



PRIMARY CURRICULUM POLICY and REVIEW
(including Assessment)
2016/17

Primary Curriculum Review 2016/17

Subject	SUBJECT RATIONALE (linked to National Curriculum Expectations).	Developments in 2016/17										
English	<p><i>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</i></p> <p><i>The overarching aim for the English curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. In our academy we aim to ensure that all pupils:</i></p> <ul style="list-style-type: none"> • <i>read easily, fluently and with good understanding</i> • <i>develop the habit of reading widely and often, for both pleasure and information</i> • <i>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</i> • <i>appreciate our rich and varied literary heritage</i> • <i>write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</i> 	<p>Following the rigour of the new Year 6 Reading test, along with the greater depth and higher expectations in attainment across all year groups, a revision of approaches to teaching reading has been a key priority for the primary school in 2016/17.</p> <p>Last year's introduction of Cracking Comprehension and class novel studies have been revised and these resources continue to be used, alongside a new model of teaching reading that was launched by Ark in September 2016 in response to the previous term's tests. There is a five day focus for each text, or aspect of a text, used and involves both whole class and group teaching.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">Day 1</td> <td style="text-align: center;">Key Vocabulary</td> </tr> <tr> <td style="text-align: center;">Day 2</td> <td style="text-align: center;">Reading of text</td> </tr> <tr> <td style="text-align: center;">Day 3</td> <td style="text-align: center;">Teaching of focus KPI</td> </tr> <tr> <td style="text-align: center;">Day 4</td> <td style="text-align: center;">Independent demonstration of focus KPI</td> </tr> <tr> <td style="text-align: center;">Day 5</td> <td style="text-align: center;">Independent questioning</td> </tr> </tbody> </table> <p>Novels have been realigned to ensure a higher level of challenge on each year group and new novels introduced where necessary. There is also a renewed focus on reading stamina and children reading at speed.</p> <p>Through fundraising, new class libraries have also been introduced to support independent and home reading. Texts chosen both encourage children to read new and lesser known novels, alongside ensuring there is appropriate challenge and rigour to support the greater depth expected in the curriculum.</p> <p>In light of last year's Year 6 SATs test, reading linked to topics (ensuring access to a wide range of texts that draw on a greater range of subjects) has been, and continues to be, developed. Staff training has been regularly focused on reading and</p>	Day 1	Key Vocabulary	Day 2	Reading of text	Day 3	Teaching of focus KPI	Day 4	Independent demonstration of focus KPI	Day 5	Independent questioning
Day 1	Key Vocabulary											
Day 2	Reading of text											
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Day 4	Independent demonstration of focus KPI											
Day 5	Independent questioning											

- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

Reading	EYFS	KS1	KS2
	5 x 30mins lessons = 2 hrs 30mins per week	5 x 1hr lessons = 5hrs per week	5 x 1hr lessons = 5hrs per week
Writing	EYFS	KS1	KS2
	5 x 30mins lessons = 2 hrs 30mins per week	5 x 1hr lessons = 5hrs per week	5 x 1hr lessons = 5hrs per week
Handwriting	EYFS	KS1	KS2
	N/A	4 x 10mins lessons = 40mins per week	4 x 10mins lessons = 40mins per week

this continues into the latter part of this academic year.

Talk for Writing continues to be highly successful. Writing outcomes, evidenced in pupil's books, are impressive, as witnessed by a recent head teacher's visit to the school. Staff have had further training with the Primary Writing Project team in April and will again join network colleagues in September 2017 for the final session of training with Pie Corbett (Founder of Talk for Writing) and will use this training to reinforce what they are currently doing as well as accelerate our provision to the next level.

Spelling and Grammar (SpaG) is taught daily and assessed weekly using a network agreed SpaG test. These results are tracked and half termly outcomes are shared within the network. This addresses the increased weighting in the new curriculum and prepares children for the increased focus and rigour placed on SpaG in the new end of Key Stage tests seen in Summer 2016.

Mathematics

Maths teaching in the Ark primary classroom is built on guiding principles that allow pupils to meet both our high expectations of them and the challenges of the new primary curriculum. The guiding principles include regular use of concrete materials and pictorial representations, more time for Maths, an explicit focus on using mathematical language and a mindset that says every child can succeed. These principles sit alongside the three central aims of the primary maths curriculum of developing fluency, reasoning mathematically and solving problems. Success will ensure that pupils fulfil their potential and are fully

Mathematics Mastery continues throughout the primary academy and was introduced into Year 5 in September 2016. All mathematics lessons follow a three part focus based around the principles of practicing, using and applying and reasoning.

