



The Federation of Spixworth Schools

Curriculum Policy

Agreed by Governing Body: Autumn 2021

To be reviewed: Autumn 2022

Group Responsible: Full Governors

Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement.

Introduction

The curriculum is all the planned activities, which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees, we, as a federation, provide to develop the independence and responsibility of all of our pupils. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. At The Federation of Spixworth Schools, we ensure that all children have a broad, balanced and relevant education, which provides continuity, progression and consolidation, whilst also considering individual differences. We work with parents, families and the local and wider community to ignite children's curiosity, perseverance and to encourage a love for learning. We aim to teach our pupils how to grow into positive, responsible people, who can use their own self-belief to be independent learners as well as work and co-operate with others while developing knowledge and skills. We believe that children learn best in different ways. Our federation aims to provide rich and varied learning experiences that allow children to develop their skills and abilities to their full potential. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make reliable and informed choices about the important things in their lives. We aim to support and engage all learners to become caring, responsible, active citizens prepared for the challenges of tomorrow.

Our Curriculum Intentions

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our federation curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in cross federation standards and the development of independent and responsible learners.

Our curriculum is designed to develop lifelong learners through the following:

- We are an inclusive federation. We value the way in which all children are unique; developing individual strengths and supporting individual challenges. We treat children with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school. Our curriculum promotes respect for the views of each individual child and is tailored to support their learning, social and emotional needs.
- Through a growth mindset approach, we create learning experiences that provide children with the opportunity to grasp an understanding of self-belief, where they rely on their own effort and ability to achieve. We actively encourage children to reflect upon their own self-worth in order to confidently take on challenges independently.
- We value development of the whole child, within and outside of the classroom. Through planning and facilitating regular educational visits, visitors and events and through our commitment to outdoor learning and enrichment, our curriculum is designed to inspire and engage learners. Links between individual subjects and real-life experiences are explicit making learning purposeful and meaningful.

Aims

The aims of The Federation of Spixworth Schools curriculum are:

- To uphold the outcomes of the EYFS and National Curriculum as a minimum entitlement for all of our children
- To deliver a curriculum that goes beyond the National Curriculum in terms of breadth of opportunities; where talents and strengths can be discovered and nurtured alongside the development of crucial, non-academic life skills.
- To enable all children to learn and develop their skills to the best of their ability.
- To support the development of a rich, broad vocabulary for all of our children based on real experiences that embed understanding and ignite curiosity across subjects
- To use available resources to value how children learn both within and outside the classroom
- To promote a positive, responsible and enthusiastic attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be inquisitive and reflective.
- To develop pupil's resilience, confidence and independence, in a happy and safe learning environment, in order to give children the skills to cope with life.
- To deliver a curriculum that encourages respect for our school, our community and our world, enabling our children to be positive citizens in society.
- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- To ensure that each child's education has continuity, progression and consolidation.
- To nurture learners that respect their own and others' rights; that are mentally, physically and academically confident and capable to continue their next phase of learning
- To encourage self-discipline based on the understanding of right and wrong and the recognition of the needs of others within the community.
- To foster appropriate tolerance, respect of difference and of each other whilst promoting a sense of community through the celebration of our school's diversity.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

Values Education

We seek to promote an educational philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary (principles that guide behaviour), as the basis of good educational practice. It encourages adults to model values and to give time for reflective practices, empowering individuals to be effective learners and good citizens.

Core Values – Spixworth Infant School

Our school core values are central to all we do. The curriculum offered at Spixworth Infant School will enable the children, at a level appropriate to their age and ability, to be **STARS**:

- **Safety:** We feel safe at school and know how to keep ourselves and others safe.
- **Teamwork:** We work together and understand how our behaviour affects our learning.
- **Achievement:** We always try our best in everything we do even when we find things difficult. We know how we can get even better.
- **Respect:** We respect the views, opinions and rights of everybody.
- **Stimulating:** We learn about things that interest us and challenge each other's thinking.

