

Creative Education Trust

Harpfield Primary Academy Curriculum & Assessment Policy

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Vision and Values



The purpose of the Curriculum and Assessment Framework is to ensure that every pupil in every Creative Education Trust school has access to a broad, knowledge-rich curriculum that:

- Explicitly states the knowledge that pupils are expected to know, understand, and apply.
- Can be adapted to meet the needs of all pupils.
- Is coherently sequenced to ensure progression in learning over time.
- Is assessed in a purposeful and rigorous way to identify knowledge gaps, that are then filled.
- Provides the best possible chances for our pupils to reach ambitious **[holistic]** outcomes.

Harpfield Primary Academy Vision

At Harpfield Academy we recognise that improving educational outcomes is the biggest way we can positively impact our pupil's futures. We want all our pupils, no matter what their background or previous social and academic experience, to move to their next step in education as confident, articulate, well-qualified and responsible young adults, ready to make a highly positive contribution to their community and wider society. To achieve this, we are committed to delivering an enriching, engaging, and challenging curriculum through high-quality teaching and learning.

Signature

Jemma Adlington

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Principal

Signature

Liz Bryne

.....

Chair of Governors

Roles and responsibilities

At Harpfield Primary Academy, the roles and responsibilities of those accountable for implementing our Curriculum & Assessment policy are outlined below:

Role	Responsibility
Classroom Teacher	Implementation: To plan and develop individual and sequences of lessons adapted appropriately for the needs of every student and class that you teach. Conduct regular formative and summative assessments to pinpoint potential gaps in subject knowledge and skills, and promptly address them with effective strategies. Utilise post-assessment data to identify misconceptions and gaps in knowledge and students requiring extra support. CPD: Actively engage in continuous professional development (CPD), demonstrating humility and openness of always improving.
Curriculum/Subject Leaders and those with C&A TLR Roles	Implementation: Ensure consistent implementation of the C&A policy within their designated areas of responsibility. Plan, develop, and review Long-Term Plans (LTPs) and Medium-Term Plans (MTPs), demonstrating how lesson sequences align with the year group objectives, encompassing both skills and content perspectives. Quality assurance: Conduct regular quality assurance, encompassing activities such as reviewing and providing feedback on individual and sequences of lessons, evaluating the curriculum and assessments, and assessing how well students have mastered the curriculum (via learning walks, book scrutiny, pupil voice, and staff voice). CPD: Actively engage in continuous professional development (CPD), embodying humility and openness to continuous learning and improvement in practice and pedagogy. Facilitate subject-specific and pedagogical CPD based on empirical evidence gathered through quality assurance cycles, including post-assessment insights.
The SENDCO and Teaching Assistants	Implementation: To ensure the C&A policy is implemented consistently to support students with specific needs. It is essential to guarantee that any additional provisions required by students, for example, extra time, are adhered to during assessments, including both Trust-wide and externally validated assessments as a minimum. Quality assurance: To conduct SEND specific learning walks, pupil voice and work scrutiny to ensure equal access to the curriculum. CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To collaborate with C&A Lead, SLT and Curriculum Leaders to plan and deliver high quality CPD using the C&A Framework to support SEND learners.
The Senior Leadership Team	Implementation: Ensure consistent implementation of the C&A policy within their respective areas of responsibility, employing methods such as learning walks, work scrutiny, and Line Management conversations. Facilitate raising standards conversations with each leader following a CET assessment, identifying curriculum gaps for further development and determining which students require additional support, along with the corresponding actions to be taken. Quality assurance:

	To conduct regular quality assurance within your remit and for departments which you line manage. This includes, but is not limited to, ensuring that what is on the MTP's is being delivered, evaluating the effectiveness of the curriculum and assessments, evaluating teaching and learning through learning walks, book scrutiny, pupil voice, and staff voice. Prioritise Curriculum and Assessment during Line Management, fostering collaborative quality assurance efforts with middle and senior leaders to ensure consensus and standardised judgments. CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. <i>To support and lead in the delivery of high quality CPD using the C&A framework to upskill those whom they line manage and all staff.</i>
The Senior Leader/s with strategic oversight for Curriculum and Assessment	Implementation: To ensure the C&A policy is implemented consistently across the whole school. To support curriculum leaders (either directly or through their line managers) to improve and develop the consistency and effectiveness of their curriculum implementation. To ensure that the school calendar accounts for CET assessments, as well as time and systems for standardisation and moderation. To collate feedback from Senior Leader Line managers on what areas have been delivered well and identify subject specific CPD may be needed. Quality assurance: To ensure the C&A policy is implemented with fidelity, coordinating timely and standardised quality assurance cycles, including, but not limited to: • Verifying the delivery of the appropriate curriculum across all areas and ensuring its effective implementation. • Calendaring quality assurance cycles, analysing data, feeding back to relevant stakeholders and producing action plans in response to findings. • Conducting raising standards meetings with year leaders and class teachers following assessment points to identify critical areas of the curriculum requiring additional support and identifying students in need of further assistance. • Completing structured cycles of work scrutiny • To run regular student voice, and staff feedback to identify areas of strength and areas for development. CPD: To coordinate, deliver and quality assure high-quality, research informed CPD which is appropriate to the needs of practitioners in your setting based on data gleaned from quality assurance cycles. To ensure CPD provided to all practitioners (including ECTs) is of the highest possible quality. To display humility and openness in recognising our own role as a learner while striving to model best practice at every opportunity.
Members of the Education Team from Creative Education Trust	Implementation: To ensure the C&A policy is implemented consistently across the Trust. Quality assurance: To ensure the C&A policy is implemented with fidelity across all academies. <i>To quality assure each academy's QA cycle, ensuring that systems are standardised.</i> • Setting the Trust-wide the Trust wide Assessment Calendar in advance to include windows around Standardisation and Moderation. • To support with Year 6 and 11 raising standards meetings. • Examining how data gathered from QA cycles informs next steps and contributes to CPD.

	• Triangulating in-school data and externally validated data with student and pupil voice and feedback. CPD: To keep up-to date with research, upskilling senior and middle leaders where areas for development arise. To ensure there is clarity around procedures such as Standardisation, Moderation, Rapid Improvement plans to name a few. To display humility and openness in recognising our own role as a learner while striving to model best practice at every opportunity.
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Construction and Compliance

This section outlines when this document will be reviewed and how it fits into the other frameworks and policies in existence.

