



Curriculum Policy including our Assessment and Marking Policies

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1 Fundamental Principle

We believe that all young children want, and are entitled to learn. This learning will take place most effectively when the child is:

- Happy
- Stimulated by their surroundings (including the learning environment, the subject matter and the teacher)
- Challenged by work set at an appropriate level

2 Our Curricular Aims

- We aim to provide a broad, balanced curriculum for all children. In the Nursery and Reception, children follow the Early Years Foundation Stage Curriculum, whilst from Year 1 we follow the National Curriculum, to which we add a range of subjects to enrich learning. At Windlesham School, we endeavour to balance a teaching approach which offers breadth and depth of study; breadth of learning refers to the full span of knowledge of a subject. Depth of learning refers to the extent to which specific topics are focused upon, amplified and explored.
- We aim to ensure that our curriculum encourages children's spiritual, moral, social, cultural and physical development. This is delivered through our PSHE lessons and assemblies. This aim is also realised by the way in which we conduct ourselves and interact with each other and with the children on a daily basis. Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs contributes towards the provision of SMSC.
- We aim that through the range of subjects, topics and enrichment experiences offered as part of our curriculum, children will develop an awareness of and positive attitude towards the themes of diversity, equality and inclusion.
- We aim to provide a safe and stimulating learning environment that is conducive to academic development, in which every single child feels valued and feels able to contribute to the work of the class.
- We aim to encourage each child to strive for personal excellence, academic and otherwise, at whatever level of attainment that may be. This includes sporting, musical, artistic or dramatic ability. To this end, as children progress through the school, we increase the amount of lessons taught by staff whose responsibility is to focus on specific subjects.

- We aim to develop the Characteristics of Effective Teaching and Learning through the use of adults as a model for learning, language, vocabulary and behaviour in Early Years and beyond. The Characteristics of Effective Teaching and Learning include:

Playing and Exploring – children are willing to independently have a go, investigate and initiate a variety of activities.

Active Learning – children are proud of their achievements; they can concentrate on activities and persist with a challenge.

Creating and Thinking Critically – children develop and discuss their own ideas, drawing on and making links to their previous experiences.

The following procedures support of these aims.

3 Subjects

Nursery and Reception children follow The Early Years Foundation Stage (EYFS) Framework 2021. [EYFS Framework 2021](#)

Children have frequent access to the outdoor areas and experience a wide range of activities in each of seven areas of learning. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are: Communication and Language, Physical Development, and Personal, Social and Emotional Development. Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

The School uses a phonics scheme - 'Read Write Inc' - first introduced informally in the Nursery. It becomes a formal timetabled focus in Reception, Year 1 and Year 2.

During their daily RWI sessions, children are placed into small groups within their year group cohort. This allows them to read at their own level. They are able to progress at their own rate and can change group according to progress which is assessed every 6 weeks.

For pupils in Years 1 to 6, the curriculum includes all subjects of the National Curriculum including French. Subject allocations are distributed across the timetable according to the following guidelines.

Time (in 30 minute periods) allocated to each subject per week

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|------------|------------|------------|------------|------------|------------|------------|
| English | | 8 | 9 | 10 | 10 | 10 | 10 |
| Handwriting | | 1 | 1 | 1 | 1 | | |
| Library | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| RWI Phonics | 5 | 5 | 5 | | | | |
| Spelling | | Daily | Daily | Daily | Daily | 2.5 | 2.5 |
| Maths | | 10 | 10 | 10 | 10 | 10 | 10 |
| Science | | 2 | 2 | 3 | 2 | 4 | 4 |
| Art | | 2 | 2 | 2 | 3 | 3 | 3 |
| Computing/Swimming | 40 minutes | 2 | 40 minutes | 40 minutes | 40 minutes | 40 minutes | 40 minutes |
| Drama | | 40 minutes | 40 minutes | 40 minutes | 40 minutes | 40 minutes | 40 minutes |
| French | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Games | | | 2 | 4 | 4 | 4 | 4 |
| Humanities/RE/Topic | | 3 | 3-4 | 4 | 4 | 3 | 3 |
| Music | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| PE | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| PSHE | | 2 | 2 | 2 | 2 | 3 | 3 |
| Reasoning | | | | | 1 | 1 | 1 |