'Respect' - Woodland View Junior School

R = Resilience

Keep going and never give up, showing determination and strength

E = Engagement

Being focused and taking part, being involved

S = Supportive

Being helpful to one another

P = Pride

Believe in yourself and to be proud of your achievements

E = Empathy

Caring and being helpful to everyone, to value our school and the people in it

C = Collaboration

Work together and to cooperate with each other and talk to one another

T = Trust

Believe in someone to do the right thing, to be honest



At the beginning of each term, pupils are introduced to a new value based on RESPECT. This word is explained and it is taught for that term. Our core principle of 'Ready, Respectful and Safe' underpins classroom management.

Our Curriculum Implementation

We plan the curriculum carefully, and where appropriate collaboratively across the federation and with the nursery. This means there is consistent, coherent and full coverage of all aspects of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, with planned progression in all curriculum areas. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively.

EYFS: The four guiding principles of a unique child, positive relationships, enabling environments and understanding that children learn and develop in different ways, drive the teaching and learning. We use Development Matters (2020) to inform planning and provide opportunities to plan from children's interests and incorporate next steps in their learning.

KS1 and 2: The children continue developing from the EYFS curriculum with opportunities to explore and gain greater depth in their own learning and interests. The National Curriculum is used to inform a mixture of discrete subject and holistic cross-curricular teaching. The curriculum promotes academic learning as well as personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. In Upper Key Stage Two, pupils have the opportunity to access self-directed learning, which is set up and supported by staff but allows children to work at their own pace and focus on areas of interest.

Advanced Plans: A comprehensive plan is made available to all stakeholders each year. This indicates what topics are to be taught in each term as well as identifying related enquiry questions and enhancement events. Cross-curricular links are exemplified and knowledge organisers are developed to maximise home/school links and support. Children are actively included in how each topic is developed; their input inspires their interest and engagement. We review this advanced plan on an annual basis. Within a theme, subjects may be taught in conjunction with others in order to produce shared outcomes or may be taught discretely.

Responsive Plans: Our responsive plans are those that our teachers write on a weekly or daily basis with flexibility to identify and address individual gaps and learning needs. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Opportunities for learning

We encourage children to take responsibility for their own learning. To be involved as far as possible in reviewing the way they learn, how they learn, what helps them learn and what makes it difficult for them to learn.

We offer a wide range of resources and scaffolding for learning.

We recognise children learn best in different ways and provide a range of stimuli and opportunities for pupils to demonstrate their understanding. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work & pair work (talk-partners);
- Independent work;
- Whole-class work;
- Asking and answering questions;

- Use of technology (including Interactive Whiteboards);
- Fieldwork, outdoor learning and visits to places of educational interest;
- Creative activities;
- Watching different media and responding to musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

Teaching

Each theme or concept is based around the timeframe of a term to allow depth and breadth of learning.

What children know and wonder in relation to the theme/concept will be identified at the beginning of each term and will form the direction of travel within the curriculum. An outcome may take many forms, including practical. The proposed outcome will give further purpose and meaning to the learning sequence to come. The classroom environment will be enhanced to support the children's immersion within the learning.

Children will gain skills, knowledge and understanding both within and across individual subjects. Teachers will plan sequences of lessons that meet the identified learning objectives in the advanced plan in the context of the theme/concept and children's interests surrounding it.

As part of our commitment to holistic learning that goes beyond the classroom, events, visits or visitors will be included as enhancements for each theme. At the beginning of the period of learning, enhancement will serve to further enthuse and inspire the children, giving rise to questions that may lead future learning. These enhancements will support the children's developing understanding. Where the enhancement is planned for the end of the period of learning, it will be used to consolidate or celebrate the learning that has taken place.

The Federation of Spixworth Schools, plan the curriculum on a two-year cycle due to having some mixed-aged classes. Subject leaders provide a curriculum map each term outlining the learning themes for the term. The curriculum map is made up of specific themes / units of work for each subject based on the programmes of study in the National Curriculum. Where possible, we make strong cross-curricular links across the federation, using a concepts approach, to ensure a broader understanding.

