



# Curriculum

2025-26


Policy

If you believe, you will receive,  
whatever you ask for in prayer.

Matthew 21:22



# Claypole Church of England Primary School: Curriculum Statement

	<b>Rationale</b>		<b>Why?</b>	<b>Knowledge</b>
<b>Intent</b>	 <p>Our curriculum is essentially about two things:</p> <ul style="list-style-type: none"> <li>• Our wonderful world;</li> <li>• Human impact &amp; influence.</li> </ul> <p>The world was here before us and we change it. Every day (for better or worse).</p> <p><u>Life-long learners reaching their full potential</u> To prepare our children for their future in this world, we intend to develop skills of observation, scrutiny, questioning, comparison and contrast, ordering and evaluation. It is important to support children to develop a deeper understanding of concepts.</p> <p><u>Responsible &amp; Respectful: Human.kind</u> Understanding what it means to be human and how human behaviour has &amp; can shape the world.</p>	<p>We believe that by developing the right dispositions for learning, a focus on knowledge, a desire for asking questions and the importance of human connection, children are given a solid foundation for ‘sticky’ knowledge which can be transferred across different subject areas during their learning journey with us.</p> <p><u>Human.kind</u> It is important for our children to appreciate their role as part of a community; to take responsibility &amp; to foster an understanding of their importance, impact and influence in the world.</p> <p><u>Time</u> With time for deeper ‘seeing’ of the world around them comes quality engagement and subsequently the desire to write &amp; respond, practising core skills that are embedded into our work.</p>	<p>We value the acquisition of knowledge as we see this as the scaffolding for all learning - vital for enabling all pupils to access the whole curriculum and to enhance future economic and social wellbeing. It is the responsibility of all staff to teach and extend knowledge in all areas of the curriculum. Work will be carefully planned to ensure continuity and progression. Termly forecasts will be prepared to determine the ‘real’ amount of time available for development deep knowledge. All pupils can expect quality first teaching in all subjects.</p> <p>Our curriculum has been sequenced meticulously so that concepts and vocabulary are built upon to extend learning and develop deep knowledge.</p> <p>For 2025-2026, we will have an <b>ABC</b> curriculum: focusing on <a href="#">Academic achievement</a>; <a href="#">teaching Behaviour</a>; and <a href="#">developing Character</a>.</p>	
<b>Implementation</b>				<p style="text-align: center;"><b>Pedagogy and Assessment- Core</b></p> <p>Early reading is prioritised and built upon as we have invested carefully in sequenced, high quality progressive books. Phonics is taught using ‘Read Write Inc’ – daily - in small groups determined by frequent assessment opportunities (with Friday as a whole class phonics session). Reading books are initially sent home that are linked to the phonics being learnt. Whole class shared reading allows reading skills and comprehension to be taught throughout the school. In writing we use high quality texts to build knowledge and understanding of the writing process as well as grammar, spelling and punctuation. Children read as a reader and apply knowledge of a range of texts in their own writing. Expectations for writing do not differ across the curriculum and this includes a high degree of pride in their handwriting and presentation. We have adopted ‘Big Maths: CLIC’ across the school for mental arithmetic and ‘White Rose Maths’ as our scheme of work. Approach to feedback, interventions and pre-teaching is ‘keep up’ rather than ‘catch up.’</p> <p>We use a lateral assessment approach to tracking children’s achievements: drawing on granular information to determine next steps for all children.</p>

**Impact**

**Standards - Core**

National Data (2025) for achieving 'Expected Standard (EXS+)'		Claypole (EXS+)	Comparison (Claypole vs National)	Claypole (GDS)	National (GDS)	Comparison (Claypole vs National)
Reading	75%	88%	+13%	38%	33%	+5%
Maths	74%	100%	+26%	44%	26%	+18%
Writing	72%	88%	+16%	25%	13%	+12%
Grammar, Punc, ' Spelling	73%	94%	+21%	44%	30%	+14%
RWM (combined)	62%	88%	+26%	13%	8%	+5%

The impact of the curriculum at Claypole Church of England Primary School can be shown by the performance measures in relation to the school. Year upon year children continue to leave in Year 6 with the majority achieving at least the expected standard in the core subjects with an increasing number achieving the higher standard. We continually see outstanding performance, exceeding performance against both the National and Local Authority average. 2024/25 assessments were the highest the school attained.

Through rigorous planning, high expectations and monitoring; children leave each year group from Reception through to leaving school with the majority achieving secure knowledge and understanding at age related expectations and beyond within the core subjects, with clear ways in which to challenge and progress evident through the footprint of learning seen in children's work.

**Standards - Foundation**

The impact of the standards of foundation work is not measured by progress and attainment figures that compare with other educational settings. Instead it is the evidence measure encompassing everything we aim to provide for children at Claypole Church of England Primary School: a broad and balanced curriculum, supporting pupils to develop a deeper level of understanding of concepts and themes. Encouraging learners to engage in deep levels of learning throughout all the foundation subjects of the curriculum and instilling a sense of pride and expectation in regards to the presentation of this new found love of learning can be seen through the books and creative displays throughout all year groups at Claypole.

The way in which we have planned, sequenced and delivered out curriculum evidences its impact in the children who are knowledgeable, received learning experiences documented in their footprints of learning; but most of all, are learners who can link and relate subjects and topics together, communicating this coherently and efficiently.



# 1. Curriculum aims and intent:

The curriculum at Claypole Church of England Primary School aims to:

- give pupils broad and balanced learning opportunities which challenge them to fulfil aspirational targets, make great academic progress and become emotionally resilient;
- cover less of a topic but in vastly more detail, resulting in much greater depths of learning as opposed to shallow levels of general knowledge on a topic;
- use tangible and creative activities to teach and display learning in ways that are both memorable for learners but also constant opportunities to show personal expression, creativity and flair;
- empower children with the fundamentals of caring for one another and our world, supporting their spiritual, moral, social and cultural development with equality at the heart of all they do;
- ensure equal access to learning for all pupils, with high expectations and appropriate levels of challenge support in place placed for all learners;
- develop learners into socially and morally aware individuals who understand the role and value in community and how this can be translated into a wider and global context;
- empower learners with a lifelong love of learning, a desire to understand the world around them and to make the world a better place for them and everyone else;
- mirror our ethos of creating young people who are ready, respectful and safe, and mirror the ambitions of our ethos of showing respect, excellence & koinonia (quality of relationships).

In addition to the intent statements above, the intent of the Claypole Church of England Primary School curriculum supports our aims and covers three main areas: the construction of our curriculum, the curriculum's ambition and the concepts through which this construction and ambition are delivered. Each subject has a detailed intent statement at the start of their curriculum progression document.

**Termly Forecast**

RE	Maths	Science	English	History	Geography	Art	Music	PSHE	PE	ICT	French
...	...	...	...	...	...	...	...	...	...	...	...

<b>PE</b> CROSS COUNTRY 3 LAPS	<b>ICT Film</b> Digital Literacy: Online Safety IT: <a href="#">Technology Around Us</a> <b>RA</b>	<b>RWI Training teams</b> <b>RA'S ASSESSMENT</b> Share fresh start info with RA, AC, LK
<b>THEME</b> History - Slow reveal in books and washing line sequence <b>RA</b>	<b>THEME</b> RE - Thank you through prayer Spirituality tree <b>RA</b>	<b>PHONICS ASSESSMENT</b> Include GG Print FN slides <b>spellings</b>

**Whole Class Feedback**

Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

NEXT STEPS IN LEARNING	MISCONCEPTIONS/ERRORS
NEED FURTHER SUPPORT	STAR PERFORMERS
GOOD EXAMPLES	PRESENTATION ISSUES
	INCOMPLETE



**Anglo-Saxons and Vikings**

**What should I already know?**

- Common words and phrases relating to the passing of time (e.g. time connectives, now, long ago)
- Name and label countries and seas of the UK
- Houses can be timber framed, with wattle and daub and thatched roofs

**Timeline:**

Year	Event
43	Roman Invasion
450	Anglo-Saxons arrive
793	Viking Invasion
1066	Norman Conquest
1485	End of the Wars of the Roses
1871	Victorian Era
1919	WWI

**Significant Questions:**

- Who were the Anglo-Saxons/Vikings?
- Where did they come from and how did they travel to England?
- What did they do?
- Why did they act the way they did?
- What changes did they make to Britain? How have the changes influenced us today?

**Significant Individuals:**

- King Athelstan:** The first king of England to unite the Saxon kingdoms.
- Alfred the Great:** A Saxon king who defended his kingdom against the Vikings.
- Canute the Great:** A Danish king who ruled over England, Denmark, and Norway.

**Vocabulary:**

- Decade:** 10 years
- Century:** 100 years
- Millennium:** 1000 years
- Invade:** To enter a country and take over.
- Settlement:** A place where people set up a community.
- Longships:** A long, narrow warship, powered by both sail and oar with many oars.

## **2. Legislation and guidance:**

This document reflects the requirements for schools to provide a broad and balanced curriculum and the National Curriculum programmes of study.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

[See EYFS Policy](#)

### 3. Roles and responsibilities

#### 3.1 The Local Governing Board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- The school 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 (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively within a strategic capacity in decision-making about the breadth and balance of the curriculum.

