



'Dream, Believe, Achieve!'

'With God all things are possible!'

Our Curriculum Offer 2023 - 2024

The rationale: To provide a broad and balanced curriculum, based upon Christian Values.

Why send your child to St. Mary's?

Experiences and opportunities offered by our school:

Across the seven years, we hope that your child will enjoy experiencing a wide range of fun and challenging activities.

Whilst at St. Mary's, we can offer your child:

A supportive Christian ethos, whilst using the 'Everyone's Welcome' scheme to promote inclusion.

Strong pastoral care, including the promotion of pupil well-being and mental health, with support through the 'Happier Lunchtimes' play initiative.

Enhancing our PSHE, through music and an active learning style, using Rock Kidz. Anti-Bullying Alliance Award.

A novel-based approach and immersive displays to enable a deeper level of understanding in English, with accompanying class sets of each novel.

The opportunity to experience a theatre or pantomime performance.

Opportunities to engage in learning through drama, using Now > Press > Play. Performances by each class and year group, during the academic year, to promote the experience of performing in front of an audience, whilst also developing self-confidence, clear diction and effective oracy.

The opportunity to take part in a healthier lifestyle, through the use of the 'daily mile walks', 'Active travel to school'.

Opportunities to engage in sporting challenges, using a character-building programme, designed by ex-military leaders, known as 'Commando Joe's'.

Opportunities to represent the school in a range of sports, such as football, netball and hockey.

Opportunities to learn how to swim from years 1 to 6, for 6 weeks, each academic year.

Sports coaches, who provide school sports activities during lunchtimes, support the implementation of the P.E. curriculum and also provide a range of after-school activities.

Opportunities to learn Times Tables, using TTRockstars, from Yr 2 - 6.

Practical maths equipment in every classroom.

Opportunities to learn Spanish, from EYFS to year 6, using 'Language Angels'.

Opportunities to take part in STEM (Science, Technology and Engineering), and art and design events, and other live experience days.

Cooking experiences, as part of the 'Food for Life' Award.

Provided with 3 main meal choices at lunchtime every day.

Engaging with local, national and international community events and organisations, such as Hinckley Christmas Fair, live stream video links or visits from role models in the community.

Worship in church twice a week, and significant events in the Christian calendar held in Church.

Encouraging pupils to provide leadership roles, including the school parliament.

Opportunities to act as subject ambassadors, initially with eco-warriors and also to promote art, through the school art council.

Year 6 have the opportunity to work towards the position of head boy or girl and their deputies.

Inspiring and stimulating displays, which support and identify the development of children's learning, whilst celebrating their achievement.

Weekly updates on news and current affairs, using Picture News and Newsround.

Opportunities to learn a musical instrument, at an individual, group or whole class basis, using instruments including violins, recorders, glockenspiels and ukuleles.

Opportunities to develop singing with a professional, experienced singing teacher, at lunchtimes.

Music programme supported by 'Leicestershire Music'.

School choir, held after school, and provides opportunities to perform at different events.

Sets of iPads in every classroom.

A class set of laptops.

Other ICT equipment, such as Beebots and drones.

Sets of atlases and Bibles

A well-stocked library, centrally located in the school.

A vending machine for books.

A large stock of books, banded according to each stage of learning.

Continuous Provision approach to learning from EYFS to the end of year 2, which aims to develop independence, problem solving, creativity and the embedding of key concepts.

A provision for outdoor learning.

Opportunities for gardening across KS1 and KS2, using wooden planter boxes around the school site.

Partnership Links with NWSL College to further enhance our curriculum offer.

Highly experienced Teaching Assistants to support learning in each class setting.

Wrap around care, provided by the organisation, 'Kid space', which uses our onsite facilities.

Holiday Care provided by the organisation, 'Super Star Sport'.