In addition to these curriculum subjects, Philosophy is timetabled for pupils in Years 1 to 6. These lessons take place every 3 weeks. At Windlesham, Philosophy is not about teaching children the subject of philosophy, but how to engage in philosophical discussion. Pupils are introduced to challenging ideas, predominantly through stories and poems that focus on 'big ideas' about life and the universe. All year groups study the same theme at the same time to encourage conversation and discussion at home.

There is a programme of Personal, Social, Health and Citizenship Education called Young Citizens, which is taught as a discrete subject as well as through assemblies and Science lessons. Relationships, Sex and Health Education forms part of the Personal, Social, Health and Education curriculum. RSHE is not timetabled as a separate subject; the majority of RSHE is taught throughout the year as part of PSHE lessons, with the exception of themes specifically related to Sex education, which are taught with parental consent, exclusively in the Summer Term. In RSHE, pupils learn about what makes healthy relationships in a way that is age appropriate and sensitive to their faith. The content includes online relationships, how bodies develop, what is acceptable and not acceptable behaviour within a relationship, and how to seek help if they feel unsafe. Delivery of the syllabus respects the diversity of families in our community.

The School is also committed to actively promoting Fundamental British Values (FBV's): democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

This commitment is demonstrated in our pupils' participation in democratic processes, in learning to respect the importance of the rule of law, in the choices they make concerning their homework tasks, focus of studies and with extra-curricular activities, in the respect which forms an inherent part of our school values, and in the variety of assemblies which repeatedly emphasize the importance of respect and tolerance.

Additionally, Reasoning is taught in Years 4 – 6. The Curriculum is enriched by optional clubs such as Ballet, Speech and Drama, Chess Club, Orchestra, iPad Photography, Magazine Club and

STEM Challenge. There are residential visits for pupils in Year 4, Year 5 and Year 6. Also, visitors to school bring many exciting opportunities for pupils, for example, in the arts. In addition, enrichment days are held with a specific focus.

Learning also takes place beyond the classroom and there is a planned calendar of theme days. These days are designed to support and enrich the curriculum with individual year groups operating 'off-timetable' for the day as they focus on a particular topic or theme. In addition, there is a calendar of whole school enrichment days and weeks which includes the celebration of European Day of Languages, Maths Week, World Book Day, World Ocean Day and Anti-Bullying Week amongst others.

Specialist Teaching

All pupils from Nursery upwards have the benefit of subject specialist teachers for Music and French. From Year 1 upwards, there is also specialist teaching of Drama, Physical Education, and Swimming. Additionally, in Year 4 and above, there are specialist teachers for Science and Art.

Children in Year 5 and Year 6 are taught all lessons by subject teachers. However, each class has a class tutor so that they are still able to have a central figure to whom they can turn for pastoral or practical help.

Beach School

Following the ethos of Forest Schools, Beach School encourages children to learn from their local beach environment. Child-led learning within the safe boundaries set at the start of each session, enables the child to learn to take calculated risks in an exciting setting. This helps the child to develop confidence and resilience and to begin to recognise the difference between a necessary risk and an unnecessary risk – a key life-long skill.

Children in Years 1 to 6 experience a Beach School day on a termly basis. The Beach School curriculum looks closely at the school's overall curriculum (Science, Art, PSHE, PE, History, Maths, Geography, English and Art activities) and builds directly upon the school-based curriculum. Sessions are led by one of the school's own fully qualified Beach School specialists accompanied by class teachers and teaching assistants.

