Treeton CE Primary School (DSAT)
Curriculum, Teaching & Learning
and Assessment Policy
incorporating Marking and Feedback policy
Leader: Emma Minhas

Reviewed: September 2024

Date of next review: September 2025

Curriculum Design Statement

Treeton Church of England Primary School has determined that its underlying curriculum principles will follow the guidance and ambition of the National Curriculum (2014). All subjects policies have been written to ensure that these points of study are covered, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first-hand experiences, creative endeavours with these experiences and an inherent connection to the children of Treeton CE Primary School, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and Christian ethos. The curriculum is designed to develop the whole child and reflects the Church of England's vision for children to experience 'life in all it's fullness'.

The DSAT Improvement Mission:

- To create and sustain challenging, stimulating, nurturing and exciting learning experiences where **all** children achieve well and are keen to learn.

- To deliver outstanding teaching and learning for all pupils every day.

- To offer an inclusive framework for education that opens for all our children "life in all its fullness".

- To empower leadership at all levels to drive improvements so that each school is aspirational and moves to its next level of performance.

Core Principles for Quality First Teaching

Planning for progress

- Teachers planning will follow the guidance and ambition of the National Curriculum (2014).
- Long, medium term and weekly plans are available on the server.
- Teachers plan and deliver highly effective sequenced lessons which build on prior learning and gradually introduce new concepts, skills and knowledge
- Lessons have clearly defined Learning intention and success criteria which provide structure for differentiated learning outcomes. These will be referred to throughout the lesson as a point of reference for pupils
- Highly effective questioning is planned to address misconceptions
- Planning sequences incorporate opportunities for practice, revisit and 'low stakes' testing, to make connections across aspects of learning, support knowledge recall and build long term memory.
- Planning draws on a range of teaching and learning strategies including metacognition, robust vocabulary instruction and clear modelling of new learning and skills.

- Core subjects will be planned for each day- usually in the morning. Where enrichments to the curriculum are planned to enhance the children's learning the core subjects may be moved to afternoon sessions or integrated into the enrichment session.

Teaching and learning models

- Teachers present subject matter clearly and simply (10-15 minute inputs) promoting appropriate discussion about the subject matter being taught
- Teachers will model high expectations by not allowing pupils to 'opt out'
- Teachers plan using the DSAT, Teach Simply model.
- Pupils will engage in a Starter or revisit activity in every lesson.
- New learning will be introduced gradually building on prior knowledge.
- Concepts and skills will be modelled clearly, with signpost appropriate strategies, methods and learning supports.
- Children will be taught the range of curriculum subjects over each full term, as indicated on medium term planning grids and based on long-term planning.
- Teachers respond and adapt their teaching appropriately to develop understanding and correct misconceptions
- Plenary are used as an opportunity to consolidate learning and make the learning stick.
- The content of lessons is demanding and matches the aims of the curriculum.
- Opportunities for purposeful practice will be planned into the teaching and learning sequence
- L**earning environments** embed teaching and learning, celebrate success and show high standards of organisation.
- Vocabulary and communication skills (including oracy) are explicitly taught and modelled. Pupils are expected to respond to questions or contribute to class discussion in full sentences
- Writing is taught using a structured sequence for writing (see writing policy)
- Maths is taught using a mastery approach which must incorporate concrete, visual and abstract methods (see maths policy)
- High quality targeted questioning will:
- Include all pupils and make pupils think, using open and follow up questions to expand understanding after teaching the required knowledge
- Allow thinking time and where appropriate, provide opportunities for pupils to rehearse answers through pair and small group discussion to develop independent thinking skills. Think – pair – share is an appropriate strategy to facilitate this.

The Wider Curriculum

The wider curriculum includes the following subjects:

History   Geography   Design and Technology   Art   Modern Foreign Languages Music
PHSE (personal, health, social and emotional)   Religious Education (RE)   Computing

How do we structure the wider curriculum at our school?

The National Curriculum:

We follow the *National Curriculum* to structure our curriculum offer, as we know that this means our curriculum is ambitious for all pupils. You can find a link to the National Curriculum here:
https://www.gov.uk/government/collections/national-curriculum

Structuring our curriculum offer:

We teach each of the wider curriculum subjects discretely at our school.

For each subject, we have thought carefully about how we sequence learning over time and have broken down learning into small steps or building blocks, starting from when children enter primary school until they leave. At each step, we consider what specific knowledge and understanding we want our pupils to **know and remember** at each stage of their learning and in each subject. The end of the Foundation Stage, KS1, Lower KS2 and Upper KS2 are key **_end points_** for each of these building blocks of our curriculum. We know what we want our pupils to know and remember at each of these end points, focusing on what will be most useful to them, and have sequenced lessons over time to reach those end points.

The technical term we use for these small steps is **components.**

When we talk about how we have structured our curriculum offer, we call this *curriculum intent.* Curriculum intent includes the specific details of **what** we intend our pupils to learn at each stage in their school journey. **What** pupils know, remember and can do indicates how well they can achieve (progress).

Gaining Knowledge

Our curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in children's memory. For example, it is crucial that children automatically know the number facts that combine to make 10 (2+8, 3+7 etc). Knowing these number facts allow pupils to make links with many areas of number throughout their school life, so we revisit this learning regularly in the first few years of school to make sure this knowledge is 'sticky'.

Knowledge is divided into two types:

Substantive Knowledge: This refers to specific facts to be learned, such as, for example, the names of the countries in the United Kingdom (geography), or in history key facts about an historic event such as World War 1. In our curriculum pages, we have given you examples of the substantive knowledge that pupils need to know and remember at each stage in their learning and in each subject. Substantive knowledge refers to knowing 'what' specific facts need to be remembered.

