



Flow, Show, Know, Grow

2026/2027

The Mease is a union of two, small, rural Primary schools in villages that lie on the River Mease and are part of TSSMAT. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that share the aim for everyone, including adults and children, to **grow and flourish**.

Our Vision:

The parable of the mustard seed (Matthew 13: 31-32) inspires us that even from very small beginnings, something amazing can grow. At The Mease Federation, we are aspirational for the future of all our pupils and adults, in that they will learn how to **'grow and flourish'** as healthy and fulfilled individuals who are passionate about life and learning.

Each of us is a unique individual and, like the mustard seed, we all have the potential to grow and to flourish. At the Mease Federation, every member of our school community is valued and cherished; both as an individual and for the contribution they make to the schools and the wider communities. The mustard seed starts by growing strong, deep roots. With the perfect conditions it grows, becomes strong and attracts birds to rest among its branches. Like the tree that the seed in the parable becomes, we aspire for our federation to be a place where everyone feels at home; for us all to become the people that God calls us to be. Jesus said that faith as small as a mustard seed could achieve great things, even move a mountain. Big things can come from small beginnings; who knows what great things our children will go on to achieve in the future?

Grow and Flourish

Our Motto:

The Mease motto is '*Grow and Flourish*'. Our children and staff are nurtured and enabled to grow and flourish through teaching and care throughout the federation.

Our Values:

The Mease has a strong commitment to Christian and human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide. We are fully inclusive as we are here for 'all faiths and none' and our vision is to ensure that every child in our care experiences life in all its fullness, underpinned by Christian values and teachings.

Our core values work together in harmony to achieve our overarching value, koinonia. They are fundamental to the Mease Way and support our vision.

Koinonia-Wisdom-Love-Perseverance

MISSION

At **The Mease** we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our pupils to develop:

- o A life-long love of learning
- o Inquisitive, creative and critical thinking skills that they can use to solve problems.
- o A willingness and ability to communicate with different audiences.
- o Confidence and resilience in and out of school and their future workplace

INTENTIONS

At **The Mease** our intentions are to motivate, appropriately challenge and support all the pupils to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- o High quality teaching
- o A varied and relevant curriculum
- o Collective Worship

Grow and Flourish

VALUES

The Mease has a strong commitment to Christian and Human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide.

OUR EDUCATION

At **The Mease**, the educational journey that each pupil makes ensures that as children move from Early Years (Reception) into Key Stage One (Year 1 and Year 2) their curriculum changes and is split into different subjects as the quantity of knowledge they are taught increases. Making connections, repetition and practise of all this learning they are gathering deepens their knowledge so that they can remember and use it better in preparation for Key Stage Two.

Our teachers continually use their assessment of the children's outcomes to plan, and every term we all sit together to talk about each child's progress. Our aim is that over time, they steadily know more and can do more. However, just as rivers meander, we recognise that learning doesn't always flow in a straight line and that it can slow or stall for many reasons. As smaller schools, we know our pupils and families well, so we can quickly respond if this happens to help the children and keep their learning flowing. We provide support through Quality First Teaching strategies and structured intervention if this is needed. Pupils who would benefit from this are identified through assessment and provision mapping. The children's pace of learning will steadily increase as they become able to take on more and more knowledge throughout Key Stage Two (Year 3, Year 4, Year 5 and Year 6), finally reaching their transition to secondary school.

The Mease Motivation

At The Mease Federation we are motivated to provide a continuous and progressive learning experience that prepares and enables our pupils to enjoy, embrace and engage in the ebb and flow of modern British life – now at primary school, on transition to secondary school and in their future as healthy, balanced adults. We are committed to ensuring their development is rounded in order to fulfil this, underpinned by our recognition that each child is a unique individual.

Children's learning

Grow and Flourish

The arrangement of our mixed age classes means that we are able to plan our curriculum in such a way that the children learn by re-visiting subject knowledge and practising skills through different topics and contexts as they move through a key stage. 'Spaced practice' at different times means that the children experience needing to remember and retrieve key knowledge and skills they have learnt previously, which moves them beyond their working memory and cements these in their long-term memory. We continually assess their progress to ensure they are '**demonstrating**' that they are working with mastery of the nationally expected standard for their year group or '**transferring**' their knowledge and skills with greater depth as we know that the children's learning is developing when they know more and can retain this. However, if they are not remembering, then it is likely that they have experienced our teaching, but not learnt from it. This means that they are '**striving**' to work towards their year group expectations, but there is a barrier or gap in learning that is preventing this. As small schools, we have the privilege of knowing our children and families well, so we can quickly offer the right support or intervention to help the children's learning get back on track.

As a staff, we have an understanding of the Forgetting Curve (Ebbinghaus), and our responsibility as practitioners to interrupt this through the use of explicit and deliberate actions during our day-to-day teaching. Well-timed retrieval practice reduces this 'forgetting' and enables the children to retain deep learning in their long-term memory.

Inclusion Championed by Sarah Orgill (SENDCo) and (Designated Teacher for Looked After Children, Rachel Mills (Pupil Premium)

At The Mease we are committed to ensuring all children have **equal access** to a curriculum that enables them to grow **personally, socially, physically, emotionally and academically** through, for example: a graduated response to meet any additional needs of looked after pupils, those with special educational needs or disabilities, any pupils with English as an additional language, vulnerable, living in disadvantaged circumstances, or entitled to free school meals, and effectively using **Pupil Premium** and the schools allocated **SEN budget** to provision map the most appropriate support. We use **Personal Learning Plans** for children who are working significantly below the nationally expected standard for their year group but who are '**developing**' knowledge and skills through their individual targets. All members of our teaching and school support staff hold and communicate high ambitions for every child in our federation.

Intent Mease Mastery

Our creative approach to leadership and management at The Mease Federation means that all the teachers in our two small schools are 'leaders' and champion the following areas of growth:

Grow and Flourish

Personal Growth

Championed by **Sarah Orgill** who is also SENDCo for the federation. The children are taught how to maintain a high quality of **Personal Growth** through, for example:

opportunities to learn how to understand and manage their mental health and wellbeing, PSHE KAPOW programme, School Council, and follow-up Class Council meetings, Anti-Bullying Ambassadors, age appropriate sex and relationships education, anti-bullying engagement activities and life-skills lessons such as E-Safety, how to interpret the news, handle social media, manage money and stay safe.

Physical Growth

Championed by **Emily Leigh**

The children are taught how to maintain a high quality of **Physical Growth** through, for example: Physical Education lessons, Science lessons, learning - or improving - how to swim and ride a bike through Bikeability, additional after school and lunchtime sports clubs, opportunities to learn First Aid skills, pursuing a particular interest or a specific physical gift through competitive sport in and out of school, regular updates on healthy food and drink intake and the effects of this on their body and mind and effectively using the **Sports Premium** to raise the profile of physical health and further improve our own skills in this area.

