

Assessment and Curriculum Policy

STARCROSS PRIMARY SCHOOL & PRESCHOOL



Approved by: The Governors of Starcross Primary School

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Last reviewed on: 2022

Next review due by: February 2024

1 Scope

At Starcross Primary School, the curriculum is at the centre of everything we do. We provide all children with a broad and balanced curriculum, thus stimulating and motivating the children to achieve highly.

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will achieve their potential if they understand the purpose of their learning, where they are in relation to ARE (age-related expectations), and are able to articulate their next steps to close the gap in their knowledge and understanding.

2 Requirements

At Starcross Primary School we teach the objectives from the National Curriculum. We are passionate about presenting children with a well organised curriculum with carefully sequenced steps for learning. Children learn each subject separately and we are clear about which subjects they are learning through curriculum unit planning. Where possible, links between subjects are made to create rich learning experiences and broad topics can be taught, often with History, Science or Geography as the lead subject. Phonics, mathematics, R.E., P.S.H.E., music and P.E. are taught discretely from the rest of the curriculum although links are still made wherever possible. Literacy is linked, where appropriate to one of the lead subject focus' of each half term giving the children broad experiences of fiction, non-fiction and poetry texts. We are developing the concept teaching within subjects and

In addition to this, we enrich our curriculum with regular outdoor learning lessons in forest school, trips, residential (in key stage 2) and events such as World Book Day, Science and Engineering Week and Safer Internet Day to name a few.

2.1 – SEND

At Starcross Primary School we are committed to providing the highest quality curriculum teaching and assessment for all of our pupils. We understand that not all pupils learn in the same way or at the same speed as each other, and we are committed to supporting pupils with Special Educational Needs and Disabilities. Throughout our curriculum teaching and assessment as listed in this policy, we consider the needs of those children who we know have SEND, who are on our SEND register or those who are being monitored to ensure early identification. Through

staff CPD, team working and support from the SENDco teachers support all children to achieve their very best. We aim for all children regardless of their prior attainment or SEND status to achieve the national curriculum objectives for their year group. Where children require additional support, adaptations will be made to the planning, intervention will be planned and only where necessary work set which is deemed 'different' to that of the year group requirements.

2.2 Early Years

The annual assessment cycle for early years is different from that of the rest of the school. We use government's reception baseline assessment (RBA) for children entering the reception setting. This baseline assessment gives staff a clear indication of a child's ability to carry out age-related expectation (ARE) objectives. These are a yes/no statement on entry. This assessment will sit alongside the Early Years Foundation Stage (EYFS) profile and will provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The EYFS profile data is then used in a number of ways:

- To inform parents and carers about their child's development against the Early Learning Goals (ELGs) and characteristics of their learning;
- To support the smooth transition to key stage 1 by informing the professional dialogue between reception and year 1 teachers;
- To help year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of **all** children.

The government's revised EYFS framework was implemented from September 2021.

Observations made during child-initiated learning and teacher-led activities form the basis of the assessments made. We value adult interaction with children to support their learning through play and to move their learning forwards. As such, we do not promote the practice of staff spending lots of time photographing or making written recordings of their observations. Where children make progress in what we call a 'wow' moment we will use observations, including photographs, videos, written observations which are recorded on an online learning journal on a website and app called Seesaw. We also record whole class and group information using Seesaw to support positive home-school relationships and information sharing. This can be accessed by parents, where they are encouraged to comment on observations and

add to the journal themselves through comments and uploading photographs from home.

At the end of the year, teachers review their knowledge of each child from all sources and complete an EYFS Profile for each child. They make a judgment for each ELG as to whether the child's learning is best described as not on track (emerging) or on track (expected).

At the end of each academic year, the information is given to parents and carers via a report and is also shared with the local authority.

2.2 KS1 and KS2

2.2.1 – Phonics and reading

At Starcross Primary School, our teaching of systematic, synthetic phonics is based on Floppy's Phonics programme; it is used from nursery to year 2 (with some children in key stage 2 accessing it where needed). Children are assessed informally throughout every teaching point during phonics lessons and engaging in phonics learning throughout other areas of their learning. Where children find elements challenging they will be supported through short intervention, 1:1 practice and small group work. Every 6-8 weeks, the children are assessed using the assessment tools which support formal groupings for intervention and to ensure they have reading books which are well matched to their phonics knowledge.

In class, reading is also taught through guided groups and in whole-class reading sessions. Texts are chosen to link to the class learning where possible and a range of fiction, non-fiction, and poetry are used to ensure that children are building their skills across a range of text types.

Accelerated Reader (AR) is used for all children in years 2 to 6 who are able to access it (those with a reading age of 7 years and above). The programme acts as a motivator to children and allows teachers to monitor a child's personal reading. Each term, the children who use AR, Star Test to be given their reading range and this data provides teachers with the child's reading age. They are then set a points target: pupils regularly quiz on books they've read in their reading range which then accumulates points. This is converted to a percentage towards their overall target. Children's achievement towards their targets are celebrated termly. As children's comprehension improves, their reading range grows allowing them to read more sophisticated and challenging texts.

