

Priors Hall – a learning community

Curriculum Policy

2023 - 2024



'Ready for Learning, Ready for Life'



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reviewed: July 2025



Kindness



Resilience



Adopted:

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September 2023

Priors Hall's Curriculum Intent

Our curriculum aims to ensure every child knows that they are valued and that their primary school journey is important to all of us. Not only does our curriculum encourage academic excellence and success, but it is carefully designed to offer balance, challenge and relevance to the children of Priors Hall.

A successful curriculum not only develops children academically, but also holistically and Priors Hall prides itself on its approach to character education. Character education prepares our children to be well-rounded humans who understand, accept and embrace differences, challenges and new opportunities. By doing this, children are able to successfully contribute to, and be confident in understanding, their place in society: *Ready for Learning, Ready for Life*.

Our leaders believe it is important that our curriculum design is viewed as a 'never-ending journey' for all within our school community; we constantly adapt and tweak our curriculum to ensure that it reflects the needs of our children, their families and our local community. Our core curriculum principles remain unwavering: a broad, balanced and knowledge-rich curriculum available to all children with a relentless focus on both academia and building character.

This policy should be used in conjunction with other policies such as: *Feedback and Assessment* and *Inclusion Policy*.

Our Curriculum Vision

At Priors Hall, three fundamental pillars underpin our teaching and learning:

1. A curriculum that is carefully designed and sequenced to ensure knowledge-rich, cumulative learning showing children the diverse world in which we live.
2. A learning environment that is vocabulary rich, promoting high levels of oracy and curiosity.
3. A culture of ambition for all, regardless of academic ability, additional need or starting point.

By the end of Year 6, we aim for children to leave Priors Hall being:

1. Respectful and caring learners who can take responsibility for themselves and their part in the local and wider world.

2. Confident communicators who are articulate and able to engage in conversations with others.
3. Critical thinkers who find solutions and problem solve using their own initiative and prior knowledge.
4. Curious and questioning learners who are able to challenge, investigate and research effectively.
5. Understanding learners who are aware of how life has changed for people both within and outside of living memory.
6. Expressive and creative learners who are able to choose from varied mediums to express themselves.
7. Collaborative learners who work and interact well with others.
8. Ready for the challenges of secondary school and able to embrace opportunities that become available to them.

Mottos for Learning

Our curriculum supports children to understand the way in which we learn through different subject. Our mottos for learning develop understanding about how learning in each curriculum area helps our children to be 'Ready for Life':

Subject	Mottos for Learning
History	History is the study of change over time.
Geography	Geography is the study of people and places and their environments.
Scientist	Science is the study of the physical and natural world through observation, testing, experimenting and evidence gathering.
Personal, Social & Health Education (PSHE)	In PSHE, we learn how to take care of our well-being, relationships and the world around us.
Religious Education (RE)	Religious education helps us to answer big questions about faith and beliefs.
PE	PE helps us to keep fit, active and healthy through games and sport.
Art	Art is a creative journey where we can explore, be inspired and express ourselves

Subject leadership

The wider curriculum is overseen by a senior leader who line manages all subject leaders. For each of the subject areas, there is a subject leader who is responsible for:

- 1) Monitoring coverage of National Curriculum objectives in their subject area.
- 2) Ensuring all children have equal access to their subject area, regardless of additional need or socio-economic background.
- 3) Observing, monitoring and evaluating the effectiveness of teaching and learning within their subject area.
- 4) Assessment within their subject area and how this impacts on class teachers' planning.
- 5) Organising CPD for staff whose subject knowledge needs improvement.
- 6) Promoting their subject area across the whole school, ensuring children understand the value of what they are learning.
- 7) Strategically planning for their subject's development, ensuring recent guidance and educational research is shared and having an impact on classroom practice.

Curriculum coverage

The curriculum coverage at Priors Hall is set out in the Curriculum Overview document (Appendix 1). This document ensures that all wider curriculum learning links to the

appropriate National Curriculum objectives and that progression within the National Curriculum happens both within a year group and across year groups. Teachers use this document to produce a medium-term plan, which is shared with subject leaders and the senior leader responsible for the wider curriculum and informs weekly planning.

Each half term, there is a focus subject area of history or geography, which is strongly promoted in the learning environment and across linked subjects. There are also weekly science lessons to ensure full coverage of the science curriculum.

Alongside focus subject areas, PE, PSHE, art or DT (alternate half terms), music or RE (alternate half terms), computing and French (Key Stage 2) are taught weekly. Opportunities to use technology across the curriculum, for example with VR headsets, allows children to further develop their computing and digital literacy further.

Fundamental British Values

Priors Hall values highly the five values outlined by the Department for Education as part of the Fundamental British Values agenda:

1) Democracy:

All children, parents and carers, staff and community leaders have the opportunity to be heard. The Junior Leadership Team demonstrates the democratic process of voting for representatives and representatives passing on information from those they were elected by. Key democratic events, such as general elections or referendums, are included into teaching activities where appropriate.

2) Rule of Law:

Understanding the expectations of school is a key focus for all children at Priors Hall. Expectations are clearly given and the school rules are agreed to via a Home-School Agreement which is signed to by all stakeholders (children, parents and carers and teaching staff). Across the curriculum, children are taught the reasons why rules and laws are in place, which is supported by community visitors such as police officers and community outreach workers offering workshops to all children.

3) Individual Liberty:

Decision making and critical thinking is a key aspect to the curriculum offer at Priors Hall. The PSHE and online safety curriculum enable children to understand what their individual rights are and how to appropriately exercise these.

4) Mutual Respect:

Respect is one of the four cornerstone values at Priors Hall and is an omnipresent thread interwoven throughout the school culture. Teaching staff have high expectations of children's behaviour toward all members of the school community. In turn, staff also show high levels of mutual respect to children by being key role models to all children.