Within our medium-term plans, we consider the previous learning of the pupils and for the foundation subjects the pupils are given a pre and post assessment as evidence of the learning that has taken place. The focus and theme of the units is clear along with any key assessment questions and vocabulary that is pertinent to the children's learning.

Subject	Methodology
Phonics	<ul style="list-style-type: none"> ● In EYFS and KS1, every child takes part in a daily phonics session. ● We follow the Little Wandle program (based on Letters and Sounds), this provides the teaching sequence, supported by actions and ditties. ● Keep up sessions are also provided in the afternoons to ensure that no child is left behind. ● This program continues into Year 3 for any pupils that need to secure and consolidate any phonic sounds.
Reading	<ul style="list-style-type: none"> ● In EYFS and KS1 children begin their reading experience by reading fully decodable books, linked to the phonic phase that they are working within. Children read to an adult daily. Comprehension is taught through class readers and sharing texts.

	<ul style="list-style-type: none"> • Jane Consodine’s Hooked on Books approach is used focussing on demonstration reading and discussion of a text. As children become more fluent readers in Year 2, they continue with the Hooked on Books approach, extending this skill by applying this to books they read themselves. • In KS2, the pupils continue to use the Hooked on Books approach to develop their understanding of texts. Accelerated Reader is also used three times a week. After completing an Accelerated Reader text pupils complete a quiz to test how secure their comprehension of the text is.
Writing	<ul style="list-style-type: none"> • We have a clear, consistent, whole federation approach to writing. • All classes follow the Write Stuff approach by Jane Considine. This involves daily writing lessons following an initiate, model and enable structure, which allows children to engage with the lesson through suggesting ideas of their own, watching a teacher model good examples and then using this knowledge to write independently. This is repeated three times during a lesson to promote sentence building to a high level. • These lessons are supported by experience lessons which provide the children with real-life, hands-on activities to enable them to immerse themselves in a text or idea. • A range of text types are used to ensure that pupils have an understanding of fiction, non-fiction and poetry.
Maths	<ul style="list-style-type: none"> • We have a clear, consistent, whole federation approach to Maths. • All classes follow the White Rose approach. This promotes high-quality problem-solving activities where children are encouraged to apply their skills, develop perseverance, make connections and seek solutions. Adult modelling is crucial to this approach, in order that children develop the confidence to try things on their own. Paired and group work is also important to encourage the sharing of thoughts and ideas. • Great importance is placed on the spoken language used in lessons. Children are supported through hearing quality and varied Maths vocabulary from adults, they are then encouraged to use this vocabulary for themselves.
Science	<ul style="list-style-type: none"> • Taught as a discrete subject that links to the curriculum theme. • Children work scientifically by asking questions, making observations and using equipment to investigate findings and perform simple tests. • We aim to link Maths and English skills and make science practical. • We use the outdoors to experience learning about animals and their habitats, seasonal changes and plants and living and non-living things.
Computing	<ul style="list-style-type: none"> • There is a long-term plan in place for Computing over all year groups. • Computing is planned around the 2-year rolling programme of themes to ensure children are able to develop their computing skills within a purposeful context. • Computing lessons are planned using the National Curriculum to equip children with the key skills, required to enable them to access and use technology safely and confidently. • Pupils have access to a range of technology, such as laptops, Chromebooks, PCs, iPads, programming resources and voice recorders. • Pupils learn about keeping safe online through half-termly assemblies led by the school’s e-safety champions.
Humanities	<ul style="list-style-type: none"> • Termly topics allow depth and breadth of learning. • Pupil’s are discreetly taught Geography and History and understand the purpose of each subject. • Concepts are used to interweave ideas and consolidate learning from previous lessons or units of learning.