Work in response to the new demands of assessment for 2016 in Mathematics continues to be a focus across the primary school. Training during induction week and subsequent teacher and TA training sessions have focused on ensuring evidence in children's books provides rigorous opportunities in arithmetic and an increased focus on reasoning to address the expected alterations in the new tests.

	<p>prepared for secondary school mathematics.</p> <table border="1"> <thead> <tr> <th>Mathematics</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>5 x 45mins lessons = 3hrs 45mins per week</td> <td>5 x 1hr lessons = 5hrs per week</td> <td>5 x 1hr lessons = 5hrs per week</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths meetings</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>5 x 15mins lessons = 1hrs 15mins per week</td> <td>5 x 20mins lessons = 1hrs 40mins per week</td> <td>5 x 20mins lessons = 1hrs 40mins per week</td> </tr> </tbody> </table>	Mathematics	EYFS	KS1	KS2		5 x 45mins lessons = 3hrs 45mins per week	5 x 1hr lessons = 5hrs per week	5 x 1hr lessons = 5hrs per week	Maths meetings	EYFS	KS1	KS2		5 x 15mins lessons = 1hrs 15mins per week	5 x 20mins lessons = 1hrs 40mins per week	5 x 20mins lessons = 1hrs 40mins per week	<p>Mathematics Mastery lessons are not followed to the letter but the content continues to be adapted, as teacher's confidence improves. Due to this, there has been less reliance on multiple worksheets and children are securely equipped to select their methods of recording and learning to present their work in books (especially in KS1). This is also responds to the demands of the new 2016 tests, where written algorithms formed a large part of the children's response.</p> <p>Links with other subjects have been made in all topics, where relevant, so that children are now also learning aspects of the mathematics curriculum in a real life context. Mathematics meetings continue three times per week but there is now an enhanced focus on the teaching and learning of arithmetic. Two sessions per week are devoted to arithmetic, beyond the daily mathematics lessons. Weekly arithmetic tests are undertaken by all children and tracked. Half termly reporting of arithmetic outcomes takes places and is used internally and is shared with head office, in response to the demands of the new maths assessments.</p>
Mathematics	EYFS	KS1	KS2															
	5 x 45mins lessons = 3hrs 45mins per week	5 x 1hr lessons = 5hrs per week	5 x 1hr lessons = 5hrs per week															
Maths meetings	EYFS	KS1	KS2															
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<p>Science</p>	<p>Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. Science links direct practical experience with ideas so it can engage learners at many levels. During the teaching of science an emphasis is placed on the teaching of scientific skills such as predicting, estimating, measuring, fair testing, hypothesising, and drawing conclusions. These skills are taught through a two year cycle of topics: life processes and humans, sound, electricity, light, the earth and beyond, separating materials, grouping materials, forces and motion and green plants and the environment.</p> <table border="1"> <thead> <tr> <th>Science</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>Integrated into areas of learning</td> <td>2 x 1hr lesson = 2hr / week</td> <td>2 x 1hr lesson = 2hr / week</td> </tr> </tbody> </table>	Science	EYFS	KS1	KS2		Integrated into areas of learning	2 x 1hr lesson = 2hr / week	2 x 1hr lesson = 2hr / week	<p>Emperibox was used in KS2 up to July 2016. The decision was made to replace this scheme, as the pitch had proved too high for KS2 children and the planning provided was not useful or impactful enough. Rising Stars Science, which has been used in KS1 for the last four years, has now also been introduced into KS2.</p> <p>Julie Harrison has led staff to ensure more solid planning is in place that follows the scheme and ensures that the skills progression is rigorous enough from EYFS through to Year 6.</p> <p>Outcomes in pupils' books have improved during Spring 2017 and teachers are reporting that they feel more confident to deliver appropriate science lessons. There is also a greater evidence of science display in classrooms and around the school and the subject now has better prominence in the school.</p> <p>In readiness for the proposed reintroduction of a formal science test we continue to use the CPG scheme in Years 2 and 6 to ensure that children spend time weekly learning and revising the core content of the Science curriculum. Frequent informal tests have been put in place to assess children's understanding. There has been no further indication that the tests will be trialed at this moment in time.</p>								
Science	EYFS	KS1	KS2															
	Integrated into areas of learning	2 x 1hr lesson = 2hr / week	2 x 1hr lesson = 2hr / week															