#### 3.2 The Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are 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 aims and 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;
- The school's procedures for assessment meet all legal requirements;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

#### 3.3 Staff members

Staff members at Claypole Church of England Primary School are responsible for:

- Ensuring they follow this policy and implement the curriculum as has been agreed within Claypole Church of England Primary School to the best of their ability and with the progression of all learners in mind;
- Planning and delivering activities that offer tangible experiences of learning in a deep and real-world scenario-based way;
- Use established assessment for learning opportunities throughout the learning cycle to tailor education to learner's needs; offering appropriate levels of challenge and support;
- Use agreed National and school assessment methods to analyse and report the progress and attainment of learners;
- Managing and maintaining a detailed overview and progress plan of their agreed subject through subject leadership responsibility, compiling evidence of this through ongoing completion of the subject leadership document.

### 4. Organisation of our curriculum

#### 4.1 Our curriculum approach: core curriculum and foundation curriculum

The curriculum at Claypole Church of England Primary School can be split into 2 distinct categories – core and foundation:

Core subjects	Foundation subjects
<b>Mathematics</b>	Art
<b>English</b>	Computing
- <b>Reading</b>	Design and Technology
- <b>Writing</b>	Geography
<b>Science</b>	History
	Modern and Foreign Languages: French
	Music
	Personal, Social, Health Education (PSHE) & RSE
	Physical Education
	Religious Education

The core curriculum subjects are planned and taught as follows:

Subject	
<b>Mathematics</b>	From EYFS to Year 6 children follow the 'White Rose Maths' scheme of work which is a whole class programme built around a child-centred lesson design that models and embeds a growth mind-set approach to maths.  EYFS – Year 5 use 'Big Maths: CLIC' for daily mental arithmetic lessons. Year 6 have daily mental arithmetic lessons based on KS2 SAT assessments.
<b>English</b> - Reading - Writing	'Read Write Inc' phonics is taught from Reception daily in small bespoke groups (and as a whole class on a Friday). Reading books are sent home linked to the sound learnt. From Reception through to Year 6 teachers use Literacy Shed units within English. Teachers bespoke the schemes of learning to match the needs of their individual classes, and they are written to meet the requirements of the Early Years Foundation Stage, Key Stage One and Key Stage Two programmes of study for English in both reading and writing.  <i>See Claypole Reading &amp; Writing Planning Framework.</i>
<b>Science</b>	Teachers plan Science for their class following the National Curriculum programmes of study for each year group within Key Stage One and Key Stage Two. EYFS via Knowledge & Understanding of the World.

The foundation subjects are planned and taught in bespoke fashion to each year group by class teachers.














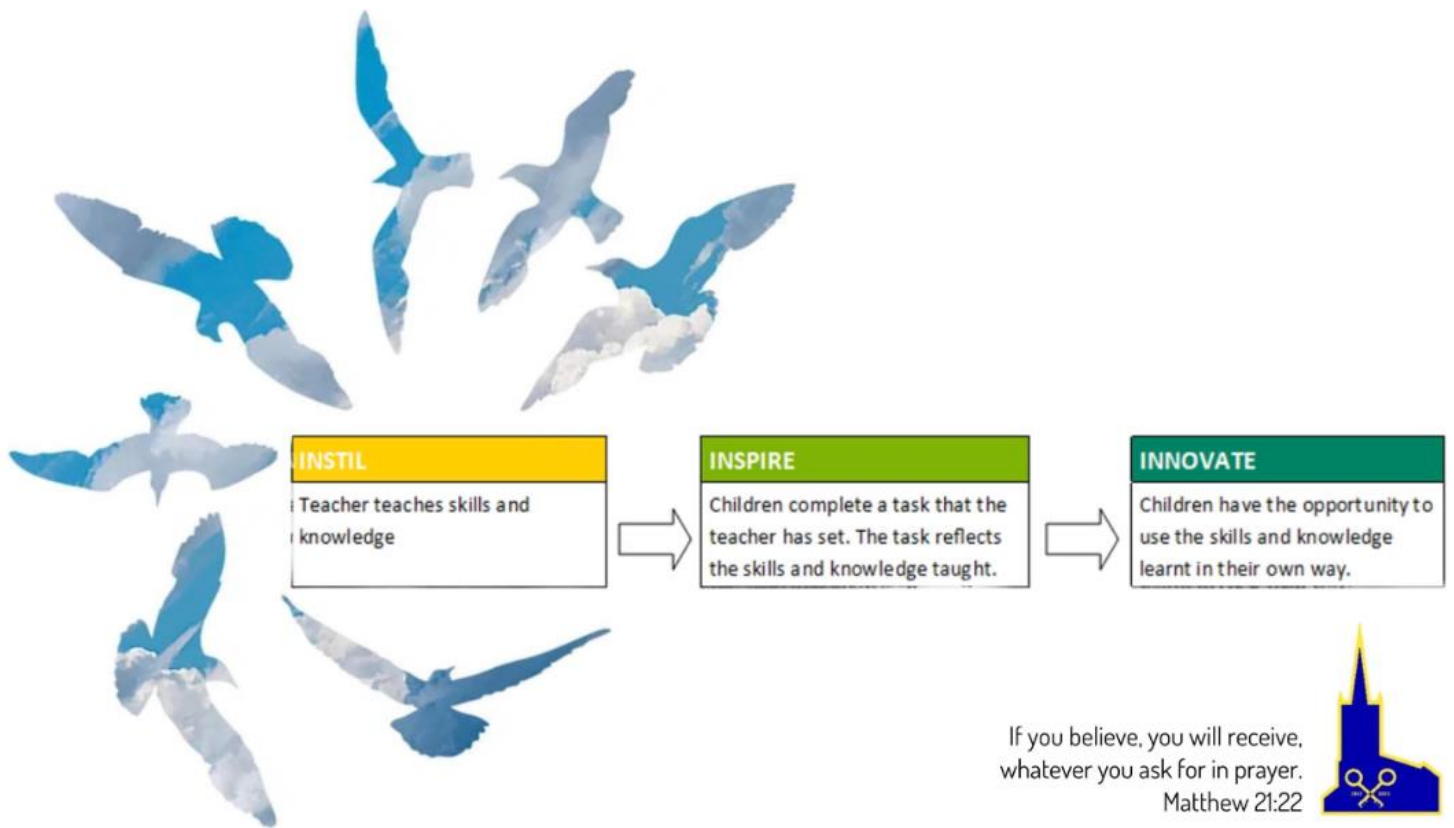
2023 Cohort	Reception			Year 1			Year 2/3			Year 4			Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Themes	I am unique Toys	Frozen planet Moon Zoom	Our amazing world	Superheroes	Bright Lights, Big City	Beach-combers	The Stone Age	Biomes	Romans	Into the Abyss	The Maya	Raiders and Traders	Ancient Egypt	Brazil	Ancient Greece	Extreme Earth	Evolution and inheritance	Battle for Britain
Visits	Little Lincoln		Yorkshire Wildlife Park	Everyday Superheroes - Nurse visit		Seaside Visit	Cresswell Cragg	Captivating Creatures	Ash-Roman workshop	The Deep		PGL (PSHE)	Escape Room?	Samba drum workshop	YMCA visit (PSHE)		National History Museum virtual visit	Chocolate workshop- enterprise Residential
Service						RNLI Fundraising		Palm Oil awareness		Be Kind Bottle Tops mural								Legacy gift for school
English <a href="#">Writing curriculum statement</a> <a href="#">Reading curriculum statement</a> <a href="#">English documents</a> <a href="#">SMSC in English</a> <b>(PSHE H15-H24) Through reading books</b>	That's not my... Elmer Funny Bones Owl Babies Rainbow Fish Handa's S We're all Wonders 	Lost and Found Drops in Space Whatever Next!	Here We Are The Big Blue Book	101 Dalmatians	The Puffin Keeper The Sandman and the Fairies	Pugs of the Frozen North  Adventure/heroism: friendship, determination, teamwork	The Boy Who Bled the World  Adventure/heroism: realisation, bravery, other cultures	Alien in Jam Factory  Adventure/heroism: friendship, innovation, teamwork, empathy	Malamander  Fantasy Fiction: Family, identity, loss, friendship, courage	Charlie and the Chocolate Factory  Fantasy: poverty, wealth, good vs bad, imagination, creativity, family, love, kindness, empathy	The Miraculous Journey of Edward Tulane  Fiction: Love, death, loss, self discovery, compassion, resilience	Holes  Adventure fiction: fate and consequences, friendship, justice, prejudice, survival, family	Journey to the River Sea  Historical fiction: nature, culture clashes, friendship, identity, belonging, courage	Who Let the Gods Out  Fantasy Fiction: Family, friendship, consequences, good vs evil, bravery, resilience, death	Wonder  Contemporary fiction: Empathy, kindness, self-acceptance, family, growing up	Can you see me?  Contemporary fiction: Empathy, autism, identity	When the Sky Falls  Historical fiction: Empathy, loss, grief, war, friendship, relationships, resilience, anger, dyslexia	
History <a href="#">SMSC in History</a> <a href="#">History curriculum statement</a> <a href="#">History resources</a>	<a href="#">How has time changed us/toys?</a>	<a href="#">How did we get to the moon?</a>		<a href="#">What impact did Florence Nightingale have?</a>	<a href="#">What impact did the Wright brothers have on the world?</a>	<a href="#">What were holidays like 100 years ago?</a>		<a href="#">How Roman are we?</a>		<a href="#">What happened to the Maya civilisation?</a>	<a href="#">Why were the Vikings such successful raiders?</a>	<a href="#">How did the civilisation of Egypt wax and wane?</a>		<a href="#">What did the Ancient Greeks do for us? How do you leave a legacy?</a>				<a href="#">How did Britain win the war?</a>
Historians and significant historical figures	Neil Armstrong Buzz Aldrin Michael Collins Yuri Gagarin Belka/Strেলা	Mary Seacole Florence Nightingale	Wilbur Wright Orville Wright Leonardo da Vinci Amelia Earhart	Grace Darling Queen Victoria	Claudius Julius Caesar Boudicca	Charles I Oliver Cromwell Charles Cavendish	Jacques Cousteau	Alfred the Great Guthrum	Tutankhamun Howard Carter Cleopatra	Archimedes-engineer Hippocrates-doctor Plato-philosopher Pericles-speaker Herodotus-historian	Neville Chamberlain Adolf Hitler Anne Frank Winston Churchill							

Figure 2 (above): example of a page from [Curriculum Plan](#)

Figure 2 shows a breakdown of the topics covered per subject by each year/class group. Teachers have produced a medium term overview which details what each class will cover and at what point throughout the year.