Trust Curriculum and Assessment Framework

- Co-constructed with external experts and Trust Education Team
- 10 research and evidence-informed principles which will underpin the Trust C&A Framework
- 11 components that spell out what this looks like, with overviews of what these are and how they can be effective

Academy Curriculum and Assessment Policy

- In-line with Trust C&A components
- Includes strategies/templates that the school decides upon which help them enact their components
- Constructed internally in schools with C&A lead at the forefront
- Sets out school's quality assurance cycles and guidance to support this

Phase/Subject Contextualisation

- In-line with academy's C&A policy
- Clarifies where department-level or phase-specific adjustments can be made
- Constructed with the awareness of the leaders within the phase/subject

Review Dates

Across all Creative Education Trust, a teaching and learning framework has been created with the support of all academies. This collaborative approach has ensured that a shared language is in place to allow all academies in the trust to discuss teaching and learning.

All academy level teaching and learning policies must be compliant with the teaching and learning framework.

The last compliance check was completed on:	
The last compliance check was completed by:	
The next compliance check is due by:	

Principles

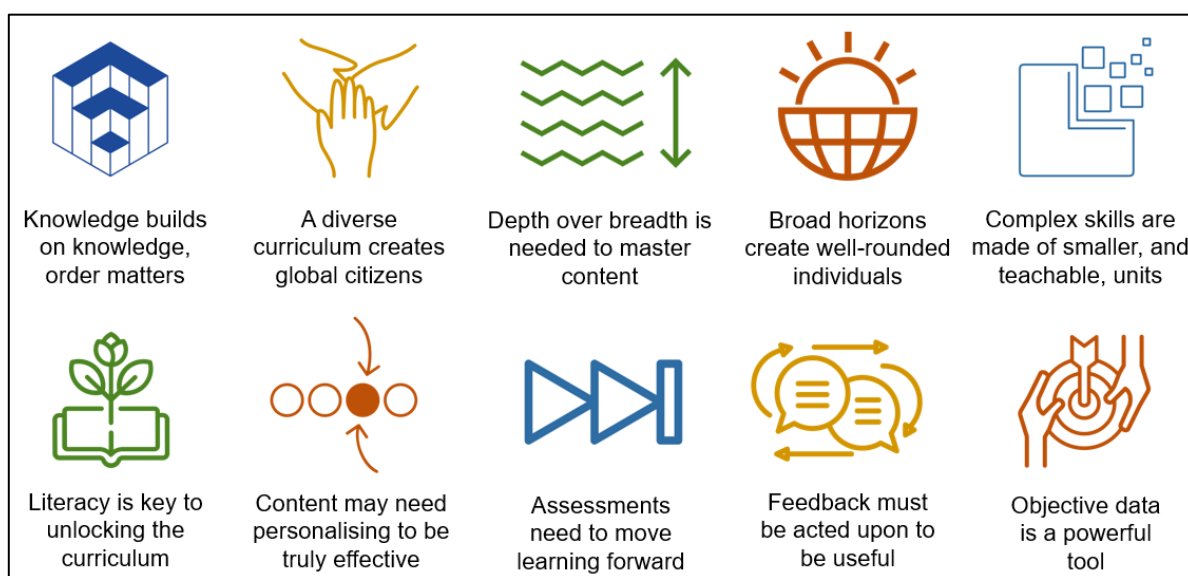
As with any of CET's Frameworks for Excellence, they are first and foremost, rooted in the relevant research and evidence for that domain. Where evidence does not exist or is not conclusive, we lean on our experiences, philosophical purpose, and moral compass.

The principles below are based in research but, as with a lot of educational research, it is not uncommon for findings to be unclear and, at times, contradictory. The principles settled on are what we consider to be the best bets at the time of writing. They are subject to change when the Frameworks are reviewed as part of CET's quality assurance processes.

The principles themselves are the bedrock of this Framework. From here, they will be linked to recognisable components in the running of a school that link to curriculum and assessment. That will then inform our "Foundations for Excellence Rubric", which will then inform the policies from which schools will spell out how these principles and components are embodied in each individual context.



Our 10 principles are:



Each one will be explored in more depth below with the relevant research papers and thinking which underpins each principles made explicit. At the end of the 10 principles is a bibliography with links to all of these and references to additional writings that may have influenced the principles more generally.

There are inevitably going to be some overlaps in this framework with the Teaching & Learning Framework. Where some principles apply to both, they will only appear in one. Combined they make up our Quality of Education Frameworks. The principle of "forgetting" and the need for retrieval, for example, exists in the Teaching & Learning Framework but is a crucial thing to consider when planning units and designing assessments. They will not appear here in the principles section but may then be implicitly referenced when spelling out what makes the various components of curriculum and or assessment effective.

Principle 1: Knowledge builds on knowledge, order matters

Jean Piaget, a Swiss psychologist who specialised in the education of young children, posited that knowledge is contained within schema that humans develop over time. Learning then happens either through *assimilation* or *accommodation*. ‘Assimilation’ is where new experiences are consistent with an existing schema and can be added to it to further develop the understanding of something. ‘Accommodation’ is where experiences are inconsistent with an existing schema and so either a new schema needs creating, or the current one needs amending. ‘Accommodation’ is needed when there is a cognitive conflict between ideas.

Schema

Piaget defined schema as: “A repeatable action sequence, possessing component actions that are tightly interconnected and governed by core meaning”. Understanding the terms here are perhaps best explained with the examples below.

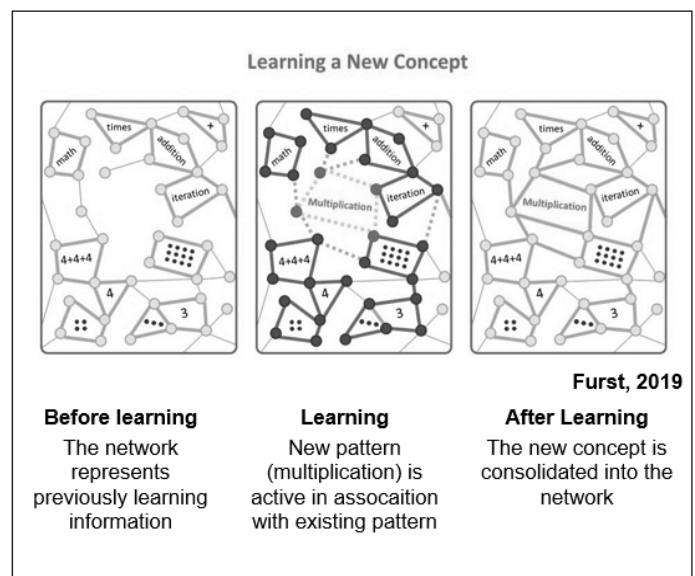
Accommodation and assimilation

When young, a child may develop a schema of what a dog is. Crudely, this may involve associating them with a medium sized hairy, four-legged, animal with a tail. If that child were to encounter a cat, it may think it is a dog. Through correction by a knowledgeable other and then the process of *accommodation*, the child may create a new schema about cats to allow for this difference whilst adapting their schema for a dog.

