CURRICULUM, TEACHING AND ASSESSMENT POLICY

THIS POLICY WAS APPROVED:	
POLICY VERSION:	VERSION 1.7
THIS POLICY WILL BE REVIEWED:	JUNE 2023
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	MIKE FISH
THIS POLICY WAS CONSULTED WITH:	LOCAL GOVERNING BOARD
THIS POLICY WAS DISTRIBUTED TO:	MARLEIGH PRIMARY ACADEMY STAFF

CONTENTS

1 Introduction

1.1 This policy takes the standpoint that curriculum, teaching (pedagogy) and assessment cannot be considered as separate entities but are interwoven elements which must be planned and developed as parts of an integrated system.

> *The curriculum – taught and untaught – represents the totality of the experience of the child within schooling (aims, content, pedagogy, assessment). It includes wider elements, including opportunities to acquire vital 'personal' and 'social' capitals.*
>
> Myatt, 2018, p. 17

2 Values, Vision and Aims

2.1 This policy supports:

2.1.1 Anglian Learning's values:

- Aspiration - We are ambitious for ourselves and all those in our community to be the best we can be.
- Community - We underpin our relationships with a culture of support, respect, and trust, recognising we are stronger together.
- Empowerment - We enable our academies, staff, and learners to embrace new ideas and think creatively.
- Inclusivity - We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.

2.1.2 Marleigh Primary Academy's (MPA) maxim:

- Elevating Expectations

2.1.3 MPA's values:

- Resilience
- Respect
- Reaching high

[These are used as a starting point until they can be properly worked out with stakeholders]

2.2 The specific aims of this policy are to ensure:

- a coherent approach is taken towards curriculum, pedagogy and assessment;
- consistency and shared purpose between staff;
- excellent practice which is regularly reviewed and research-informed;
- signposting to further research and reading, as well as related policies.

PART 1: CURRICULUM

3 Culture and the hidden curriculum

3.1 Curriculum, teaching and assessment sit within the wider context of MPA's culture. Myatt (2018 pp. 131-134) terms this '*the hidden curriculum* or *the way we do things here'* and suggests that this must be based on respect and trust between stakeholders in order for the organisation to be healthy and productive.

3.2 MPA's leaders take a proactive approach towards ensuring respect and trust underpin all aspects of curriculum, pedagogy and assessment, and insist that all staff and volunteers do likewise.

3.3 By definition, culture cannot be captured in policy as it is the lived daily expression of policy by all members of the community. However, Sherrington (2017, p. 152) suggests a set of seventeen *conditions* necessary for establishing an effective learning culture (see appendix 4).

3.4 Conditions for learning which all MPA staff must prioritise include the following:

- Fostering positive, caring relationships (Sherrington, 2017, p. 161) – mutual respect and trust leading to a sense of worth and belonging. See also MPA's *Positive Behaviour Policy*.
- Joy, awe and wonder (p. 153) – intrinsic motivation and a love of learning must be prioritised as drivers and outcomes of children's everyday experience.
- Establishing routines for excellence (p. 163) – staff must regularly state, rehearse and reinforce consistent expectations.
- Teach to the top, rigour and the Pygmalion effect (pp. 156 - 161) – staff must expect the best and have high expectations of all children.

4 Curriculum Intent

4.1 A Sense of Place

4.1.1 Our curriculum is structured around the concept of building ‘a sense of place’. This includes building children’s sense of their place within the Marleigh and wider community and an understanding of their rights and responsibilities; of global citizenship and sustainable development. It also includes an understanding of Marleigh as a new development and the stories of those who have come to live there, but also the history of the locality and legacy of the Marshall airfield, on which land the development is built.

4.1.2 As part of our ‘Sense of Place’ curriculum, we plan to forge exciting links with local businesses and organisations, particularly in order to bring to life the application of STEM in our surrounding area. This will include partnerships such as the Cambridge LaunchPad.

4.1.3 Whilst we are growing in pupil numbers, our curriculum will be enriched through opportunities for children to work closely with those from our neighbouring school, Fen Ditton Community Primary, which is less than 10 minutes’ walk away. This will provide opportunities for children to take part in activities requiring larger numbers, such as sporting activities, drama productions and visits, as well as providing further friendship opportunities. We will also be looking out for companies who would like to partner with us in providing a range of after-school clubs (in addition to our wrap-around care offer).

4.2 STEM (science, technology, engineering and maths)

4.2.1 It is the Marshall legacy, and the continuing importance of STEM related industries within the Cambridge economy that leads to STEM learning pathways being particularly highlighted within our curriculum. This means we look for regular opportunities for children to apply their learning across the curriculum (including the arts) in meaningful inter-disciplinary ways. Children are therefore regularly expected to apply their learning in solving STEM related real-life problems, communicating this learning through a variety of creative and

expressive forms. Pupils will question and contribute to the development of scientific and technological change, beginning to push the boundaries of what education and business can offer in partnership.

4.2.2 We have a well-resourced specialist STEM teaching room: The Sir Michael Marshall STEM room. This includes food technology area; robotics and VR headsets. There is also a separate computer suite with 3D printer and large screen PCs for computer-aided design. Classrooms are also well equipped with technology, including 1:1 computers, interactive screens and visualisers.

4.3 Head, Heart and Hand

4.3.1 Our curriculum is underpinned by a commitment to provide broad and balanced learning experiences which allow all children to engage systematically growing bodies of knowledge with opportunities for problem-solving and application. We want all children, regardless of background, experience or ability to achieve and feel academic and wider success. Our curriculum is designed to ensure children develop holistically, including the character traits necessary to be effective learners, such as resilience. Our rationale therefore includes the balanced development of head, heart and hand.

