

Stanah Primary School Curriculum Policy



"Education is the key to unlocking the world, a passport to freedom." Oprah Winfrey

Contents

<u>Section</u>	<u>Title</u>		<u>Page</u>
1	Intent		3-4
2	Implementation		
2.1		Teaching and Learning	
2.1.1		Curriculum Design	5-6
2.1.2		Creative Teaching and Learning	6-7
2.1.3		Global Learning Themes	7-8
2.1.4		Retrieval Practice	8
2.2		Personal Development	
2.2.1		Cultural Capital	8-10
2.2.2		British Values	10-12
2.2.3		Diversity	12
2.3		Assessment	
2.3.1		Formative Assessment	13
2.3.2		Marking and Feedback	13
2.3.3		Low Stakes Quizzing	13
2.3.4		Pupil Interviews	13
2.3.5		Curriculum Summary Days	13
2.3.6		O'Track	13-14
2.3.7		Summative Assessment	14
3	Impact		
3.1		Monitoring and Evaluation	15
4	Policy Review		15

1 **Intent**

Curriculum Vision:

At Stanah, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the appropriate cultural capital so they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Stanah will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions.

Our curriculum aims are:

- To be immersive

We believe that when our children are fully immersed in a theme, their learning becomes truly meaningful. Our bespoke curriculum has been designed so that all subjects are connected under a new theme each term. This approach to teaching and learning allows our children to become inquisitive learners, who can make connections between subjects and seek answers for themselves. In agreement with Mary Myatt, ‘...the curriculum we deliver needs to work as a whole with links and threads running through it so that it all makes sense; so that teachers know how all their various bits of the puzzle fit together across subject domains and over time within each one.’

- To be knowledge rich

Our curriculum is rich in knowledge; knowledge which is built upon and developed as the children progress through school. Knowledge is powerful and opens doors; it brings enjoyment.

- To be geographically aware

One of our primary aims when designing the ‘Stanah Curriculum’ was to ensure that our children achieve a more comprehensive geographical understanding; initially allowing the children to gain knowledge of location at a local level which then develops to a national and international platform in order to support cognitive growth.

- To understand chronology

Historical chronology and its main themes were a key driver in the organisation of the curriculum, as we believe a chronological approach allows our children to develop a more cohesive understanding of our past.

- To promote speaking and listening

Furthermore, fundamental to the Stanah curriculum is the importance of speaking and listening. Our children have access to language-rich classrooms where discussion is highly valued. In the words of Mary Myatt, ‘It is the development of talk which underpins everything else: all learning.’ We advocate this. Our classrooms promote talk and discussion; teachers and children interact through structured talk activities and discussions; sharing ideas,

thoughts and challenging one another by asking questions. Concurrently, we place high emphasis on listening. There are two aspects to listening – one is to listen, the other is to be listened to. We expect the children to understand that when they are listening to someone, not only are they being respectful but they are also learning.

- To be active learners

In conjunction with our agreed approach to teaching and learning, the Stanah curriculum intends to allow our children to be fully 'active' in their learning. The children will work collaboratively, be challenged, independent and resilient and will be motivated to learn. Dylan Wiliam said, 'If you're serious about raising achievement, you have to create a classroom where participation is compulsory...' Our curriculum aims to promote this.

We aim to create curriculum coherence through conversations and professional dialogue so that everyone understands its aims and purpose. Teachers are encouraged to ask, 'Why am I teaching this? Where does it fit with the bigger picture?' and in doing so, they are able to provide clear links to the children and to ensure that lessons are not taught in isolation but are part of a well-designed sequence. Teachers are expected to explain, 'We are learning this today so that...' The children must know the purpose of their learning and why it is important so that lessons move to a level of deep understanding.

2 Implementation

2.1 Teaching and Learning

2.1.1 Curriculum Design

At Stanah, our bespoke curriculum has been carefully designed to create learning journeys that interweave and connect subjects under an umbrella ‘theme’. We advocate a cross-curricular approach and believe that when the curriculum immerses pupils within a topic, we will create richer, deeper and more purposeful learning experiences for all.