The body of knowledge and skills which form the extent of the curriculum.						
English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Personal skills & SMSC	Christian Values	
Reading	Number	Science	Design & Technology	Character Education – Routes to Resilience Commando Joe’s Everyone’s Welcome	Focus for each half term: Intrinsic to the curriculum and explored in floor books	
Writing	Calculation	History			Friendship	Respect
Phonics & Spelling	Measurement	Geography	Music		Perseverance	Courage
Punctuation	Fractions	Art & Design	PE.		Compassion	Thankfulness
Grammar	Decimals	R.E.(locally agreed syllabus)	P.S.H.E.- Cambridge Programme, Protective Behaviours Programme	Personal skills and Christian Values are promoted in daily acts of collective worship.		
Handwriting	Percentages			Computing	To encourage high standards and good presentation, the children are encouraged to use the phrase below:	
Drama	Geometry	MFL - Spanish		“Good, better, best. Never Let it rest. Until your good is better and your better is best”. Tim Duncan		
Speaking	Algebra/Inverse operations			At St. Mary’s we expect the children to work hard and behave well. Our school code of conduct is based on the following three principles taken from UNICEF.		
Listening	Statistics			Everyone has: The right to feel safe The right to learn. The right to be treated with respect.		
Other forms of enrichment: A Visit to the theatre for a pantomime and also attending performances created by students at the NWSL college. Opportunities to listen to musical performances, from either visitors to the school or opportunities to visit music performances at the local church.		Other forms of enrichment: Whole school art projects, Anti-bullying week, Safer Internet Day. Science Day. Participation in local tournaments to promote success in different aspects of P.E.		Developing Creativity and Future Careers		
Extra-Curricular Provision for English and Maths: Times Tables Rockstars, ActivLearn – Bug Books, Bug Book Phonics. Home to School Online Learning Platform: Seesaw		Other Extra-curricular Provision: Breakfast/after school club provided by ‘Kid space’. After-school Clubs: KS1 and KS2 Football, Spy-club, Lego Club, Archery club, Dance club, Spanish for KS1 and Yr 3/4 Other forms of enrichment: Virtual or actual visits to or from local institutions, including other churches, representatives of charities, other organisations and companies.		The school has developed a partnership with ‘North Warwickshire and South Leicestershire College’. to provide access to a wider range of resources. The partnership with students and college staff may also offer inspiration for future career choices.		

Recognition of achievement in the curriculum

Children hold the positions of Head Boy and Head Girl, and Deputy Head boy and Deputy Head Girl. They are involved in making decisions that affect the school environment, participate in setting school expectations. They are given lanyards to denote their role model status and they are recognised in a board in a school corridor, so that all pupils know who they are and why they are important.

Our children receive recognition for achievement during collective worship, including those that have demonstrated the school's Christian values. These pupils are known as VIPs, and are given lanyards for a period of time.

Success in personal development and excellence in personal conduct, behaviour best attendance in schools is recognised through the awarding of certificates. Year group achievements are also communicated to parents in the school newsletter and outside the school premises on external notice boards.

The school aims to promote a positive role model for reading, and encourages children to read for pleasure, based upon a minimum expectation of 5 reads per week. Teachers also promote the role of reading, through daily reading sessions and the promotion of books. Children have the opportunity to be entered into a weekly draw, 1 for each year group, to select a golden ticket. The winner can then choose a book, from the book vending machine.

The school acknowledges the importance of learning times tables and encourages children to participate in other home activities, which supplement the learning for each half term.

