



Curriculum Policy

Monitoring and review

This statement is reviewed every **three years** by the **Headteacher**. Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **Dec 27**.

Jack Huckstepp	Headteacher	11/2024
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Statement of intent

At High Greave Infants, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- More Academically Gifted and Talented Policy
- SEND Policy

Roles and responsibilities

The headteacher is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the School Champions on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the School Champions
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.

- Reporting progress of pupils with SEND to the [SENCO](#) and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the [headteacher](#).
- Working to close the attainment gap between academically more and less able pupils.

Middle and subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the [headteacher](#).
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The [SENCO](#) is responsible for:

- Collaborating with the [headteacher](#) and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Equal opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
 - The school's curriculum will celebrate diversity and the [SLT](#) has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
 - The school will have due regard for the [Equal Opportunities Policy](#) at all times when planning and implementing the curriculum.

Supporting pupils with SEND

- Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's [SEND Policy](#).
- Pupils with SEND will work with TAs in smaller groups [once a week](#) to work on topics covered in lesson to ensure they do not fall behind their peers.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of pupils with SEND will be monitored by teachers and reported to the [SENCO](#).
- The [SENCO](#) will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Extra-curricular activities

- The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.
- All extra-curricular activities and trips will be planned and executed in accordance with the school's [**Extended Services Policy**](#).

Curriculum INTENT

1. How does the curriculum reflect the school's local context by addressing typical gaps in pupils' knowledge and skills.

Our school uses a range of events and opportunities for developing a curriculum that remains relevant to our context. These events are;

- Annual INSET training where the school reviews its outcomes and locality data to ensure the curriculum provision matches need. We ask the key question: What KNOWLEDGE, SKILLS and EXPERIENCES do we think our children should have by the time they leave the school?
- External reviews of the school including Trust evaluations (3 times a year), local board challenge (three times a year) and other sources of information such as collaborative partnerships and Ofsted – this information is filtered into curriculum planning meetings
- Throughout the year staff at all levels attend CPD for subject knowledge which also highlights aspects which our children may not have access to.
- Curriculum planning meetings six times a year where information from pupil progress meetings and formal assessments, external information and CPD information are considered within the planning process.

Our school has identified the following areas which are pertinent to our context and are opportunities to address these gaps are considered during planning meetings with all staff;

- Pupils on entry to the school have lower than expected levels of communication and literacy. This is evidenced by baseline entry data which tells us that children typically enter school with limited vocabulary and relatively low spoken language skills.
- The curriculum is adapted to include interventions following pupils progress meetings to boost pupils to reach the expected standard in each school.

2. How, at all stages of curriculum design, are key stakeholders' views sought and reflected in the plans

Our school regularly takes cognisance of key stakeholder's views through a range of opportunities to them to engage with the school. Following consultation, stakeholder views are specifically planned into curriculum planning meetings each term and feedback is filtered into each class and blended with the curriculum offer where links are sophisticated and meaningful (Curriculum planning meeting slides)

School Champions have opportunities to;

- Answer an annual questionnaire on their views of the curriculum
- A specific meeting each year to understand the school's approach to the curriculum and offer challenge and support
- Join the annual school INSET as it reviews outcomes and curriculum principles

Parents and carers have opportunities to;

- Answer an annual questionnaire on their views of the curriculum ([questionnaire](#))
- Attend termly parent forums with opportunities to raise questions, and receive questions about the school's curriculum ([Parent forum feedback letters](#))
- Attend an annual curriculum meeting where parents are asked the key question: : What KNOWLEDGE, SKILLS and EXPERIENCES do we think our children should have by the time they leave the school?
- Are asked specific questions annually during parents' evenings as to their view of the curriculum

Pupils have opportunities to;

- Engage in an annual assembly where pupils are asked the key question: What KNOWLEDGE, SKILLS and EXPERIENCES do you think you should have by the time they leave the school?
- Answer an annual questionnaire on their view of the school, including curriculum ([questionnaire](#))
- Prior to the curriculum planning meeting for the next half term, pupils are given information about the following term's topic and asked their views on what they would like to learn. This is recorded by the teacher and using to inform planning where relevant.
- Pupils are given opportunities to select a range of ways of completing homework tasks linked to their interests and preferences, this is brought into the rest of the curriculum where appropriate.