Our curriculum is based upon the requirements of the National Curriculum and our themes have been carefully selected to ensure a progression of knowledge and skills. We seek to draw meaningful connections between a variety of subjects, under the overall heading of each termly ‘theme’, or ‘topic’. In the words of Ken Robinson, ‘School systems should base their curriculum not on the idea of separate subjects, but on the much more fertile idea of disciplines...which make possible a fluid and dynamic curriculum’.

Table of Stanah curriculum themes by year group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about us!	It's Cold Outside!	Let's Explore... London!	Come Outside!	Amazing Animals!	People who help us!
Year 1	Family Album	Arctic Adventure	Dinosaurs	Stanah!	Beatrix Potter	Disney!
Year 2	Castles and Dragons	Traditional Tales with a Twist	Mission to the Moon!	The Great Fire of London	Africa	Amazon Adventure
Year 3	The Stone Age	'Twas the Night Before Christmas	Natural Disasters	Journey to Brazil!	Seaside	Ancient Greece
Year 4	India!	Escape to Narnia!	Ancient Egypt		The Romans	La Italia!
Year 5	Invasion!	A Christmas Carol	Earth and Space!	Inventors!	Australia	World War One
Year 6	Blue Planet	The Endurance Expedition	Shakespeare	We are Year Six!	Titanic!	World War II

To achieve this, each year group has six unique topics per year, that are driven by a variety of ‘Lead Subjects’ (namely: History, Geography, Science, The Arts and Writing). This ensures that pupils at Stanah are provided with rich and diverse learning experiences, that build an inter-connected picture of our world, its diversity, cultures and history. To further this, the curriculum has been designed to build upon the knowledge learnt in previous year groups.

History

The Stanah Curriculum values the “chronology” of history as we firmly believe that pupils will understand and interpret History at a higher level, when they can build a chronological picture of their local, national and international History. We do this in two ways:

Topics are structured in time order from Year One to Year Six (with the exception of The Great Fire of London in KS1 – as specified by the National Curriculum).

Themes begin with a focus on national History and international key events in KS1, progressing into world-wide History in KS2.

The History curriculum has five substantive concepts: Chronology, Significance, Invasion, Civilisation and Settlement. The areas of history that we study, promote and develop the children's understanding of these significant concepts as they move through school.

Geography

In KS1, pupils begin with their local Geography of their home and school and build outwards into the wider community. Once a child understands the Geography of their surrounding area, the Geography of the wider world becomes purposeful.

The Geography of the wider world is mapped carefully across the Stanah Curriculum to ensure that all year groups explore a new area of the world. During their time at Stanah, pupils will be immersed into the Geography and cultures of a range of countries and continents.

Reading and Writing within the Curriculum

Reading and Writing are an integral part of our Curriculum and all units are embedded within our cross-curricular approach. As with all elements of our curriculum, children are provided with opportunities to read, explore and write within a variety of genres, which allow children to build and develop the literacy knowledge and skills required for success, as they progress through school. Within our curriculum, we have identified topic-specific, age-appropriate texts that immerse children further into their topics, promoting connections between the written word and the theme under investigation. Ultimately, this deepens the knowledge our children acquire and elevates that knowledge into every day discussion and exploration. Furthermore, when writing within a theme, children are able to demonstrate the depth of knowledge they have acquired. This is a symbiotic relationship, whereby the knowledge in both Core and Foundation subjects are enriched and strengthened by each other.

2.1.2 Creative Teaching and Learning

Our curriculum places high emphasis on creativity and children are provided with opportunities to pursue their curiosities and interests. As W.B. Yeats wrote, 'Education is not the filling of a pail, but the lighting of a fire'. Our teachers carefully plan lessons that facilitate child-led learning and encourage children to seek answers to their own questions. Teachers seek ways to bring learning to life, planning memorable, practical, exciting learning opportunities, making use of all learning environments and resources. Examples of this include: Archaeological Dig-Site, creating our own museums, volcanic eruptions in Year Three, catapults in Year Two, re-enacting the Endurance Expedition in Year Six.