**Figure 3:** Making our vision a practical achievement (Instil; Inspire; Innovate)

To compliment Claypole Church of England Primary School’s ambition of a deep curriculum experience for all learners, we have adopted an approach to learning whereby teachers plan through an ‘instil, inspire & innovate’ phase (see figure 3).

1	Lesson 1	Lesson 2	Lesson 3	Novel / Arithmetic / Handwriting	Lesson 4	Lesson 5	Additional notes
MON							
TUE							
WED							
THU							
FRI							

**Figure 4:** [Termly Forecast](#). A document that helps teachers determine what ‘real’ time that have for teaching knowledge outlined in our curriculum.

Wherever possible, teachers link the teaching of foundation subjects together in order to facilitate learning links within the learner and make the teaching and learning process all that more meaningful and of high quality. Opportunities are guided with the help of Termly Forecasts (see figure 4). To help facilitate this, teachers extensively research what they are going to teach and document this in the form of a knowledge organiser in Key Stage 1 & 2 (see figure 5). These knowledge organisers are created with one simple purpose: to document key points of knowledge, experience and learning which must be imparted to the children studying a particular theme/subject: a foundation of knowledge that all over knowledge & understanding can build from.

**Claypole CE Primary School – History Knowledge Organiser**

TOPIC: Raiders and Traders (Anglo-Saxons & Vikings) | Phase: KS1 (Year 1 and Year 2)

**A What should I already know?**

- Common words and phrases relating to the passing of time. (e.g time connectives, now, long ago)
- Name and label countries and seas of the UK
- Houses can be timber framed, with walls of wattle and daub and thatched roofs

**B**

**TIMELINE**

Romans	Saxons	Vikings	Normans	Tudors	Victorians	WW II
43	450	793	1066	1485	1837	1939

**C Significant Questions**

- Who were the Anglo-Saxons/Vikings?
- Where did they come from and how did they travel to England?
- What did they do?
- Why did they act the way they did?
- What changes did they make to Britain? How have the changes influenced us today?

**Anglo-Saxon**

people known as the Anglo-Saxons lived in and ruled England

**E Significant Individuals**

King Athelstan was the first king of England in Viking times	
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**Viking**

Seafaring pirates and traders who raided and settled in many parts of Europe

**F Vocabulary**

Decade	10 years
Century	100 years
Raider	a person who attacks an enemy in their country
Trader	Vikings were great traders, who travelled far and wide buying and selling goods
Invade	An invasion is the movement of an army into a country – to attack – to conquer – to take over
Settlement	a place where people set up a community
Longships	a long, narrow warship, powered by both oar and sail with many rowers
Longhouses	Vikings lived in a long, narrow timber framed buildings with wattle and daub walls

**Figure 5: Knowledge Organiser (KS1 and KS2)**

Each knowledge organiser is different and bespoke to the theme that the class will be learning about at the time. The actual research and documenting of knowledge then facilitates the creation of questions in which to learn about such information, the question-based approach to learning being described and highlighted above. Once this has been established, an overarching question is decided by the teacher which epitomises the learning of the topic being studied. Knowledge organisers are kept in school for the children to refer to and a copy is sent home to compliment homework. A [guide to using knowledge organisers](#) has also been created.

#### 4.2 Adapting the curriculum to suit learners' needs

The aim and ambition of Claypole Church of England Primary School's curriculum is to ensure equal access to learning for all pupils, with high expectations and appropriate levels of challenge support in place placed for all learners. We are fully aware there are pupils who will find learning significantly more challenging than others within our setting due to a range of reason which may include:

- less / more able pupils;
- pupils with low prior attainment;
- pupils from disadvantaged backgrounds;
- pupils with special educational needs or a disability;
- pupils with English as an additional language.

We adapt the curriculum taught to meet the needs of all learners within our school and to ensure that appropriate levels of challenge and progress are in place and achievable for all learners on an individual basis. Primarily this is done through quality first teaching and through the expertise if our teaching staff in using the assessment and feedback of learning in order to push learning

on for children. Where we identify other issues such as a special educational need or disability, we follow the guidance mapped out in our [SEND Policy](#) viewable at the school website.

#### **4.3 The teaching of relationships, health and sexual education**

The teaching of relationships and health education takes place throughout the academic year within each year group within Claypole Church of England Primary School. Such matters are taught in age-appropriate ways at various points throughout the academic year which may or may not align with other year groups' timings. This is because wherever possible such learning should link with other curriculum teaching linked to relationships and health such as through science (nutrition etc.) or through RE when studying different religions. The teaching of relationships takes place in each year group with Year 5 and Year 6 teaching relationship & sex education. Parents can opt to remove their children from sexual education learning if they wish to. This and further information is documented in the [RSE Policy](#).

#### **4.4 Personal development within our curriculum**

As detailed within the Ofsted Education Inspection Framework, the personal development of learners will be evaluated regarding the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.

In addition to our curriculum, we offer a range of extra activities and experiences for the children including arts, music and sport.

The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. See [Character Curriculum](#)

Koinonia, respect & excellence: these are our broad [Christian values](#) that we teach children during the course of our academic year. As the year goes by children will be taught how to embody these values and teachers notice children displaying these values. These values are interwoven into the themes and subjects that children are taught throughout each year group in addition to other teaching and learning opportunities such as national and local themed days and daily collective worship.

[R-Time](#) is provided fortnightly for the whole school and is an opportunity to:

- think philosophically
- help equip them to be responsible, respectful, active citizens who contribute positively
- developing their understanding of fundamental British values and Christian values
- developing their understanding and appreciation of diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

We prepare our learners for life within modern Britain through our curriculum by focusing on '[human.kind](#)' activities. Teachers plan learning opportunities which focus on real world scenarios and problems to be overcome. By learning in this way children are not only being taught how to be responsible, respectful citizens contributing positively towards a national and international society, but also why this is of utmost importance.

Our curriculum covers the children's understanding of the fundamental [British values](#) of democracy, rule of law, individual liberty and mutual respect and tolerance by focusing on how these compare and contrast with other countries, and how this has changed over time. As opposed to teaching this discretely, we find it is far better for children's understanding to weave these key areas of learning into our curriculum for the children to study in areas such as English, through the study of varied authors and books; and through humanities subjects where focused country, historical era and religion studies lend themselves to opportunities to learn about this through comparison and contrast in more meaningful ways. In line with this, the understanding and appreciation of diversity builds upon this point and is woven through topics within each year group through school.

## 5. Monitoring and reporting arrangements of our curriculum

Effective monitoring of our curriculum ensures that learners are being regularly monitored against the progress and academic attainment they are achieving, and where appropriate, measures can be put in place to assist learners who may not be reaching their potential. It is also vital in assisting in the identification of other factors which may be present in a child's life and need immediate attention, which become apparent following further investigation.

The monitoring arrangements vary depending on the subject. For example, the core subjects of reading, writing & maths are formally monitored at set points throughout the year, and formally reported to the DfE in Year 2 and Year 6 using a combination of teacher assessment and formal assessment through the SATs. The foundation subjects are monitored by teacher assessment and result in termly feedback being given and an overall assessment at the end of the academic year based on that year's monitoring. Attainment and progress are all reported to parents at the end of each term. All assessments are shared & updated via Insight Tracker. [See Attainment Policy.](#)

For more information about schools' statutory responsibilities for assessing & reporting, [see our Statutory Assessment & Reporting Policy](#)

In addition to formal assessment monitoring of subjects, each subject has a subject leader who has responsibility for monitoring of that area. This monitoring is an ongoing process throughout each academic year and subject leaders are released each half term to carry this out. They record and evidence their findings in subject leadership books which detail all information relevant to their area. Monitoring tasks include, but are not limited to: lesson observations, book scrutiny, discussions with children, learning walks, performance data analysis, training and CPD, visiting partner schools within our collaboration (The Grace Trust), whole school approach theme days, monitoring of planning, research of innovation, shadowing SLT, feedback scrutiny...