Spiritual & Cultural Growth

Championed by **Phoebe Warner**

The children are taught how to maintain a high quality of **Spiritual & Cultural Growth** enabling them to flourish through, for example: our Federation values, Religious Education lessons, Collective Worship, meditation and prayer, activities that link with our diocese, local clergy, church and village communities, developing a concern for others by fundraising to donate to charities and committing to social action projects and local causes such as Tamworth and Lichfield Foodbank, making links to expand their 'cultural capital' through British values, wider cultural awareness days, global links with international schools and the opportunity to learn to communicate through a different language.

Developmental Growth

Championed by **SLT**

The children are taught how to maintain a high quality of **Developmental Growth** through, for example: our Early Years Foundation Stage curriculum, our curriculum flow plans for each foundation subject (in line with the National Curriculum), participation in extra-curricular activities such as clubs, visits, visitors and residential trips away and opportunities to develop their talents

Grow and Flourish

through exhibiting work, learning instruments, taking part in performances and entering competitions. This is all underpinned through the federation's Behaviour Policy and SEND offer which are in place to ensure equal access to learning and progress for all pupils.

Literacy Growth

Championed by **Rachel Mills**

The children are taught how to maintain a high quality of **Literacy Growth** through, for example: prioritising Reading to enable access to the full curriculum offer, our curriculum for Phonics, Reading and Writing that are reinforced and applied through other subjects and real-life purposes such as letter writing or articles for the school website, time to develop their oracy through discussion, debate and presentation, pursuing a particular interest or a specific gift in literacy or oracy by celebrating World Book Day and other special literacy focused days and entering local and national competitions.

Science Technology Engineering Mathematics (STEM) Growth

Championed by **Daniel Buckley** and **Nicola Porter**

The children are taught how to maintain a high quality of **STEM Growth** through, for example: our curriculum flow plans for Mathematics, Science, Computing and Design and Technology that are reinforced and applied through other subjects and real-life purposes, such as application of computing skills, business enterprise ventures and local technology collaborations, pursuing a particular interest or a specific gift in this area by partaking in British Science Week and other special STEM focused days and entering local and national competitions.

Intent Character, Culture and Moral Development

At The Mease Federation, we are committed to children being the best they can be by becoming healthy, balanced individuals who are able to maintain this throughout school and beyond. We do this through the development of life-long skills such as: **resilience, perseverance, encouraging a growth mind-set** (rather than a fixed mind-set) to continue learning rather than give this up, **self-efficacy, self-identity, openness, perspective, empathy, a sense of hope** and the **confidence to challenge injustice and make positive choices**.

Grow and Flourish

'Cultural capital' is *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'* (National Curriculum). We understand that this sort of development is often 'caught' and not 'taught', and our staff have the confidence and ability to move beyond planned opportunities to make the most of spontaneous chances and questions raised by the curiosity of pupils. However, as well as taking every opportunity for the teaching of these skills to be threaded and embedded through our curriculum, we also put regular dedicated time aside each week for the children to connect with others and make connections in their minds by, for example: during class reading time when adults may read books and poems aloud that may be currently beyond the children's capability in order to provide them with access to this culture. We encourage children to take on responsibilities around school, such as School Council, Spiritual Council, Sports Ambassadors, Anti-Bullying Ambassador and Eco Ambassadors, that will contribute positively to our 'school society'.

We also visit virtual art galleries and exhibitions using virtual reality head-sets, watch and discuss the news, reflect on and explore the spiritual and ethical dimensions of subjects further, look beyond themselves, ask 'big questions', think globally about life, develop an understanding of disadvantage, deprivation and the exploitation of the natural world, explore different points of view and develop the skills needed to disagree well and to live with contradictory convictions.

Intent Curriculum Plans

At The Mease Federation, we follow The National Curriculum for subject content. From this, we have devised long term [Curriculum Plans that are underpinned by our core values-see how our values underpin our curriculum on the individual subject pages on the \[Curriculum\]\(#\)](#):

- Mathematics
- Communication, Language and Literacy
- Science
- Computing
- Art and Design
- Design and Technology

- Geography
- History
- Languages
- Music
- Physical Education
- PSHE
- RE- Understanding Christianity

These [Curriculum Plans](#) are all available as separate documents and show the sequence of learning in each subject from Reception to Year 6. We separate them out, so that the children are clear about their learning and develop mastery of a body of subject specific knowledge but make links and connections between them whenever possible to further strengthen retention in their long-term memory. Year group pairs of teachers across the federation then plan on a medium-term basis and more detailed weekly plans are the responsibility of the individual class teacher who knows the children best. There is no set format for this planning and the type of recording is dependent on personal preference unless support / modelling for this is requested or required.

Implementation Our teaching

'A well taught knowledge-rich education is potentially the driver for true equality for pupils from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them gives pupils confidence. It helps them to discuss a wide range of live topics with their peers, irrespective of their backgrounds.' Dame Rachel de Souza, Children's Commissioner

In order for the children to retain learning in their long-term memory, we know that they need to have achieved '[mastery](#)' of all the content expected for their year group. There are no set rates of progress over a year, but the aim is that (with the exception of children who have a significant cognitive barrier) they steadily gather an understanding of concepts and progress their thinking so that by the end they are ready to move on in line with their age.

Our [Quality First Teaching](#) enables [Mease Mastery](#) by using:

Grow and Flourish

- [Assessment for Learning](#) to guide next steps.
- [Appropriate differentiation](#) (including different ways for the children to record their learning)
- Teachers' scaffolding and modelling to close gaps.
- 'I do, We do, You do' pedagogy
- [Oracy focus](#) so that children can articulate their ideas and learning
- [Continuous modest challenge](#) to deepen thinking further so that it can be recalled later.
- [Flexible groupings](#) (based on the children's current knowledge and understanding of a concept)
- [Practical learning](#) (only using recording when necessary and avoiding any over-use of worksheets)
- [Questioning](#) (asked of the children and invited from the children)
- [Precise assessment](#)
- [Re-visiting learning](#), '[spaced practice](#)', [retrieval practice](#) and [repeating content](#) as many times as necessary to achieve sustained mastery.

This is all supported by our mixed-age class arrangements that provide an ideal platform for these approaches to be delivered through our rolling programme of different learning contexts that the children will experience throughout their time in each key stage. At the Mease, we have mapped out a sequential curriculum for delivery, but leaders are clear that they want to see teachers confident to make professional decisions during and between lessons that will facilitate progress.

Implementation Teaching Enrichment

Grow and Flourish

At The Mease, we enrich our own teaching through the selective use of [visitors into school](#), [visits out of school](#), [overnight residential stays for children in Key Stage 2](#), [the availability of peripatetic music teachers for children to learn an instrument](#), [after school clubs](#) and [participation in presentations, performances](#) and [Collective Worship](#) because:

- We recognise that our children, as unique individuals, will approach their learning in different ways and we need to provide a curriculum that makes it possible for them to be able to do this.
- We believe that [application](#), [problem solving](#), and [creativity](#) are remembering in disguise and that it is [experiences](#) that will most open minds as you can only aspire to something if you have an idea of its existence.
- Observations of our pupils tell us that in order for them to be able to fully enjoy, embrace and engage healthily in the ebb and flow of life we must promote and provide lots of opportunities for them to develop [resilience](#), [independence](#), [communication](#).

