Kessingland Church of England Primary Academy

Curriculum: Learning, Teaching and Assessment Policy

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Person Responsible:	**Headteacher**

Curriculum, Teaching, Learning and Assessment Policy

Christian Vision Statement

ASPIRE BELIEVE CHALLENGE

'With God, all things are possible.' Matthew 19:26

We line our school vision with the Church of England. The vision is deeply Christian, with the promise of Jesus of 'life in all its fullness.' We believe that each learner is created by God and is unique and special. Our vision is rooted in the idea that everyone as a child of God should be supported and encouraged to flourish and reach their full potential. This vision is supported through our school motto 'Aspire, Believe, Challenge'. We want everyone in our school family to **ASPIRE** to be the best that they can be, **BELIEVE** in themselves and others and **CHALLENGE** each other to achieve more than they ever thought possible knowing that 'With God, all things are possible' (Matthew 19:26)

We are committed to ensuring we develop the whole child, linked to Jesus' promise of "life in all its fullness".

- **Life in all its fullness** through positive and loving relationships with compassion and respect for ourselves and others;
- **Life in all its fullness** through persevering and growing as learners;
- **Life in all its fullness** through a knowledge rich curriculum with high aspirations;
- **Life in all its fullness** through a sense of community and responsibility;
- **Life in all its fullness** through spiritual development.

Curriculum Vision Statement

Intent:

At Kessingland C of E Primary Academy we believe that the purpose of education is to further social justice, to deliver a curriculum that includes powerful knowledge which takes pupils beyond their everyday experience. Our vision is deeply Christian, with the golden thread of Jesus' promise of 'life in all its fullness'. We believe that everyone is a child of God and should be supported to flourish and reach their full potential. We are committed to developing the whole child and have high aspirations for everyone to be the best they can be.

Our curriculum drivers:

Aspire: We aim to provide experiences which show children the wide range of possibilities available for their future. We want them to be challenged to imagine possibilities beyond their own experience.

Believe: We promote ambition, high aspirations and foster pupils' capacity to see the possibilities within the world today. Championing a Growth Mindset, pupils believe in the power of 'yet'.

Challenge: We strive for children to learn skills alongside knowledge, ensuring that all pupils have a secure platform to reach the next step in their learning journey and their full potential - 'With God, all things are possible' (Matthew 19:26).

Curriculum Aims:

- To ignite a love of learning in all pupils and nurture a Growth Mindset, knowing that it is okay to make mistakes.
- For our pupils to know they are valued and have the capacity to grow, learn and play a full role in the wider world.
- To ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met.
- To facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- To develop self-esteem and confidence, so that pupils make personal progress that fully prepares them for their next stage of education and the wider world.
- To encourage empowering and respectful partnerships between all learners in school, where achievements are celebrated.
- To provide opportunities to develop opinions in order that our pupils become worldly wise, have strong British values and are able to challenge perceptions.

Implementation:

'The main purpose of curriculum is to build up the content of long-term memory (the Schema) so that when students are asked to think, they are able to think in more powerful ways because what is in the long-term memories makes their short-term memories more powerful. That is why curriculum matters.' (Wiliam 2018)

Our curriculum is carefully planned to combine knowledge and skills, ensuring that every child is empowered through knowing. Pupils are challenged to not only develop their understanding, but to master it. In order to do this, our curriculum is designed to be remembered, developing deep understanding so that it can be built on, year on year.

Our knowledge-engaged curriculum is planned progressively so that key concepts and vocabulary are revisited and reinforced, making them unforgettable. Teaching and learning opportunities have been thoughtfully sequenced to ensure pupils revisit, apply and deepen their existing knowledge within and across subject areas. We work hard to ensure our curriculum is language rich and vocabulary is practised and embedded through subject-specific learning.

We aim to develop pupils' understanding of the world around them and learning experiences beyond the classroom, such as visits, clubs and visitors enrich our curriculum. By gaining knowledge through purposeful and meaningful experience, pupils develop an enduring understanding that goes beyond retrieval. Our curriculum allows pupils to acquire cultural capital as they move through the school, supporting pupils to develop a deep and connected understanding of where they came from, who they are and what they might become.

Impact:

Our curriculum is interesting and current, with the intention of developing a wealth of knowledge to prepare children for future learning. From different starting points, all children make good progress academically, emotionally and socially. Pupils have high expectations and are determined to maximise their own learning potential, as well as make positive contributions to the school and the wider community. It is our belief that children should leave Kessingland equipped with the ability to take part in academic discord at any level.