Curriculum design, organisation and delivery

Subject Expertise & responsibilities	Learning Organisation	National Curriculum coverage	Class Organisation.
English: Helen Talbot (SLT) Maths: Aidan Roper (SLT) Science: Emma Marvin (SLT) Computing/SEND: Vicki Palmer (SLT) Physical Education: Jeff Bond History: Jane O'Hara Geography: Alison Parry R.E./SMSC: Sarah Malin Art and Design: Kate Corley Design and Technology: Krupa Rajpara PSHE/British Values: Sarah Mosedale (SLT) Music: Charlotte Jenkinson Modern Foreign Languages - Spanish: Richard Cramp SLT = Senior Leadership Team Whole School Areas Collective Worship: Rachel Ayres (SLT) SEND/Mental Health/Attendance/Pupil Welfare: Vicki Palmer & Family Welfare Support Worker, Sam Perkins Well-being/Mental Health: Jeff Bond EYFS: Emma Marvin Phonics: Emma Marvin/Sarah Mosedale Curriculum Development: Richard Cramp Assessment: Richard Cramp Higher Attainers: Richard Cramp	St. Mary's teaches a range of topics, with a key subject focus, from which key knowledge and skills are taught through. Links are also made with other subjects where appropriate. However, some units within subjects may stand alone, if this best suits the needs of the subject content. In EYFS and KSI, the timetable is organised around learning areas set up in the classroom, with discreet teaching of phonics and mathematics. St. Mary's uses a novel study approach from Y1 to Y6, to enrich, inspire and enliven the English curriculum. Immersive corners in each classroom, provide opportunities for children to visualise each novel. R.E. is taught as a themed week, or as stand-alone units, with 50% coming from the locally agreed syllabus and 50% coming from the new, 'Understanding Christianity' resource, supplied by the diocese.	Staff timetable the subjects over a week or half term, so that all subjects are taught. Subject leads have an overview of the knowledge that is taught, showing how key concepts are developed and built upon. Each Science, History and Geography topic theme has a knowledge organiser at the start, to enable pupils to be clear about key concepts and vocabulary that they are expected to learn. These key words are also shared in topic displays around the classroom.	Curriculum maps are organised over a 2-year rolling programme for years 1-2, 3-4, and 5-6, due to the school being a one and a half-form entry primary school, with the maximum in a cohort being 45. Classes are arranged into the following: Yr F - 2 mixed ability classes. Yr 1/2 - 3 mixed ability classes. Yr 3/4 - 3 mixed ability classes. Yr 5/6 - 3 mixed ability classes.

Curriculum and skills progression

Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
Children are taught according to their age and stage, as determined by the national curriculum. Pupils are tracked in their performance by the following: 1. Reading, Spelling and Phonics: Phonics Tracker, Bug Books/Active Learn, Book Bands, Headstart, Star reading 2. Grammar: Spag.com 3. Maths: Whiterose, Power Maths, Star maths, TT Rockstars.	Subject outcomes for foundation subjects are outlined in the national curriculum and progression is structured in each curriculum map.	Pastoral support at St. Mary's is regarded as a strength of the school. Furthermore, the Christian Values are promoted in each classroom and around the school. Whilst the values are intrinsic to the curriculum, there are R.E. and P.E. Floor Books within each phase, which are designed to capture pupils' learning during the academic year. Making healthy choices are promoted through the 'food on a plate' poster as well as around the dining area, in the hall. The school has sought to provide a greater choice for meal options at lunchtime too. Presentation of pupil work, and the school environment, indicates pupil attitudes and their understanding of school expectations. The school uses the initiative, 'Happier Lunchtimes', to develop social and emotional welfare of pupils, during play and lunch-times. The P.E. lead has also provided each phase with a set of equipment, to promote positive and constructive play experiences, such as skipping ropes, with tutoring around the use of this equipment.	Our curriculum promotes mindfulness. This encompasses the values: perseverance, resilience, concentration, creativity, independence and pride in their work. It also aims to develop a positive, 'can-do' attitude to learning, and the power of saying 'yet'. We promote British values (as defined in 2014). The focus is on identifying relevance to the local community. Dining etiquette is emphasised during lunchtimes. We have completed the 'Silver Food for Life' Award and we are working towards the Gold Award.

Ensuring that the curriculum meets the needs of all groups of pupils within the school

Higher, Middle, and Lower Attainers

Disadvantaged Pupils (PPF)

SEND and vulnerable groups (e.g. EAL, Traveller pupils)

Boys/ Girls; New arrivals & Pupils who need to catch-up

St. Mary's continues to fulfil its 160+ year Christian mission, that the education of all children, irrespective of background and learning needs, is one of social justice; and is one of which all within the community are quite rightly proud. Ensuring every child is **'next year ready'** with key knowledge and functional skills when they leave their current year group, This is crucial to the long-term success of our children.

It is a matter of pride that we **'know our children well'**, which enables them to thrive. As we seek to develop a curriculum that implements a continuous learning journey, from EYFS to Y6, the school is redesigning its curriculum. We are in terms of long term and medium-term planning, whilst addressing the prior and next stages in the children's acquisition of knowledge, skills, and developing key vocabulary, whilst communicating to parents, the curriculum content which is expected for their child.

