



Our School Vision

Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.

Our core values

friendship
hope
perseverance

Our Motto

"The ones who plant and the ones who water work together as a team with the same purpose."

1 Corinthians 3:8

We believe that with God's help when we all work as a TEAM - Together Everyone Achieves More.

justice
trust
fellowship
peace
humility
wisdom
service
compassion
creativity
tolerance

Our Mission (INTENT)

At Donnington Wood CE Junior School we will

- put the safety of everyone as a priority so we can work in trust and peace.
- encourage everyone to understand the true meaning of friendship, fellowship and community by acting with humility, compassion and in service to each other.
- be inclusive so everyone is valued and respected and where tolerance and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing wisdom and creativity, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop hope and perseverance, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the spiritual development of our school fellowship, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.
- champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (justice).

This Vision and Mission will be evident in all we do, from the way we work together to the attitudes to life you will see us show.

Our Vision in Action

The Curriculum Policy (the Intent), The Teaching and Learning Policy (the Implementation) and The Assessment Policy (the Impact) are all linked, therefore we have linked these policies together to help detail how our vision will be delivered, and seen in practice. These three parts, linked to other policies, will drive the education in the school.

The below begins to set out how we deliver the vision, it is not an exhaustive list, but rather a menu – to be updated and added to as we respond to changing pupil needs.

Overview:

The Intent: Our curriculum is based on our clear and distinct Christian Mission and Values which champions the National Curriculum and the goal of preparing children for life in Modern Britain. The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It also includes a range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. **‘TEAM - Together Everyone Achieves More’** epitomises what we all feel the school represents. We believe strongly in the partnership of parents, children and staff. By working together & sharing common goals we can move our school forward & achieve our aim of providing a rich & varied education in an atmosphere of trust, tolerance & respect for others.

The implementation: We work through a team approach, where each teacher, who specialises in a foundation subject will teach that subject, this we find, works well to embed the ethos and through this we teach pupils specific skills to access the curriculum; developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. This is linked to our values and through giving pupils the experience of the real world. Our formal curriculum is based on the September 2014 National Curriculum for Key Stages 2. Our rigorous, well planned curriculum, combined with high quality teaching ensures that children are supported to be well rounded, included, empathetic young people who have a genuine thirst for learning. We focus on children develop a strong sense of moral purpose in addition to a respect for and understanding of people. We add further details and specifics below.

The Impact: At Donnington Wood we use many different types of assessment to identify and plan for need. This is constantly reviewed and reflected on, ensuring we provide for each and every pupil, whether it be additional challenge, support or external input. This process is a cycle, and at all points we judge and measure the impact of our curriculum through this process. Assessment is used to identify need and plan the next steps and is purposely for enabling pupils to reach their potential.

Our values permeate all areas of school life and are reflected by:

1 At Donnington Wood CE Junior School we will:		
Put the safety of everyone as a priority so we can work in trust and peace.		
What we will teach pupils: (Intent)	How we (as a school) will Implement this:	How we will measure impact:
<ul style="list-style-type: none"> the language and communication skills to understand, to feel, to express and keep them safe; that pupils have a voice, and that this voice is powerful and responsible. The knowledge and values to know what is right and wrong. A Broad and Balanced curriculum to show them for themselves the world around them and that they belong. 	<ul style="list-style-type: none"> ALL ACT TO KEEP PUPILS SAFE and act in their best interest. Create a warm and welcoming safe environment with a culture of safeguarding that enables pupils to take risks and flourish. Our policies and practices respond to the needs of the pupils and are refreshed and updated regularly, through training. Work with external experts, such as the Police, Crucial Crew, STAR, RBS, Magic Breakfast, school 	<p>Through pupils readiness for learning, measured by:</p> <ul style="list-style-type: none"> Pupil Voice Attendance Data; pupils belong at school Attainment and Progress Data: Learners learn best when they are safe, secure and happy. Parent and carer Voice SIAMS Ofsted Primary Advisors

