Marsden St. John's Teaching and Learning Policy

### Policy Aims

The purpose of this policy is to provide a clear vision of the school's expectations:

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations

### Our Philosophy:

At Great Marsden St. John's Primary Academy we believe that our children should receive the highest quality teaching which provides the opportunities for them to develop and expand their **procedural** and **declarative** knowledge alongside the growth of **big concepts**. Our curriculum offers avenues to enhance childrens' **cultural capital** - "the knowledge that children need to be effective citizens". We believe that learning makes a change to long term memory.

We believe that children learn best when they are safe and happy with high expectations of themselves and a growth mindset towards learning, meaning they are confident to take risks.

### Our Teaching and Learning.

At Great Marsden St. John's we want all of our children to reach their full potential. We believe that the best way that this is done is by ensuring that all our children are provided with a broad and ambitious curriculum which is implemented in a highly coherent fashion.

At the heart of our teaching and learning is **Quality First Teaching**.

**Wave 1 - Quality First Teaching.** Wave 1 is our first line of teaching. We believe that good planning of well sequenced lessons coupled with effective pedagogical choices and robust assessment is the first step in reducing underachievement. For most children this is all that is needed for progress to be made.

**Wave 2 -** At GMSJ **additional interventions** mostly take the form of well timed and judged interactions during Wave 1 -Quality First Teaching. We call this 'step up, step down' teaching, where children who are struggling can be supported and able children can be stretched. This might take the form of 1:1 or small groups. There are also occasions when



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intervention takes the form of a tight, structured programme of small-group support that has an evidence base of impact on progress, for example Reading Partners.

**Wave 3** - is for children who require even more help to keep up/narrow the attainment gap. These children still access Wave 1 - Quality First Teaching but with the added support of a **more personalised programme** often supported by a teaching assistant or the class teacher themselves.

We would expect the following components to be built into all aspects of our 3 Wave model, although there is no expectation that all should be seen in every lesson:

- Coherent lesson planning based upon prior learning with sharp learning objectives.
- Focused vocabulary teaching.
- High levels of pupil involvement and engagement.
- High levels of adult interaction with all pupils.
- Adult talk that is appropriate and does not negatively impact pupils' engagement.
- Skilled use of adult questioning, modelling and explaining.
- Regular opportunities for pupils to talk in pairs, groups and the whole class.
- Children will accept responsibility for their own learning and work independently.
- Feedback (verbal or written) which moves learning on.
- Formative, on-going assessment informing future planning and Wave 2 intervention.
- Encouragement and authentic praise to engage and motivate children.

For the majority of **lessons defined structures are in place**. These are not dictatorial however, it is expected to see some aspects of the outlined frameworks in each lesson. These structures work hand in hand with our spiral based curriculum to embed learning into long term memory.

The formats for phonics, guided reading and Mathematics can be found in the subject Non-Negotiables.

For Foundation Subjects;

#### Introduction:

Recap of Stem Sentences already learnt (if appropriate)

Recap of knowledge / skills learnt in previous lessons.

Recap of key vocabulary learnt in previous lessons.

#### Main lesson:

New learning introduced with a clear Learning Objective which is shared with the children.



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Use of questions to discover understanding, misconceptions and encourage deeper thinking. Modelling of answers, demonstrating the process of thought to reach the outcome or deconstructing a good example to see how it was created. Walking the floor to initiate step up/step down teaching based on on-going assessment.

Opportunities for children to put new knowledge or skills into practice either collaboratively or independently. These activities may be differentiated and scaffolded to meet individual needs.

#### Plenary:

Recap of new information.

Stem Sentences (if appropriate).

**Assessment** sits at the heart of teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

Children are taught to self assess their own learning against given criteria adding further to the process. Summative assessment is cohesively planned to capture learning at key stages throughout the year/phase. Our Assessment Policy provides detail of when we assess and which resources we use.

**Marking and Feedback** must be manageable and appropriate. The most impactful feedback is in the moment, where it can facilitate progress immediately. Our Marking and Feedback Policy provides clarity around our ethos and expectations.

#### **Learning Environment**

Classrooms provide a stimulating and purposeful learning environment. The main purpose of displays is to value the work of pupils and scaffold the learning process. Working Walls should reflect the learning process and what is happening in the classroom as a reminder of the learning process/previous learning and the introduction of new information and knowledge.

