



## Curriculum and Assessment Policy

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## **Trust Vision**

Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their potential through exceptional teaching. Innovative approaches to learning, and a community orientated approach to meeting learners' needs.

## **Casterton Primary Academy Vision**

**At Casterton Primary Academy, we believe in ambition for all.**

**We work collaboratively with family, friends, and members of the community** to embed our SHINE charter throughout our curriculum.

**We want all our pupils to achieve their best** whilst here with us at primary school. We want their desire to learn to stay with them as they progress to secondary level, further education and into employment. We recognise that for some young people in our area, this has not always been the experience of their family members and are unreservedly insistent on the highest possible standards of reading, writing, speaking and maths in order to improve their future prospects and prosperity and to reverse this trend.

**We showcase the achievements of our parents, pupil's siblings and other members of our community** to inspire and promote a love of lifelong learning.

**Within an environment focussed on welfare and safeguarding, we aim to create a culture of challenge**, where children have the opportunity to persevere through problem solving, challenging questioning and reasoning activities across the curriculum.

**We want students to emerge from school as curious, creative people** with the ability to analyse the world around them and contribute to our society.

**Learning to read and reading for pleasure are of the highest priority**, from the first days in school, supporting learning in all subject areas.

**We want our pupils to be aware of, and celebrate their cultural heritage**, both in the local area and further afield, if they have roots in other countries. Living in Burnley is the fact that unites them all and is the basis for geographical and historical learning.

**A focus on the diversity in the world of work** in our town helps to ensure pupils develop a positive attitude to their futures.

**We have designed our curriculum to meet the needs and diversity of our pupils** at Casterton Primary Academy, using the National Curriculum Programmes of Study. Some subjects are taught through a 'topic' or themed approach, whereas others are taught discreetly, although there will be some natural crossover.

- We recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.



- We celebrate and welcome differences within our school community and locality.
- We encourage children to be responsible for and respect the local community and environment.
- We give them a sense of belonging and ownership of the place in which they live.

**Pupils with special educational needs and/or disabilities (SEND) benefit from the same engaging curriculum as their peers** and they take a full part in after-school activities. The special educational needs coordinator works closely with teachers and teaching assistants, giving them expert advice on how they can help pupils succeed in their learning.

### **Intent**

- Insist on the highest possible standards of reading, writing, speaking and maths.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire creative and critical thinking skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Remove barriers to allow all pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments).
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge, communication skills and cultural capital they need to succeed in life.
- Promote the use of language skills to explore and explain ideas and opinions.

### **Implementation**

Our Curriculum is based on a 2 year rolling programme which ensures coverage of all subjects and caters for our mixed age classes. Curriculum Overviews for each year are shared on the academy website with parents. Teachers use these and the subject specific programs of study to plan units of work in each subject. The Yearly Overviews are used to link relevant subjects and topics together so opportunities for cross-curricular learning are maximised.



Our curriculum follows the National Curriculum for English (Reading and Writing), Mathematics, Science, Art and Design, Computing, Design and Technology, Geography, History, Music and Physical Education.

PSHE provision includes coverage of the statutory guidance for Relationships Education.

In Early Years, our curriculum aims to promote the learning and development of our youngest children and ensure they are ready for Key Stage 1. Please refer to our EYFS policy for information on how our early years curriculum is planned and delivered.

Subjects are timetabled to ensure appropriate time is available to cover all programmes of study. Maths and English are mainly taught in the mornings. PE is taught for 2 hours each week. Other subjects are taught in the afternoons. Teachers block subjects such as Art and DT to ensure pupils have the opportunity to deepen their understanding and skill base during focussed lessons.

Quality First Teaching is essential, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing pupil progress

- Staff have high expectations of themselves and all of the pupils.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of pupil engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that pupils will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate pupils.

## **Reading**

- All pupils are taught to decode and become confident, fluent readers through the rigorous delivery of our systematic synthetic phonics programme.
- Guided Reading texts and questions are challenging, stimulating and inspiring for all pupils, providing a rich and varied reading experiences, that develop lifelong learners.
- Reading skills are specifically taught and explored through rigorous study of a variety of text types, that are diverse, cross curricular, meaningful and meet the needs of our cohorts.



## **Writing**

### **1. Writing explores Ourselves**

- children are encouraged to learn and communicate through writing more about themselves,
- to question, analyse and explore their values and how they manifest as part of their character.

### **2. Writing widens our World**

- our children will acquire knowledge and an understanding of our world; communicated through writing.
- communicate knowledge through critique, evaluation and debate.