The aims of Beach School:

- To educate our children through games and activities about their local coastal environment.
- To enable children to grow up feeling a connection with their coastal environment.
- To encourage children to develop a passion to preserve and protect the coast for the future.

The educational benefits of Beach School:

- WLT – all five of the Learning Powers in the Windlesham Learning Toolkit are developed: Resilience, Independence, Cooperation, Reflection, Creativity
- Teamwork – valuable opportunities to work in a team
- Problem solving - with only natural materials, some imagination is going to be required to solve some problems that the children will be set.

- Calm - the great outdoors, the meditative sound of waves and birds, the universal language of play and the feeling of the elements all around, calms the mind, replenishes the soul and encourages greater focus.
- A chance to shine - nature's classroom gives room to explore and learn in a completely different environment.
- Holistic growth - children have the opportunity to develop holistically promoting mental, physical, spiritual, social and emotional growth.
- Communication - The sound of the beach environment requires children to develop and engage in alternative forms of communication including visual.

The Beach School Skills Progression Framework is outlined in Appendix H.

4 Schemes of Work

Class teachers produce Curriculum Summaries each term giving a broad outline of what work will be covered. Curriculum Summaries are distributed to parents in the first week of each term. Long term plans are reviewed yearly to ensure even curriculum coverage. Weekly planning is produced using different templates for core subjects and foundation subjects. Weekly planning details the learning objectives and success criteria for each lesson. Reference is also made to differentiation and the use of support staff. Teachers evaluate how much progress has been made, highlighting those children not achieving, children needing extension in the following session etc.

5 Teaching and Learning

We implement a range of teaching methods in support of our aims. These include teacher exposition, working from text books, worksheets, use of Interactive Whiteboards, use of computers and the Internet, visiting speakers, class discussion, question and answer sessions, investigative work, stories, collaborative tasks, tasks involving iPads, the use of live and recorded music, trips and residential visits. An important element of teaching at Windlesham School is the very good relationship formed between children and staff.

We appreciate that children learn at different rates and in different ways. We therefore endeavour to offer children a rich variety of opportunities so that they can learn by seeing, speaking and listening, investigating, playing or visualising. Different subjects obviously lend themselves more readily to some of these types of learning. Within each class, whole class teaching, group work and individual work are used where and when appropriate. Work is differentiated according to pupils' ability.

In Early Years and beyond, we support children in developing the Characteristics of Effective Teaching and Learning:

- Playing and Exploring – children are willing to independently have a go, investigate and initiate a variety of activities.
- Active Learning – children are proud of their achievements. They can concentrate on activities and persist with a challenge.

- Creating and Thinking Critically – children develop and discuss their own ideas, drawing on and making links to their previous experiences.

Our most able pupils are challenged to develop their ideas and understanding further through extension work, while those children with particular learning difficulties, including those on the SEN register or any child with an EHCP, are given appropriate support, in consultation with the SENCO. Targeted, differentiated teaching is in place to meet the pupils' different levels of need. Individual Education Plans are created for those pupils on the school's SEN register identified as in need of 'Wave 3' support. These plans show clearly how pupils' individual targets are to be met. We also have links with external bodies who offer support and advice to help all children access the curriculum.

Support in class is provided by teaching assistants and higher level teaching assistants throughout the school. In Reception, Year 1 and Year 2, classes are supported by one full time teaching assistant per year group. A Phonics Leader and Learning Support Teacher works with KS1 as a key Read Write Inc support worker. Throughout Key Stage 2, the same level of support is offered (a teaching assistant per year group), but with the introduction of more specialised teaching, this support is prioritised mainly on core subjects.

Where a child shows a particular strength in a curriculum area further opportunities are provided by the class teacher to develop this strength. As well as a differentiated classroom environment where children are supported and challenged, additional challenges are offered through individual or small group extension work. Where the strength in a subject is exceptional, regular small group workshops may be offered by the SENCO to address that learning need.

