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Engage Academy

Curriculum, Teaching & Learning Policy

June 2023



Nurturing inclusive learning communities



1	Summary	Curriculum, Teaching & Learning Policy			
2	Responsible person	Gemma Fellows			
3	Accountable ELT member	Alison Ward			
4	Applies to	Engage Academy			
5	Trustees and/or individuals who have overseen development of this policy	Gemma Fellows			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Teaching & Learning Network			
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Date	Version	Action	Summary of changes
June 2023	1.0	New Policy	

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1. Aims

The aims of our curriculum policy is to ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and social, emotional and mental health (SEMH) needs, enabling all pupils to achieve success.

2. Principles of the Quality of Education

Engage Academy sees learning and teaching as a process of co-operative team work and welcomes and encourages the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents, pupils and trustees) work towards our aims by:

- Empowering children to be individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered safe and stimulating environment in which all are fully aware of behaviour expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Working as a team, supporting and encouraging one another

The ways in which teachers, parents, outside agencies and pupils support teaching and learning are set out in the parent/carer handbook.

3. Curriculum

The curriculum intent is aligned to the Trust's core values and is implemented and embedded successfully and consistently across school. Pupils achieve exceptionally well in relation to their baseline starting points and aspirational targets in both their academic and SEMH development.

Intent

A coherently planned and sequenced curriculum has been developed to meet the needs of all pupils in developing their skills and knowledge for future learning. The foundation subject curriculum is taught through a topic-based, two-year long-term planning cycle. This covers all national curriculum objectives for the primary age range through a three stage approach (bronze, silver and gold) ensuring that pupils on a long-term placement have access to a full and progressive curriculum.

Each half term, teachers set a medium term plan which outlines the skills and knowledge, including key vocabulary, to be covered in English, maths and the creative curriculum taken from the long term plan. Cross curricular links are planned where possible to allow pupils to develop their knowledge and understanding of a topic through different subjects and develop their skills in a variety of ways. Short term plans are written to support the delivery of all lessons. Staff use an agreed planning template.

Implementation

Quality assurance of education demonstrates that teachers have strong subject knowledge. High quality external CPD, attendance at local authority network meetings and links both across the trust and with mainstream schools ensure that staff maintain an excellent knowledge of the current curriculum and mainstream practice. The quality of education is evidenced through learning walks, 'book looks', pupil progress meetings and pupil discussions, triangulated with academic, SEMH and attendance progress data to ensure a consistent and robust approach. Assessment procedures have been streamlined to be efficient and purposeful for both staff and pupils and are now effectively used to support and inform future teaching and targeted interventions. Teachers plan highly personalised lessons for all pupils, ensuring adequate time for practice to embed and deepen pupils' knowledge, understanding and skills, securely developing their confidence in and resilience with learning. They have access to high quality resources and programmes of study which reflect our ambitious intentions and support staff workload. Reading is valued highly, with all staff intent on developing a culture of reading for pleasure across school. Pupils are quickly and effectively assessed on arrival, ensuring that they are taught at an appropriate level through Read, Write Inc as necessary, with their reading books being closely aligned to their phonic knowledge. Opportunities for reading are effectively linked with many aspects of the wider curriculum, which has also supported pupil resilience in other curriculum areas. An oracy-based curriculum is well embedded across school through CPD from Voice 21, which has ensured that staff are well trained to develop pupils' oracy skills to give them strong foundations for accessing the curriculum and for succeeding in life beyond school. Staff have exceptionally high expectations of pupils. Positive relationships between staff and pupils support the strong progress and the positive outcomes they achieve in relation to their starting points.

Impact

Pupils achieve consistently well and are able to articulate the skills and knowledge that they have developed across the curriculum. Pupils are effectively prepared for their next stage of education, in line with their aspirational academic targets and EHCP targets and achieve the best possible outcomes regardless of their length of stay (turnaround/day 6/transitional).

4. Planning

Phonics

All pupils are assessed on arrival using the Ruth Miskin scheme Read, Write, Inc assessment. They are then grouped accordingly and access RWI either in small groups or on a 1-1 basis to develop early reading and writing skills. Daily lessons consist of learning new sounds and practising previously learnt sounds before learning to 'Fred talk' words to blend and read them. Pupils will also be taught to form the letters correctly and sound out the words to segment to speed them before learning to hold a sentence in their head to write it.

Pupils that can read accurately and fluently will access RWI spelling interventions as needed.