### **3. Writing underpins our ongoing Education**

- pupils develop skills that will allow them to both access their continuing education and participate fully in society.

### **4. Writing affirms our Rights**

- writing allows children to communicate and explore their rights, in many forms and genres.

## **Maths**

- Develop arithmetic proficiency building on to proficiency in problem solving and reasoning.
- Establish connections between maths skills and the world of work/real life.
- Promote a love of maths through perseverance and collaborative learning.

## **Science**

- Conduct practical investigations, following the investigative process
- Ask questions and seek answers to these
- Understand scientific processes of cause, effect and change, observing and recording these accurately
- Draw objective conclusions based on evaluation of evidence

## **Computing (Computer Science and Digital Literacy)**

- Develop digital skills that can be used in future workplaces
- Gain an understanding of algorithms and computer aided design and how these can be used in the world today
- Foster a love of computing, in turn promoting STEM subjects
- Explore a wide range of software to achieve specific goals
- Identify and use computing skills to tackle new challenges

## **Computing (Online Safety)**

- Develop the confidence and capabilities to use digital devices and online tools safely and positively



- Are critically aware of the materials / content they access online and are guided to validate the accuracy of the information they are presented with and respect copyright laws
- Build resilience to manage online risks including bullying and radicalisation

### **History**

- Use primary and secondary sources
- Develop a curiosity about the past
- Gain an understanding of how key events, people and time periods have impacted and informed the world today
- Recognise that the events of today are tomorrow's history
- Draw parallels between past and present to enable them to leave a positive legacy on the world.

### **Geography**

- Use fieldwork and research
- Develop an informed perspective on the planet
- Gain an understanding of how people and communities impact on the world
- Identify their place in the world locally and globally
- Recognise their responsibility to take care of the world as global citizens

### **PE**

- Develop increased physical activity for all pupils to establish positive attitude towards healthy lifestyles.
- Develop and teach physical movements and skills to apply across different areas of PE.
- Develop "character" of pupils (eg leadership, cooperation, teamwork, determination, pride etc)
- PE taught throughout the school by teachers, academy sports coach and children in Year 4 have swimming lessons taught by Burnley Leisure.

### **Art & design**

- Explore and evaluate a range of artistic styles, techniques and media
- Develop the capacity to freely express themselves as artists
- Understand the importance of choice when creating artistic pieces
- Thoughtfully critique their own and others' work
- Show an understanding of the messages which art may convey

### **Design Technology**

- To develop the creative, technical, nutritional and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.



- To critique, evaluate and test their ideas and products and the work of others.
- Understand the importance of making informed choices when designing and creating products

### **MFL**

- Are exposed to French speaking examples.
- Develop reading of simple French sentences.
- Develop their own French written and oral communication.
- Develop communication in everyday situations Eg shopping.

### **Music**

- Are exposed to a range of musical genres, instruments and compositional methods
- Develop an informed appreciation of music
- Understand the process of composition
- Thoughtfully critique their own and others' work

The music curriculum is based on the [DfE Model Music Curriculum](#).

### **Social and Emotional Learning and PSHRE**

- Value and respect their own and others' choices and decisions
- Understand and manage their actions, relationships and emotions safely and positively
- Celebrate diversity and promote equality
- Develop the attitudes, skills and values needed to operate successfully as future global citizens

The PSHE curriculum follows the PSHE Association Programme of Study, which integrates the statutory Relationships and Health Education with wider PSHE content. Our curriculum as a whole, but in particular the Social and Emotional Learning curriculum, aims to develop and deepen pupils' understanding and acceptance of the fundamental British Values and to develop them spiritually, morally, socially and culturally, thus allowing our pupils to participate fully in and contribute positively to life in modern Britain.

### **RE**

- Explore, value and respect their own and others' beliefs, traditions and cultures
- Understand the how religion informs and affects communities
- Develop an understanding of the shared human experience through analysis of different religions
- Consider how the study of religion can aid them in the search for personal meaning

### **Parental Involvement**

The school has a positive and supporting relationship with the parents of children at our school. Parents are informed about the curriculum and its content in a variety of ways



including, via the Curriculum pages on the school website, letters, trips and supporting the curriculum with their own skills.

## **Safeguarding**

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare.

For some curriculum areas, the planned content may lead children to ask questions or make statements that go beyond the intended focus of the lesson (e.g. questions relating to religion in RE, online safety concerns/experiences in Computing, issues pertaining to sex or sexuality in PSHE or Science). If children do ask about issues that go beyond the intended curriculum coverage, these will be dealt with appropriately and sensitively on a case-by-case basis and reported via CPOMS if appropriate. There may be times when a member of staff does not immediately answer a child's question or respond to their statement but instead chooses to speak to them on their own later or refers them to speak to their parents. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

## **Responsibilities**

### **Local Governing Committee**

The local governing committee will monitor the effectiveness of this policy and hold the Academy Principal to account for its implementation.