3. How is reading prioritised to allow pupils to access the full curriculum offer?

The school considers very carefully the provision for reading both in discrete teaching sessions, across and beyond the curriculum.

The formal teaching of reading is carefully planned and delivered across the school. Speaking and listening, Little Wandle phonics and daily Practice Reading sessions allow pupils to progress through the relevant frameworks gaining the essential skills and knowledge required to be proficient readers. ([Reading Policy](#)).

The school has invested well in resources to support the provision of reading both in terms of general resources and specific teaching and intervention resources. The resources the school currently purchases to support the prioritisation of reading are;

- Phonics Little Wandle Scheme
- Catch up and Practice Reading Little Wandle scheme

Additionally, the school has defined the core reading it wishes pupils to experience linked to the reading curriculum and cross curricular themes. These core reading experiences are blended into the curriculum map. ([Reading progression map](#))

4. How does the curriculum equip pupils with the cultural capital they need to succeed in life?

The school has created a vision and values that align with the cultural capital our children need to succeed in life. These aspirations form a key part of evaluation with stakeholders and planning activities with teachers. It is evident in the curriculum provision, the role modelling of staff and behaviour of our pupils that cultural capital is an embedded feature of the work of the school.

Our identified curriculum drivers have been developed as a whole staff to give pupils the necessary skills which prepare them for their place in the world. They are woven throughout our curriculum:

1. Be articulate – improve speech and language development by ensuring there are opportunities to communicate and have access and exposure to a wide range of language and vocabulary.
2. Be aspirational – provide knowledge, skills and experiences which enable pupils to see opportunities beyond their local community and empower them to reach for the stars!
3. Build positive relationships – develop the necessary skills which will enable them to make and maintain safe and healthy relationships both now and in the future.
4. Be respectful – be able to interact with others positively showing care, politeness, kindness, developing tolerance and acceptance of the people around them.

The assessment of opportunities for embedding cultural capital is identified in our knowledge progression map where we hope to introduce them to *'the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'*

Cultural capital is also specifically considered during curriculum planning meetings

5. How does learning connect to real world issues locally, nationally and globally?

Throughout the curriculum real world issues are considered as each topic is planned.

Teachers and leaders scan the horizon and interweave local, national and global issues into teaching sequences, standalone events and whole school opportunities such as assemblies and fundraising.

Over the past twelve months pupils have had the opportunity to engage in real world issues in the following ways;

- **Local:** community, environmental issues, litter, fire safety, water safety, road safety, , local shops
- **National:** 'Days', General Elections, environmental issues,
- **Global:** Climate change, environment, world politics – US election, BLM, plastic pollution, natural disasters, Black History Month

6. How does the school's curriculum set out the knowledge and skills that pupils will gain at each stage – 'intent'

The school maps out the key concepts for each subject they intend pupils to learn and this forms the framework in which knowledge and skills are matched at the appropriate stage. The key concepts are linked to the school's desire to instil cultural capital in pupils. This is all documented in a concept roadmap for each subject.

Concepts are revisited as part of the school's retrieval strategy and also recapped in the design of the knowledge organisers used at the beginning of each topic. This allows pupils to accommodate the forgetting curve and ensures that once they have been taught and understood concepts, they are not disregarded.

The school has mapped out the progression of knowledge for each subject and each year group. This is referred to by leaders when creating curriculum overviews and staff when ensuring planning matches knowledge requirements during curriculum planning meetings and activity.

The school has mapped out the progression of skills for each subject and each year group. This is referred to by leaders when creating curriculum overviews and staff when ensuring planning matches skills requirements during curriculum planning meetings and activity.

The curriculum provision is mapped out in an overview for each year group with the concepts, knowledge, skills, reading and cultural capital progression.

7. How does the curriculum remain as broad as possible for as long as possible and how are pupils able to study a strong academic core of subjects?