Disciplinary Knowledge: Whereas substantive knowledge is about 'what' facts, disciplinary knowledge is about knowing *'how'.* For example, in music I can know that a minim is the equivalent of 2 beats, a quaver a half beat and a semi-breve four beats (substantive facts), but disciplinary knowledge helps me use this information to clap a rhythm accurately having read it on a musical stave. Sometimes people refer to disciplinary knowledge as skills.

Knowledge and links with reading and vocabulary acquisition:

We believe that knowledge gained also plays an important part in pupils gaining reading comprehension, and therefore, as we know that reading is so important, we place great emphasis on ensuring knowledge of the wider curriculum is sticky. We know that when pupils read and engage in reading comprehension activities, reading comprehension is dependent on knowledge of the subject being read. What we **know** allows us to read and understand what we have read. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to a richer vocabulary base when they access a broad curriculum, and this is very important to their future success. In our curriculum intent (plans), we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning (see our curriculum pages).

Starting the knowledge journey:

Our curriculum planning starts in Early Years. In Reception, we begin to lay the foundations of the wider curriculum through our Early Years curriculum offer. In Knowledge of the World, for example, children learn about the layout of school and their immediate environment when they start to understand early map work (the foundations of the geography curriculum). On our curriculum pages and Early Years pages we have provided more examples and information about our curriculum intent for early years. We start this journey in early years for two main reasons:

1) Access to a rich curriculum broadens children's exposure to a wealth of vocabulary, which we know to be of crucial importance in the early years.
2) Laying the foundations for the wider curriculum prepares children for transition to Year One.

Making sure knowledge is sticky:

When we have designed our curriculum, we have made sure the following applies to enable pupils to retain the important substantive knowledge and disciplinary knowledge:

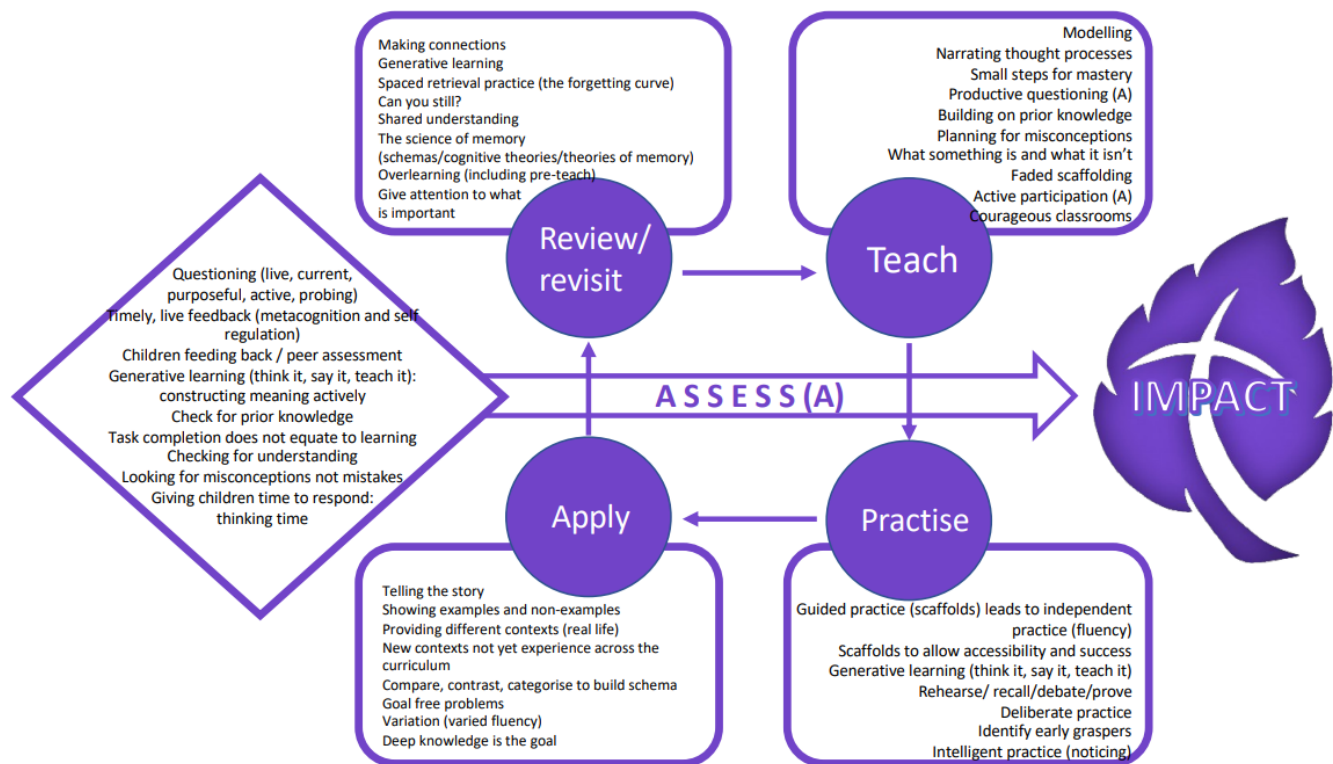- ***Prior knowledge is identified and built upon.***
At each stage in the school journey, teachers make sure that they understand what prior learning has taken place and how well children have remembered it. They revisit prior learning, particularly at the start of a unit of work but also at other stages in the learning process, to make sure that they are building new learning on secure foundations.

- ***Making links with other learning.***
We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. Key concepts in each subject are revisited over time and can be seen in our curriculum plans, which have the effect of making these links and building webs of knowledge. You will see some of these key concepts in our curriculum planning on curriculum pages.
- ***Making sure that the way we implement our curriculum plans places emphasis on the most recent research into how to optimise the science of memory.***
We understand that learning is defined as an alteration in long term memory. If nothing is altered in long term memory, then nothing has been learned. Therefore, we train our teachers to use teaching strategies informed by the most up to date research into memory. We have a clearly defined DSAT teaching strategy which deploys these strategies: we called it our DSAT Teach Simply Model.

