



Heelands and Summerfield School

**Friendship, Respect, Self-belief, Cooperation,
Challenge and Responsibility**

The Best You Can Be – Everyone, Every Day

Teaching, Learning and Assessment Policy

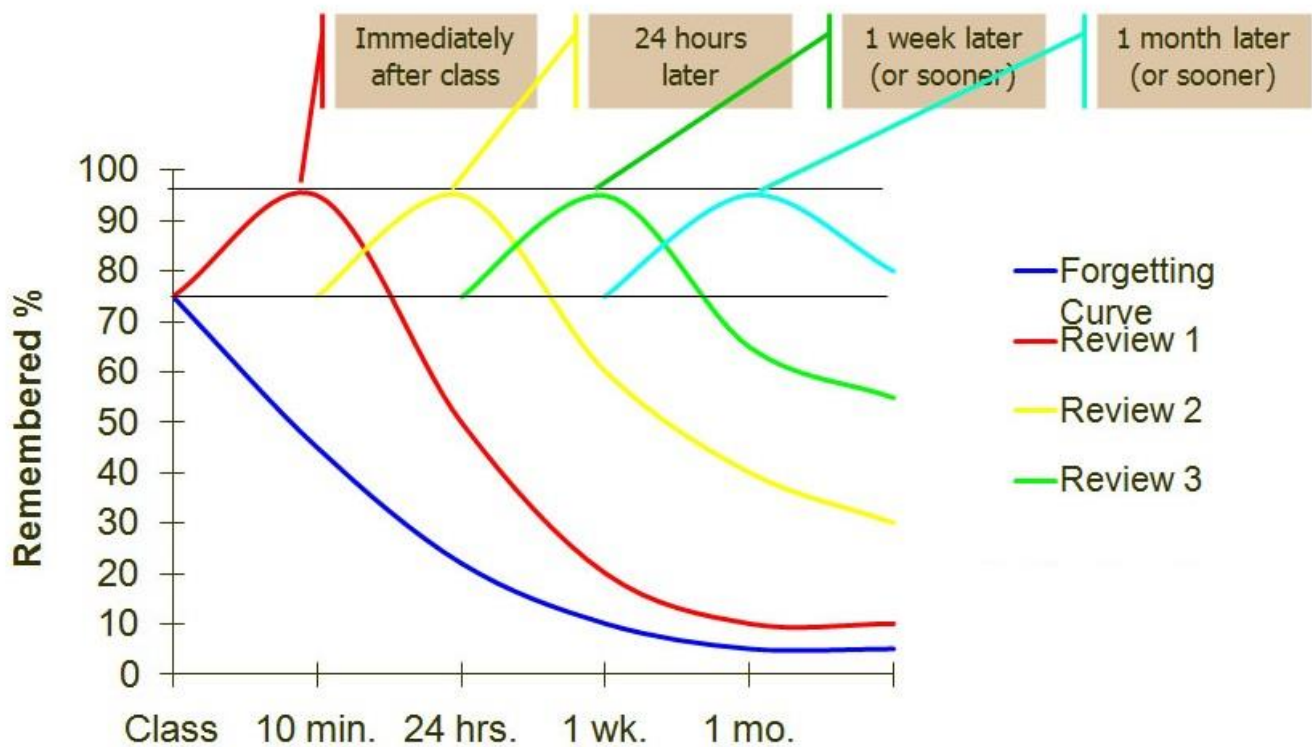
The Intent, Implementation and Impact of our Curriculum

SEPTEMBER 2023 (Updated March 2024)

Introduction

Context and Purpose

The purpose of this policy is to describe and make explicit the Heelands and Summerfield 'Way of Working' and to explain how as a federation we connect the curriculum, teaching, assessment and standards day to day and across an academic year. It sets out how our curriculum - broad and balanced at every point - is logically sequenced to enable the highest aspirations for the development of knowledge, skills and understanding in each key stage and across a child's learning journey with us. It also details how we plan for the development of knowledge and skills **together** and how we revisit them at timely and frequent intervals to embed learning and to show true progress in each subject discipline.