Children gain knowledge from a variety of sources and learning activities and present their acquired knowledge in different ways: e.g. VivaVideo, Powerpoint, PicCollage, Chatterpix, Painting, Drawing, Collage, Writing, delivering speeches.

In all year groups, our curriculum will be appropriately challenging; content will not be simplified, but will support the children in unearthing the richness that is possesses. Children

with SEND will be pre-taught the knowledge and vocabulary they require to access their learning with equity. When presenting their knowledge, writing is often a barrier to children with SEND, so our staff will ensure that they are confident to record their knowledge and understanding of the curriculum using the alternative methods.

2.1.3 Global Learning Themes





Global Learning Themes are key topical issues which are prevalent in today's society. At Stanah we have chosen four 'Global Learning Themes'. These are: Conflict Resolution, Diversity, Equal Rights and Sustainability.

These over-arching themes have been woven in to the curriculum topics that we offer so that the children are able to live successfully in the present whilst preparing them for the future in our ever-changing society. Our curriculum topics allow the children to gain a better understanding of the global learning themes at their level and allow them to think critically about world issues through familiar topics.





The global learning themes provide our children with an understanding of their place in the world at a local, national and international level and they will help ensure that the children are able to 'face the world of tomorrow'. These themes will also help our children realise that what happens in their lives has an effect on others. By addressing these themes, the children will develop a sense of profound respect for others and the world in which they live.

If a lesson lends itself particularly well to a Global Learning Theme, a sticker will be added to the children's curriculum books and they will acknowledge which theme it is that they have been addressing. (See image below)

KS1

Which Global Learning Theme did you address today?			
Conflict Resolution	Diversity	Equal Rights	Sustainability
			

KS2

Which Global Learning Theme did you address today?											
Conflict Resolution			Diversity			Equal Rights			Sustainability		
L	N	I	L	N	I	L	N	I	L	N	I
											

Below is an example of a long-term plan where the four global learning themes have been highlighted.

Year 1												
Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	Family Album		Arctic Adventure		Dinosaurs		Stanah!		Beatrix Potter		Disney!	
Lead Subject	English/ History		Geography		Science		Geography		Science		Art	
Reading Genre	Fairytales	Non-Fiction	Creative Fortnight	Key Stories	Non-Fiction	Non-Fiction	Key Stories	Instructions	Traditional Tales	Nursery Rhymes	Non-chronological reports	Explanation
Key Text	The Three Little Pigs	A range of autobiographies		Lost and Found, by Oliver Jeffers	Mad about Dinosaurs, by Giles Andreae	A selection of explanations	We're going on a Bear Hunt by Michael Rosen	A range of instructions.	The Tale of Peter Rabbit, by Beatrix Potter	Apple Dapple's Nursery Rhymes, by Beatrix Potter.	A range of biographies	Research from Seasonal Changes Study
Writing Genre	Description	Autobiography		Narrative	Rhyming Poetry	Explanation	Narrative	Instructions	Narrative	Performance & Poetry	Non-fiction	Explanation
Writing Outcome	To write a description of the house.	To write an autobiography.		To write a section of a 'Lost and Found' story.	W4P: To write a rhyming poem.	To write a factual report about a dinosaur.	To write a section of a story.	To write a set of instructions	To write their own Peter Rabbit adventure.	To recite and write poetry by heart, leading into writing.	W4P: Disney Top Trumps – factual writing	To write a report.
Science	Properties and Uses of Materials (building houses) Floating and sinking Light travelling through materials		Seasonal Changes (Autumn and Winter) Melting and Freezing		Animals: carnivores, herbivores, omnivores. Structure of animals. (Magnet-digging)		Plants: Identify, name, and compare plants on school grounds/ Wyre estuary.		Animals: Identify, name and compare a variety of common animals, including humans. (Life cycle of a butterfly)		Properties and Uses of Materials (Shadows and sound causing vibrations)	
History	Changes within living memory/ personal timelines and family				Changes beyond living memory		Human/ Physical Geography of a local area, including Fleetwood		The Life of Beatrix Potter and links to Lancashire – the lives of significant people in our locality		Significant person in history – Walt Disney	
Geography			Seasonal and Daily Weather Patterns in UK/ hot/cold areas of the world		Name and locate the 7 continents and oceans (connected to fossil discoveries)		Fieldwork of own school grounds/ following maps					
Art & Design	SB: Formal elements: line, colour, shape. Drawing: Draw and investigate shapes, create new shapes		Unit: Art to accompany Creative Fortnight Painting: Use primary colours and mix secondary colours		Unit: Drawing: experimenting with a range of drawing media		Unit: Drawing & Collage: Drawing and developing into collage.		SB: Drawing & Painting: Observational art choosing from a range of drawing and painting media		Unit: Sculpture: Using clay for sculptures within 3D backgrounds	
Design	Construction: Building houses, making them stronger, stiffer, and more stable.						Design, food and nutrition: Use a healthy and varied diet to prepare dishes.				Mechanisms: Using levers and sliders to create a moving picture.	
Technology	Computing Systems and Networks – Technology around us				Data and Information – grouping data		Creating media – digital writing		Programming A – Moving a Robot			
Music	Hey You!		Rhythms in the Way We Walk and Banana Rap		In the Groove		Round and Round		Your Imagination		Reflect, Rewind, Replay	
PSHE	Keeping/Staying Healthy Washing Hands (Adaptable)		Relationships Friendship (Caring)		Computer Safety Online Bullying (Forgiving)		Keeping/Staying Safe Road Safety		Feelings and Emotions Jealousy (Caring and ambitious)		Being Responsible Water Spillage	
Spanish	Greetings (Early Teaching Unit)				Animals (Early Teaching Unit)				Shapes (Early Teaching Unit)			
PE	Fundamental Skills Dance		Dance Gymnastics		Dance Gymnastics		Fundamental Skills Fundamental Skills		Athletics		Fundamental Skills	
RE	Hindu Dharma		Christianity: Jesus		Christianity: God		Christianity: Church		Judaism		Islam	

