

# **Curriculum, Learning and Teaching, Assessment and Marking Policy**

Policy Co-ordinator: Claire Collett

Original Policy Dated: June 2025

Presented to Governors: July 2025

Date to be Reviewed: June 2028

Cycle Review: Every 3 Years

## Philosophy

We believe that all children are capable of learning and that through high quality, creative learning opportunities and high expectations all our children will make good progress. Assessment is a key part of this as it is used to ensure the learning opportunities are appropriately challenging for each child. Assessment needs to provide children and the teacher with the information about how they are doing and guide them to the next steps to ensure that learning is a continual process. Marking is part of this process. It needs to guide them and tell them if they have achieved the learning objectives from the lesson. The opportunity to respond enables them to take an active role in their own learning. At Swineshead St. Mary's CE Primary and Sutterton Fourfields CE Primary we believe that children's abilities can develop, and that effort is necessary for this to happen in a way that makes the children feel safe and secure.

## Aims

- To provide learning opportunities that excite, challenge and motivate our children.
- To encourage all our children to be active learners.
- To enable all children to see themselves as capable of developing their knowledge skills and understanding through their effort and perseverance.
- To ensure adults and children all know the next appropriate steps.
- To recognise and celebrate the learning that has taken place.

## How will we achieve this?

### Curriculum and Planning

- We follow the National Curriculum in KS1 and KS2 and the Early Years Foundation Stage Statutory Framework (2024) and Development Matters 2024 for pupils in EYFS.
- We show fidelity to the Little Wandle synthetic phonics and reading scheme.
- Medium Term planning identifies the knowledge areas, the knowledge building blocks and the application of knowledge, the enquiry questions and the key vocabulary alongside the progression which is used to teach the learning objectives for each curriculum area.
- The organisation of these themes will remain consistent over the two-year cycle as careful planning ensures skills are progressive and timely, so that pupils know more and remember more over time.
- Lessons will include the elements stated in the LAAT Teaching and Learning Toolkit. These elements include Connect, Build, Guide, Adapt, Assess. They will be marked on planning, so it is clear where they are to be employed in the teaching of a lesson. Not all elements need to be included in one lesson as they need to be utilised effectively and appropriate for the learning that is taking place in the lesson.
- Short term planning for English and Maths will be carried out weekly to ensure it reflects the needs of the children. Assessment for learning (Afl) helps inform next steps.
- We will use the information from ongoing assessment to plan the learning to ensure it is pitched at the right level.
- A set planning format is used by all staff to ensure consistency. It includes Learning Objectives, Success Criteria adaptive teaching and use of adults. It also includes key vocabulary and notes for the first 20% of pupils being supported.
- Planning will be shared with TAs prior to the lesson and specific information regarding support for pupils will also be discussed to ensure that learning opportunities are capitalised upon.

- EYFS Planning considers the interests and needs of the pupils. It also identifies continuous and enhanced provision to ensure it supports learning. EYFS pupils begin to access Little Wandle phonics from the end of week two.
- Teachers will be expected to evaluate their planning and reflect upon the delivery of their lesson in order to ensure that pupils make expected/better than expected progress. It is expected that a degree of research and scholarship take place to ensure practice remains current and effective. Staff are widely encouraged to use EEF materials to support teaching and learning and methods of best practice.
- In Maths we follow the White Rose Maths Programme. There is a mastery approach to the curriculum and it is designed to sequentially develop the children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y2. In EYFS children are taught using the NCETM Mastering Number materials and the White Rose scheme. In KS1 and KS2 we use the White Rose scheme of work to inform our planning and lessons. A Concrete, Pictorial and Abstract approach is used to guide children through their understanding of mathematical processes.
- Each lesson, the children take part in a retrieval and reasoning session so that they can practise the key skills and facts that they have learnt.
- Homework is set to develop and review children's learning. Where possible, links are made with other subjects across the curriculum.