Reading

Pupils still learning phonics through RWI access daily reading as part of the phonics lesson from a book matched to the sounds that they know. This ensures that the reading is at an accessible level for pupils to practise and apply the skills learnt in their phonics lessons. Pupils will also have access to a book banded reading scheme to select from as they wish encouraging reading for pleasure and breadth of comprehension skills.

Pupils that are fluent readers will access daily reading through the book banded reading scheme at a level determined by a combination of teacher assessment using PM Benchmarking assessment resources, pupil engagement and resilience. These pupils will also access daily guided reading lessons in which they will have access to texts which are beyond what they could access independently to allow development of comprehension skills. These are taught with particular skills in mind, for example inference or retrieval of evidence from the text which is then followed up in daily individual reading.

English

Pupils access daily English lessons which are planned through a class novel often using the Power of Reading scheme at a level appropriate for each class. These lessons cover the national curriculum for English over the course of the year. Other opportunities for writing with a purpose are built into the curriculum in a cross curricular way. This can be using trips and visits as a stimulus or linking the English into activities run by our forest school's practitioner.

Speaking and Listening

Speaking and listening is an integral part of our curriculum and activities to promote this are threaded throughout the day. Pupils participate in breakfast assembly, snack time and lunch time with a focus on conversational skills and such communication is consistently modelled by staff. Many pupils access personalised intervention in this area of need whilst they are with us at Engage.

In addition to this, Voice 21's oracy strategies are embedded into daily practice supporting us to create a whole school ethos of oracy. Through this staff, pupils and parents now understand the value, and impact of, a talk rich approach on pupils' social and emotional development.

Maths

Maths is taught across school by following the White Rose Mixed Age Schemes of Learning to best fit the main cohort in each class. Individual pupils receive intervention where needed using a range of schemes such as Numicon's Breaking Barriers. Pupils are taught using the concrete, pictorial and abstract approach ensuring that they are confident at each level before moving on. They are encouraged to verbalise and explain their answers to demonstrate their thinking and understanding. Pupils are encouraged to be independent in their learning and challenge themselves to move into abstract thinking when they feel that they can.

All pupils take part in daily maths lessons, many of which are practical and offer hands on learning experiences. The style of maths lesson varies between classes depending on the ages and needs of the pupils with lots of our mathematical learning being incorporated into the continuous and creative curriculum. New mathematical vocabulary is embedded through other areas of the curriculum including weekly cooking lessons and den building, measuring and direction work within the forest area. We also use a variety of different maths interventions for pupils who are finding concepts difficult to grasp.

In some classes, maths skills are consolidated through play within the continuous provision and have access to various online programmes to practise skills such as times tables.

Creative Curriculum

Many of the subject areas are taught with a thematic and innovative approach as part of our Creative Curriculum or through continuous provision, where appropriate, to engage pupils in their learning through a personalised approach taking into account individual interests and specific needs. The creative curriculum offers pupils a practical, hands – on approach to learning with many links to nurture based therapy activities to support pupils SEMH needs. Pupils SEMH needs are assessed using Boxall profiling and individual and group targets derived that are incorporated into the creative curriculum. Weekly cooking sessions aim to develop pupils' life skills and help them to make healthy and safe choices related to their diet and food preparation. Pupils learning is embedded and extended through use of the forest area and outdoor classroom. Some pupils also have continuous access to a smaller outdoor area as part of their play based learning which is set up with activities to support the current topics.

Our long term plans are divided into three stages (Bronze, Silver and Gold), cover six topics per year and rotate on a two year cycle. The objectives are taken from the National Curriculum to support a return to the mainstream classroom where possible.

For specific groups of pupils this may be narrowed slightly to focus on personal areas of needs whilst supporting reengagement into learning.

Fundamental British Values and Spiritual, Moral, Social and Cultural Education are embedded throughout the curriculum, from collective worship at breakfast time, through core subjects and heavily in PSHE and Citizenship. We have regular involvement from relevant outside agencies to support pupils' understanding and develop community links. Some collective worship themes are planned around key religious events and festivals and require pupils to reflect on their own perspectives and beliefs. This complements planned religious education lessons based upon the Kirklees agreed syllabus.

Pupils receive 4 week blocks of swimming lesson from Kirklees swimming instructors each term. PE and other opportunities for physical activity are built into the school day where the focus is on allowing pupils to develop their self-esteem and confidence through a range of outdoor and sporting activities alongside the development of their mental and physical health and wellbeing.