Review/revisit
Making connections
Generative learning
Spaced retrieval practice (the forgetting curve)
Can you still?
Shared understanding
The science of memory
(schemas/cognitive theories/theories of memory)
Overlearning (including pre-teach)
Give attention to what is important

Teach
Modelling
Narrating thought processes
Small steps for mastery
Productive questioning (A)
Building on prior knowledge
Planning for misconceptions
What something is and what it isn't
Faded scaffolding
Active participation (A)
Courageous classrooms

Questioning (live, current, purposeful, active, probing)
Timely, live feedback (metacognition and self regulation)
Children feeding back / peer assessment
Generative learning (think it, say it, teach it): constructing meaning actively
Check for prior knowledge
Task completion does not equate to learning
Checking for understanding
Looking for misconceptions not mistakes
Giving children time to respond: thinking time

ASSESS (A)

IMPACT

Apply
Telling the story
Showing examples and non-examples
Providing different contexts (real life)
New contexts not yet experience across the curriculum
Compare, contrast, categorise to build schema
Goal free problems
Variation (varied fluency)
Deep knowledge is the goal

Practise
Guided practice (scaffolds) leads to independent practice (fluency)
Scaffolds to allow accessibility and success
Generative learning (think it, say it, teach it)
Rehearse/ recall/debate/prove
Deliberate practice
Identify early graspers
Intelligent practice (noticing)

When we implement our curriculum plans, we know that knowledge is more likely to be remembered over time when we use strategies from our Teach Simply model. Examples include retrieval practice, generative learning strategies and paying attention to not overloading the working memory.

Progress of pupils:

How do we consider progress when we are thinking about the wider curriculum?

We focus on two aspects:

- As children know and remember more across the curriculum area, they are making progress
- When children learn what we have intended them to learn (curriculum intent).

When we assess pupils' progress, then, we talk to them about what they know and we look in books to see what they can do and remember, and we check to make sure this matches the curriculum we have implemented.

We assess at all stages of the learning process:

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil.

Assessment as learning: using some of these ongoing assessment strategies to consolidate learning and help children deepen knowledge in long term memory (for example, asking children to brainstorm everything they have just learned about the Vikings will help us find out what they know, where the gaps are to inform future teaching but will also help children remember more in the future as knowledge will become increasingly sticky when using strategies such as these).

Assessment of learning: Capturing at key end points precisely what children have remembered over time (we called this summative assessment).

Related Policies

To support our curriculum vision, the following policies are available for information on how they directly support and deliver the content of this curriculum basis.

Literacy	Maths	Science	Phonics	Art & Design	Design Technology
Geography	Computing	Music	Physical Activity	Modern Foreign Languages	History
Religious Education	Worship	PHSE	Enterprise	EYFS	

Assessment and feedback for improvement

- A clear rationale for assessment: plan – teach – revise – assess – feedback & review to address misconceptions/re-teach or progress to more challenging content
- Active live marking and feedback is used to address misconceptions, model excellence and provide next steps during a lesson.
- Feedback is high quality and in response to in the moment and pre-defined checkpoints throughout learning (see Assessment Yearly overview).
- End of topic or termly assessment are mapped into every medium term plan, allowing the teacher to make judgements about the overall learning that has taken place and used to benchmark the progress of pupils in line with the milestones Regular formative assessment will be - varied – planned for – impactful, e.g. clear specific improvement steps.
- Pupils take responsibility for their own learning by responding to and acting upon feedback tasks in green pen.
- Green pens will also be used to improve, redraft or complete follow up activities – often at the start of a lesson. KS1and KS2 classroom provide clearly signposted editing stations.
- Literacy corrections - pupils respond to feedback, in order to improve using green pen.

Faded scaffolding and Support including SEND

- Data and student information including SEND and SEMH (EHC, IEP, support plan, graduated response, adjustments to provision, Hierarchy of support) is used to plan for individual needs.
- Additional interventions for disadvantaged, vulnerable, PP and SEND, with a particular focus on improving basic skills (pupil premium pen portraits, learning packs)
- Success Criteria supports differentiated learning outcomes, e.g. essential – stretch - challenge
- Targeted questioning is explicitly planned to stretch and challenge all groups
- Considered grouping, quality resources and learning support materials differentiated learning delivered in the classroom by the teacher
- *High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN.*
- *The SENDco and LSS support the teachers planning for teaching children with SEND needs. See the SEN information report (website statutory)*
- Targeted support: short and incisive support is planned by teachers for pupils at risk of falling behind age related expectations:
- Additional adults (TA) are deployed by teachers to support the delivery of targeted differentiated learning, IEPs and specific structured interventions for children or groups.
- These will amount to children accessing no more than 2 X 20 min sessions per day
- Teachers will ensure that TAs are suitably prepared to deliver the sessions and are provided with the necessary learning materials to support the delivery.

