



Curriculum Policy including Assessment and Marking Policies

Last Reviewed: January 2026

Next Review Due: January 2027

Reviewed by Nick Matthews, Headteacher

Katherine Croucher, Deputy Head

Christine Mannion-Watson, Governor

Contents

| | | |
|----|---|----|
| 1 | Fundamental Principle | 1 |
| | Our Curricular Aims | 1 |
| 2 | Subjects..... | 2 |
| | Planning..... | 6 |
| | Teaching and Learning | 6 |
| | Assessment, Marking, Feedback and Tracking | 8 |
| 3 | Monitoring | 11 |
| 4 | Training | 11 |
| | Appendix A – Planning Procedures..... | 13 |
| 5 | Appendix B – Planning Documentation on Sharepoint | 13 |
| 6 | Appendix C – Curriculum Summaries for Parents | 13 |
| 7 | Appendix D – Beach School Skills Progression Framework | 14 |
| 8 | Appendix E – Whole School Summative Assessment Schedule | 16 |
| 9 | Appendix F – Marking Codes | 18 |
| 10 | Appendix G – Age Related Expectations Frameworks | 18 |

1 Fundamental Principle

At Windlesham, we believe all children want — and are entitled — to learn. Learning is most effective when children are happy and feel safe, are stimulated by a rich environment and engaging content, and are appropriately challenged with high expectations and strong support. Children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child so that they are able to use what they have learned and apply it in new situations.

Our Curricular Aims

Our aim is for every child to flourish academically, socially and personally through a challenging, engaging and knowledge & skills led curriculum. We provide a bespoke, broad and balanced education that is rich and relevant to today's world. Our curriculum is designed to be inclusive and equitable, and is deliberately planned, sequenced and reviewed to ensure progression and coherence across subjects and year groups. It is contextualised to our school, responsive to our cohorts and spiral in design with key knowledge and skills revisited and extended over time to deepen understanding.

In the Nursery and Reception, children follow the Early Years Foundation Stage Curriculum, whilst from Year 1 the National Curriculum acts as a foundation 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 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 achieved across the curriculum including, but not exclusively through PSHE lessons. It is also realised through our assembly programme, our House system, 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 pupils' spiritual, moral, social and cultural (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.

The curriculum at Windlesham School is carefully crafted to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we carefully plan for the different needs in our classrooms, allocating resources and staffing in order to cater to these needs and support all pupils to make progress. Adaptive teaching, where learning is carefully scaffolded in the classroom, supports this approach and ensures that all children, irrespective of academic level, can make significant progress in their learning.

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 number of lessons taught by staff whose responsibility is to focus on specific subjects. These specialist teachers bring a rich experience and passion for their subject, creating high quality learning opportunities.

Early Years:

In our Early Years, we aim to develop the Characteristics of Effective Learning through our curriculum. This is done through the use of adults as a model for learning, language, vocabulary and behaviour in Early Years and beyond.

The Characteristics of Effective 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.

Reception – Year 6

Across the school, we aim to develop characteristics that provide an effective foundation for lifelong learning. To support this, we have developed the Windlesham Learning Toolkit which is comprised of 5 'Windlesham Learning Powers': Resilience, Independence, Cooperation, Reflection, Creativity. These characteristics are explicitly taught throughout the school, and it is our aim to ensure that pupils leave Windlesham with the tools they need to be lifelong learners.

2 Subjects

Nursery and Reception children follow The Early Years Foundation Stage (EYFS) Framework. Regular access is provided to outdoor learning environments, and the children engage in a broad range of experiences across all seven areas of learning. Three of these - Communication and Language, Physical Development, and Personal, Social and Emotional Development - are identified as the prime areas, as they are fundamental in fostering children's curiosity, enthusiasm for learning, and capacity to form positive relationships and thrive. The remaining four areas - Literacy, Mathematics, Understanding the World, and Expressive Arts and Design - enable children to apply, strengthen and extend the essential skills developed within the prime areas.