The 'Forgetting Curve' shows us how regular, timely reviews are vital. For a new skill to become automatic or for new knowledge to become long-lasting, sustained practice, beyond the point of mastery, is necessary

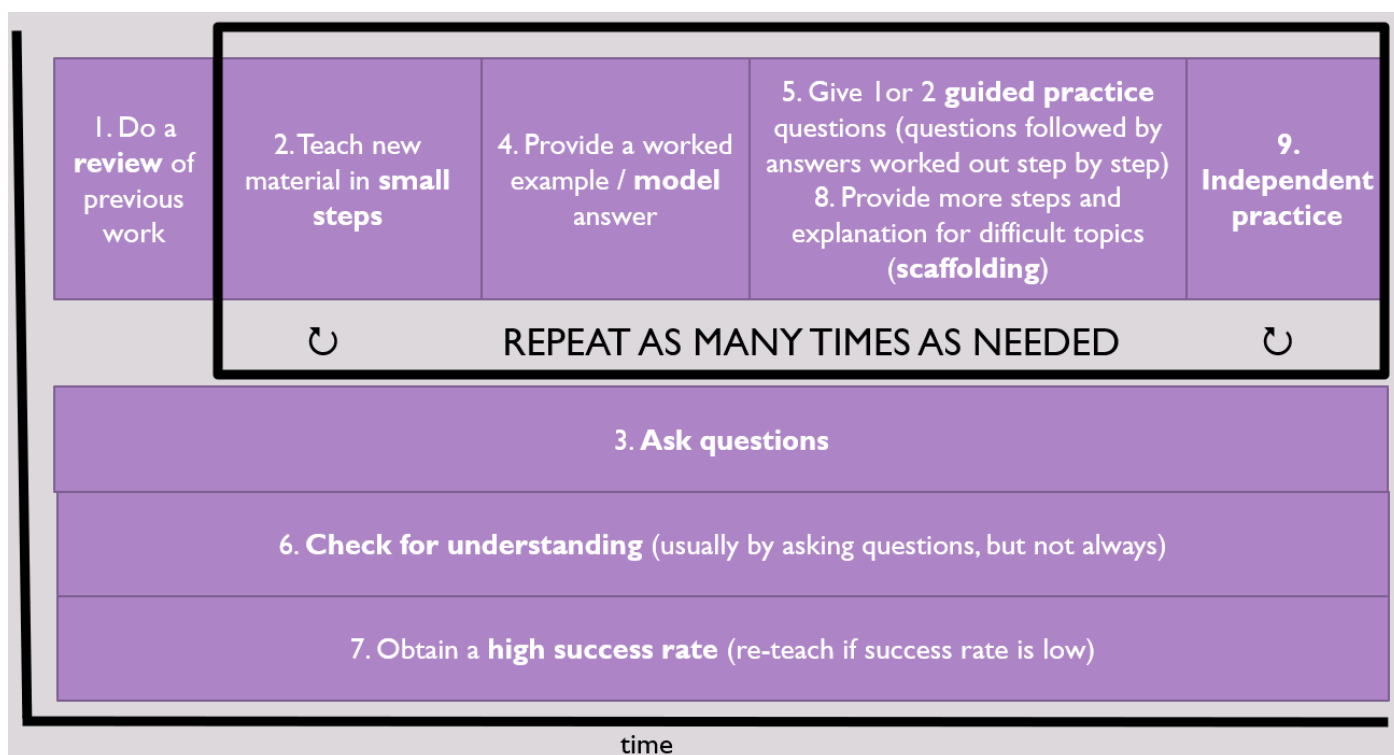
The aim of the policy is to answer three key questions:

- What are pupils being taught?
- How well are they being taught it?
- How is it setting them up to succeed at the next stage (contextualising their learning into their own individual learning journey)?

Intent

At Heelands and Summerfield, our **intent** is to have the highest ambitions for all. We are always aware when planning for learning of the widely different needs and starting points of all children, particularly those who are disadvantaged, have Special Educational Needs or Disabilities or those who are more able. All children can learn and make progress and can commit learning of knowledge and skills to long term memory when we:

- (i) teach in small steps;
- (ii) make sure all pupils have to 'think hard';
- (iii) practice through retrieval.



We use Rosenshine's *Principles of Instruction* to focus our daily, weekly and half termly teaching sequences. The ten principles are a set of common-sense actions that more effective teachers do resulting in students making more progress and achieving better results.