5) Understanding and celebrating (tolerance) different faiths and beliefs:

Kindness and curiosity are two further cornerstone values at Priors Hall and they both encapsulate this value. Although tolerance is the official term provided by the Department for Education, we believe that this term does not articulate accurately fully the message that was intended; therefore, we refer to this fifth value as being understanding and celebrating. We offer children an enriched curriculum offer that includes people of all races, ethnicities, sexualities and beliefs so that all children have role models they can associate with. RE and PSHE lessons focus on diversity and allow children to learn about cultures, beliefs and practices that may contrast to their everyday lives.

Safeguarding curriculum

Ensuring children are safe and have the essential knowledge to understand how to keep themselves safe in the wider world is paramount. The curriculum offer for all children supports a well-balanced and age-appropriate design to ensure that children are aware of how to keep themselves safe at home, in school, in the wider community and online.

Below is a brief overview of how different aspects of the school curriculum contribute to the vigilant culture of safeguarding at Priors Hall:

At Priors Hall, we believe that safeguarding must be an integral part of our curriculum in order to educate children in how to keep themselves and others safe.				
RSE curriculum Teaching the concept of consent and respect for our own and others bodies. The curriculum also focuses on positive relationships both sexual and non-sexual in nature.	PSHE curriculum The PSHE curriculum embraces diversity such as different types of families. Misuse of drugs, alcohol and dangerous behaviours are also covered throughout.	Mindfulness Children take part in a weekly mindfulness check in and activity. The activities are designed for the children to take and use in their everyday life.	First Aid Training All children from Nursery to Year 6 have attended First Aid training (Autumn 2021).	RE curriculum Teaches understanding about different religions and cultures. Within this, the idea of radicalism is addressed and children learn about a spectrum of belief.
Online safety National Online Safety accreditation has been achieved. Staff have undertaken additional online safety training and online safety is taught in all year groups.	Wellbeing Children do daily wellbeing check ins. They respond to the register with one word to describe how they are feeling. Adults then follow up any negative emotions.	Behaviour Policy Our behaviour policy follows a tiered response approach. We promote a community of emotionally reflective learners where our core values are rooted in equality for all.	Mental Health Team We have a Mental Health Team comprising of 6 adults, 4 of which are SLT. They meet regularly to discuss strategies to support staff, pupils and parents.	Mental Health Champions All of our Year 6 pupils are trained Mental Health Champions. As the role evolves, they will be available for peer-to-peer support and to lead mental health activities.
Whole Class Reading Whole Class Reading themes enable children to discuss and learn about complex issues such as prejudice, discrimination and diversity.	PE curriculum The PE curriculum focuses on teaching children the skills to lead an active lifestyle and stay physically healthy.	School Values Our school values (respect, resilience, curiosity and kindness) are embedded throughout the school. Our house teams are also named after these.	Outside Visitors Suzanne Preston (Safeguarding Team) delivers workshops throughout the year focus on local safeguarding issues: drugs and alcohol misuse, road safety etc.	Awareness days/weeks We celebrate awareness months and weeks such as Black History month, Pride month, Children in Need.

Wellbeing and SMSC

As outlined above in the school's curriculum intent, wellbeing and spiritual, emotional, social and cultural development is equally valued to the progress children make academically whilst at Priors Hall. There is a culture of respect for others and diversity; resilience to overcome challenge and embracing new learning opportunities; and celebrating diversity and individuality. Within learning environments there is a peaceful, stimulating and supportive atmosphere in which all children feel able to learn. Wider collaboration with other schools, parents and carers and the wider community offer all children and staff a sense of belonging to both the school and local community.

Enrichment and cultural capital

Throughout the curriculum at Priors Hall, enrichment opportunities are interwoven so that children's learning is enhanced. We see enrichment as part of the delivery of a broad and balanced curriculum and so offer all children the opportunities to learn outside of the classroom through off-site trips, overnight residentials, outdoor learning opportunities and school links to the wider community. Throughout the year, specialist curriculum days or weeks are carefully included into learning sequences so

that all children can explore topics in detail and gain a deeper understanding of specific subject matter.

Outside of the school standard school day, there are a range of after school clubs and provisions run by teaching staff and support staff, offering children the opportunities to learn new skills and continue their learning and development outside of the classroom. Parents, carers and community leaders are involved, where appropriate, to support the school's enrichment offer, and in so doing building positive links and partnerships with the local community.

Inclusion groups

At Priors Hall, we believe that all children should be given the opportunity to experience a broad and balanced curriculum, regardless of starting point or additional needs. All children belonging to an inclusion group (including the lowest 20% attainers) have equal access to an engaging and challenging curriculum tailored to their personal needs. This is overseen by the school's DEI (Diversity, Equality & Inclusion) Lead who is also part of the senior leadership team.

Planning

It is an expectation that each year group produce a medium-term plan for driver subjects and science and weekly planning for reading and writing. Other wider curriculum subject areas follow specific schemes. Lesson design documents have been produced for core subject areas and an overview document for wider curriculum subjects to ensure clarity of expectations and support to all staff when planning (See Appendix 2).