The sequenced curricular framework supports teachers to organise, teach and test knowledge systematically. Lessons build on prior learning and provide opportunities for guided and independent practice. A core principle is that all pupils know why they're learning, how they're doing and where they are heading. Ultimately, the test of our curriculum is the experiences of the young people in our classrooms.

Assessment Methodology

At Kessingland Church of England Primary Academy, we believe that all forms of assessment should be used to improve teaching and learning. Underpinning our assessment approach is a belief that every learner is capable of improvement (Dweck, 2006) if they can be engaged, supported and provided with opportunities to learn.

The best form of assessment is through ongoing dialogue and interactions with the children. Research studies highlight the fact that learners learn best when they understand what they are trying to learn and what is expected of them, and when they are given regular feedback about the quality of their work and what they can do to improve (Black et al., 2004). We recognise that pupil progress is not linear and evidence should be gathered from a range of sources.

We have agreed the following principles for our assessment:

- All assessment should have the sole purpose of improving teaching and learning.
- Assessment should be underpinned by a knowledge of the curriculum and the sequence of learning.
- Assessment should enable pupils to demonstrate what they know, understand and can do in their work.
- It should be used to inform the planning and delivery of the curriculum and help our children understand what they need to do to improve their work.
- It should not involve unnecessary paperwork that does not contribute to teaching and learning.

Assessment is used to ascertain whether a unit outcome has been achieved, but is also used to consider how individual lessons are sequenced with clear goals, lending themselves to formative assessment strategies. Every curriculum subject has a long term plan, domains of knowledge, key concepts and progression of skills and knowledge map. Across a year, every year group will cover all of the core concepts and domains of knowledge, as this aids retrieval and builds strong mental models.

Assessment considers four key questions underpinned by cognitive science:

- What will learners be able to do after this sequence of learning?
- Which tasks enable pupils to demonstrate this?
- What assessment techniques are used during this sequence?
- What links are being made to prior and future learning?

PiXL Assessment in Core Subjects

By using PIXL (Partners In Excellence) effectively, we are able to forensically analyse data to identify a multitude of information which all plays a significant part in ensuring success for each child.

Statutory Assessments

There are times when the government requires us to perform statutory assessments. There are several statutory assessments for your child throughout their primary school years. These are:

Reception - Baseline Assessment, Early Years Foundation Stage Profile
Year 1 - Phonics Screening Check
Year 2 - End of KS1 SATs
Year 4 - Multiplication Check
Year 6 - End of KS2 SATs

Raising Standards Leader (RSL)

The role of the Raising Standards Leader is to ensure the best possible outcomes and progress for all our children across KS1 and KS2. In doing this, the RSL supports staff in their understanding of PIXL and how to use it effectively. The RSL also provides challenge with regards to data and identifying key marginal children. After each round of assessments, the RSL will provide data reports to each year group to assist in identifying those children. The RSL attends pupil progress meetings to provide support and challenge, where necessary.

PIXL Language of Assessment

A1	Greater Depth	These are pupils who are predicted to get greater depth at the end of the year.
A2	Securely Expected	These are pupils who are securely expected but with some additional intervention have the potential to meet greater depth at the end of the year.
E1	Securely Expected	These are pupils who are predicted to be securely expected standard at the end of the year.
E2	Expected	These are the pupils who are predicted to get expected standard with quality first teaching but may need some additional guided activities and small group work within lessons. They are the children o you may focus on in your daily lessons.
B1	Just Below Expected	These are pupils who have the potential to meet expected standard if they are given additional interventions and support. These children will be the focus for PiXL therapies.
B2	Below/ Well Below Expected	These are the pupils who have identified SEN and need specialist support.

Termly Assessments:

Years 2-6 complete a PIXL assessment for Reading, Grammar and Maths each term. Teachers are responsible for completing and uploading the associated question level analysis (QLA) documents in line with the annual agreed PIXL dates to allow school-to-school comparison. Year 1 completes this process in the spring and summer terms.

PiXL Writing Indicators will be updated termly, informed by independent writing. These will be completed electronically and individual TAFs will be completed in Year 2 and Year 6.

In Maths, teachers will complete the cohort checklists electronically. The TAFs will be completed in Year 2 to ensure that there is evidence of pupils achieving all the outcomes.

EYFS

Julian Grenier says that in Early Years settings 'we should use assessment to improve children's learning; it should serve our work, not drive it'. Therefore, assessment within EYFS is continuous throughout each day. Transition meetings are used to share information and assessments, so that staff understand children's starting points: previous knowledge and baseline assessments are completed within the first 6 weeks of children starting.