Implementation [School](#) — [Home Links](#)

At The Mease Federation, we believe that strong, mutually supportive links between school and home are vital and so we provide a range of opportunities to welcome parents and guardians into school, keep them updated and involved in their child's progress such as: verbal and written progress updates, Learning Walks to see school in action, informal 'share and show' open evenings, collective worships and information sessions to help those at home support the children's learning.

Implementation [Timetables](#)

EYF S, KEY STA GE ON E	8.45 – 9.00	9.00 – 9.20	9.20 – 10.30	10.30 – 10.45	10.45 – 12.15	12.15 – 1.15	1.15 – 1.35	1.35 – 3.30

Grow and Flourish

Class 1	Children arrive. Registers close at 9.00am	Class Worship	Mathematics	BREAK	P h o n i c s 1 0 . 5 0 - 1 1 . 1 5	English 11.15 – 12.00 (Reading / Writing focus)	LUNCH	Guided Reading	Lesson 3 Lesson 4 Optional break at a time chosen by the teacher.
----------------	--	----------------------	-------------	-------	--	---	-------	-----------------------	---

KEY STAGE TWO	8.45 – 9.00	9.00 – 9.20	9.20 – 10.30	10.30 – 10.45	10.45-12.15	12.15 – 1.15	1.15 – 1.35	1.35-3.30
Class 2, Class 3	Children arrive. Registers close at 9.00am	Class Worship	Mathematics	BREAK	English 11.20 – 12.15	LUNCH (Ball games on the playground 1.00 – 1.15)	Class Book	Lesson 3 Lesson 4

Implementation **Wellbeing**

Grow and Flourish

Mental health is defined as *'The emotional and spiritual resilience which allows us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of well-being and an underlying belief in our own, and others, dignity and worth.'* Health Education Authority 1997

Our Wellbeing curriculum supports pupils' personal development, including SMSC and British values. It provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

www.kapowprimary.com/featured_documents/wellbeing-long-term-plan/

Lessons are categorised into 5 keys areas:

Discover	Take Notice	Connect	Give	Move
Learning to try something new and how to cope with the emotions that new experiences bring.	Learning to pay attention to the present and be more aware of what is going on around them and within them.	Learning how to develop existing friendships, understand the importance of others' thoughts and feelings and build new relationships.	Learning to give and be kind while thinking of others and appreciating the gift of giving.	Learning about the importance of being physically active and different ways of going so.

The lessons can be taught in any order and at any time during the year. All resources are provided. **Evidence must be recorded within PSHE big books or on display in the classroom.** This will be monitored as part of PSHE.

Discover lessons to be completed in the first week in September as an introduction.

Take Notice and **Connect** lessons to be completed within Anti-bullying week in November.

Give and **Move** lessons can be more flexible. You may wish to use them during Children's Mental Health Week in February, as part of PE lessons (link to PE enrichment sessions) or as part of your PSHE lesson themes. **Give** can also be linked to RE.

In Cycle A please use the lowest year group applicable to your class:

Class 1	Reception
----------------	-----------



Class 2	SA – Year 2 MH – Year 3
Class 3	Year 5

Our Curriculum

Grow and Flourish

	Discover	Take notice	Connect	Give	Move
EYFS: Reception	Trying something new	My surroundings	Similarities and differences	Kind words	Being animals
Year 1	Making mistakes	Sound	Understanding others	Sharing	Gardening
Year 2	Perseverance	Colour expression	Compliments	Generosity	Nature walk
Year 3	Practice makes progress	Making a difference	Shared interests	Appreciation	Motion detection
Year 4	Resilience	My thoughts	Pen pals	Giving to my community	Making a beat
Year 5	Growth mindset	Others around me	Working together	Pay it forward	Adaptive sports
Year 6	Goal setting	Myself	Community	Apologising	Brain breaks

Implementation

Teaching resources

At The Mease, we organise our timetable around the teaching of discrete subjects/skills. Subjects are often linked to a particular topic or theme; however, the integrity of each subject is retained. We use a variety of resources to support our teaching. The resources have been selected because they have been seen to lead to effective learning and are suitable to be applied in a mixed age setting. These are some of the most common resources used:

Grow and Flourish

RELIGIOUS EDUCATION

At The Mease, Religious Education is a principal and purposeful area within our engaging curriculum. We use the scheme, Understanding Christianity to teach Religious Education weekly in classes and support our pupils in developing a coherent understanding of Christian belief and practice. Children explore key theological concepts within Christianity as a way to develop their cultural literacy. Our long-term overview was developed carefully in partnership with our church diocese advisor to ensure that our children have rich opportunities to develop an understanding of world faiths and revisit their learning regularly in order to foster a deeper sense of understanding and an appreciation for differing views. Our inclusive and inspiring learning environments equip children with the confidence to ask and answer questions and reflect on their own views in a safe space. Children at The Mease will be encouraged to explore and reflect on the beliefs of others around them and consider the impact that faith has on the way in which people lead their lives. We aspire for our children to grow and flourish as individuals within their communities and the diverse, wider society that we live in.

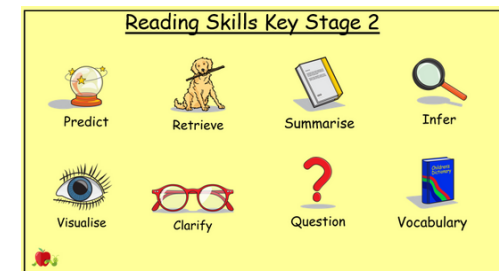
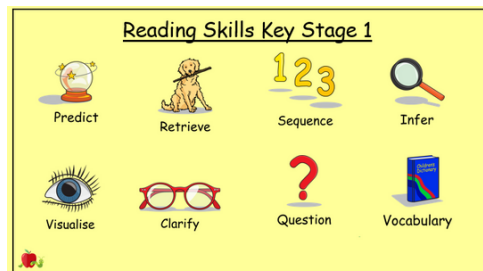
Parents and/or carers have the right to withdraw their children from Religious Education and Collective Worship, should they wish to do so.

READING

At The Mease, we know that reading is the key to unlocking all learning. The children experience a rich and balanced reading curriculum with high quality texts chosen for each year group that reflect diversity wherever possible. These include a variety of fiction by different authors, poetry and non-fiction for high pupil engagement and to generate deeper thinking. Daily reading experiences incorporate independent reading, shared reading and modelled reading of a variety of age-appropriate texts.

WHOLE CLASS READING

In our whole class reading lessons, we focus on teaching reading fluency and prosody. We build comprehension skills and knowledge sequentially, aiming to help our pupils engage deeply with texts, develop a love for books and reading, and become motivated and perceptive readers. For Reception and Year 1, we use Guided Reading sessions with Little Wandle texts.