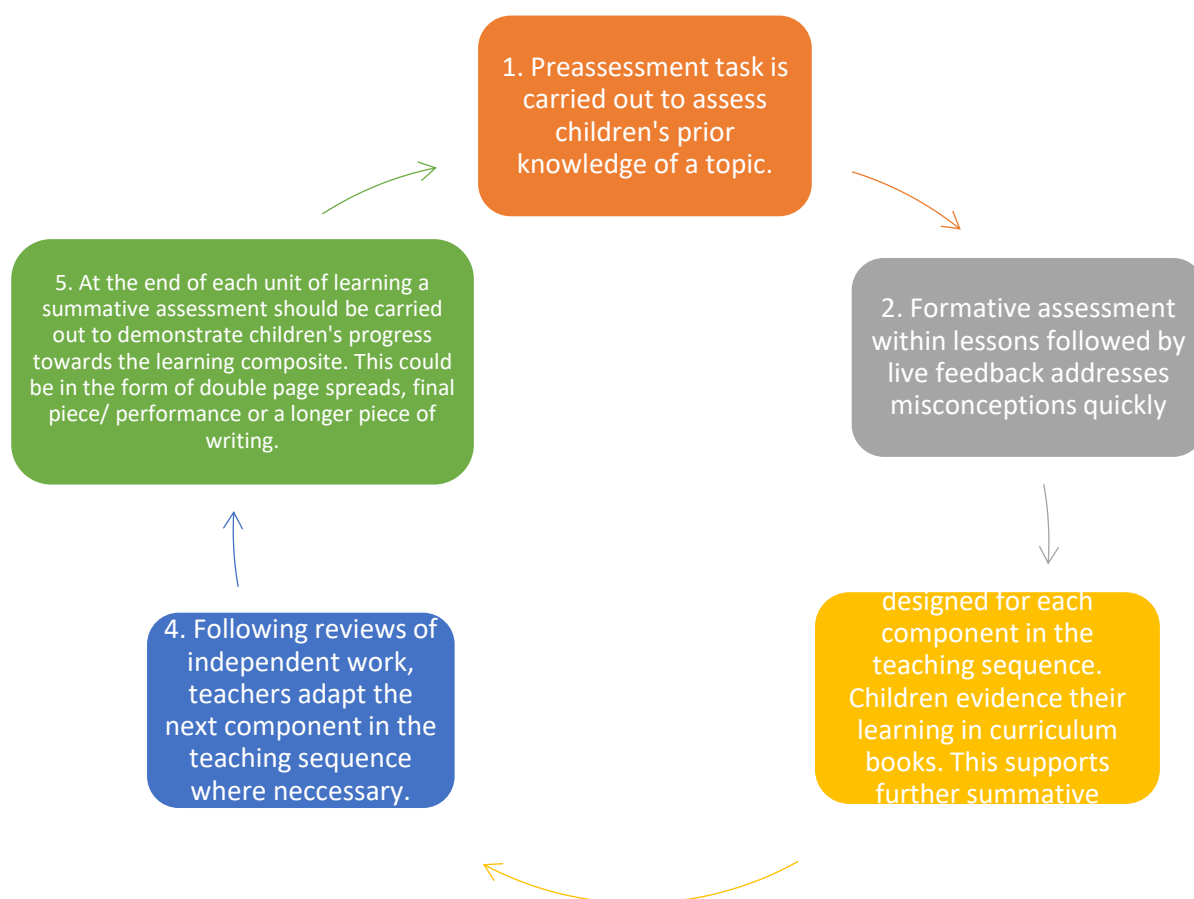
Most lesson planning should be completed using PowerPoint. During each session, live feedback should be used to assess learning in the moment and impact on future planning. Subject leaders will monitor both medium term and weekly planning to ensure that all learners are sufficiently supported and stretched in their learning. This is then fed back to the curriculum leader and SLT to quality assure.

Progression of Knowledge

In order to secure our curriculum offer is progressive and sequential., progression of key knowledge documents are used for all wider curriculum subjects. 'Need to Know' Knowledge is the knowledge that will be assessed against for each subject and the end of a unit. This is minimum expectation for all children to ensure they are provided with a broad and balanced curriculum.

Assessment

Assessment in all forms is a fundamental element of delivering a high-quality curriculum and education to all. The whole school approach to feedback is outlined in the Assessment and Feedback policy. Both formative assessment and summative assessment is used throughout Priors Hall's curriculum in the following cycle:



Feedback

It is expected that all adults in the classroom provide high quality verbal and instant feedback across the curriculum. This should be recorded in books and actioned by children in purple pen. Verbal feedback and assessment for learning must have a direct impact on all children. Presentation should be to the same high standard and all teaching staff must ensure that any discrepancies between English and maths books and wider curriculum books are addressed promptly. Teaching and cover staff are expected to mark any work produced in line with the whole school marking and feedback policy. For further information on feedback, please refer to the Assessment and Feedback policy.

IFTL curriculum offer

As an IFTL school, Priors Hall's curriculum is in line with IFTL Curriculum Offer, by striving for:

- Successful individuals who have a passion for learning, making progress and achievement.
- Confident individuals who are equipped with the skills to contribute to the ever-changing world.
- Responsible citizens who make a positive contribution to society.
- Ready for learning at each stage of their education and beyond.
- Engaged individuals who are persistent and creative and are dynamic and persevere.
- Purposeful learners who embrace all areas of the school and curriculum.
- Effective contributors to their own and others' learning.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.


All concerns should be given to our school Designated Safeguarding Leads: **Jacqueline White (Assistant Head and DSL), Tess McQuade (Headteacher and DDSL), Justin Pye (Assistant Head and DSO), Charlotte Brazier (Assistant Head and DSO), Calla Haycock-Hall (Pastoral Lead and DSO), Alex Crawford (Nursery Lead Teacher and DSO), Lucy Nisbet (SENDCo and DSO).**


- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999**. This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governor (Sue Gardner) via email on sgardner@iftl.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on kimkemp@iftl.co.uk.