Observations and assessments are captured and uploaded onto Tapestry which the parents can view. Parental contributions also contribute to the overall assessment of children within EYFS. Staff interact with children throughout continuous provision facilitating learning and assessing children's knowledge and understanding. Questioning children throughout play is used to check children's understanding and application of learning. Observations are tagged under the seven areas of learning but also linked to KS1/KS2 curriculum areas for subject leads to view.

Individual next steps are recorded for each child and the team works on these areas and develops them through interventions and/or and play. Read Write Inc. assessments are carried out half termly and next steps and interventions are identified. End of year assessments are submitted to the LA.

Process of Assessment

Our approach:

Stage 1 – Identifying what the pupils already understand so this can be used to inform future planning.

Every academic year, pupils receive feedback verbally and in written form, based on evidence interpreted by teachers from assessments, termly tests, questioning and classroom activities. Feedback can play a pivotal role in learning. However, the research indicates that there is a significant difference between giving and receiving feedback, and that then being acted upon.

In the words of Sherrington (2018, p. 19): "Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail". Assessments are being designed to be more synoptic, requiring retrieval from previous topics. As Black and Wiliam found, feedback is most effective when "designed to stimulate correction of errors through a thoughtful approach to them in relation to the original learning relevant to the task." (1998, p. 36)

Stage 2 – Ongoing formative assessment allowing planning to be adapted throughout a sequence of learning

The gap between the teacher's insights and the student experience creates discord as the two parties offer different interpretations of the same feedback events. This is especially true where assessment is decoupled from learning due to the summative feel of 'feedback', with students viewing the comment as indicative of a past piece of work with no sense of connection to ongoing and future learning. Feedback addresses 'What progress have I made towards the goal?' whilst Feed

Forward asks 'What further improvements need to be made to advance my progress?' (Hattie & Timperley, 2007). Good feed forward would clarify expectations in advance, including what good performance is (e.g. goals, assessment criteria, and expected standards) and how this could be achieved.

Black and Wiliam (2009) identified the following aspects of formative assessment, which are considered in more detail by Wiliam (2018):

- Where is the learner going? – clarifying learning intentions and criteria for success
- Where is the learner right now? – eliciting evidence of student understanding through questioning, discussion and other learning tasks
- How to get there? – providing feedback that moves the learner forward utilising peer and self-assessment.

These aspects could act as a guide for teachers to prompt reflection on classroom practice and help select which element could be the focus for professional development. For example, if a teacher finds that their questioning is not providing useful information about student understanding, then they may explore ways in which to increase the 'wait time' to provide the opportunity for more in-depth discussion and more detailed replies (Black et al., 2004). The aspects listed above are general principles rather than specifics for each lesson because formative assessment is not a list of strategies or a 'recipe' to follow; it requires ongoing reflection within and about the lesson.

Pupils give feedback about their learning in each verbal or written interaction. When you have identified a need, a gap or a misconception, then the key to formative assessment is to make sure that you do something with this information. For example, you might:

- ask the question in a different way to support understanding
- provide an additional explanation or demonstration
- make a note of a tricky concept to address in a later lesson
- identify those pupils who need some extra support in a particular area
- give verbal feedback to be acted upon in the lesson
- direct pupils to the agreed success criteria to support their self/peer assessment.

Stage 3 – A summative assessment task 'an expression of knowledge' to enable pupils to demonstrate what they have learnt.

Summative assessment might be based on a 'snapshot' – an activity at a particular point in time, like a Big Write, or a summary that takes a range of information into account, such as an end-of-key-stage teacher assessment (Earle, 2019). We utilise a wide range of information when drawing conclusions and 'by looking at patterns of performance over a number of assessments' (DfE 2019, p. 19) we have more confidence in our judgements, because we are less likely to be focusing on results that are context- or task-dependent. Assessment that has a primarily summative purpose can still be used in a formative way – for example, to identify gaps to inform the next term's planning. Teachers may use summative assessment information over a longer period of time to support the development of their practice or the school's curriculum.

Stage 4 – Retrieval Questions and recall of knowledge

Driven by the work of Willingham (2009), Mccrea (2017) and Brown et al. (2014), we have developed our pedagogy and curriculum to teach memorably and make learning stick. At the heart of our approach is retrieval practice. Retrieval practice involves deliberately recalling knowledge from memory to enhance learning. Each time a memory is retrieved, it is strengthened and less likely to be forgotten.