Grow and Flourish

Year 2 uses a variety of age-appropriate texts linked to specific genres in English, with the focus being on developing fluency, decoding and comprehension. The teaching of KS1 comprehension is based around the reading domains using the Teach Hub reading logos to teach our children how to recognise different reading skills so they know how to answer each question type.

In Key Stage 2 the teachers use high-quality, age -appropriate whole class texts. These include a range of genres and focus not only on fluency and decoding but also language comprehension. We use Teach Hub KS2 reading logos to teach the reading skills as part of our reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension and understanding of a range of texts, whether it is reading for pleasure or for information.

The reading symbols emphasize understanding the content rather than the mechanics of reading. Teach Hub symbols provide a consistent method for children to engage with various texts. Staff use these symbols to monitor the types of questions asked and the children's responses, enabling targeted questioning, intervention, and informing teacher assessments.

HOME-SCHOOL READING

Teachers in Class 1 select reading books for Reception and Year 1 that match the phonics phase that the child is working on and use Little Wandle books which are fully decodable. Pupils in Year 2 read colour banded books matched to their reading ability to assist with fluency, sight vocabulary and comprehension. This includes short chapter books and non-fiction texts. Reading lessons each week follow the sequence of 'decoding' – 'prosody' (expression) – 'comprehension' with reading books and a 'sharing book' then going home.

Our aim is for the pupils to be 'free readers' by Year 3. Although, even from this point onwards, book selection continues to be guided by the class teachers to ensure they are pitched at the correct level. If a child is not ready then we have a selection of different books designed to be engaging to the age of the reader but with text edited to suit a lower reading age (for example: Oxford Project X, Usborne First Reading and Orion Early Readers).

PHONICS

We commence Phonics teaching at the start of the Reception year. Phonics is taught using the order presented in the Little Wandle scheme. Staff carry out half-termly assessments which inform next steps and deliver catch-up sessions if required.

ACCELERATED READER

Our Accelerated Reader Intervention Programme is implemented to accelerate the reading skills of our lower attaining readers throughout the The programme identifies the critical skills needed by the learner and uses real books to enhance the vocabulary of the reader. Direct Instruction (your turn, my turn) is used to teach letter sounds, High Frequency Words, synthesis, blending and word reading. This programme is used daily for 20 minutes to ensure overlearning and regular and stringent assessments are used to measure impact. The progress the pupils have made demonstrates its success.

SPELLING, GRAMMAR AND PUNCTUATION

Teachers in Class 1 link their teaching of spelling to their teaching of Little Wandle phonics. In Class 2 and Class 3 (Y2-Y6) Children are taught spellings through the Spelling Shed Programme, which contains all the spelling patterns and words that the children are expected to be able to spell in each year group. The spellings website means that children can practise their spellings at home as well as at school.

TRANSCRIPTION

Spelling Shed Programme, which contains all the spelling patterns and words that the children are expected to be able to spell in each year group. The spellings

ORACY

Staff promote oracy in the classroom through a variety of engaging and structured activities:

1. Group Discussions: Encourage students to participate in group discussions on various topics. This helps them practice articulating their thoughts and listening to others.
2. Presentations: Assign presentation tasks where students can speak in front of the class. This builds their confidence and public speaking skills.
3. Role-Playing: Use role-playing exercises to simulate real-life scenarios. This can help students develop empathy and understand different perspectives.
4. Debates: Organize debates on age-appropriate topics. This teaches students to construct arguments and respond to opposing views.
5. Storytelling: Allow students to share stories or experiences. This enhances their narrative skills and creativity.
6. Listening Activities: Incorporate activities that focus on active listening, such as summarizing what a peer has said or responding to questions about a story read aloud.
7. Vocabulary Building: Introduce new vocabulary regularly and encourage its use in speaking activities. This expands their language repertoire.
8. Feedback and Reflection: Provide constructive feedback on students' speaking and listening skills and encourage self-reflection to help them improve.

By integrating these activities into the curriculum, staff can create a dynamic and supportive environment that fosters effective communication skills.

WRITING

At The Mease, writing instruction focuses on offering children diverse opportunities to develop, extend, and deepen their writing skills, incorporating cross-curricular links whenever possible. Children practice writing using their 'writer's toolkits' to produce various writing outcomes tailored to specific purposes and audiences. They learn that writing can serve to entertain, persuade, inform, and discuss.

Reading instruction is closely linked to writing instruction, established across all classes to broaden and deepen children's understanding of different text types and improve their writing standards. Through whole-class reading sessions, children immerse themselves in texts and genres, applying this knowledge in their independent writing.

In Reception, writing instruction follows the Early Years Foundation Stage framework, providing opportunities for language learning through play and investigation. Teachers in Class 1 use Little Wandle approaches (sound buttons, dots/dashes) to support early writing instruction for Reception, Year 1, and Year 2.

Across all key stages, writing is explicitly taught through modelled, shared, and independent writing experiences. Writing is connected to the writer's toolkit with related success criteria. A teacher assessment framework for each year group is used to assess independent writing and inform future planning.

MATHEMATICS

Across the Mease, the teaching of mathematics is grounded in the mastery approach, which emphasises exploring concepts deeply and allowing pupils ample time to understand what they are learning. In Key Stage One and Two, the White Rose pathway is followed for its effective sequencing of concepts. White Rose Maths employs small, manageable steps that ensure children fully grasp each mathematical concept before progressing. This approach helps children practice fluency and apply their acquired knowledge and skills to problem-solving and reasoning through concrete, pictorial, and abstract methods. Additionally, Key Stage One children benefit from daily Mastering Number sessions, further enhancing their numerical proficiency and confidence. This structured and thorough approach fosters a robust mathematical foundation for all pupils

SCIENCE

In our primary science curriculum, we aim to foster a deep understanding of natural phenomena by stimulating children's innate curiosity and encouraging them to explore why things happen. Through structured schemes of work, each year group is given the opportunity to delve into their interests and inquisitiveness. Our science units are designed to help children understand the properties of materials, electricity, light, sound, and natural forces. As they progress, they will explore the physical processes that can alter these properties. Additionally, children will learn about the life processes of living things, including both humans and animals. By asking scientific questions, students begin to grasp how science impacts their future on personal, national, and global levels. This approach not only builds on their natural curiosity but also prepares them to understand and engage with the world around them.

FOUNDATION SUBJECTS

The foundations subjects are linked where possible and are taught explicitly using a variety of accredited and approved schemes-

PSHE

Kapow- PSHE & Wellbeing (SMSC & BFV)

PSHE Association

Goodness and Mercy (RSHE for Church of England Schools)

PHYSICAL EDUCATION

Get Set4PE

MUSIC

Kapow

Art & Design Technology

Kapow

COMPUTING

National Centre for Computing Education & Kapow

FRENCH

Kapow

EARLY YEARS

Here at the Mease, we provide a safe environment in which children can experiment, explore and make progress in their own creative ways. We teach to the EYFS Framework and Development Matters and keep track of children's progress in a variety of ways by:

Grow and Flourish

- Recording classroom observations both written and photographically and we encourage parents to use Class dojo to share observations from home.
- Using; Phonics grids, Reading grids, Maths grids and a general overview (17 ELG areas) every term.
- Moderating our judgements termly across the Federation for consistency.