If the child were to meet a poodle for the first time and assume it is a dog, that would be an example of *assimilation*. Note that the child could have initially assimilated the cat into the dog schema showing an example of wrongly assimilating into a schema. This is where misconceptions and incorrect assumptions develop. Several considerations from Piagetian theory must be considered when developing a curriculum, these are explored next.

Connecting schema

The following image gives a visual example of the how schema can be related to each other with the schema of multiplication existing within and connected to various other schema.



Sequencing

The order in which content is introduced to learners will matter. Given that knowledge connects with other knowledge, we must make sure that we are building understanding in a sensible sequence.

Current levels of understanding

Knowing where learners are is vital. If they are missing a valuable piece of knowledge for which new knowledge should be assimilated into, then learning is unlikely to happen in the way desired by the teacher.

Christine Counsell writes how as leaders we need to “see the curriculum as content structured as a narrative over time” any misconceptions learned by people can be carried forward. Teachers should know how to plan to identify misconceptions and how to effectively close gaps.

Principle 2: A diverse curriculum creates global citizens

American psychologist, Jerome S. Bruner states that *“Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of skills to explore them.”* Global citizens understand differing, yet valid, viewpoints across a diverse curriculum, and are therefore able to discuss and debate knowledge across an array of subject areas and from the appreciation of different cultures perspectives.

Multiperspectivity

Multiperspectivity refers to the idea that subjects’ content, and the stories within it, are interpretational and subjective, and that there are multiple coexisting narratives about particular historical events within subjects, rather than there always being one “closed” narrative. This makes multiperspectivity a critical part of a diverse and inclusive curriculum. Dutch researchers, Wansink et al concluded that multiperspectivity is key to the teaching of a subject. By applying multiple viewpoints on the curriculum, we ensure we tell the story of our subjects from a range of valid viewpoints that build a sense of belonging in all the pupils that we teach. Careful consideration needs to be taken in terms of biases and how they affect the validity of specific points of views; we should be encouraging our pupils to be curious, rather than judgemental, about the range of viewpoints they are presented with.

Building belonging

Irrespective of the backgrounds or experiences that our pupils have had, we aim for them to become educated, confident, qualified, active, and responsible citizens of the world. Global citizens, are thoughtful and respectful, adapting to a rapidly changing environment, and have a deep understanding of the world around them. They are curious about things they’re yet to experience. This comes from building a sense of belonging with respect to what they are being taught, alongside having their minds opened to the wider world that they may yet not know. It is vital that learners feel connected to the curriculum, and therefore the wider world, as opposed to it feeling “othering” in some way.

Diversity in the curriculum

This belonging can come from an ambitious and diverse curriculum. Discussing ideas around diversity may be difficult at times and may challenge the views of some learners and teachers. However, it is important to remember that the reason for a diverse curriculum is to bring balance to the discussion, ensure our children see themselves within it, but also feel that they can understand the thoughts and experiences of others.

A diverse curriculum does not mean that an already mapped curriculum needs to be replaced. It should, however, ensure that when covering concepts, there is some reflection on the diverse sets of views that exist around it, ensuring we are broadening the views of the learners. This needs to be an omnipresent part of our practice, and not treated as a ‘bolt-on’ in the form of specific resources at specific times.

Windows, mirrors, lenses and threads

The work of Emily Style, a researcher into inclusive education, has inspired our approach to diversity in the curriculum:

- Provide pupils with **windows** into thoughts around diversity they have not yet considered, and **mirrors** to reflect on the diversity they experience daily.
- Give exposure to **lenses** with which can be considered differing views on the core curriculum content.
- Have **threads** where diverse ideas are returned to, allowing pupils to track their development, and the contributions of a range of diverse communities.

Principle 3: Depth over breadth is needed to master content

“Deep learning must be a principal goal of the National Curriculum, with learners able to retain and transfer learning,” asserts Dylan Wiliam, Professor at UCL Institute of Education, and Paul Black, Professor of Education at Kings College London. By design, the National Curriculum is broad and balanced and is designed to expose children to a wide range of content. It is our role, as practitioners, to ensure that learners develop a deep understanding of knowledge, concepts, and skills, whilst developing mastery in component areas, topics, or subjects, before we move onto new curriculum content. Without this, the curriculum will never be realised to its full potential.

Solid foundations

A clear rationale for what is to be taught and the explicit subject content to be covered is integral in any well-planned curriculum to ensure that pupils can build solid foundations in the first place. Establishing *what* pupils need to know and to be able to *do* and the most logical order in which to impart this content, is essential to ensure that all learners develop the solid foundations for their learning of any given subject. These foundations must be secure enough to support the building blocks of all future learning.

Early intervention

Linked to the concept of ensuring pupils have solid foundations in any given subject, the notion of early intervention is key. The earlier that gaps in knowledge or in the understanding of sub-skills can be identified, the earlier intervention can happen. Also, it gives the learners a longer time to catch up with their peers once the intervention is over. It is also important to intervene at the earliest possible sign of a gap or misconception, as without addressing the root cause of a misunderstanding, the problem will likely persist or re-emerge in some other form later on.

Flexible Knowledge

Daniel Willingham reminds us that, “cognitive science has shown us that when new material

is first learned, the mind is biased to remember things in concrete forms that are difficult to apply to new situations.”. He describes this as “inflexible knowledge”, which is a normal product of learning and a common component on the journey toward expertise. For our learners to progress towards mastery, to develop the “flexible knowledge” that can be applied to a range of contexts, it is essential that we make explicit to learners where knowledge and skills are transferable so that our learners can begin to understand the deep structures which underpin them.