The local governing committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### **Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:





- All required elements of the curriculum, and those subjects which the school chooses to offer, have objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the local governing committee.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The local governing committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The local governing committee is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

### **The Senior Leadership Team will take the role of the Curriculum Leader**

The Curriculum Leader is responsible for ensuring that:

- There is clear progression within and between subjects, topics and year groups.
- Children are provided with experiences that underpin the development of character traits, knowledge and critical and creative thinking skills that come together to form our curriculum.
- Teachers are assisted in planning and delivering creative learning opportunities, supported by technology.
- Assessment processes are in place that are appropriate to the subject/curriculum area.
- Regular review and monitoring of the curriculum takes place.
- Children's outcomes are monitored alongside the Curriculum Subject Leaders.

### **Subject Leaders**

Subject Leading Teachers are responsible for ensuring that:

- CPD opportunities for staff are provided as necessary for the subject/area.
- Sequencing of learning within the subject is developmental and planned.
- Objectives and learning are pitched at the appropriate age related expectations.
- Children's outcomes are monitored alongside the Curriculum Leader.



- Resources to support curriculum delivery are available and appropriate.
- Pupil voice is taken into account when developing the curriculum.

## Impact

Children will leave Casterton Primary Academy ready for the next stage in their learning at secondary school. Assessment data throughout school culminating in End of KS2 Sats will show good progression. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

## Assessment - Aims

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

### 1 Legislation and guidance

This policy aligns with:

- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

### 2. Principles of assessment

At Casterton Primary Academy assessment for, and assessment of, learning is a continuous process which involves the seeking and interpreting of evidence to decide where children are in their learning, where they need to go next and which is the best pathway to get there.

The aims and objectives of assessment in our school are:

- To enable our pupils to demonstrate what they know, understand and can do in their work
- To allow teachers to plan work that accurately reflects the needs of each pupil
- To help our pupils to understand what they need to do next to improve
- To provide regular information for parents that enables them to support their child's learning



- To contribute towards accountability data

### 3. Assessment approaches

At Casterton Primary Academy we see assessment as an integral part of teaching and learning, and as such it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### ***In-school formative assessment***

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

Formative assessment at Casterton Primary Academy includes, but is not limited to:

- Marking and feedback
- Questioning
- Self- and peer-assessment

Further information on the formative assessment methods used in school can be found in the feedback and marking policy

#### ***In-school summative assessment***

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period



Summative assessments of children's achievements are made by teachers, and recorded on Target Tracker, three times each year at Casterton Primary Academy. Teachers may also use short summative assessments on a regular basis, such as spelling and maths facts tests, and end-of-unit maths assessments, to inform their ongoing formative assessment of each child's progress.

### ***Nationally standardised summative assessment***

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Children and parents** to understand how children are performing in comparison to children nationally

Nationally standardised summative assessments conducted at Casterton Primary Academy are in line with the Department for Education's requirements of statutory assessments in maintained schools.

#### **4. Collecting and using data**

In-school summative assessment data is recorded securely on Target Tracker, in order to allow senior leaders and teachers to track the progress and attainment of individuals and groups.

Nationally standardised summative assessment data is also recorded on the school's MIS; from there it is reported to the Standards & Testing Agency (STA) or Lancashire County Council in line with statutory reporting requirements.

Data is also reported to parents, as outlined in the 'reporting to parents' section of this policy below.

#### **5. Reporting to parents**

At Casterton Primary Academy, assessment data is reported to parents termly:

- In Autumn and Spring terms, summative assessment data is shared as part of the parents' evening.
- In Summer term, assessment data is shared as part of the end-of-year pupil report to parents.

As per [DfE regulations](#), end-of year reports to parents include:



- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, including the total number of possible attendances for the child, as well as the total number of unauthorised absences for the child.
- The results of any statutory assessments taken, by subject and outcome

## 6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## 7. Roles and responsibilities

### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **Principal**

The principal is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups



- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### ***Teachers***

Teachers are responsible for following the assessment procedures outlined in this policy.

#### **8. Monitoring**

This policy will be reviewed every 3 years by the assessment leader. At every review, the policy will be shared with the Local Governing Committee.

All teaching staff are expected to adhere to this policy. The Principal is responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations and drop-ins
- Work scrutiny
- Progress review meetings