To quality assure this task, SLT have termly meetings with class teachers & subject leaders where they present their findings in relation to their area of responsibility highlighting the strengths in the teaching and learning of their subject, along with areas of development which have been identified. These areas of development may be easily remedied through quick and simple changes, such as through a change to timings of a school day for instance, however for more complex areas of development an action plan is produced by the subject leader with what the intended improvement is, what that this will look like within school, the steps and changes needed to bring about this change, and what impact this will have upon teaching and learning of the subject. It is at this meeting with the Headteacher that any extra resources which are needed to facilitate such change, such as funding, staff meeting time or extra expertise, can be arranged.

Subject Leaders also produce subject reports for the Governing Body at year.

The steps detailed above show the thorough and robust measures Claypole Church of England Primary School has put in place to ensure the monitoring of our curriculum is effective and purposeful. **Figure 6** shows the monitoring of the curriculum in relation to formal assessment and reporting procedures which take place throughout each academic year within Claypole Church of England Primary School.

	Autumn term	Spring term	Summer term
<p><b>Maths Reportable information includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Granular information of specific areas of maths;</b></li> <li>• <b>Individual, group, class &amp; whole school trends.</b></li> </ul>	<p><b>September:</b> Baseline EYFS conducted within the first 6 weeks during a dedicated/nominated assessment week.</p> <p><b>October:</b> Half termly assessments to measure progress and to identify vulnerable groups / children.</p> <p>For children in Reception, Year 1 and Year 2 these teacher assessments are based on practical activities and the children’s work in their books. The objectives on Insight Tracker are progressive and are split into three terms, matching the WRM (White Rose Maths) planning. The objectives that have been successfully achieved will be recorded on Insight Tracker and any gaps in knowledge will be the basis for future planning and intervention.</p> <p>LBQ Wayfinder (Y3-Y5); Y6 past SATS paper.</p> <p>Progress and review meeting carried out with staff.</p> <p><i>External moderation: Grace Trust</i></p> <p>Parent/Pupil meetings</p>	<p><b>February:</b> Half termly assessments to measure progress from Autumn and track pupil groups... teachers use LBQ Wayfinder.</p> <p>For children in Reception, Year 1 and Year 2 these teacher assessments are based on practical activities and the children’s work in their books. The objectives on Insight Tracker are progressive and are split into three terms, matching the WRM (White Rose Maths) planning. The objectives that have been successfully achieved will be recorded on Insight Tracker and any gaps in knowledge will be the basis for future planning and intervention. In the second half of the Spring term, Year 2 children will take an end of Key Stage 1 test (previous year’s SATS paper) and in the Summer term, they will undertake the optional SATS paper for the end of KS1.</p> <p>LBQ Wayfinder (Y3-Y5); Y6 past SATS paper.</p> <p>Progress and review meeting carried out with staff.</p> <p>Parent/Pupil meetings</p>	<p><b>May:</b> Half termly assessments to measure progress from Spring and track pupil groups. Progress and review meeting carried out with staff</p> <p>For children in Reception &amp; Year 1, these teacher assessments are based on practical activities and the children’s work in their books. The objectives on Insight Tracker are progressive and are split into three terms, matching the WRM (White Rose Maths) planning. The objectives that have been successfully achieved will be recorded on Insight Tracker and any gaps in knowledge will be the basis for future planning and intervention. In the Summer term, Year 2 will undertake the optional SATS paper for the end of KS1;</p> <p>LBQ Wayfinder (Y3-5);</p> <p>SATS (Y6)</p> <p>Data communicated to parents as overall end of year attainment.</p> <p><b>June:</b> EYFS ELG (Early Learning Goals are assessed); MTC Check Y4</p> <p><b>July:</b> End of year progress and review meeting carried out. End of Year school reports shared with families.</p>
<p><b>Reading Reportable information includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Age related expectation,</b></li> <li>• <b>Chronological reading age,</b></li> <li>• <b>Attainment percentile rank</b></li> </ul>	<p><b>September:</b> Baseline EYFS conducted within the first 6 weeks during a dedicated/nominated assessment week.</p> <p><b>October:</b> Half termly assessment test to measure progress and to identify vulnerable groups / children.</p> <p>In Reception and Year 1, and for children who are below age-related expectations for Year 2, children are assessed using the RWI assessment system at the end of each half term. The children are then grouped according to this assessment for the RWI phonics teaching. These results are recorded on Insight. In Year 1, the children take the Statutory Phonics screening test in June. Throughout the Year the children are screened (using previous versions of National Phonics Screening Tests) and tracked. The results of these screenings are used to stream the children and to plan to address the gaps. The test is repeated in Year 2 for those children who do not achieve the required mark in Year 1. Year 6 will use previous year’s SATS papers to monitor progress (inc. tracking standardised scores), as well as the statutory tests in May each year.</p>	<p><b>February:</b> Half termly assessment to measure progress from Autumn and track pupil groups.</p> <p>In Reception and Year 1, and for children who are below age-related expectations for Year 2, children are assessed using the RWI assessment system at the end of each half term. The children are then grouped according to this assessment for the RWI phonics teaching. These results are recorded on Insight. In Year 1, the children take the Statutory Phonics screening test in June. Throughout the Year the children are screened (using previous versions of National Phonics Screening Tests) and tracked. The results of these screenings are used to stream the children and to plan to address the gaps. The test is repeated in Year 2 for those children who do not achieve the required mark in Year 1. Year 6 will use previous year’s SATS papers to monitor progress (inc. tracking standardised scores), as well as the statutory tests in May each year.</p> <p>Data communicated to parents</p>	<p><b>May:</b> Half termly assessments to measure progress from Spring and track pupil groups. Progress and review meeting carried out with staff. KS1 &amp; KS2 SATs take place.</p> <p>In Reception and Year 1, and for children who are below age-related expectations for Year 2, children are assessed using the RWI assessment system at the end of each half term. The children are then grouped according to this assessment for the RWI phonics teaching. These results are recorded on Insight. In Year 1, the children take the Statutory Phonics screening test in June. Throughout the Year the children are screened (using previous versions of National Phonics Screening Tests) and tracked. The results of these screenings are used to stream the children and to plan to address the gaps. The test is repeated in Year 2 for those children who do not achieve the required mark in Year 1. Year 6 will use previous year’s SATS papers to monitor progress (inc. tracking standardised scores), as well as the statutory tests in May each year.</p> <p><b>June:</b> EYFS ELG (Early Learning Goals are assessed); Y1 Phonics</p>

	<p>Results/assessments are recorded on Insight Tracker.</p> <p>Progress and review meeting carried out with staff.</p> <p>Parent/Pupil meetings</p>	<p><i>External moderation: Grace Trust</i></p> <p>Parent/Pupil meetings</p> <p>Progress and review meeting carried out with staff.</p>	<p>Data communicated to parents as overall end of year attainment.</p> <p>End of year progress and review meeting carried out with staff.</p> <p><i>External moderation: Grace Trust</i></p> <p>Year school reports shared with families.</p>
<p><b>Writing</b></p> <p><b>Reportable information includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Age related expectation,</b></li> </ul>	<p><b>September:</b> End of previous year data used as baseline attainment.</p> <p><b>October:</b> In school moderation of writing within year groups. Identification of working above, at, below for all children.</p> <p>Progress and review meeting carried out with staff.</p> <p>Parent/Pupil meetings</p>	<p><b>February/March:</b> In school and external moderation of all writing within year groups. Identification of working above, at, below for all children.</p> <p>Progress and review carried out with staff.</p> <p>Parent/Pupil meetings</p>	<p><b>May:</b> KS1 &amp; KS2 SATs teacher assessment.</p> <p><b>June:</b> Additional opportunities for internal &amp; external moderation: Grace Trust</p> <p><b>July:</b> End of year progress and review meeting carried out with staff.</p> <p>Year school reports shared with families.</p>
<p><b>Science</b></p> <p><b>Reportable information includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Age related expectation,</b></li> </ul>	<p><b>December:</b> Interim teacher assessment conducted based on end of unit assessment tasks (the 'innovate' section of planning).</p> <p>Information communicated to parents via Parent/Pupil meetings</p>	<p><b>March:</b> Interim teacher assessment conducted based on end of unit assessment tasks (the 'innovate' section of planning).</p> <p>Information communicated to parents via Parent/Pupil meetings</p>	<p><b>May:</b> KS1 &amp; KS2 SATs teacher assessment.</p> <p><b>July:</b> End of year teacher assessment conducted. Information communicated to parents via reports</p>
<p><b>Foundation subjects</b></p> <p><b>Reportable information includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Age related expectation,</b></li> </ul>	<p><b>December:</b> Interim teacher assessment conducted based on end of unit assessment tasks (the 'innovate' section of planning).</p> <p>Information communicated to parents via parents evenings</p>	<p><b>March:</b> Interim teacher assessment conducted based on end of unit assessment tasks (the 'innovate' section of planning).</p> <p>Information communicated to parents via parents evenings</p>	<p><b>July:</b> End of year assessment for all taught foundation subjects</p> <p>Information communicated to parents via parents evenings</p>

**Figure 6: Calendar of formal monitoring of the curriculum and reporting arrangements**

Reporting to parents occurs three times per year via Parent/Pupil Progress evenings and a final report at the end of each academic year. By reporting at the end of each term, actions can be implemented to address any underperformance which may be occurring. The Autumn term meeting: to discuss how children have settled into school a new year group, behaviour, attendance & attitudes towards learning and outcomes of formative & summative assessments; and in the Spring term to discuss progress, attendance, behaviour and attitudes towards learning; progress, attainment and targets. We hold a 'no surprises' policy for 'parents evenings:' there should be no surprises across the table – if a meeting needs arranging before parents evening, it must be with no capped level of frequency.