Without such understanding, learners can move onto a very similar problem but within a new context, and, prior to developing “flexible knowledge”, will still struggle to solve the problem in question as they do not have the deep understanding yet required to be able to recognise the commonality of the solution.

Mastery

The EEF defines mastery learning as the need for “learners [to] demonstrate mastery on unit tests, typically 80%, before moving onto new material,” suggesting that it is crucial that we obtain a high level of success before pupils move on to new content and that such an approach can result in an additional +5 months’ progress for learners.

Principle 4: Broad horizons create well-rounded individuals

The National Curriculum clearly states that: *“Every state-funded school must offer a curriculum which is balanced and broadly based and which: a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”* This idea has been in place since the 2002 Education Act.

Broad

The curriculum offer at a school level needs to ensure that pupils learn and remember knowledge and skills from a wide range of subjects. This will allow them to be able to integrate into many social, academic, or professional environments, as well as to question, instigate change, or lead within those spaces. Through this, our pupils will have broad view of the world and a varied skillset. A broad offer ensures that pupils are taught a wide range of subjects for a long enough period for them to truly understand and appreciate them.

A broad academic curriculum offer has benefits beyond the individual subject that are taught. If a pupil wants to carry on studying art through to degree level, the basis of this will come from not only studying art in depth from EYFS through to KS3, but other subjects, such as history, geography and design and technology. Further study is not the only goal, if a pupil did not wish to study art to degree level, for example, they are still entitled to a body of knowledge in a variety of subjects which allow them to join in the conversation, to understand its importance to society, and to find their own appreciation of the subject.

A broad curriculum can have an impact of performance in all other subject areas, as highlighted in the EEF report on Arts Participation.

Balanced

As well as studying a range of subjects, pupils should develop a deep understanding and a love of learning of these. The core of a

balanced curriculum offer is to ensure that enough time is given to each subject area to ensure pupils develop mastery and a deep understanding in what they are learning.

Co-curricular and cultural capital

Regardless of background, pupils should have an additional entitlement of access to a range of clubs, activities, competitions, and trips that go far beyond their daily lived experience. Not only do we develop the cultural capital of pupils through the knowledge that is delivered in classrooms, but also through the out-of-class experiences that pupils receive. Where possible, these experiences are linked back to the curriculum taught in classrooms, making it clear to pupils how their learning links to the world in which live, though this is not always possible or necessary.

Developing a love of learning

The content that is taught throughout a curriculum should be enriching by design. It should not only be focussed on what is examined or assessed, but also what knowledge is best for pupils to ensure they develop a deep love of learning and experience the joy of subjects. Often, this will involve content being covered as part of a wider subject domain that goes beyond what is specified in the National Curriculum or exam specification.

Broadening horizons within a subject allow students to gain a deep knowledge of each subject area, but also allow them to see the interconnected nature of the curriculum.

Principle 5: Complex skills are made of smaller, and teachable, units

The aims of the National Curriculum are complex and ambitious. Two examples below are chosen to exemplify this:

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

The extracts above are taken from the Key Stage 1-2 National Curricula but wouldn't look out of place in the description for a tertiary education course. It is vital that the teaching of complex skills is considered in the delivery of the curriculum

Complex skills are made of teachable units

Complex aims, like those above, exist for every subject and they can feel obtuse and unobtainable for the “uninitiated”. These skills can also feel separate to the discrete knowledge that needs delivering in a curriculum. Work by Daniel Willingham, Professor of Cognitive Psychology at the University of Virginia, shows that these complex processes, however, are not separate from the more basic factual parts that need teaching, but rather are predicated on them. He writes in his book “Why Students Don't Like School” that:

Data from the last 40 years lead to a conclusion that is not scientifically challengeable: thinking well requires knowing facts... critical thinking processes such as reasoning and problem solving – are intimately intertwined with factual knowledge that is stored in long-term memory.

Daisy Christodoulou uses the following analogy:

Asking what the right balance is between knowledge and skills is like asking what the right balance is between ingredients and cake. The ingredients make the cake, just as the knowledge makes the skill.

It is through the breaking down of these complex skills into smaller and more accessible

units that the ambitious aims in the National Curriculum can then be achieved.

Not just knowledge

Not all the smaller units in every subject may be defined as ‘knowledge’. In more practical situations, an overall aim (a sports match or a drama performance) will be made up of a combination of knowledge *and* other skills, often referred to as “sub-skills” (passing the ball or voice projection). These sub-skills are things, like knowledge, which can also be explicitly taught and rehearsed, provided that in advance they have been appropriately defined.

Skills are not completely transferable

Once a skill in a particular domain has been mastered, there is evidence to suggest that it may have some benefits in other domains too, but these are never completely transferable.

Sala and Gobet have found this in various meta-analyses, including their 2017 paper “When the music's over...”. Their analyses all suggest that the skills a person has mastered in one domain, may not impact others. In short, a great problem solver in mathematics, may not be a great problem solver in science. These skills need breaking down in each domain and cannot be taught generically and then applied universally.

Principle 6: Literacy is key to unlocking the curriculum

“The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing science, art, history, and every other subject in school.” (EEF)

Speaking, vocabulary & writing

Close attention should be paid to speech in every subject as this is fundamental to cognitive development. Sir Alan Bullock, former Vice Chancellor of Oxford University, suggests that *“a curriculum subject is a distinctive mode of analysis. While many teachers recognise that their aim is to initiate a student in a particular mode of analysis, they rarely recognise the linguistic implications of doing so. They do not recognise that the mental processes they seek to foster are the outcome of a development that originates in speech.”* Therefore, careful planning should inform pupils’ speech in lessons. When do we wish them to speak? How? How should they organise their talk? How would we wish them to respond to questions posed? Without explicit teaching, and planned opportunities for practice, classroom talk will be amorphous and ineffective.

The same is true for vocabulary and writing. For pupils to learn subject specific vocabulary and to develop fluency in the use and application of tier two and three vocabularies, it must be explicitly taught, and planned. The sequencing of vocabulary to express understanding about new knowledge, or the words needed to express knowledge, must be given the same thought and rigour in sequencing as the knowledge itself across every subject discipline.

Reading

“Teaching content is teaching reading”, establishes Daniel Willingham, Professor of

Psychology at the University of Virginia. Once pupils are fluent in decoding (understanding sound-spelling correspondence), those that know more, can read more, and can understand more. Essentially, the process of reading is to establish meaning in what we read, which we do through making inferences.