At Windlesham, we use the 'Read Write Inc' phonics scheme. First introduced informally in the Nursery, it becomes a formal timetabled focus in Reception, Year 1 and Year 2. During their daily RWI phonics sessions, children are placed into small groups within their year group cohort. This allows them to read at their own level and make progress at their own rate. Assessments take place every 6 weeks, the results of which inform the phonics groupings.

For pupils in Years 1 to 6, the curriculum includes all subjects outlined in the National Curriculum as well as French, Drama, Philosophy and school-specific enrichment including Beach School and themed days. Reasoning is introduced in Year 4 and continues in Years 5 and 6.

A subject specialist teaching model is phased in gradually across the school. 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. 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.

Class teacher (CT)/Subject Specialist (SS) Allocations

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---------|-----------|--------|--------|--------|--------|--------|--------|
| English | | | CT | CT | CT | CT | SS | SS |
| Maths | | | CT | CT | CT | CT | SS | SS |
| Science | | | SS | SS | CT | SS | SS | SS |
| Art | | | CT | CT | CT | SS | SS | SS |
| Computing | | CT | CT | SS | SS | SS | SS | SS |
| Drama | | SS | SS | SS | SS | SS | SS | SS |
| French | SS | SS | SS | SS | SS | SS | SS | SS |
| Games | | | | SS | SS | SS | SS | SS |
| Humanities/RS/ Topic | | | CT | CT | CT | CT | SS | SS |
| Music | SS | SS | SS | SS | SS | SS | SS | SS |
| PE | | SS | SS | SS | SS | SS | SS | SS |
| PSHE | | | CT | CT | CT | CT | SS | SS |
| Reasoning | | | | | | CT | SS | SS |
| Swimming | | SS | SS | SS | SS | SS | SS | SS |

Subject allocations are distributed across the timetable according to the following guidelines.

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

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|---------|-----------|--------|--------|--------|--------|--------|--------|
| English | | | 10 | 10 | 10 | 10 | 8 | 8 |
| Handwriting | | | 1 | 1 | 1 | 1 | | |
| Library | | | 1 | 1 | 1 | 1 | 1 | 1 |
| RWI Phonics | | | 5 | 5 | | | | |
| Spelling | | | 2 | 2 | 2 | 2 | 2 | 2 |
| Maths | | | 10 | 10 | 10 | 10 | 10 | 10 |
| Science | | | 2 | 3 | 2 | 4 | 4 | 4 |
| Art | | | 2 | 2 | 2 | 3 | 3 | 3 |
| Computing | | 1 | 2 | 1.5 | 1.5 | 1.5 | 2 | 2 |
| Drama | | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| French | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Games | | | | 2 | 4 | 4 | 4 | 4 |
| Humanities/RS/Topic | | | 4 | 4 | 4 | 4 | 4 | 4 |
| Music | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| PE | | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| PSHE | | | 2 | 2 | 2 | 3 | 3 | 3 |
| Reasoning | | | | | | 1 | 2 | 2 |
| Swimming | | 2 | 2 | 1.5 | 1.5 | 1.5 | 2 | 2 |

In addition to the curriculum subjects outlined above, Philosophy is timetabled for pupils in Years 1 to 6. One lesson takes place every half term. 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.

The school's Personal, Social, Health and Economic (PSHE) curriculum 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; the majority of RSHE is taught throughout the year as part of PSHE lessons with elements taught through the Science curriculum. Parental consent is sought before teaching lessons on sexual intercourse which are delivered through Science in the Summer term. In RSHE, pupils learn about what makes healthy relationships. 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. The teaching of PSHE and RSHE is age-appropriate and sensitive to pupils' faiths and families.

The school is 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. Fundamental British Values are promoted across the curriculum, assemblies and wider school life. 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.

Learning also takes place beyond the classroom and the school's curriculum is enriched by extra-curricular provision which includes clubs such as Electronics, Textiles, Speech and Drama, Chess Club, Orchestra, Maths Club, Netball, Beads and Bracelets, Construction Club, Drawing Club, Basketball and more. These opportunities allow children to both sample new interests and to broaden their experiences as well as develop a skill to a higher level of competence.