2.1.4 Retrieval Practice

Our staff have been trained to understand how pupils learn with regard to the Working (short-term) Memory and the Long-Term Memory. Staff will begin every curriculum lesson by activating prior knowledge through retrieval practice activities so that whilst the children are processing the current learning, they can make links with previous knowledge stored in the long-term memory. The children will have repeated exposure to knowledge and vocabulary so that the new information can be transferred to the long-term memory. Teachers are also aware of the Ebbinghaus Forgetting Curve and will therefore incorporate 'spaced' retrieval practise in to curriculum sessions. They know that every time information is retrieved, it changes that original memory and makes it stronger. Furthermore, it is well regarded that a memory will become more deeply embedded in the long-term memory when the knowledge is linked to more schemata. Because of this, we ensure that our curriculum is purposefully planned to make links through multiple subjects so that ideas are not taught in isolation.

2.2 Personal Development

2.2.1 Cultural Capital

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.

The Stanah Curriculum equips children with the cultural knowledge to propel them further in their education, careers and social development so that they can succeed in life. We have

embedded opportunities that allow the children to celebrate and embrace the diversity around them – the different backgrounds, heritage, language and traditions of all the people living in their school community, this country and the wider world.

As a whole school, we have enrichment opportunities within the curriculum to enhance cultural capital:

- Class and school-wide projects which celebrate diversity within both local and wider communities
- Taking part in local and national events of significance
- Supporting local and national charities
- Have opportunities to use the extensive school grounds for Outdoor education
- Use of the Archaeological Dig site within the school grounds
- Share their work with one another at whole school events such as Writing Fortnight
- Have opportunities for using a range of social skills in different contexts, including working and socialising with children with disabilities and children from different religious & ethnic backgrounds
- Take part in and respond to cultural and artistic enterprises
- Take part in a wealth of sporting opportunities supported by the local partnership groups
- Whole school assemblies to celebrate a diverse range of achievements
- Pupils explore current affairs and different interpretations of these events by the media

Across the year, the whole school will participate in a variety of themed days that celebrate national and international events alongside enhancing our curriculum with wider subject related experiences, therefore developing cultural capital.

