

Forres Sandle Manor (Academic) Policy

Policy Title	Curriculum, Planning and Assessment
Policy Lead (Appointment (& Initials))	Deputy Head Academic (WP)
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CURRICULUM

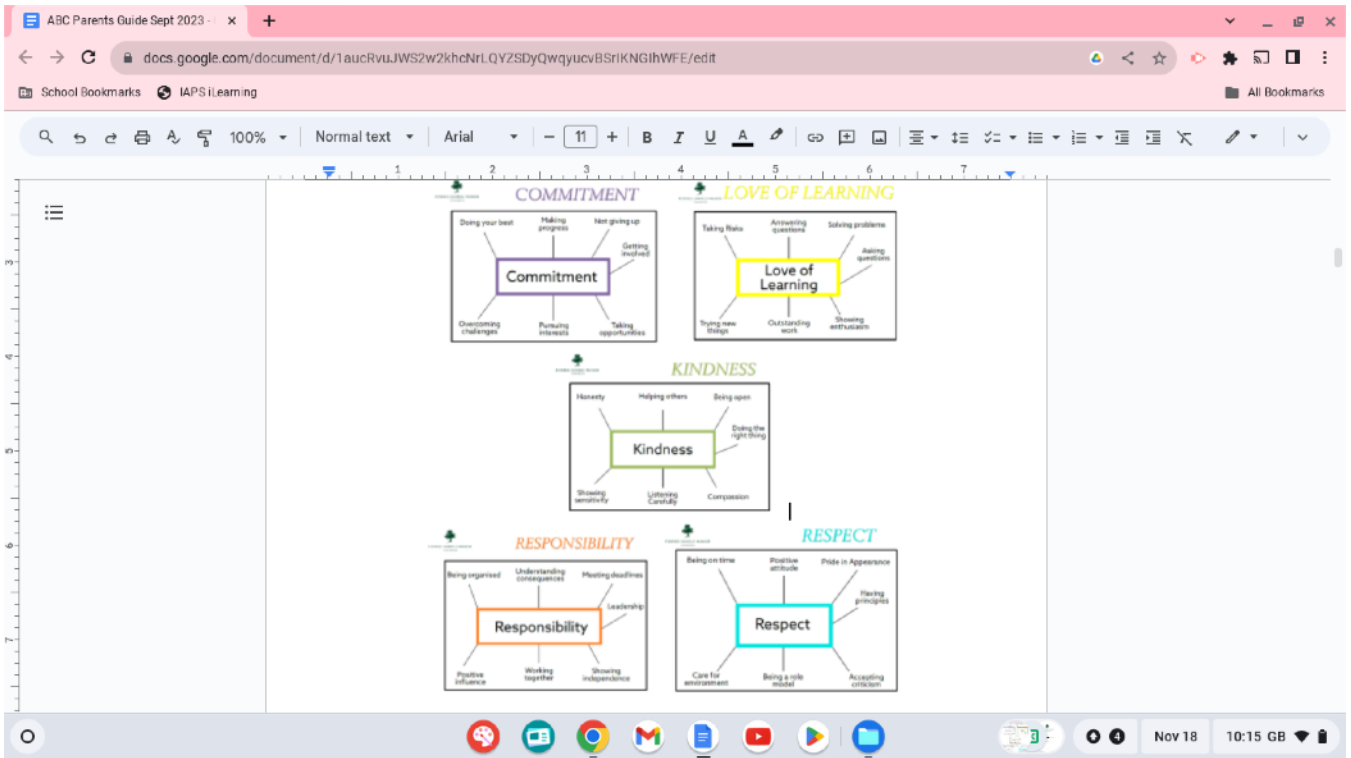
GENERAL

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.
Our Community Values	We have 5 community values at FSM which together represent the culture, ethos and 'feel' of our school. These are displayed prominently in every classroom and are referred to regularly when celebrating pupils' achievements, including the awarding of house points.



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.
- **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 most effective teaching and learning will take place within a structure of careful planning and preparation. In addition:

- We need to recognise the importance of spontaneity and creativity, responding to children's interests and enthusiasms.
- We need to create a culture of learning.
- Children may work individually, in small groups or as a class.
- Children may be taught by a general subject teacher or a specialist subject teacher, and supported by a gap student or classroom assistant.
- Work experience students and NQTs are welcomed into the school.
- Commercially available schemes of work are used where appropriate.
- Pupils with Special Educational Needs are monitored, supported in class, and where appropriate, given additional or alternative lessons in the Learning Support Centre.
- We identify and support gifted and talented pupils.
- Appropriate homework is set and marked to support the learning within the classroom.
- Investigative work is common.
- Learning and findings are communicated in a variety of ways – written, pictorial, oral.
- Play activities are seen as valuable, a vital element of learning and socialising.