	<ul style="list-style-type: none"> Children are encouraged to take part in both adult-led tasks and independent work. This allows teaching of new skills and also promotes independent research and thinking.
The Arts	<ul style="list-style-type: none"> There is a long-term plan for DT, ensuring that a range of skills are taught, including structures, moving parts and textiles. Food technology is interwoven and pupils will use cooking skills each term. There is a long-term plan for Art, ensuring that a range of skills are taught including sculpture and drawing and painting using different media. Pupils are encouraged to draft and redraft ideas.
PE	<ul style="list-style-type: none"> Two hour of physical, exercise a week. Two structured sessions of PE each week Opportunities to develop physical skills across other areas of the curriculum. Links made to the topic wherever possible. 10 minutes physical exercise a day, for example daily mile, high activity game, a dance tutorial or Joe Wicks
Music	<ul style="list-style-type: none"> Use of Charanga available. Taught as a discrete subject that, where possible, links to the curriculum theme. Used across the curriculum as appropriate. Staff recognise that musical memory supports learning and enjoyment in learning.
Modern Foreign Languages	<ul style="list-style-type: none"> Use of Language Angels available. Taught as a discrete subject on a two year rolling programme including: French, Spanish and German Language skills and awareness are further broadened through cultural days across the year Pupils well prepared for high school: French is the transition language
RE	<ul style="list-style-type: none"> Planned to support pupil's understanding of religious and cultural similarities and differences. A long-term plan is in place incorporating a range of festival/celebration days.
PSHE/RSE	<ul style="list-style-type: none"> Taught discretely across the day in response to children's needs and explicitly following a long-term plan. Use of the Norfolk RSE curriculum. Embedded through Core Values, Philosophy and Child Whispering at Spixworth Infant School Embedded through PATHS and Ready, Respectful, Safe Values at Woodland View Junior School Both schools follow the SMILE curriculum. Further links provided through Pupil Councils and UN Rights of the Child, NSPCC pants sessions across the federation.
Enrichment inc Forest School	<ul style="list-style-type: none"> At Spixworth Infant School one afternoon per week is dedicated to Enrichment. Children participate in six different skill-building activities per term, including Forest School, that go beyond the National Curriculum for their age group. At Woodland View Junior School, Enrichment activities are used as a hook to engage and motivate pupils with a theme or they can be one-off events over a half term. Lower Key Stage 2 also have regular, dedicated Forest School sessions.

How we Record our Curriculum

The following table stipulates how each class must record the different areas of our learning. This is important to create consistency in expectation as well as inform the school monitoring process.

Subject	Key Stage 2	Key stage 1	EYFS
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English	Books – lined and plain to allow for chotting. Lines continue to decrease as appropriate. Guided Reading book	Books – lined and plain to allow for chotting. 15 mm lines moving to 10mm lines.	Specific Areas Adult Led Experiences Book Tapestry Half lined, half blank book in January for Write Stuff
Maths	Books – squared. Sizing appropriate to development.	Books – squared 15mm squares moving onto 10mm squares Tapestry	Specific Areas Adult Led Experiences Book Tapestry
Curriculum Theme	Individual books for Science, History, Geography, Art/DT, RE, PSHE	Individual books for Science, History, Art/DT Geography, RE Tapestry	Tapestry (where appropriate)
Learning Journeys	Homework is through individual websites and Google Classroom.	Tapestry (online)	Tapestry (online)

Our Curriculum Impact

Our curriculum is designed to make a positive difference to children’s outcomes and futures. The impact of our curriculum is measured using a range of formal and informal approaches. Impact measures are chosen to be useful, effective and efficient in order to improve teaching and learning.

- Daily outcomes in English and Maths inform next step planning
- In the moment, assessment for learning is embedded during teaching and learning, allowing staff to work closely with the pupils to offer immediate feedback and to address misconceptions.
- Flexible grouping enables gaps to be closed rapidly.
- Phonics and Reading are monitored daily with clear goals established for half termly and yearly progress.
- In-class interventions are responsive to need; precision teaching is used to close gaps. Keep up and Catch up used to support those pupils that need further tuition.
- Assessed Tapestry observations across the curriculum track progress and enable home/school support
- Regular Pupil Progress meetings ensure every child’s progress is prioritised
- 4 times annually pupil/parent/teacher meetings set and review targets collaboratively supporting both academic and non-academic success
- Termly teacher data sharing allows middle and senior leaders to track individual, group, class and year group progress and celebrate and challenge learning and teaching
- Termly subject leader and SEND summary reports identify strengths, areas for improvement and impact of work undertaken
- Termly governor monitoring provides support and challenge to leaders at all levels