It is important to note that not all of our pupils' learning takes place in the classroom. Our programme of extra-curricular activities, trips and speakers contribute greatly to their opportunities for learning about the world and their place within it, and within our community. A programme of special interest assemblies runs throughout the year featuring guest speakers from a diverse range of background and professions. Other guests and speakers are invited regularly into classrooms across the school to share their real world experience in support of a wide range of topics and schemes of work. Educational visits and trips take place termly in each year group and are carefully planned to support classroom-based learning. The school aims to achieve broad coverage and variety by planning trips linked to subjects across the wider curriculum. On-site enrichment days take place regularly and provide opportunities for pupils to immerse themselves in a topic or area of learning through creative, off-timetable activities.

The school recognises that EAL children whose home language is not English (English as an Additional Language) may need support to fully access the school curriculum. While children can learn to communicate in English quite quickly, it can take up to 7 years for full fluency to develop.

Learners with EAL make the best progress within a whole-school context where pupils are educated with their peers. Provision for EAL pupils at Windlesham School is based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills. Therefore, good communication with parents/carers of children with EAL is essential and may involve facilitating the use of interpreters. Further guidance on how these children are supported is provided in our SEN Policy.

6 Assessment, Marking, Feedback and Tracking

Pupils at Windlesham are assessed regularly. Formative assessment via observation, marking, discussion and questioning takes place daily. Pupil progress is tracked and individual targets are shared with pupils through pupil conferencing as well as written and verbal feedback. Learning Journals are kept in Nursery and Profiles are completed for Reception children. EYFS profile results are collated and submitted at the end of Reception.

We approach marking as an essential tool for planning, assessment, evaluation, learning and target setting. By responding to pupils' work through constructive and positive comments that are matched against learning objectives, we are able to acknowledge successes, promote a pride in personal achievement and improve standards of both teaching and learning.

Marking should:

- Recognise achievement with specific examples of what the child has done well.
- Identify areas for improvement.

Marking should highlight specific places where the pupil has made progress towards the learning objective and success criteria. These places should be marked with purple ticks/comments throughout the work. Comments which recognise that learning objectives or success criteria have been met should be written in purple. Marking codes for EYFS, Key Stage 1 and Key Stage 2 are inserted in the back of pupils' English books and teachers should use the codes when marking pupil work.

Marking should include suggestions for improvement or extension. Comments related to improvement or 'ways forward' should be written using a green pen. Highlighting every mistake is counter-productive as some children may feel overwhelmed. Teachers may choose one focus that can help the child move forward.

For example:

Teacher: How could you use different sentence openers to improve your writing?

Child: By using alternatives to 'The'

Pupils are expected to read or listen to teacher feedback and respond to 'Green for Growth' comments. Time is allocated on the timetable for pupils to read and respond to feedback; these sessions are known as 'React'. If there has been a verbal response, a purple tick will show this.

Peer assessment and self-assessment are effective tools that are utilised across the school. When peer assessing, pupils are encouraged to:

- identify strengths of work first, before moving on to areas for improvement
- try to make comments descriptive rather than judging
- make sure the feedback can be clearly understood

Children should be taught the importance of self-assessment to enable them to reflect on their areas of strength and weakness and to know what they need to do to improve. Pupil conferencing sessions take place regularly between pupils and teachers to establish an ongoing dialogue which focuses on achievements, progress and areas for development.

Rising Stars NTS Assessments are used at the end of each term to measure pupils' attainment in Mathematics and Reading. The assessments are standardised, SATs-style tests, designed to benchmark Mathematics and Reading progress and attainment against national averages, whilst reliably measuring progress of pupils in Years 1 to 6. The tests produce standardised scores as well as performance indicators (Working Towards, Expected Standard, Greater Depth).