- Specialist support delivered in addition to high quality teaching is used to deliver additional and highly personalised support plans for individual pupils by additional adults (TAs, specialist teachers, external agencies)

Learning environments

- Specialist support delivered in addition to high quality teaching is used to deliver additional and highly personalised support plans for individual pupils by additional adults (TAs, specialist teachers, external agencies)
- L**earning environments** embed teaching and learning, celebrate success and show high standards of organisation.
- Precise display expectations are outlined in the **Display** policy.
- Resources are clearly marked, age appropriate and accessible
- Relevant learning support allows children to make increased progress in lessons
- Learning ladders used to celebrate successful learning behaviour and outline consequences for poor behaviours.
- A Christian focus area, including a copy of a Bible as suitable for the class age.
- Relevant vocabulary is displayed (topic and RVI)
- Inviting book area provides choice and promotes enjoyment of books.
- Maths challenge areas or displays promote reasoning and problem solving

Engagement

- Engaged learners: enjoying and achieving as they are enthused by learning
- Rewards for characteristics of effective learning such as resilience, purposeful practice, problem solving, reasoning
- Rich, engaging and varied learning experiences and positive learning environment including the use of outdoor spaces for learning beyond the classroom form a key part of the curriculum

Home learning
- Daily reading, with a recommendation of three times per week, to be recorded in their home-school reading journal.
- Spellings in their homework book (from Y2 to Y6)
- Additional open-ended or reinforcement learning challenges are set each week. These could be literacy or numeracy focussed, but could also be focussed on developing their understanding of a topic.
- Children are given at least 5 days to complete the activities which have been set.
- In KS2 a homework club is available on Wednesday Lunchtime for pupils who need extra support or time to complete their learning challenges
- Homework is marked as a class, through peer or self-marking or by the child's class teacher or teaching assistant. Where appropriate, feedback will be given
- Children who are persistently absent (<90% attendance) may be required to undertake additional homework tasks in order to reinforce concepts they have missed through absence. The child's class teacher is responsible for ensuring that parents are made aware of gaps in a child's learning due to absence.

EYFS (See also the EYFS policy)

- The Early Years Foundation Stage (EYFS) curriculum sets the standards for learning, development and care.
- Enabling environments support engaging and varied learning opportunities within the EYFS including the use of indoor and outdoor spaces
- Opportunities are provided for children follow their particular interests.

- Most learning is introduced through carefully planned opportunities for play.

- Long, medium term and weekly plans are available on the server.
- Teachers plan and deliver highly play opportunities which allow children to build on prior learning
- Teachers gradually introduce new concepts, skills and knowledge in short adult-led focused activities.
- Active and investigative approaches to learning are planned to provide children with a range of first hand learning experiences.

Assessment:
- A continuous cycle of observation and assessment is used to plan challenging but achievable activities and experiences for all of our children
- Development matters document is used to support teacher's observations and assessments.
- Baseline assessments are made on entry to EYFS and are usually completed within the first two of weeks
- Observations form the main evidence for assessment and are used to monitor progress and plan the next steps.
- Regular observations are carried out (at least 2 long observations and 2 short incidental observations for each child per term).
- Assessment evidence is gathered using observations, recorded outcomes, and information from parents.
- The Early Learning Goals (ELG) set the standard for age related expectations at the end of reception.
- End of EYFS judgements are made using the standards and national exemplification materials for each of the 17 areas of learning.
- Local authority moderation and training supports the rigor of these judgements.

Research and best practice

Research and best practice drive the curriculum development. Some examples of this are:

- Rosenshines principles in action: Tom Sherrington
- Maths mastery: https://www.ncetm.org.uk/
- Reading spine: Pie Corbett
- Talk for Writing: Pie Corbett
- RVI
- P4C
- Emotion Coaching: https://www.emotioncoachinguk.com/
- OFSTED research

Monitoring and Evaluation

- Teaching and learning is monitored regularly (see M+E Schedule)
- M&E activities link to key developments and support raising and maintaining standards.
- M&E activities include observation, drop in, learning environment walks, work scrutiny, moderation and pupil dialogue.
- SLT and subject leaders will also undertake full phase moderations of core subject books, marking and feedback and pupil workshops to inform the effectiveness of the curriculum.
- Enquiry reports around a key question or line of enquiry are used to dig deeper into a specific area.

Appendices to support this document	Further information contained in: **Appendix i**: Assessment Calendar and Protocols **Appendix ii:** Staff Handbook **Appendix iii:** Assessment Procedures **Appendix iv:** Marking and Feedback Appendix v: DSAT Teaching and Learning Strategy (Overarching Principles)

	Appendix vi: Monitoring of Teaching and Learning Proforma Appendix vii: Model of DSAT Teaching and Learning (for classroom display also)

Term	Assessment	Record kept
Autumn 1	Yr1 Phonics Screen baseline assessment	Teacher Records
	Phonic Phase Assessments Y1-3	Phonics tracker Insight
	Yr 6 SAT Test as Base line(1) (2016)	Teacher Records
	Ongoing AFL assessments using STAT materials	Teacher records
	Weekly Spelling tests / multiplication assessments (not Y1)	Teacher Records
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books/ STAT grids
	First moderation meetings.	Moderation proforma completed & stored on server
	First Parent Meeting	Parent evening notes
	RE / science assessments will be made at the end of each unit of work each term.	Teacher Records
Autumn 2	Ongoing AFL assessments	Teacher notes
	NTS Hodder assessments Reading, SPAG Maths	Data transferred onto tracking grids (server)
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books /STAT Grids
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Moderation meetings. Reading. Writing, Maths	Moderation proforma completed & stored on server
	YR 6 SAT (2) (2017)	Papers to be collated and logged by teacher
	Assessment and data entry for Science/RE (termly)	Insight tracker
	Mag Update	Insight tracker and MAGs
	PPRM with KS leader (SLT)	Data reports to be recorded on proforma and stored on server
	Data reports by cohort and action plan	Data report on server copies to SLT
Spring 1	Ongoing AFL assessments	Teacher notes
	Half termly independent writing activities build evidence to make writing ass –against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books /STAT Grids
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Third moderation meetings. Reading, writing, maths	Moderation proforma completed & stored on server
	YR 6 SAT (3) (2018)	Papers to be collated and logged by teacher
Spring 2	Ongoing AFL assessments.	Teacher notes
	NTS Hodder assessments Reading, SPAG Maths	Data transferred onto tracking grids (server)
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Teacher notes / work in books /STAT Grids
	Fourth moderation meetings. Reading Writing Maths	Moderation proforma completed & stored on server
	Parents Evening	Parent evening notes
	Foundation subjects assessments completed for all subjects	INSIGHT
	Y6 SAT 4 (2019)	Papers to be collated and logged by teacher
Summer 1	Ongoing AFL assessments	Teacher notes
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Books/ teacher notes
	Statutory Key Stage One Teacher Ass and Tasks- YR2	Papers to be collated and scores logged by teacher.
	Statutory Y4 multiplication test online	
	Foundation subjects data collection wk 2	Tracking grid on MAG. Subject leaders to collate
	Weekly Spelling tests / multiplication assessments	Teacher notes
	Fifth moderation meetings. Reading Writing Maths	Moderation proforma completed & stored on server
	Statutory Yr6 - SATS Tests and TA for Writing SAT	Papers to be collated and scores logged by teacher.
Summer 2	Ongoing AFL assessments using STAT materials.	Teacher notes
	Yr5 SAT baseline assessment (yr6 paper)	Papers to be collated and scores logged by teacher.
	Half termly independent writing activities build evidence to make writing ass – against STAT / End of key stage descriptors for KS1 and KS2	Books/ teacher notes
	Phonic Screen for Yr1	Papers to be collated and scores logged by teacher. Data collection
	Weekly Spelling tests / multiplication assessments	Teacher notes