Appendices Documentation


Appendix 1: Curriculum Overview Document

Appendix 2: Lesson Designs (writing, reading, maths, humanities and science)

 Humanities	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	How am I making history?	How was school different in the past?	British History 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	How have children's lives changed?	British History 5: What was life like in Tudor England?	How did the Maya civilisation compare to the Anglo-Saxons?
Autumn 2	What is it like here?	Would you prefer to live in a hot or cold place?	Why do people live near volcanoes?	Why are rainforests important to us?	Where does our energy come from?	Why does population change?
Spring 1	How have toys changed?	How did we learn to fly?	British History 2: Why did Romans settle in Britain?	British History 3: How hard was it to invade and settle in Britain?	Unheard histories	British History 6: What was the impact of World War II on the people of Britain?
Spring 2	What is the weather like in the UK?	Why is our world wonderful?	Who lives in Antarctica?	Where does our food come from?	Why do oceans matter?	What is life like in the Alps?
Summer 1	How have explorers changed the world?	What is a monarch?	What did the ancient Egyptians believe?	British History 4: Were the Vikings raiders, traders or settlers?	What did the Greeks ever do for us?	What does the Census tell us about our local area?

 Humanities	Appendix 1: Curriculum					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	What is it like to live in Shanghai?	What is it like to live by the coast?	Are all settlements the same?	What are rivers and how are they formed?	Would you like to live in the desert?	Can I carry out an independent fieldwork enquiry?

 Science	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Animals Including Humans – Human Body	Materials	Rocks	Electricity	Animals including humans and evolution	Light
Autumn 2	Plants	Materials	Light	Living Things and their habitats	Materials	Animals including humans and evolution
Spring 1	Materials	Animals Including Humans	Forces and magnets	Sound	Forces and magnets	Electricity/circuits

 Science	Appendix 1: Curriculum					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	Materials Seasonal Changes	Plants	Plants	Animals Including Humans- Evolution	Living things and their habitats	Circulatory system
Summer 1	Plants	Living things and their habitats	Animal including humans and evolution	Living Things and their habitats	Earth and space	Living things & their habitats/STEAM
Summer 2	Animals Including Humans	Living things and their habitats	Animal including humans and evolution	States of Matter	Earth and space	Living things & their habitats/STEAM



Appendix 2: Writing at Priors Hall:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson Length	15 mins modelled 1 x per week with daily exposure to and regular incentive to mark make and write.	20 mins		45 to 60 minutes daily				
Unit Length	N/A	Literacy lessons to have a weekly or 2-weekly focus incorporating both reading and writing.	2 to 3 weeks					2 weeks
Recording ideas	Children encouraged to record at every available opportunity. Children's work annotated - adults scribe children's ideas in the moment, modelling written text to reflect spoken word and convey	Ideas gathered on flip chart paper during teacher modelling. Writing working wall updated weekly in line with adult directed input.	Ideas page showing grammar and vocabulary.	Ideas page recorded in individual books demonstrating the age related skills grammar and vocabulary skills . Y1- 2 Chunks Y2- September-December- 2 chunks January- 3 Chunks See examples below.				

	meaning. Links to sounds and letters of significance.			
Independent practice	Children encouraged to engage in independent mark making and early writing during each Nursery session. Evidence gathered from children's independent writing in the provision collated and displayed in environment. Recorded through observations.	Children to engage in writing in each writing session. This needs to build towards framework expectation: <i>Write simple words and sentences that can be read by others.</i> Evidence gathered from children's independent writing in the provision collated in learning books /	Recorded in books Polished version written into 'Our writing journey books'	

		recorded through observations.		
Feedback	Verbal feedback provided and in the moment next steps provided to children to extend their early mark making/progressing to emergent writing. Learning in Action documents.	Recorded through observations using Arc Pathway. Child's voice displayed in environment to capture chn's learning in this area. Learning in Action documents.	Teacher modelling within the lesson (live marking) evident in most books. Dig deeper to extend children during lessons Teacher assessment- inclusion children to have small annotation in books	
Writing devices	Letter formation, orientation and direction.	Simple sentence structure.	Focus devices: onomatopoeia, alliteration, rhyme, repetition	Focus devices: simile, metaphor, personification, pathetic fallacy, pun, onomatopoeia, alliteration, rhyme, repetition

Grammar	N/A	Capital letters, full stops, finger spaces.	Capital letters, full stops, question marks, exclamation marks.	Past tenses, sentence structure, purpose.	Paragraphs, dialogue and contracted form, purpose.	Adverbial phrases, complex sentences, purpose, commas.	Tenses, modal verbs, purpose, parenthesis.	Passive and active, subjunctive mood, purpose, semi-colons, colons.
Planning and success criteria	Planning reflects opportunity to write and mark make across the environment, creating links between writing and written meaning for others.	Weekly writing planning shows adult directed focus. Continuous provision planning to identify writing opportunities in the environment.	Planning visible in books focusing on key grammar and vocabulary taught. Plans show the success criteria being attempted.		Planning visible in books focusing on key grammatical and vocabulary structures. Planning is used to reinforce the use of paragraphs to organise longer pieces of writing.		Planning is visible in books focusing on key structures, purpose, vocabulary and stylistic choices. Plans show where success criteria is being used for specific effects.	
Summative assessment	Observations and teacher/practitioner judgment to inform summative data drop. Children’s progress monitored and reviewed weekly	Observations and teacher judgment to inform summative data drop. Progress towards GLD	Recorded on formative excel documents and judgements uploaded to O Track at data drop. Moderation within year groups, between year groups and externally to happen throughout the academic year. Exemplifications of WT, ARE and GD to be compiled into a document to support accuracy of judgements.					