Strategies developed and embedded by teachers across the school include:

- regular low-stakes quizzing, including retrieval starters
- completing existing activities as 'closed-book' tasks
- retrieval tasks, e.g. constructing a mind map on a past topic from memory
- modelling retrieval-based revision activities, e.g. writing quiz questions on a sticky note stuck over text to encourage self-quizzing rather than re-reading
- a plethora of verbal questioning in lessons specifically aimed at recall
- encouraging students to make links between new and prior learning

Regularly engaging students in retrieval-based tasks means that they are habitually pulling previously learned material to mind. In so doing, knowledge becomes more durably stored and more easily accessible.

English

Type	What it looks like:	Evidence of impact:
Immediate in the lesson	Check for Understanding: Teachers use formative methods such as 'tracking not watching' and questioning, to gather data on children's learning while they are working independently or with peers, in books or on whiteboards, or orally.

Through this process feedback is continuous and ever present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of:
- Precise and quick individual feedback
- Mini- plenaries which may incorporate a 'show call'
- Focus group feedback

Culture of Error: Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mindset about receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner.

EPoW: Teachers and pupils co-construct the non-negotiables expected for Every Piece of Work (EPoW). These are the learned rules of writing that | Learning walks as part of the school's instructional leadership policy

Formal observations

Book looks and conversations with pupils

Moderation of writing across the curriculum |

	are clearly visible and provide the starting point for pupils to proofread their work in each lesson. They support self-assessment, self- regulation and independence. This approach captures our expectations all pupils from Early Years to Year 6	
Feed forward – after the lesson	Feed forward: In an intentional shift in focus from assessment to planning, instead of written marking, teachers read pupils' work and put it into three piles: -Re-visit -Consolidate -Extend In doing this, the teacher will identify the leverage point required to enable progress. This may inform class feedback and planning, or pupils being grouped depending on their needs. The next step is the next lesson: The successes in learning are celebrated and teachers teach children how to make improvements to their writing. They may have the opportunity to practise the improvement; they will then edit or redraft their writing using Purple Pen.	Book looks and conversations with pupils Coaching meetings with teachers Moderation of writing across the curriculum
Marking after the lesson	There may be times when the teacher decides that written marking is the best vehicle to enable progress. This is when pupils already have knowledge of how to edit and improve their writing. 'Green for got it' - Two sections of the pupil's work that meet the learning intention or success criteria will be highlighted in GREEN. These should be the very best short phrases or sentences within the work. Single or pairs of words should rarely be highlighted as they are often meaningless and out of context when considering them against the success criteria. 'Pink for think' - One specific part of the pupil's writing will be highlighted in PINK. This is the part that needs improvement. This is likely to be different for all pupils. 'Close the gap'/ 'Purple Polishing Pen'- The children must then be given the opportunity to read, reflect by themselves or with a partner and respond at the start of the next lesson. Children will work on their	Book looks and conversations with pupils

	improvement in purple pen underneath the original piece. The attached marking code supports teachers' marking of the secretarial features of writing.	
Self and peer aseessment	Metacognition: Lessons contain opportunities for pupils to evaluate and assess their own writing using metacognitive language. Teachers direct children to use performance tags and language-rich reflections to evaluate their progress and to understand their targets.	Book looks and conversations with pupils Observations
Summative	This includes grammar tasks, spelling tests, end of unit or term tests or quizzes. Pupils complete 'Big Writes' across a variety of text types. PiXL Writing Indicators are used to assess pupil attainment using the following code: Red = 0 evidence Orange = 1 piece of evidence Green = 2 or more pieces of evidence	Data analysis – progress and attainment tracking Gap analysis PiXL Moderation

Maths

<u>Type</u>	<u>What it looks like:</u>	<u>Evidence of impact:</u>
Immediate in the lesson	Check for Understanding: Teachers use formative methods such as 'tracking not watching' and questioning, to gather data on children's learning while they are working independently or with peers, in books or on whiteboards, or orally. Through this process feedback is continuous and ever present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of: -Precise and quick individual feedback -Mini- plenaries which may incorporate a 'show call' -Focus group feedback -Same day intervention -Dive Deeper Culture of Error: Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth	Learning walks as part of the school's instructional leadership policy Formal observations