As pupils build knowledge, they can access more knowledge. Leaders should plan the inclusion of reading throughout the curriculum, ensuring that pupils are taught how to access the vehicular texts used in a subject discipline, for example, in science, pupils must be explicitly taught how to infer meaning from text, but also how to ‘read’ diagrams, tables of data and images, all of which will be prevalent in textbooks and source materials. Planning appropriate reading is integral in any well-sequenced curriculum, ensuring that reading is pitched to the edge of pupils’ understanding to ensure both accessibility and suitable challenge.

Phonics

“The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns” (EEF), and without learners being able to decode they will not be able to access the curriculum. The earlier gaps in phonemic knowledge can be diagnosed and rectified, the more easily pupils will be able to access and thrive in their curricular study.

Principle 7: Content may need personalising to be truly effective.

All schools are presented with a dilemma between delivering the aims it sets out to achieve for all children whilst teaching in large groups, whilst knowing that every child is an individual who may benefit more from different starting points to their peers. Everyone will enter school with different experiences and knowledge bases and may, therefore, benefit from different starting points to their peers. Additionally, for some with different passions, certain stimuli may be more effective in motivating them to engage with critical content they may otherwise be less inclined to.

Bloom's 2-sigma problem (1984) "The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring", highlights the gains that can be made in one-to-one tuition compared to group instruction where, amongst other things, learning can be completely personalised. He seeks to find ways to make group instruction as effective and concludes that, amongst other things "we need to find ways of improving... the curriculum... of students' school learning".

Individualised instruction

The EEF, in their meta-analysis of research into individualised instruction say that it involves:

"...providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective."

They find gains of 4 months in its effective implementation, but note that:

"It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities."

The workload demands of personalising every task to every individual are unfeasible. But increasing the levels of personalisation of a curriculum can increase its effectiveness. It is the challenge for schools to find practical and sustainable ways to balance this.

Theories of motivation

Various motivational theories exist which try to explain what drives us to learn. In Cook & Artino's 2016 paper "Motivation to learn: an

overview of contemporary theories" they outline five of these. One such theory, self-determination, suggests that the most effective learning takes place when driven by intrinsic interests. This is something teachers may be able to leverage. Imagine, for example, a child who loves dinosaurs who you would like to practice working on the number 3 with. Grouping dinosaurs into different sets of 3 may be more appealing and effective than if other stimuli were used.

Expectancy-value theory suggests learners are more likely to be motivated the higher the perceived expectation of success. In this instance, connecting content to something the learner has previously had success with may aid learning.

Comfort zones and valuable experiences

In both examples above, if these approaches are applied to everything, the learner may never benefit from new and otherwise enriching experiences. Whilst the benefits of personalising a curriculum in this way should not be ignored, the dangers of limiting the experiences an individual has by never showing them new experiences or pushing them out of their comfort zone need to be very carefully considered.

Principle 8: Assessments need to move learning forward

Assessments are not the end point of learning; they are crucial tool to be used whilst learning. Without knowing what has been learnt, or what is currently understood, teaching will not be as effective as it otherwise could be.

Dylan Wiliam in his 2013 piece “Assessment: The bridge between teaching and learning” opens by stating that *“Our students do not learn what we teach. It is this simple and profound reality that means that assessment is perhaps the central process in effective instruction”*.

Do formative assessments exist?

The concept that assessments are useful for learning is not new. The idea is often referred to as “formative assessment” or “assessment for learning”. The proliferation of this term is in no small part down to Wiliam himself, but he questions the idea of whether an assessment can actually be formative. An assessment is an assessment. It is how it is used that matters. An assessment may be used formatively, to aid learning, but it may also be used with no benefit to the person who completed the task.

Any assessment used at school, even including SATs and GCSEs, has the potential to be used by teachers to inform decisions that would benefit the learner. It is thus important that any assessment must not be seen as the end point of a unit or course, rather as a valuable tool that can help others as an integral part of their learning journey. Every assessment should be used formatively, it is, by itself, not formative.

Assessment design

In the same article referenced above, Wiliam writes that:

“Although feedback is considered by many to be the heart of formative assessment, it turns out that the quality of the feedback hinges on the quality of evidence that is elicited in the first place. Knowing that a student has scored only 30% on a test says nothing about that student’s learning needs, other than that he or she has

apparently failed to learn most of what was expected. The point is, effective feedback requires asking the right questions. This may be obvious, but what is less obvious is that effective feedback requires a plan of action about what to do with the evidence before it is collected.”

The above demonstrates that when designing an assessment multiple things need to be considered. Not just what the tasks within the assessment may look like, but what is the plan of action once the assessment has been completed. Without considering both, the assessment will not be as effective as it otherwise could have been.

Learning vs performance

In Soderstrom and Bjork’s 2015 paper “Learning Versus Performance: An Integrative Review”, they write of the difference between long-term learning and performance. They say that:

“During the instruction or training process, however, what we can observe and measure is performance, which is often an unreliable index of whether the relatively long-term changes that constitute learning have taken place.”

This makes the timings of assessments a crucial factor to consider. If done too close to the initial instruction or recent revision, it may be impossible to know if you are assessing learning or simply seeing performance.

Principle 9: Feedback must be acted upon to be useful

The EEF defines feedback as information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Forms of feedback

Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. It is also essential that if written marking is given, time is factored into lessons and curriculum planning for staff and students to respond to the feedback.

Effective feedback

Feedback is a compelling influence on learner achievement. When teachers seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions when they are not engaged- then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible

Hattie, J. (2009).

In his book *Embedded Formative Assessment* (2011), Dylan Wiliam outlines criteria for feedback to be truly successful:

1. Feedback has to provide the recipient with suggestions for a feasible course of actions.
2. Feedback must be given at the right stage in the learning sequence- informing students early on what they need to work on will allow them to respond much faster and allow them opportunities to refine their work much faster than waiting until the end of a unit.
3. The recipient needs to be prepared to undertake the action suggested in the

feedback. Using Hattie & Timperley's four levels of feedback research, effective actions should be task or process focused. Task focused feedback is focused on how well the learner is accomplishing or performing the task. Process focused feedback includes comments specific to the processes underlying the task.