The school is following the National Curriculum in its entirety and the school is committed to providing a broad and balanced curriculum. The timetable is organised to allow access to all subjects and pupils have the opportunity to explore each subject in sufficient depth.

Gaps in the curriculum are identified through review staff meetings at the end of each topic. Staff are asked to evaluate if pupils have acquired the skills, knowledge and cultural capital from the topic taught and any areas for further focus are identified and included in the next relevant curriculum planning meeting.

Curriculum IMPACT

The progress that pupils are making in terms of knowing more, remembering more and being able to do more is evident through evaluation of provision – ‘impact’

There is a clear timetable for subject review which includes interviews with leaders, staff and pupils, work scrutiny and the result of regular learning walks. The timetable is a Trust wide review timetable. The advantage of the Trust timetable is that schools can share their reviews, support each other with peer reviews and actions and there can be, where useful, a MAT level view of actions required meaning that collaborative work can benefit all schools.

The review timetable groups subjects into faculty areas with the exception of PE and MFL. Most subjects are reviewed on a biannual basis but in the first year of operation there will be a review of all subjects wherever possible. Some subjects may be asked to review work that hasn't, as yet, been taught under the new curriculum provision or in line with the school's intent. During reviews this will be taken into account by leaders.

To understand which subjects should fully match the school's curriculum intent and which content should be fully expected to know and remember more, staff conducting reviews should refer to the school's curriculum overview.

Core subjects are reviewed annually following end of key stage/ final year assessments and pupil progress meetings have taken place.

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R/W/P/ S&L, EGAPS	Monitoring					
Maths		Monitoring				
Science		Monitoring				
History	Year 1		Monitoring			
Geography	Year 2		Monitoring			
Art		Year 1		Monitoring		
Music		Year 2		Monitoring		
Design Technology			Year 1		Monitoring	
IT			Year 2		Monitoring	
RE				Year 1		Monitoring
PSHE				Year 2		Monitoring
PE					Year 1	
MFL					Year 2	

There is a timetable of actions for each subject review following the review timetable above. The review fits into SLT meetings, staff meetings and classroom time to avoid increasing workload and takes place during the first couple of weeks of each half term.

The conversations, scrutiny and learning walks are all prompted by a series of questions listed in appendix 1. These informal reviews are then appraised for impact and the results entered onto a **Microsoft form** that highlights both the evaluation of activity and areas for action.

Decisions on improvement activity should be in line with the developmental state of the school

SLT Meeting (Phase 1)	Classroom activity (Phase 2)	Staff Meeting (Phase 2)	SLT Meeting (Phase 3)
• Discussions with leaders • Questions • Learning Walk evaluation reviews • Proformas • Download Learning Walk Evaluation Microsoft Form results – filter for the subject • Subject good practice review outcomes • iAbacus – TBC! • Each leader fills in the questionnaire • Microsoft Form	• Discussions with pupils	• Discussions with staff • Work Scrutiny	• Decisions on improvement activity – S2S • Updating iAbacus • Updating Basecamp

Appendix 1

Conversation frames for curriculum impact reviews

Conversations with leaders

Have those responsible for this subject effectively designed their curriculum intent?

Agenda

- These take place during an SLT meeting, 6x per year, before the week 2 staff meeting.
- Supporting documentation should be referred to during the discussions ([Curriculum intent artefact](#); [knowledge, skills, cultural capital and real-world issues progression frameworks](#); [curriculum overview](#); [MTP documentation](#), [subject policy document](#); [retrieval practice policy and outcomes](#))
- Any leaders responsible for knowing about a subject area are invited to the meeting

INTENT

1)	How has the taught curriculum reflected the school's key drivers and local context?				
2)	Do staff understand the intent of curriculum design to aid their planning, teaching and learning activities?				
3)	Does the subject's curriculum set out the knowledge and skills that pupils will gain at each stage?				
4)	Is there a curriculum overview that details the timing and organisation of coverage for each year group?				
5)	Do learners have inspirational experiences and purposeful opportunities?				
6)	Is budget used to support ad hoc and ongoing costs?				
7)	Are textbooks and other teaching materials used in a way that does not create unnecessary workload for staff?				
8)	Is this subject taught through a published-schemes and why?				
9)	Are resources carefully matched to the curriculum map so that there is progression and resources are age appropriate?				
10)	Do resources used reflect British society and its diversity and do they underpin the school's values and vision?				
11)	Has reading been prioritised to allow pupils to access the full curriculum offer?				
12)	Does learning connect to real world issues locally, nationally and globally?				
13)	Does the school support pupils to remember more over the long term?				
14)	Does this subject remain as broad as possible for as long as possible?				