4.1 Environment

The main classrooms will have an English/SPaG/phonics, maths, topic and 'good work' display boards to support pupils learning through the use of key words, visual prompts, photographs of learning and completed work to share successes. Displays will contain elements of questioning, be informative and celebratory and will be changed at least termly. All areas that pupils have access to will be conducive to learning; physical safety, comfort, and emotional security within school will be ensured; children and adults are spoken to in a positive manner, using shared scripts that are displayed around the building; a rich and stimulating environment for all sensory systems will be provided; pupils will be encouraged to develop resilience, responsibility, resourcefulness, reasoning and reflectivity. One classroom will be set up with continuous provision, when the cohort requires, to enable the pupils which need it to have access to quality, child initiated learning through play alongside small, chunked learning tasks.

4.2 Routines and allocated timings

All classes follow a similar daily routine as outlined in the timings below. In order to ensure that children benefit from a broad and a balanced curriculum the following subject time allocations are recommended. They have been calculated to allow for maximum curriculum time alongside the high level of nurture and SEMH support that we provide.

Subject	Allocated time	Further information
English	60 mins daily (5 hours per week) Lessons to be taught during the morning.	Content varies by stage and individual need of pupil: <ul style="list-style-type: none"> • Individual/guided reading • Handwriting • English • Phonics/spelling One lesson per week to be an outdoor lesson. Lesson may include focussed activity time in the outdoor continuous provision dependent on stage of the pupils.
Maths	45 mins daily (3 hours and 45 mins per week) Mental maths - 10 mins daily (50 mins per week) Main lesson to be taught during the morning.	One lesson per week to be an outdoor lesson. Lesson may include focussed activity time in the outdoor continuous provision dependent on stage of the pupils.
PE	1 hour and 10 minutes per week	Discrete PE lesson building on skills and knowledge.
Physical activity	15 mins per day (1 hour and 15 mins per week) 2 x 15 min break time per day (2 hours 30 mins)	Daily mile or physical activity in class Structured games and physically active break times
Swimming	45 mins per week	45 minute lesson weekly for a term per year
PHSE	30 mins per week	Discrete lesson

		Also accessed through collective worship, social time and keyworker time
RE	Equivalent to 30 mins per week	Delivered either in weekly lessons, blocks, through collective worship and theme days.
Story time	15 mins daily (1hr 15 mins per week)	Class book read aloud by the teacher during snack time each day.
Creative curriculum	3 x 1 hour 10 mins (2 hours 20 mins per week)	Science, history, geography, art and DT including food and nutrition. Topic based learning with subjects being taught at the time they best fit with topics and through other curriculum areas. Enhanced through half termly theme days linked to religious celebrations, countries etc. Visits and visitors. Reading/guided reading and writing opportunities are utilised in cross curricular learning.
Forest skills	2 hours per week	1-1, 2-1 or whole class learning
Enrichment	30 mins per week	Pupil interest activity celebrating individual talents and interests to enhance the curriculum
Social time	1 hour per day (5 hours per week)	Nurture, mindfulness, social skills, keyworker relationships time, parent links, life skills, settling time, restorative practice.
Collective Worship	15 mins daily (1 hour and 15 mins per week)	Links to core values, Personal development, RE, SMSC.
Personal Development	30 mins a week	Discrete lesson PHSE/RSE Threaded through all other learning including collective worship and social times.
Personalised intervention	As needed	Eg: Lego therapy Therapeutic storywriting Numicon intervention Read, Write Inc Behaviour intervention

4.4 Recording work

Work in all subjects will be recorded using a variety of methods including written, ICT, pictorial, photographic and reflective recordings. Pupils are encouraged to believe that any work completed should represent their highest standards of personal achievement.

5. Feedback and Marking

At Engage Academy we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Effective feedback motivates further learning, improves self-esteem and enables pupils to make progress. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other relevant research. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful; and
- provide specific guidance on how to improve and not just tell students when they are wrong.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Engage Academy has investigated alternatives to onerous written marking, and collaborated with other schools who have already implemented effective feedback policies, in order to create this policy in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the lessons.

5.1 Key Principles

Our policy on feedback a number of principles at its core:

- the sole focus of feedback and marking should be to further the children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to the students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at the later date;

- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- all pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

5.2 Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or learning task
3. Review feedback – away from the point of teaching (including written feedback)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. Regardless of stage of feedback, there will always be some form of acknowledgement of the work produced and/or the effort that a pupil has demonstrated.