As a result of CPD support from a national speaker on information retrieval, the stated goal of any effective curriculum, is that **'unless the pupils' long-term memory changes, then nothing has been learned.'** As a school, we seek to ensure that by the time they end their learning journey in year 6, they **'know more, remember more and learn more'**, as identified in the blog by the lead inspector of schools at the time, Sean Harford. The ethos of the new national curriculum, (2014), as advanced by Sir Tim Oates, that under the previous national curriculum, children were only acquiring surface-level knowledge. Instead, we aim to deepen and broaden pupil understanding, by using different strategies, such as scaffolding, to enable all pupils to succeed and so setting high expectations for all pupils.

Across EYFS and Key stage 1, pupils are grouped according to phonic need. Pupils are tracked and grouped regularly, using Phonics Tracker, to check on the acquisition of phonic knowledge.

The school organises classes within Key Stage 1 - year 1/2, and Key Stage 2 - Yr 3/4 and Yr 5/6, in such a way as to ensure that the broadening and deepening approach to the curriculum is **mastered over time**. The national curriculum for English, allows a 2-year time frame, to provide pupils with the time and space to acquire the necessary knowledge and skills. At St. Marys, we introduce all pupils to the same text, whether in the class novel study, or in guided reading. Pupils are expected to read aloud and actively participate in discussion. All pupils receive the same high-quality language and vocabulary, which addresses the higher attainer vision - **'that a rising tide lifts all boats'**.

The school tracks different pupil groups, with 4 assessment points per year. The reports are generated through the online assessment tool, Insight. This enables the school to understand the performance of different pupil groups, such as the higher, middle and lower attaining children, alongside other groups, such as boys and girls, pupil premium children or EAL. This data is available for reading, writing and maths, for each cohort, from yrs 1-6, whilst also tracking attendance and pupil mobility for each cohort too.

The EYFS team use Insight, but record assessment data according to the different curriculum priorities at this stage of pupil learning. Newly revised for this academic year, both in terms of curriculum and assessment, the data capture within Insight, reflects analysis of pupils' groups, but provides analysis of other educational outcomes, such as PSED, creativity and physical development, though no longer the exceeding statement.

The school uses the following language to particularly target those pupils who are nearly attaining either expected or greater depth. This is referred to as being **'on the cusp'**. Recently, the school has also introduced a new online tool, EDUKEY, to support the process of provision mapping of lower attaining

pupils and SEND, which enables the tracking of the different interventions that are taking place. These 'Individual Learning Plans' effectively structure the targeting of pupil progress.

The SEND Lead, (Vicki Palmer) monitors the effectiveness of interventions, providing CPD to staff where necessary. The SEND lead provides support to vulnerable pupils and their families; and is a specialist source of advice for parents who have concerns over their child's needs, after the first point of contact, a child's class teacher. Further actions, involve liaising with outside agencies, such as the educational psychologist or attending case conference meetings, to discuss the performance of pupils with other agencies.

Other services offered by the school, include the introduction of staff trained in ELSA, to support the mental health of those pupils who require additional support. Other interventions may also include, play therapy, Lego therapy, and a friendship/nurture group, held as a Lunchtime Club for children with particular emotional or social developmental needs.

All staff have a responsibility to ensure good attendance is maintained by all pupils. Those pupils who have low attendance, or at risk of doing so, are supported by the school's Family Support Worker, (Sam Perkins) and are tracked, by the school administrator (Caroline Bell). Within each classroom, there is a marker, indicating how well each class is doing in terms of their attendance. In the hall, there is an attendance marker, indicating overall school attendance.

The school is able to support children with specific medical needs, for example, if a pupil has significant visual or hearing impairments. Alternatively, those children who have particular needs and are supported via an EHCP, receive additional adult support, to enable them to access the curriculum.

Assessments by the educational psychologist or Speech and Language therapist are also made, based upon referrals, to support pupils with these developmental needs. Assessments can also be conducted by the school, for example to determine whether the pupil has dyslexia.

The school has a partnership with the School Nurse service. This NHS service can be accessed by parents, regarding the care and welfare of pupils at home or information about different events, such as annual vaccinations, or measuring levels of obesity.

Lunchtime supervisors and provide a point of contact for pupils during lunchtimes or during meal times, to support social development, with play and sports equipment provided.

For those who wish to take up the opportunity, after school sessions are available. Some sporting activities, such as cross country, are run directly, by members of staff. Other sessions are provided by external specialists, either during or after the school day.