2.2.2 – Writing

At Starcross Primary School we believe that writing should be developed across the curriculum to give children with a holistic view to their learning as they are able to transfer skills across areas of the curriculum. For our literacy teaching we use high quality texts as a stimulus for our writing. Curriculum plans map out coverage of genres to allow children to experience writing for different audiences and purposes, and carefully sequence the knowledge and skills children will need in order to create

outcome pieces for each unit.

In year 1, children focus very much on securing their understanding of sentence structure and punctuation using quality texts and pictures as their main stimulus and providing a sound foundation for their future work in writing.

In years 2 – 6, the children will move through a familiarisation, immersion and analysis stage through to a shared writing and finally independent writing stage in each writing unit. At the end of the unit, teachers will assess the pupils' final piece of writing based on the new skills they have acquired during that unit.

Handwriting and grammar (in key stage 2) are also delivered in short discrete sessions where skills are taught that can then be applied into their learning in other areas.

Assessments for Reading and Writing are inputted to the Insight assessment system termly in discussion with Senior Leaders.

2.2.3 – Speaking and Listening

It is important for children to experience a range of speaking situations to develop their confidence and awareness. Children also need to develop their listening skills in a variety of situations, and learn to take turns and value others' contributions. They need to be able to adjust their language to suit different audiences and purposes. We help children to develop their speaking and listening skills so they can express themselves accurately and fluently. Children should feel comfortable when asking and answering questions; these skills are developed throughout the school using various activities, subjects and situations. Children are encouraged to listen and respond to other children and adults in an appropriate way.

2.2.4 – Mathematics

At Starcross Primary School we follow the NCETM curriculum prioritisation of Primary Maths which group the National Curriculum objectives under headings appropriate to the year group and are organised into a yearly overview to ensure coverage. When pupils begin a new sequence within the overview, they are assessed using prerequisite knowledge to ensure they have the necessary knowledge and skills to access the following unit of work. Where gaps are present these are taught through whole class, small group or 1:1 intervention where appropriate.

Arithmetic skills are taught and practiced in all year groups. Teachers use the children's responses to arithmetic questions to inform their planning and assessment. In EYFS, year 1, and year 2 the Mastering Number programme is used from the NCETM. In EYFS this forms the basis of the discrete teaching and activities and observation in continuous provision support children's progress. In year 1 and 2 Mastering Number is a 10 minute additional number session per day using rekenreks to support children's strong understanding of number.

2.2.5 Testing

Twice over the academic year (three times for year 6) we use more formal test papers from year 2 to 6. Primarily we use the NFER assessments and past SATS papers for years 2 and 6. The purpose of these tests is to familiarise children with a test situation to help build test skills, and also to provide additional information for teachers on a child's understanding. Tracker sheets are produced for use of the teacher, the phase leader and SLT. The data from these tests are inputted to Insight assessment system to support teacher judgement.

2.2.6 a - Interventions in Core Subjects

Interventions are set up to support the specific needs of individuals and groups of pupils who are not yet meeting age-related expectation or not making the expected progress. Interventions are set up for a specific time period to enable pupils to make accelerated progress in line with other groups. They are led by teachers or TAs and are monitored for impact on Provision Map (Edu key) and discussed regularly at team, and SLT meetings.

2.2.6 – Music, RE and PSHE

To support the teaching of music, the online teaching and learning platforms Charanga and SingUp is used throughout. As a school, we follow the Devon Agreed Syllabus for our R.E. teaching and we follow JIGSAW as our provider of PSHE and wellbeing education. All the units used for these subjects are woven in to our foundation subject curriculum and mapped out on the curriculum maps for each phase.

2.2.7 - Seesaw

We use the website and app Seesaw which allows teachers to build an online portfolio of their children's and class's work. Learning can be completed and

evidenced on Seesaw in a variety of ways and then accessed by parents who can view and comment on their children's learning.

2.2.8 – Assessment in P.E. and Outdoor Learning

At Starcross Primary School, we see the value in, and offer our children termly outdoor learning sessions in addition to their weekly P.E. lessons.

In P.E., the children are assessed on core skills but taken from the Devon PEDPASS (P.E, Daily Physical Activity and School Sport) medium-term planning recommended by the Devon School Sport Partnership. The assessments are completed at the end of each half term based on observations made during lessons and the skills are color-coded depending on the child's ability to demonstrate the skill. The assessments are then used to plan activities for classes, groups and individuals to help them develop these core skills further and can move with the child through each year of their P.E. learning in school.

2.2.9 Online -safety

The requirement to ensure that children are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote student achievement. However, the use of these new technologies can put children at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying

- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks. The school has provided the necessary safeguards to help ensure that they have done everything that could reasonably be expected of them to manage and reduce these risks.

