

## Forres Sandle Manor (Academic) Policy

Policy Title	<b>Curriculum, Planning and Assessment</b>
Policy Lead (Appointment (& Initials))	<b>Deputy Head Academic (WP)</b>
Date of Last Review	<b>April 2021</b>
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### CURRICULUM, PLANNING AND ASSESSMENT

#### **GENERAL**

The curriculum is the totality of the pupil's learning. At FSM we aim to make learning enjoyable and durable across and beyond the curriculum. Getting the school curriculum right presents us with interesting choices and balances. It must be robust enough to define and defend the core knowledge, skills and cultural experiences which are the entitlement of every pupil, whilst at the same time be flexible enough to allow teachers the scope to develop their own style of teaching which will meet the individual learning needs of pupils. The curriculum needs to take into account the ages, aptitudes and needs of all pupils, including those pupils with special needs, including those with a statement of special educational needs and disabilities (SEND) or an EHC (Education, Health and Care plan). The full-time supervised education of pupils of compulsory school age at FSM should provide experience in linguistics, STEM alongside a human, social, physical, creative and performing arts education.

#### **THE PRINCIPLES OF DEVELOPING THE CURRICULUM**

The FSM curriculum should develop the thrill, skill and will of life-long learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils. It should build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. The curriculum should be designed to ensure that there is academic rigour where pupils develop their ability to become successful learners, confident individuals and responsible citizens by developing pupils' skills in the three focuses for learning:

Subject specific knowledge	Knowledge and Understanding of the big ideas that shape the world.
Subject specific skills	Literacy, numeracy, listening, speaking, ICT, personal learning and thinking skills. Independence, teamwork, problem solving, communication, organisation and evaluation. Pupils should be presented with opportunities to develop and apply high-quality personal, learning and thinking skills alongside high-quality functional skills. Not only to ensure they remain engaged and committed to their learning but are challenged and stretched to maximise progress.
FSM Learning Powers	Becoming reflective, confident in risk taking, developing the ability to be independent and communicate, display G.R.I.T. (Guts, Resilience, Initiative and Tenacity) and to think and work collaboratively.

At FSM we believe that our curriculum should be broad and balanced which should provide:

- **Depth:** There must be opportunities for extended, independent and sustained work. Cross curricular links are encouraged.
- **Breadth:** a range of experiences across all areas of study, extending more than the intellect alone. Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. Prepare pupils at the school for the opportunities, responsibilities and experiences of later life in a British society. Promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and the right to hold differing opinions. Provide a programme of personal, social, health and economic education for all year groups, through specific lessons, tutor group sessions, participation in assemblies and specialist visiting speakers. This programme reflects the school's aim and ethos. For pupils below compulsory school age a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- **Balance:** The nature of activities and curriculum content should be balanced over a period of time, not necessarily over a week or half a term. Concentrated thematic work, special events, visits or lengthy project work may change the balance temporarily but it will need to be redressed over the year as a whole. Balance is also about the quality of teaching a subject which should be of a consistently high standard regardless of the amount of time allocated to it.
- **Relevance:** The curriculum should start with children's experiences, building on previous knowledge and understanding. It is relevant to the EYFS Profile, to the ISEB and the expectations of our senior schools requirements, whilst preparing pupils for the opportunities and responsibilities as they make the transition through from senior school and on into adult life.
- **Continuity:** The curriculum must be planned within the context of previous experience and future expectations, paying due regard to the whole school context.
- **Progression:** All children have the opportunity to learn and make progress. We encourage the best possible progress and highest attainment taking into account the age, individual needs, interests and aptitudes of all our pupils, including those with EHC plans. A teacher's short term planning work should be matched to the abilities of groups, and where possible, individual's learning needs.
- Encourage the role of parents in their child's education.

The curriculum at FSM is periodically reviewed, and while it takes account of the National Curriculum it is not constrained by having to strictly adhere to it. Our curriculum makes expectations for learning and attainment explicit to pupils, parents and teachers. It also facilitates the transition of pupils between schools and phases of education. For the effective implementation of our curriculum this policy is supported by appropriate plans and SOW.

## PLANNING

At each step of planning the key considerations will include:

- What do we want the children to learn?
- What are the expected outcomes?
- What experiences have the children had previously?
- What experiences will they be offered?
- How will they be offered?
- Over what time scale?
- What resources will be needed?
- How will the learning be assessed?

There are three elements to our planning process:

**Long Term Planning (Overviews):** This provides an overview of the proposed coverage of the subject. It includes the breadth and depth within each subject area for each year group. This ensures continuity and progression.

**Medium Term Planning (Schemes of Work):** These plans cover each term's work in more detail within each subject for each year group. The Medium Term Plan details learning objectives, activities, resources and assessments.