## **6. Curriculum environment**

Each year group has their own dedicated area for learning and shared areas.

In line with our ambition and aims of providing a broad and balanced curriculum, the displays around school are child led and reflect recent work and/or current work undertaken by the children across their varied themes & subjects and be clearly labelled with the name of whose work is on display.

Classrooms have between 6-8 display boards. 1 must be a 'reflection' display/area, 1 board for RE, 1 for the 'theme,' 1 for science, 1 for English and 1 for maths.

[See Classroom Organisation & Display Policy](#)

## **7. Feedback to facilitate teaching and learning**

In line with evidence from research carried out on behalf of the Education Endowment Foundation (EEF), we know how important feedback to learners is in creating a curriculum which fulfils its intended purpose and objectives. In this way, when designing and creating our curriculum, we redesigned and fine-tuned our Feedback & Marking Policy to reflect changes we made to the way teaching and learning was carried out in Claypole Church of England Primary School. We use a minimal marking approach to feedback, instead placing emphasis upon driving children's learning forward through the use of verbal feedback, targeted group and individual specifics within the subjects in which children are learning as will now be described.

[See Feedback & Marking Policy](#)

### **Feedback Flowchart (figure 7)**

The flowchart gives clarification regarding where feedback to pupils will be offered during a lesson and is not solely focused on summative assessment (feedback given after the lesson has occurred)

# Feedback Flow Chart

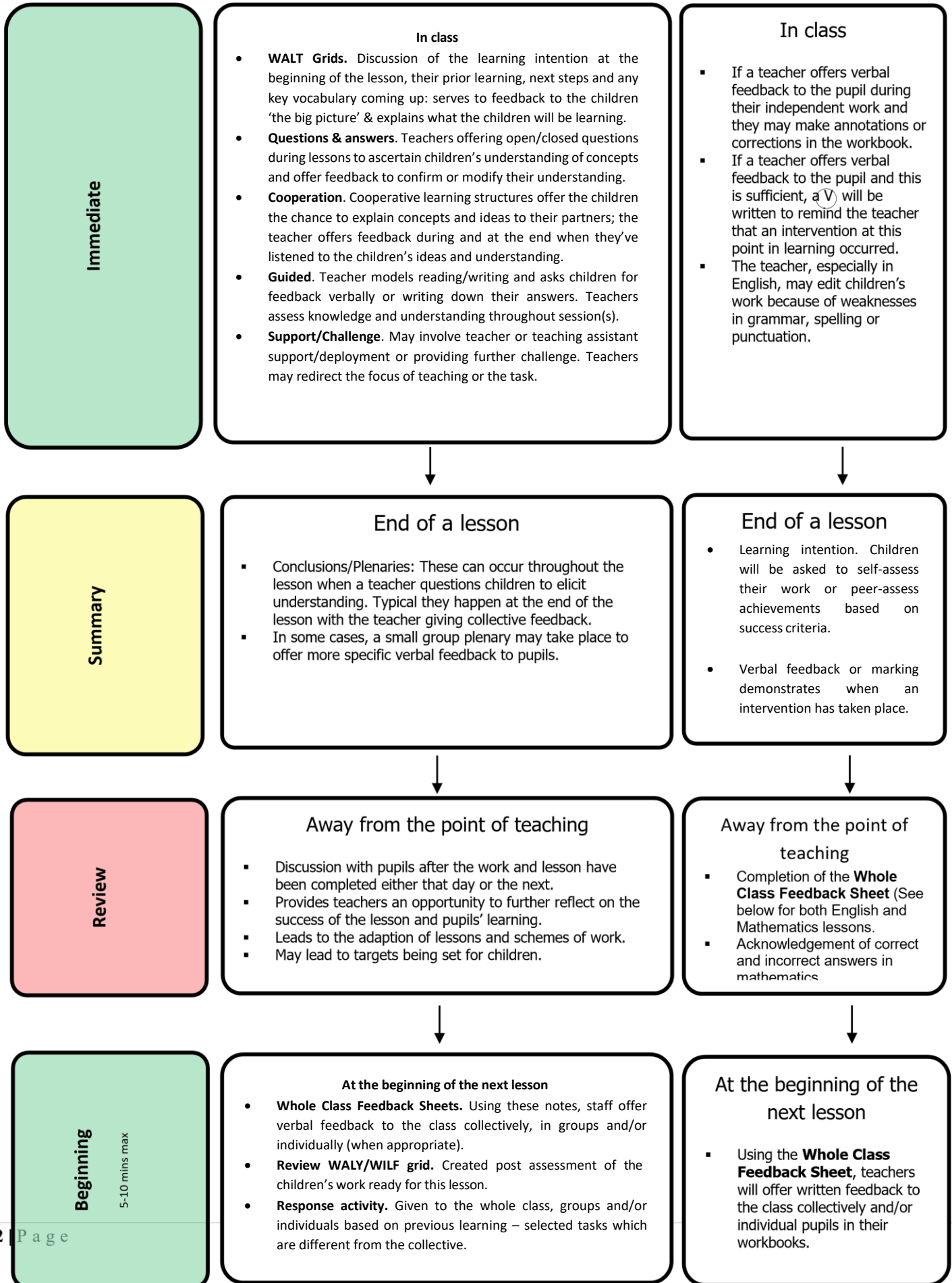


Figure 7: Feedback Flowchart

### Whole Class Feedback

Date: ..... Lesson: .....

NEXT STEPS IN LEARNING	MISCONCEPTIONS/ERRORS	
	NEED FURTHER SUPPORT	
	STAR PERFORMERS	
GOOD EXAMPLES	PRESENTATION ISSUES	INCOMPLETE

Figure 8: Whole Class Feedback Sheet

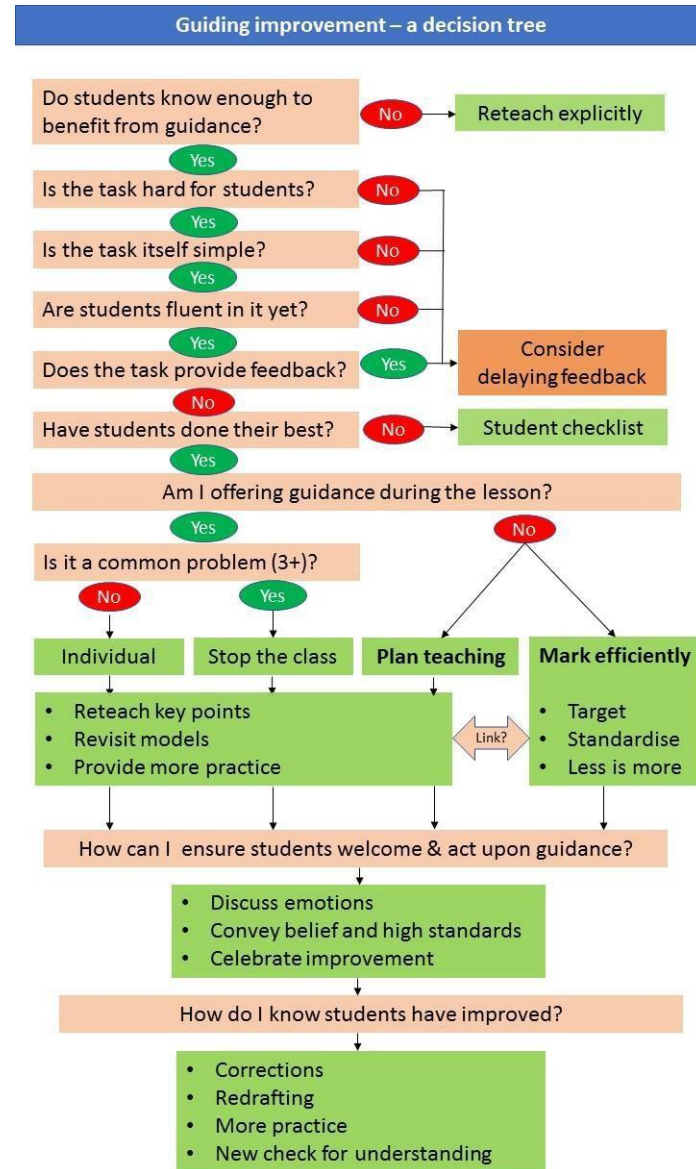


Figure 9: Decision Tree

To assist staff in understand the complexities of whether pupils have understood and achieved the lessons objectives the books should be split into three groups which can overlap.

<b>Multiple Errors</b>	↔	<b>Achieved with a few errors</b>	↔	<b>Achieved and applied their understanding</b>
Emerging or Developing		Working At		Working At and Deeper Learning

**Key Points for consistency:**

- Pupils should receive feedback after each piece of work.
- The child’s response task should be related to the objective for the lesson unless some other key misconception has been noticed in the work.