There is also a planned calendar of themed enrichment days for each year group. 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. Also, visitors to school bring many exciting opportunities for pupils. In addition, whole school enrichment days are held with a specific focus.

At Windlesham, residential trips form a planned, progressive element of our wider curriculum offer, taking place in Years 4, 5 and 6. We believe that high quality residential experiences provide unique learning opportunities that cannot be replicated within the classroom environment. They play a vital role in developing pupils' independence, resilience, teamwork, and social confidence as they prepare for the transition to secondary education.

Residential trips allow pupils to engage in practical, hands-on activities that deepen their understanding across a range of curriculum areas, including geography, science, physical education and personal, social and health education (PSHE). Through outdoor learning, problem solving challenges and collaborative tasks, children learn to take managed risks, persevere in unfamiliar situations and apply skills such as communication, leadership and critical thinking in real-world contexts.

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 at least twice a year. 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 about their local coastal environment.
- To enable children to build 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:

- Windlesham Learning Toolkit – all five of the Learning Powers are developed: Resilience, Independence, Cooperation, Reflection, Creativity
- Teamwork – valuable opportunities to work in a team
- Problem solving - with predominantly 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. By encouraging children to ask questions, explore meaning, and consider their own values and responsibilities, Beach School aligns closely with our curriculum intent to develop reflective, thoughtful and compassionate learners. The coastal environment provides a calm, expansive space that enables pupils to think beyond the classroom, strengthening their sense of identity, belonging and wellbeing.
- A chance to shine - nature's classroom gives room to explore and learn in a completely different environment.
- Spiritual development and holistic growth - children have the opportunity to develop holistically promoting mental, physical, spiritual, social and emotional growth. The natural coastal environment offers rich opportunities for children to develop a sense of awe, wonder and curiosity about the world around them. Through direct engagement with the beach setting—its wildlife, changing landscapes, rhythms and patterns—pupils are encouraged to reflect on their place within the wider natural world and to appreciate their environment. Beach School supports pupils in developing a deeper awareness of themselves and others. Activities such as mindful observation, quiet reflection and collaborative exploration allow children to experience stillness, connection and shared purpose. These experiences help nurture qualities such as empathy, gratitude, respect and emotional regulation, which underpin spiritual 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 D.

Planning

Level 1: Long-Term Overviews (Yearly Curriculum Maps) — these are checked termly by subject leaders and are designed to ensure cross-subject links and spiral progression. A parent friendly version of each year group's curriculum, called the Curriculum Summary, is shared termly and is accessible via the school website.

Level 2: Weekly Planning — core and foundation templates outline learning objectives/success criteria, key vocabulary, retrieval of prior learning, scaffolds, differentiation, resources, use of support staff and assessment for learning. Weekly plans are saved to Teachers' Shared (online cloud) by Monday morning. Templates are adapted to subject (Core; Foundation/PE; PSHE) as agreed by SLT.

Teaching and Learning

Methodology and Pedagogy

Our teaching and learning practices are grounded in evidence informed pedagogy designed to ensure that all pupils are able to access, retain and apply new knowledge. Staff use a carefully balanced range of approaches, including explicit instruction, modelled and guided practice, structured talk, investigative learning and opportunities for creativity and problem solving.

A repertoire of questioning techniques is employed to probe understanding, extend thinking and promote rich dialogue. Retrieval activities are built into lessons to strengthen long term retention and make meaningful links to prior learning. Teachers use 'distance from learning' strategies to support metacognition and self-regulation. These opportunities enable pupils to reflect on their learning processes, identify effective strategies, recognise progress and determine next steps, promoting independence and deepening understanding.

Classroom environments are intentionally designed to support independence, with clear routines, accessible resources and working walls that provide ongoing scaffolds for learning. These scaffolds will vary from class to class based upon the children within that class. Activity design is considered and purposeful, ensuring that tasks are appropriately challenging while avoiding cognitive overload.