	NTS Hodder assessments Reading, SPAG Maths	Data transferred onto tracking grids (server)
	Sixth moderation. Final Assessments for all groups agreed.	Moderation proforma completed & stored on server
	Year 4 to complete early-indicator materials from DSAT (Testbase)	Papers to be collated and scores logged by teacher.
	Science and RE assessments collated onto MAG	Insight
	Reporting of Statutory assessments to LEA and DFE.	KS leaders and business manager to complete paperwork
	Report to parents for all years.	

Appendix i:part 1 <u>Key stage 1 and Key stage 2 assessment calendar</u>
<u>Appndix i part 2: Nursery and Reception Assessment and Moderation Calendar</u>
Observations to be recorded on ipads by class teacher and teaching assistants.
- Long observations – incidental two long observation for each child each term
- Incidental observations – ongoing
- Focused observation notes – weekly for literacy or mathematics depending on the focus for the week

Autumn 1	Baseline assessment conducted in the first 3 weeks the child is in school by the end of week 3
	Reception - Baseline assessments inputted onto INSIGHT use to inform targets Nursery – Baseline assessments inputted onto INSIGHT use to inform targets
	Best fit inputted onto INSIGHT for baseline assessment (based on highlighted assessments best fit)
	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto INSIGHT.
	Best fit inputted onto INSIGHT (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Pupil progress meetings (Nursery interim review only no data, Reception full review)– action plan to be agreed for deployment of additional resources.
Autumn 2	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto INSIGHT
	Best fit inputted onto INSIGHT (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Pupil progress meetings and SLT evaluation of data (Nursery and Reception) action plan to be agreed for deployment of additional resources.
	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto INSIGHT
	Best fit inputted onto INSIGHT (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Moderation of writing assessments with KS1
	Pupil progress meetings and SLT evaluation of data (Nursery interim review only no data, Reception full review) action plan to be agreed for deployment of additional resources.
Spring 2	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto INSIGHT fast track assessment on a regular basis and completed every half term
	Best fit inputted onto INSIGHT (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Pupil progress meetings and SLT evaluation of data (Nursery and Reception) action plan to be agreed for deployment of additional resources.
Summer 1	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto INSIGHT
	Best fit inputted onto INSIGHT (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Pupil progress meetings and SLT evaluation of data (Nursery interim review only no data, Reception full review) action plan to be agreed for deployment of additional resources.
Summer 2	Ongoing assessments (from focused group notes/ incidental observations and long observations) inputted onto INSIGHT
	Best fit inputted onto INSIGHT (based on highlighted assessments best fit) each half term
	Half term writing assessment based on independent writing opportunities over the half term
	Moderation of writing assessments with KS1
	Foundation stage profile completed at end of Reception year
	Pupil progress meetings and SLT evaluation of data (Nursery and Reception) action plan to be agreed for deployment of additional resources.

Appendix iii: Assessment protocols
Assessment Protocols from September 2024

Teachers plan regular independent writing activities each half termly which are used to build evidence against the TAF writing grids. These are used alongside writing books at moderation meetings to support judgements. Y2 and Y6 assess using end of Key Stage expectations

NTS Hodder assessments are carried out in the second half of each term. Data from Reading, SPAG and Maths is transferred onto tracking grids (server)

This information will then be used to update the MAG with the appropriate entry – see further guidance on MAG procedures below.

Unit analysis will inform SLT discussion (MARK programme) and use of SHINE materials for catch up.

RE – Termly
Science - Termly
Other foundation subjects – mid year and end of year assessment

Assessment Overview by Subject:
The following provides a snapshot of assessment principles by subject, which connects to their full policy. All core and additional subjects use the National Curriculum statutory coverage to make judgements against children's standards and achievement.

Assessment of non-core subjects will be supported by work from termly folders/books which exemplify key skills and learning points for children against their curriculum expectations. These folders will contain evidence of cross curricular written work, art pieces, photographs of other artistic mediums, PE and DT and other work, for example. Each year group will have one folder for an example child whose work exemplifies meeting curriculum standards for that year (portfolios held by subject leaders).