Monitoring the quality of teaching and learning within the curriculum

Teacher subject knowledge	Subject specialists:	How is work matched to pupil need?
Subject leads share knowledge, including information from DfE, STA or OFSTED research, and their subject priorities with staff during meetings or via electronic communication, whichever is most appropriate. Staff may attend network meetings available, through Loughborough Learning Alliance or Forest Way Alliance. High quality research based national training for Subject leaders is provided by Gateway Alliance. Staff (this includes teachers, teaching assistants, support staff and governors) attend INSET and other agreed CPD courses, when available, that will have an impact on school improvement, or support pupil welfare, such as First Aid or ELSA. Staff have been provided with CPD, to enable them to develop their subject leadership role, and evaluate their aspect of the curriculum.	Responsibility for Safeguarding is that of all staff and they have all received up to date training, including DSLs. DSLs are the headteacher, deputy headteacher, SENCo and Family Support worker. They are promoted clearly in the foyer of the main entrance. All subject areas have a staff member, who is responsible for being the voice for that subject across the school. Each subject lead is provided with a release time of one afternoon, every 2 weeks. Our staff have a range of subject expertise, though the school also draws upon other sources where appropriate. This may include the use of peripatetic music teachers and sports coaches.	Planning takes account of the mastery approach, in which pupils are provided with appropriate scaffolds, to achieve the expected outcomes. Evidence is reflected in pupil books. A rich environment, with subject specific language in displays, promotes an understanding of curriculum expectations, with the aim of deepening pupil knowledge and understanding. Pace and skilled use of questioning is used to drive effective teaching and learning. Displays and pupil work show a joined, cursive style at KS2, and KS1 aspire to this, particularly year 2.

Resources

Resources are driven by the needs of the LIP (Learning Improvement plan). All subject leads have an action plan, with key priorities linked to improving pupil outcomes, and an allocated budget to support this.

Core subjects

English

- Nelson handwriting scheme.
- Sets of books, for each book study in KS1 and KS2.
- A library, with stock updated regularly.
- A large library in the town centre, with opportunities to link with the school, such as the Summer Reading Challenge.
- The school is using the phonics scheme, called Bug Club Phonics. These are stored outside EYFS.
- Book banded books are supported by the Bug Club scheme, stored in a corridor leading to EYFS.
- Headstart scheme for spelling for Y1 to 6.
- Sets of dictionaries in each KS2 class.
- Sets of thesauri in each KS2 class.
- Now Press Play, to support the teaching of drama across the curriculum.
- Resources for the immersive corners are stored in the lockable outdoor unit.

Maths

- Power Maths provides planning, pupil textbooks and practice books, from Y1 to 6. Most textbooks are stored in the hall, and a few are stored in the reprographics room.
- Practical maths resources are stored in each classroom or are stored outside, or in the corridor by Picasso classroom.
- Timetables Rockstars provides support on the speed of recall of times tables, from Yr 2 - 6.

Science

- Science resources are stored in cupboards in the Annex.

Foundation subjects

- R.E. is supported by the online resource tool 'Understanding Christianity'.
- The locally agreed syllabus, provided by the Leicestershire Diocese.
- The Church next door to the school.
- Sets of Bibles.
- Other churches in the local area.
- Outdoor learning facilities, including maths planters for each phase.
- Practical equipment stored outside in the hut and in the reprographics room, for different aspects of EYFS and KS1 curriculum.
- Each topic in KS1, is stored outside Picasso classroom.
- 2 different class sets of atlases.
- PE planning is provided through the PE HUB online tool.
- PE resources, are stored in lockable units outside, as well as separate resources for lunchtime play.
- PE equipment is also stored in the Annex, hall and cupboard.
- The leisure centre is used for swimming.
- The local areas, known as Argents Mead and Queen's Park, are used for the Daily Mile Walk initiative.
- Character Education is supported through the use of the scheme Commando Joe's. The resources for this scheme are kept in a storage unit in the hall and an outdoor lockable unit, in the playground.