- Head: The secure and in-depth learning of subject-specific and inter-disciplinary networks of knowledge.
- Heart: Character development, including resilience, respect, kindness and empathy.
- Hand: The ability to solve-problems; applying knowledge through creative thinking and collaboration.

4.4 Knowledge-engaged problem-solving

4.4.1 Our focus on *head, heart and hand* means we have a knowledge-engaged approach to curriculum design and planning. This means we value powerful knowledge and ensure our curriculum is coherent and well sequenced in order to effectively develop children's knowledge schemas, but then look for opportunities for children to actively apply

this knowledge through varied problem-solving challenges.

4.4.2 In order to grow children's schemas, we aim to introduce them to 'sticky knowledge' by linking units of work they encounter.

4.4.3 These links may be:

- Vertical: e.g., children apply their understanding of invaders learnt in one historical unit to one taught in a subsequent year.
- Horizontal: authentic opportunities to reinforce inter-disciplinary concepts, sometimes by applying learning to solve problems in another subject. (e.g., mathematical knowledge of decimals applied when solving six-figure grid-references in geography).
- Diagonal: subject specific knowledge taught in one year, is applied to another subject the next year.

4.4.4 During MPA's first few years, when classes will be highly vertically grouped, it is important to acknowledge that these links will be harder to make, due to a Key Stage 2 4-year rolling curriculum. For this reason, each cohort's learning journey will be carefully mapped and considered, with such links being made wherever possible.

4.4.5 In order to facilitate this awareness of children's developing knowledge schemas, and the associated vocabulary they will need to know, MPA will develop knowledge organisers for each unit of work, as these are taught. Whilst these may be shared with older children, their primary focus will be as a guide for teachers to help map the knowledge children need to acquire in each unit of work, in order for them to experience a coherent and effective learning journey. (Myatt, 2018, p. 89)

4.5 Outdoor learning

4.5.1 The Council for Learning Outside the Classroom and Institute for Outdoor Learning have collated research evidence showing the value of outdoor learning as part of the curriculum. They both list the meta-analysis of Fiennes, et al. (2015 p.17) which states:

> *almost all [systematic reviews] report that the various outdoor learning activities have positive effects on all their various*

outcomes, e.g., attitudes, beliefs, interpersonal and social skills, academic skills, positive behaviour, re-offending rates and self-image. …

A review of 61 studies found evidence linking forest schools with improved social skills, self-control, self-confidence, language and communication (Gill (2011)).

A recent SR (Davies et al, (2013)) looked at 58 studies of school-aged children and found that taking pupils out of the classroom and working outdoors for part of their school time can foster creative development. It found other evidence that creative learning environments can aid children and young people's emotional development and social skills.

4.5.2 MPA promotes outdoor learning through the following:

- All ground-floor classrooms (Nursery to Year 4) have direct access to the outdoor learning environment.
- Reception and Nursery rooms have their own outdoor areas, facilitating free-flow between inside and outside learning environments for the majority of the day.
- Outdoor learning environments include playground, field, forest and garden.
- Outdoor learning resources are planned, regularly reviewed and stored for easy access.

4.5.3 In Early Years, daily activities will be provided for outdoor learning and, whenever possible, children will be allowed free-flow access to both indoor and outdoor environments. In addition, they will have weekly access to a forest schools' session, as well as access to the gardening area.

4.5.4 In KS1, teachers will aim for a daily portion of planned learning to take place outdoors, and for children to access the forest and gardening areas weekly.

4.5.5 In KS2, opportunities for outdoor learning (beyond PE lessons) will be aimed for several times a week, depending on what is being taught and the authentic learning opportunities presented.

4.5.6 MPA's breakfast and after-school club provision will also provide as much free-flow as possible to the outside environment.

5 Planning a learning journey

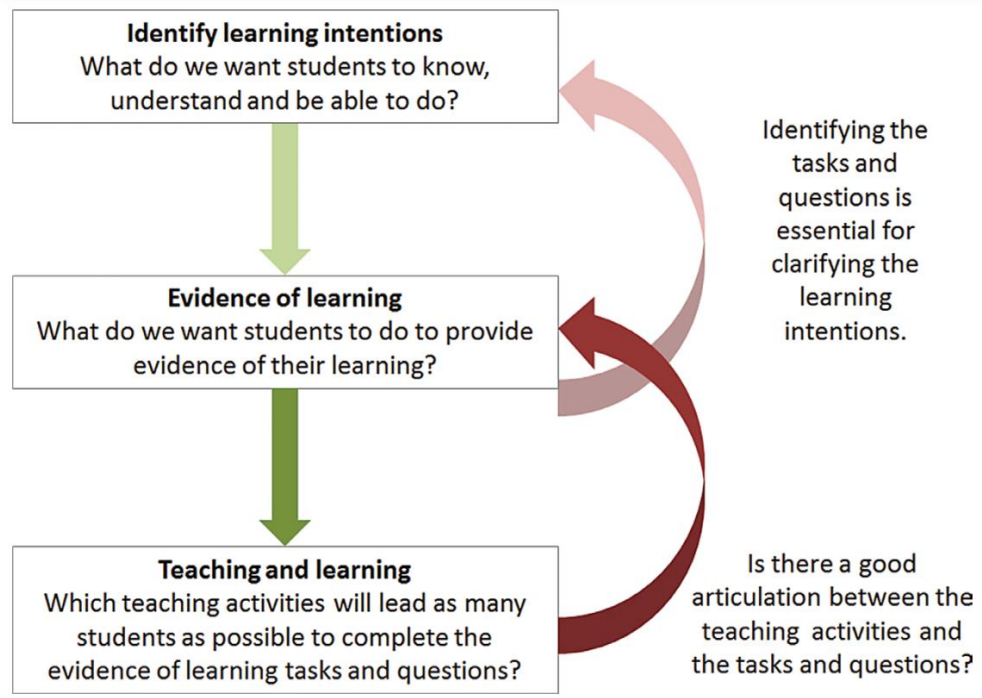
5.1 Teacher's medium-term planning across the curriculum must take account of aspects covered in the previous section. Questions to consider before embarking must include:

- How will the unit of work further children's sense of place; both in terms of their locality and their sense of global citizenship?
- Are there local links or opportunities which would further children's learning?
- What are the authentic opportunities for outdoor learning?
- What are the authentic opportunities for inter-disciplinary learning which will aid children's understanding in this or other subject areas?
- How will head, heart and hand be balanced?
- What is the key knowledge children should be bringing from previous learning (or have these been missed as the child has only recently joined MPA)?
- What is the key knowledge children need to develop during the unit (relate to knowledge organisers)?
- How will children be given the opportunity to apply and express their learning in new ways?
- Does the unit lend itself to the creation of an end-product and who will be the audience for this? (see appendix 5.2)

5.2 Backward design

5.2.1 Curriculum planning must follow a backward design process in order to ensure that planned activities are carefully chosen to achieve intended outcomes, and to ensure that assessment is authentic and embedded (Figure 1).

Figure 1: The three stages in the process of backward design based on the work of Wiggins and McTighe (2005) (Whitehouse, 2014, p. 100)



5.3 Evidence of learning

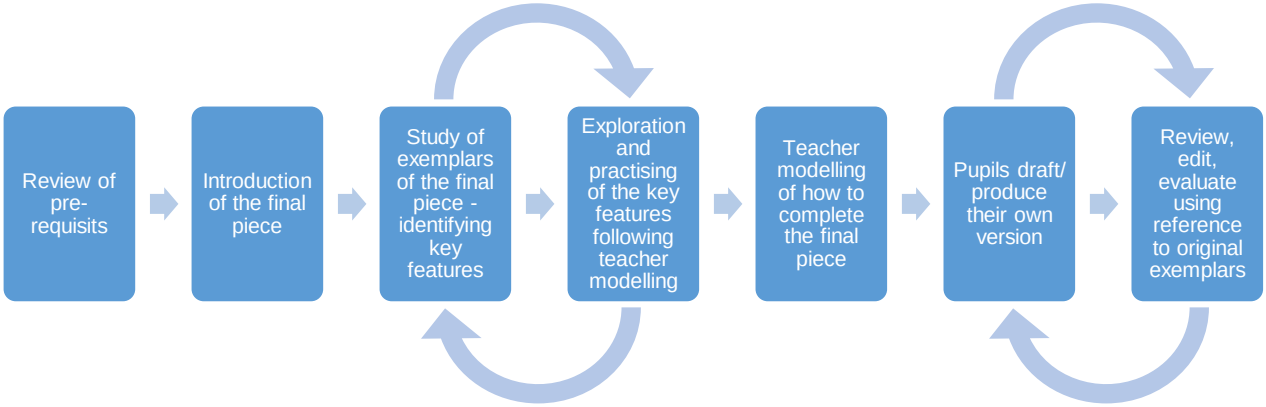
5.3.1 In order to demonstrate learning (as in Figure 1), children must be given opportunities to apply knowledge independently. This should sometimes involve 'curriculum products' such as a piece of writing, artifact or presentation (Myatt, 2018, p. 41; Turner, 2022, p. 127).

5.3.2 The desired curriculum product should be introduced to children early in a learning journey so that they know what they are working towards achieving. They should also be motivated by knowing who the audience for these products will be (e.g., display or online viewers, parents, another class, headteacher).

5.3.3 Curriculum products should be works of excellence. This means, as in the example of Austin's Butterfly: www.youtube.com/watch?v=E_6PskE3zfQ, that a learning journey will often involve building to a final product by expecting children to:

- analyse excellent examples;
- produce multiple drafts;
- apply feedback. (Thompson, 2022, ch. 3)

Figure 2: Sequencing of a unit with a final product (Turner, 2022, p. 128)



5.4 Avoiding over-loading

There is an expectation that all units on MPA's long term curriculum map will be fully taught. Therefore, teachers should aim to cover less in more depth and expect that planned units of work will be fully delivered with time for practice and assessment. It must be acknowledged that if a unit overruns this will have a knock-on effect for future units resulting in something not being taught. Therefore, if a unit is being planned for a 6-week half-term, it is better to only plan 5 lessons.

> *We need to ringfence time within our curriculum design and structure to allow for mastery. To do this we need to allow time for practice. … We can allow 'wriggle room' in our curriculum planning by deliberately underfilling our weeks and days to allow time for responsive practice and revisiting, or we can deliberately write into our curriculum documents specific points at which we will revisit, review and practise the key elements for each subject.* Turner (2022, p. 44)

5.5 Enrichment, hooks & special days

5.5.1 Any special days or events that take time away from the curriculum must be carefully evaluated in terms of their value. These must be limited, well spread-out and agreed by staff well in advance.

5.5.2 Curriculum hooks and enrichment (such as Wow! Days, dressing-up days, visits and visitors) are often memorable, engaging and motivating. However, they must be carefully considered in terms of content and placing within a learning journey to ensure they add significant value to children's learning.

6 Subject timetabling

6.1 See appendix 2 for agreed amounts of time to be spent on each subject, and appendix 3 for how these timings could fit across the week. If these timings prove unachievable, teachers should bring this to the attention of the headteacher and/or subject leader for discussion as soon as possible.

6.2 See individual subject policies for more detail. Appendix 2b gives an overview of the schemes of work each subject's long-term plan is based on.

6.3 Design, Technology and *Engineering* (DTE)

DTE is taught every week as an expression of MPAs vision for STEM learning. As an extension of the National Curriculum subject: *Design and Technology*, this hour a week will also give opportunities for children to explore inter-disciplinary STEM-based problem-solving activities. See *Design, Technology and Engineering Policy* for more detail.