	Moderation to take place across the trust.	tracked after each data drop. Moderation to take place across the trust.	
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Lesson Design	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson Length	2x daily 20 minute sessions	20 minutes	25 minutes		35-60 minutes			
Unit Length & Text Focus	Bank of 'favourite' stories, consistent texts revisited regularly to build love of early reading. Texts introduced link to interest and motivation. Stories and non fiction text added to learning opportunities to immerse children's learning experiences in print create links between text, seeking information and extending thinking.	Literacy lessons to have a weekly or 2-weekly focus incorporating both reading and writing.	Two blocks weekly split into Class Novel (2 lessons) and Themed/Alternative Text Lesson (2 lessons).		Two blocks weekly split into Class Novel (Monday and Friday) and Themed lessons (Tuesday- Thursday).		Book Study approach (Class Novel Monday – Friday)	

Quick Quiz/ Quick Start Quiz	Targeted key questioning throughout story time linked to retrieval of information. Linked to VIPERS skill retrieval. Early letter recognition – letters of significance and development of symbolic meaning of letters.	Quick re-call and retrieval questions to be built into planning. Oral discussion and targeted questioning for individuals.	One Quick Quiz completed for each block (1 out of 2 Class Novel lessons and 1 out of 2 Themed/Alternative Text lesson). Children coached to self-mark in purple pen.	Quick Start Quiz to start each reading lesson and self-marked by children using purple pen. Quiz ranging from a minimum of four questions to a maximum of 10. Key skill focus is retrieval. As per WCR research (citing EEF) repetition model to be used to support lowest 20% for class novel days.	
VIPERS Vocabulary Inference Prediction Explanation Retrieval	Exposure to 'VIPERS' terminology in daily story time sessions and during incidental reading in the environment.	Weekly literacy planning to indicate the VIPERS focus for that week as well as the questioning focus to	Weekly teaching is split into two blocks consisting of two lessons each. The first lesson of each block has a retrieval based Quick Quiz followed by one VIPERS skill focused question. The second	Each reading lesson begins with a retrieval based Quick Start Quiz and is followed by three VIPERS questions. At least two different VIPERS being used every lesson.	Each reading lesson begins with a retrieval based Quick Start Quiz and is followed by four (or more as appropriate) VIPERS questions. At least two different VIPERS being used every lesson.

Sequence or summarise	Children become familiar with language used and can respond to contextual questioning.	support children's learning. The VIPERS focus should be evident on the reading working wall, which should be updated to match the adult directed input.	lesson consists of two VIPERS skills focused questions selected based on pupils knowledge gaps and so the lesson will therefore have taught elements to each VIPERS question. A variety of all VIPERS skills must be taught and assessed across each two-lesson block. This approach is in preparation for End of Key Stage 1 Assessments.	The skills and questions must selected using formative assessment analysis in order to not only fill gaps identified but to also develop pupils reading skills. Gaps identified through assessment for learning within sequences of lessons or summative assessments carried out termly should be included and impact on planning. The questions should provide specific teaching/coaching opportunity to enable pupils to develop within those identified gap areas. This is likely to include creating question formats that mirror those that pupils find most challenging.
Inclusive Teaching QFT	Personalised learning approach based on next steps identified through observations and assessments on Arc Pathway. Target children identified on pupil slides (FS2) and continuous provision planning. Learning in Action documents identify next steps for individual children.		Lower attaining pupils and inclusion groups must be appropriately differentiated for using Quality First Teaching and inclusive practise. Small steps learning and cognitive load considerations need to be evident within lessons. Scaffolding for lower attaining should support pupils in accessing the WCR session rather than providing as alternative activity. All pupils should have access to Digging Deeper opportunities within each VIPERS question. Higher attainers need to access Digging Deeper opportunities with a view to extending their knowledge and understanding further within sessions. See WCR Differentiation Documentation for VIPERS examples	
Feedback	Verbal feedback provided and in the moment next steps	Recorded through observations	As per the school's marking policy, pink pen should be visible in books to indicate feedback given by teachers. The majority of this should be within the lesson in the form of live feedback; however, there may be examples in books of times when	

	provided to children to extend their early mark making/progressing to emergent writing. Learning in Action documents.	using Arc Pathway. Child's voice displayed in environment to capture chn's learning in this area. Learning in Action documents.	teachers have written feedback after the lesson in preparation for the next reading session. E1 and E2 errors can also be corrected in reading journals (especially where the accuracy of a written answer would impact on whether children would gain marks in summative reading assessments); however the main means of feedback should focus on the development of reading skills			
Formative Assessment	Observation of children's early reading recorded on Arc and feeding into weekly planning.	Ongoing assessment seen through Arc obs and learning in action documents. Target chn identified on continuous provision planning.	Formative assessments for all pupils within reading must be completed using O-Track every fortnight to reflect assessment for learning findings across lesson sequences but also to inform planning for the next sequence.			Formative assessments for statements beyond summative assessment objectives for End of Key Stage 2.
Summative Assessment	Children's observation and teacher judgement	Observations and teacher judgment to	Cornerstones reading assessment	End of Key Stage 1 SATs Papers	Cornerstones reading assessment papers; Autumn 2	End of Key Stage 2 SATs

	used to inform summative data drop using Arc Pathway Autumn 2, Spring 2, Summer 2. Chn identified and gaps in knowledge inform smaller focused reading groups.	inform summative data drop. Progress towards GLD tracked after each data drop. Moderation to take place across the trust.	papers from Spring Term 2	Half Termly	Spring 2 Summer 2	Papers Half Termly
			Gaps in knowledge and/or skills as well as specific questions types or question formats that children are finding more difficult identified using these assessments.			