#### **Monitoring and Evaluation**

Teaching and learning of each subject individually will be monitored both formally and informally by the subject leader and senior leaders.

SLT will undertake regular book looks, particularly in Literacy and Maths as well as analysing data in these subjects



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All subject leaders will use pupil conferencing as a way to monitor children's understanding, recall and enjoyment of their learning.

October 2021

Next review October 2023.



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## Marking and Feedback Policy.

This policy complements the Teaching and Learning Policy at Great Marsden St. John's Primary a C of E Academy. It is a vital component in maximising the full learning potential of all our children.

*At Great Marsden St. John's we believe that marking and feedback should celebrate success and move learning on.*

### Principles

Marking and feedback MUST be;

- Meaningful** – to children
- Manageable** – for adults and
- Motivating** - for all.

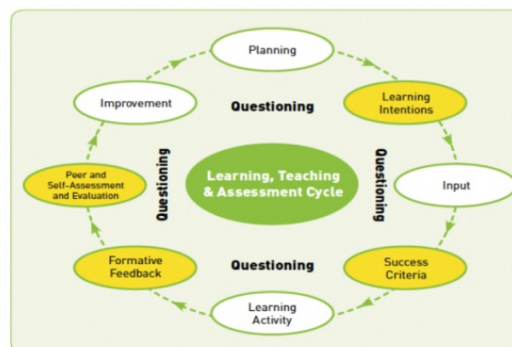
It should be;

- Focused** – on the Learning Objective, Success Criteria and differentiated expectations.

It should;

- Consistently address** – spelling, grammar, misconceptions, punctuation, presentation and address next steps for learning in ways which are appropriate to an individual child's age and development.

**Feedback and Marking are pivotal in the AfL Cycle**



### Marking Strategies



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### Approaches.

**Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take the following form;

VF plus a brief note in the child's book to explain what was discussed.

We consider this method of marking to be highly efficient as it can highlight successes and address misconceptions on the spot whilst the adult is walking the floor.

**Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- o Can the children read and understand the comments or have the comments been explained?
- o Are comments spelt correctly?
- o Has the school handwriting policy been followed when writing comments? (See Handwriting Policy)

**We understand that effective peer and self-assessment must first be modelled and taught to the children, so that they can analyse their learning in direct relation to the LO and Success Criteria.**

- **Self –assessment and evaluation** – pupils are given the opportunity to reflect on their own learning.

Emotion faces will be used to self-assess/reflect upon their progress against the **LO and/or Success Criteria**.

When appropriate, children can add an explanation of the choice they have made.

To model the process and to help become reflective learners, prompts may be given in the form of sentence starters, for example 'I did well with this today because.....'

The face will be known as the 'Self-Assessment Face'.



- **Growth Mind-set** – Children give themselves a score as to the level of effort used in task completion. (See class display)
- **Peer assessment and evaluation** – pupils are given opportunities to work with other pupils to assess and evaluate their own, and others', learning and to make suggestions for improvement. Children should be guided to use the LO and Success Criteria to highlight successes and next steps. Reflective dialogue is as important as written outcomes. Peer marking within the Maths session is actively encouraged to enable immediate reflection and understanding.

### Non –negotiables for effective Marking and Feedback.



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At GMSJ our expectations are clear and unambiguous.

- Each piece of work will be marked by an adult including any work assessed by pupils – this may just take the form of initialling to acknowledge that the work has been seen.
- All adults mark in green and children peer and self-assess in red.
- All work will be marked promptly – before the next taught session in that subject.
- Work will be clearly identified if completed with support (G). Supported/Guided work should be initialled by the adult. This will need no further marking as quality feedback will have occurred throughout the guided session.
- GROW IT TIME is a timetabled learning session. There is no specified way of running 'Grow It time' as the age and ability of the children must be considered. Grow It time takes place during the first 15 minutes of the school day. Grow Its may also take the form of a short, focused intervention group if several children have the same type of activity to undertake – this may be at any time during the day.
- Grow Its need to be acknowledged by the children and marked by an adult. They should be completed in BLACK pen by the pupil.
  
- **In English/written work in any subject -**
  - Any short writing opportunities will be marked and feedback given on all pieces of work in line with our system of stamps and prompts.
  - Longer and independent writing tasks, for example those completed in the writing phase of a unit or those that are cross curricular are quality marked for assessment purposes.
  - Pieces of 'Extended Writing' are marked for assessment purposes. Children are not expected to correct errors or make additional changes following marking.
  