PART 2: TEACHING

7 Cognitive science

7.1 Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. EEF (2021)

7.2 Appendix 5 gives an overview of the seven cognitive science principles recommended in the 2021 EEF report, which teachers must consider in their teaching.

8 Rosenshine's Principles

8.1 Barak Rosenshine's 'Principles of Instruction' provide a practical means of engaging with cognitive science in the classroom. Teachers should ensure their practice demonstrates excellence and effectiveness across the principles:

- Daily review.
- Present new material using small steps.
- Ask questions.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Independent practice.
- Weekly and monthly review.

8.2 Further reading: Sherrington, T. (2019). *Rosenshine's Principles in Action*. Woodbridge: John Catt.

9 Mastery and Adaptive teaching

9.1 Mastery could be defined as having a secure enough grasp of an area of study to be able to apply that knowledge independently when solving problems in new areas (Myatt, 2018, pp. 78-81). This is a priority aim at MPA and one which should be considered possible for all children.

9.2 Adaptive teaching is defined as being responsive to the needs of pupils by

providing targeted support leading to successful outcomes. Adapting teaching and task approaches:

- will more likely lead to mastery and high expectations;
- are unlikely to place a ceiling on learners;
- reduce workload by avoiding differentiated resources;
- include flexible grouping;
- depend on teachers knowing children well.

PART 3: ASSESSMENT AND FEEDBACK

10 Responsive teaching (Assessment for Learning & formative assessment)

10.1 Responsive teaching has been defined as 'tight feedback loops – requir[ing] teachers to continually engage students in activities that tell them where they are and then, absolutely crucially, to adjust their teaching in response so that students' learning is advanced' (Sherrington, 2017, p. 129).

10.2 Responsive teaching includes:

- clarifying learning intentions, e.g., devising success criteria as a class;
- eliciting evidence of learning, e.g., whole class responses & quizzes;
- collaborative learning, e.g., peer assessment & partner talk;
- self-assessment, e.g., against success criteria;
- feedback based on trusting relationships.

11 Feedback for excellence

11.1 'After students have had a taste of excellence, they're never quite satisfied with less; they're always hungry,' Berger (2003), cited in Sherrington (2017, p. 133).

11.2 The most important form of assessment includes feedback moving children towards excellence. This means giving clarity about:

- where they are currently;
- what their next steps are;
- what excellence eventually looks like.

12 Verbal feedback

12.1 Verbal feedback (for individuals, groups and the whole class) must be prioritised and will generally be structured in line with the previous bullet points. This growth-mindset oriented approach is immediate and embedded within the learning process, allowing misconceptions to be addressed and immediate improvements to be made.

12.2 Whilst teachers may find it useful to indicate in children's books when verbal feedback has been given (VF), there is no expectation that this coding should be regularly used as the evidence should be seen in the subsequent improvements made by children. (Sherrington, 2017, p. 209).

13 Written feedback

13.1 There is a growing body of research suggesting that written feedback (marking) is of limited benefit to children's learning, in part due to the significant investment of teachers' time it represents; taking them away from other potentially more useful activities, and/or of detriment to their wellbeing (Churches, et al., 2022).

13.2 Written feedback must therefore be kept to a minimum and only used if its impact on learning can be demonstrated by teachers. Where used it should be limited to the agreed marking code in appendix 6.

14 Whole-class feedback

14.1 Whole-class feedback, such as with a visualiser, should be regularly considered as a more immediate and effective form of feedback. Time must be built into lesson planning to make room for such activities, along with time for children to act on feedback, making corrections and/or improvements.

15 Low stakes testing

15.1 Quizzes, especially multiple-choice quizzes (Sherrington, 2017, p. 205), should be used regularly as a form of responsive teaching, feedback and also retrieval practice.

15.2 Resilience and a growth-mindset should be actively encouraged through such, so that children appreciate that mistakes are OK, challenge is good, and making progress is what is important. The self-esteem of all learners must be considered and protected throughout, although this may be challenged in the short-term.

16 Summative assessment

16.1 Purpose

Summative assessment is necessary in order to check whether children are making progress against age-related mile-stones, and for teachers and leaders to be able to report and act on this.

16.2 Data usage

Data generated through summative assessment will be used in the following ways:

- To provide individual reports for parents detailing their child's attainment against year-group expectations. Individual pupil data may also be used to evidence the need for additional learning support.
- To provide class and year-group analyses, giving teachers and leaders evidence of strengths and areas for development within subjects and across the academy. This will inform Academy Improvement Planning, training needs and resource deployment.

16.3 Authenticity

Summative assessment must be an authentic expression of what children have learnt over a period of time. This is often best demonstrated when children are able to show evidence of their learning by applying it independently, possibly in another subject area (see paragraph 5.3).

16.4 Backward design (again)

Opportunities for authentic summative assessment must be planned and made time for as part of the learning journey (see paragraph 5.2).

16.5 Summative assessment schedule

In order to ensure a shared understanding of when summative assessments need to take place throughout the year, teachers will follow the schedule set out in appendix 7.

PART 4: THE PHYSICAL ENVIRONMENT

17 Shared expectations

17.1 At MPA every member of staff is accountable for maintaining the environment to a high standard. It must demonstrate our elevated expectations and standards, enticing children to learn and reach high.

17.2 The building infrastructure and furniture must be protected. This includes:

- not attaching anything to painted walls;
- not stapling etc. into woodwork;
- taking care to avoid spills (e.g., paint) on carpets;
- avoiding dirt being brought into classrooms on shoes.