Curriculum Design / Planning

Our curriculum planning is based on the **Sonar Curriculum**. Sonar Curriculum is an online, comprehensive solution to primary curriculum design and comprises a multitude of materials for curriculum mapping, short and medium planning and resources to support the delivery of effective teaching and learning. It provides the robust, rigorous framework which underpins a coherent curriculum design. Through standardised and sequenced objectives across every strand of every subject, skills, knowledge and understanding are deliberately mapped to ensure cumulative fluency across the primary phase. We use the Sonar Curriculum to provide leaders and teachers with a concise framework of coverage, pitch and sequence for English, Science and for most foundation subjects.

In 2023-2024, our fourth cycle of Sonar Curriculum, teachers have a strong understanding of the learning journey of all core and foundation subjects from EYFS to Year 2 / Year 6 and beyond. Teachers will continue to follow the Sonar Curriculum to ensure progression of knowledge, skills and

vocabulary. Subjects will be taught discretely with a focus on developing children's understanding of how the subject will impact their future jobs, e.g. how to be Scientist.

The Sonar Curriculum provides overviews for Early Years covering the 7 areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. This enables teachers to plan effectively to meet the coverage requirements of the National Curriculum and Early Years Foundation Stage Framework and is a starting point for subject leaders to use when monitoring and evaluating their focused subject.

Sonar Curriculum planning covers Writing, some elements of Reading, Science, Art and Design, Computing, Design and Technology, Geography and History. As detailed later on in this section, we use the **White Rose Hub** planning for Maths, **Accelerated Reader** to support our reading programme, **Talk 4 Writing** to support the teaching of Writing, **Jigsaw** to teach PSHE and RSE learning, **Purple Mash** to support Computing, **MKSP** planning for PE, **Music Express** for Music and **Primary Language Network** to support the teaching of Spanish in Years 1 and 2, German in Years 3 and 4 and French in Years 5 and 6.

Planning

We plan Maths and English using a block planning grid which covers year group expectations and how work will be differentiated to suit the needs of all learners within the cohort. All other subjects are planned on the Federation planning grid, with the exception of P.E, PSHE, Computing, Music and Languages. These subjects are planned through the schemes highlighted above and annotated to suit the needs of the learners.

When planning, subjects can be taught as a block or during a weekly slot. Further guidance can be found in the subject Policy into Practice documents (Appendix folder i). When planning, teachers must consider previous learning and vocabulary. Each subject has its own Knowledge Organiser which is used to share previous learning, key vocabulary and concepts.

English

Writing

Writing is planned from the Sonar Curriculum and the principles of Talk 4 Writing are applied to all writing text types e.g. a model text is used, children text mark and magpie ideas from exemplar writing, oral retelling and story / text maps support the learning by rote of a text, etc.

There is an expectation that weekly planning is produced, reflected upon and adapted as necessary for each class (this should be available on Teams and in classrooms as a working document).

We teach handwriting using the Letter-Join cursive programme. Letter-join is an online handwriting resource which can be used to teach handwriting on classroom interactive whiteboards. It includes animations, touch-screen activities, cursive fonts, lesson planners and access to hundreds of practice worksheets. In EYFS, children will learn to write and form letters using the Read, Write, Inc scheme.

Reading

Reading is a key focus throughout our Curriculum. Careful selection of texts maximises exposure to different aspects of book language and the more children read and the more widely they read, the more exposure they have to language, structure and the organisation of published writing. This is our key purpose when choosing high quality texts to support curriculum themes, writing units, independent reading and guided reading sessions.

EYFS and KS1 teachers needs to balance the teaching of phonics with developing literacy, exploring more complex language through guided reading and engendering a love of reading.

Children should be reading outside of the English lesson every day. This is often through Guided Reading sessions (**see Appendix ii for an example Guided Reading timetable**). Guided reading timetables must displayed on class noticeboards. They should be reading with a teacher, an LSA or independently at least twice a week and this should be recorded. They should also be completing response tasks linked to what they read. Responses can be verbal or written; when comprehension questions are written down, this should be at the back of the child's English book.

In Early Years and Key Stage 1, teachers should keep a record of children's individual reading each week. All class teachers should keep a record of those children who require additional support (daily readers and twice weekly readers).