Appendix 2: Maths at Priors Hall: Les

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scheme followed	N/A	NCETM used to supplement EYFS framework.	White Rose maths LTP and MTP with some planning resources supplemented by NCETM and 3 rd Space Learning.					
Lesson Length	Daily in provision across all areas. Emphasis in continuous provision.	20 mins 4 sessions a week	4 session a week	1 hour 15 minutes (15 minutes of arithmetic followed by 1 hour session)				
Recording expectations	Children's mathematical understanding scribed by adults and represented in Arc Pathway observations. Emphasis on conceptual	Recorded through observations on Arc Pathway. Child's independent work displayed on working wall and maths areas.	Maths books for teacher led activities. Photos as evidence of independent learning challenges.	Arithmetic questions: answers to be written in books daily with subtitle "arithmetic". From time to time, class teachers may choose to include printed examples for questions that require this (e.g. geometry, reading measurements etc). Independent tasks during maths session to be stuck into books – this should be individual tasks and not worksheets. Children self-mark in purple and teacher models 1:1 feedback in pink pen using the live feedback model. Children should respond to pink pen in purple.				

	understanding and exploration of number, numerical concept and problem solving during play.	Child's voice displayed in environment to demonstrate understanding.			
Arithmetic	Emphasis on recognition of numerals to 10. Early subitising and value of number to 5 using concrete resources to support in the provision. Children to have opportunity to explore and understand concept of more and less in relation to adding and taking away.	Secure knowledge of numbers 0 to 10. Concrete resources to be used to support calculations for addition, subtractions, doubles and sharing.	Mastery for number 4 sessions a week. Weekly arithmetic homework set	Mastery for number 4 sessions a week. Daily 10/Arithmetic once a week Recorded in books with the subtitle 'Arithmetic'. Weekly arithmetic homework set	Recorded in books with the subtitle 'Arithmetic'. Daily sessions focusing on fluency. The session is 15 minutes in total (5-7 minutes independent timed practice followed by whole class modelling by class teacher. Opportunities to recap and introduce mathematical concepts that will be taught later in the sequence of learning. Focus on calculations that can be carried out mentally and those that require written calculations (indicated on slides). Build stamina Weekly arithmetic homework set

Fluency	Rhymes and songs used for counting and key facts. Children given the opportunity for varied and frequent practice in the learning environment and key focus on maths in CP planning across all areas of Nursery.	Rhymes and songs used for counting and key facts. Children given the opportunity for varied and frequent practice in the learning environment. Children to engage with Numbots at home.	Flashback 4 Get Ready Slides	Flashback 4 Get Ready Slides	Flashback 4 Fluent in Five Get ready slides
Reasoning	Children’s understanding scribed by adults and evident in Arc Pathway observations.	Child’s voice evident in observations and in teacher annotations in learning books.	Independent work linked to N.C.	At least one modelled reasoning question and one independent reasoning question per lesson.	
Concrete resources	Concrete resources accessible in continuous provision	Concrete resources accessible in continuous provision	Counters, cubes, rekenreks, ten frame, numicon, base 10		Place value counters, numicon, base 10
			Concrete resources to be used in all lessons. Resources to be used noted on planning.		

	environment. Practitioners use resources in children's play linking to early mathematical concepts that children can apply interpedently.	environment. Teacher modelling to scaffold children's learning so that concrete resources can be selected and used independently.	See White Rose Maths CPD videos for suggested resources for each unit of work.					
Times Tables	Emphasis of secure knowledge of value to 5.	Secure knowledge of numbers 0 to 10. Practical exploration of doubles.	Counting in 2s, 5s and 10s.	Times table and division facts for 2s, 5s and 10s taught and reinforced for all children.	Times table and division facts for 3s, 4s, 6s, 8s and 12s taught and reinforced for all children.	Times table and division facts to 12 x 12 taught and reinforced for all children.	Recall all times tables and division facts. Intervention for those not yet secure.	Recall all times tables and division facts. Intervention for those not yet secure.
Interleaving (Linking Learning)	Observations reflect children's achievements and next steps,	Annotations and teacher reflections on planning to	Feedback slides (following whole class feedback approach) at the beginning of each lesson address common misconceptions from previous lesson and link to new learning.					

	feeding in to planning and identifying next steps for future plans.	identify gaps and next steps in learning.	Flashback 4 activities or Fluent in 5 are used to revisit previous learning as well as sometimes to introduce the next step in a concept. Weekly arithmetic homework
Summative assessment	Observations and teacher judgment to inform summative data drop, ensuring all children make progress from their individual starting points. Moderation to take place across the trust.	Observations and teacher judgment to inform summative data drop. Progress towards GLD tracked after each data drop. Moderation to take place across the trust.	Termly Cornerstones assessments are carried out for Years 1 (Spring onwards), 3, 4 and 5. Years 2 and 6 carry out mock SATs assessments throughout the academic year to support summative data drops. End of unit assessments from White Rose Maths. Moderation within year groups, school, trust.

Appendix 2: Humanities at Priors Hall:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson Length	‘Understanding the world’ opportunities for learning are woven throughout all areas of continuous provision. Open ended learning opportunities provided each day, enabling children to explore the foundations of geographical and historical thinking, knowledge and understanding.	20 minutes a week during driver, but opportunities to explore learning throughout the provision for ELGs: Past and Present People, Culture and Communities The Natural World	30 minute input 15 minute group activity during driver	A minimum of 1 hour per week during driver topics. It is also encouraged that the topic is promoted throughout the curriculum but there is no expectations that tenuous links are made in other subject areas.				
Starter (recap and formative assessment)	Links to learning and subject specific vocabulary used	Continuous celebration skills: “You are learning	10-minute starter to recap previous learning (formative assessment). This should include opportunities to recap substantive knowledge (established key facts) from previous topics even if they are not the same subject (e.g. in a geography driver, recap substantive knowledge from geography, history and					