- **In Mathematics**
  - Correct answers will be marked with a tick.
  - Partially correct working out may be annotated to show where the error occurred.
  - Incorrect answers will be marked with a dot ●
  - Desired corrections will be marked with a dot and a C - ●C
  - All work will be marked in line with the schools systems of stamps.
  - Challenges, extensions and consolidations will still be given when appropriate.
  - Key Maths vocabulary MUST be corrected if mis-spelt, in line with English guidelines.

#### **Stamps.**

At GMSJ we use marking stamps to assess how well children have achieved the desired learning objective/success criteria.



From here, we are able to move learning on with a 'Next Step' challenge, extension tasks or consolidate learning with 'Grow It' activities, as and when deemed appropriate.



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### Marking codes.

These would normally be in the margin. Adults may indicate where the spelling / punctuation / mathematical error is. If it is deemed that the child has the ability to locate these themselves, then general guidance will be given by the marking codes.

**VF** – verbal feedback. There has been verbal dialogue about the work between the child and the teacher and write a **brief** explanatory comment if required.

**G** – support given/Guided work – all adults to initial.

**HP** – house point

**SP** – supply teacher – teacher to initial.


**S** Spelling mistake

**P** Punctuation missing or incorrect.

**C** capital letter omitted or in the wrong place.

**^** word missing

**//** new paragraph

**?**  Incorrect grammar or to indicate that the sentence does not make sense.



correct answer or to highlight something done well e.g good vocabulary, accurate punctuation etc.

- Incorrect answer
- **C** Incorrect answer that needs correcting.

### Review:

Policy reviewed November 2020

Next review September 2022 or sooner if required.





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**ASSESSMENT POLICY FOR**

**GREAT MARSDEN ST. JOHN'S PRIMARY – A Church of England Academy**

### **Policy Aims;**

- To provide clear exposition of the form and function of assessment at GMSJ
- To show clear links between assessment, teaching and progression
- To provide an annual overview of assessment across all classes.

### **Range of Assessment at Great Marsden St. John's**

There is assessment for learning and assessment of learning.

Assessment **for** learning (formative assessment) is different from assessment **of** learning (summative assessment), which involves judging pupils' performance against national standards – age related expectations.

Assessment **for** learning is information gathering in order to inform pedagogy. This can take many forms but central is Marking and Feedback - see separate policy. Other key components are;

- Sharing learning Objectives
- Having clear Success Criteria
- Effective questioning
- Pupil self assessment

The crafting of learning objectives used with children is very important. They need to be worded so that they are clear and understandable to all children. They also need to be appropriately challenging and relevant.

Success criteria need to be equally well crafted with an awareness of where children are at and where they need to progress to. In addition, there should always be an opportunity for the pupil to set their own success criteria. This is important for the children to take responsibility for their own learning and progression.

This is also an important component to help the teacher focus their written feedback on the learning objective only, as well as allowing children to self-assess their own learning.

Success Criteria may take the form of Steps to Success, WAGOLL or checklist. Where appropriate children should generate their own, especially towards the end of a unit of work when learning should be embedded.

Pupil Self Assessment should reflect the LO or SC and be age appropriate - see Marking and Feedback Policy.

We use a range of tools for summative assessment - see table at the end of this policy.

We also acknowledge that for children who have certain barriers to learning, progress needs to be measured in smaller steps, alongside personalised Specific, Measurable, Achievable,



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Realistic and Timely (SMART) targets. For this reason, we are able to adopt differing systems (in addition to the above) for children with individual learning needs, ensuring accurate assessments of progress and attainment. These are as follows:

- PIVATS – these will be completed on a termly basis for specifically identified children
- Assess, Plan, Do, Review cycle
- SMART target setting
- Personalised start and end points linked to areas of need
- Adapted assessments linked to individual expectations
- KLIPS/LAPS linked to individual expectations

Similarly children with EAL have different assessment needs. Children who arrive in school with little or no English are assessed in reading and viewing, writing, listening and speaking. This enables next step targets to be set. These are updated termly. Children for whom English is an additional language, but whose language skills have developed in line with peers within the class are assessed through the assessment processes described within this document.

#### Where is summative assessment captured?

In all classes our assessment tool is Target Tracker. This is used in conjunction with Lancashire KLIPS and LAPS. In EYFS, Target Tracker is used in conjunction with the Foundation Stage Profiles to capture progress and identify next steps.