<p>Art and Design Technology</p>	<p><i>Art and design provides visual, tactile and sensory experiences and is a unique way of understanding and responding to the world. Children use colour, form, texture, pattern, different materials and processes to communicate what they see, feel and think. They explore ideas and meaning in the work of artists as well as learning how to understand, appreciate and enjoy art. Visits are made to provide first-hand experience of the work of artists. Art and design is based on the units in the QCA scheme of work.</i></p> <p><i>Design Technology also prepares children to participate in a world of rapidly changing technology. Everything we use in our day-to-day lives – from forks to food and hats to houses – has been designed. Finding out more about how these objects are designed and made helps children to make sense of the world around them. By designing and making their own products, children learn: practical skills, like finding out how things work and making products that are useful and look good and ways of thinking and working, like coming up with ideas, solving problems and working as a team. DT teaching is based on the units in the QCA scheme of work</i></p> <table border="1" data-bbox="481 949 1173 1069"> <thead> <tr> <th>Art/DT</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>Integrated into areas of learning</td> <td>1 x 1hr lesson = 1hr per week</td> <td>1 x 1hr lesson = 1hr per week</td> </tr> </tbody> </table>	Art/DT	EYFS	KS1	KS2		Integrated into areas of learning	1 x 1hr lesson = 1hr per week	1 x 1hr lesson = 1hr per week	<p>Art and Design Technology has formed a key focus in the redesign of the foundation subject teaching in the primary school. Both subjects are taught in rotation and each “topic” has either an Art or a DT focus, based on the requirement of the new curriculum. We have seen an improved coverage of both. The current Art planning is currently too restrictive and needs to be developed further to make it more creative and “Primary” friendly, but there is a good development of skills and children are now studying both key art movements and important artists, as well as producing a greater amount of quality art work.</p>
Art/DT	EYFS	KS1	KS2							
	Integrated into areas of learning	1 x 1hr lesson = 1hr per week	1 x 1hr lesson = 1hr per week							
<p>ICT</p>	<p><i>ICT prepares children to take part in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Through ICT teaching children learn how to store, manipulate, retrieve and present information which may consist of text, numbers, images, sound or other signals. These skills are taught through topics consisting of communicating information, handling</i></p>	<p>Current ICT teaching is not sufficient in the primary school. Issues persist around the infrastructure available to the children and many sets of laptops are now not equipped to cope with the revisions made to the IT system across the academy, nor provide adequate support for the new curriculum’s emphasis on programing and coding. Work has been undertaken to restructure the sets of laptops that are usable and the subjects has become the focus of PPA sessions in primary.</p>								