At Engage Academy, these stages can be seen in the following practices:

Types of feedback	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • Includes teachers gathering feedback from teaching, including input learning, mini whiteboards, starter questions etc. • May involve the use of inclusion workers to provide support or further challenge. • May re-direct the focus of teaching or the task. May include highlighting or annotations. 	<ul style="list-style-type: none"> • Deep dives/learning walks • Some evidence of annotations, corrections, improvements (in a different coloured pen) or highlighting. <p>*NB Expectation of, and therefore evidence of, corrections and improvements will increase as pupils' engagement in and resilience towards recording learning improves. This can usually be seen over the first 6 weeks of pupils attending Engage.</p>
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or learning task. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Deep dives/learning walks • Timetabled pre- and post- teaching based on assessment. • Evidence of self and peer assessment. • May be reflected in selected marking (end of a writing unit).
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. May involve written comments for pupils to read/act upon. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to targets being set for pupils' future attention or immediate action. 	<ul style="list-style-type: none"> • Acknowledgement of work completed/effort put in. • Written comments and appropriate response/actions. • Adaptations to teaching sequences when compared to planning. • Assessment tools updated regularly for all pupils. • Adaptation of future learning based on need.

5.3 Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and smiley faces or highlighting of the learning objectives.

Review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage of learning, the learning objective is highlighted.

In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow children’s achievements to be recognised and provide further guidance for future learning.

5.4 Self Reflection

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. If appropriate, the children will write self-reflection comments or use smiley faces to show how they feel about their learning in that lesson. If and when appropriate, in Maths, the children can self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers still look at these books and acknowledge the learning every lesson.

5.5 Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and symbol codes. The core of this code is set out below, although some additional stage-appropriate elements may be included where needed.

Annotation	Meaning
	Work that demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
	Work that needs further attention or displays an error or misconception (e.g. poor word choice, punctuation error or specific error in a calculation, etc.)

I	Work has been completed independently.
S(-)	Work has been completed with support. Brackets indicate initials of the staff member supporting (it may be necessary to indicate level of support).
A	Work has been completed away from the main lesson.

6. Assessment

Within 4 weeks of arrival at Engage Academy pupils are baseline assessed (alongside dual registered school staff where possible). Teachers then meet with the Senior Leadership Team to complete our Strand Assessment Tool. The Strand Assessment Tool calculates expected holistic progress for a pupil whilst taking into account risk in the following areas:

- Attendance;
- Home circumstances;
- Trauma impacting on learning;
- Behavioural incidents;
- Ability to self-regulate;
- Attainment levels;
- Resilience to academic challenge;
- Ability to work positively in a group;
- Ability to form positive relationships; and
- SEMH needs.

Criteria	Score
1 Attendance	
2 Home circumstances	
3 Trauma impacting on learning	
4 Behavioural incidents	
5 Ability to self regulate	
6 Working at age related expectations	
7 Resilience towards academic challenge	
8 Work positively in a group	
9 Ability to form positive relationships	
10 SEMH needs	
Total	

Strand Assessment Tool	
Pupil Name	Date
A score is given for each category and the final number determines the strand. Please input data into the BLUE sections.	
Risk Rating	
1	Low risk/progress
2	Medium risk/concern
3	High risk

Outcome	Strand 1 - Established	Strand 2 - Developing	Strand 3 - Emerging
Score	12 to 20	13 to 17	10 to 14
Expected progress	Three areas of progression	Two areas of progression	One area of progression
Academic progress	Progress towards target in three subjects (R,W,M)	Progress towards target in two subjects (R,W,M)	Progress towards target in one subject (R,W,M)
SEMHI Progress	Progress in 4+ areas of Boxall (A-E)	Progress in 3+ areas of Boxall (A-E)	Progress in 2+ areas of Boxall (A-E)
Attendance Progress	Increase of 20% or attendance above 90%	Increase of 10% or attendance above 90%	Increase of 10% or attendance above 90%

No.	Strand 1 - Low Risk	Strand 2 - Medium Risk	Strand 3 - High Risk
1	80%+ attendance	60-80% attendance and/or reduced timetable and/or persistent absence	<60% attendance and/or reduced timetable and/or severe persistent absence
2	Settled home circumstances	Some evidence of challenging home circumstances	Significant/challenging domestic /home circumstances
3	Little impact of trauma /safeguarding concerns on learning	Trauma/safeguarding concerns have an impact on learning	Trauma/safeguarding concern having severe impact on learning
4	Few behavioural incidents	Behavioural incidents are disruptive rather than violent	Aggressive and violent behaviour / High number of positive handling
5	Ability to self regulate most of the time	Occasionally needs support to self-regulate	Consistently needs support to self-regulate
6	Working at age related expectations (ARE)	Moderate gaps in learning working 1-2 years below ARE	Significant gaps in learning working 2+ years below ARE
7	Regularly resilient towards academic challenge	Occasionally resilient towards academic challenge	Rarely resilient towards academic challenge
8	Child can work positively in a group	Needs some support to work positively in a group	Needs significant support to work positively in a group
9	Can form positive relationships with peers	Needs some support to form positive relationships	Needs significant support to interact positively with others
10	Minimal evidence of SEMH needs	Some identified SEMH needs	Significant SEMH needs
Expected Progress	Progress in all of the following: academic data, attendance data or SEMH progress	Progress in two of the following: academic data, attendance data or SEMH progress	Progress in one of the following: academic data, attendance data or SEMH progress