Appendix iii: Marking and Feedback symbols

Symbol	Function
√√	This is good (against LI and success criteria)
VF	Verbal feedback
☐	Next Steps - New learning target
^	Omission: a word (or a letter) is missing.
～～～	Vocabulary: wrong word/choose a 'better' word.
◯	Wrong case (upper/lower) or wrong / missing punctuation.
→	Put that word / section there.
~~Oops~~	Mistake: I don't want that word.
___	Spelling error (self-correct)
═══	Spelling error (correction given)
?	What do you mean? Explain.
|	New line needed
||	New paragraph needed
[ ]	Redraft: this section needs re-thinking

Appendix iv: children's books

Children's Books Nursery and Reception

Books	Nursery	Reception	Reception
Mathematics – Green A4+ plain	-	Yes	Yes
Independent and Child Initiated Writing – Bright Blue large project book	Yes	Yes	Yes
Guided Writing - Bright Green half plain, half ruled	-	Yes	Yes
Home Learning Challenge – Blue A4+ plain	Yes	Yes	Yes
Name Book – Orange plain landscape	Yes	Yes	Yes

Children's Books Key Stage 1 and 2

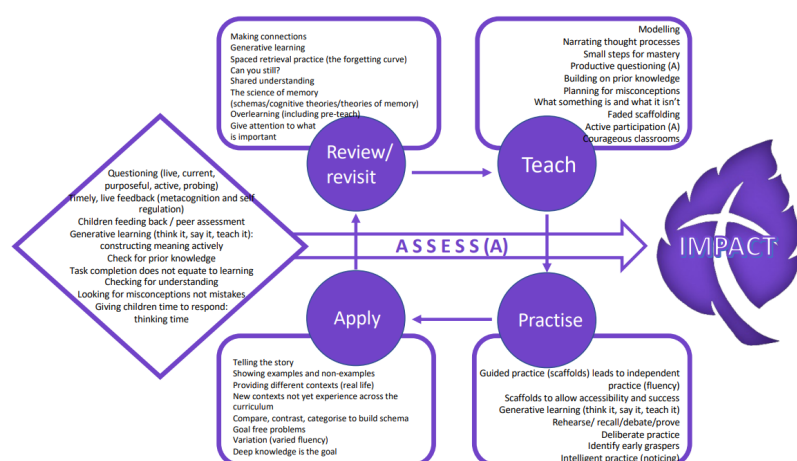| Books	Y1	Y2	Y3	Y4	Y5	Y6
Literacy – A4 Red ruled 8mm feint and Margin	_	_	Yes	Yes	Yes	Yes
Literacy – A4 +Red 12mm ruled feint and margin	Yes	Yes	_	_	_	_
Numeracy – A4 Blue 10mm squares	Yes	Yes	Yes	Yes	Yes	Yes
Maths Jotter – A4+ Blue plain	Yes	Yes	Yes	Yes	Yes	Yes
SPAG – A4 Blue ruled feint and margin	_	_	Yes	Yes	Yes	Yes
RE – A4+ Blue ruled	Yes	Yes	Yes	Yes	Yes	Yes
PSHE – A4+ Green plain	_	_	Yes	Yes	Yes	Yes
PSHE – A4+ Green ruled and plain	Yes	Yes	_	_	_	_
Reading Journal – A4+ Purple 12mm ruled and plain	Yes	Yes	_	_	_	_
Reading Journal– A4 Purple ruled 8mm feint and margin	_	_	Yes	Yes	Yes	Yes
Science – Yellow ruled and plain	Yes	Yes	Yes	Yes	Yes	Yes
Handwriting – Green plain	_	_	Yes	Yes	Yes	Yes
Handwriting – Purple ruled 6mm + 21mm	Yes	Yes	_	_	_	_
Handwriting – Red double feint and guide line	_	_	Yes	Yes	_	_
Phonics – Bright green half plain half ruled	Yes	Yes	_	_	_	_
Morning Work – Blue ruled 8mm feint and margin	_	_	Yes	Yes	Yes	Yes
French – A4+ Purple ruled feint and margin	_	_	Yes	Yes	Yes	Yes
History – A4+ Green ruled	Yes	Yes	Yes	Yes	Yes	Yes
Geography – A4+ Blue ruled	Yes	Yes	Yes	Yes	Yes	Yes
Art – A4+ Red plain	Yes	Yes	Yes	Yes	Yes	Yes
D.T – A4+ Black plain	Yes	Yes	Yes	Yes	Yes	Yes
Home Learning challenge – Green A4+ plain	Yes	Yes	_	_	_	_
Maths Test Book – Green ruled 7mm feint	Yes	Yes	Yes	Yes	Yes	Yes
Spelling Test Book – Thin Blue plain	Yes	Yes	Yes	Yes	Yes	Yes
Vocabulary (RVI) – Buff ruled 8mm feint	Yes	Yes	Yes	Yes	Yes	Yes

Teaching and Learning tab on the DSAT website

DSAT Teaching and Learning Strategy

DSAT schools are all individual and there is no 'one size fits all' approach to curriculum and provision. Headteachers and their staff design curriculum programmes that meet the needs of their own school and context.

Our commonalities and shared approach across DSAT speak more about pedagogy and joint practice development than a replicated curriculum. We have a strong, developing, research-based approach to teaching and learning which is consistent and shared across all of our schools: this forms the basis of our drive for school improvement and raising of standards in all aspects of the curriculum. Raising attainment is also about understanding the aspirations of the individual child, and as such, in DSAT we promote the mastery approach in our classrooms; expertly planning learning which enables all children to access teaching and to make rapid progress. We promote teaching strategies across our schools which enable our pupils to know and remember more: applying retrieval strategies, planning small steps of learning to ensure children's conceptual knowledge is developed and learning is deeply embedded, and promoting fluency strategies. We support our leaders and teachers to design and deliver the curriculum in a way which allows pupils to transfer key knowledge to long-term memory, sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points: a spiral curriculum.