<ul style="list-style-type: none"> • To work as a TEAM, celebrating others achievements, • To be ready to learn and that learning is life long. • To take responsibility for our own behaviour and be resilient in the face of adversity; be self-regulating in their learning behaviour • that everyone is equal, and should be treated with kindness and respect • to be healthy and make good life-style choices. • How to conduct themselves within the wider community (inc. online) and how to find help when not in school. • Equip the children with strategies to keep themselves and others safe online and how to report inappropriate activity. 	<p>nurse, BEAM, Kooth and Road Safety teams to give real life examples to embed SMSC and British Values.</p> <ul style="list-style-type: none"> • Ensure DSLs, Frist Aiders, and MAPA are known to all, and that all staff can and will help. • Reward pupil for good learning attitudes and championing our Christian values. • Give pupils a voice through the school Council to empower them to make a difference • Treat all pupils equally and design a curriculum that enable all pupils to develop their learning and life skills and that builds self-esteem. • Work as a TEAM with parents and with external professionals to break down barriers. • Engage parents to educate families on online safety • Ensure that our behaviour policy is enacted consistently and that teaching is conducted in an atmosphere of trust and respect for all • We will learn from the pupils and adjust accordingly. • Ensure that all staff have the suitable credentials to work in the school. • Practice fire drills and lock downs to ensure our pupils know the routines. 	<ul style="list-style-type: none"> • Section 11 Safeguarding Audit. • Safeguarding and behaviour case studies: learners are resilient; they are not afraid to make mistakes and are encouraged to learn from them. • Feedback from professionals including safeguarding reviews. • School online safety self-assessment <p>Sample Questions to investigate: Is the whole school behaviour plan in operation, is it known by all? Does the behaviour policy include consequences for poor online behaviour? How often are pupils praised, is there a fair balance? (is it in line with behaviour plan) Is prompt action taken to address poor behaviour? Are all pupils treated fairly, with an equal emphasis on the work of boys and girls, ethnic background and all ability groups (LAC?)? How do pupils show that they love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills? How do pupils demonstrate that they thrive in lessons? Can children talk about how to report an online issue. Do children say they feel as safe in real life as they do online? Do children and parents talk confidently about how to report incidents in their community?</p>
<p>Further Details in this linked Policy:</p>	<p>Child Protection and Safeguarding Policy, Online Safety Policy, SMSC Policy, The School Prospectus, Equal opportunities Policy, Health and Safety Policy, Behaviour Policy, SEN Policy/ accessibility plan</p>	

<p>2 At Donnington Wood CE Junior School we will:</p>		
<p>encourage everyone to understand the true meaning of friendship, fellowship and community by acting with humility, compassion and in service to each other.</p>		
<p>What we will teach pupils: (Intent)</p>	<p>How we (as a school) will Implement this:</p>	<p>How we will measure impact:</p>

<ul style="list-style-type: none"> • The values and skills required to be a good friend. • Examples of people who have shown these values. • That everyone has a skill to offer others. • To work in different types of team • How others serve us, and how we can serve them. • How we can support others through raising awareness, money, courageous advocacy or completing charity events. 	<ul style="list-style-type: none"> • Thought-out and linked collective worship plans. • Clear PHSE planning, including the school values and current events • Pastoral team is proactive in support and focused on long term impact. • Regular celebration assemblies to publicly recognise the achievements of our pupils • Show and tell assemblies to celebrate out of school achievements. 	<p>Awareness generated through charity events over money. Playground buddies evaluations Golden time logs.</p> <p>Sample Questions to Investigate? Why do we hold events for charities? What is friendship? Is being a friend easy?</p>
<p>Further Details in this linked Policy:</p>		<p>Relationships, sex and education policy, PHSE Policy, Collective worship policy.</p>