IMPLEMENTATION				
1)	Teachers' planning ensures pupils' experiences in lessons reflect the intended curriculum			
2)	Teachers have expert knowledge of the subjects that they teach			
3)	Teachers ensure learners have inspirational opportunities and purposeful experiences			
4)	Teachers select resources to support learning that are efficient, effective and matched to learners' needs			
5)	Teachers prioritise reading as part of lesson design			
6)	Teachers connect learning to 'real world' issues where relevant			
7)	Teachers use a range of strategies to ensure explaining and modelling is effective			
8)	Teachers use a range of Mode B teaching strategies to enhance the use of higher order thinking skills			
9)	Teachers use a range of strategies to ensure questioning and feedback is effective			
10)	Teachers use a range of strategies to ensure practice and retrieval is effective			
11)	Teachers give pupils feedback in line with the school's marking and feedback policy			
12)	Teacher's use of TAs' reflects research principles			
13)	Pupils connect new knowledge with existing knowledge			
14)	Pupils develop fluency and unconsciously apply their knowledge as skills			
15)	Teachers provide effective support to those pupils who start to fall behind			

Conversations with staff

Do staff feel the school's teaching and learning strategy ensures the implementation of the curriculum intent for this subject is effective?

Agenda

- These take place during a staff meeting, 6x per year, in the second week of each half term.
- The specific questions explored at the meeting are listed in the appendices of the Curriculum Policy and should be RAG rated during the activity
- Supporting documentation should be referred to during the discussions ([Curriculum overview](#); [Knowledge, skills, cultural capital and real-world issues progression frameworks](#); [MTP documentation](#); [subject policy document](#); [retrieval practice policy and outcomes](#)).
- Any leaders responsible for knowing about a subject area are invited to the meeting

IMPLEMENTATION

1) Teachers' planning ensures pupils' experiences in lessons reflect the intended curriculum				
2) Teachers have expert knowledge of the subjects that they teach				
3) Teachers ensure learners have inspirational opportunities and purposeful experiences				
4) Teachers select resources to support learning that are efficient, effective and matched to learners' needs				
5) Teachers prioritise reading as part of lesson design				
6) Teachers connect learning to 'real world' issues where relevant				
7) Teachers use a range of strategies to ensure explaining and modelling is effective				
8) Teachers use a range of Mode B teaching strategies to enhance the use of higher order thinking skills				
9) Teachers use a range of strategies to ensure questioning and feedback is effective				
10) Teachers use a range of strategies to ensure practice and retrieval is effective				
11) Teachers give pupils feedback in line with the school's marking and feedback policy				
12) Teacher's use of TAs' reflects research principles				
13) Pupils connect new knowledge with existing knowledge				
14) Pupils develop fluency and unconsciously apply their knowledge as skills				
15) Teachers provide effective support to those pupils who start to fall behind				

Work scrutiny

Do staff feel that the work that pupils do over time reflects the intended curriculum?

Agenda

- This takes place during a staff meeting, 6x per year, in the second week of each half term.
- The specific questions explored at the meeting are listed in the appendices of the Curriculum Policy and should be RAG rated during the activity
- Supporting documentation should be referred to during the discussions . ([Curriculum overview](#); [Knowledge, skills, cultural capital and real-world issues progression frameworks](#); [MTP documentation](#); [subject policy document](#); [retrieval practice policy and outcomes](#), [pupil work relating to the subject being reviewed both physically and digitally](#))
- Staff will lay out work (both physically and **digitally**) relating to the subject being reviewed on tables in their own classroom and staff will move between classrooms, using the work scrutiny questions to RAG rate provision and collectively identify areas for development