In Years 1 to 6, Rising Stars Progress Tests are used mid-term to assess progress in Mathematics and Reading. Every half-term, Rising Stars Progress Tests are used in Years 1 to 6 to assess pupil progress in Grammar, Punctuation and Vocabulary. The light-touch half-termly tests support formative assessment and allow teachers to benchmark children's learning against age-related expectations. The tests produce raw scores as well as performance indicators (Working Towards, Expected Standard, Greater Depth). Writing is assessed half termly using an age related skills framework in the form of an age related grid for each year group. Maths is also teacher assessed termly by tracking pupil progress against the age related expectations set out in the school's age related expectations grids (AREs) for Mathematics.

The school's assessment database is updated half termly with the results of tests in the core subjects as well as with pupils' attainment in writing which is expressed as a numerical score derived from age related writing skills grids.

In Science, knowledge and understanding is assessed at the end of each topic through a short test. 'Working Scientifically' skills are assessed at the end of each topic using age-related 'Working Scientifically' skills grids.

Other foundation subjects are assessed through quizzes and ongoing teacher assessment.

The results of the half termly assessments in Mathematics and English are collated on the school's assessment database as is the half termly writing performance data. The assessment database allows the school to track a pupil's performance throughout their time at the school. The database shows whether a pupil is performing at the expected national standard in Mathematics Reading, Writing, Spelling, Grammar and Punctuation. Test results are also entered into an online platform (MARK Online) which is a tool that enables the school to report on pupil performance.

Data analysis takes place half termly which tracks individual pupil performance in English and Maths as well as the performance of key groups within the school (e.g. year groups, SEND, EAL Girls, Boys). Teachers produce termly assessment summary documents to track pupil progress. Based on a combination of formal assessments and teacher analysis, action plans are created for each year group in order to support and challenge pupils. Individual and small group interventions are established based on assessment information and pupil tracking.

Subject coordinators are required to reflect on the school's data analysis each half term and they use this information to update their subject development action plans. Moderation meetings take place according to the school's annual monitoring schedule.

A minimum of three times a year, teachers are required to complete an assessment summary/pupil progress document. An accompanying action plan is also created for the term ahead.

In Years 3 to 6, the school reports to parents and carers during the Autumn and Spring terms in the form of grade sheets. All parents and carers of pupils in Reception to Year 6 receive a full report in the Summer Term.

7 Monitoring

Monitoring is conducted by members of the Senior Leadership Team and subject coordinators. Learning walks are conducted on a termly cycle. Each term, the focus for learning walks is changed and communicated to staff at the weekly staff meeting. In addition, staff are observed by the Headteacher and Director of Teaching and Learning as part of the appraisal cycle. Lesson observations may also be scheduled following learning walks if a particular need is identified.

Subject coordinators and member of the Senior Leadership Team follow a monitoring schedule of book and planning scrutinies as well as moderation meetings. Feedback from these is included in our reports to governors. Subject coordinators are also invited to each governing body meeting to present a summary of progress in their subject area.

8 Training

There are regular INSET sessions throughout the year related to different curriculum areas. There is a programme of weekly internal professional development meetings. The focus for each of these meetings varies. Staff are able to attend courses run by Brighton and Hove Educational Authority, the City Alliance Schools Training or a selection of other training providers offering courses which match the school's priorities. In addition, staff are able to take advantage of the Independent School's Association training programme. When staff attend external courses, they share any new knowledge or expertise, in curriculum or general staff meetings or through the school's feedback forms.

9 Appendix A – Planning Procedures

Planning at Windlesham School includes two types of plans:

Level 1: Yearly Curriculum Map – Long Term Overview

Each subject maps out an overview detailing the key topics and focus areas for each term of the year. The overview for each subject is checked termly by subject coordinator. This overview allows all staff, to develop links with other year groups and other subjects and to ensure that a steady progression is maintained throughout the school.

Level 2: Weekly Planning

- English, Maths and Science teachers use the Core Planning Template.
- PSHE teachers use the PSHE Planning Template.
- Computing teachers use the Computing Planning Template.
- Teachers of foundation subjects use the Foundation Subject Planning Templates. This includes teachers of Humanities, French, Art and Music.
- PE, swimming and Games plans use the PE Planning Template.