	Month	Lead subject
International Dot Day	September	Art (Growth Mindset)
Recycling Day	September	Environmental Education and Art
Macmillan Coffee Morning	September	Charity
Harvest Festival	October	Charity/personal development/geography
Writing Fortnight	November	English
World Kindness Day	November	PSHE
Children In Need	November	Charity
Inter Faith Week	November	RE
World Environmental Education Day	January	Environmental Education/Geography
Children's Mental Health	February	PSHE
World Book Day	March	Reading
British Science Week	March	Science
Sports Relief	March	Charity
Neuro-Diversity Awareness	March	Personal Development
World Poetry Day	March	Speaking and Listening
Earth Day	April	Geography
Maypole Dancing	May	Personal Development

Arts Week	June	Art and Music
Dragon's Den	June	Enterprise
Spanish Culture Day	July	Spanish
Gender Equality Awareness	July	History/personal development

Subject and theme specific cultural capital experiences include:

- Visitors to school and trips outside of our community. They will visit places of worship; museums and places of interest.
- Our pupils take part in workshops with professional artists; authors; dancers and musicians
- Knowing how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They will have an age-appropriate understanding of healthy relationships.
- Collaborating with each other to problem solve
- Be aware of their strengths and areas for development and through a growth mind set approach are willing to ask and give support
- Selecting their own challenges, carrying out self and peer feedback, building success criteria, peer coaching and leading discussions by asking purposeful questions to be independent in their learning

2.2.2 British Values

At Stanah Primary School we have carefully considered our core values and the values of our society that are fundamental to a growing and vibrant country and economy. We have considered how our curriculum and other opportunities can be planned to ensure our children develop into responsible citizens. Below are some of the curriculum links and opportunities:

Democracy	
○	Each year the children in every class decide upon class rules and responsibilities to follow throughout school.
○	One school council member is elected by the children in each of the classes. The council meet regularly to discuss any proposals or agendas.
○	At Stanah, we are very aware of others who may not have as much as us and therefore we encourage children to come up with worthwhile charities that we can support. The children sometimes decide upon their own charity and plan events to raise money for that chosen charity.
○	Pupils from each class are given the opportunity to become subject specific ambassadors. Children present themselves and then votes are taken to decide the elected representative.
○	We develop speaking and listening skills across the curriculum and provide opportunities for debate across a range of subjects. For example: Is school uniform appropriate in Primary Schools? Why should people recycle?
The Rule of Law	
○	The importance of laws (whether they are those that govern the class, the school, or the country) are consistently reinforced at Stanah Primary School. Pupils are taught from an early age the rules of the school: Work Hard & Be Kind. These are displayed in every classroom as part of a set of non-negotiable expectations