1) Pupils' work scrutinised represents the work of all pupils i.e. SEND, PP etc				
2) Pupils' work shows the work that pupils do over time reflects the intended curriculum				
3) Pupils' work shows how knowledge, understanding and skills have developed and been retained over time				
4) Pupils' work shows feedback has made it clear what the pupil needs to do to improve				
5) Pupils' work shows evidence in later work that pupils have taken notice of feedback and acted on it				
6) Pupils' work shows pupil pride in terms of presentation and care				
7) Pupils' work shows that teachers have high expectations for the completion of tasks and non-negotiable standards				
8) Pupils' work shows pupils do not undertake activity which could suggest that the work is too easy				
9) Pupils' work shows that pupils persevere with problems, and do not give up easily				
10) Pupils' work takes account of mastery approaches, however, where appropriate pupils of different abilities are not doing the same work				
11) Pupils' work shows there are opportunities for pupils to work independently				

Whole-class Subject Review Conversations with pupils

Do conversations with pupils show that, in this subject, they are able to know more and do more, in line with the school's curriculum intent?

Agenda

- This takes place during a class time, where staff swap classrooms to interview pupils other than their own, 6x per year, in the second week of each half term, prior to the staff meeting.
- The teacher will hold a whole class discussion with pupils, who will be asked about subject(s) **from the previous term** and answers will be recorded and added to evidence in preparation for subject review, in line with the calendar above.
- Where a school has a wide range of subjects regularly (weekly) being taught each half term these will be divided up across the year so as not to make the process overloaded.
- Core subjects do not form part of this process due to pupil progress reviews, which happen three times a year and include standardised assessments, teaching and subject information.
- The specific questions explored during the discussion are listed in the appendices of the Curriculum Policy and should be RAG rated during the activity
- Supporting documentation should support the discussions ([Access to work from the previous term](#), [Curriculum overview](#), [MTP documentation](#), [Knowledge organisers](#), [subject policy document](#)).

1) Pupils can explain what they have learnt – does it match the intended curriculum? (Portfolio of work to aid discussion - books/ on Seesaw)				
2) Pupils can describe inspirational experiences and purposeful opportunities (MTP document)				
3) Pupils can recall key knowledge from a week, term and longer time ago in this subject? (Curriculum map)				
4) Pupils can share skills they have acquired from a week, term and longer time ago in this subject? (Curriculum map)				
5) Pupils can describe any interesting resources or great experiences they have used to support their learning? (MTP document)				
6) Pupils can describe how they are encouraged to communicate and work collaboratively (MTP document)				
7) Pupils can say, if the subject is taught through a scheme, how it helps them? (Classroom resources , policy document)				
8) Pupils can give examples where reading was a key part of their learning in this subject? (MTP document)				
9) Pupils can give examples of how feedback from their teacher has helped them to make progress? (Feedback element of TLA artefact)				
10) Pupils can give examples of how feedback from other learners has helped them to make progress? (Feedback element of TLA artefact)				
11) Pupils can recall if the most recent skills and knowledge taught to them was new, or was it something they were already familiar with? (MTP document)				
12) Pupils can explain how they check if they can remember their learning (Retrieval practice policy)				
13) Pupils can link parts of their learning to cultural capital, through the school's vision, values and behaviours? (Copy of vision, values and behaviours , MTP document)				

Appendix 2

Learning Walk Proforma

Learning Walk Template				
Date:		Time:		Staff walking
Focus of the learning walk:	Behaviour	Work Scrutiny	Teaching and Learning	Other:
Subject:	EYFS:	Y1:	Y2:	Y3:
	Y4:	Y5:	Y6:	Other:

Behaviour and Relationships		
Teachers establish their expectations	Teachers establish positive relationships	Teachers take responsibility for managing behaviour in their own classroom
Staff teach learning behaviours alongside managing misbehaviour	Pupils conduct themselves well within lessons	Individually challenging learners have IBPs in place and strategies to support them
Which areas for further development, relating to RAG rating of the above statements, have been identified?		

