



1. Introduction

At St Breock Primary School our curriculum aims to give children the knowledge, skills and understanding to achieve to their full potential academically, socially, and emotionally. This takes place in the context of a safe and nurturing school environment where each individual child is known and each individual child's learning journey is unique to them. Learning, Love and Laughter is at the core of all that we do. We aim to give the children the necessary skills to prepare them for life in modern British society. As a truly inclusive primary school our curriculum reflects both the context of the school and the experiences of the children. This enables the children to be aspirational, to fulfil their potential and reach the highest of expectations that we have of them. We want all our pupils to truly reach their potential in everything they do.

Our priority is to enable the children to succeed in the 21st century by providing a rich, relevant and exciting curriculum. We seek for children to understand the learning process and give them strategies to measure their own commitment to learning. In doing so the children will develop a lifelong love of learning. We have reflected on our curriculum post pandemic to ensure the structure, scaffold and challenge are in place to enable our children to continue to reach their potential.

Reading for information and pleasure, writing for different purposes, being able to apply their maths skills to real life situations, being able to explain, analyse and persuade is at the heart of what we do.

Our approach to delivering a creative curriculum ensures that we fully implement the National Curriculum. We follow a topic-based approach to learning in the belief that children learn best when logical connections are made between different aspects of their work. We encourage the children to have enquiring minds, to take ownership of their own learning, fostering independence, relish challenge and develop resilience.

At St Breock we believe that learning is an active collaboration between home and school. In addition to regular homework such as reading, spelling, handwriting and learning number facts (tables and number bonds) we encourage parents to become involved in project work and topics.

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents formal termly reports on their child's progress, as well as informal meetings as required, so that teachers, children, and parents are all working together to raise standards for all our children.

1 Aims and objectives

The aims and objectives of curriculum assessment in our school are:

- to enable our children to demonstrate what they know, understand, and can do in their work
- to help our children understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to provide the Head of School, SLT and Hub Councillors with information that allows them to make judgements about the effectiveness of the school and plan for school development.

2 Planning our curriculum to include assessment

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability and is relevant to their learning journey. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

3 Target setting

We set targets in mathematics, writing and reading for all our children during each academic year. We discuss individual targets with the children. If we feel children could be doing extra work at home to accelerate progress, we will communicate this with parents.

We review the progress of each child against their targets regularly and ensure that teachers have the skills to meet their individual needs.

4 Recording

We recognise various methods of assessing a child's learning. The majority of teacher assessment is taken from work in books. This is further quantified by summative assessments during each term or half term. The type of assessment that we make varies from subject to subject. We formally record attainment and achievement data three times a year. This information is shared with the Head of School, Subject Leads, SLT and Hub Councillors to monitor the impact of teaching. This data is used as a discussion point at our termly Pupil Progress Reviews where the progress and needs of each individual child are discussed with the class teacher and Head of School. Where progress is not on track individual needs are discussed and interventions or appropriate planning is put in place to accelerate progress. If appropriate support from the SENCO to work on an Individual Education Plan and external sources may be sought. If this was the case, we would discuss this with parents.

We plan our lessons with clear learning objectives. Children assess themselves against this learning objective at the end of each lesson.

Our teachers record the progress of each child against objectives in all subjects. This enables them to make a judgement about the work of each child in relation to the National Curriculum Age Related Expectation. At the end of the year a judgement is made by the class teacher based on formative and summative assessments.

5 Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each year we offer parents two opportunities to meet their child's teacher one in November and one in February/March. At these meetings parents are able to discuss progress against individual targets and age-related expectation. It is also a further opportunity for parents to understand how they can support learning at home.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. Parents have the opportunity to discuss this with their class teacher.

In reports for pupils Year 6 we also provide details of the attainment at the end of KS2 Statutory Assessment Tests. These are given alongside teacher assessment.

Each of our teachers give parents a termly Curriculum Advice Leaflet which identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

6 Feedback to pupils

We believe that quality feedback to pupils is very important, as it tells them how well they have done and what they need to do next to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. (Please refer to Marking Policy).

We give children verbal feedback on their work whenever possible. Where possible teachers give children immediate assessment feedback and address misconceptions, so the child can correct themselves and progress their learning. Where this is not possible, the teacher will mark the work and code any work to be redo, retried or re thought with an 'R'. Where possible this is done verbally and the children are given time during the lesson to complete 'R' time. For our KS1 children instead of 'R' we use pink pen to indicate 'pink for think'. In all cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. In KS2 Children always GPH their work which indicates whether they have G- Got it, P – need more practise, H-need help. We encourage older pupils to be the first markers of some pieces of work.

7 Consistency

All subject leaders have examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

Moderation is carried out routinely at specially designated PDMs Professional Development Meetings and informally with colleagues in PPA time.

Moderation also happens across the North Hub and Aspire Trust to ensure consistency.

8 Teacher Assessment

Our routine teacher assessment consists of three major types:

Instinctive assessment – minute by minute assessment which can be unconscious

Conscious assessment – assessment which is directed i.e., questioning

Recorded assessment – marked work, tests using paper and pencil and ICT and written assessments such as SATs/ optional and compulsory.

Types of assessment undertaken:

Work scrutiny	
Marking ladders	
Target setting	
Reading Records	
Focussed observations	
Statutory SATs year 2 and 6	
Baseline Assessment	

9 Evidence

We collect evidence to build up a picture of the child and to inform future planning. We collect evidence for the following people in order of importance:

- Ourselves, as teachers to inform planning
- To ensure children reach their potential
- Head of School/Senior management team/subject co-ordinators
- Parents
- Hub Councillors
- LA Moderators.

10 SATs and Testing

We use a combination of Statutory Tests and NTA materials, which are designed to confirm and inform rigorous on-going teacher assessment. These are used throughout the school.