- 8 iPads in each classroom for pupil use.
- Every member of staff has their own iPad.
- Class set of laptops
- All classrooms have touch screen whiteboards.
- Computing curriculum uses the scheme created by 'The national centre for computing education',
- Software, such as Word, Excel, PowerPoint, and Scratch, or apps on the school iPads.
- PSHE is taught using the 'Cambridge PSHE' scheme.
- To ensure the teaching of the Equality Act, the school uses the scheme, known as 'Everyone's Welcome'.
- The teaching of a modern foreign language, Spanish, is supported through the scheme, 'Language Angels'. Resources enable the teaching of Spanish from EYFS to Y6.
- Access Art - an online scheme designed to support the teaching and learning of quality artistic outcomes for primary schools.
- Design and technology is supported through the plan Bee scheme. Resources are stored in the lockable units in the Annex.
- Leicestershire Music - an online scheme, designed to support the teaching and learning of quality outcomes for schools.
- Peripatetic teacher provided, to support the teaching of the music curriculum.
- A cupboard in the hall, contains musical instruments.
- Rock steady music teachers, used to support the teaching of musical instruments.
- Peripatetic music teacher to support the teaching of piano and other musical instruments.

Whole School

- Assessment has a range of online software tools, included in the appendix policy, though key ones include the tracking system, Insight, and the testing for reading and maths, provided by Renaissance, known as star tests.
- Assessment of Phonics is carried out, using the online tool, Phonics Tracker.
- The assessment of the foundation subjects, is supported in science, geography and history, using, pre and post unit quizzes, to check children 'know and remember more'.
- As part of tracking the progress of SEND pupils and interventions conducted by staff, the school has a subscription to EduKey. This is an online portal for supporting the writing and evaluating of Individual Learning Plans.
- Padlet - an app available on iPads and laptops, to support the digital portfolio of subject leads.
- Loughborough Teaching alliance.
- Forest Way Alliance
- Gateway Learning Alliance
- The school has developed a partnership with 'North Warwickshire and South Leicestershire College'. to provide access to a wider range of resources. The partnership with students and college staff may also offer inspiration for future career choices for pupils.
- Teaching assistants working in each class, or phase and some 1:1 TAs.
- Office staff provide administrative support. This is led by the office manager, (Danielle Tanser) and supported by the office administrator (Caroline Bell).
- Financial support is provided by finance officer, (Sue Sutton), as well as the local authority bursar visiting once per week.
- ParentPay provides an online portal for parents to provide financial contributions towards trips or to pay for school meals.

- The school uses a mobile app, to support the communication with parents, known as Teachers2parents.
- The school website hosts a range of different information available. All statutory information is posted here, alongside other useful information.
- The school twitter account is used to promote learning as it takes place, or to celebrate learning experiences.
- Safeguarding, attendance and pupil welfare is supported through DSLS and also via the direct monitoring by the SENCo and the Family Liaison officer.
- All children are provided with a strategy around safeguarding, using the scheme, 'Protective Behaviours'.
- Wrap around care, provided by the organisation, 'Kidspace', which uses our onsite facilities.
- Holiday Care provided by the organisation, 'Super Star Sport'.

Assessing the impact of the curriculum on our pupils

Outcomes: English & Maths

Assessment Lead (Richard Cramp) works in conjunction with the headteacher to ensure the administration, analysis and reporting of school performance.

Attainment and Progress

The school uses a variety of presentational and analysis tools, to track attainment and, (where possible due to Covid), progress. The key assessment package is provided by Insight.

In order to ensure that the school is working towards the national target of expected in reading, writing and maths, this assessment portal also provides triple-circle Venn diagrams, with the Reuleaux triangle indicating the pupils who are meeting all 3 criteria. This can also be filtered by cohort and pupil groups, so that the English and Maths leads, as well as phase leaders can analyse and report on English and Maths standards to the governing board.

Pupils who are deemed to be working slightly below year group expectations, or working slightly below a greater depth judgement, are described by the school as being 'on the cusp'.

Pupils' books show progress, including those that are being challenged to meet greater depth age related expectations. They also show how pupils are responding to the curriculum objectives, through the use of pre and post quiz checks, in the subjects of science, geography and history.

Displays contain examples of pupils work and that children are able to write in a cursive style, with pupils in KS2 moving towards using pen, achieving a 'pen licence'.

EYFS, Phonics in Y1 and Y2, Times tables Check in year 4, as well as KS1 and KS2 SATs provide statutory attainment information, and therefore a national benchmark upon which to form a basis for standards within the school.