<p>3 At Donnington Wood CE Junior School we will</p>		
<p>be inclusive, so everyone is valued and respected and where tolerance and diversity are celebrated.</p>		
<p>What we will teach pupils: (Intent)</p>	<p>How we (as a school) will implement this:</p>	<p>How we will measure impact:</p>
<ul style="list-style-type: none"> • That everyone is equal: a Child of God. • TEAM work and collaborative skills which value everyone’s abilities and contributions. • The learning and life skills they need to fulfil their potential, to apply their skills across life, home and school, to the world. • To self and peer assess our work. • A broad and balanced curriculum that promotes respect for the views of each individual child, as well as for people of all cultures. • To celebrate diversity through assembly, collective worship, shared experiences and TEAM work. • To develop their social, spiritual, cultural and moral development, as well as their intellectual and physical growth. • To respect the rule of law, democracy and liberty. 	<ul style="list-style-type: none"> • Devise a well-thought-out, responsive curriculum that promotes high expectations of what children can achieve and links learning and experiences together to include all, i.e. PHSE linking to weekly values, picture news. • Devise a curriculum that tackles stereotypes and stigma and challenges our pupils to stay true to the values of the school. • Staff and visitors who lead by example. • Create a welcoming and inclusive environment. • Seek partners in the community, such as RBS and the Parish Council to enable our pupils to be actively involved in the diversity of our locality. • Work as a team to identify and support need; prior achievements are recognised and new achievements celebrated. • Provide specialist support to help further integrate pupils: EAL, SEND and pastoral support. • To take part in community events and signpost pupils to external clubs and events. • To teach pupils about the world. • Use assessment information to match/plan work to build upon what the children at different levels already know, understand and can do. 	<p>Pupil voice Behaviour analysis Parent voice Feedback from visitors SMSC report</p> <p>Sample questions to investigate? Have all children made progress? Are all lessons across the curriculum suitably differentiated to be accessible to all children? Is AFL being used effectively to identify and implement support appropriately? Are all adults being used effectively to accelerate progress? Are lessons well-structured to ensure that all children make at least good progress within lessons? Are interventions targeted appropriately to address misconceptions or to accelerate progress? Is children’s behaviour reflective of the school values?</p>

	<ul style="list-style-type: none"> Teachers to evaluate their own teaching styles/methods/organisation to ensure that their planning and teaching is challenging and leads to good progress by the children. Offer a range of inclusive lunchtime & after school clubs so that children can experience a broad range of activities, with as many different pupils as possible. Offer Breakfast Club to all. 	
Further Details in this linked Policy:	SEND policy, accessibility plan, equal opportunities policy, EAL policy, Gifted & Talented Policy, RSE policy,	

4 At Donnington Wood CE Junior School we will:		
seek out every opportunity to ensure that all of us flourish in all that we do, developing wisdom and creativity , through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.		
What we will teach pupils: (Intent)	How we (as a school) will Implement this:	How we will measure impact:
<ul style="list-style-type: none"> That they can achieve and make good progress; there are no ceilings to achievement. That they can find their area of expertise and channel this to overcome learning challenges. That they can attain well. The language and understanding of learning, through their knowledge of their targets and rockets. That they can push themselves freely across Bronze, Silver and Gold. The skills to develop positive attitudes to learning including the use of the resources around them, to work independently and collaboratively and to apply skills across a range of subject areas. 	<p>Ensuring the curriculum responds to the needs of the pupils:</p> <ul style="list-style-type: none"> The use of ongoing and constant Assessment for Learning (AFL) to assess and effectively match subsequent teaching to the children's needs. Clear, consistent and communicated planning for learning so that pupils understand where they are in their learning and next steps Teachers using a suitable range of learning and teaching methods in their lessons including a balance of independent, group and peer work. Oracy strategies to be used to illicit understanding and give pupil opportunities to discuss learning. Lessons build on prior learning and all learning has a purpose; clear success criteria set out goals and group learning into manageable activities and tasks to allow all pupils to develop over time (Gold, Silver and Bronze). A consistent approach to teaching and curriculum offer so no child misses out. 	<p>There are further specifics on assessment at the end of this document, however, key areas are as follows:</p> <p>Assessment for Learning in every lesson. 3 x data collections points during year for whole school and cohort data to allow us to pinpoint groups and targets. Class stories and pupil progress meetings. Feedback to parents at parents evening and reports. Lesson monitoring and book looks three times a year. Assessment data and benchmarking. Staff retention and exit surveys Collect data at three points of the year Pupil voice KS2 SATS School Development Plan Subject leaders' portfolio of evidence.</p> <p>Sample Questions to investigate: Is the learning and teaching material appropriate for the lesson? (It is important that this is benchmarked against age related expectations).</p>