○	Children in each class are given a variety of responsibilities and are encouraged to take care of their environment and to be independent. These responsibilities are chosen by the children at the start of the year.
○	Through our PSHE lessons, we explore the concept of rules at home, at school, and in the wider community. We provide opportunities for pupils to gain an understanding of the value and reason behind the rules, and how they can protect rights and freedoms. Our pupils will learn to name groups of people who make rules and how rules are enforced.
○	Our behaviour policy and anti-bullying policy provides our pupils with clear expectations of behaviour in school. Our pupils learn to understand and exercise the notion of fair play.
○	We have developed a positive learning environment where pupils are encouraged to reflect on their own behaviour and learning.
○	Our PSHE curriculum is enhanced by visits to school from the police, legal professionals and others. Our pupils learn that to break the rules should be an accidental and not deliberate act and to appreciate that actions have consequences.
Individual Liberty	
○	Pupils are encouraged to make choices and take risks, knowing that they are in a safe and supportive environment.
○	We have an ethos where pupils can make positive choices, in a safe and supportive environment.
○	In Reception and Year 1 (Autumn term), children are encouraged to be independent through the continuous provision areas. They learn through a play-based curriculum and the child's interests are at the heart of the curriculum. This strand of independence is then developed and nurtured throughout the school in our themed curriculum, where pupils have an individual voice in their development through choosing how they are going to learn.
○	Through the PSHE curriculum children are educated about making informed choices, lifestyles and about their rights and responsibilities. Regular circle time gives children a chance to discuss issues as they arise and to reinforce the values of the school.
○	All children are able to make their own choice from the hot school dinners options. They collect their own dinner and tidy away for themselves.
○	Across the curriculum, we provide opportunities to learn about rights, responsibilities and personal freedoms.
○	We carefully plan and embed activities to improve pupils' high order thinking skills as well as abilities such as confidence, teamwork, and leadership.
○	We provide pupils with opportunities to develop leadership skills. For example: Sports leader training, play leader training (PALS), and through our School Council.
○	Through our English, Geography and History curriculum, our pupils learn about the struggles for freedom and discrimination and communities in Britain and elsewhere.
○	We conduct discussions about the rights we feel each child should have and pupils learn that all people are equal.
○	Pupils learn that we can all contribute to discussion and are encouraged to express an opinion clearly and effectively.
Mutual Respect and Tolerance	
○	Respect is a core value in our school that is visible in everything we do.
○	Mutual respect is at the heart of Stanah Primary School. Our pupils learn respect for each other through the PSHE curriculum and the daily ethos of the school.
○	The playground is zoned during playtime to promote respect for children's different needs, i.e. quiet area, games area
○	In class, all children have talking partners and they all take part in peer reviews of each other's work. Children, when capable, identify what they have done well and then their next steps to improve.

○	Throughout the year we celebrate a range of values, agreed by the school community that help to develop respect for one another and develop the ethos of the school. These are introduced through whole school assemblies and PSHE sessions.
○	We tackle all types of bullying, including cyber-bullying and prejudice-based bullying related to special educational needs, disability, gender, gender reassignment, race, religion and belief, sexual orientation.
○	We use a range of resources and approaches to learn about different faiths and beliefs. This includes a planned programme of visits to different places of worship, as well as visits to schools by representatives of different faith communities.
○	We engage with the Lancashire Syllabus for RE. The syllabus outlines the contribution that RE makes to the whole school curriculum, including pupils' SMSC development.
○	Our pupils learn to respect the opinions and beliefs of others through RE. For example, when studying Judaism, our pupils will learn to identify artefacts worn by Jews during worship and explain why these are important.
○	Across the curriculum and through community engagement, our pupils develop a strong sense of community and togetherness. They are supported addressing a range of community issues and contribute to solving them.

2.2.3 Diversity at Stanah

Having a diverse group of pupils at Stanah simply means recognising that all our pupils are unique in their own way. Their differences could consist of their academic ability, athletic ability, cultural background, personality or religious beliefs, the list is endless. Teachers at Stanah value diversity and we model this attitude to our pupils.

What do we do to encourage, value, and promote diversity?

- Our school rules are 'Work hard, Be Kind'. A such, we promote the value of kindness to all
- Create a safe and respectful environment for all
- One of our 'Global Learning Themes' is Diversity – it is interwoven in to the curriculum
- Learn about pupils' background interests and learning styles
- Encourage discussion
- Model, expect and value collaboration
- Celebrate individual success
- Self-regulation...being aware of our strengths and areas for development
- Promoting and valuing the principals of having a 'Growth Mindset'
- Model and support children in asking purposeful questions about things that are different
- We use visits and visitors to connect with others who are different to us
- Neuro-diversity and mental health awareness are part of our curriculum offer
- We work alongside children from more specialist educational settings
- During the first assembly of each half term a member of the leadership team delivers an assembly covering the topics below. Class teachers then follow this up during PSHE/Circle time and a record of the learning will be placed in the PSHE book.