Whether plans are for core subjects, foundation subjects or PE, they should always be completed by the Monday morning of the week the lessons refer to and saved in the Teacher's hub on the link below so that they are available ahead of lessons as required.

[Sharepoint Planning](#)

10 Appendix B – Long Term Curriculum Overviews

[Sharepoint Curriculum Overviews](#)

11 Appendix C – Core Subject Planning Template

[Sharepoint Core Subject Planning Template](#)

12 Appendix D – Foundation Subject Planning Template

[Sharepoint Foundation Subject Planning Template](#)

13 Appendix E – PSHE Planning Template

[Sharepoint PSHE Planning Template](#)

14 Appendix F – PE/Games Planning Template

[PE and Games Planning Template](#)

15 Appendix G – Curriculum Summaries

[Curriculum Summaries](#)

16 Appendix H – Beach School Skills Progression Framework

| | |
|--|---|
| Foundation and Key Stage 1 - Age Group 5-7 | Building, Problem-Solving and Teamwork: I can work in a team. I can play team games. I can think about how to solve problems before asking a grown-up for help. I can communicate my ideas to adults and other children. I can work with my team to create a shelter. |
| | Science/Nature/Environment: I can identify and name a variety of flora and fauna. I can describe the plant structure. I can identify and name a variety of common animals. I can name sounds that I hear. I can name animals in the environment and group them. |
| | Art: I can use natural materials to create artwork that I can talk about. |
| | Physical Development/Healthy Lifestyles: I know how to travel safely on rough ground. I can equipment safely. I can talk about how being outside makes me feel. I can describe the benefits of being outside. I know what I need to survive (food, water, air.) |
| | Global Citizenship/Understanding of the World: I know why it is important to look after the environment. I understand I have a responsibility to help take care of our local community and the wider world. |

| | |
|-----------------------------------|--|
| Lower Key Stage 2 - Age Group 7-9 | |
| | Science/Nature/Environment: I can name some flora and fauna. I can match tracks and other signs to animals. I can identify and classify things I observe. I can talk about how to encourage wildlife into an area. |
| | Art: I can choose shapes in nature and use them to inspire my artwork. |
| | Physical Development/Healthy Lifestyles: I can describe my flexibility, strength, control and balance when participating in outdoor activities. I can carry equipment around safely. I can take part in outdoor activities and challenges on my own and in a team. I understand and can describe the benefits of being outside. |

| | |
|--|--|
| | <p>Global Citizenship/Understanding of the World:</p> <p>I can describe different ways to look after the environment.</p> <p>I understand why I have a responsibility to help take care of our local community and the wider world.</p> <p>I play an active part in my local community.</p> |
| <p>Upper key Stage 2 Age 9-11</p> | <p>Building, Problem-Solving and Teamwork :</p> <p>I understand the rules for beach safety.</p> <p>I can work with a team to build a waterproof shelter using tarpaulins.</p> <p>I can use a range of simple knots.</p> <p>I can tie suitable knots for different purposes.</p> <p>Science/Nature/Environment:</p> <p>I can name and identify some flora by using a simple ID guide.</p> <p>I can name and identify wildlife on the beach by using a simple ID guide.</p> <p>I can recognise pollution indicators.</p> <p>I can group objects according to my own criteria.</p> <p>I am beginning to know the eight points on a compass.</p> <p>Art:</p> <p>I can plan, make and create a decoration.</p> <p>I can use natural shapes and structures to inspire my artwork.</p> <p>I can print and paint using natural materials.</p> <p>Physical Development/Healthy Lifestyles:</p> <p>I can carry equipment around safely.</p> <p>I can follow and make trails.</p> <p>I can take part in outdoor activities and challenges on my own and in a team.</p> <p>I understand and can describe the benefits of being outside.</p> <p>Global Citizenship/Understanding of the World:</p> <p>I can describe different ways to look after the environment.</p> <p>I understand why I have a responsibility to help take care of our local community and the wider world.</p> <p>I play an active part in my local and wider community.</p> |