The online portal, Phonics Tracker provides support for the assessment and reporting of phonics in EYFS, Y1 and Y2, through to year 3, as well as targeting support in yrs 4 -6, for those who have yet to achieve sufficient grasp of phonic knowledge.

Yr 1,3,4 & 5 - Use a range of assessments:

Teacher assessment, based upon classroom engagement and attitude, pupil books, formal and informal assessments, such as reading book bands, and spelling tests. Also, end of topic quizzes and tables tests in maths.

The accuracy of teacher assessment is supported by the use of STAR tests for reading and maths, whilst grammar analysis is supported through the use of online tests provided by Spag.com. To support the assessment of writing at the statutory end points of EYFS, KS1 and KS2, the school may be checked by external moderators.

Progress is monitored from a statutory baseline, either EYFS or KS1, to the current point in time. KS2 progress is provided by DFE, based upon national cohort, using to norm referencing. Teachers assess attainment based upon what has been taught so far, and then form a final judgement at the end of each academic year.

'Next year readiness'	Pupil attitudes to work	Pupils live out the values
School readiness and secondary ready are national priorities. As a result, the school works to ensure that children are 'next year ready', with the key skills required for the next year group, so that they can build upon their learning. EYFS team visit settings prior to starting school, also undertaking parent presentations and 1:1 discussions with each child's parents. Presentations to parents are also undertaken by other phase teams. EYFS and KS1 undertake transition discussions before EYFS leave the phase. KS1 share key information with KS2, and similarly with KS2 to KS3 settings. Y6 attend familiarisation days prior to transfer and all children experience a transition afternoon, before moving to their next class teacher.	Pupils' books indicate progress in the pride, productivity and presentation of their work Pupils can talk confidently about what they are learning.	This can be evidenced by the following: Pupils politeness and good manners towards visitors Pupil behaviour at break and lunchtimes The school uniform and a desire to represent the school in different team sports. Attitudes towards equipment and the environment.

Responsibility for the curriculum, its review and evaluation, and its impact

Headteacher/Senior Leaders/SENDCo

The Headteacher is responsible for:

- the attainment, progress and overall school performance, including reporting to Governors, LA and Ofsted.
- Moderation of standards in all subjects and year groups.
- Moderation of teaching and learning
- Whole school strategic provision of SEND and Pupil Premium.
- Whole school well-being and welfare.
- As the DSL, ensuring that KCSIE is kept up to date and monitoring impact.
- Managing expenditure to ensure effective outcomes for pupils.

The deputy headteacher is responsible for the following:

- Monitoring performance of ALL leaders.
- Moderation of standards in all subjects and year groups - quality of work, presentation and handwriting, outcomes.
- Monitoring the implementation of more able provision.
- Leading on the English curriculum.

SLT consists of the headteacher, (Mrs Ayres), the deputy headteacher, and Year 5/6 Phase leader, (Mrs Talbot), 3/4 Phase leader (Mr Roper), KSI Phase leader, (Mrs Mosedale), EYFS phase leader (Mrs Marvin), and the SENDCo, (Mrs Vicki Palmer).

The Sendco provides:

- Strategic overview and management of SEND provision in school.
- Monitoring the implementation of SEND and Pupil Premium provision across the school.
- Liaison between parents, SENA and other services to support the needs of all pupils.
- CPD on effective strategies to support pupil outcomes within class settings.
- CPD on KCSIE.

The phase leaders:

- organise the curriculum content from each subject into a Year A and Year B long term plan, which are posted onto the school website.
- arrange interventions for those pupils needing support. Pupil progress meetings are held with the deputy headteacher and class teachers.
- monitor quality of teaching and learning in their phase
- quality of pupils' work - presentation and handwriting.
- Standards - reading, writing & maths (e.g. Fingertip recall of age-appropriate times tables)
- SEND provision for SEN pupils in their phase.
- quality of classroom displays - depth, breadth, coverage, age-appropriate, cross-curricular
- marking and feedback
- assessment
- Lead weekly phase planning meetings.

Subject Leaders

Led by Mrs Ayres (headteacher and collective worship lead), Mrs Mosedale (PSHE), and Mrs Malin (R.E./SMSC), the school's values are prioritised and continually promoted through events, such as a half-termly focus upon a Christian value.