The Accelerated Reader programme is used from Years 2 - 6 and is a key motivator for reading and enhancer of comprehension at Heelands and Summerfield. We use the diagnostics from the software to help to level our children's reading ability, to encourage a variety of texts read and to help them to read texts at the right level of challenge for them. Each class has been allocated two iPads to help children to complete quizzes regularly and in a timely way. There is an Accelerated Reader display in each classroom to monitor and display individual achievements. Children also have a MyOn log in to read online texts at home.

Phonics

Read Write Inc is a literacy programme that helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The Reading Leader is responsible for the monitoring and organisation of the programme. Every six weeks, children in EYFS and KS1 are assessed and the phonics groups are changed based on these assessments. All children who are using the RWInc scheme read texts at their correct phonological ability. This means that their reading book matches the level of their phonics teaching group. Children from EYFS to Year 2 have a daily taught session and also have a virtual classroom session in the afternoon. Children new to the school are assessed on their first day and are allocated to the appropriate group immediately. Any children who are unable to access RWInc or who are still struggling with the fluency of their reading beyond Year 2 join the appropriate Phonics group, are taught in a 1:1 phonics session daily or are taught a different phonics programme as an intervention. This will be arranged by the Reading Leader and the SENDCo.

Spelling

Children in EYFS and Key Stage 1 will follow the RWInc Phonics Programme. Year 1 and 2 children will take home spellings taken from the High Frequency Words or Common Exception words matching their spelling level. From Year 2-6, children will follow the **No Nonsense Spelling** programme. This is used to teach the spelling rules and each new rule is tested fortnightly. Children are also tested on the appropriate Common Exception words matching their spelling level during Spring 1. These are also

tested fortnightly. Children are tested at the end of the academic year and a copy of the relevant Common Exception words are passed on to their next teacher.

The English Policy and Practice Document outlines the aims for the teaching of Writing, Reading (inc. Phonics) and Speaking and Listening (see appendix iii).

Maths

Maths at Heelands and Summerfield is planned across the school using the White Rose Hub 'Schemes of Learning' as a basis. Premium White Rose Hub resources and NCETM Mastery documents are used to resource Maths lessons as they are based on a CPA (Concrete - Pictorial - Abstract) approach. In Early Years, we plan Maths using Numberblocks and Numicon in addition to the White Rose Hub schemes.

We believe that children need to be secure with basic maths skills before they can apply this knowledge to more advanced and contextualised mathematical problems. Each class practices the basic skills relevant to their year group daily and for a minimum of 10 minutes during a 'Fast Maths' session. This session should not be immediately prior to or post the main Maths lesson of the day.

Weekly planning is produced, reflected upon and adapted as necessary for each class / group (this will be available on the teams). The 'Fast Maths' focus should also be recorded weekly on planning.

The Maths Policy and Practice Document (appendix iv) outlines the aims for the teaching, resourcing, target setting and intervention planning. The Calculation Policy supports the CPA approach and follows the White Rose Hub methods (appendix v).

Learning Intentions / Learning Outcomes

A learning intention defines what the children should know, understand or be able to do by the end of a lesson or by the end of a series of lessons. They identify and describe new learning; they should not be confused with the activity or the context. The learning outcome describes what will be seen at the end of a lesson / series of lessons to prove that the learning has taken place. A learning outcome can be different for different children according to where they are on their learning journey. It would be defined by whether a child is working below, at or above age-related expectations for that objective.

At Heelands and Summerfield, our learning intentions are based on the relevant schemes for each subject or Development Matters Statements in Early Years. Ordinarily, they should be displayed on the board during a lesson, introduced at the beginning of a lesson and referred to throughout. Links should be made when the same or similar LIs are taught or revisited. LIs should be focused, straightforward and easy to understand. It is often easier to write the learning intention and then reference the context in brackets as seen in the examples below. It is also easier to describe the age-related outcome first before planning for the emerging and exceeding expectations. When work is recorded in books, only the LI needs to be written (this may be stuck in on a sticker in EYFS and Year 1).

Year 2 Writing -

- Use different ways to start a sentence (Suddenly..., After a while..., Just then...) (2C9)
- Use imperative or 'bossy' verbs appropriately (2C14)

LI: To use imperative verbs at the start of a sentence (when writing a set of instructions)

LO:

ARE Children write five or more numbered instructions that begin with a suitable imperative verb

Below ARE With adult support, children can select suitable imperative verbs from a given list to start five or more numbered instructions.