#### Professional Judgement

The use of professional judgement pervades throughout the whole area of assessment. The guidance and expectations are just that - there must always be the need for individual and collective professional judgement.

The use of professional judgement must also be a guiding factor in managing one's own workload. As a school and as a leadership team, we do not subscribe to the notion of 'death by assessment'. The work life balance of a teacher cannot be compromised by 'over assessment'.

#### Annual Timetable of Year Group Assessments:



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	NFER baseline EYFS Target Tracker baseline - completed by October half term	By end Sept Phonics screening (1st 20 words at least)  Assessment Week PIRA reading Maths Headstart SPAG Head Start	Assessment Week PIRA reading Maths Headstart SPAG Head Start	Assessment Week Reading - Head Start SPAG Head Start Maths - Headstart. Phonic Screening for those who did not pass.	Assessment Week Reading - Head Start SPAG Head Start Maths - Headstart Y4 - Times Tables Test - TTRockstars	Assessment Week Reading - Head Start SPAG Head Start Maths - Headstart	Y6 - Mock SATS
Spring	PIRA Reading	Maths - Headstart English - PIRA - reading SPAG Head Start Phonic Screening	Mocks SATS  Phonic Screening for those that didn't pass	Assessment Week Testbase mid year tests for Maths, Reading and SPAG. Phonic Screening for those who did not pass.	Assessment Week Testbase mid year tests for Maths, Reading and SPAG. Y4 - Times Tables Test - TTRockstars	Assessment Week Testbase mid year tests for Maths, Reading and SPAG.	Assessment Week Mock SATS
Summer	PIRA Reading Phonics Screening First Section	Phonic Screening  PIRA Reading Head Start Maths and SPAG	Year 2 SATS  Phonic Screening	Assessment Week Optional Tests Reading, Maths and SPAG	Assessment Week Optional Tests Reading, Maths and SPAG	Assessment Week Optional Tests Reading, Maths and SPAG	Year 6 SATS



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## **Non-negotiables for Numeracy (Sept 2021)**

### **Structure and Planning of Numeracy**

We are aiming to develop a 'Mastery' approach in maths. This is a belief that, with the correct support, every child can achieve in maths. This means that all children will be taught the curriculum and objectives from the year that they are in, following the Lancashire planning disc. Children may be supported through the use of concrete equipment (although this should be the starting point for all children), scaffolded examples, adult support etc. However it must be stressed that independence in maths is a key skill to be developed and so no 1 group should be supported through adult support on a daily basis.

Numeracy sessions to be taught daily for one hour in each class Y3, 5 and 6.

In KS1 Mathematical fluency will be taught at the beginning of every lesson for 10 mins.

This will be in line with the training from the NCETM Maths Hub which class teachers will undertake during the year 2021 - 2022.

Objectives for Numeracy are to be selected from Lancashire Key Learning documents for Maths and are to follow the LCC Planning disc format. Differentiation and progression of the skills during the year can be found in the Maths LAPS. These are to be used to aid planning.

If appropriate discovery learning can be used by the children to ascertain the LO and this must be established by the end of the lesson, even if this is in the plenary. This will aid understanding of the concept.

Success criteria can be useful but it is not necessary to use it during every lesson. It may be used as a form of scaffolding, but reliance on children following success criteria or 'steps' to solve a problem does not lead to full understanding of the concept.

Each numeracy session should include a 10 minute key number skills starter which develops speed and accuracy . This should follow the 'LCC arithmetic model' on Monday, Wednesday and Friday (see attached – Appendix 1).

Where possible an opening problem should be used to introduce the lesson and to encourage the children to think for themselves. This can either be solved at the beginning of the lesson or referred back to and solved with new knowledge gained during the lesson.

At the end of each KS children are tested on arithmetic skills and on their mathematical fluency, solving problems and reasoning. Providing opportunities for this in every area of mathematics is imperative. Problem solving opportunities must be presented in a number of



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different ways. Good examples can be found in the weekly plans from the LCC planning disc and also on the TESTBASE website, White Rose documents and NCETM website.

Each taught maths lesson must include opportunities for problem solving where possible.

An emphasis is to be placed on modelling with concrete equipment where at all possible. Once children are secure with this, pictorial and then abstract representations can be used.