Previous learning	Today’s learning
Key vocabulary	Future (bigger picture... main question etc)

**WALT/WILF Feedback Guidance**

- Screen 1: prior learning, todays learning, future learning, key vocabulary explained
- Additional screen: must show/demonstrate what a great one looks like: ‘What I’m looking for” (WILF)
- Minimum of 1 WALT/WILF grid per session
- Maximum of 3 linked sessions on one WALT/WILF grid

# SEQUENCE OF LEARNING

Theme: The Romans

Year: 3

Class: Puffins

Term: Autumn

Overall Question: How Roman are we?



LEARNING SKILLS					
1. Remember	2. Comprehen[d/sion]	3. Apply	4. Analyse	5. Evaluate	6. Innovate
Learning Skill	Instil (MNK)	Inspire Sequence of Learning/Activities	Vocabulary	Making connections: How does this sequence fit in with the wider Claypole curriculum? (past and future learning, other subjects?)	
2, 4,5	What do we know already about the Romans? How? <b>Loan Box</b>	<a href="https://www.youtube.com/watch?v=1-kwvvaiaXdm">https://www.youtube.com/watch?v=1-kwvvaiaXdm</a> <b>Activity 1</b> Introduce the topic of the Romans to the class. Children given two post it notes, (ideally different colours). On one, children write any facts they think they might know about the Romans already and on the other one, children write questions about what they would like to find out about the Romans. Remind children that questions need a question mark and statements need a full stop. Stick these post notes on a display or teacher to scribe them.	Past Romans Evidence Artefacts	Evidence from previous History topics- Victorians, Stone Age.	
		bricks, crucifix, stadium, firefighter/ police officers, library card. Red herrings: football, guns/swords, dogs, kings, coins. As children make guesses, the teacher explains each item and how its invention has impacted the world. <b>Teaching</b> Go through slides, then on smartboard <a href="#">document</a> , test children on their knowledge as a class. <b>Activity</b> In history books, children then choose three most important legacies of the Romans and give an explanation why.			
		<b>Innovate (assessment)</b>			
	End of Topic Assessment	Why did Claudius invade? Children to refer to Claudius' personality and opinions of him following Caesar as well as the resources to be gained from <u>England</u> i.e. gold, tin, slaves, cattle, land etc.			

Figure 10: 'Sequence of Learning' planning grid for the class 'theme'

Contains three key elements:

INSTIL (MNK: My New Knowledge)

INSPIRE (acquiring new knowledge)

INNOVATE (Assessment tasks - application)

## SEQUENCE OF LEARNING

Subject: ENGLISH

Year:            Term:            Text/s:

### LEARNING SKILLS

Inspire(Hook)

Instil (MNK)

Imitate

Innovate (application & assessment)


Date	MNK and Focus <i>E.g. reading, writing, grammar</i>	 <b>Teaching and outcomes</b> <i>Including role of adults, scaffolding, extension if needed</i>

Figure 11: ‘Sequence of Learning’ planning grid for English (EYFS through to Year 6)

Contains key elements:

INSTIL (MNK: My New Knowledge)

INSPIRE (Hook & Springboard into learning; acquiring new knowledge)

IMITATE (Mapping)

INNOVATE (Assessment tasks - application)

**Week 1 Overview**

Theme: Welcome to the new school year

Adult led ✓

Child led ✓

Area	Physical development		Understanding of the world				Expressive arts & design	Challenges Phonics / Reading / Writing and Maths
Day	Fine Motor Skills	Gross Motor Skills	Religious Education	PSED	History & Geography	Science	Art & Music	
Communication & Language / Speaking and Listening								
Monday	<ul style="list-style-type: none"> <li>Threading beads onto pipe cleaners</li> <li>Pompoms and tweezers</li> <li>Stickers and shapes</li> <li>Letters formation - Writing centre</li> <li>Mini bricks and building</li> <li>Mini football</li> </ul>	<ul style="list-style-type: none"> <li>PE work out time / Playground equipment</li> <li>Following routes / steps in Forest schools</li> <li>Brushes and water</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the Reflection area.</li> <li>Children to add prayers and hopes / share ideas</li> <li>Introduce PRAISE theme and gems / praise points</li> </ul>	<ul style="list-style-type: none"> <li>Class routines and rules</li> <li>Class contract - all agree and sign</li> <li>Share hopes for the year</li> </ul>	<ul style="list-style-type: none"> <li>Look at a globe / World map on the whiteboard.</li> <li>Can the children say countries? Places they know on the map?</li> <li>Discuss the story: Leaf - where it the North Pole / South Pole?</li> </ul>	<ul style="list-style-type: none"> <li>Look at some pictures of different animals / locations and discuss their features? Do they swim? Give birth to live young?</li> <li>Children to sort the photos - hot and cold climates.</li> </ul>	<ul style="list-style-type: none"> <li>Leaf painting / rubbing</li> <li>Start class collage linked to the story</li> <li>Create large leaf paintings for display</li> <li>Cutting and sticking with feathers</li> </ul>	<ul style="list-style-type: none"> <li>Settle into school life.</li> <li>Play alongside friends.</li> <li>Create art wok linked to story.</li> <li>Write a sentence in the writing centre.</li> <li>Create a book about Leaf.</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>Leaf hole punch / thread</li> <li>Cotton wool polar bears</li> <li>Sensory playdough / add leaves</li> <li>Wrapping wool around sticks / threading leaves</li> </ul>	<ul style="list-style-type: none"> <li>Joe Wicks on large screen</li> <li>Playground equipment</li> <li>Large brushes and water buckets</li> <li>Forest school time</li> <li>NSEW games on playground.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the Reflection area.</li> <li>Children to add prayers and hopes / share ideas</li> <li>Introduce PRAISE theme and gems / praise points</li> <li>Share a dinner time and end of the day prayer with the class - they can help to write it.</li> </ul>	<ul style="list-style-type: none"> <li>Children to share their likes / strengths with others</li> <li>Discuss how important it is to be kind.</li> <li>Ask children to reward other children with kindness points / messages</li> </ul>	<ul style="list-style-type: none"> <li>Children to look at <u>Atlases</u>, maps and globes - use them in their play. Discuss compass points - NSEW - play some games!</li> <li>Discuss the places represented in the story: LEAF. Look at the North pole - What animals live here?</li> <li>Use binoculars in Forest schools.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the term: amphibian - Show a video showing amphibious animals. Discuss. Sort picture on screen.</li> <li>Children to draw and paint polar bears and describe their features - how do they stay warm? How big are they? What can they do?</li> </ul>	<ul style="list-style-type: none"> <li>Children to draw and paint polar bears</li> <li>Polar bear art - cotton wool / collage material.</li> </ul>	<ul style="list-style-type: none"> <li>Cut and stick the pictures from the story. Can you write a sentence from the story?</li> <li>Children to read the alien / real words. Can they sort?</li> <li>Children to build structures using the 3d shapes. Can they name them? Faces?</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Weaving ribbons</li> <li>Hole punches and card</li> <li>Letters formation table</li> <li>Animal footprint activity</li> <li>Peg boards</li> <li>Animals in the sand and tweezers</li> </ul>	<ul style="list-style-type: none"> <li>Balancing along the playground lines</li> <li>Jumping over lines</li> <li>Go Noodle breaks</li> <li>PE equipment / brain breaks</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what it is to be a good friend to others</li> <li>Children to have a friendship jar / box - write a message and thank a friend</li> <li>Discuss praise Gems and points!</li> </ul>	<ul style="list-style-type: none"> <li>Discuss our class routines and behaviour expectations</li> <li>Share stories linked to being kind / the best that you can be.</li> <li>Fruit time - discuss how to stay healthy!</li> </ul>	<ul style="list-style-type: none"> <li>Discuss climate and habitat - share fascinating facts</li> <li>Children talk about hot and cold places</li> <li>Children to cut and stick the animals - hot and cold - record their observations</li> <li>Children to talk about what they would wear in hot and cold places</li> </ul>	<ul style="list-style-type: none"> <li>Sort the animal pictures / birds, mammals and reptiles.</li> <li>Look at some pictures of different animals and discuss their features? Do they swim? Give birth to live young?</li> <li>Discuss our world - how can we be good citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Create leaf and stone art / sculptures in forest schools - take photos on the iPad.</li> <li>Cotton bud snow art linked to story.</li> <li>Paper plate polar bears</li> </ul>	<ul style="list-style-type: none"> <li>I can create a scene from our story: Leaf - I can talk about my art work in detail.</li> <li>I can start to talk about the characters in the story.</li> <li>I can write numbers to 20 +.</li> <li>I can use measuring equipment to compare <u>quantities</u>.</li> </ul>