Feedback culture

What underpins so much of how effective feedback across a school is culture. Feedback must be seen by both staff and students as a vehicle to support and improve outcomes and not as bureaucratic tick box exercise. Errors need to be welcomed as part of the learning process. Humility is needed from staff such that if the class does get something wrong it is not a reflection of them but as a result actions need to be taken to ensure that the following year group does not make the same mistakes. Feedback from marking assessments may lead to department wide changes such as an adjustment of medium-term plans, lesson resources and CPD around subject knowledge and/or best practise on delivery.

Show them how

There is little point in giving somebody feedback if they cannot do what is asked of them. Where a more learned other spots a deficiency in another, telling them what to improve without giving them the tools to do so (a clear model, a reason why...) is a pointless endeavour. It would equate to just shouting "be better" at them and hoping that it works.

Principle 10: Objective data is a powerful tool

“Objectivity in the context of assessment is necessary to get an accurate judgement of what a student knows, understands, and can do. Objectivity is rooted in observable facts and evidence rather than feelings or opinions.” JCQ

Importance of objective data

Objective data is a powerful tool that allows educators and leaders to make accurate judgements of learners' knowledge, understanding, and capabilities. This objectivity is firmly rooted in observable facts and evidence, standing in stark contrast to subjective judgments influenced by feelings or opinions. Teachers and leaders must strive to eliminate preconceived notions about both staff and students, creating an environment where conclusions are drawn solely from factual evidence. Objectivity acts as a safeguard against the inherent challenges of subjective judgment, leading to more reliable and valid assessments.

Another benefit of objective data lies in its capacity to identify areas that require improvement. Through rigorous data analysis, educators can pinpoint specific areas of weakness, allowing for the development of targeted action plans. This proactive approach enables institutions to address deficiencies promptly and tailor interventions to meet the unique needs of students, fostering a more effective learning environment.

Biases

Subjective data is more likely to be influenced by different forms of bias; these should be considered when making decisions. Common biases in education include:

- Halo effect – where knowledge of one aspect may cloud judgements made about other things – “X has really good behaviour management, so I know their class are learning well”.

- Confirmation – where one begins by looking to find a certain thing to be true and so finds the evidence for it – “I don't think this lesson went very well, ah, 2 of their students got the last question wrong, I knew it”.
- Anchoring effect – where a new judgement is predicated on previous judgements that have been made – “The first few times I observed this class they were fine so these last few observations must just be bad days”.
- Salience – the desire to find a neat narrative to fit the picture of the data that is presented – “The class all got question 5 wrong, we must focus more on highest common factors next year, that'll fix it”.
- Institutional – where the foci of the company/school affect the conclusions that are then found – “There is a whole school PP focus, so I'll focus on that too despite other more alarming trends that are emerging”.

On top of this are the various biases and prejudices that exist societally which affect all of us. Leaders being aware of the presence of these in their staff, even sub-consciously, is a necessary part of creating a fair and equitable space.

By relying on observable facts and evidence wherever possible, educators can overcome the dangers of subjectivity and biases, paving the way for more accurate assessments and informed decision-making. The collection of objective data not only enhances the quality of education but also contributes to the continuous improvement of teaching practices and student outcomes.

Bibliography

The list below contains all the papers and books that are explicitly referenced above along with some others that influenced the formation of principles of their descriptions.

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[Wiliam, D \(2013\). Assessment: The bridge between teaching and learning, Voices from the Middle, Vol 21, No 2](#)

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[Willingham, D \(2009\). Why Don't Students Like School? Jossey-Bass](#)

Components

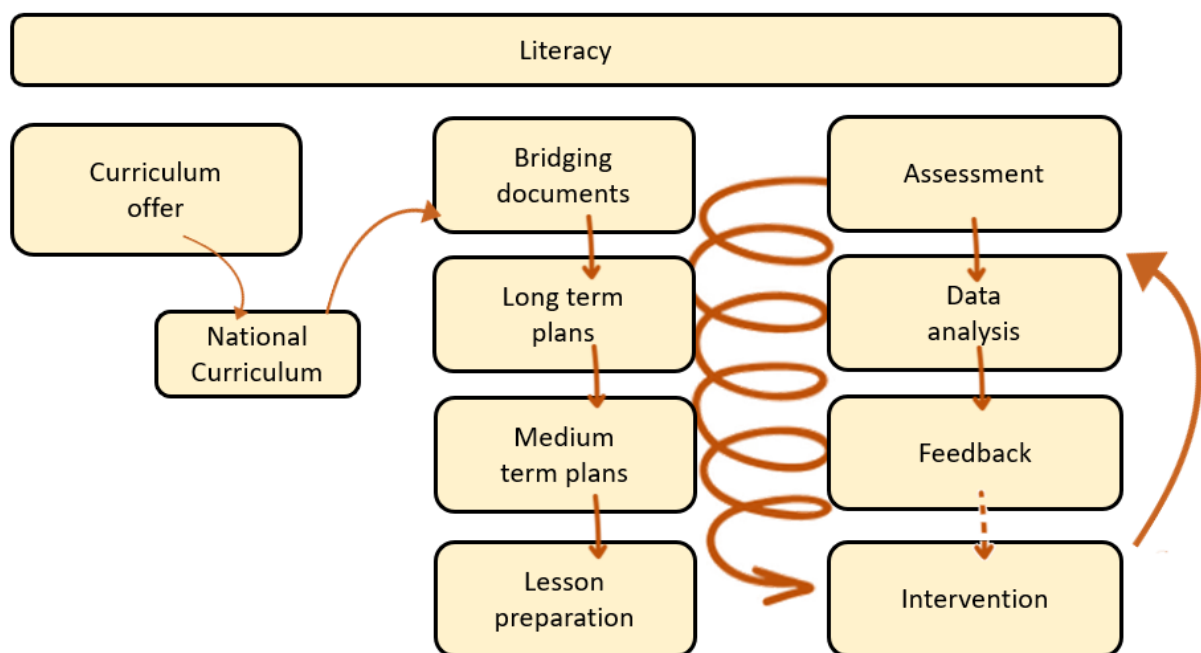
The 10 principles described above are the best-bet research-informed ideas with which we seek to design and implement our curriculum and assessment structures around. The principles themselves need to be lived in our school but, by themselves can be nebulous and intangible. To realise the ambitions for CET we must think about the components in schools which will help embed these principles and make them a lived reality for the children we serve.