Above ARE Children write five or more instructions. Some begin with an imperative verb, some begin with other sentence openers but contain an imperative verb for variety (e.g. *After five minutes, measure the liquid in the petri dish.*)

Year 4 Maths -

- Use column addition and column subtraction to add and subtract numbers with up to 4-digits (4F5)

LI: To add numbers with up to 4 digits (using column addition)

LO:

ARE Children complete six calculations correctly using the column method to add two 4-digit numbers

Below ARE Using a place value chart on a whiteboard, children add up two 3-digit numbers using the column method. They complete four examples correctly.

Above ARE Children complete eight column method addition calculations. The calculations include some with a mixed amount of digits (e.g. 3 digit add 4 digit) and more than two numbers (e.g. $2345 + 3124 + 1121 =$)

**The Maths example above shows that sometimes the statements need breaking down and will be tackled over a series of lessons. However, in the Writing example, you can sometimes teach and assess against more than one statement in the same lesson.*

Exercise Books

Exercise books are an ongoing record of the learning of each child. They should be well presented, looked after and should not have sheets sticking out or have graffiti on them. Whilst presentation IS important, children will also be correcting mistakes, editing work and reviewing their learning. They should show the full learning journey for each child; there should be no need for children to complete 'drafts' or 'practising' elsewhere. **Labels will be provided for all books and for all children by the office to keep all books across the school uniform.**

At the beginning of each new theme, a title page should be created to demarcate a new six-week project.

EYFS

Book description	Subject	Colour	Code	Pack Size	Cost	Quantity of books needed
A4 (297x210mm) 80 pages, 15mm ruled	English	Purple	223247	50	£23.95	1 per child
A4 (297x210mm) 80 pages, 10cm squared	Maths	Blue	213136	50	£23.95	1 per child
A4 (297x210mm) 80 pages, 15mm ruled	Early Work	Green	223239	50	£23.95	2 per child
Document Wallet A4 33mm capacity	Independent Work Folders	Red	83542	50	£5.40	1 per child
Zippered reinforced mesh bags	Smiley Words/Speedy Reading	Clear with coloured zips	138673	24	£11.70	2 packs (I have some leftovers from this year!)
Popper Wallet (A4) <u>not</u> foolscap! Clear	Wallets – book bags	Clear	168157	5	£2.07	1 per child plus 2 spare packs for breakages & new starters
48 page, 8mm ruled vocab book, 165x100mm	Wallets – Small sound cards	Red	90751	25	£2.61	1 per child
8mm ruled with margin, 229x178mm premium range, 80 pages	Phonics	Pink	213012	50	£17.20	2 per child

KS1 and 2

Book description	Subject	Colour	Code	Pack size	Cost	Quantity of books needed
A4+ (315 x230mm) 8mm lined with margin	English	Purple	223328	50	£30.95	2 x year per child Year 1-6
A4+ (315 x230mm) 10mm squares	Maths	Blue	254991	50	£30.95	3 x year per child Year 4-6 2 x per child Year 3 1 x per child Year 1 and 2
A4+ (315 x230mm) 8mm lined with margin	Humanities (Geography, History, RE, MFL)	Yellow	223263	50	£30.95	1 per child Year 1-6
A4+ (315 x230mm) 8mm lined with margin	STEM (Science, DT, Computing)	Green	223271	50	£30.95	1 per child Year 1-6
A4 + Scrap book	The Arts (Art, Music, Dance, Performing Arts)	Black	250473	50	£20.38	1 per child Year 1-6
9 X 7 (229 X 178mm) 8mm ruled with Margin	Spelling books	Orange	213004	50	£17.20	1 per child Year 1-6
9 X 7 (229 X 178mm) 8mm ruled with Margin	Phonics books	Pink	213012	50	£17.20	2 per child Year 1-2

Subject Coordination – Roles and Responsibilities

Curriculum Responsibility and Leadership

2023-2024

Please see the Roles and Responsibilities document as you Lead your Subject document for further details (appendix vi)

Implementation

At Heelands and Summerfield, the **implementation** of our curriculum translates our high ambitions for all children into reality. We use our understanding of children's needs to develop a curriculum that is structured and sequenced in a way that is going to build pupil's knowledge and that will give them the confidence to apply knowledge in other areas of their learning and in their everyday lives. We use accurate and meaningful assessment skilfully to adapt our approach both within a lesson and across a series of lessons to make sure our teaching is relevant and timely.