Our EYFS children are in mixed-year, KS1 classes which means that they experience a blend of continuous provision and some formal classroom teaching.

The EYFS Curriculum consists of the seven areas of Learning and Development: three core and four specific areas.

Core Areas

The three prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas

The four specific areas of learning are:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

A wide range of foundation subjects are taught across the EYFS, and we use a variety of resources to ensure the children reach their potential.

- Phonics: Little Wandle
- Maths: Mastering Number
- Physical Development: Get Set4PE
- Understanding the World: Kapow, Planbee, Oak Academy, Twinkl
- PSED: Kapow, Goodness and Mercy (RSHE for Church of England schools)
- Expressive Arts and Design: Kapow, Charanga, Art for Kids, Twinkl

Implementation Pupil recording and Presentation.

At The Mease Federation we expect the children's presentation of work to be of high standard.

All subjects Class 1 – Year 1, 2

- Pupils to write in pencil.
- Short date from the left-hand side margin **except in English where the long date is to be written.**
- Pupils to cross out any errors using one straight line in pencil.
- Our Federation has an expectation that most pupils will be writing using a clear, cursive script by the end of Year 2 (with the exception for pupils for whom their additional needs prove a barrier)
- Children to colour a red, amber, green square to on the LO to denote their understanding.

All subjects– Year 3 and Year 4

- Pupils to earn their pen licence as soon as possible and then to move from writing in pencil to writing in black pen. (This can be from Year 2 onwards)
- Long date and title / learning objective from the left-hand side margin. Underlined using a pencil and ruler.
- Pupils to cross out any errors using one straight line.
- Our schools have an expectation that most pupils will be writing using a clear, cursive script by the end of Year 2 (with the exception for pupils for whom their additional needs prove a barrier to this).
- Children to colour a red, amber, green square to on the LO to denote their understanding.

All subjects– Year 5 and Year 6

Grow and Flourish

- Pupils to write using black pen.
- Long date and title / learning objective from the left-hand side margin. Underlined using a ruler and pencil.
- Pupils to cross out any errors using one straight line.
- Our schools have an expectation that pupils in Class 3 will write using a clear, cursive script (with the exception for pupils for whom their additional needs prove a barrier to this).
- Children to colour a red, amber, green square to on the LO to denote their understanding.

PEN LICENSE

At The Mease Federation we teach cursive handwriting from Year 2 and pupils are expected to be writing with a clear, cursive script by the end of this year. Once this is established and they are consistently writing in a joined cursive style, then they will move from writing in pencil to writing in black pen for all lessons except mathematics. Writing with a cursive handwriting style becomes easier using a pen and their handwriting will continue to develop as they get older. Once a pupil starts to write in pen, they won't need to return to writing in pencil, but they will continue to practice, and in the future may need to re-visit how to write with a neat, cursive style should their teacher at the time think this is necessary.

MATHEMATICS

- Pupils to record using pencil.
- Short date from the left-hand side underlined.
- One digit – one square.
- Pupils to cross out any errors using one straight line.
- Our schools have an expectation that most pupils will record written reasoning answers using a clear, cursive script by the end of Year 2 (with the exception for pupils for whom their additional needs prove a barrier to this).

- If sheets need to be stuck into books, and children are being asked to record answers / reasoning, sufficient room must be available for them to do this straight into their books using the squares as guidelines.
- Children to colour a red, amber, green square to on the LO to denote their understanding.

PRESENTATION GUIDELINES FOR STAFF

- Feedback must be provided using a clear, cursive script in green pen.
- Care must be taken to avoid spelling and grammar errors.
- Any feedback provided by supply teachers, student teachers or teaching assistants must be labelled ST / TA.
- Use of worksheets should be avoided unless they are necessary to support access to, or modelling of, learning.
- Children are expected to rule off their work and not start a new page until necessary.
- Children to colour a red, amber, green square to on the LO to denote their understanding.

Display Boards

Working walls should reflect what is being covered at that time in the subject.

ENGLISH

English working walls should be used for each unit of work, and they should include the following information/headings.

- The book/stimulus you are using (this could be a coloured photocopier of the front cover}
- Information about Purpose, Audience and Outcome (final writing task)
- Key vocabulary- include the key words from the MTP as well as the context specific words.
- WAGOLs (What a good one looks like)
- Examples of the grammar skills taught in context. These can be taken from the lesson- your shared writing or the children's investigations

- The success criteria for the writing outcome- you add to this over the unit.
- Word of the Week should be displayed and the key word for that week.
- Non negotiables/bare necessities for proofreading.

READING CORNER

“The best classroom book areas are like mini bookshops.” The Reading Framework 2023

Consider

- Choosing books and organising them under “short reads” “long reads” and “books that the class has listened to”, “authors”, “genres”, “poetry”.
- Including non- fiction and newspapers as well as diverse and inclusive books
- Starting the year with a range of 30-50 books, with a few copies of some single titles (including favourites from the previous year)
- Refreshing the stock regularly throughout the year with pupil’s help.
- Putting books at eye level so pupils can see what is available to them.
- Presenting as many books as possible face-out so that the cover, author and title engage pupil’s attention.
- Every book must be worth reading!
- Reading board to include My Reading Journey-showing all the books read to/with the class that year.

MATHS

- Current unit vocabulary.
- Current models of calculation methods.
- Challenges appropriate to the unit being covered.
- Place value -as appropriate or each year group/class.
- KS1 -100 square and 2,5,10 x tables as they learn them.
- KS2-times tables appropriate for the year group as they learn them.

GEOGRAPHY/HISTORY

- Maps appropriate for the year group/key stage.
- Front cover with current learning/key questions
- Timelines of current learning
- Key vocabulary
- Examples of work for recall

SCIENCE

- Front cover with current learning/key questions
- Current key vocabulary
- photographs
- Samples of work and investigations

ART

- Designated art board/gallery showcasing children's artwork.
- Hard back Sketch book that moves through the years with the child.

Implementation **Feedback for Progress -** Meaningful, Manageable and Motivating (DfE guidance- 2016)

As part of our academic teaching, we provide useful and manageable constructive feedback to pupils for them to use and accelerate their progress towards end of year expectations. The quality and clarity of this is crucial to secure the best outcomes for them and we are fortunate that our small class sizes enable this to happen on a personalised basis during most lessons.

Our **Feedback for Progress** is:

- Consistent so that pupils are clear about expectations as they move through the school.
- Closely linked to the Learning Objective / Success Criteria / individual pupil's target.
- Provided to pupils, as far as possible, during the lesson by the member(s) of staff teaching at that time. Involving the pupil at the point of learning.
- A continuation of the teaching and obvious – using modelling of sentences or calculations as corrections that show the pupils what to do instead to achieve the LO / SC / individual target.