During every lesson children should be constantly assessed by the adults in the class. If a child has completed a number of questions successfully independently, they should be challenged with contextualised problems or stepped up to the next level. The LAPS document should also be available in each classroom to support this. Remember you may need the document from the year below in order to move children on who are working at a level which is below age related.

If a child is not secure in the skill being taught, their work should be stepped down to reflect their level of learning and support given. (Wave 2)

Not all work needs to be evidenced in books. However work completed practically needs to be evidenced on plans.

Presentation should be of the same standard expected in literacy books. Rulers must be used to draw lines. Untidy work must be done again to the standard expected.

Marking should be through 'walking the floor' to pick up on misconceptions or move the children on in their learning. Where possible children should be able to ascertain if they have been successful by the end of the lesson. This could be through peer marking or through whole class marking, but misconceptions or common mistakes must be tackled to aid learning at this point.

#### EYFS

A daily numeracy focus lasting about 10-15 minutes – this can be flexible as in the rest of the school.

An emphasis is to be placed on modelling with concrete equipment.

Opportunities to apply the mathematical skills across the areas of continuous provision – sometimes supported by an adult, sometimes child-initiated should be indicated. It could be that something is added to an existing area of provision, e.g. numbers in the sand, weighing scales in the role play etc or the teacher might set up a specific activity, e.g. a shape activity.



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### Homework

For those children who have opted into the homework system, a target should be set at the beginning of the year in the child's red math homework book. As with the home reading record, this needs to be checked and signed by a member of staff on a weekly basis. Once the target has been achieved, a new target must be given in the red book.

In EYFS and year 1 these could be based on number recognition, 1 more or less than, shape recognition or number bonds (for example), but may be areas on which the child needs practice or further consolidation.

In years 2, 3 and 4 this should be based on the multiplication tables expected to be mastered within that year group.

In years 5 and 6 this could be consolidation of multiplication tables, but may be areas on which the child needs practice or further consolidation.

In addition, every half term, one week's homework set via google classroom must be maths based and be longer in length than the weekly targets.

### **Cross curricular maths**

Children should be given opportunities to apply their maths knowledge in other areas – e.g. timelines in history, data handling in science, geometry in DT, temperature in Geography.

### **Marking**

All maths work should be marked in accordance with the Marking and Feedback policy.

### **Numeracy Assessment**

Target Tracker statements should be highlighted regularly at the appropriate levels (1 per child.) These should then be used to identify gaps in learning and objectives that need covering. Please remember that the LCC KLIPS documents are more comprehensive in terms of coverage and steps but it is up to individual class teachers as to whether they choose to highlight KLIPS sheets. See Assessment Policy

Moderation of maths work and assessment will be carried out regularly by EW, SLT and Maths Consultants.

### **MULTIPLICATION TABLES**

These will be focused. They need to be implicitly taught and practised on a weekly basis and monitored for progress.

In year 4, all children complete a multiplication test in May. These are on all of the multiplication tables up to and including the 12x tables.

### **APPENDIX 1**



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The Arithmetic Test sheets are to be used on a Monday, Wednesday and Friday. Using the Arithmetic Test for the end of your year group, go through the arithmetic paper choosing 5 questions (3 or 4 for KS1) per week. As the weeks progress, these should get harder.

Different abilities within the class need to be catered for.

The following sequence will be taught.

#### Monday

The children complete the 5 questions (3 or 4 for KS1) and a discussion takes place as to the different ways the children solved the problems. Discuss which is the most efficient, (this session may take up to 15 minutes).

#### Wednesday

Remind the children of work completed on Monday and give the children a different set of questions which follow the same level of difficulty and type of question. The children complete these with a partner or in a small group.

#### Friday

On Wednesday, the children complete the questions independently.

#### NOTES

Teacher discretion is to be used as to differentiation within the class.

Some children may need more time on the earlier questions on the paper in order to build up confidence. Progress through the paper with these children will be slower.

Timings are not essential initially, but the long term outcome is that the children are able to complete arithmetic problems independently and at speed. This needs to be factored into the process and the number of questions given built up over time.



## Non-negotiables for Literacy (Sept 2021)

### Structure and Planning of Literacy

Literacy sessions to be taught daily for one hour in each class Y1-6

Each literacy session includes a 10-15 minute key skills warm up in the reading and gathering content weeks, and a 5-10 minute key skill warm up in the writing week which gives children more time to complete writing tasks. This should follow the 'I Model' throughout the week.