The strand that a pupil is assessed as being in determines the expected holistic progress per pupil, across a term. This progress may be within academic progress, SEMH progress or attendance progress.

The table below demonstrates expected progress per strand.

Outcome	Strand 1 - Established	Strand 2 - Developing	Strand 3 - Emerging
Score	16 to 10	23 to 17	30 to 24
Expected progress	Three areas of progression	Two areas of progression	One area of progression
Academic progress	Progress towards target in three subjects (R,W,M)	Progress towards target in two subjects (R,W,M)	Progress towards target in one subject (R,W,M)
SEMH Progress	Progress in 4+ areas of Boxall (A-E)	Progress in 3+ areas of Boxall (A-E)	Progress in 2+ areas of Boxall (A-E)
Attendance Progress	Increase of 10% or attendance above 90%	Increase of 10% or attendance above 80%	Increase of 10% or attendance above 60%

Pupils’ progress is tracked throughout their placement at Engage using a variety of methods. Pupils’ ongoing progress in RWI phonics, reading, writing, mathematics, SEMH and attendance is recorded and analysed.

Reading, writing and maths attainment and progress is assessed using BSquared which enables us to demonstrate small steps of academic progress in each area. This data is collected termly though encouraged use is as ongoing teacher assessment during lessons. SEMH progress is assessed termly using Boxall profiling. This is the used to inform interventions and support required. All progress data is collated termly and RAG rated to capture holistic progress by pupil, class and school. Pupils may complete standardised age score for maths, reading and spelling is assessed using the PiRA (Reading), Schonell (spelling) and PUMA (maths) if it is felt necessary. Pupils’ progress towards their EHCP targets are also tracked half termly to inform teaching, EHCP review and planning meetings.

Other informal assessments are used in daily teaching as outlined below:

- Feedback to pupils about their own progress is achieved through the marking of work, which includes discussion and verbal feedback during and after the lesson (see marking policy);
- Formative assessment is mostly carried out informally by teachers in the course of their teaching. It involves identifying each pupil’s progress in each aspect of the subject, determining what each pupil has learned and what therefore should be the next stage in his/her learning;
- Specific assignments for individual pupils;
- Individual discussions in which pupils are encouraged to appraise their own work and progress;
- Formal assessments completed if appropriate, through a range of methods.

7. Monitoring

Both senior leaders and subject leaders monitor the quality of education through a termly, planned series of learning walks, pupil discussions and books looks with is triangulated with academic and SEMH progress data to ensure a consistent and robust approach.

An annual monitoring timetable is reviewed and implemented each year to capture all times of day, learning, behaviour and subjects.

Good practice seen across school will be monitored using the Quality of Provision tracker taking into account four areas: academic needs, behaviour and relationships, nurture and SEMH and the use of class teams. This will then be used to identify areas of training needed, peer observations and support networks.

Regular pupil progress meetings are held to inform future interventions, class alterations or any additional support which may be needed.

8. Celebrating achievement

Children are positively encouraged to share their achievement at school and out of school, wherein:

- Each child is given the opportunity to have work or his/her highest standard displayed at some time each half term;
- Use of daily reward systems (see behaviour policy) to celebrate small steps of success;
- School events, including breakfast assemblies and information days are seen as opportunities for pupils to demonstrate their abilities and share success;
- Star of the Week awarded to pupils who are actively seeking to keep the school values;
- Trust core value postcards awarded to a selection of pupils weekly;
- Visits to SLT to share success and receive stickers and positive praise;
- Positive texts or phone calls home to share successes with a key adult.
- Earning steps towards a visit to Tesco to spend £5.

9. Reporting to parents

- Regular meetings;
- Daily contact whilst transporting children to school;
- Half-termly newsletters are shared with parents to inform them of the curriculum to be taught in the coming weeks;
- Regular texts/ phone calls home;
Termly written reports (shared at a parent event where possible to allow for parents to discuss the report with their child's teacher);
- Half termly parent events.