	<p><i>information, modelling and control based on the ITASS ICT scheme of work.</i></p> <table border="1" data-bbox="479 293 1178 443"> <thead> <tr> <th>ICT</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 x 30mins lesson = 30mins per week</td> <td>1 x 1hr lesson = 1hr per week</td> <td>1 x 1hr lesson = 1hr per week</td> </tr> </tbody> </table>	ICT	EYFS	KS1	KS2		1 x 30mins lesson = 30mins per week	1 x 1hr lesson = 1hr per week	1 x 1hr lesson = 1hr per week	<p>The Rising Stars coding scheme has been purchased but this has not been impactful as yet. Further time and whole school focus is needed and ICT must be a key priority for 2017/18.</p>
ICT	EYFS	KS1	KS2							
	1 x 30mins lesson = 30mins per week	1 x 1hr lesson = 1hr per week	1 x 1hr lesson = 1hr per week							
<p>Modern Foreign Languages</p>	<p><i>Weekly MFL lessons will be taught from Yr 3.</i></p> <table border="1" data-bbox="479 619 1178 769"> <thead> <tr> <th>Modern foreign languages</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>N/A</td> <td>N/A</td> <td>1 x 40mins lesson = 40mins per week</td> </tr> </tbody> </table>	Modern foreign languages	EYFS	KS1	KS2		N/A	N/A	1 x 40mins lesson = 40mins per week	<p>Spanish and French were taught across KS2 and is led by secondary specialist teachers. However, this has not been maintained due to changes in teaching staff. Where possible, primary sessions are delivered for 30 minutes per week and both languages rotate between year groups as before– each child has access to two years of French and two years of Spanish – however this is not consistent and the primary teachers are not specialists. This will need to be a focus of curriculum restructure in 2017/18 to improve the provision.</p>
Modern foreign languages	EYFS	KS1	KS2							
	N/A	N/A	1 x 40mins lesson = 40mins per week							
<p>PE</p>	<p><i>In PE children develop their physical competence and confidence as well as their ability to perform in a range of activities such as gymnastics, games, dance, athletics and swimming. PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams. It also promotes positive attitudes towards active and healthy lifestyles. Children also have swimming lessons for half a term in selected years. Ark academies are committed to ensuring all pupils have access to a fantastic PE education, and are also committed to ensuring impact on pupil outcomes and experiences through judicious use of the PE premium.</i></p> <table border="1" data-bbox="479 1209 1178 1331"> <thead> <tr> <th>PE</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>2 x 1hrs lessons = 2hrs per week</td> <td>2 x 1hrs lessons = 2hrs per week</td> <td>2 x 1hrs lessons = 2hrs per week</td> </tr> </tbody> </table>	PE	EYFS	KS1	KS2		2 x 1hrs lessons = 2hrs per week	2 x 1hrs lessons = 2hrs per week	2 x 1hrs lessons = 2hrs per week	<p>PE is taught for 2 hours per week – one session is led by a PE specialist during PPA time – the teacher has recently been appointed to the teaching staff full time. He has introduced a new scheme of work and developed the planning for PE across the school. A broader range of activities is now being offered, including basketball, badminton, hockey, tag rugby using the secondary sports hall and through the gym apparatus. Lessons are progressive and skills have been mapped across the year groups, using the LCP resources. Class teachers deliver a follow up session with their own classes following the key lesson with the PE specialist.</p> <p>A greater range of resources have been purchased but further investment is needed next year.</p> <p>Swimming is taken by children from Year 3 onwards and each child has access to 10 sessions per year.</p>
PE	EYFS	KS1	KS2							
	2 x 1hrs lessons = 2hrs per week	2 x 1hrs lessons = 2hrs per week	2 x 1hrs lessons = 2hrs per week							

<p>Humanities – History/Geography</p>	<p><i>History allows children to explore the past in Britain and the wider world. The key areas developed through the teaching of history are: chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry and being able to organise and communicate their findings. At both key stages children study local history which is often supported by visits in the local vicinity.</i></p> <p><i>Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. Geography is taught through a series of themes such as settlement, environmental issues, localities and water. Visits are made to the area surrounding the academy to support work in geography.</i></p> <table border="1" data-bbox="481 933 1176 1053"> <thead> <tr> <th>Humanities</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>Integrated into areas of learning</td> <td>2 x 1hr lesson = 2hrs per week</td> <td>2 x 1hr lesson = 2hrs per week</td> </tr> </tbody> </table>	Humanities	EYFS	KS1	KS2		Integrated into areas of learning	2 x 1hr lesson = 2hrs per week	2 x 1hr lesson = 2hrs per week	<p>History and Geography form the basis of the foundation curriculum topic work. These topics either have either a history or geography focus and address the demands of the 2014 curriculum. Links within each topic are made to art/DT and music and, where relevant, make links to the science and mathematics curriculums. Opportunities for writing, using the Talk for Writing approach, have been planned in and have seen a marked improvement in cross curricular writing opportunities across the school. Joint work was undertaken with secondary subject leads to ensure an appropriate skill progression is in place with an aim to ensuring children enter Year 7 with the necessary level of understanding and skills.</p> <p>Extra-curricular enhancements have been streamlined with a greater emphasis on visitors into school and “bought in” workshops. School trips take place where relevant to the topic (or another aspect of learning such as a place of worship in RE).</p> <p>The National Trust’s initiative – “50 Things to do by the time you’re 11 ¾ has been embedded across all year groups this year, mainly through being incorporated into each topic, and adds a new dimension to extra-curricular opportunities that support the development of the whole child.</p> <p>Work has also been undertaken to look at access and destinations, along with supporting high aspirations for the children. Each year group now has an affiliated trip to a university during the course of the year. We are also currently developing careers days to support the development of raising children’s aspirations through direct experience.</p>
Humanities	EYFS	KS1	KS2							
	Integrated into areas of learning	2 x 1hr lesson = 2hrs per week	2 x 1hr lesson = 2hrs per week							
<p>PSHE & C/RE</p>	<p><i>PSHE&C helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. SEAL is an integral part of the PSHE&C teaching when children are able to express their views and opinions on concerns they may have. Drugs Education and Sex and Relationship Education are part of PSHE&C teaching, as are British Values.</i></p>	<p>A full PSHE curriculum has now been embedded in each year group, following the developments of last year. Also, the work has been drawn from the local Brent guidance. PSHE has continued as a priority for 2016/17. Circle time and Philosophy for children has continued as a teaching tool in lower KS2 classes and KS1.</p>								