17 Appendix I – Assessment Schedule

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|-------------------|--|-------------------|--|--|--|
| Rec | Baseline | | | | | Baseline Progress |
| Y1 | RS Progress Tests | RS NTS Assessments in Reading and Maths | RS Progress Tests | RS NTS Assessments in Reading and Maths | RS Progress Tests Phonics Screening | RS NTS Assessments in Reading and Maths |
| Y2 | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS |
| Y3 | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS |
| Y4 | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS |
| Y5 | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS |
| Y6 | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS | RS Progress Tests | RS NTS Assessments RS Progress Test in GPaS |

18 Appendix J – Marking Codes

[Marking Codes](#)

19 Appendix K – Age Related Expectations Frameworks

English

[Writing ARE Grids](#)

[End of key stage 1 and 2 writing assessment framework](#)

Maths

[Maths age related expectation assessment grids](#)

Science

[Science Year 1 Working Scientifically](#)

[Science Year 2 Working Scientifically](#)

[Science Year 3 Working Scientifically](#)

[Science Year 4 Working Scientifically](#)

[Science Year 5 Working Scientifically](#)

[Science Year 6 Working Scientifically](#)

20 Appendix L - Co-ordinator Monitoring Schedule

Academic Monitoring Schedule 2022-23

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-----------------------------------|---------------------------------|-------------------------------|---------------------------------|-----------------------------------|-------------------------------|
| SUBJECT CO-ORDINATOR MONITORING | | | | | | |
| EYFS | | Moderation | | Moderation | | Moderation |
| English | Subject Scrutiny Y2 & Y5 | Subject Scrutiny Y4 & Y6 | Moderation Meeting Y1-6 | Subject Scrutiny Y1 & Y5 | Subject Scrutiny Y4 & Y6 | Moderation Meeting Y1-6 |
| Maths | Subject Scrutiny Y2 & Y4 | Moderation Meeting Y1-6 | Subject Scrutiny Y1 & Y3 | Subject Scrutiny Y2 & Y4 | Subject Scrutiny Y1 & Y3 | Moderation Meeting Y1-6 |
| Science | Moderation Meeting Y1-6 | Subject Scrutiny – Y2 & Y3 | Subject Scrutiny – Y1 | Moderation Meeting Y1-6 | Subject Scrutiny – Y1 & Y2 | Subject Scrutiny – Y3 Science |
| SLT MONITORING | | | | | | |
| J1 | | Subject Scrutiny – Y5 & 6 Maths | Subject Scrutiny – Y4 Science | Subject Scrutiny – Y2 & Y3 Eng | Subject Scrutiny – Y5 & 6 Science | |
| KC | Subject Scrutiny – Y5 & 6 Science | Subject Scrutiny – Y1 & 3 Eng | | Subject Scrutiny – Y5 & 6 Maths | Subject Scrutiny – Y4 Science | |

- In the core subjects, every year group is scrutinised twice a year either by Subject Co-ordinators or a member of SLT.
- In addition, the core subjects are moderated twice a year (during which pupil books are scrutinised).
- This creates a total of 4 formal checkpoints within the academic year for the quality of teaching and learning in the core subjects to be monitored.
- This formal schedule is supplemented by learning walks, lesson observations and data checks and meetings.
- SLT will attend EYFS moderation at least twice a year.
- French, PE, Art, Music and Drama will all be monitored through the school's learning observation and learning walk processes.
- Humanities and Computing co-ordinators are to focus on their subject area priorities for the Autumn term. Plans to re-introduce more formal monitoring procedures in these two subjects in the Spring term will be finalised over the Autumn Term in discussion with SLT and the Hums and Computing coordinators.