	in context each day to support and enhance children's thinking and learning. Practitioners revisit and recap knowledge and make links to previous learning.	like a geographer..." "You are asking questions like an historian..."	science drivers). This may also be used to address gaps/misconceptions from previous year's content. e.g. name the four countries of the U.K or matching vocabulary to meaning of stages of water cycle. Recap grids (LA/DD) should reflect the recap assessment above and be tailored to fill gaps in the teaching and learning identified.
Mottos for Learning	Motto for learning is displayed in the environment. "You are a geographer" language/phrasing used by practitioners during exploration for children during continuous provision, supporting links between learning.	Motto for learning displayed in learning environment & modelled by adults. Showcase learning through 'Today I was an historian' stickers.	One or more of the following should occur in each lesson (approximately 5 to 10 minute activity): Golden Threads displayed and referred to during lesson. Explicit slides to demonstrate how Golden Threads link to current learning. This may be at the beginning of lesson or woven through where applicable, but must be present and explicit frequently throughout the driver. Vocabulary should be shared at the beginning of every learning chunk. Vocabulary for each lesson may be included in its own slide or woven throughout the lesson (e.g. bold and underlined in context) and should match MTP and working walls. Knowledge organisers – whilst the knowledge organisers should be used in every humanities lesson, you may choose to snip sections of the knowledge

			organisers onto the slides to explore or embed links in depth. This may replace vocab slide etc.	
New knowledge	Opportunities to explore 'Understanding the World' through continuous provision. Children's natural curiosity is facilitated through planned and spontaneous investigation and extension of thinking.	Opportunities to explore 'Understanding the World' through continuous provision. Follow enquiry lines alongside whole school focuses, e.g. When school studying international geography, can children explore photographs from their holidays etc.	<p>20-25 minutes</p> <p>Share key question from MTP Explain/suggest/pose how the children will answer the questions ('As historians we will...')</p> <p>Share new knowledge. Knowledge should be either/combination of substantive knowledge (facts that don't change such as key dates, geographical processes) and disciplinary (the knowledge/skills that a geographer or historian needs or gains from the content of lesson such as how human features generate tourism or how artefacts were discovered/pieced together etc.)</p> <p>At least every other history lesson should include an artefact (either physical, online resource, printed resource etc.) with opportunities to consider enquiry-based skills and discussion. Best practice would be to include as many relevant resources into the unit as possible.</p> <p>Every other geography lesson should include resources/sources to support or enable conversation about either human or physical geography (maps, atlases, weather report and any resource that enables hook/discussion).</p> <p>Through discussions/questioning, support children in making explicit references to 'what it means to be a geographer/historian' and what skills they as geographers/historians have used'.</p>	
Recording expectations and feedback	Recorded through observations	Recorded through observations using Arc Pathway.	15 minutes Activities	15 – 20 minutes (not always in one chunk)

	<p>using Arc Pathway. Child's voice displayed in environment to capture chn's learning in this area.</p> <p>Learning in Action documents.</p>	<p>Child's voice displayed in environment to capture chn's learning in this area.</p> <p>Learning in Action documents.</p>	<p>in teacher-led group work recorded in books.</p> <p>Activities in provision recorded on see-saw.</p>	<p>Independent activities completed during humanities lessons reflecting the disciplinary and substantive knowledge taught in the lesson.</p> <p>Whilst lessons should not be exclusively writing, expectations of workload and presentation should be high and reflect reading journals/writing books etc. E1 code used to correct proper nouns, technical vocabulary or basics which impede of quality of understanding. E2 to rewrite if sentences are factually incorrect/missing understanding.</p> <p>Tasks may vary/range in media but should be age-appropriate and demonstrate disciplinary and substantive knowledge. Reading VIPERS can be used regularly to structure recording of answers particularly during enquiry-driven lessons (e.g. what did you infer about Viking culture from this artefact? Explain the impact of Roman road infrastructure in the United Kingdom. Summarise the process of exporting goods to other countries.)</p> <p>Children self-mark in purple where applicable (but this should not be the main method of written feedback) and teacher models 1:1 feedback in pink pen using the live feedback model. Children should respond to pink pen in purple.</p> <p>Digging deeper opportunities should be provided to all children dependent on understanding of the children's new learning. This</p>
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				could be either planned and put onto a slide or specific feedback/next step written in books. Where appropriate, digging deeper is a good opportunity for children to compare/contrast with prior topics (e.g. how does your learning today about Egyptian gods compare to your learning about Greek gods.)
Learning environments	Concrete resources accessible in continuous provision environment. Resources can be selected and used independently. Subject specific fiction and non-fiction texts to enhance environment.	Concrete resources accessible in continuous provision environment. Resources can be selected and used independently. Subject specific fiction and non-fiction texts to enhance environment.	<p>Working walls should include:</p> <ol style="list-style-type: none"> 1. Key questions displayed from beginning of topic (wording should be child-friendly so they are 'able' to answer the questions in retrospect). 2. Vocabulary to match new learning displayed alongside key questions. 3. Historical or geographical sources used within lessons. 4. Children's contributions (it should be a working wall). <p>You may include – sentences stems for enquiry, diagrams of processes (e.g. water cycle), photographs of children engaging with artefacts.</p>	