	<table border="1"> <thead> <tr> <th>PSHCE</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 x 30mins lesson = 30mins per week</td> <td>1 x 30mins lesson = 30mins per week</td> <td>1 x 30mins lesson = 30mins per week</td> </tr> </tbody> </table> <p>RE is taught in accordance with the [LA] Agreed Syllabus for RE and scheme of work. Alongside Christianity children study other major religions including Islam and Judaism.</p> <p>Parents/carers are able to withdraw their child from RE or collective worship but should discuss this with the Head teacher.</p> <table border="1"> <thead> <tr> <th>Religious education</th> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td></td> <td>Integrated into areas of learning</td> <td>1 x 40mins lesson = 40mins per week</td> <td>1 x 40mins lesson = 40mins per week</td> </tr> </tbody> </table>	PSHCE	EYFS	KS1	KS2		1 x 30mins lesson = 30mins per week	1 x 30mins lesson = 30mins per week	1 x 30mins lesson = 30mins per week	Religious education	EYFS	KS1	KS2		Integrated into areas of learning	1 x 40mins lesson = 40mins per week	1 x 40mins lesson = 40mins per week	<p>RE follows the LCP scheme of work and is taught by the PPA teacher each week.</p>
PSHCE	EYFS	KS1	KS2															
	1 x 30mins lesson = 30mins per week	1 x 30mins lesson = 30mins per week	1 x 30mins lesson = 30mins per week															
Religious education	EYFS	KS1	KS2															
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MUSIC	<p>The teaching of music develops children’s ability to listen and appreciate a wide variety of music and to make judgements about musical quality. They are encouraged to take an active role in composing and performing music. As an academy we greatly value the contribution music makes to everyday life and strive to involve as many children as possible in musical activities.</p>	<p>Music continues within all classes for 1 hour per week. All classes receive the input of a specialist music teacher from the Ark Network service and learn either drumming or ukulele.</p> <p>In addition singing takes place weekly in every class with children learning identified songs that link to their topic work. These songs are used as teaching aids and then performed to parents at the end of each half term. Each key stage also comes together for a weekly singing assembly.</p> <p>In school music tuition in string and piano is offered to those children wishing to learn and delivered by peripatetic teachers, shared with the secondary school.</p>																

		A primary school choir of 50 children regularly meets and participates in a range of events, such as Sing into Spring, the Ark Gala and in joint ventures with the secondary choir.
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Foundation stage

The Early Years in Ark Schools provides the foundation for all future learning. We aim to give children the broad range of knowledge and skills that provide the right foundation for excellent future progress through school and life. To ensure this, learning and development opportunities are planned around the needs and interests of each child and are assessed and reviewed regularly. Adults respond to each child's needs and interests, guiding development through warm, positive interactions in stimulating, well-resourced indoor and outdoor environments.¹

It is the adult's role to teach, support, stimulate and extend children's learning through initiating and extending experiences and interacting skilfully and sensitively with children to scaffold, support and enhance learning.

We have developed a specific Early Years curriculum taking full account of the requirement of the statutory E.Y. Framework (2012), which combines the development of personal, social and emotional skills, opportunities for child initiated learning and a broad curriculum with daily mathematics and literacy sessions.

Priorities for 2017/18

ENGLISH

- Consolidate further the teaching of reading across the school and ensure reading is embedded in all curriculum subjects.
- Continue to adapt planning and teaching as necessary.
- Complete whole staff Talk for Writing training with Primary Writing Project team.

MATHS

- Consolidate the teaching of Maths Mastery in all year groups (possible Year 6 scheme to be introduced).

SCIENCE

- Ensure all work undertaken in 2016/17 is enhanced and consolidated to ensure outcomes are high quality and demonstrate high level of challenge in all year groups.
- Ready children for new formal testing.