18 Resources

18.1 All members of the MPA community are expected to respect and take pride in MPA resources, actively teaching and modelling children to do likewise. This includes keeping all areas of the academy tidy, putting items away in their proper locations (and not expecting others to do so); expecting and challenging children to do likewise.

18.2 If the correct storage location for resources is unknown, they must not be left but must be given to a member of staff with responsibility, or to the headteacher.

19 Display

19.1 Quality and purposeful displays serve the following functions:

- Celebrating achievement and raising self-esteem for all.
- Creating a sense of pride in learning, encouraging high expectations and good behaviour.
- Acting as a focal point for learning, providing a wider audience for children's creativity, reaffirming the value of their work.
- As prompts and scaffolds for learning, helping children make new connections between ideas.
- Stimulating interest and discussion to challenge children's knowledge and understanding of the world.

19.2 Quality of work put on display

- All children should have work on display at times, even if they find presentation difficult.
- Displayed work (especially handwritten) should be of children's best quality, including handwriting, presentation and spelling. Time in class needs to be planned in for this purpose.

19.3 Labelling on displays

- A display should be labelled clearly to express the learning that has been undertaken and showcased.

19.4 Borders and backing

- No backing paper is required on felt display boards.
- Colours of borders should create an overall calming, thoughtful and cohesive effect. They must be kept looking neat, replaced or repaired when necessary.

19.5 Layout and mounting

- Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- Children's work should be presented with care and consideration to its purpose. All work must be single mounted (avoid double to reduce workload and paper-usage) with colours which complement the chosen backing colour.
- Work is to be trimmed and mounted evenly and straight (unless intentionally otherwise).
- The use of shelves, tables and the area around the display is encouraged.

19.6 Timescales

- Display boards should be changed at least termly. Responsibility for corridor displays will be assigned together termly.
- Classroom displays must represent current or recent learning.

References

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Wiggins, G. & McTighe, J. (2005). *The Understanding by Design Guide to Creating High Quality Units*. Virginia: Alexandria.

Appendix 1: How we do things – A summary of our agreed and regularly reviewed approach

Recording / collating of work

Subject	**KS1**	**KS2**
English	A4+ book - Yellow Line size 12mm	A4+ book - Yellow Line size 8mm
Handwriting	Small handwriting book	Small handwriting book
Spelling	Small double column book	
Reading Record	Yellow	Yellow
Maths	A4+ book - Light blue Square size 10mm	A4+ book - Light blue Square size 7mm
Science	A4 book - Green Line size 12mm	A4 book - Green Line size 8mm
History / Geog / RE	A4 book - Purple, with tabs for 3 sections, 1 for each subject	A4 book - Purple, with tabs for 3 sections, 1 for each subject
Art	Sketchbook	Sketchbook
Music	Folder, completed units treasury tagged or stapled	Folder, completed units treasury tagged or stapled
DTE	Folder, completed units treasury tagged or stapled	Folder, completed units treasury tagged or stapled
PSHCE	Folder, completed units treasury tagged or stapled	Folder, completed units treasury tagged or stapled
French	Folder, completed units treasury tagged or stapled	Folder, completed units treasury tagged or stapled
Computing	Folder, completed units treasury tagged or stapled	Folder, completed units treasury tagged or stapled

Handwriting, setting out work & presentation (See also Handwriting Policy)

No pre-cursive / lead in stroke; cursive/joined writing should be delayed until chn are able to clearly form letters. Poor letter formation must be addressed promptly.

Chn are not expected to write out learning objectives. A short title (relating to learning) must be used.

DUMTUM: date, underline, miss a line, title, underline, miss a line.

Long date in English & French, short for all other lessons.

Display & wall-use (see also section 19)

No items to be stuck to painted walls; use display boards only.

No items to be attached to acoustic panels in SEN room.

Communication

Font to be used with children: **Sassoon Infant** (saved for install in MPA Staff > Documentation > Fonts for install).

Font for general external communication: **Arial** (size 12)

MPA font (from logo): **TW cent MT** (saved for install in MPA Staff > Documentation > Fonts for install).

MPA logo & year group colours:

Purple (Y6): #6461ab

Bright blue (Y5): #2ca9e0

Other blue (Y4): #4281c3

Olive green (Y3): #77a340

Bright green (Y2): #129347

Lemon yellow (Y1): #fddb00

Gold (EYFS): #f6ae1b

Planning

Teachers are free to use a planning format which best suits their way of working. This includes making direct use of PowerPoint.

Planning must be accessible (saved in MPA Staff > Lesson plans & resources; with a clearly identifiable folder name) and easy for cover / other teachers to use (see Supervision Policy).

The learning journey must be made explicit, with links to prior/future learning. This could be in the form of an initial slide detailing the sequence of lessons & vocab. etc.

Appendix 2: Subject timetabling

Subject	Weekly timetabling	Notes
Maths	Mon-Fri, 60 mins	
English	Mon-Fri, 60 mins	
KS1 Phonics	Mon-Fri, 20 mins	Children in lower KS2 not phonetically secure need input at least 3 times per wk
KS2 Spelling & handwriting	Mon-Fri, 15 mins	Short, sharp varied daily input repeating patterns across the week
KS1 Handwriting	Weekly lesson, 30 mins	Early intervention is needed for any chn regularly forming letters incorrectly. These chn will require a short, sharp intervention at least 3 times a week.
Guided reading	Mon-Fri, 20 mins	Inc/plus reading for pleasure independently and as class
Science	KS1: 1.5 hrs per wk KS2: 2 hrs per wk	
Art & Design	Weekly lesson for 3 half-terms, approx. 60 mins	Alternating with music
Computing	Weekly lesson, approx. 60 mins	With inter-disciplinary links to other subjects as appropriate
Design, Technology (& Engineering)	Weekly lesson, approx. 60 mins	
Geography	Weekly lesson for 3 half-terms, approx. 60 mins	Alternating with history
History	Weekly lesson for 3 half-terms, approx. 60 mins	Alternating with geography
Modern Foreign Languages	KS2: Mon-Fri, 10 mins	
Music	Weekly lesson for 3 half-terms, approx. 60 mins	Alternating with art
Physical Education	Two weekly lessons, approx. 60 mins	
Personal, Social, Health & Citizenship Education	Weekly lesson, approx. 60 mins	
Religious Education	Weekly lesson, approx. 60 mins	