### **Supporting Children with Special Educational Needs (SEND)**

Our curriculum is ambitious for all pupils. Teachers ensure that children with SEND are well supported by removing any barriers to accessing the curriculum, both in EYFS, KS1 and KS2 through carefully considered steps through adaptive teaching to ensure children can engage in learning with their peers. Children with SEND receive quality first teaching from their class teachers, combined with appropriate interventions to help support their identified area(s) of need. Our SEND Policy and SEND Local Offer provide further information, and can be found on our school website under the 'Policies' tab.

### **Teaching, Learning and Assessment**


- We will share the learning objective with the children at an appropriate point in the lesson, so it doesn't detract from any hook we may use to enthuse, motivate or create a sense of awe and wonder for the children.
- Clear expectations regarding the quality of work will be set, discussed and modelled for the children to see.
- Learning objectives and success criteria will be stuck into books at the start of the term.
- Children will be given learning opportunities that match their abilities and challenge them, to enable them to progress.
- They will not be given learning that they can already easily do independently.
- Children will be encouraged to be independent learners and given opportunities to talk about the strategies they have used.
- They will be given opportunities to work independently, in pairs and small groups.
- They will be given activities that allow them to practise new skills and to apply them to problem solving activities and investigations.
- They will be given first hand practical experiences and more abstract learning opportunities as they consolidate their understanding of new concepts.
- They will be given opportunities to apply key skills from English and Maths across other curriculum areas and will be expected to do so to the same standards.
- They will be given opportunities to develop resilience and perseverance through the encouragement they are given and through the challenges provided.

- Children will be involved in self and peer assessment using a range of strategies appropriate to the context of the lesson and their stage of development.
- Assessments carried out mid-year will be carried out based on the National Curriculum statements and the annual assessment and reporting arrangements.
- Assessments will be recorded on our Data Package (Insight) at set times during the year (Baseline for EYFS only, Checkpoint 1, Checkpoint 2, End of Year) to enable pupil attainment and progress to be monitored in English and Maths. PIRA and PUMA assessments will be used in KS1 and KS2 to inform teacher assessments and statutory assessment tests for pupils in Year 2 and Year 6.
- Summative Assessments will be used alongside ongoing formative assessment to identify pupils of concern and to allocate additional support or strategies that may be effective in addressing any barriers. This will be communicated with parents in throughout the year. This includes parents evening in Autumn and Spring and a detailed report in the Summer.
- Pupil Progress Meetings will be held across the year following the assessment checkpoints to discuss pupils' progress and attainment in each class to ensure that appropriate provision is in place.
- Pupil Progress meetings will be held regularly to review the impact a specific time bound intervention has had on identified groups of pupils to ensure it is appropriate and provides good value for money.

## **Marking**

- Work will be marked consistently across the school using a simple system, which can be understood by all pupils and reduces the volume of words required. This is aimed to support pupils who cannot yet read longer sentences and to ensure live marking is used as much as possible so that misconceptions, guidance and support is purposeful and timely. The school uses marking symbols that are commonly understood by pupils in KS1 and KS2. Marking may also require a simple comment related to the learning objective and whether this was achieved.
- Adults mark work in green pen. This makes it easier to identify pupils 'purple for you' pen editing.
- Next Steps will be identified with an arrow. Children will be given time to respond to these next steps in a timely manner. Teachers will tick and initial the successful completion of the 'next step'.
- When verbal feedback is given the adult giving the feedback will mark 'VF' on the child's work.
- Children will be asked to edit/mark or respond using a purple pen.
- As children develop their skills, they will be encouraged to find their own spelling errors to correct in order to give them ownership and increase their own editing skills. Editing is taught at an appropriate level to all pupils across the school including pupils in EYFS.
- Teachers may also reward Class Dojo points for pupil's work. This can be included in the marking e.g '1 dojo', so that children can see when they have been rewarded for a task. This links to our Good Behaviour Policy.

Marking Symbols

Ind	Independent
Sp	Spelling mistake
_____	Error
?	Does this make sense?
VF	Verbal feedback given
Sup	Supported work
P	Punctuation
C/Cap	Capital letters
	Next step
1 DP o	1 Dojo point