ICT

- KEY FOCUS – ensure planning and teaching of ICT is central to the work undertaken in teaching and learning in 2017/18.
- Work with Principal and FDR to look at ways to improve the infrastructure to support effective ICT teaching and learning.
- Ensure the Coding curriculum is fully addressed in all year groups and that a progression of ICT skills teaching is embedded throughout the school.

FOUNDATION CURRICULUM

- Review all topics and planning and continue to ensure they are relevant to the children.

MODERN FOREIGN LANGUAGES

- Re-establish the teaching provision from secondary specialists across KS2

Assessment 2016/17

ASSESSMENT 2016/17

Reading and Maths

a. Hodder Puma and Pira

Method: Puma and Pira are standardised tests which are taken in standard test conditions three times a year.

Purpose: These tests give us a summative judgment and allow us to monitor progress against national standards.

Language: These tests are reported as DfE scaled scores which run from 85-115 at KS1, and 80-120 at KS2.

b. Teacher assessment

Method: Teachers use evidence from classwork to make a judgment about pupil performance three times a year in reading and maths. Teachers can also use information from other assessments (Puma and Pira, arithmetic tests and KPIs) to help inform these judgments.

Purpose: This is a summative judgment which allows us to track progress against national standards. This is different from the Puma and Pira in that it is based on a holistic appraisal of a range of pupil work, not a one-off test. This teacher assessment is not formally moderated.

The language of assessment grades:

Description of attainment grade at end of Key Stage	Abbreviated to	"CCR" internal description for all KS1 and KS" year groups	Scaled score range	General description of level of attainment
Greater depth within the expected standard	GDS	Well Above	110+	The pupil has achieved a mastery of the subject and can engage with the curriculum at greater depth and difficulty
Expected Standard	EXS+	Above	105 – 109	The child is operating slightly above age-related expectations and can be considered "secure" with the curriculum
Expected Standard	EXS	At	100 – 104	The child is working at the age-related standard
Working towards the expected standard	WTS	Below	95 -99	The child is working slightly below the age-related standard.
Pre-key stage foundations	WTS-	Well below	<95	The child is working around 2 years or more below the expected standard for their age.

Writing

Method: Teachers use evidence from classwork to make a judgment about pupil performance three times a year. This is based on children's performance against the KPI's – Key Performance Indicators – based on the required standards of the national curriculum.

Purpose: This is a summative judgment which allows us to track progress against national standards. This judgment is moderated at training days.

Language: WTS-, WTS+, EXS_, EXS+, GDS. Please see the table above for how these grades are interpreted.

Arithmetic

Method: Arithmetic tests are devised by us and are taken by pupils six times a year

Purpose: These tests allow teachers to monitor arithmetic progress over time and to identify gaps

Language: Scores are recorded as raw marks

Spelling, Punctuation and Grammar

Method: Rising Stars "SPAG" (Spelling, Punctuation and Grammar) tests, taken by pupils six times a year

Purpose: These tests allow teachers to monitor Spag progress over time and to identify gaps

Language: Scores are recorded as raw marks

Key Performance Indicators (KPIs)

Method: The KPIs are a series of curriculum statements which teachers use to guide their teaching from lesson to lesson. We track children's performance in reading, writing and maths against the KPI's.

Purpose: The KPIs allow teachers to make formative judgments about what they have already taught and what they need to reteach

Language: KPIs are recorded as either 'met' or 'not met'. They are not aggregated up to a grade.

Read Write Inc

Method: Teachers assess pupils using the built-in RWI assessments every half-term.

Purpose: To monitor early reading progress

Language: A, B, C, D, E, F, G, H, I, J

CEM baseline

Method: Teachers use the CEM baseline test to assess reception pupils at the start of the year, and follow up again at the end of the year.

Purpose: To provide an accurate baseline for all pupils as they start school

Language: CEM provide results as a scaled score which does not correspond to the scaled score used by the DfE. We convert CEM's scaled score to a DfE scaled score, which therefore runs from 85-115, and can be subdivided into the following five grades: Well above, above, at, below and well below.

Early Years Foundation Stage Profile

Method: Teachers make a judgment against each of the 17 learning areas. They make a baseline judgment at the start of the year, and then a judgment at the end of every term after that.

Purpose: To monitor progress against the early learning goals.