Objectives for Literacy to be selected from Lancashire Key Learning documents for Reading and Writing.

Planning must follow the teaching sequence of a Reading Phase (immersion in texts and reading analysis) Gathering Content Phase (Drama /Role Play and research) and a Writing Phase (planning, shared writing, guided writing, editing and improving and presentation.)

### EYFS

Literacy to be taught every other morning. This will be an adult led, whole class carpet session led by a teacher, which will increase in length as the year progresses. Children will then consolidate their skills through an adult led follow up activity.

Two daily phonics sessions (see Phonics Non Negotiables.).

Two 10 minute guided reading sessions per group per week – 1 x phonics focused and 1 x comprehension focused (see Reading Non Negotiables.)

One guided writing session – again, this is like everywhere else in the school. Guided writing is flexible and needs based.

Opportunities to apply the skills of phonics, spelling, reading and writing across the areas of continuous provision – sometimes supported by an adult, sometimes child-initiated should be indicated. It could be that something is added to an existing area of provision, e.g. letters in the sand, or the teacher might set up a specific activity, e.g. materials to make labels for objects in the classroom.





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## Non Negotiables for Reading (Sept 2021)

### Guided Reading:

These are the most important reading sessions as these are the main 'taught' reading sessions that the children will receive.

In EYFS, during the Autumn term, staff are to begin reading daily with children in line with the phonics teaching. This might be with individuals, pairs or groups until children's knowledge and skills are assessed. By the Spring Term, children will be following the structure of Guided Reading sessions as in Yr 1.

Children in Y1 and Y2 will have daily guided reading sessions. Children will have 2 x 20 minute taught sessions per week – 1 x phonics focused closely matched to the phonics lessons that have been delivered to the children that week, and 1 x comprehension focused. One will be led by the teacher and one by the TA. On the remaining days children will work independently practising and applying the skills taught in a variety of activities.

Children in Y3-6 to have 1 x 20 minute taught session per week unless they are part of a focus group working daily with a TA.

Guided Reading Planning should be completed on the school's planning format. Learning objectives for each session should be taken from The Lancashire Literacy Team's Key Skills in Reading document. These skills are also broken down into more detail in the LAPs documents. These have been matched to Target Tracker statements.

During the week, children will be taught one new skill by the teacher. This will then be followed by activities for the children to practise this skill. Other sessions will include a pre read activity and an additional skill that has been previously taught. These activities should be recorded in Guided reading journals. There should continue to be a focus on vocabulary. The quality of the work produced in these sessions should reflect that produced in Literacy lessons and should be marked regularly.

Each group to have a guided reading box of resources to include the current guided text, reading journals and reading response prompts.

Children's progress must be recorded but can be done so in any of the following ways: on individual or group LAPs documents, by highlighting individual KLIPs sheets or by directly highlighting Target Tracker. Please be aware if doing the latter that these are very broad objectives and refer to the KLIPs documents before indicating that the objective has been achieved. There is no 'three ticks and achieved' system – use your judgement as to how much the children have understood and how many times you need to revisit an objective. The work that the children produce in their Reading Journals will count as evidence towards their understanding (particularly in Year 2.)

### Individual / Home Reading

Children will be given individual reading books to read at home. Children are expected to read three times a week at home and parents are asked to sign their home reading record books each time the children read.



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In Reception and Year 1, children will take home a copy of the book that they have read in Guided Reading as well as another book with either the same phonic graphemes or those previously taught. Towards the end of Year 1, as children become more confident, they will begin to take home a wider range of reading books.

Class teachers /TAs need to have oversight of the Home Reading Record Books and add comments when appropriate, providing information to parents about the child's progress and how adults can support their children at home.

Children in KS2 are responsible for changing their own reading books when required.

### **In Class Reading**

All children should have an individual book from the class library that they can read in their spare time.

Each class should have a class reader that is read to them on a regular basis by the teacher. These texts should include recommended books from Pie Corbett's Reading Spine for each year group.

All children have access to the school library and are able to borrow a book of their choice to take home.



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## **Non Negotiables for Writing (Sept 2021)**

During the reading and gathering content phases of a literacy unit, there should be continued opportunities for children to complete writing tasks. These may only be short eg a character description, a diary, a letter or a fact file. They should provide the children with the opportunity to practise the SPAG skills and vocabulary they have been taught and help them to build up stamina.