The Environment

A tidy, organised, clean and engaging learning environment is crucial to the success and wellbeing of everyone in the school community...and it is EVERYONE'S responsibility to make sure the highest standards are upheld.

Each classroom has a Working Wall for English (Writing), Maths, STEM, Humanities and The Arts; these are backed using the same colour as the corresponding book. The topic title for the half term should also be displayed in each class. It is accepted that at the start of a unit of work or theme, these boards may be virtually empty. Displays and Working Walls are changed and updated as regularly as possible - they are not left up long enough to become wallpaper. Working Walls should show prior knowledge and skills, key vocabulary, learning steps along a sequence and the intended end point of the learning. These should be constantly referenced. Children's work is also to be displayed both within classrooms and in communal / work areas. Again, this should be changed half termly.

Classrooms, work areas, corridors, role play areas and cloakrooms are always kept clear and tidy. Children are able to be more independent and organised when the environment allows for this. Tray labels should be typed up using the LetterJoin font (Sassoon Primary in EYFS areas).

There is no set expectation for classroom layout. This should change and adapt to the learning taking place. Sometimes children may learn best sitting in rows, sometimes on grouped desks and sometimes at no desk at all.

There should be a focused, welcoming area for books and reading in each classroom. There must also be a display linked to Accelerated Reader achievements in relevant year groups and a pocket chart and RWINc frieze and speed sounds displayed in EYFS and KS1.

Timetabling

Timetables 2023 - 2024

Heelands

	Doors Open 8.30 Registration 8.40	Phonics 8.55-9.30	Learning 9.30-10.30	Learning/ Assembly 10.30-10.45	Break 10.45- 11.00	Learning 11.00-12.00	Lunch 12.00- 1.00	Learning 1.00-2.50	2.50	Home 3.10
Mon				Sparkler Assembly					Prep for home & Story	
Tues				Singing Assembly						
Wed				Writing Assembly						
Thu				Collective Worship (in class)						
Fri								2.15-2.45 Values Assembly		

Summerfield

EYFS & KS1

	Doors Open 8.45 Registration 8.55	Phonics 9.05-9.45	Learning 9.45-10.45	Break 10.45- 11.00	Learning 11.00-12.15	Lunch 12.15- 1.30	Learning 1.30-2.30	Learning/ Assembly 2.30-2.45	3.00	Home 3.15
Mon								2.45 - Whole School Assembly	Prep for home & Virtual Classroom	
Tues								2.45 - KS1/EY Assembly		
Wed										
Thu								2.35pm KS1/EY Singing Assembly		
Fri		9.05-9.30 Celebration Assembly	9.30- 10.00 Phonics	10.00 - 10.45						

Year 3 & 4

	Doors Open 8.40 Registration 8.55		Learning 9.20-10.25	Learning 10.25- 11:00	Break 11:00- 11:15	Learning 11:15- 12:05	12.05- 12:30	Lunch 12.30- 1.30	Learning 1.30-3.00	Home 3:00- 3.30
Mon									Whole School Assembly 2:45pm	Class Book
Tues		Key Stage Assembly 9:05-9:30am								Class Book
Wed										Class Book
Thurs										Class Book
Fri		Celebration Assembly 9:05 until 9.30								Singing 2:40pm

Year 5 & 6

	Doors Open 8.40 Registration 8.55		Learning 9.20-10.25	Learning 10.25- 11.30	Break 11.30- 11.45	Learning 11:45-12:05	12.05- 12:30	Lunch 12.30- 1.30	Learning 1.30-3.00	Home 3:00- 3.30
Mon									Whole School Assembly 2:45pm	Class Book
Tues		Key Stage Assembly 9:05-9:30am								Class Book
Wed										Class Book
Thurs										Class Book
Fri		Celebration Assembly 9:05 until 9.30								Singing 2:40pm

Our daily timetables are set out above. Individual classes or phases may adapt this on occasion when necessary (e.g. they may wish to have an afternoon break or have a trip in the morning). If timetables are adapted, break times must remain at 15 minutes duration to avoid impacting learning time. The adults are then responsible for covering break duties, changing library times, etc. Every class should have a weekly timetable stored on Teams. ICT equipment and other rooms such as Library, and Cooking Room have a weekly timetable to sign up to on Teams. These are pre-populated with regular room usage. If you wish to use a room, please annotate the timetable and arrange to swap with another group / class if necessary.