Appendix 2b: Schemes of work used as basis for long-term planning

Updated Oct 2023

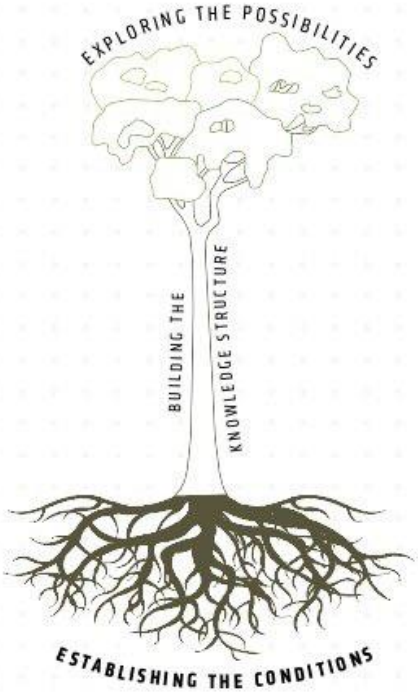
English	*Write Stuff*	Individual teacher logins
Phonics	*Rising Stars*	Individual teacher logins
Maths	*White Rose*	Individual teacher logins Plans saved in: MPA Staff > Curriculum > Maths
History	*History Mastery* (also, Historical Association)	Downloaded units https://www.history.org.uk/ Username: mfish@marleighprimary.org Password: fish123
Geography	*Geography Mastery* (also, Geographical Association)	Downloaded units https://www.geography.org.uk/login.aspx login: 907076 password: Geography123
Science	*Science Mastery*	Downloaded units
Music	*Sparkyard*	https://app.sparkyard.com/ Individual logins via MPA emails
Art	*Kapow*	
Computing	*Teachcomputing.org*	https://teachcomputing.org/ Create own free account
RE	*RE today*	Individual units to be ordered as needed
PSHCE	*Cambs PSHE*	PDF docs saved in MPA Staff > Curriculum > PSHCE (Mike has login details to download other units as needed)
DT	*Kapow*	Individual teacher logins
PE	*Get Set for PE*	Individual teacher logins
EYFS	*(Tapestry)*	Individual teacher logins

Appendix 3: Timetables

Appendix 4: Establishing the conditions (Sherrington, 2017, p. 152)

ESTABLISHING THE CONDITIONS

CHAPTER 7



ATTITUDES HABITS FOR EXCELLENCE

- C 1 JOY, AWE AND WONDER
- C 2 TEACH TO THE TOP
- C 3 RIGOUR
- C 4 PITCH IT UP
- C 5 PYGMALION

RELATIONSHIPS AND BEHAVIOUR

- C 6 FOSTER RELATIONSHIPS: POSITIVE, CARING AND DEFINED
- C 7 ESTABLISH ROUTINES FOR EXCELLENCE
- C 8 SIGNAL, PAUSE, INSIST
- C 9 POSITIVE FRAMING
- C 10 USE THE SYSTEM AS A LEVER, NOT A WEAPON
- C 11 SILENCE IS GOLDEN
- C 12 KEEP PERSPECTIVE

PLANNING THE CURRICULUM

- C 13 BIG PICTURE, SMALL PICTURE
- C 14 PLAN THE STEPS
- C 15 SPECIFY THE KNOWLEDGE
- C 16 OBJECTIVES v TASKS
- C 17 SCAFFOLDS AND STABILISERS
- C 18 SKILLS AND DRILLS
- C 19 BUILD THE WORDS, PLAN THE READING
- C 20 BUILD A TIMELINE

Appendix 5: Cognitive Science Approaches

Cognitive Load

Working memory is limited. There are lots of things that can cause it to be overwhelmed. An example is when problem-solving learners might be presented with a large amount of complex information and asked to follow a series of problem-solving steps. Where a student has limited prior knowledge committed to their long-term memory this might lead to their working memory being overwhelmed, impairing learning. EEF (2021)

The EEF (2021 p.24) suggest that teachers manage cognitive load by:

- using worked examples to support learners to apply and develop knowledge;
- providing 'scaffolding' and other forms of support such as prompts, cues, or targeted instructions to help learners navigate the working memory demands of tasks; and
- using collaboration between pupils so that they can share the demands of problem-solving tasks.

Retrieval practice

'Retrieval practice describes the process of recalling information from memory with little or minimal prompting' (EEF, 2021 p. 21). Lessons should usually begin with teachers giving children opportunities to recall associated previous learning.

The EEF (2021) suggest that teachers implement retrieval practice through:

- use of knowledge organisers to rehearse learning points;
- retrieval grids;
- labelling diagrams with gradual reduction of information; and
- true or false, multiple choice, cloze procedure, and finish the sentence.

Further reading:

- Jones, K. (2019). Retrieval Practice: Research & Resources for Every

Classroom. Woodbridge: John Catt.

- Sherrington, T. (2019). *10 Techniques for Retrieval Practice*. Available from https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice

Dual coding (Multimedia Learning)

Dual coding theory is based on the theory that working memory has two distinct components, one that deals with visual and spatial information and another that deals with auditory information. By presenting content in multiple formats, it is possible that teachers can appeal to both subsystems of the working memory, which subsequently strengthens learning. EEF (2021, p. 37)

Teachers should utilise dual coding theory when presenting information to pupils. Images and graphics must be clear and purposeful (not decorative) to reduce cognitive load.