Scaffolding, Support and Inclusion

We recognise that pupils learn at different rates and in different ways. Our focus is on high quality universal provision in which learning is accessible to all through effective scaffolding and Quality First Teaching. Teachers model thinking processes, provide visual supports, offer sentence stems and chunk content to ensure pupils can engage with the intended learning. Adaptive teaching strategies are used to ensure that all children can access learning in any given lesson and make progress over time.

Where necessary, differentiation and/or adaptation is used to meet specific needs; however, we place greater emphasis on scaffolding so that pupils develop independence and resilience as

learners. Formative assessment underpins all teaching, enabling staff to adapt lessons responsively and provide timely support, challenge or intervention.

Vocabulary and Language-Rich Classrooms

We recognise the central role of vocabulary in enabling pupils to access the full curriculum. Each subject promotes the explicit teaching of key vocabulary, often supported by visual representations and opportunities to use new language in context. Teachers plan for structured discussion, partner talk and oral rehearsal so that pupils learn to articulate ideas clearly, reason effectively and develop confidence as communicators.

Vocabulary is revisited regularly through retrieval practice to support long-term retention and ensure pupils can apply subject-specific terminology with accuracy and understanding.

Enrichment and Opportunities Beyond the Classroom

Our curriculum is enriched through a range of additional experiences that broaden pupils' horizons and deepen their learning. These include visiting speakers, workshops, educational visits, performances, theme days, cross-curricular projects and opportunities to engage with live and recorded music, literature and the arts.

These experiences are designed to bring learning to life, promote cultural capital and support personal development, allowing pupils to apply knowledge and skills in meaningful contexts.

Learning Outside the Classroom

Learning outside the classroom is integral to our approach. We use outdoor spaces—including our school grounds, local community and environments such as the local coast for Beach School—to promote curiosity, resilience, collaboration and environmental responsibility. Outdoor learning provides pupils with rich opportunities for hands on investigation, problem solving and reflection, supporting both academic progress and personal growth.

Our programme of extra-curricular activities, trips and speakers contributes greatly to the opportunities for pupils to learn about the world and our place within it, and within our community. Special interest assemblies take place 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. Enrichment workshops also help to broaden understanding further through regular cultural/diversity/experience days that are delivered to the whole school.

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.

Residential visits in Years 4, 5 and 6 form a progressive sequence of experiences that develop independence, teamwork, self-regulation and confidence in unfamiliar settings. These visits provide meaningful opportunities for pupils to apply learning beyond the classroom, build strong relationships and prepare for the transition to secondary education.

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 SEND register or any child with an EHCP, are given appropriate support, in consultation with the school's SENDCO. Targeted, differentiated teaching is in place to meet the pupils' different levels of need. Individual Learning Plans are created for those pupils on the school's SEND register identified as in need of targeted support. These plans show clearly how pupils' individual targets are to be met.

Support in class is provided by teaching assistants and higher-level teaching assistants throughout the school. The school's Reception, Year 1, Year 2 and Year 3 classes are supported by their own teaching assistant (either a full-time dedicated TA or a job share arrangement). A Phonics Leader works with KS1 as a key Read Write Inc support worker. If a need is identified, they will also work with individuals or groups in KS2. In Year 4, a higher-level teaching assistant supports across both classes in the year group; In Years 5 and 6, the allocation of teaching assistant support is prioritised mainly by the core subjects or in classes that have a higher proportion of pupils on the school's SEND register.

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 SENDCO to address that learning need.

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.

Assessment, Marking, Feedback and Tracking

Assessment

Pupils at Windlesham are assessed regularly through a combination of formative and summative assessment. Formative assessment takes place via observation, marking, discussion and questioning, recording on mini-whiteboards, exit tickets, retrieval quizzes and responsive adjustments.

NTS Assessments from Hachette Learning 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 both performance indicators (Working Towards, Expected Standard, Greater Depth) and progress indicators derived from the NTS Scale score. These assessments benchmark attainment and progress, give pupils regular, low-stakes practice in test routines and language, and support curriculum/intervention planning.