Punctuality is key to the efficient running of the school. Adults will always be on time to open the doors to their children in the mornings, to start and end their break / lunch duty / intervention group on time and to be in the hall ready to start assembly at the timetabled time. This ensures that no learning time is wasted. Lunches and breaks end five minutes prior to learning times beginning so that all adults and children are ready to start at timetabled times.

Pedagogical Expectations

Class teachers are responsible for the teaching and learning of **ALL** pupils in their classes and groups. Part time teachers who job share have equal responsibility for the attainment and progress of every child in their class. As a school, we do not have a preferred style of teaching. If there is clear evidence that children are engaged, motivated and are making good or better progress then teaching and learning is successful.

When a Learning Support Assistant is working in a class, teaching an intervention group or working 1:1 with a child it remains the class teacher's responsibility for the monitoring, assessing and recording of any progress a child makes. In some instances, they may liaise with the leadership team or SENDCo to manage this. LSA's should not be working with the same children all the time. It is noted that the most skilled educator (usually the class teacher) should often be teaching the least able children (those working below the expectation for their age).

At Heelands and Summerfield, the Interactive Whiteboard and/or Visualiser are used to enhance learning and again are used when practical and suitable.

Marking and Feedback

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)

In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a child:

- Where am I going? (What are the goals?),
- How am I going? (What progress is being made toward the goal?), and
- Where to next? (What activities need to be undertaken to make better progress?)

The key strategies for developing formative assessment include:

1. **Clarifying, understanding and sharing learning intentions / outcomes** - curriculum philosophy
2. **Engineering effective classroom discussions, tasks and activities that elicit evidence of learning**- classroom discourse, interactive whole class teaching
3. **Providing feedback that moves learners forward**- marking and feedback
4. **Activating students as learning resources for one another**- collaborative learning, reciprocal teaching, peer assessment
5. **Activating students as owners of their own learning**- metacognition, motivation, interest, attribution, self-assessment

At Heelands and Summerfield, we believe that marking and feedback will be different in different key stages and in different subjects / disciplines. The Marking Policy attached shows the expectation for marking across the school (**appendix vii**) and should be stuck inside the front cover of each book.

Pitch, Differentiation and the Role of Adults

As a general rule, all children will be working on objectives from the year group that they are in. If a child is working at greater depth in a subject, they will not be taught against objectives in the year group above their chronological age. Children who are on the SEND register may be working at a lower level than the year group they are registered to, e.g. a Year 6 child may be working on and assessed against Year 3 age-related expectations if they have a Special Educational Need or a Disability.

If a child / group of children have a specific area for development, then individual statements will be tracked back when planning to the appropriate level on Sonar Curriculum for English and White Rose for Maths; the National Curriculum should be used for any other subjects. This should be the exception rather than the rule.

The learning task may be differentiated in a number of ways including by outcome, with adult support, with the aid of scaffolded prompts, etc. All adults in the classroom will have a defined role at each point in the lesson; LSAs should never be sitting and listening to an input or preparing resources during learning time. Adult support may be shared across a year group if a group of children have a similar need and are based in different classes. Year group colleagues and Assistant Headteachers / Leading Learning Teachers will collaborate each day / week to make sure LSA time is used most effectively.

Data, Targets and Record Keeping (Year 1-6)

At the end of Autumn 1, Autumn 2, Spring 2 and Summer 2, teachers populate Sonar Tracker with data for Reading, Writing and Maths. They should be recorded as either working towards, working at or greater depth.

In Early Years, teachers are required to enter data for Baseline (within the first 4-6 weeks), Autumn 2, Spring 2 and Summer 2 (EYFS Profile Data). Profile data must be verified by the Headteacher and submitted to the Local Authority. Statutory EYFS Baseline data must also be submitted.

Record Keeping and Next Steps in EYFS

Children will be assessed in Phonics half termly. Teachers will assess the children using Development Matters and record the children 'on track' and 'not on track' each half term. Interventions should be put in place for those not on track. Class Dojo is used to keep parents updated on children's learning and achievements over the course of the year.