	mindset about receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner. Plenaries: Teachers will provide children with focussed feedback on where their misconceptions are, making it clear what is wrong and what to do to put it right.		
Self and peer Assessment	Checking and correcting: Before the end of the maths lesson, pupils mark their own work, usually using the process success criteria. Pupils use purple pen to correct their errors. Teachers will gather live data on children's errors and misconceptions (tracking not watching) and address these in plenaries. Self/peer assessed work will be acknowledge marked by the teacher. Metacognition: Lessons contain opportunities for pupils to evaluate and assess their learning, using metacognitive language. Teachers direct children to use performance tags and language-rich reflections to evaluate their progress.	Learning walks as part of the school's instructional leadership policy Formal observations Book looks and conversations with pupils
Feed forward – after the lesson	Feed forward: After the lesson teachers mark and sort pupils' work and put into three piles: - Re-teach - Consolidate - Extend In doing this, teachers will identify the next step needed to enable progress. This may inform class feedback and planning, or pupils may be grouped depending on their needs/ next steps.	Book looks and conversations with pupils Coaching meetings with teachers
Marking after the lesson	Teachers will use acknowledgement marking in maths. Correct responses will be ticked and incorrect responses will be marked with a pink dot next to them. Pupils are expected to make corrections with purple pen, either in the same lesson or during SDI. If the incorrect response is due to a misconception, further teaching input will be provided. The attached marking code supports teachers' marking of the secretarial features of calculation.	Book looks and conversations with pupils
Summative	This includes end of block tests and termly tests with gap analysis.	Data analysis – progress and attainment tracking Gap analysis PiXL

Assessment in Wider Curriculum Subjects

Using Chris Quigley's milestones for each threshold concept, learning outcomes for a unit of work is identified. The carefully planned learning activities provide an opportunity for pupils to demonstrate each milestone.

Page 144 of the Primary National Curriculum 2014 states:

"While it is important that pupils make progress, it is also vitally important that they develop a secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progress: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content."

Wider Curriculum

Type	What it looks like:
Stage 1 – Identifying what the pupils already understand so this can be used to inform future planning.	Sequencing topics and planning in spaced review has helped us to structure our curriculum to support long-term retention. By defining knowledge through the use of knowledge organisers and retrieval question banks we reflect on the most powerful knowledge that we want students to remember at the planning stage.
Stage 2 – Ongoing formative assessment allowing planning to be adapted throughout a sequence of learning	There are many different methods of formative assessment and these all look different across the wider curriculum. For example, in Art the assessment tasks tend to be practical or verbal, but in other wider curriculum subjects like History there may be a note to a specific task or a key question such as: How did England become a unified country? Or a debate question, e.g. Edward the Elder, Aethelflaed and Athelstan: Who did the most to defeat the Vikings?

Our planning shows specifically how the formative assessment task can be approached. For example, this may be a timeline sequencing key events identifying causes and consequences, an 'Exit ticket' or a mini-enquiry question. It may be using a 'knowledge catcher' and key question e.g. Why is it important to tie a knot at the end of your thread before sewing? How do the sails (turbine) of the windmill move? These types of tasks can be used at various points throughout a unit of work to demonstrate what pupils know.

Using seesaw, we create a portfolio made up of the learning objectives across a unit of work. Children and staff record audio clips, add photos, observations and comments about pupil work. Teachers use seesaw daily in all areas of the curriculum for assessment, to share |

	activities or links, to store digital work and to generally enhance learning.
Stage 3 – A summative assessment task 'an expression of knowledge' to enable pupils to demonstrate what they have learnt.	Each unit of work has an identified overarching outcome and this links to a final summative assessment task. This may be identified outcomes or a unit enquiry question. We have carefully considered when devising our summative assessment tasks - 'Expression of Knowledge Tasks' - that it enables pupils to showcase their subject-specific knowledge. Seesaw is used as a way to record practical Express tasks in pupils' individual portfolios where teachers and pupils can leave comments and voice clip feedback and reflections. Written Express tasks will be completed in class books. Teachers assess against a success criteria devised by subject leaders for each Express task by highlighting the selected statements in pupils' portfolios.
Stage 4 – Retrieval Questions and recall of knowledge	Each class allots time for a quiz (Flashback Friday). This will contain retrieval questions created from learning across the wider curriculum. Pupils' answers are then used to inform questions that will be asked in the following weeks. The questions are generated throughout a unit of work and relate to the core knowledge and each subject has a different colour. Each quiz asks questions across different subjects and questions that require retrieval from last year, last week and last half-term.