**These plans can be found in the Subject folder in Teachers.**

Medium Term Plans are developed through the Faculty meetings to ensure consistency, and the process is overseen by the Head of Faculty. The Head of Faculty liaises closely with the Academic Deputy Head and teachers delivering the subject. The Head of Faculty ensures that the Schemes of Work are being implemented correctly and checks continuity and progression. Heads of Faculty give constructive advice on teaching strategies, resources and equipment. They check that the Scheme of Work is effective within their subject and that changes are made where necessary. Heads of Faculty are responsible for monitoring standards within their department. As each subject has different needs, it has been agreed that the formats for the presentation of this information may be individual to each of the curriculum subjects. Faculties will develop a format that best suits their subject. There are, however, common planning criteria for each subject:

- Starters/Introduction.
- Learning objectives.
- Activities.
- Plenaries.
- Resources.
- Organisation.
- Assessment.

Over the course of an academic year children should experience a range of learning approaches and teaching methods.

**Short Term Planning (Weekly Planning):** Short Term Planning is important as it has great impact on the children. It is the day to day classroom organisation, management and strategies for teaching and learning.

The main areas to consider at this stage of planning are:

- Details of each activity, to include introduction, development and plenary.
- Classroom organisation and management.
- Groupings of the children, which may be reviewed throughout the year.
- Resources.
- Role of teachers and any other adults.
- Assessment.
- Differentiation.
- Pace.
- Evaluation and feedback
- The specific Learning Powers the children are explicitly given an opportunity to extend.

### **MONITORING AND EVALUATING**

FSM will monitor and evaluate the curriculum through a variety of working groups which include the Head Teacher, Academic Deputy Head, Heads of Faculty, teachers and parents. Appropriate recommendations for change will be made to the Head Teacher who consults the Governing Body. Evaluation will be measured against a range of indicators which include whole school and individual pupil indicators.

Whole School indicators:

- Examination results
- Test results
- Admissions information
- Destinations of School leavers
- Faculty reports
- Individual Meetings between HoFs
- Inspections.

Individual Pupil Indicators:

- Ability to meet own targets.
- Developing positive self-image.
- Be effective users of the skills of numeracy, literacy, oracy and ICT.
- Develop positive links with the community.
- Have an appreciation of the natural and manmade world.
- Acquire the competences and attitudes needed for adult life.
- Awareness and development of FSM Learning Powers

## **PRINCIPLES OF GOOD PRACTICE**

Teachers' records at FSM should be:

- Based upon evidence.
- Ongoing and cumulative.
- Accessible and useful.
- Easy to interpret.
- Identify progress and achievement of pupils.
- Be based on Assessment for Learning.

## **ASSESSMENT AND PUPIL PROGRESS**

We realise as a school the importance of determining our methods of assessment and measuring pupil progress to make sure that by the time the children leave in Year 8 they are successful learners, confident individuals, and responsible citizens. The curriculum must include an assessment system which enables us to check what pupils have learned, whether they are on track to meet expectations and to report regularly to parents. To achieve this, curriculum planning at each key stage needs to build on and extend pupils' achievements and experiences and reinforce depth of learning. Our assessment should help provide pupils with a clear sense of how their teaching and learning is helping them develop their knowledge, skills and understanding, and of what they are aiming to achieve by the end of each key stage. We need to make sure it also prepares pupils for the Common Entrance in the core subjects and in the long term the demands of subjects at Key Stage 4.

A range of tests are used at FSM to establish pupil aptitude and ability and then to monitor and track progress. We do not 'teach to the test' – VR, NVR, GL Assessments, Single Word Spelling Tests and Suffolk Reading Tests are first attempt one-off efforts that we believe are a true reflection of the child's ability on that day. They should, however, never be seen as the 'end result', simply because they are a one-off test 'of the hour, of the day'. We respond to the needs of the individual rather than the group, but recognise the number of more able pupils in our intake, and their particular needs and also pupils with specific learning needs, under the guidance of the Learning Centre (LC) team.

Progress is reviewed with reference to all standardised test results and previous performance is regularly discussed. In all analysis of data, we have to remember that we deal with a very small sample of children. The different year groups are not of comparable ability. The subject specific objectives are used as a measure of progress and are, however, derived for the most part, from teachers' professional judgement.

The HoF is responsible for providing learning objectives which are embedded in the Aims and Purposes of Study at the beginning of each subject. It clearly lists a set of learning objectives for each subject that are:

- Built on as the child progresses through the school.

- Significant areas of learning within subjects.
- Clear coverage for each subject.
- Common learning objectives for each subject.

In deciding upon a pupil's level within an objective, FSM teachers use their experience, professional judgement and assessments to judge which description best fits the pupil's performance. **Not every piece of work done at school or for prep will be formally marked to a level. To do so would shift the balance so far towards 'testing' as to stifle spontaneity and creativity in the classroom; however teachers will always check progress in each subject as a normal part of their teaching by looking at pupils' work.**

Teacher assessment is recorded on Schoolbase to support tracking. These depth of learning descriptors match the levels used in our end of Autumn and Summer term reports.