Dual coding theory should also be considered when asking children to record their thinking and learning.

Further reading:

- The Learning Scientists (n.d.) *Dual Coding*. Available from www.learningscientists.org/dual-coding.
- Caviglioli, O. (2019). *Dual Coding with Teachers*. Woodbridge: John Catt.

Spaced learning

Spaced practice (also referred to as spaced learning, distributed practice, distributed learning, and the spacing effect) applies the principle that material is more easily learnt when broken apart by intervals of time. Spaced practice is often contrasted with 'massed' or 'clustered' practice, whereby material is covered within a single lesson or a linear and sequential succession of learning.

EEF (2021, p.15)

Teachers should consider spaced learning in combination with retrieval practice, ensuring that learning of a concept is not isolated to one point in time but spaced within lessons, across lessons and across days.

Interleaving

Interleaving involves sequencing tasks so that learning material is interspersed with slightly (but not completely) different content or activities, as opposed to undertaking tasks through a blocked and consecutive approach. While similar to spaced practice, interleaving involves sequencing tasks or learning content that share some likeness whereas a spaced practice approach uses intervals that are filled with unrelated activities. EEF (2021, p. 19)

Examples of interleaving include the following:

- Maths: Combining a variety of previously taught operations, rather than block-practice of one operation type.
- English: Comparison of two authors' approaches to character or plot.
- Science: Combine learning about the features of igneous, metamorphic and sedimentary rocks, rather than looking at each individually and in turn.

Further reading:

- Firth, J. (2019). *Interleaving – Using it in the Classroom*. Available from www.jonathanfirth.co.uk/blog/interleaving-using-it-in-the-classroom.

Schemas

Schemas (sometimes referred to as mental models, scripts, or frames) are structures that organise knowledge in the mind. When learning, the mind connects new information with pre-existing knowledge, skills, and concepts thereby developing existing schemas. Teachers often want to develop and refine learners' prior conceptions as opposed to teaching something entirely new. Approaches that compare, organise, and map concepts try to make schemas clear and visible and are thought to support learners to organise and extend their ideas. EEF (2021, p.31)

Approaches that help children build on existing schemas of knowledge include:

- problem-based learning whereby pupils learn through their struggle to apply existing knowledge to a challenging task;
- using comparisons and analogies to add depth or address misconceptions; and
- elaborating or questioning concepts and ideas to strengthen, develop, and transfer learning.

Embodied learning

Embodied learning and physical factors refer to strategies that engage and make use of movement and the body to support effective learning. More generally, embodied learning often also encompasses the role of emotions in learning—but this is something we have not included in the scope of this review. Most studies reviewed in this area emanated from searches for visual representation and the coding of information.

In contrast to many of the other strategies explored in this report that primarily focus on improving the mind's ability to acquire, organise, and apply new knowledge and skills, approaches that use the body and physical movement to support teaching and learning work under the assumption that the mind is closely related to the body and its sensory experience.

It is thought that by designing tasks and activities that appeal to pupils in a multisensory way, teachers may be able to make new information more easily comprehensible and memorable. Some actions and approaches for using embodied learning and physical activity in the classroom include play, enacting, gesturing, movement, and tracing. EEF (2021, p. 42)

Appendix 6: Marking Code

See also section 13: Written feedback

- Use '**Sp**' in margin to indicate to child a spelling error on that line. Depending on the age and stage of the child, further guidance may be given (e.g., part or all of the misspelt word underlined) but the aim is for children to be able to find and correct errors with increasing independence. Only a limited number of Sp's (max 3 per page) should be given; not all errors need to be indicated. Children should give the correct spelling, at least once, either in the margin or at the bottom of the page.
- Teachers may use a limited range of similar punctuation codes as appropriate and as they explain to children.
- As much work as possible should be marked by children and/or teachers in real time so that children can immediately see and correct their errors during the lesson. Neat **ticks** should be used to indicate correct answers. A **dot** should be used (by children or teachers) where an answer needs correcting. This can then be turned into a **tick** later.
- 'Purple Polishing Pens' can be used by children when up-levelling writing, to make their improvements clear.

There is no expectation that all pieces of work will receive written feedback and no expectation that verbal feedback need be indicated.