Grow and Flourish

- Used by teachers / teaching assistants as formative assessment to help plan future learning.
- Used by the pupils to improve their work in subsequent lessons and be able to demonstrate progress after receiving effective feedback.
- Underpinned by praise for the pupils' progress to help them in seeing and acknowledging success, build their confidence and provide them with motivation.

We encourage and enable our pupils to become reflective learners as this is a skill that will benefit them now and in the future.

Self - editing	Purple is for Polishing. Pupils are taught how to proofread, spotting and correcting spelling and punctuation errors in their work. They have regular opportunities to independently reflect, evaluate, edit and improve their own work against their Success Criteria.
Peer - editing.	Once the pupils have mastered how to effectively self-edit their work, teachers will introduce peer editing and teach them the skills and benefits around providing constructive feedback to each other using purple pens. Class 2 →

This is how we provide **Feedback for Progress** to pupils at The Mease:

T T T	Next steps linked to the Learning Objective / Success Criteria / pupil's individual target are recorded using the colour code T T T. See English, Foundation and Science for further information.
X	Indicates an answer that is incorrect. This is an opportunity for children to demonstrate growth and perseverance. Children can correct their mistakes using purple pen either independently or after further guidance.
~~~~~	- Underneath a word indicates an incorrect spelling- focus on CEW and spelling patterns    - Underneath a sentence / part of a sentence indicates incorrect grammar.
Word x3	Indicates a corrected spelling that the pupil should practise 3 times. A maximum of three words to correct- CEW and spelling patterns linked to year group.

//	Indicates that the pupil should have started a new paragraph. Y3 →
	A tick next to learning objective indicates that it has been achieved and understood by the child. Tick for correct or underline a section of work that demonstrates achievement of the Learning Objective / Success Criteria / pupil's individual target. Praise is recorded and linked to achievement of the Learning Objective / Success Criteria / pupil's individual target.
English	Encourage children to read through and proofread their own work using a 'purple polishing pen'. The drafting process should allow the child to make amendments, alterations or additions in response to discussions with the teacher.   Children should be taught to edit their work linked to common errors and areas identified in the English POS. Editing small sections and paragraphs should be done on editing slips.   Targets should encourage children to respond in writing and should help consolidate or extend understanding of the LO. Staff should encourage children to respond to their targets under the heading: 'T' to demonstrate understanding. In writing, Ts are best linked to Grammar, punctuation or improving the effect for the reader. In reading, it could be retrieval, summarising, sequencing, correcting answers, explanations or vocabulary. (See below for T T T)   Independent writing pieces for assessment should have 2-3 positives based on the Staffordshire Skills Grids and a key target/s to work on (not genre specific). They should be written on the writing feedback sheets (stuck in books next the piece of writing).
Foundation & Science	To make our marking manageable and meaningful, we use target marking. It is an opportunity for teachers to quickly address misconceptions and for children to recall previous knowledge, make connections and deepen their thinking within the subject. The aim of this is to enable children to 'know more and remember more'.   T T T As and when appropriate, a corresponding T should be put at the end of the work for the children to respond/answer. It could be a challenge question, a chance to recall/retrieve or an opportunity to deepen their understanding of the LO.   The children should respond to the relevant T T T during the start of the next lesson. This should then be marked to close the marking loop.   T- Working towards LO- a chance to address misconceptions, check understanding, opportunity to use correct vocabulary or simple retrieval/recall.   T- Achieved the LO- retrieval/recall of key information, exploring vocabulary (do they understand key technical vocabulary linked to the LO from previous session?) can they explain any concepts, key information or vocabulary?   T- Greater depth LO- explanations, summaries, comparisons, open questions to encourage deeper thinking (Blooms).   * The purpose of the T marking is to reduce marking but also provide opportunities for children to be metacognitive and have opportunities for repeated retrieval practice

## Implementation      Assessment opportunities

At The Mease teachers use ongoing **formative assessment** to plan their teaching. Formative assessments identify when all pupils have gained the intended understanding and 'unconscious competence' before moving onto new or more complex content. Teachers and teaching assistants regularly assess using:

- Weekly spelling tests
- NFER assessments Autumn/Summer
- White Rose pre and post assessments
- Times Tables checks on Times Table Rock Stars
- White Rose arithmetic
- Questioning
- Quizzes
- Conversations
- Success Criteria
- Writing Assessment Slips

### **EYFS assessment evidence gathering.**

- Characteristics of effective Learning observation grid – termly (maintained on an easy-access clipboard for daily use)

## Grow and Flourish

- Areas of learning grid at appropriate age-band (for the majority this will be children in Reception/ELG) to be highlighted each term.
- Writing assessment checklist linked to Development Matters – dated with observation notes to inform next steps.
- Number assessment checklist linked to Development Matters – dated with observation notes to inform next steps.
- Little Wandle phonics assessment records.
- 'In the moment' post-its observation notes to inform highlighting/ marking/feedback.
- Guided group work (marked in accordance with school policy) – will be a combination of children's work, scribed notes, speech bubbles and photographs.
- Independent learning – photographs taken by the children with Vtech camera or speech bubble / scribed notes (to be stored in the back of the relevant exercise book as a record, dated with link to relevant ELG).
- 'Wow work' – evidence and photographs from 'Work to be proud of' classroom display board.

We also incorporate some **summative assessment** into our lessons towards the end of each term to evaluate **Impact**. This supports our teacher assessment by using testing and moderation of their work to assess whether each child is '**Developing**' *how to know and remember more*, '**Striving**' *to know and remember more*, '**Demonstrating**' *that they know and remember more* or '**Transferring**' *what they know and can remember with greater depth*.

Autumn Term Learning Review	Spring Term Learning Review	Summer Term Learning Review
<b>Reception</b> S+L baseline – verbal recount, Early Communication Screen Baseline (Autumn 1) Phonics Phase 2 check (Autumn 1 and Autumn 2) Tricky words Phase 2 check (Autumn 2) Writing TA (Autumn 2)	<b>Reception</b> Phonics Phase 2/3 check (Spring 2) Tricky words check (Spring 2) Writing TA (Spring 2) Maths TA Reading TA	<b>Reception</b> Phonics Phase 2/3/4 check (Summer 2) Phonics screening practise test (end of Spring 1) <b>FS Profile (Summer 2)</b> Writing TA Maths TA

Autumn Term Learning Review	Spring Term Learning Review	Summer Term Learning Review
Little Wandle Assessment (R+Y1) every 6 weeks Ongoing observations to inform FS profile		Reading TA