	<ul style="list-style-type: none"> • Active classrooms, where resources are independently used, with models, examples and examples of work act as a guide • Ensure that, if needed, individual or group needs are targeted with highly effective intervention, such as access to Mini School or phonic support. • We have high expectations of pupils and what they can achieve. We do not place ceilings. • Provide homework and reading resources for home • Teachers manage children well to achieve high standards of behaviour • Teachers use time, support assistants and resources effectively • That staff are highly trained, knowledgeable and work as a TEAM to develop their practices; all staff attend regular training sessions to improve their knowledge of how to teach effectively. • Specialist teachers teaching subject they are experts in, use the National Curriculum to plan and assess progress of pupils over KS2. • Subject teachers will regularly review their action plans, to develop, improve and address the challenges for all children in their care 	<p>Is the knowledge made relevant and interesting for the children? Is the success criteria clear? <i>Do the children know what they are learning?</i> How does the lesson enable pupils to review and take control of their learning? Are a variety of activities and questioning techniques used? Does the teacher involve all pupils, listen to them and respond appropriately? Are high standards of effort, accuracy and presentation encouraged? Are appropriate methods of differentiation used? Is the level of challenge high for all pupils? Is the children's understanding assessed throughout the lesson by the use of the teacher's questions? (Are mistakes and misconceptions recognised by the teacher and used constructively to facilitate learning? <i>Does the teacher listen carefully to the children's responses and respond constructively in order to take forward learning?</i> When appropriate is the children's written work assessed regularly and accurately?</p>
Further Details in this linked Policy:	Marking Policy, Handwriting Policy, Curriculum Policies, Homework Policy	

5 At Donnington Wood CE Junior School we will		
empower pupils and adults to develop hope and perseverance , so that they are able to engage/explore the challenges of school and the wider world.		
What we will teach pupils: (Intent)	How we (as a school) will implement this:	How we will measure impact :
<ul style="list-style-type: none"> • To develop their voice, to make choices, interpret information, ask key questions and hypothesise. • Strategies to be resilient. • To be active learners • To have a positive self-image as learners • To be ready to learn • The ability to reflect on their own achievements/performance and targets. 	<p>Provide expert support to pupils through:</p> <ul style="list-style-type: none"> • Mental Health First Aiders • Bedazzle, resilience coaching, • SMASH Life, mentoring and coaching for Children in Care. • The Rainbow room, a safe place for pupils to discuss their self. • Individual and group session to support pupils with strategies. 	<p>Pupil Voice Staff voice SMSC impact report. Logs (our internal way of monitoring support) Transition data Attendance data Use of rainbow room and case studies. Attainment</p>

<ul style="list-style-type: none"> • Hopes and aspirations for the future. 	<ul style="list-style-type: none"> • Bereavement training. We will ensure our pastoral work supports pupil development. • Childline and NSPCC support lines. • Early Help signposting. • School Council support • Prioritise Transition work and handover <p>Provide real life careers information through:</p> <ul style="list-style-type: none"> • RBS Money Sense, • STEAM project with STEAM network. 	<p>Attendance at extra-curricular activities (SATS groups etc)</p> <p>Observations – pupils’ attitudes to learning and their own future.</p>
<p>Further Details in this linked Policy:</p>	<p>SMSC Policy</p>	

6 At Donnington Wood CE Junior School we will:

nurture the spiritual development of our school **fellowship**, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.