EXCELLENCE

A culture of learning is celebrated in display, acknowledgement and performance.

- The work of all children should be displayed in the school.
- School events such as concerts and plays are seen as an opportunity for all pupils, not just the most gifted or talented, to demonstrate their own best performance.
- Pupils are encouraged to believe that any exhibited work should represent their highest standards of personal achievement.

CONTINUITY AND PROGRESSION

Continuity and progression are supported by the following:

- The Headmaster and Deputy Head Academic take the lead to develop and review policy and schemes of work.
- The Deputy Head Academic and Faculty Heads support colleagues in developing detailed plans and schemes of work, assessment and record keeping.
- The Deputy Head Academic and Faculty Heads monitor pupil progress and advise on any action needed.

- The Deputy Head Academic and Faculty Heads monitor all teachers, offering support and sharing good practise.
- Faculty Heads take responsibility for resourcing their subject and maintaining spending within their allocated budget
- Feedback to pupils is supported by effective marking of work.
- Feedback aims to help pupils learn (not find fault) but with positive and constructive comments.
- Feedback is often done whilst the task is being carried out in discussion between the teacher and child.
- Transfer records are maintained and sent to receiving school.
- Assessment records are maintained by the teachers and monitored by the Faculty Heads.
- The Assessment Coordinator keeps records of progress for all pupils who undertake formal assessment tests, such as SWST, verbal and nonverbal reasoning, GL tests in English, Science and Mathematics.
- Reporting to parents is done through ongoing daily contact, assessment grade, written reports and formal parent/teacher meetings.

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. This live document is shared with parents at the same time the first report is published (around September half-term).

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 may be found in the Subject folder on the 'Teachers' G-Drive, or kept by the HoF.

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.

Staff are encouraged to keep personal **Short Term Planning** as it is important and has a great impact on the children. It reflects 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 Values the children are explicitly given an opportunity to extend.

MONITORING AND EVALUATING

FSM will monitor and evaluate the curriculum through a variety of ways. Appropriate recommendations for change will be made to the Head Teacher who consults the Board. 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 meetings
- 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 Values

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.

PREP / HOMEWORK (From ABC Guide)

Children in Year 6 – 8 receive Prep three times a week: Monday, Tuesday and Thursday. On each of these events, children in Year 6 will have a total of 30 minutes to complete, with those in Years 7 and above required to complete an hour of work each evening. Children in Years 1-5 are set work which may include for example some key spellings to learn and/or reading to be completed. For those boarding at FSM, on each of these evenings, a member of teaching staff will supervise the completion of prep starting at 6:30pm (after supper). Those in Years 3-6 will be asked to work or read for 30 minutes with Years 7 and above being supervised for an hour

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 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 those pupils taking the Common Entrance exams in Year 8 and continuing at FSM into Year 9 and beyond.

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 school reports.

REPORTS (From ABC Guide)

All parents of pupils in Reception and above will receive five academic progress reports on their child(ren)'s progress each academic year. These will be made available to parents half termly until Easter with a final report due at the end of the academic year.

The majority of these reports will focus on sharing data on two main areas of a child's performance:

- Progress – the extent to which the child has made progress in a subject relative

- to where they were at the start of the academic year.
- Commitment – how hard the child has worked in that subject.

Each report will also include a written comment from the child's class teacher/tutor. Additional written comments will also appear on each report for those who spend time in the Learning Centre and for boarders. The final report of the academic year will include the above data plus full written comments from the child's teachers, plus a written comment from the Headmaster.

As stated below, our Parent Teacher Meetings (PTMs) have been planned as opportunities for parents to discuss the data on these reports, however all parents are very much encouraged to contact the relevant staff should they have any questions about the information contained in their child's reports.

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.
- 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 to enable us to do this.

PARENT TEACHER MEETINGS (from ABC Guide)

These are very important and parents are encouraged to attend if at all possible. To facilitate this, the dates for these PTMs are decided prior to the start of the academic year and we aim to ensure that all parents/guardians of children in Years 3 and above have at least two PTMs per academic year. To ensure these discussions are as useful as possible, as a PTM approaches parents will receive an academic progress report for their child(ren) and they are encouraged to bring this to the PTM.

During each PTM it is up to each parent/family whether they wish their child(ren) to join in the conversations with their teachers. If this is not required, we will ensure that supervision is available for all relevant children for the duration of each PTM. Our PTM's do not operate on an appointment system so parents are free to use the entire time to speak with staff once they become available.