<b>Year 1</b> Phase 2/3/4 Phonics check (Autumn 1) Common exception words (Autumn 1) Phonics screening practise test (end of Autumn 1) Reading TA (Autumn 2) Writing TA (TeachHub Writing Grids) (Autumn 2) Maths TA (Autumn 2)	<b>Year 1</b> Phonics screening practise test (end of Spring 1) Reading TA (Spring 2) Writing TA (TeachHub Writing Grids) (Spring 2) Maths TA (Spring 2)	<b>Year 1</b> <b>Phonics Screening Check (June)</b> Reading TA (Summer 2) Writing TA (TeachHub Writing Grids) (Summer 2) Maths TA (Summer 2)
<b>Year 2</b> Phase 5 Phonics check (Autumn 1) Common exception words (Read & Written) (Autumn 1) Year 2 Spellings (Autumn 1) SAT papers (Autumn 2) Writing TA (TeachHub Writing Grids) (Autumn 2)	<b>Year 2</b> Writing TA (TeachHub Writing Grids) (Spring 2) SAT paper (Spring 2) ½ arithmetic tests (approx. 1x each fortnight)	<b>Year 2</b> Arithmetic test Common exception words SATS papers
<b>Year 3</b> Spelling baseline (Autumn 1) NFER (Autumn 2) Writing TA (TeachHub Writing Grids) (Autumn 2) Arithmetic tests (Autumn 1 and 2)  Weekly multiplication tables & spellings tests	<b>Year 3</b> Spelling (Spring 1) NFER Spring 2) Writing TA (Writing Milestones grids) (Spring 2) Arithmetic tests (Spring 1 and 2) )	<b>Year 3</b> Spelling (Summer 1) NFER(Summer 2) Writing TA (TeachHub Writing Grids) (Summer 2) Arithmetic tests (Summer 1 and 2) SPAG (Summer 2) Multiplication tables check (Summer2)
<b>Year 4</b>  Spelling baseline (Autumn 1) NFER (Autumn 2) Writing TA (TeachHub Writing Grids) (Autumn 2) Arithmetic tests (Autumn 1 and 2) Multiplication tables check (Autumn 1 and 2)  Weekly multiplication tables & spellings tests	<b>Year 4</b> Spelling (Spring 1) NFER (Spring 2) Writing TA (Staffordshire grids) (Spring 2) Arithmetic tests (Spring 1 and 2) Multiplication tables check (Spring 1 and 2)	<b>Year 4</b> Spelling (Summer 1) NFER (Summer 2) Writing TA (Writing Milestones grids) (Summer 2) Arithmetic tests (Spring 1 and 2) SPAG (Summer 2) <b>Multiplication tables check (Summer 1) and June</b>

Autumn Term Learning Review	Spring Term Learning Review	Summer Term Learning Review
<b>Year 5</b> NFER (Autumn 2) SPAG check (Autumn 2) Writing TA (Staffordshire grids) (Autumn 2) Arithmetic tests (Autumn 1 and 2) Multiplication tables check TT Rockstars sound checks (1x each half term)	<b>Year 5</b> NFER (Spring 2) SPAG check (Spring 2) Writing TA (TeachHub Writing Grids) (Spring 2) Arithmetic tests (Spring 1 and 2)	<b>Year 5</b> NFER (Summer 2) SPAG check (Summer 2) Writing TA (TeachHub Writing Grids) (Summer 2) Arithmetic tests (Summer 1 and 2)
<b>Year 6</b> SATS papers (Autumn 2) SPAG check (Autumn 2) Writing TA (TeachHub Writing Grids) (Autumn 2) Arithmetic tests (Autumn 1 and 2) Multiplication tables check TT Rockstars sound checks (1x each half term)	<b>Year 6</b> <b>Separate SATs practice week</b> Reading SATs past paper (Spring 2) SPAG SATs past paper (Spring 2) Mathematics SATs past paper (Spring 2) <b>Assessment week</b> Writing TA (TeachHub Writing Grids) (Spring 2)	<b>Year 6</b> <b>KS2 SATs tests (May)</b> <b>KS2 Writing teacher assessment (Summer 2)</b> <b>KS2 Science teacher assessment (Summer 2)</b>

Summative point in the academic year	Term by term progress – are the children knowing and remembering more?			
	<b>DEVELOPING (BLW/PKS)</b> Pupils identified with SEND who are 'developing' how to know and remember more.	<b>STRIVING (WTS)</b> Pupils who are 'striving' to know and remember more.	<b>DEMONSTRATING (EXS)</b> Pupils who are 'demonstrating' that they know and remember more.	<b>TRANSFERRING (GDS)</b> Pupils who are 'transferring' what they know and can remember with greater depth.
	The pupil has a diagnosis of special educational needs and is <b>developing</b>	Has the pupil shown this term that they are not yet able to meet the learning objectives without additional support	Has the pupil demonstrated a sound grasp of the learning objectives this term and shown that they are on track	Has the pupil shown this term that they can transfer learning between genres, topics and subjects and that they are on

<b>End of Autumn Term</b>	their cognitive ability through their own individual learning plan.  Their attainment and progress in this subject / across subjects will be measured against their own Personal Learning Plan targets / P-Scale descriptors / The engagement model.	and that they are currently not on track to meet year group expectations?	to meet year group expectations by the end of the year?	track to achieve 'greater depth' by the end of the year?
<b>End of Spring Term</b>		Has the pupil shown this term that they are not yet able to meet the learning objectives without additional support and that they are currently not on track to meet year group expectations?	Has the pupil demonstrated a sound grasp of the learning objectives this term and shown that they are on track to meet year group expectations by the end of the year?	Has the pupil shown this term that they can transfer learning between genres, topics and subjects and that they are on track to achieve 'greater depth' by the end of the year?
<b>End of Summer Term</b>		Is the pupil <b>striving</b> to achieve mastery of their curriculum but not meeting this and so is working towards the nationally expected standard for their year group?	Is the pupil <b>demonstrating</b> that they are working with mastery of their curriculum and met their year group expectations?	Is the pupil consistently <b>transferring</b> skills, knowledge and understanding showing that they have met their year group expectations with 'greater depth'?

Each pupil has their own [tracking story](#) to record this that builds up each term throughout their time in the school. This is the only formal recording of assessment / data that we do, and we use it to:

- Maintain an [overview of outcomes and progress](#) across all pupil groups in each school and the federation as a whole.
- Hold [Pupil Progress Review meetings](#) each term between the Headteacher and class teachers.
- [Identify gaps in learning](#) and inform our [Provision Mapping](#) each term to ensure that the pupils who need it most are receiving the right support.

Our aim is for all pupils without a significant cognitive barrier in that subject, to be demonstrating or transferring their progress by the end of each year.

END OF YEAR PROGRESS – Do the pupils know and remember more?	
<b>DEVELOPING (BLW/PKS)</b>	<b>STRIVING (WTS)</b>
Pupils identified with SEN who are working significantly below the nationally expected standard for their year group.	Pupils who are working towards the nationally expected standard for their year group.

A few pupils will be judged to be at this stage. The pupil will usually have a diagnosis of special educational needs that affects their cognitive or physical development in a particular area/across multiple areas of the curriculum. They are <b>developing</b> their cognitive / physical ability and are able to make progress from their individual starting point through learning differentiated by the class teacher. The pupil will have a Personal Learning Plan and may also be receiving outside agency and teacher/teaching assistant specialist assessments or intervention coordinated by the SENCO. Their attainment and progress will be measured against their Personal Learning Plan targets / P-Scale descriptors / The engagement model.	There should be minimal pupils judged to be at this stage by the end of the academic year. It is expected that the pupil is capable of mastering their year group curriculum as they do not have special educational needs. They are accessing their current year group objectives through differentiation provided in the classroom. However, they are <b>striving</b> to meet these objectives and therefore might also need to access additional support parallel to this in order to accelerate their progress and master the skills, knowledge and understanding required to work at the expected standard with independence. Striving means <i>'to try very hard to do something or to make something happen, especially for a long time or against difficulties'</i>. It is particularly important that any pupils eligible for Pupil Premium and assessed at <b>.2</b> receive this funding to 'diminish differences' between their outcomes and those of all other pupils.