Supporting Transition

A thorough transition programme exists for each key transition period:
Transition into school (Nursery to Reception):

- Key person/Teacher meetings
- Pre-school visits by class teachers
- Visits to school with and without families or key people over the Summer term
- Phased entry over first week in September

Transition within school (Reception to Year 1 and Year 1 to Year 2):

- Teacher/new Teacher meetings
- Buddy system
- Vertically grouped activities across the year
- Year group and key stage activities across the year
- Visits to new classes in the Summer term

Transition to Junior school (Year 2 to Year 3):

- Teacher/new Teacher meetings
- Subject based visits to and from Junior school across the year
- Buddy visits for individual children in the Summer term
- Visits to new classes in the Summer term
- Shared 'best work' examples for Year 3 teachers

Transition from Junior School to High School (Year 6 to Year 7)

- Visits from former pupils
- Visits to WVJS school from high school staff
- Transition visits to the high schools
- Teacher to teacher - SEN - DSL meetings
- Additional transition visits for pupils with SEN or pastoral need

Published data

The overall record of our curriculum impact can be seen through our consistently strong published data set. School results for Good Level of Development at the end of EYFS, Phonic Screening in Year 1 and Reading, Writing, Maths and Science at the end of Key Stages 1 and 2 are at least in line with and in many cases above schools nationally (see Outcomes section of website).

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher

The role of the governing board is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School

The role of the Head of School is to

- Devise long- and medium-term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the school, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Class Teacher

The role of the class teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the Subject Leader

- The role of the subject leader is to:
- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the SENCO

The role of the SENCO is to:

- Collaborate with the Executive Head, Head of School and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Reporting and assessment

- Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- Results of informal assessments will be recorded and reported back to the SLT.
- Assessment data will help to inform pupil progress meetings and identify next steps.
- Pupils will also complete national assessments. The results of these assessments will be reported back to the SLT and parents, where appropriate.
- Assessment of pupils with EAL will take into account the pupil's age, length of time in UK, previous education and ability in other languages.
- Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- Formative assessment is embedded throughout our curriculum on a day-to-day basis during teaching and learning and allows the teaching staff to work closely with the pupils to assess attainment and plan for the next steps in learning.
- Summative assessment provides staff with assessment of learning and summarises what a pupil has achieved at the end of a period of time, relevant to learning aims built around national standards. It summarises attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders.

See Appendix 1 for outline of possible assessment methods.

Equal opportunities

- There are nine protected characteristics outlined within the Equality Act 2010, these are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- The Federation does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- The Federation will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- The federation will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

Supporting pupils with SEND

- Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the federation's SEND Policy.
- Pupils with SEND will work with TAs regularly to ensure they do not fall behind their peers.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Monitoring and review

- This policy is reviewed annually by the SLT and the governing board.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

Views of Stakeholders

Pupils:

- *We learn loads of cool stuff, like about Nelson. We learnt about where he went, and we went to all the places in our reading challenge, and we made boats with all different materials in Science. (Year 2 child)*
- *We work really hard. I like Maths best, and P.E. You learn how to do things that you didn't know how to do before. (Year 4 child)*
- *We learn new things every day and if we can't do it, we say 'I can't do it yet.'* (Year 1 child)
- *In Year 6, we have quite a lot of responsibility. The Chromebooks are excellent. We're all quite independent, really. (Year 6 child)*
- *Enrichment is my favourite. I love Forest School and our garden. We grew vegetables and my mum bought some onions. (Year R child)*
- In a questionnaire (Summer 2021) 96% of infant children and 92% of junior children positively rated their curriculum.