Depth of Learning	Schoolbase Colour	Schoolbase Value
Exceptional	Red	1
Exceeding	Blue	2
Expected	Green	3
Evolving	Orange	4
Emerging	Yellow	5

**Assessment is the process by which pupils and teachers gain insight into the learning that has taken place. It will:**

- Embrace assessment for learning, thus meet the individual learning needs of the pupils.
- Help the teacher evaluate what has been delivered to the pupil.
- Assess the pupil as a learner.
- Give information to third parties.
- Allow the monitoring of pupil progress, both individually and groups.

**Assessment is used for the following:**

- To provide feedback upon the success of the teaching and to provide information for future lesson content.
- To provide information that is useful for future reviews and reporting to parents with assessment to National Curriculum standards.
- To form an accurate picture of the pupil's ability in this subject.
- To inform individual target-setting.

## FORMATIVE ASSESSMENT

Over the course of the academic year we use formative assessment to *monitor student learning* to provide ongoing guidance and facilitate our planning to help the children to improve their learning. More specifically it should:

- Help students identify their strengths and weaknesses and target areas that need work.
- Help teachers recognise where students are struggling and address problems immediately.

In addition to written work, one can assess students' knowledge and understanding of the subject through a number of practical ways. This can be done by:

- Aural assessment, reading out questions with the students writing out the answers.
- Orally asking questions and getting the children to talk about their work.
- Multiple choice question sheets either by aural/oral methods or by reading.
- By putting objects and pictures into categories showing understanding of sequencing and chronology.
- By graduated tasks split into chronology, timelines and interpretation.

## Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. We use \*GL assessments in the core subjects from Reception to Year 7 to enable us to do this.

### \*GL Assessment

Progress Test in English	Progress Test in Maths	Progress Test in Science
Provides a reliable test of pupils' attainment in the core English skills: phonics, spelling, grammar, punctuation and comprehension	Assess a pupil's mathematical skills and concepts in areas such as number, shape, data handling and algebra	Testing pupils' science knowledge in the key areas of Biology, Physics, Chemistry and working scientifically

Within individual subject areas each will have their own objectives for measuring progress influenced by the essential characteristics listed below. In Years 7 and 8, for the core subjects and Languages the ISEB's Common Entrance syllabuses also help to inform assessment.

## **Assessment Timetable**

### **September - December**

- GL Baseline Test for Reception and any new pupils staying for over one year
- SWST (Y2-8) and Suffolk testing (Y3-8)
- REPORTS: Mid-term Assessment Reports (Y5-8)
- FORMAL ASSESSMENT: Year 7 & 8
- REPORTS: End of Autumn Term Full Reports Years FS – 8

### **January - March:**

- CE 11+ Exams at FSM, if required
- EXAMS: Year 8 Mock CE exams
- EXAMS: Y8 Scholarships
- Pre-Tests online (Maths/English/VR & NVR)
- REPORTS: Mid-Term Assessment Reports Years 1-8
- Internal results grid for Mock Exams
- Geography/RS/History Enquiries Presentation to Senior Schools

### **April - July:**

- Headmasters Transfer Reports including predicted CE grades, where required
- EXAMS: Year 8 CASE Oral, Listening, Written.
- EXAMS: Year 8 CE Oral and Listening in French and Spanish
- EXAMS: Year 8 CE Aural in Maths
- REPORTS: Year 6 & 7 Exam report grades to parents
- Review Year 6 & 7 exam results with highlighted spreadsheets



- EXAMS: CE 13+ for Year 8
- GL Testing for Y7 and below
- Foundation Stage Profile and Learning Journey completed – review exit data at moderation clusters for Y2 & Y3 teachers.
- ‘Meet the Teachers’ Year 2 to 3 and Year 5 to 6 transition parents meeting
- REPORTS: End of Summer Term Full Reports, FS – Year 8 (Nursery: 3 areas; Reception: 7 areas)

Rising Stars (English) and End of Unit (Maths) used throughout the year

## Appendix Two:

### Essential Characteristics

#### **ENGLISH: Essential Characteristics of Writers**

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

#### **ENGLISH: Essential Characteristics of Readers**

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

#### **ENGLISH: Essential Characteristics of Excellent Communicators**

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.

- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

### **MATHEMATICS Essential Characteristics**

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

### **SCIENCE Essential Characteristics:**

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.

### **FOREIGN LANGUAGES: Essential Characteristics of Languages**

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

### **GEOGRAPHY: Essential Characteristics**

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.

- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

### **HISTORY: Essential Characteristics**

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

### **RELIGIOUS EDUCATION: Essential characteristics**

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.

### **ART AND DESIGN: Essential Characteristics**

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject .

### **MUSIC: Essential Characteristics**

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

### **COMPUTING: Essential Characteristics**

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

### **PHYSICAL EDUCATION: Essential Characteristics**

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.

- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

### **DESIGN AND TECHNOLOGY: Essential Characteristics**

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

### **LIFESKILLS: Essentials Characteristics**

The ability and willingness to use the FSM **LEARNING POWERS**:

- Communication
- Collaboration
- G.R.I.T. (Guts, Resilience, Initiative and Tenacity)
- Risk-taking
- Reflection
- Independence.