Figure 12: 'Continuous Provision' planning for the class EYFS

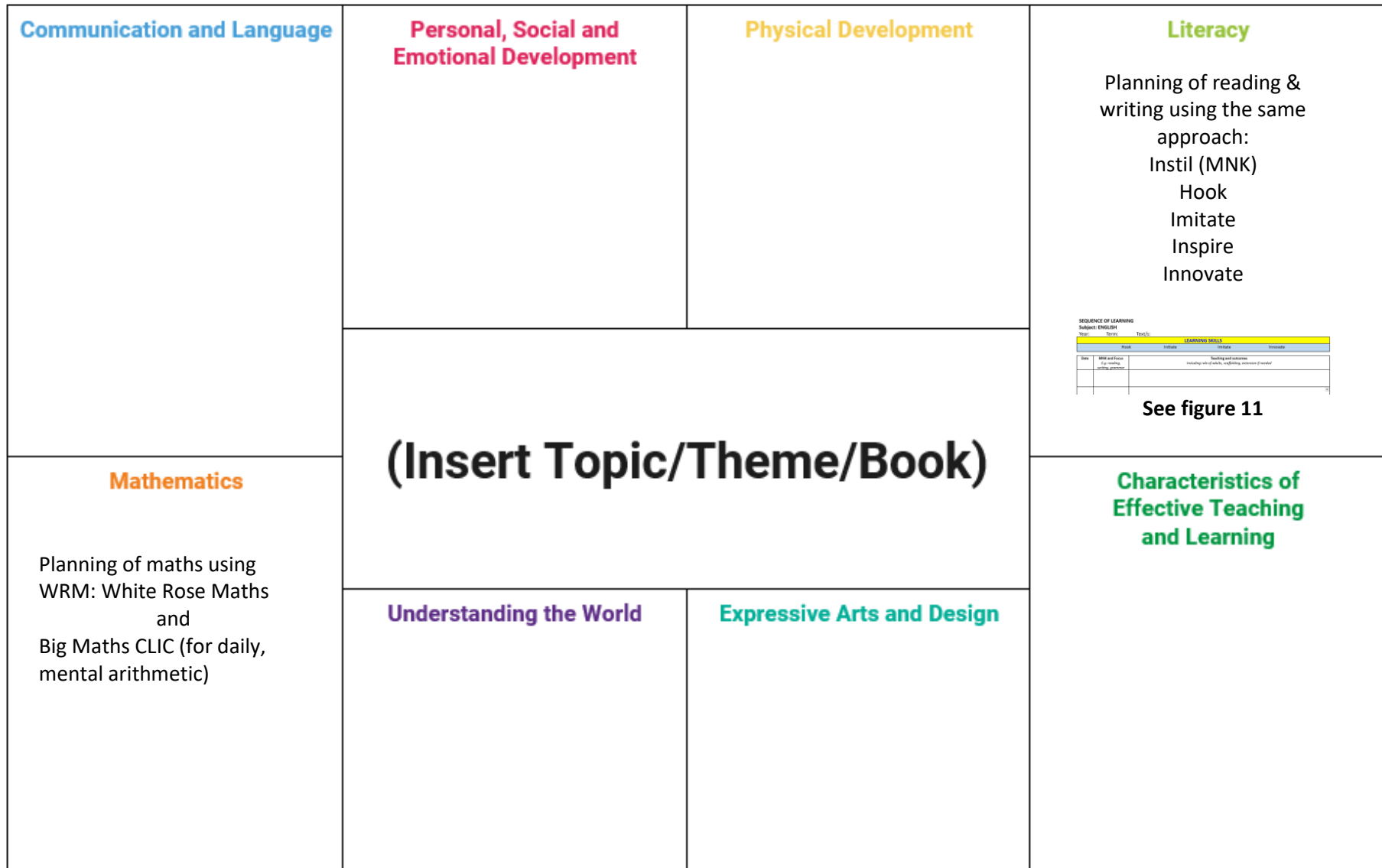
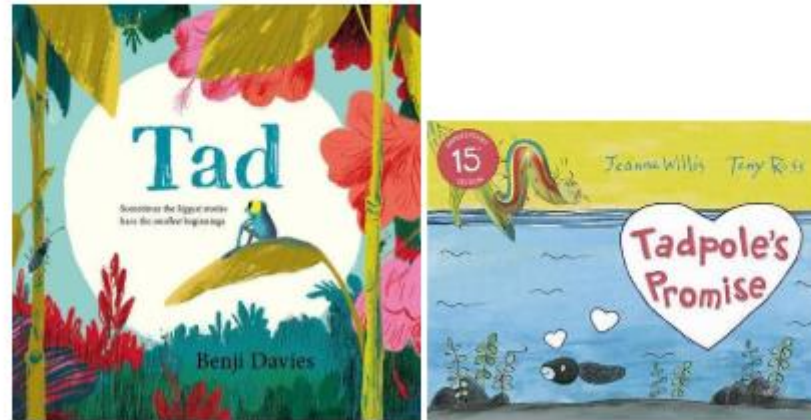


Figure 13: 'Topic/Learning Theme' web for EYFS

## Autumn Term 1

### English Year 1 and 2 - Letter



- **Purpose:** to develop stamina to write extended pieces, such as a letter of advice
- **Audience:** to send a letter of advice to Year 3
- **Text Type:** Factual picture books with links to science (Animals including humans - life-cycles & senses)

Key features we will learn:

Letter of Advice

Sender's Address	
Date	
Greeting	
Introduction	
Advice given	
Questions	
Time conjunctions	
Conclusion	
Sign off with the sender's name	

Figure 13: Literacy Unit Front Cover (EYFS to Year 6)

## **8. Supporting our curriculum through behaviour**

One of our key curriculum aims is to develop children who are kind: socially and morally aware, as well as ready, respectful and safe - following the ethos and principles of our school. We interweave our values and principles into our curriculum through a whole school adoption of our behaviour policy.

Behaviour is taught very early on so that both teachers and learners can focus on the reasons behind poor behaviour choices as opposed to the punishment of them. In this way we are able to 'praise in public: coach in private' focusing time and resources on teaching children correct ways in which to behave and appropriate management and self-regulation strategies for times where children may be struggling physically and/or emotionally. Further details of our approach to behaviour management is detailed in the school behaviour policy which can be found on the policy page of the school website.

[See Behaviour Curriculum](#)

[See Behaviour Policy](#)

## **9. Monitoring and review**

This policy is reviewed every three years by the Headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders. The scheduled review date for our curriculum policy is July 2026.

# Practical Notes

## PLANNING – PREPARING FOR SUCCESS

- Refer to the long term curriculum map
- Use the hyperlinks to look at the specific learning objectives for each subject
- Use the sequence of learning theme grid for planning the sequence of how your ‘theme’ will taught in the time you have
- Plan around an ‘overarching central question’ (a question narrative) of the theme to drive enquiry/learning & then plan for studying multiple, smaller and more focused questions.
- Include vocabulary.
- (*figure 10 – theme planning sheet*) includes over National Curriculum links through its planning sequence... but only if it’s relevant.
- Plan/design for the pages of your ‘best book’
- Use the sequence of learning medium term/subject grid for subject planning
- Complete a Termly Forecast
- Prepare knowledge organisers

- When delivering, use the WALT/WILF grid:

Previous learning	<u>Today's learning</u>
Key vocabulary	Future (bigger <u>picture...</u> main question <u>etc</u> )

*Know EXACTLY what you want the children to know/do... and what it will look like.*

## Overviews

- Photo image of the learning theme's 'over-arching' question – shared on class web page[s]

## Knowledge Organisers

- Knowledge Organisers in books at the beginning of unit[s]/themes.

## Reading

- Reading books: 1 home and 1 in school
- Records inside of folder (class list) in priority order – essential readers first.
- Templates on J:Drive (Curriculum...Reading...)
- Essential readers to be heard read AT LEAST x3 a week... if not DAILY...
  - Their own reading book
  - Part of the lesson (not in front of others)
  - Afternoon activities
  
- Rest of the class at least x1 thrice-cycle.
- Hearing children read demonstrates the importance & value WE give it.
- Hearing children read is an opportunity to judge the level of reading material etc – supporting them to make sensible choices with their reading books (including SEND pupils)
- Folders will be checked half termly (end of half term) – reading frequency, reading priority, material exposure...
  
- Class book: read to children daily; used to inform writing curriculum
- Class book: mixture of learning/theme-based and empathy-based
- Opportunities for children to read in other curriculum areas wherever possible

## Reading Area

- Every class to have an explicit reading area
- Design your area and CREATE IT – with high quality books appropriate for the ages & stages of pupils
- Show a love & respect for books



## Curriculum Books & Best Books

### EYFS

- Tapestry is used for observational evidence (notes, photographs and sharing with families)
- Literacy exercises books (writing)
- Numeracy exercise books
- Folders for EYFS areas of learning

### Key Stage 1 & 2

- ✓ Literacy exercise books (writing)
- ✓ Literacy exercises books (reading)
- ✓ Numeracy exercise books
- ✓ Science exercise books  
(The below exercise books should also be passed up/onwards to the next class each year)
- ✓ RE exercise books
- ✓ History exercise books
- ✓ Geography exercise books
- ✓ French exercise books
- ✓ PSHE/RSE exercise books
- ✓ Art Sketchbooks
- ✓ 'Floor Book' [display book] for group activities; practical learning opportunities [for example music; computing; PE/Sport...]