Subject Leaders:

A vision statement, and a document, clarifying the Intent, Implementation and Impact, of that subject. Provide curriculum maps in each subject, provided by each subject lead, organising the learning from EYFS to year 6.

Annual Subject Action Plan

Dissemination of medium-term planning to class teachers.

Develop their Subject Portfolios, including digital portfolios on Padlet. These provide evidence of continuous learning journey from EYFS – Y6. (displays, levelled pupils work, monitoring evidence), tracking a theme through the school, e.g. printing in art).

Undertake subject pupil work scrutiny

Listen to pupil voice – responses and surveys, e.g. end of Topic Quizzes at the start and end of a topic – to establish that pupils know more and remember more.

Engage in personal professional development

Organise events in school – e.g. Viking Day (History)

Provide staff training and CPD in their subject.

Ensure that the school is working towards LIP priorities.

Report to SLT, Governors and other external visitors, such as OFSTED.

Governors:

They represent all stakeholders, and can act as a conduit for the general community that the school encompasses.

As the school is at the centre of a large market town, the school has many opportunities to engage the local community, and is keen to promote itself and enhance its reputation to provide a high-quality education for children in the local area.

The Christian ethos ensures that children of all faiths and none are admitted, as are children from a variety of socio-economic and ethnic backgrounds.

Governors, and in particular, the chair, hold the headteacher to account, for the performance of the school. They also undertake joint monitoring sessions with members of SLT.

The Headteacher provides termly reports to the whole governing body, commenting on issues such as attendance, pupil mobility, school policies, and progress on the LIP.

Reports to the performance and standards committee, on the attainment and progress of pupils, clarifies in more detail, how the school is taking action to improve outcomes for pupils. They also request annual reports from key members of staff, such as English and Maths leads.

The resources committee, in liaison with reports from the county bursar, consider the budget and look in detail at cost centres.

The appraisal committee considers the performance of staff, against teacher standards, including progression through the main and upper pay band.

Governors are supported in their judgement of the school, through the use of external advisors, who provide training and advice.

Curriculum lead

Full wider Curriculum responsibility
Curriculum vision map and long-term plan
Monitoring of dissemination of medium-term planning to class teachers.
Monitoring of teachers Half-Termly Topic plan.
Monitoring curriculum standards at age-appropriate level.
Curriculum resources
Reporting to Governors on curriculum.
Subject Leader training.

Class Teachers

Standards of teaching & learning in their class.
Pupil attainment and progress - accurate assessment
High quality handwriting and presentation.
Age-appropriate key skills in reading, writing and maths for example finger-tip quick times tables, spelling accuracy.
Well matched work - SEND provision & more able.
Well-ordered and inspiring learning environment- display, access to resources etc.
High quality immersive corners in the classroom.
Evidence of appropriate and challenging continuous provision in EYFS and KSI.
Exceptionally high reading profile in the classroom.
Strong evidence of writing across the curriculum.

Pupils and Parents

Requests are made from parents and pupils to take part in regular surveys of their experiences of school, such as the Pupil SEF. These responses are fed back and identify any main priorities for school improvement.

Children are provided with leadership roles.

Year 6 have the opportunity to become collective worship leaders, in which they will prepare and support acts of worship, and also select prayers to share with the rest of the school. Worship leaders take part in collective worship and provide feedback on the effectiveness of the R.E. curriculum, whole school worships and their experiences of Christian values in action.

These children hold the positions of Head Boy and Head Girl, and Deputy Head Boy and Deputy Head Girl. They are involved in making decisions that affect the school environment, participate in setting school expectations and are given lanyards to denote their role model status. They are displayed in the main school corridor.

Elections to the school Parliament, in which representatives from each class, are given opportunities to make decisions which affect others. School council representatives run regular, informal consultations on pupil welfare and concerns. They are given lanyards to denote their role model status and are displayed in the main school corridor.

Each class has an art ambassador, who is linked to the school Art Council and are given lanyards to denote their role model status. They are display in the main school corridor.

Each class has an eco-warrior. Using regular pupil council meetings, the school has achieved awards in this area, ensuring that the importance of the environment is raised amongst the school community.

Opportunities to act within classes, to support the organisation of their classrooms.