What we will teach pupils: (Intent)	How we (as a school) will Implement this:	How we will measure impact :
<ul style="list-style-type: none"> • Giving pupils an awareness of their place in the multicultural world. • A strong Christian ethos to enable pupils to lead successful lives. • collaborate and negotiate with others – TEAM work • positively listen and value each other’s opinions • Teach children the British values through assemblies and day to day teaching/all aspects of school life. 	<p>Work with others to develop our offer:</p> <ul style="list-style-type: none"> • SACRE committee to develop RE Curriculum • Revd. Paula • Visits to places of worship • Work with Christian Distinctiveness Advisor • PE lessons – large emphasis on teamwork and muscular Christianity values. • Healthy ways to challenge their own and others’ ideas and beliefs ORACY • Multi-cultural days/celebrations 	<p>SMSC impact report.</p> <p>SIAMS inspection framework</p> <p>Impact of this vision.</p> <p>Pupil Voice</p> <p>Observations – pupils’ attitudes to others- giving everyone a fair chance.</p> <p>Attainment</p>
<p>Further Details in this linked Policy:</p>	<p>SAIMS report.</p>	

7 At Donnington Wood CE Junior School we will

champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (**justice**).

What we will teach pupils: (Intent)	How we (as a school) will Implement this:	How we will measure impact :
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<ul style="list-style-type: none"> • To have a purpose for their learning and know how it equips them for life in the broadest sense • be happy and successful learners. • learners work collaboratively, independent of the teacher to achieve outcomes • Be healthy • Be able to make reasoned choices and decisions. • Imbue the right of democracy through the school council and pupil voice. • To accept responsibility through and for their actions. • To celebrate positive behaviour through the school reward system. 	<ul style="list-style-type: none"> • Pupils are given opportunities with an element of choice in order to lead their own learning • Weekly celebration assembly to champion success • Provide homework and reading resources to extend learning to home. • Provide additional resources to our most vulnerable learners. • Provide information and training to parents • Work with external partners to help support pupils to be healthy i.e. school nurse, Change4life etc. • British Value work • Behaviour policy linked to values 	<p>SMSC impact report</p> <p>Sample Questions to investigate:</p> <ul style="list-style-type: none"> • To what extent is the pupils voice driving the school? • Does it relate to the work in progress or reinforce key learning objectives? • Is homework followed up if it has been set previously? • Is Times tables Rockstar being used? • How are we supporting our pupils to access the library? • Observations of behaviour- are children aware of consequences of actions? And the need for atonement?
<p>Further Details in this linked Policy:</p>	<p>Homework policy</p>	

The Policies in practice:

Curriculum Specifics

When planning for Year 3 to Year 6 pupils, teachers follow:

- The National Curriculum
- The Agreed Syllabus for the teaching of RE, although parents may exercise their right of withdrawal from religious worship and instruction.
- The mission statement of the school.
- Statutory guidance, i.e. equal opportunity policies, safeguarding and other policies

Implementation

- Cross-curricular links are made between subjects where appropriate. The history curriculum drives this, with the topics linked from this theme.
- It will be delivered through specialist teachers, who are trained in the subject and have a passion for the delivery and design.
- A range of resources, including ICT, are used to underpin the curriculum.
- Homework is set, where appropriate, to link the curriculum with learning at home and to allow parents further opportunities to play a role in their child's learning.
- Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work.
- Opportunities will be taken to extend the curriculum beyond the statutory requirements through the use of educational visits out of school, parents, visitors, artists, craftspeople, actors, musicians, and through the use of the school grounds, the locality and the wider environment.
- The school week provides 26 hours of classroom time for key stage 2 children.
- Children are grouped in Year group classes with similar needs. This is decided but the school based on a range of factors, but in the best interest of the children.