In Years 1 to 6, Rising Stars Progress Tests are used in the first half term of each academic year to assess attainment in Mathematics, Reading, Grammar, Punctuation and Vocabulary (GPV) and Spelling. Rising Stars Progress Tests in Grammar, Punctuation and Vocabulary (GPV) and Spelling are also used at the end of every term to assess attainment and evaluate progress. These 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).

In Years 1 to 6, writing is assessed and moderated termly using an age-related writing skills framework. 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 termly (and twice in the Autumn term – once mid-term and once at the end of term) 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. Data collected in the assessment database at the end of each term also included standardised scores in Reading and Maths as well as NTS Scale scores to track progress.

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, questioning in class and other forms of ongoing teacher assessment.

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 between pupils and teachers to establish an ongoing dialogue which focuses on achievements, progress and areas for development.

Marking and Feedback

We approach marking as an essential tool for planning, assessment, evaluation, learning and target setting. Feedback is timely, manageable and designed to accelerate learning.

In-the-moment (live) marking is used throughout the years as an immediate and effective strategy to support the next stages of learning within a task, this is often indicated by (VF) being noted in books.

By responding to pupils' work through constructive and positive comments, we are able to acknowledge successes, promote a pride in personal achievement and improve standards of both teaching and learning. Marking should:

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

Written feedback is concise and aligned to the learning objective/success criteria. Purple acknowledges success; Green for Growth indicates next steps. Highlighting every mistake is counterproductive as some children may feel overwhelmed. Teachers may choose one focus that can help the child move forward.

Not every piece requires extensive marking; teachers focus on what most effectively moves learning forward. 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.

Pupils are encouraged to read or listen to teacher feedback and respond to 'Green for Growth' comments where time is allocated for this.

Tracking

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.

The results of the termly assessments in Mathematics and English (Reading, GPV, Spelling and Writing) are collated on the school's assessment database. This 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. The NTS Reading and Maths assessment results are also entered into an online platform (Boost Insights). This tool enables the school to report on pupil performance and complete a gap analysis.

Data analysis takes place termly, tracking performance in English, Maths, GPV and Spelling as well as the performance of key groups within the school (e.g. year groups, SEND, EAL Girls, Boys). Teachers produce termly pupil progress reports after each assessment window (4 times a year including twice in Autumn). 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. Teachers meet with SLT and the school's SENDCO for termly pupil progress meetings.

Subject coordinators are required to reflect on the school's data analysis each term and use this information to update their subject development action plans. Moderation meetings take place regularly throughout the year

In Years 3 to 6, the school reports in writing 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 written report in the Summer Term. Parents evenings take place in the first half of the Autumn and Spring term for all pupils in the school.

3 Monitoring

Monitoring of teaching and learning is carried out regularly by the Senior Leadership Team and subject leaders to ensure high-quality provision and consistency across the school. A fixed annual coordinator monitoring table is not included in this policy as approaches evolve year-on-year. SLT share termly monitoring priorities and expectations with staff.

A range of evidence informed strategies is used to evaluate the effectiveness of the curriculum, including:

Book and planning reviews to assess progression, coverage, challenge and the impact of teaching over time.

Learning walks and lesson visits with a focus on pedagogy, classroom climate, expectations, scaffolding and pupil engagement.

Pupil voice activities to understand how learners experience the curriculum and how well they can articulate and recall their knowledge.

Moderation meetings within and across year groups to ensure consistency and accuracy of assessment.

Findings from monitoring activities are collated and contribute to reports shared with senior leaders and governors, supporting strategic oversight and school improvement planning.

In addition, lesson observations are undertaken by the Headteacher and Deputy Headteacher as part of the performance management cycle. Observations may also be scheduled in response to learning walks, identified areas for development or ongoing professional dialogue. Feedback is developmental and reflective, ensuring that all staff are supported to refine and strengthen their practice.

4 Training

High-quality professional learning is central to maintaining excellent teaching and ensuring that staff are well equipped to deliver our curriculum effectively. Throughout the year, we provide a structured programme of INSET days linked to curriculum priorities, whole school development goals and evidence informed practice. These sessions support staff in deepening subject knowledge, refining pedagogical approaches and strengthening consistency across the school.