Appendix 2: Science at Priors Hall: Le

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson Length	'Understanding the world' opportunities for learning are woven throughout all areas of continuous provision. Open ended learning opportunities provided each day, enabling children to explore the foundations of	20 minutes 'Understanding the World' input each week, but opportunities to explore learning throughout the provision for ELGs: The Natural World	30 minute input 15 minute group activity.	<p>A minimum of 1 hour per week every week.</p> <p>It is also encouraged that the topic is promoted throughout the curriculum, but there is no expectations that tenuous links are made in other subject areas.</p>				

	scientific thinking, knowledge and understanding.			
Mottos for Learning	Motto for learning is displayed in the environment. “You are a scientist” language/phrasing used by practitioners during scientific exploration for children during continuous provision, supporting links between learning.	Motto for learning displayed in learning environment & modelled by adults. Showcase learning through ‘Today I was a Scientist’ stickers.	<p>1-2 minutes</p> <p>Each lesson should start with the sides; What is Science? We are Scientists</p> <p>Teachers should ensure the children know what Science is and remind the children of the key skills they will be using such as observation in Science lessons, when they are being Scientists.</p>	
Starter (recap and formative assessment)	Links to learning and subject specific vocabulary used in context each day to support and enhance children’s thinking	Continuous celebration skills: “You are learning like a scientist..” “You are asking questions to lead investigations ...”	<p>10-minute starter (Retrieval Grid) to recap previous learning (formative assessment).</p> <p>This should include opportunities to recap substantive knowledge (established key facts) from the previous lesson, previous unit and the previous year or the previous time in which that Science unit was taught. E.g. Living Things in their Habitats in Year 4 will recap learning from Living Things in their Habitats in Year 2. Questions used should address gaps or misconceptions and teacher’s will use this information to inform their planning.</p>	

	and learning. Practitioners revisit and recap knowledge and make links to previous learning.		Retrieval grids should be adapted to suit the needs of the class. E.g. Some children may have to write their own answer, whereas others may have to circle an answer from a set of options.
Vocabulary and Knowledge Organisers	Vocabulary for thinking' documents in all learning areas. EYFS vocab documents – “key vocabulary”.	‘Vocabulary for thinking’ documents in all learning areas. EYFS vocab documents – “key vocabulary”.	<p>One or more of the following should occur in each lesson (approximately 5 to 10 minute activity):</p> <p>Vocabulary should be shared at the beginning of every learning chunk. Vocabulary for each lesson may be included in its own slide or woven throughout the lesson (e.g. bold and underlined in context) and should match MTP and working walls. It could also be referred to in the knowledge organiser.</p> <p>Knowledge organisers – whilst the knowledge organisers should be used in every Science lesson, you may choose to snip sections of the knowledge organisers onto the slides to explore or embed links in depth. This may replace vocab slide etc.</p>
New knowledge	Opportunities to explore ‘ Understanding the World ’ through continuous provision. Children’s natural	Opportunities to explore ‘ Understanding the World ’ through continuous provision.	<p>20-25 minutes</p> <p>Share key question from MTP</p> <p>Explain/suggest/pose how the children will answer the questions (‘As Scientists we will...’)</p> <p>Share new knowledge. Knowledge should be either/combination of substantive knowledge (facts that don’t change such and scientific processes) and disciplinary (the knowledge/skills that a scientist needs or gains from the content of lesson such as the effects different liquids have on teeth.)</p>

	curiosity is facilitated through planned and spontaneous investigation and extension of thinking.	Follow enquiry lines alongside whole school focuses.	<p>Where possible, Science lessons should be practical and include physical resources (such as dissecting real hearts or imitating the human digestive system). Teacher should plan to use the outdoor or local areas if it links to the Science topic.</p> <p>Through discussions/questioning, support children in making explicit references to 'what it means to be a scientist' and 'what skills they as scientists have used'.</p>	
Recording expectations and feedback	Recorded through observations using Arc Pathway. Child's voice displayed in environment to capture chn's learning in this area. Learning in Action documents.	Recorded through observations using Arc Pathway. Child's voice displayed in environment to capture chn's learning in this area. Learning in Action documents.	<p>15 minutes (September – December) Then move onto same as Y2 – Y6.</p> <p>Activities in teacher-led group work recorded in books.</p> <p>Independent challenges recorded on see-saw.</p>	<p>15 – 20 minutes (not always in one chunk)</p> <p>Independent activities completed during Science lessons reflecting the disciplinary and substantive knowledge taught in the lesson.</p> <p>Whilst lessons should not be exclusively writing, expectations of workload and presentation should be high and reflect reading journals/writing books etc. E1 code used to correct proper nouns, technical vocabulary or basics which impede of quality of understanding. E2 to rewrite if sentences are factually incorrect/missing understanding.</p> <p>Tasks may vary/range in media but should be age-appropriate and demonstrate disciplinary and substantive knowledge. Reading VIPERS can be used regularly to structure recording of answers particularly during enquiry-driven lessons (e.g. Summarise your findings. Explain what your observations show. Infer what the investigation has told you about fizzy drinks.)</p>

			<p>Children self-mark in purple where applicable (but this should not be the main method of written feedback) and teacher models 1:1 feedback in pink pen using the live feedback model. Children should respond to pink pen in purple.</p> <p>Digging deeper opportunities should be provided to all children dependent on understanding of the children's new learning. This could be either planned and put onto a slide or specific feedback/next step written in books. Where appropriate, digging deeper is a good opportunity for children to apply their knowledge to real life contexts. (e.g. Why do birds live in trees? Explain how hairspray can be both a solid and a liquid.)</p>
Learning environments	Concrete resources accessible in continuous provision environment. Resources can be selected and used independently. Subject specific fiction and non-fiction texts to	Concrete resources accessible in continuous provision environment. Resources can be selected and used independently. Subject specific fiction and non-fiction texts to	<p>Working walls should include:</p> <ol style="list-style-type: none"> 5. Key questions displayed from beginning of topic (wording should be child-friendly so they are 'able' to answer the questions in retrospect). 6. Vocabulary to match new learning displayed alongside key questions. 7. The Working Scientifically symbols 8. Children's contributions (it should be a working wall). <p>You may include – sentences stems for enquiry based learning, diagrams of processes (e.g. states of matter and how they change) and photographs of children during practical learning activities.</p>

	enhance environment.	enhance environment.	
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