Parents:

- *The trips are excellent. Please keep doing them.*
- *I can't believe the impact that reading at home [as well as at school] has had on my child's confidence.*
- In a questionnaire (Summer 21), 98% of parents felt positively about their child's experience of learning at school. 99% of parents felt well informed about their child's progress.
- Staff and Governors:
- *Spixworth Infant School cares for the whole child (governor)*
- *Our curriculum is fantastic. I'd send my child here if I could. (teacher)*

Spixworth Infant School Ofsted (March 2018):

- *You [headteacher], all staff and governors are determined to ensure that pupils make good progress academically but also develop into well-rounded, caring individuals*
- *The breadth of the curriculum is a strength of the school*

Woodland View Junior School (March 2019)

- *Leaders have designed and are implementing a curriculum that is firing pupils' enthusiasm for learning.*
- *Pupils build on their learned knowledge and skills to develop their own lines of scientific enquiry and then conduct and evaluate their own investigations.*

Appendix 1 – Assessment Methods

Formative (assessment FOR learning)	Summative (assessment OF learning)
<p>Diagnostic pre-lesson preparation: Using experience from previously teaching the lesson along with a knowledge of pupil's prior learning, planning is adapted to ensure that the lesson content is appropriate to provide enough support, consolidation and challenge dependent on pupil need.</p>	<p>Non-statutory tasks and tests: These can include those that are published tests and ones that we make ourselves. We administer them when appropriate but always at the end of the academic year. This enables us to keep track of children's progress and to set targets for improvement.</p>
<p>Clear objectives and key assessment questions: Matched to learning content. Often pupils are assessed on understanding at the end of the lesson using a variety of methods.</p>	<p>Statutory tasks and tests: These are externally produced and are taken at the end of the Key Stages 1 and 2 (Years 2 and 6). They enable us to compare pupils' and the school's performance against local and national benchmarks. We use this information to set targets for improvement. EYFS and assessed against the Early Learning Goals (ELGs), Year 1 take part in phonics screening, Year 4 take part in an online multiplication times tables check.</p>
<p>Self-Assessment: Pupils judge their own progress, typically at the end of a lesson or a unit of work. This can be done in a variety of ways such as boarding and landing cards, three stars and a wish, traffic light systems, post-it notes, thumbs up, KWL.</p>	<p>Pupil Reports: These are written by class teachers and summarise attainment with each subject for parents.</p>
<p>Peer-Assessment: Pupils judge another pupil's progress, typically at the end of a lesson or a unit of work. This can be done in a variety of ways such as boarding and landing cards, three stars and a wish, traffic light systems, post-it notes, thumbs up, KWL.</p>	<p>Pre and post assessments: Given at the start and end of a unit of work to assess pupil's understanding of the key objectives/questions.</p>
<p>Feedback and Marking: Regular teacher review of pupil's books (or specific pieces of assessed work within) and students acting on the feedback they receive takes place in line with the marking policy.</p>	<p>Assessments informing teaching: We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. For example, termly analysis of GAPS tests</p>
<p>Lesson Evaluation: We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the teaching of next lesson and curriculum development for the future.</p>	<p>Teacher Assessment: Each subject has its own system for assessment. For example: Writing grids to be used alongside the WAGOLL, Quizzes for AR along with data, GAPS tests (spelling, grammar and punctuation), practise SATs papers, Pre/post assessment questions for foundation subjects and Science. Teacher assessment is also used.</p>
<p>Assess, Plan, Do, Review sheets for SEN pupils: The class teacher may well implement an Assess, Plan, Do, Review schedule with smaller specific targets based on pupil need. These targets may be based on personal, social, emotional development as well as behaviour.</p>	<p>School Tracking: All data is input by teachers directly into Pupil Asset using their range of assessments to decide whether the children are at, below or above Expected Standard. The school has an annual cycle of assessment, recording and reporting. Twice a year, we provide a written report to parents summarising children's attainment and progress. For children with SEND (involved with the Assess, Plan, Do and Review cycle) communication with parents is more frequent. Over the year, children's attainment in all subjects is systematically monitored at the end of each term for reading, grammar, writing and maths. We have a separate tracker, which is under review for tracking foundation subject achievements. This data also provides information for curriculum leaders to set targets for whole school improvement.</p>