Alongside this, staff participate in a programme of weekly professional development meetings. The focus of these sessions varies and may include curriculum development, moderation, safeguarding updates, instructional coaching or the sharing of best practice from within and beyond the school. These meetings ensure that professional learning is continuous, collaborative and firmly rooted in improving outcomes for pupils.

Our Performance Management and Review (PMR) process plays an important role in identifying individual and team training needs for the year ahead. Staff are encouraged to request training

which will enhance their expertise, support the wider team and contribute positively to pupils' learning and development.

We also benefit from access to the Independent Schools Association (ISA) training programme, providing staff with opportunities to attend high quality external courses, conferences and subject specific workshops. Staff who attend external training are expected to disseminate key learning through staff meetings or curriculum teams, ensuring new knowledge is shared widely and contributes to ongoing school improvement.

Appendix A – Planning Procedures

Level 1: Yearly Curriculum Map

Long Term Curriculum 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.

Curriculum Summaries

Parent-friendly versions of each year group's curriculum which are updated and shared termly.

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 on the cloud in Teacher's Shared (SharePoint) on the link below so that they are available ahead of lessons as required.

5 Appendix B – Planning Documentation on SharePoint

[SharePoint Planning](#)

6 Appendix C – Curriculum Summaries for Parents

[Curriculum Summaries](#)

7 Appendix D – 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 carry 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 | Building, Problem-Solving and Teamwork: I can work in a team. I can play age-appropriate 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 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 in 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.

Global Citizenship/Understanding of the World:

I can describe different ways to look after the environment.

I understand why I have a responsibility to help take care of our local community and the wider world.

I play an active part in my local community.

Upper key Stage
2 Age 9-11

Building, Problem-Solving and Teamwork:

I understand the rules for beach safety.

I can work in a team.

I can play age-appropriate 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 name and identify some flora by using a simple ID guide.

I can name and identify wildlife on the beach by using a simple ID guide.

I can recognise pollution indicators.

I can group objects according to my own criteria.

I am beginning to know the eight points on a compass.

Art:

I can plan, make and create a decoration.

I can use natural shapes and structures to inspire my artwork.

I can print and paint using natural materials.

Physical Development/Healthy Lifestyles:

I can carry equipment around safely.

I can follow and make trails.

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.

Global Citizenship/Understanding of the World:

I can describe different ways to look after the environment.

I understand why I have a responsibility to help take care of our local community and the wider world.

I play an active part in my local and wider community.

8 Appendix E – Whole School Summative Assessment

Schedule

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|-----------------|---|--------------------------------|---|
| Rec | Baseline | | | | | Baseline Progress |
| Y1 | Rising Stars Progress Tests in Maths, Reading and GPV | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | Phonics Screening Check | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling |
| Y2 | Rising Stars Progress Tests in Maths, Reading, GPV and Spelling | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling |
| Y3 | Rising Stars Progress Tests in Maths, Reading, GPV and Spelling | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling |
| Y4 | Rising Stars Progress Tests in Maths, | NTS Assessments in Reading and Maths | | NTS Assessments in Reading and Maths | Y4 Multiplication Tables Check | NTS Assessments in Reading and Maths |

| | | | | | | |
|-----------|---|---|--|---|--|---|
| | Reading, GPV and Spelling | Rising Stars Progress Tests in GPV and Spelling | | Rising Stars Progress Tests in GPV and Spelling | | Rising Stars Progress Tests in GPV and Spelling |
| Y5 | Rising Stars Progress Tests in Maths, Reading, GPV and Spelling | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling |
| Y6 | Rising Stars Progress Tests in Maths, Reading, GPV and Spelling | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling | | NTS Assessments in Reading and Maths Rising Stars Progress Tests in GPV and Spelling |

9 Appendix F – Marking Codes

[Marking Codes](#)

10 Appendix G – Age Related Expectations Frameworks

English

[Writing Assessment Grids](#)

Maths

[Maths 2025-26](#)

Science

[25-26 Working Scientifically](#)