There are 11 discrete components (though some will be able to be broken down further) that have been identified as needing to exist in all. 10 of these are within our gift to affect and the 11th (the National Curriculum) whilst not in our control, is still a necessary part of the picture.

The 11 components are:

- A school's curriculum offer
- The National Curriculum
- Bridging Documents
- Long-term plans
- Medium-term plans
- Lesson preparation
- Assessments
- Data analysis
- Feedback
- Intervention
- Literacy

Some of these are interconnected and we think the following diagram helps to spell out how they relate to each other:



Whilst the process for planning from bridging documents to lesson preparation and from assessment to intervention are relatively linear, the relationship between these two “columns” is more fluid with information from each needing to be adapted as the need arises in ways which cannot always be predicted or easily described.

Where the research underpinning the principles were made explicit, for the components, these references are implicit, and conclusions may be made without reference to the paper or principle they are alluding to.

Component 1: Curriculum offer

Our mission at CET is to give every child in our schools the best possible start in life through an excellent education and wide-ranging co-curricular opportunities. The curriculum offer ensures that pupils in our schools have every chance of achieving these ambitious goals.

Broad, balanced and contextualised

All CET schools cover at least the full range of national curriculum subjects across the timetabled academic year.

The curriculum offer always considers the contextual needs of the school, ensuring that it caters for the needs of pupils, and leads to improved outcomes. This takes the form of:

- increased time in English and maths if pupils are arriving with low starting points in these subjects,
- consideration of where within the day to timetable English and maths to prioritise their teaching,
- adding additional subjects, such as dance, engineering or life skills to address local needs,
- carefully reviewing timetabling and subject weighting based on local contextual knowledge, and the career aspirations of students.

The amount of time spent in each subject may vary as pupils progress in their education. It is not assumed that each cohort spends the same amount of time in each subject year after year; data should be used to drive decision making in here.

Staffed and costed

When the curriculum offer has been decided, it is important that it is staffed by experts. While it may not always be possible to recruit a subject expert, staff must be developed so they can effectively deliver the curriculum.

Costing the curriculum offer includes careful consideration of subject budgets. Many subjects include pupils using consumable items, which need to be budgeted for and

replaced annually. When adjusting the curriculum offer, budgets may need to be updated and checked too.

Trips and co-curricular activities

CET schools aim to develop our pupils holistically, broadening their views, and helping them build on, or find, new talents. The cultural capital of pupils is deepened through a careful selection of trips, clubs, and experiences. We must ensure all pupils, regardless of background, disability, demographic, socio-economic status... have access to learning and experiences beyond the classroom. All schools must have a fully costed, and carefully constructed trips and co-curricular offer. The construction of this includes:

- An analysis of pupil voice
- A review of the curriculum, looking for links to local and international trips
- A plan to ensure access for all pupils including those for which the school receives additional funding.

Ideally before, but at least after, each trip, cross-trust event or activity, analysis tracking attendance of disadvantaged and SEND pupils takes place, ensuring that, over time, numbers are at least in line with the school population.

Tiering

In Secondary subjects where there are tiering decisions to be made at GCSE, schools need to consult the exam board's guidance and use it to help with their decision making.

It can be detrimental to limit a child too soon from accessing the full curriculum on offer for a subject. For some pupils though, this will be a necessary decision which helps them achieve the highest grade they can

Curriculum offer at Harpfield

At Harpfield Primary Academy our curriculum has been constructed to offer a range of subjects to provide a broad and balanced curriculum. Our curriculum ensures that learning at Harpfield celebrates and develops children's individual skills and talents. We provide opportunities for children to use and apply the knowledge, understanding and skills accumulated through meaningful, exciting and enjoyable contexts. We believe that the most effective way to deliver the curriculum is based around exciting and challenging learning experiences rooted within a strong literacy and foundation framework. We make use of knowledge organisers and knowledge notes to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject.

During the Early Years, children will have access to a broad range of opportunities in line with the Developmental Matters Framework. The learning of pupils in Key Stage one and two is in line with the National Curriculum Expectations.

At Harpfield Primary Academy, careful consideration has been given to the extra-curricular activities, and trips that are on offer for our pupils (in-line with our curriculum). The tracking of information is reviewed termly and reported to governors. This allows challenge to take place, ensuring equity of access for all pupils.

At an Academy level, we carefully timetable a range of enrichment and extra-curricular activities to support the learning of our pupils. These are chosen by our children through 'pupil voice.' Trips and events are scheduled to make thoughtful links with the curriculum content, enhancing the school experience of our pupils.

At Harpfield Primary Academy we monitor the attendance of our trips and extra-curricular activities to ensure that there is equity. Within our ethos we aim for a proportional representation of PP and SEND pupil attendance.

Subject leaders

All teachers are responsible for a curriculum area. As part of their role, they drive the curriculum ensuring that there is equal access and opportunities for all pupils. Subject leaders meet regularly with the curriculum lead to ensure outcomes are consistently high.

At Harpfield Primary Academy, we strive to support and nurture learners who have a rich curiosity for their learning and of the world. We aim to provide all our children with essential life skills and develop their confidence to enable them to believe in themselves. We want each Harpfield child to be ambitious, successful and most importantly; happy. Children should leave us being well-equipped for high school and beyond and confident enough to handle the challenges of the wider world; academically and socially.

Documentation

[Weekly overview EYFS](#)

[Weekly overview KS2](#)

[Weekly overview KS1](#)

[Curriculum Map Template](#)

[Ambition Curriculum and Personal Development](#)

[Curriculum and Trips](#)

[Primary CLFP blank example](#)

Component 2: National Curriculum

The national curriculum details the subjects, and content, that the government expects out students to be taught through KS1 to KS5. Alongside this, the EYFS statutory framework contains the content that reception classes must follow.

Content coverage

At CET, all our schools teach the subjects listed within the national curriculum as a minimum, as well as relationships, sex and health education, and religious education. As a minimum, the content defined for each subject as part of the national curriculum is always taught but this is often exceeded.

Quality assuring coverage

It is the role of school leaders to ensure that the national curriculum is being taught in their schools. Curriculum documentation, including the curriculum offer, bridging documents, long-term and medium-term plans should be checked to ensure that content coverage is in place before any additional content to the national curriculum is taught.