In DSAT, our aim is to ensure that all children make excellent progress, and that no child is lost in the averages. At the heart of this is a commitment to improving the quality of teaching and learning in every DSAT classroom. In DSAT, teachers have a common language and framework for Teaching and Learning, defined as our 'Teach Simply' DSAT model. We believe that children know and remember more when lessons are shaped around the following: Revisit/review, Teach, Practise, Apply, Assess. Our DSAT 'Teach Simply' model is informed by current research and, very importantly, ensures that our children *know and remember more*:
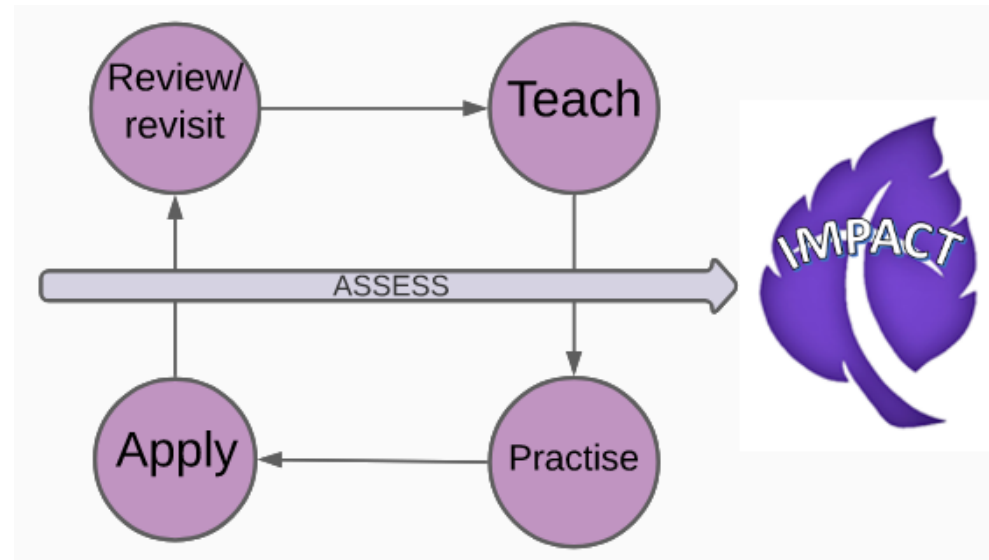
Appendix vi:

<u>Monitoring of Teaching and Learning</u>

Teacher: Date: Subject monitored: Leadership conducting the monitoring:	

<table>
<tr><td colspan="2" style="background:magenta">Lesson observations</td></tr>
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<td>

Revisit/ review

How well does the teacher:
- *Enable pupils to make connections*
- *Allow for spaced retrieval practice*
- *Promote a shared understanding*
- *Help children to know and remember more by applying the science of memory strategies (schemas/cognitive theories/theories of memory)*
- *Facilitate preparedness: enabling pupils to be fluent with strategies that will prepare them for their next stage in the learning process*
- *Give attention to what is important (help children understand which strategy is an important part of the learning process so that children are attentive and ready to acquire the skills and knowledge needed).*

Are the above strategies enabling children to know and remember more?
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Teach

How well does the teacher:
- *Model strategies*
- *Narrate thought processes*
- *Teach small steps of learning*
- *Use scaffolds well to support understanding where needed*
- *Apply productive questioning*
- *Encourage active participation*
- *Teach for misconceptions (know what the common misconceptions are and plan to address these)*
- *Explain what something is and what something isn't*
- *Deliver precise, well informed teaching*
- *Promote daring classrooms: a safe space to learn and make mistakes*

Are the above strategies enabling children to know and remember more?
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Practise

How well does the teacher:
- *Allow for opportunities for Guided Practice (scaffolds)*
- *Plan well for scaffolds to allow accessibility and success*
- *Is there evidence that this is leading to independent practise (fluency)?*
- *Enable children to construct meaning actively: generative learning (say it, think it, teach it).*
- *Identify early graspers*
- *Promote intelligent practice (noticing and making links)*

Are the above strategies enabling children to know and remember more?
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Apply

How well does the teacher promote varied fluency?
- *Showing examples and non-examples*
- *Providing different contexts (real life)*
- *New contexts not yet experienced across the curriculum*
- *Compare, contrast, categorise to build schema*
- *Telling the story*
- *Providing goal free problems*