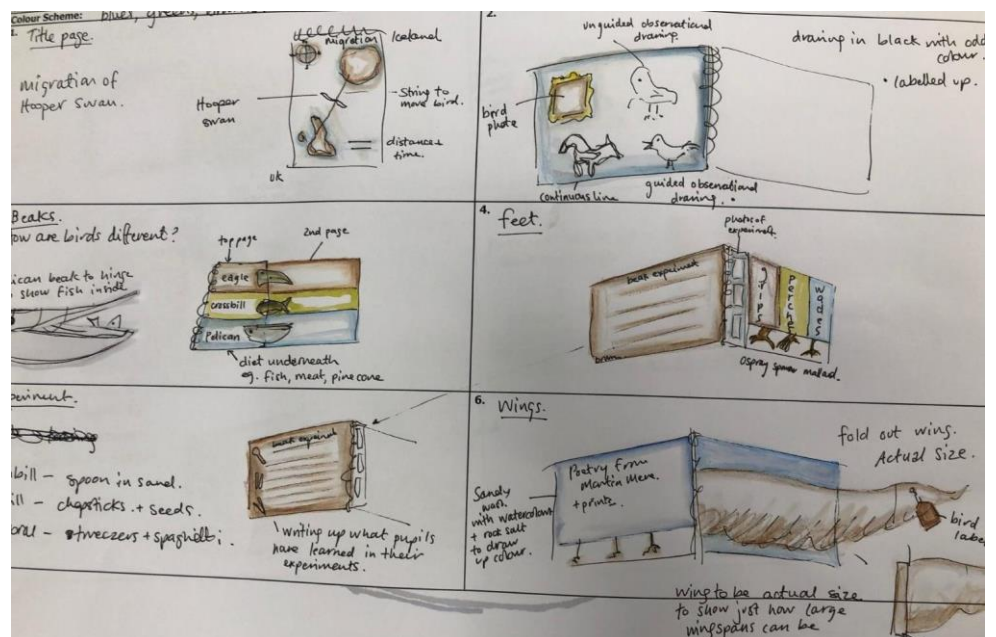
## 'Best' books – based on the terms 'theme' or 'end of unit' work

### What they should be:

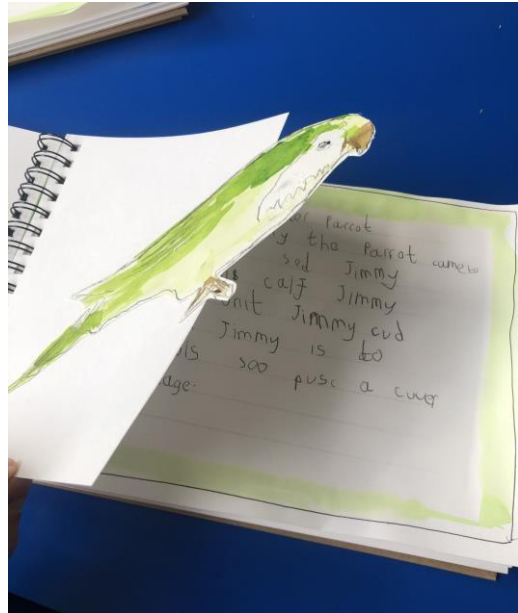
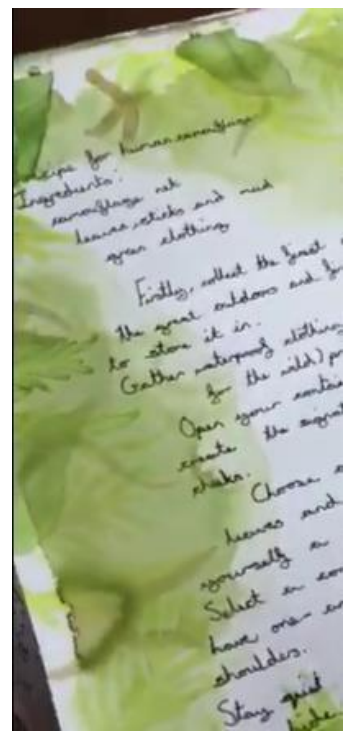
- ✓ the absolute best of the best – based on the term's theme or an end of unit.
- ✓ 6 final, published, polished work per 'big' term
- ✓ a showcase of excellent – a book to be proud of & kept & continued to the next class
- ✓ demonstrates deep learning and understanding & creativity... and opportunity for mindfulness
- ✓ pages and work that are planned for.

### What they shouldn't be:

- ✓ collection of worksheets
- ✓ just an archive of exercises (a scrapbook)
- ✓ coloured or decorated with felt-pens
- ✓ scrappy rushed pieces to make up the pages
- ✓ tenuously-linked pieces to make up pages

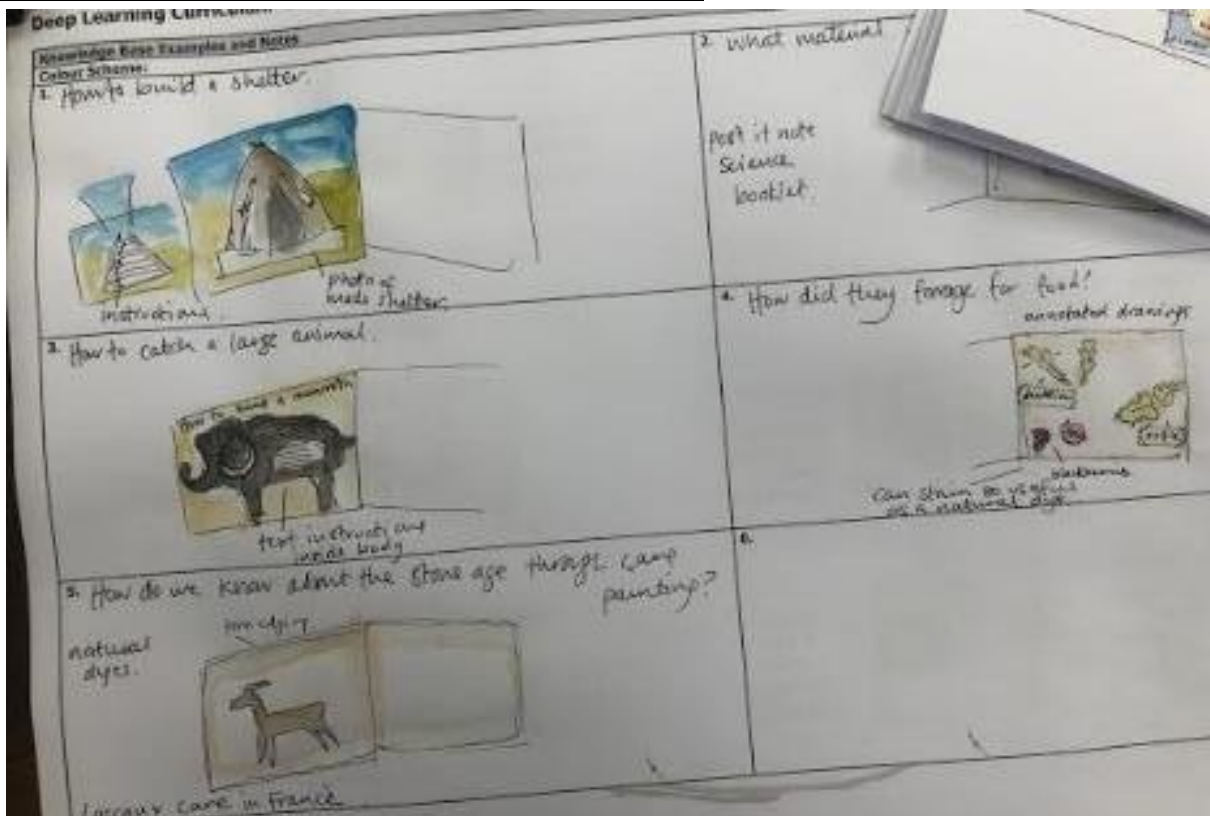


'Theme - best' books (the end product) example pages




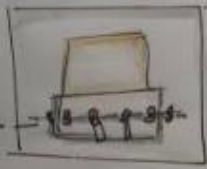




**'Theme - best' books planning of pages (further examples)**



**'Theme - best' books planning of pages (further examples)**


	<p>Why did the war begin? layered map before/after Poland invasion.</p> 
<p>did Liverpool play?</p> <p>• coding workshop</p>  <p>in the bunker.</p> <p>rivet metal edging.</p>	<p>4. Which world leaders played important roles?</p>  <p>UK Maps      German maps</p> <p>writing behind.</p>
<p>Who were involved?</p>  <p>do not put in the pages!</p>	<p>6. What were the key events of the war?</p> <p>5 key events. writing booklet.</p>  <p>timeline</p>

**Step Learning Curriculum- Knowledge Rich: Humanity Rich Year 1**

Knowledge Base Examples and Notes

Four Scheme: Enghts

Who were the Beatles?



paper border

hanging portraits. s if on a wall

emphasises the 'household names'

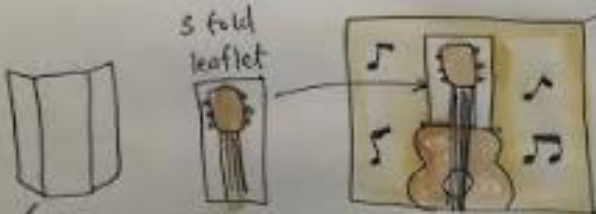
popular record covers of the time

newspaper & sheet if the p

2. Who the i

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What instruments did the Beatles play?



3 fold leaflet


leaflet on instrument evaluation.

- evaluate instrument
- design their own
- make their own
- evaluate their own.

4. What

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How did people cross the river Mersey?



black silhouette background

brightly coloured boat drawing

river

• if time, pupils to draw own boats, if not, print out 1 to colour in roughly.

6. What

Text