Appendix 7a: Assessment Schedule (arbitrary colours for grouping)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EY	Baseline assessments	Teacher Assessment: % ELGs predicted for end of year	Teacher Assessment: % ELGs predicted for end of year	Teacher Assessment: % ELGs predicted for end of year	Teacher Assessment: % ELGs predicted for end of year	EYFS profile completed, inc. parent report
Y1	Phonics baselines (use agreed record) Predictions updated during Pupil Progress meetings GL Assess: NGRT paper A Reading baselines checked & recorded	Phonics assessment (use agreed record) Check reading banding Spelling: read and write common exception words Update foundation subject assessment spreadsheets	Predictions updated during Pupil Progress meetings Formative assessments (OTrack year group objectives) updated for parent consultations	Phonics assessments (use agreed record) Check reading banding Spelling: read and write common exception words Update foundation subject assessment spreadsheets Writing moderation	Predictions updated during Pupil Progress meetings	Phonics Screening Formative assessments (OTrack year group objectives) finalised for reports Summative assessment codes (e.g. S4) recorded Check reading banding Spelling: read and write common exception words GL Assess: NGRT paper B Update foundation subject assessment spreadsheets
Y2	Predictions updated during Pupil Progress meetings Reading baselines checked & recorded GL Assess: PT L6 Eng & Ma NGRT/NGST A	Phonics non-passers Check reading banding Spelling: read and write common exception words Update foundation subject assessment spreadsheets	Predictions updated during Pupil Progress meetings Formative assessments (OTrack year group objectives) updated for parent consultations	Phonics non-passers Check reading banding Spelling: read and write common exception words Update foundation subject assessment spreadsheets GL Assess: NGRT/NGST B Writing moderation	Predictions updated during Pupil Progress meetings SATs	Phonics non-passers re-takes Formative assessments (OTrack year group objectives) finalised for reports Summative assessment codes (e.g. S4) recorded Check reading banding Spelling: read and write common exception words GL Assess: PT L7 Form A Eng, Ma, Sci, NGRT/NGST C Update foundation subject assessment spreadsheets
Y3	Predictions updated during Pupil Progress meetings GL Assess: PT L7 Eng & Ma NGRT/NGST A	Spelling tests completed & recorded in OTrack Update foundation subject assessment spreadsheets	Predictions updated during Pupil Progress meetings Formative assessments (OTrack year group objectives) updated for parent consultations.	Practice tests (Testbase) – reading, GPS, maths Spelling tests completed & recorded in OTrack Update foundation subject assessment spreadsheets GL Assess: NGRT/NGST B Writing moderation	Predictions updated during Pupil Progress meetings	Practice tests (Testbase) – reading, GPS, maths Formative assessments (OTrack year group objectives) finalised for reports Summative assessment codes (e.g. S4) recorded GL Assess: PT L8 Form A Eng, Ma, Sci, NGRT/NGST C Update foundation subject assessment spreadsheets
Y4	Predictions updated during Pupil Progress meetings GL Assess: PT L8 Eng & Ma NGRT/NGST A	Spelling tests completed & recorded in OTrack Year 4 Mult. Test - % on track Update foundation subject assessment spreadsheets	Predictions updated during Pupil Progress meetings Formative assessments (OTrack year group objectives) updated for parent consultations.	Practice tests (Testbase) – reading, GPS, maths Spelling tests completed & recorded in OTrack Year 4 Mult. Test - % on track Update foundation subject assessment spreadsheets GL Assess: NGRT/NGST B Writing moderation	Predictions updated during Pupil Progress meetings	Practice tests (Testbase) – reading, GPS, maths Formative assessments (OTrack year group objectives) finalised for reports Summative assessment codes (e.g. S4) recorded Year 4 Multiplication tests GL Assess: PT L9 Form A Eng, Ma, Sci, NGRT/NGST C Update foundation subject assessment spreadsheets

Y5	Predictions updated during Pupil Progress meetings GL Assess: PT L9 Eng & Ma NGRT/NGST A	Spelling tests completed & recorded in OTrack Update foundation subject assessment spreadsheets	Predictions updated during Pupil Progress meetings Formative assessments (OTrack year group objectives) updated for parent consultations.	Practice tests (Testbase) – reading, GPS, maths Spelling tests completed & recorded in OTrack Update foundation subject assessment spreadsheets GL Assess: NGRT/NGST B Writing moderation	Predictions updated during Pupil Progress meetings	Practice tests (SATs) – reading, GPS, maths Formative assessments (OTrack year group objectives) finalised for reports Summative assessment codes (e.g. S4) recorded GL Assess: PT L10 Form A Eng, Ma, Sci, NGRT/NGST C Update foundation subject assessment spreadsheets
Y6	Predictions updated during Pupil Progress meetings Practice tests (SATs) – reading, GPS, maths GL Assess: NGRT/NGST A	Update foundation subject assessment spreadsheets	Predictions updated during Pupil Progress meetings Formative assessments (OTrack year group objectives) updated for parent consultations.	Practice tests (SATs) – reading, GPS, maths Update foundation subject assessment spreadsheets GL Assess: NGRT/NGST B Writing moderation	Predictions updated during Pupil Progress meetings SATs	Teacher assessments submitted for writing & sci Formative assessments (OTrack year group objectives) finalised for reports Summative assessment codes (e.g. S4) recorded GL Assess: PT L11 Sci, NGRT/NGST C Update foundation subject assessment spreadsheets

Appendix 7b: AL Primary Assessment Calendar 2023-24

GL Assessment - Progress Tests

Primary test levels	Year 2		Year 3		Year 4		Year 5		Year 6	
	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer
PT English	Level 6 (paper Form A only)	7 Form A	7 Form B	8 Form A	8 Form B	9 Form A	9 Form B	10 Form A		
PT Maths										
PT Science										Level 11

GL Assessment - NGRT/NGST

*Year 1 is a paper based test. All other year groups access the online tests via the digital blended package.

Data Reporting to Central Trust

NGRT NGST	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
	NGRT Paper 1A Mid to late October	x	NGRT Paper 1B June	Form A Mid to late October	Form B Early March	Form C Late June/Early July	Form A Mid to late October	Form B Early March	Form C Late June/Early July	Form A Mid to late October	Form B Early March	Form C Late June/Early July	Form A Mid to late October	Form B Early March	Form C Late June/Early July	Form A Mid to late October	Form B Early March	Form C Late June/Early July

Submission Date	Data to be shared	Format for sharing
19 January 2024	Forecasted outcomes based on autumn term assessments: Y1 Phonics, KS1, KS2	Complete Spring Primary Data Catch spreadsheet & email to RJ Spring Primary Data Catch.xlsx
12 July 2024	EYFS Y1 Phonics Check Y4 MTC KS1 Assessments KS2 Writing Teacher Assessment KS2 test results	Upload CTFs into school folder on Primary Assessment Teams site: https://teams.microsoft.com/l/team/19%3azpexchttSkMHAJn4vtTJZmG0Eh-7ku5689FAucygj2w1%40thread.tacv2/conversations?groupId=fb631216-b9e9-48e5-96a4-c976b8f63be2&tenantId=8ba393df-16e3-48e9-85d8-12aa9418ab73