Are the above strategies enabling children to know and remember more?
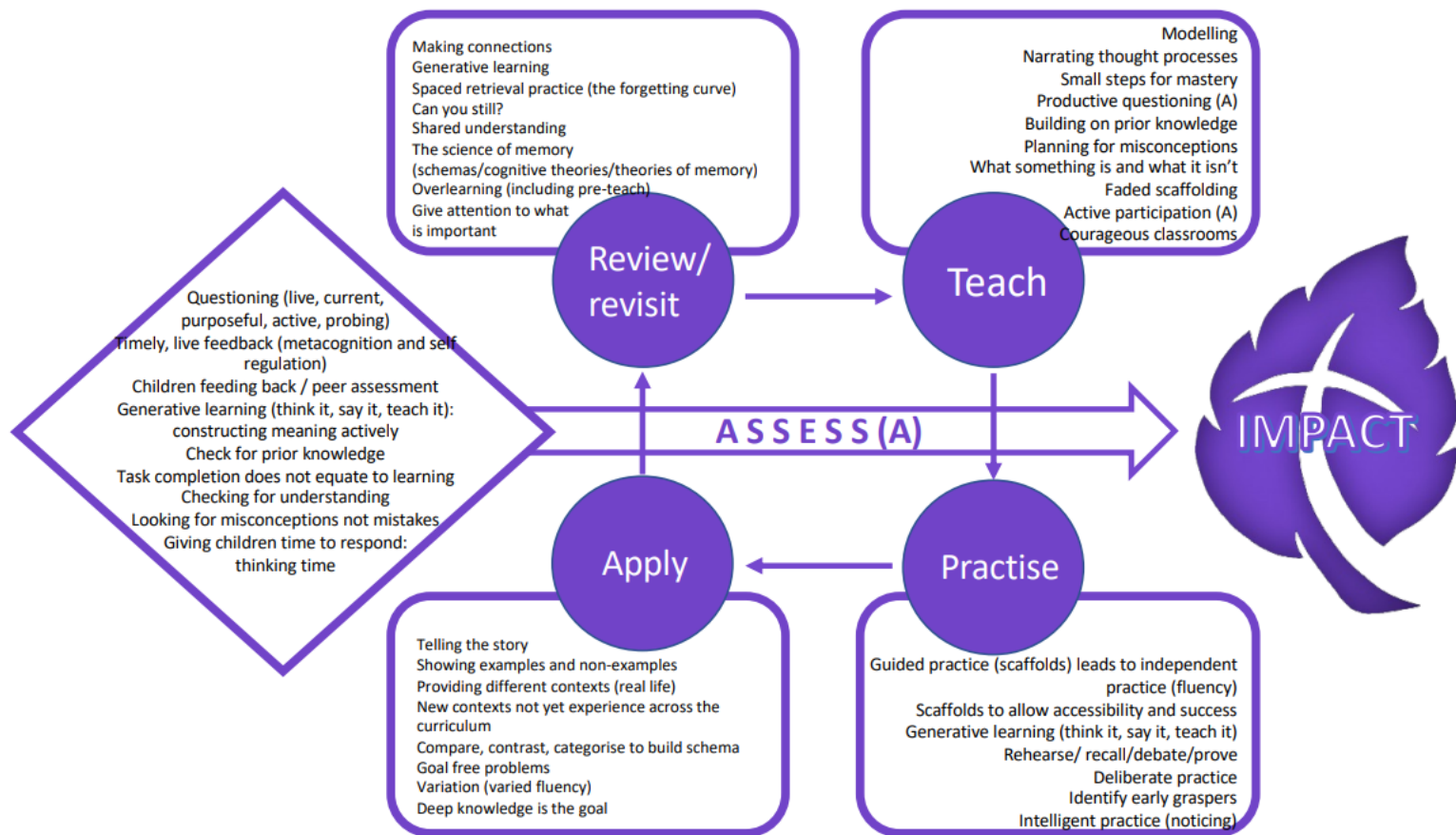</td>
<td></td>
</tr>
</table>

Assess

How well does the teacher:
- *Use excellent questioning (live, current, purposeful, active, probing)*
- *Provide positive feedback to create learning ability*
- *Enable children to feedback (use of peer assessment where appropriate)*
- *Enable children to construct meaning actively: generative learning (say it, think it, teach it).*
- *Check for understanding*
- *Promote metacognition (self-evaluation)*
- *Check for misconceptions (rather than just for mistakes)*
- *Check children understand. Task completion does not always equate to learning.*
- *Give time for children to respond and think.*

Are the above strategies enabling children to know and remember more?

Pupil conversations/ interview (include any work completed within the lesson as a basis for discussions where applicable)

Range of questions could include:
How well have pupils understood the learning in the lesson?
Are they able to demonstrate this?
Can pupils explain what they have learned?
What did the teacher do in the lesson to help you understand this?
Did you learn anything yesterday, last week, in a lesson before that has helped you with your learning today?

Staff conversation/ interview

Range of questions could include:
Tell me where this lesson sits in the learning sequence. Why did you choose to do….? How have you enabled all groups of pupils to access this lesson?
What needs to happen next for these pupils? What learning do you believe has taken place today and how can you evidence that? What support would you need from the subject leader to develop your excellence even further?

Monitoring of wider subjects

Where applicable, when monitoring teaching and learning across the wider curriculum, how well has this lesson enabled children to develop knowledge, skills, vocabulary?

What has worked well in this lesson?

What needs to improve?

DSAT Model of Teaching and Learning

In DSAT, our aim is to ensure that all children make excellent progress, and that no child is lost in the averages. At the heart of this is a commitment to improving the quality of teaching and learning in every DSAT classroom. Our DSAT 'Teach Simply' model (Revisit/Review, Teach, Practice, Assess, Apply) is informed by current research and, very importantly, ensures that our children *know and remember more*.

Review/revisit

Making connections
Generative learning
Spaced retrieval practice (the forgetting curve)
Can you still?
Shared understanding
The science of memory
(schemas/cognitive theories/theories of memory)
Overlearning (including pre-teach)
Give attention to what
is important

Teach

Modelling
Narrating thought processes
Small steps for mastery
Productive questioning (A)
Building on prior knowledge
Planning for misconceptions
What something is and what it isn't
Faded scaffolding
Active participation (A)
Courageous classrooms

ASSESS (A)

Questioning (live, current,
purposeful, active, probing)
Timely, live feedback (metacognition and self
regulation)
Children feeding back / peer assessment
Generative learning (think it, say it, teach it):
constructing meaning actively
Check for prior knowledge
Task completion does not equate to learning
Checking for understanding
Looking for misconceptions not mistakes
Giving children time to respond:
thinking time

IMPACT

Apply

Telling the story
Showing examples and non-examples
Providing different contexts (real life)
New contexts not yet experience across the
curriculum
Compare, contrast, categorise to build schema
Goal free problems
Variation (varied fluency)
Deep knowledge is the goal

Practise

Guided practice (scaffolds) leads to independent
practice (fluency)
Scaffolds to allow accessibility and success
Generative learning (think it, say it, teach it)
Rehearse/ recall/debate/prove
Deliberate practice
Identify early graspers
Intelligent practice (noticing)

Appendix: Speech bubbles for special mention assembly. These are used to support pupils in articulating their learning.

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