Monitoring the Impact of Assessment

Subject leaders have a clear understanding of their subject and the impact of their scheme of work. We need to ensure pupils have been taught the knowledge for each curriculum area and built up their schema across the different subjects and disciplines.

Each term, subject leaders have the opportunity to meet with their curriculum governor for 'Curriculum Chatter'. This also feeds into the school monitoring cycle including staff meetings and presentations at governor meetings.

Each term there are wider curriculum presentation days. Governors are invited to work with the subject lead to look in depth at their subject and the work that has been created within their subject. Teachers use seesaw to collate a range of evidence of pupil learning (e.g. photographs, post its/ recordings of oral discussions, expression of knowledge tasks, videos and/or sound clips) producing portfolios of subject content for leaders to moderate across phases.

Reporting to parents

We formally report to parents and carers on their child's progress three times a year – though we encourage parents and carers to get in touch with their child's teacher if they have any concerns or enquiries.

There are two parent/teacher conferences during the academic year. The conference in the first half of the autumn term is an opportunity to find out about the progress your child is making and to let us know more about your child. The second conference is towards the end of the spring term. In this

one the parents are given opportunities to look at their child's work, to discuss progress and 'ways forward' for their learning.

At the end of the academic year, parents receive a written report about their child's progress in all areas, based on their teacher's assessments. Parents and carers of children in Years 1, 2 and 6 will also receive the results of the statutory tests that have been sat. There is also an opportunity for parents to discuss with their class teacher.

Class teachers use Class Dojo to inform parents and carers of the main things that have been going on in class. This is written to share the areas of learning that are being focussed on each week in class. This is also supported by the use of Seesaw to share children's expression of knowledge tasks for each area of the curriculum which parents and carers can view on pupils' portfolios.

At the end of each year, teachers hold detailed 'handover' meetings with the next class teacher and pass on relevant information, including the results of assessment.

Roles and Responsibilities

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing body will also ensure that:

- A robust system is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- The school is teaching a "broad and balanced curriculum" and that it is an entitlement for our pupils and accessible to all.
- Carefully planned inclusive provision and reasonable adjustments are made for pupils with different abilities and needs, including children with special educational needs.
- The school implements the relevant statutory assessment arrangements.
- Formulating a curriculum and standards committee who participate actively in decision making about the breadth and balance of the curriculum.

The Headteacher

The Headteacher is responsible for the creating and maintaining this policy and communicating its effectiveness to the Governing Body. The Headteacher must also ensure that:

- The curriculum is in line with the whole school values and reflects the deeply Christian vision of the school.
- The curriculum is inclusive and accessible to all learners, including those with special educational needs and disabilities.
- The curriculum is implemented consistently throughout the school, ensuring issues are addressed in a timely and supportive manner.
- Curriculum planning is monitored and fit for purpose.
- The workload of staff is manageable and carefully considered when implementing the curriculum.
- The Governing Body is updated on the progress and attainment of all learners.
- The curriculum is up to date and relevant, including any statutory updates as required.
- Staff have adequate subject knowledge across all subjects and effective CPD opportunities are provided.

- All assessment procedures meet any legal requirements.

Phase Leader

The Phase Leader is responsible for supporting all staff within the phase in achieving the priorities and targets which the school sets for itself and to provide staff with support and guidance. The Phase Leader must also ensure that:

- Weekly homework and reading checks
- Termly learning cafes
- Attending pastoral SLT meetings
- Monitoring uniform
- Liaising with the behaviour team
- Monitoring weekly behaviour plans including, phoning parents and updating risk assessments as appropriate

The Curriculum Champion

The Curriculum Champion is required to work in conjunction with the Headteacher to oversee the strategic direction of the whole school curriculum. The Curriculum Champion must also ensure that:

- The effectiveness of the curriculum is monitored and reported to Governors.
- The curriculum is in line with the whole school values and reflects the deeply Christian vision of the school.
- The curriculum is accessible to all learners, including those with special educational needs.
- The subject leads are supported in their work.
- Progression of knowledge documents, long term planning and medium term plans are in place and effective.