Autumn: Its ok to be different

Spring: Different families

Summer: Gender stereotyping

2.3 Assessment

2.3.1 Formative Assessment

Please refer to the T&L policy for an in-depth overview of how AFL looks at Stanah

2.3.2 Marking and Feedback

High quality marking and feedback is a key component for successful AFL. Live marking and verbal feedback allow teachers to continually check how successful the children are in their learning. Mid-learning breaks and discussions will also allow teachers and children themselves the opportunity to provide high quality feedback. *Please refer to the marking policy for further information re marking and feedback.*

2.3.3 Low Stakes Quizzing

Google forms are used as a form of low stakes quizzing for each 'lead subject' in a topic. The quizzes are taken at the start and end of the topic and allow the teachers to use the data to inform future planning which will incorporate further retrieval practice activities where appropriate. The children will also have a clearer understanding of themselves and their learning by completing the quizzes. This supports metacognition.

Low stakes quizzes will also take place at the end of each Spanish and RE topic that the children are taught.

2.3.4 Pupil Interviews

At the end of a topic, class teachers will interview children about what they have learnt. They will have pre-prepared questions, images and diagrams relating to key knowledge that will be discussed during the interviews. 10 children will be interviewed per topic. The interviews allow teachers to collate knowledge from the children in a way that is accessible and inclusive for all.

2.3.5 Summary Days

At the end of each topic, teachers will plan a 'summary day'. This will be an opportunity for the children to independently demonstrate what they have learnt over the course of the theme and they are able to choose how they would like to present their information.

During the summary day, teachers will use AFL to identify those children who have gaps in relation to key objectives from the topic and will provide them with activities to complete in order to fill the gaps.

2.3.6 O'Track

Teachers will record formative assessment judgements on O'track by using a colour-coded system for each child against each objective for the foundation subjects. This information will support teachers when they make summative judgements at the end of the academic year.

COLOUR	DESCRIPTION
	Not taught or pupil was absent
	Taught, but not understood
	Taught and showing signs of understanding
	Taught and understood
	Taught and working at greater depth

2.3.7 Summative Assessment

Science

At the end of each term, teachers will make summative judgement for Science and will input this data on to O'track.

The teachers' judgements will be based upon how the child has acquired knowledge and applied this knowledge to a variety of contexts over the term. Science judgements are moderated and data is analysed by the subject leader teacher to identify successes, patterns and gaps.

Foundation Subjects

At the end of an academic year, teachers will make summative judgements for all other foundation subjects by entering the codes (as shown below) on to O'track.

Summative Assessment Options

Available Codes

CODE	DESCRIPTION
E	Emerging
D	Developing
S	Secure
GD	Greater Depth

RE

Formal RE assessments will take place at the end of each key stage (Year 2 and 6). These assessments are knowledge based and SACRE suggest that children who achieve around 75% to be age related. This data will be submitted to the LA. All other year groups will be assessed internally and outcomes to be recorded on Otrack. Hinduism, Islam and Christianity will be assessed.

Please note that Buddhism, Judaism and Sikhism are taught within each Key Stage but not progressively, therefore are not assessed.

3 Impact

The school curriculum leaders, alongside the Deputy Head teacher work closely with subject leaders and class teachers on an annual basis to assess the appropriateness of each theme and changes will be made where necessary.

3.1 Monitoring and Evaluation

Subject leaders will take the lead on monitoring and evaluating the effectiveness of their subject within the curriculum. Feedback from any M&E activity will be given in a timely manner and should reflect the school's philosophy. Where staff are struggling to meet expectations, they will be directed to the appropriate support. Staff will be expected to work proactively in order to improve upon any areas for development. Subject leaders will provide the curriculum leaders and the Deputy Head teacher with an overview of the outcomes from any monitoring activities and those leaders will subsequently complete any follow-up monitoring, or indeed explore their own avenues of interest.

M&E activities include:

- Data analysis
- Book audits
- Planning audits
- Moderation
- Monitoring class dojo
- Pupil interviews
- Learning walks
- Team teaching
- Lesson observations
- Displays

Subject Leaders are provided with a list of tasks that they should complete during their subject leader release time. The Deputy Head teacher will provide a timetable for subject leader release time at the start of each term.

4 Review and update

This policy is to be reviewed on a yearly basis by the Curriculum leaders and Deputy Headteacher