Language: 0-11, 8-20, 16-26; 22-36 Emerging/Expected/Exceeding; 30-50 Emerging/Expected/Exceeding; 40-60 Emerging/Expected/Exceeding; ELG1/ELG2/ELG3. A child achieving ELG 2 in each of the 12 Prime areas of the EYFS curriculum is considered to have achieved a "Good Level of Development" (GLD).

NATIONAL ASSESSMENTS

Early Years Foundation Stage Profile

Schools must submit final EYFS profile data on each pupil to their local authority by June 30 2017.

Phonics

The phonics screening check week is typically the second week after the summer half term. It is taken by all pupils in year 1. Pupils who do not pass in year 1 retake it at the end of year 2.

Key Stage 1 assessments

The Key Stage 1 assessment window is in May. Schools take the assessments in the final week of May. Pupils are to be teacher assessed as one of the following five grades: Below, Pre-Key Stage, Working Towards, Expected Standard, Greater Depth.

The government provide national assessments in reading and maths which produce a scaled score. These help to inform the teacher assessments. We use the following guidance when making the judgments in maths and reading.

- All pupils who receive 105 or above on the national assessments should be teacher assessed as 'EXS' or 'GDS'
- All pupils who receive below 95 on the national assessment should be teacher assessed as 'WTS', Pre-Key Stage or Below.
- Pupils who score between 95 and 104 inclusive should be reviewed on an individual basis by the SMT and year 2 team, taking into account their results on the assessments completed throughout the year.

Key Stage 2 assessments

- Reading and maths assessments are taken in the second week of May.
- Writing teacher assessments should be made by the end of May.

AFTER THE ASSESSMENTS

Tracking and analysis

Attainment data is recorded in the academy's Management Information System (MIS) and is available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards and question-level trackers. Individual teachers should use these data and tools to identify gaps in pupils' learning and to inform their planning.

Moderation

We moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also attend regular network moderation meetings for each year group. Ark Academy is also moderated by Brent Local Authority as part of their duty to check local schools on a regular basis.

Intervention

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, schools should use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. Leaders at all levels analyse data and adjust provision for children.

Pupil Progress Meetings

We hold termly pupil progress meetings for all year groups. These meetings are chaired by the senior leader in charge of assessment (currently the Deputy Head Teacher). The class teacher and Inclusion Manager (SENDCO) also attend. The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; to identify all pupils at risk of not meeting their target; and to take co-ordinated action to ensure progress is accelerated. Written notes are kept of these meetings to ensure that staff are held to account against the agreed actions. In these meetings, vulnerable children such as Pupil Premium or SEN are specifically discussed.

Reporting to Parents/Carers

We report to parents/carers regularly. Each year, we hold two parent consultation evenings with an end of year report sent home to parents. We also send written reports of pupil progress at the end of each term and maintain an open door policy for parents that wish to discuss pupil progress with either the class teacher or a senior leader.

FEEDBACK TO PUPILS

We recognise that feedback to pupils forms an essential part of learning and forms an integral part of daily life at Ark Academy. Feedback, both spoken and written, should be happening constantly as part of the “culture of error” that exists in the school that drives a cycle of improvement.

General expectations of teachers:

- All pupils receive verbal feedback throughout lessons. This feedback should be positive and encouraging whilst identifying next steps in language the pupil can understand. The headings “what went well” and “even better if” are generally used to indicate the strengths and areas for improvement in a pupil’s work.
- Written feedback, including the marking of books, must be regular and frequent. All written work in a pupil’s books must be marked. Marking is completed in green pen and pupil responses may be written in black pen.
- Written feedback must lead to a noticeable improvement in the pupil’s work so that the exercise books demonstrate evidence of progress made by the pupil. Acknowledgement marking: the teacher has indicated to the child that the work has been read and acknowledged. The marking does not need to indicate next steps or highlight specific areas for improvement. This type of marking must not indicate that work is “correct” when it fundamentally is not correct and misconceptions must be addressed. This type of marking is typically used in “Topic”, art or science lessons.
- Detailed marking: pupils work is marked in more detail. Misconceptions are identified and pupils return to mistakes. Teachers may explain concepts in more detail or simplify tasks in order to assess a child’s understanding. Pupils respond to this marking and subsequent tasks are planned to show a gain in learning or a greater depth of understanding. Detailed marking takes place several times per week in literacy and numeracy.
- A triangle symbol is used next to the learning objective to show the extent to which the objective was met by the pupil:

1 side = not met	/
2 sides = working towards	∠
3 sides = learning objective met	△