Work Scrutiny		
Pupils' work scrutinised represents the work of all pupils <u>i.e.</u> SEND, PP etc	Pupils' work shows the work that pupils do over time reflects the intended curriculum	Pupils' work shows how knowledge, understanding and skills have developed and been retained over time
Pupils' work shows feedback has made it clear what the pupil needs to do to improve	Pupils' work shows evidence in later work that pupils have taken notice of feedback and acted on it	Pupils' work shows pupil pride in terms of presentation and care
Pupils' work shows that teachers have high expectations for the completion of tasks and non-negotiable standards	Pupils' work shows pupils do not undertake activity which could suggest that either the work is too easy	Pupils' work shows that pupils persevere with problems, and do not give up easily
Pupils' work shows, at different points in time, pupils of different abilities are not doing the same work	Pupils' work shows there are opportunities for pupils to work independently	
Which areas for further development, relating to RAG rating of the above statements, have been identified?		

The environment		
Did work on display for 'information displays' demonstrate the importance of key aspects of the school i.e., curriculum intent, subjects, extended services, vision and values, enrichment	Do displays in the classroom match a display policy in place which offers research-based strategies and guidance for staff members to follow, e.g., which work to display and how and where to display work?	<u>Were</u> working wall displays up-to-date and in-keeping with what pupils are learning? Did they support all the key features of learning? i.e., key works, scaffolding, WAGOLL etc
Were retrieval displays up-to-date and in-keeping with the forgetting curve? Did they support recall of the key features from their learning? i.e., the same information as a knowledge organiser	Could pupils refer to the displays as a way of finding support or helping them recall information?	
Which areas for further development, relating to RAG rating of the above statements, have been identified?		

Teaching and Learning		
Teachers' planning ensures pupils' experiences in lessons reflect the intended curriculum		
Pupils can explain what they have learnt – does it match the intended curriculum? (Portfolio of work to aid discussion - books/ on Seesaw)	Pupils can recall if the most recent skills and knowledge taught to them were new, or something they were already familiar with? (MTP document)	Pupils can link parts of their learning to cultural capital, through the school's vision, values and behaviours? (Copy of vision, values and behaviours, MTP document)
Teachers have expert knowledge of the subjects that they teach	Teachers ensure learners have inspirational opportunities and purposeful experiences	Teachers select resources to support learning that are efficient, effective and matched to learners' needs
	Pupils can describe inspirational experiences and purposeful opportunities (MTP document)	Pupils can describe any helpful resources they have used to support their learning? (MTP document)
Teachers prioritise reading as part of lesson design	Teachers connect learning to 'real world' issues where relevant	Teachers use a range of strategies to ensure explaining and modelling is effective
Pupils can give examples where reading was a key part of their learning in this subject? (MTP document)		Pupils can say, if the subject is taught through a scheme, how it helps them? (Classroom resources, policy document)
Teachers use a range of Mode B teaching strategies to enhance oral contributions and collaborative work	Teachers use a range of strategies to ensure questioning and feedback is effective	
Pupils can describe how they are encouraged to communicate and work collaboratively		
Teachers use a range of strategies to ensure practice and retrieval is effective		
Pupils can recall key knowledge from a week, term and longer time ago in this subject? (Curriculum map)	Pupils can share skills they have acquired from a week, term and longer time ago in this subject? (Curriculum map)	Pupils can explain how they check if they can remember their learning (Retrieval practice policy)
Teachers give pupils feedback in line with the school's marking and feedback policy		Teacher's use of TAs reflects research principles
Pupils can give examples of how feedback from their teacher has helped them to make progress? (Feedback element of TLA artefact)	Pupils can give examples of how feedback from other learners has helped them to make progress? (Feedback element of TLA artefact)	
Teachers ensure pupils connect new knowledge with existing knowledge	Teachers ensure pupils develop fluency and unconsciously apply their knowledge as skills	Teachers provide effective support to those pupils who start to fall behind
Pupils can explain how they have applied their learning in other work		
Which areas for further development, relating to RAG rating of the above statements, have been identified?		