- Curriculum online-safety should be a focus in all areas of the curriculum and staff should reinforce e-safety messages in the use of ICT across the curriculum
- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.
- Where pupils are allowed to freely search the internet, e.g. using search engines, staff should be vigilant in monitoring the content of the websites the children visit.
- Pupils should be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information
- Pupils should be taught to recognise online and offline risks to wellbeing.

2.3 – Homework

At Starcross Primary School we believe that practice and repetition are important elements to support children to learn the key knowledge and skills required to meet the national curriculum objectives. We carefully plan learning in school which uses retrieval practice to help children know and remember more over time. Children practicing their skills and sharing knowledge at home is an important and valuable element of this retrieval.

Homework is set by class teachers using amounts and styles which they believe best meet the needs of the children for their age and stage.

For all pupils we believe that regular reading, both to an adult and being read to by an adult is the single most important aspect of homework. We ask that all children read daily at home and where possible families read to their children daily too.

In addition to reading homework, we use a range of online learning platforms to enable children to practice core skills in English and Maths. These include Doodle Maths, Times Tables Rock Stars and spelling frame.

We ask families to support their children with homework and to communicate with school if they are having difficulty with the content or engagement. Where children find completion of homework challenging, additional support is given during school hours.

2.4 – Insight

At Starcross Primary School we use Insight, which is an online system, to measure pupils' attainment and progress within reading, writing, mathematics and science. This system enables teachers to regularly record what a child can do and decide upon their next steps based on a gap analysis tool; it supports formative assessment and informs future planning.

Insight allows users to create reports for children, parents, teachers, managers and governors, supporting self-evaluation, performance management and preparing for Ofsted.

Insight is used regularly by senior leaders to evaluate, analyse and challenge.

The Key year group statements from the National Curriculum, have been carefully chosen for Reading, Writing, Maths and Science and these are used to support teachers to assess children throughout their teaching and learning. Teachers highlight where children have secured each objective at termly points and during pupil progress meetings termly they select whether children are 'On track, Below, Well Below, Above or Well Above' for each subject. Test data is also added to Insight.

At the end of each year, this information is shared with new teachers as part of the transition process to again inform planning and raise awareness of gaps in knowledge and understanding.

2.4 – Reporting to Parents

Throughout the year, there are three parent carer evenings where there is an opportunity for parents and carers to meet with the class teachers. During this appointment, Insight data is also shared and gaps in knowledge and understanding are discussed in detail.

2.5 – Pupil Progress Meetings

Teaching staff from each phase of the school, early years, key stage 1, lower key stage 2 and upper key stage 2, attend a MAM meeting once every term led by a member of SLT. Reports and live data are used to inform the agendas and discussions.

There are a number of aims for the meeting:

- Monitor the progress and attainment of individuals and groups of pupils;
- Quality assure assessments entered onto Insight;
- Quality assure evidence collected from a range of sources including books, recording sheets, planning, Seesaw journals etc.;
- Agree actions for the next half term to ensure progress is made by all pupils;
- Provide accountability and challenge for staff where appropriate.

2.6 – Analysis of Whole School Attainment and Progress

Senior leaders within the school are responsible for assessment and progress and overseeing the analysis of trends in the school's performance comparing this at a school and national level. This information is then shared with all staff and governors (when applicable).

Regular CPD opportunities take place throughout the year to develop curriculum assessment practice. These include:

- Reading, writing and maths moderation exercises in team meetings;
- Moderation meetings with partner schools;
- Sessions led by subject leaders on assessment in key subjects;
- Pupil Progress meetings to ensure consistency of assessment across the school.

ACRONYM	TERM	DEFINITION
ARE	Age Related Expectation	The attainment that a child is expected to meet for their average age range
RBA	Reception Baseline Assessment	A short, interactive and practical assessment of a child's early literacy, communication, language and mathematics skills when they begin school.

ACRONYM	TERM	DEFINITION
P.S.H.E	Personal, Social, Health and Economic education	A school curriculum subject in England that focuses on strengthening the knowledge, skills, and connections to keep children and young people healthy and safe and prepare them for life and work.
R.E.	Religious Education	A subject taught at primary and secondary levels that aims to develop children's understanding of the world's religions.
P.E.	Physical Education	A school curriculum subject that aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.
ELG	Early Learning Goal	The 17 key areas that a child is assessed against at the end of Reception
EYFS	Early Years Foundation Stage	A framework for early learning and care
KS1	Key Stage 1	The legal term for children in Year 1 and 2
KS2	Key Stage 2	The legal term for children in Year 3-6
AR	Accelerated Reader	An online programme that monitors children's personal reading and provides data for teacher use.

ACRONYM	TERM	DEFINITION
SLT	Senior Leadership Team	A team of individuals responsible for the management of the school
CPD	Continuous Professional Development	Tracking the skills and knowledge that you gain through your career and the opportunities that you are given to fulfill the relevant standards

Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1			
2			
3			