Impact

At Heelands and Summerfield, we see **impact** as the difference that the curriculum makes to the outcomes for children. For some children, this will be attaining the highest academic standards. For others, it will be about learning to communicate, make choices and to control and affect the world around them. However, for all children we believe it is essential that their outcomes reflect the highest level of ambition and that achieving those outcomes opens up the door to futures which carry the same high levels of aspirations for all pupil's.

Monitoring

At Heelands and Summerfield, we have an open-door policy with regard to teaching and learning. The Executive Headteacher, Associate Headteacher and Assistant Headteachers will visit classrooms and work areas regularly to engage with children learning and adults teaching. Leading Learning Teachers and Subject Co-ordinators are also encouraged to arrange regular drop-ins in order to build on their understanding of the strengths and areas for development of their team and their areas of responsibility.

Subject leaders will carry out Learning Walks and Pupil Voice each half term with clear foci. The notes from these more formal visits will be sent to all staff. Individual feedback will be given if an area of strength or concern is noticed. **See appendix viii.**

Each year group will have a Development Morning each term. This will take place between the end of assembly and half an hour prior to lunchtime and will be carried out by the Senior Leadership Team. This may include 'drop in' observations throughout the morning, book scrutinies, pupil voice interviews, observations of displays / resourcing / groupings / carpet times, etc. Not all of these monitoring activities will be carried out in every year group; time will be focused on previous areas for development. Detailed feedback will be provided in verbal form soon after and by the next working day in written form. All staff working in the year group that morning will be given group feedback. Individual feedback will be given in writing and verbally if this is deemed necessary. Follow up monitoring will be focused on the areas for development from the previous feedback. **(Development Morning template, appendix ix)**

Moderation

In order to make sure that our teacher assessments are accurate, all staff take part in regular and varied moderation. Each year group in their team meeting times will share examples of Reading, Writing and Maths work throughout the year. Whole school moderations are also planned in each half term during staff meeting or team meeting times. EYFS, Year 2 and Year 6 (as a minimum) attend local school liaison group moderation events and both Year 2 and Year 6 staff attend the yearly local authority moderation information sessions and practical sessions.

Pupil Progress Meetings

Every year group will have a Pupil Progress meeting with the Executive Headteacher, Associate Headteacher, Assistant Headteacher and SENDCo during Autumn 2, Spring 2 and Summer 2. A template and crib sheet will be given to teachers in advance to help them to prepare for the meeting. This information must be completed prior to the meeting and in full. During the meeting, those children whose attainment and progress is causing concern will be discussed and plans will be agreed to change intervention, change groupings, allocate further adult support, refer to outside agencies, contact parents, etc.

The impact will be monitored regularly until the next data entry point by the Assistant Headteachers and SENDCo and this will be co-ordinated by the Associate Headteacher.

Assessments and National Tests

National SATS tests will take place every May for children in Year 6. Year 1 Phonics Screening (including Year 2 retakes) are timetabled for June. Year 4 will also complete the Multiplication Tables Check in June.

EYFS will complete a White Rose Hub assessment just prior to the data entry point to help to inform teacher assessments. Years 1-6 will complete a Maths and Reading NTS Assessment at the end of each term for test practice. Writing will be assessed on an ongoing basis. **We do not assess or level stand-alone pieces of writing.**

When on the Accelerated Reader programme, children will complete Star Reading tests at 6 points throughout the year and their reading age will be recorded in their Home School Communication Book.

Homework

Homework will be sent home weekly in a clear plastic wallet and children will be given one week to complete this homework. Homework will be marked each week and then returned home.

Regular reading at home will be monitored by Lead Learning Teachers and Assistant Headteachers. Parents and Carers of children who do not read consistently will be contacted to see how we can support.

Year Group	Expectations
EYFS	5 x reading/Phonics sounds per week recorded in Home School Communication Books Name writing, letter formation, number formation, handwriting or key words each week
Year 1 & 2	5 x reading per week recorded in Home School Communication Books Weekly spellings Number bonds, times tables or handwriting each week
Year 3 & 4	5 x 20-minute reading recorded in Home School Communication Books 5 x Garage Games on TT Rockstar Either 1 x English (Writing, Reading Comprehension or SPAG) or 1 x Maths Weekly Spellings
Year 5 & 6	5 x 20-minute reading recorded in Home School Communication Books 5 x Garage Games on TT Rockstar 1 x English (Writing, Reading Comprehension or SPAG) 1 x Maths Weekly Spellings