Implementation **Roles and Responsibilities (integrity)**

- The SLT and History Coordinator have an overview of curriculum development with the overall responsibility for curriculum development resting with the Headteacher.
- Subject leaders monitor their particular subjects according to the monitoring cycle to ensure that it is implemented consistently and effectively in line with the agreed policies.
- Each subject lead creates an action plan to develop their subject and evaluates it at key points during the year.
- A curriculum map of specifics is created each term and shared, with a focus on how
- A clear and cyclical monitoring framework will be in place.

Specific Curriculum areas:

1) Relationships and Sex Education: The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Throughout our engagement process as we developed this curriculum, we have heard a number of wide ranging concerns.

During 2019 and 2020 we will begin to create resources for this and share them with you as they develop.

2) Spiritual, Moral, Social and Cultural Opportunities (SMSC)

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences. Our Curriculum Map, for all curriculum areas, shows links to our Christian Values, PHSE and Social, Moral, Cultural and Spiritual aspects of learning to offer a shared language to support pupils in preparing for life in modern Britain. As well as this we have a number of special events, such as multi-cultural week, charity days and team days. This philosophy is also manifested in the way we uniquely teach our foundation subjects to provide a broad and balanced curriculum that meets the needs of the children in our care, and has at its core, the basic skills needed for lifelong learning.

Implementation and Impact: Teaching and Learning

This policy reflects the school values and philosophy in relation to monitoring, evaluating and developing the quality of learning and teaching. It sets out a framework within which governors; senior management team, subject leaders, teaching and non-teaching staff can operate and gives guidance on criteria to enable each area to be met. Teachers use the teaching standards to formulate their own performance.

IMPACT: Assessment Policy practicalities.

Assessment at Donnington wood is constant. Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, pupils and parents plan their next steps in learning. We also use the outcomes of assessment to check and support our teaching standards and help us improve. Through working with other schools and using standardised external tests and assessments, we will compare our performance with that of other schools both locally and nationally and target any differences.

- All children in Years 3-6 will be assessed using the Head Start assessment system (linked directly to statutory requirements).
- Teachers are responsible for keeping their own formative assessment records and uploading these onto our in school excel software.
- Summative assessments will be carried out at different points in the year.

- Teachers will complete Headstart assessment termly, but can use it further to support areas of need/or to baseline starting points. Combined with day to day formative assessment this will ensure teachers effectively plan for the next stage of learning. This is a tool to plan the next steps and should be used.
- Teachers will submit formal teacher assessment data: **once during the autumn** term followed by an update to SLT on Intervention effectiveness and **fully at Spring 2 and Summer 2**, in school and cross school moderation will accompany this. External Moderation occurs with the local Cluster at 3 points during the year and uses the Interim Assessment from DFE. This is managed in a way that it is part of teaching and not a separate and onerous task.
- Professional Pupil Progress meetings to agree final teacher assessment will be carried out after moderation process and after any summative assessment has taken place, including the setting of targets.
- Teacher Assessments are generated in our in school system through the analysis of the formative data.
- Any child causing concern, either by not making expected progress or being behind ARE, will receive extra closing the gap targets and/or interventions.
- Children who are identified to require a specific intervention programme or have an additional need intervention will be placed on a provision map and monitored. Children who are on an intervention will be assessed for baseline and exit assessment of that intervention.
- Senior Leaders will hold half termly achievement meetings with leaders to discuss progress and attainment of children in their subject.
- Governors will hold challenge meetings with the Head to challenge the attainment data.
- Pupils will update their Rockets with the KPIs
- Parents will have feedback on the pupil progress and attainment at 3 points during the year; Parents Evening Autumn and Spring, and end of year report.
- Year 6 are formally tested during SATs.
- From 2020 there will be an external Year 4 multiplication tables test.