Subject Leaders

Subject leaders are expected to be the champion for their subject and to provide strategic direction. Subject leaders will also ensure that:

- The intent, implementation and impact statement is regularly updated and in line with the whole school vision.
- The subject policy is updated regularly and fit for purpose.
- Colleagues have the skills and information needed to effectively deliver the subject.
- Planning is monitored and is in line with expectations.
- A Curriculum Portfolio is created on seesaw and maintained showing high quality examples of progression in their subject.
- The school website is updated regularly with the relevant curriculum information.
- Teachers are supported with planning and delivery where required.
- Pupil progress and perception is monitored and reported to Senior Leaders and Governors as required.
- Sufficient resources are available.
- The subject area is accessible to all learners, including those with special educational needs.
- Monitoring is completed to ensure that all year groups have access to high quality teaching

Additional responsibilities:

Core Subject Leaders	Wider Curriculum Leaders
● Book look every half term and review the impact after three weeks. ● Share outcomes of book look with SLT then staff and agreed actions in the same week. ● Liaise with SLT. ● Half-termly learning walk. ● Half-termly action plan. ● Parent information sessions. ● SATs meeting and information sessions. ● Termly Data sheet for Governors/ SLT.	● SEESAW Evidence sample every half-term. ● Termly Curriculum Chatter. ● Complete and review a termly action plan. ● Termly learning walk linked to action plan. ● Pupil perceptions with a governor. ● Liaise with wider curriculum lead ● Networking with other DNEAT schools and attending DNEAT ambassadors.

Teaching Staff

All other staff in school must work collaboratively to ensure that the school curriculum is implemented in accordance with this policy.

At Kessingland Church of England Primary Academy, we aim to ensure that all marking is **motivating, meaningful** and **manageable**. Foundational and conceptual learning can be responded to using different strategies to promote independence and develop deeper thinking.

- The main focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should allow children to take responsibility for improving their own work.
- Children should receive feedback either within the lesson or in the next appropriate lesson
- The 'next step' is usually the next lesson.
- Feedback is part of the school's wider assessment process, which aims to provide an appropriate level of challenge to pupils in lessons.
- New learning is fragile and teachers will need to get feedback at some distance from the original teaching input when assessing if learning is secure

Learners respond to planned tasks in the way they carry them out. They are provided with planned opportunities to **evaluate and feedback** about their learning throughout the lesson through:

- Self and peer assessment.
- Class, group and 1:1 discussion with peers and teachers.
- Completing and handing in written representation of their learning.
- Responses to planned opportunities to **respond** to feedback as part of the ongoing dialogue.

Teachers respond by planning and further adapting learning tasks on an ongoing basis according to previous learning and feedback from learners. Teachers **respond by evaluating and feeding back** through:

- Live 'marking' or response during the lesson.
- Listening to the outcomes of planned opportunities for learners to evaluate and feedback.
- Class, group and 1:1 discussion.

What do we mean by 'marking'?

Marking is a process where a piece of work is identified as correct. It is a quick recording, usually in the form of a ✔ Dylan William believes that; "The best person to mark the test is the person who just took it." In class there may also be appropriate times where the adult 'mark' work to ensure understanding and identify children for further support.

The 'Next Step'

The next step is the next lesson. It addresses next steps in the context of the whole class, rather than writing 30 individual next steps and then moving onto a whole new topic. It empowers learners and uses teacher time more effectively so that children make progress and have misconceptions dealt with quickly. This is captured through 'Feed Forward' grids alongside identifying individual misconceptions.

Where a next step activity has been included in a child's book, the teacher may indicate this is a next step through the use of a step symbol or a next step title.

Feedback Time

To feedback well is to 'feed forward'. That is, as teachers we should ask ourselves: how will I use what I learned in the feedback process to inform my teaching? Feed forward helps us anticipate misconceptions and decide what needs to be re-taught and to whom. Time is given for each class teacher to feedback from the previous learning. The outcomes of the 'Feed Forward' grids are shared with the class at the beginning of the next lesson. This paves the way for feedback to be given on important learning goals, and for further instruction when identified gaps necessitate such (Fletcher, 2018). Visualisers are used to share the examples of work to praise and share and to demonstrate misconceptions. Identified guided groups are then supported for that session.

Verbal feedback to an individual child:

Verbal feedback has been found to lead to enhanced student engagement, performance and improvement (UCL Access and Widening Participation, 2019). Teachers and teaching assistants should be constantly giving verbal feedback to individuals throughout learning time. This could be very brief or it could be more in-depth. Brief feedback does not need to be recorded – it is evident all the time during teaching. More in-depth individual feedback – for example using Numicon to demonstrate a concept with a child – can be recorded simply using the 'verbal feedback given' stamper or VF. There is no need to record the details of the feedback given – the evidence is seen from the improvement in the child's work. Sometimes during verbal feedback, the teacher will write a word or phrase to remind the children of the discussion e.g. 'adverbs'. We would not expect teachers to write 'remember to use more adverbs in your writing. The word 'adverbs' on its own is enough to remind the child of the conversation had! In maths, the teacher may use their pen to model a calculation or draw a diagram to explain a concept as they talk to the child. It is best to model in the child's book when feeding back one-on-one, rather than on a whiteboard, as this way the child will have a reminder of the feedback to support them.