<b>DEMONSTRATING (EXS)</b>   <b>Pupils who are working with mastery of the nationally expected standard for their year group.</b>	<b>TRANSFERRING (GDS)</b>   <b>Pupils who are working with greater depth within the nationally expected standard for their year group.</b>
The expectation is that all pupils, without a significant cognitive / physical barrier to their learning, achieve this each year and that this is expected progress over time. These pupils are <b>demonstrating</b> skills, knowledge and understanding that show they are working at the expected standard of their year group. The pupil is confident to tackle learning objectives independently, and consistently demonstrates a concrete understanding of subject knowledge and skills that they are applying in a range of situations. The pupil is receiving appropriate challenge in class which provides time and opportunities for them to embed taught skills, practise reasoning and link their learning to a specific context or real-life situation.	There will be some most able pupils in each year group judged to be working at this stage. The pupil is consistently <b>transferring</b> skills, knowledge and understanding to apply prior learning and reasoning between genres, topics and subjects. Their outcomes show that they have a deeper learning of a subject/subjects to draw on independently and without specific direction from the class teacher. The pupil uses a range of non-cognitive skills and dispositions that strengthen their ability to problem solve, risk take and challenge. The pupil, themselves, is challenged through teaching which promotes freedoms, choices, relationships and curiosity as much as knowledge and skills. They are questioned deeply and have direct ownership of their learning.

### Assessment Overview and Expectations

Subject	Assessment method	Assessment dates	Assessment outcomes
---------	-------------------	------------------	---------------------

Maths	Pre and post White Rose assessments are completed for each unit and scores are recorded in maths books to indicate progress.   Marking of books/teacher judgement of understanding in lessons   Arithmetic tests   NFER Summative assessments (Year3 -Year 5, SATS papers Years 2 and 6)	At the start and end of each unit   Daily   Year 2 – Year 6 half termly   Completed in assessment weeks at the end of Autumn, Spring and Summer terms	Gaps in learning identified for warmups and target children identified for intervention or for stretch and challenge.   Teacher builds a picture of the child as a mathematician. Use AFL to inform the next lesson and to identify any support or guided support required. These ongoing assessments inform next steps in learning/planning.   Gaps in knowledge identified and addressed within mental maths starters and intervention if needed.   Standardised score to reflect and benchmark pupils against a National Standard (Pre, WTS, EXS, GDS). Scores recorded on pupil tracking stories.
Reading	Assessment/planning grids completed for the class.   Marking of books/teacher judgement of understanding in lessons   NFER Summative assessments (Year 3- Year 5, SATS papers Year 2 and 6)	Weekly live assessment, during or straight after the session.   Daily/after each session   Completed in assessment weeks at the end of Autumn, Spring and Summer terms.	Teacher builds a picture of the child as a reader. Use AFL to inform the next lesson and to identify any support or guided support required. These ongoing assessments inform next steps in learning/planning.   Standardised score to reflect and benchmark pupils against a National Standard (Pre, WTS, EXS, GDS). Scores recorded on pupil tracking stories.

	Book band reading level/ Reading Age   Little Wandle phonics assessments termly – Reception and Year 1   Year 1 Phonics Screening	Reading and spelling of common exception words is also assessed.   Reading age to be tracked at each assessment point.   At the end of each half term   Practice checks at the end of Autumn and Spring, then regularly before the check in June	EXS, GDS). Scores are recorded on pupil tracking stories.   An accurate reading age informs/confirms teacher judgement and identifies target pupils.   To reflect knowledge and skills within the unit and to inform catch-up intervention if needed. Book banding checked using Little Wandle texts.   To check on progress against National standards and address gaps in knowledge in order to focus teaching and intervention sessions.
Writing	Each child has an individual Assessment sheet which is highlighted and dated when objectives are met, so next steps can be personalised.	Upon each independent write to identify next steps/ gaps and to plan for intervention if required   Moderation completed termly during assessment week, recorded on discussion grids. Samples of moderated writing retained by Literacy leader.	Ongoing teacher assessment informs planning, warmups, and target children.   Moderated judgements ensure that the writing assessment is accurate and is in line with National Expectations (pre, WTS, EXS, GDS). Overall Judgements are made for the collection of writing.

Science	Based on target marking and used in conjunction with Unit quizzes and Knowledge and skills catchers.	Target marking throughout each unit. End of unit quizzes and knowledge and skills catchers.	Provides a judgement against National Standards (pre, WTS, EXS, GDS). It helps to identify any areas of weakness and enables the teachers to plan additional support or challenge for pupils in future units.
RE	Unit assessment questions along with RAG marking policy used to ascertain best fit in terms of level.  Post assessments to be completed along with RAG rating of vocab at the end of each unit.	Per unit	Teacher makes a judgement for each unit (pre, WTS, EXS, GDS). Which then helps teachers to plan additional support or challenge for pupils in future units.
Foundation subjects	Teacher assessment based on the marking of lessons using the RAG target marking policy with attached knowledge, planning and skills-based targets.	After each lesson taught  At the end of each unit use best fit in conjunction with RAG rating.	Teacher makes a judgement. Which then helps teachers to plan additional support or challenge for pupils in future units.
EYFS	Reception Baseline Assessment  Development Matters assessments against prime and specific areas of learning – highlighted and dated (new online system for September 2023).	Within first 6 weeks of entry Autumn term  On-going – assessments are regular and often “in the moment” when working with individuals and small groups. Within Early Years, observation is crucial to assessment.	To benchmark against National expectations and provide an initial report to base learning opportunities and plan for intervention.  To assess levels of progress from starting points, inform future planning and provide support through intervention.

	Use of maths and writing outcomes grids   Early Years Prolife – progress against Early Learning Goals	On-going and final judgements summer term, moderated across federation.	Federation data collection end of Autumn, Spring, Summer   Pupils assessed as Emerging or Expected against Early Learning Goals. Good Level of Development identified. Gaps in learning to inform Year 1 curriculum, intervention
--	-------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------