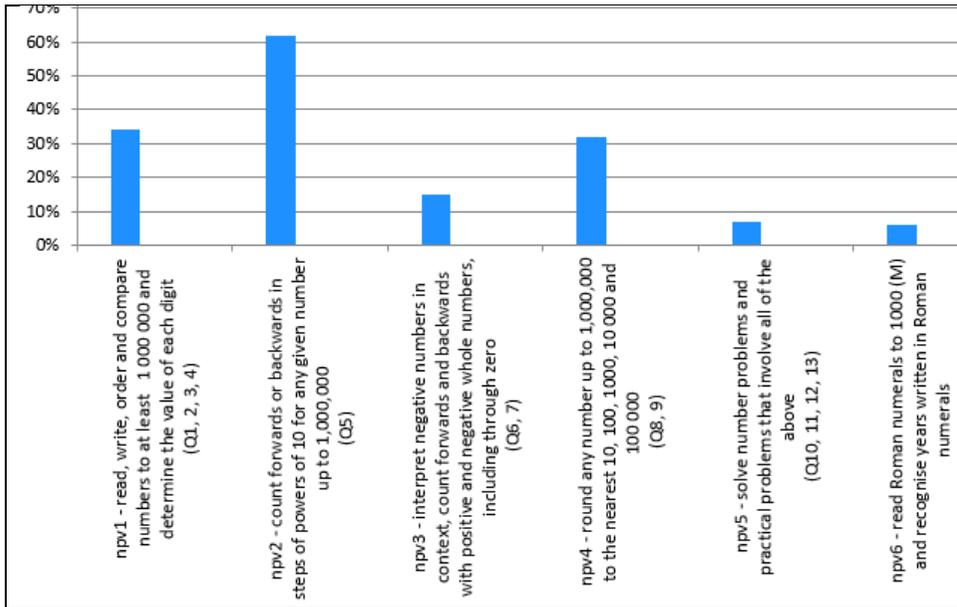
Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to further improve their learning.

- We give children instant verbal feedback on their work whenever possible (usually during the lesson).
- Pupils are also provided with regular written feedback from their class teacher. Such feedback often requires a written response from the child (response marking but is only used if it will support the pupil further.
- If further support is needed, the teacher will plan further support or teaching.
- Pupils update their rocket tracking sheets to give them ownership of learning.
- We give regular opportunities for self and peer assessment, including editing work.

Headstart Assessments

We use the Headstart assessments to break down the goals of the national curriculum. This generates clear lines of support that the pupils need.



Progress Level	P level/W	1C	1B	1A	2C	2B	2A
Well above +10% (9 Stars)							
Above +5% (4 Stars)			Mrs Osman				
Slightly above +2% (2 Stars)							
ARE 85 Stars						Mr Rawson	
Slightly below -2							
Below -4							
Well below -9							
significantly below							
	P level/W	1C	1B	1A	2C	2B	2A

An example of how the assessment indicates key areas to focus on.

This is then translated on to progress grid. For example, Mrs Osman arrived not on track but has made more than expected progress. Mr Rawson has arrived at Aged related and remains at aged related. This is expected progress. Mr Fox has made less than expected progress. (THIS GRID NOW REFLECTS KS1 as WT, ARE, GDS)

Evaluation of this document:

Governors will expect leaders to be able to articulate how the curriculum they have chosen meets the needs of **all** their learners and how it effectively supports their successful transition into the next stage of learning, training or employment.

We will need to explore the rationale, opportunities and challenges behind Ofsted’s intention of evaluating **‘the quality of education’**, including **how school leaders can**

- Articulate the intent, implementation and the impact of their curriculum
- Demonstrate that the curriculum is a positive force for achieving social equity
- Ensure the impact of the extracurricular activities on enhancing the school’s central curriculum for all pupils
- Demonstrate that their most vulnerable pupils are effectively included and well supported through their curriculum offer

This policy will be reviewed each half term in line with the school development plan. It will be reviewed by the governors at different point of the year, and fed back to the full governors.