Verbal feedback to group of children:

Teachers may speak to a whole group – mixed or grouped according to their prior attainment – to give them feedback as a whole. This may include demonstration e.g. returning to a shared text or modelling a concept using Cuisenaire rods. Again, very brief feedback does not need to be recorded, but more focussed time with a group should be demarcated using the 'verbal feedback given' stamper.

Verbal feedback to whole class:

This could include, for example, discussion of solutions to an open-ended maths investigation. There is no need for the teacher to record this on the child's work. It could also include giving the answers to a times table or spelling quiz, which could be peer or self-marked.
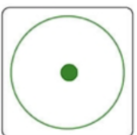
Written feedback during a piece of work:

This should be very brief and done in conjunction with verbal feedback. ✔ should be used to denote success. In writing this should be work that meets the success criteria, or very effective writing (e.g. an amazing opener). Errors and/or work to be developed should be underlined or the appropriate symbol placed in the margin next to it.

Green will be used to show what the children have done well and pink will indicate where there needs to be an improvement.

If a teacher models sentence writing or a calculation during a lesson this will be modelled in the child's book using a pink pen. This will demonstrate the verbal feedback and support given during the lesson.

Pupils will use their purple pen to edit and improve their own work.

English	Maths
P. Punctuation including capital letter errors.	**o** An error has been made and needs to be checked.
S. Spelling.	**^** Something has been missed out.
V. Improve vocabulary choice.	**4** Number has been formed incorrectly and needs to be practised.
Gr. Grammar error.	**R** This indicates a concept needs to be revisited.
// New paragraph needed.	
^ Something has been missed out.	

Finger spaces	Full stops	Capital letters	Punctuation	Letter formation	Use your sounds

In EYFS and Year 1, visual symbols will be used. Year 2 is a transitional year and pupils will start to become more independent in responding to 'Feed Forward' marking. They will also start to use their purple pen to edit and improve their own work.

Independence
When marking, it is important to be able to identify the work that has been supported, guided or completed independently.

S	This will indicate that the piece of work has been supported by an adult. If the child has been supported for the first few questions and then has applied this knowledge independently, an I will show where they have worked on their own.
G	This will show that the piece of work has been guided by an adult.

All work in a child's Big Write book needs to have been completed independently without any prompts of next steps in their books.

Staff will 'margin mark' this work indicating examples of where the writing indicator or TAF statements have been met.

A re-drafting approach

With writing, we use a redrafting approach. When the teacher looks at the books after a lesson, she makes notes on one piece of paper for the whole class about what went well and what still needs work.

This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.

Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, she might use the mistake anonymously or write a similar sentence with the same error).

Showcase good practice in writing

In the next lesson the teacher will share extracts from pupils' work, using either the visualiser or just a few typed lines to show examples of good work. For example, they might show an example of a good sentence opener. The pupils can then look at their work and re-write one sentence with a different sentence opener.

Use a redrafting approach for mistakes in writing tasks

For mistakes, the teacher might share an example of a mistake, for example not starting a sentence with a capital letter. The children would then suggest how this might be improved. They might spend time with a partner looking through their work and correcting sentences that don't start with a capital letter. This practice allows pupils to engage in metacognitive activities that boost their learning (Topping, 2018).

Pupils self-check their own work.

Pupils have the opportunity to check their own maths work. If they have a misunderstanding or misconception they can tell the teacher immediately.

Teaching self-checking

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. For example, pupils might repeat a calculation in a different coloured pen and check they've got the same answer.

Presentation of Work

Each piece of work needs to have a clear title that indicates the main learning intention of the lesson. This does not need to be written as a WALT. However, the children and staff in the room need to be able to clearly communicate the learning objective and success criteria for the lesson.

In Maths, the short date is written on the left hand side. In other subjects, children will write the long date, starting on the left hand side. This is an opportunity to practise days of the week and months of the year.

Phase Leaders will support their colleagues with the implementation of this policy during end of day reviews. They will model excellence in how to use feedback to close gaps for pupils.

We encourage teachers to use their professional judgement to decide on which approach to feedback is most appropriate and that this judgement needs to be based on what will most positively impact that child's progress.