Writing phase of a unit – scaffolded writing through the week with teacher modelling daily and children completing sections/paragraphs daily following the modelling – in Literacy book.

Objectives for the Writing Phase should be taken from The Lancashire Literacy Team's Key Skills in Writing booklet – available on server. SPAG skills learnt during the I – Model sessions should be applied during this phase and therefore planning of these needs to be strategic.

An Independent / Extended piece of writing should be completed immediately after the writing phase. This should mirror the guided / structured piece of writing previously covered in Literacy lessons.

During the Reading and Gathering Content phases of a new unit, children should produce an Independent / Extended piece of writing linked to skills they have previously been taught or cross curricular themes.

Opportunities should be provided regularly for children to edit and improve their work either with a partner or independently prior to marking.

### **Marking**

Marking of Literacy work should be completed daily ready for the next lesson. Ideally where possible, this should be done with the children whilst 'walking the floor' and will take the form of verbal feedback. Work not marked with children may need more comments particularly in the form of next steps.

During the writing phase of a unit, marking may be more detailed with 'grow its' and next steps.

Marking Ladders could be used as forms of self assessment during this phase in particular.



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Marking of Extended pieces of writing are for assessment purposes only eg tick list of skills included by child to feed into Target Tracker. As with reading, the statements on Target Tracker are quite broad so refer to the KLIPs documents before highlighting that a child has achieved an objective.

### Non Negotiables for Phonics (Sept 2021)

#### EYFS Phonics

Whole class phonics to begin in the first full week of the Autumn term. There will be two lessons per day.

The focus will differ slightly from KS1 and will centre around recognising letters and their sounds and letter formation.

The lessons are still required to have pace and rigor and follow the teaching sequence.

#### KS1 Phonics

KS1 phonics lessons taken from Letters and Sounds Phonics Planning document. This can be downloaded off the Server/Internet. Children in Years 1 and 2 also need to be taught to spell the words on the appropriate spelling lists.

National expectations are:

Phase 2, 3 and 4 - Reception

Phase 5 – Year 1

Phase 6 – Year 2 / No Nonsense Spelling.

There will be two lessons per day.

Weekly planning should follow the Daily Phonics Teaching Sequence as shown on the example plan.

Display Learning Objective and explain in one sentence.

Revisit and Review: a rapid recap of all the phonemes or graphemes / HFW / Tricky words that have been covered using flashcards.

Teach:

new grapheme / phoneme / word taught.

Look at examples of the grapheme in words on flashcards.

Use sound buttons to build up words when reading.

Read sentences with the new words in context (vocabulary understanding.)

Practise:

Children write the words as they are dictated to them.

After each word, children check and mark with a red pen and make any corrections.

Repeat with dictated sentences, focusing also on beginning with a capital letter and ending with punctuation as well as words containing new grapheme.

Apply and Assess:

Walk the floor and assess children throughout the lesson.



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Friday's lesson is a 'round up' of what has been taught during the week which should inform future planning.

#### KS2 Spellings

In KS2 children work on their own Year Group's Spelling work as set out in No Nonsense Spelling whilst following the same lesson format as KS1. The only exceptions to this will be SEN children or EAL children who are unable to access their year group's spelling work. They are to be taught separately by Tas.

Any other gaps in children's phonic knowledge are to be addressed through interventions (see below.)

Objectives for these lessons can be found in the No Nonsense Spelling Document. Please check the relevant document to see which sounds match up with Target Tracker and where resources might be found for these.

For all Phonic or Spelling lessons these basic principles must be applied:

All phonic / spelling lessons should have the Learning Objective displayed.

All aspects of the Teaching Sequence must be covered within each lesson.

Lessons should be taught with pace.

Assessment sheets must be regularly updated to track individual children's progress. This should take into account both reading and spelling.

All phonic and spelling learning should be backed up with application in other lessons. If children have learnt a sound or spelling then they are expected to spell it correctly in their work.

If children are completing a spelling test, then the words should be given to them in dictated sentences. The children should write the whole sentence.

#### Interventions

All class teachers are responsible for teaching their class' phonics or spelling.

If children are not at the expected level for their age/class then class teachers need to arrange interventions to accelerate progress. These interventions could be bespoke or the following schemes can be used:

Fast Track Phonics

Phase 5 – Bounce Back Phonics.

These plans need to be annotated for every lesson with timings written next to each part of the Teaching Sequence.