Subject coverage

When a pupil enters reception, they are taught in accordance with the EYFS framework. This includes three prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

and 4 specific areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

Alongside this, At CET schools, the subject based national curriculum is mapped down to reception, to ensure that pupils can develop domain specific knowledge of subjects from an early age.

All pupils are taught:

- English
- mathematics
- science
- art and design
- citizenship (often through PSHE)
- computing
- design and technology
- geography
- history
- languages
- music
- physical education
- religious education
- relationships, sex and health education (often through PSHE)

All CET schools teach the content of KS3 over three years. At KS4, the arts, design and technology, the humanities and languages are not compulsory subjects. At CET, all our pupils are entitled to access a minimum of one course from each of these four areas.

Component 3: Bridging Documents

At CET, the curriculum that is taught by our staff, and learned by our pupils is broadly aligned across all our school. The Curriculum Bridging Documents or schemes of learning, bridge the gap between the national curriculum and the curriculum of each academy.

Bridging the gap

Our primary academies use schemes of learning whilst our secondaries use the bridging documents. At primary, this could be CUSP for foundation subjects, White Rose for maths, Read Write Inc for Phonics, or Kapow for computing. Across our secondary academies, up to the end of Key Stage 4, the bridging documents have been written and contributed to by staff from across the trust. The documents give a high-level overview of yearly curriculum aims, often broken down by half term, the topics that are covered in each year, and the content within each of these topics. They spell out the substantive and disciplinary knowledge that our pupils will learn.

Whether there is a scheme of learning in place, or the bridging documents are used careful consideration ensures that the content school's cover always adheres to what is stated within the national curriculum at the very least. The curriculum bridging documents also include references to the diverse curriculum content and the relevant people and stories that academies then contextualise and teach to their pupils. Content within the bridging documents is reflected in the long-term planning at school level.

Curriculum sequencing

Thought has been put into the sequencing of the curriculum, and the order in which knowledge is built. The bridging documents narrate a clear sequence to deliver the knowledge within a subject, through topic mapping. While there is the possibility of local level changes to the sequencing in-between assessment points, careful thought should always be given before making any alterations.

The curriculum bridging documents spell out the intent of the curriculum across CET. The knowledge detailed within these documents, that has been agreed by all subject leads, at the time of construction, forms the basis of the curriculum being delivered in classrooms. The bridging documents allow staff using them to see the journey of a curriculum, and where knowledge of specific topics is taught and where it goes.

Sequenced to assessments

The documents guide CET's approach to common assessment, and therefore the topics (content) that need covering by that point. All secondary academies across CET follow the bridging documents, and the aligned assessments produced from them.

Reviewed

The bridging documents, or schemes of learning with primary schools, undergo a process of yearly review, where consultation happens with all stakeholders, ensuring they are still fit for purpose. They must reflect changes to exam specifications of the national curricula as and when they are updated. Choices that need be made based on the specification, such as certain topics and texts, are reviewed annually. They are not static documents designed at one point in time and then used to plan what happens in subjects within a school. Instead, they are a vehicle to support the debate around a subject, allowing schools to work together on curriculum, which leads to discussions about what is taught when and why. Where changes can be made to the betterment of the education of our children, they will be.

Component 4 Long-term plans

At CET, a long-term plan acts as the first step of the journey between the bridging documents or schemes of learning and the eventual lesson a child will receive. The long-term plan will outline, generically, the experience that a pupil will receive during their time studying each subject. It will break down each subject into various units and will link to details of the content from the National Curriculum or exam specification that will be covered within each unit.

Choice

Certain subjects contain elements of choice where schools will need to decide which units will be studied or which texts will be read. When deciding up on these there are several factors a school must consider. These are not limited to, but include the following:

1. Their local context is important when considering, for example, geography units to study. Nearby environments, landmarks, or notable places to visit may influence choices which will help with coursework to bring to parts of the course “to life”.
2. Staff expertise may factor into certain decisions to ensure the curriculum can be effectively delivered, if so, these choices may need reviewing on a yearly basis.
3. The inclusion of different viewpoints and experiences, particularly regarding the diversity of the content pupils will be receiving. When choosing texts in English for example, the lead should ask if there is a representative range of authors and narratives represented.
4. The experiences that children are likely to have had outside of school may impact choices made one way or another. Children living far from the sea may be more entitled to a sandpit at EYFS or areas with a strong football team may lean more towards participating in football as part of the PE offer and use local expertise, passion or facilities.

Sequencing

The level of sequencing mandated by the bridging documents varies between subjects. Where schools have the freedom to decide on the order in which units should be covered, the long-term plan must spell this out.

Timings

The timings for each unit need to be carefully considered at a zoomed-out level. Whilst it may be the case that for a particular year group or class, some flexibility needs to be given, a subject’s long-term plan must map out broad markers for how long a unit should take. There is a delicate balance to be had between mastery of one unit and overall content coverage. Whilst mastery is our aim when teaching any unit, pupils not being exposed to key content may, at times, be more detrimentally affected. Timings need to also carefully consider CET’s assessment points to ensure the accuracy and reliability of data.

Flexibility

These long-term plans are not immovable and, when creating medium-term plans and lesson resources from these, teachers need to know that they are guides. Different subjects will have different red lines over what is changeable and what is not. These need to be spelt out with the clarity given to staff about where they should be looking to make necessary amendments due to things like prior knowledge, and where there is no flexibility.

Ownership and responsibility

It is the subject leader’s responsibility to ensure that the long-term plans are up to date, fit for purpose and are shared amongst their team.

Long-term plans at Harpfield

Academy

The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more; as pupils learn the content of the curriculum, they are making progress. The development of the curriculum is underpinned by research on cognitive load theory and the principles of instruction; we expect all pupils to remember their learning into the future. Therefore, we have ensured that there are regular opportunities for the pupils to re-visit and review their learning across all curriculum areas.

This ensures that pupils secure a solid base to build upon as they move through school and into Key Stage 3 and beyond. Powerful knowledge is at the heart of the curriculum. We set out precisely what pupils will know and be able to do in each subject. To prepare the pupils for academic success, a key component to our curriculum is the development of pupils' vocabulary through explicit instruction. At Harpfield, we wish to reinforce the importance of citizenship and British values by ensuring our curriculum offers our pupils the chance to learn about their local environment, culture and heritage. Our core values are at the heart of everything we do; they are: collaboration, respect, equality, ambition, trust, independent, voice, empathy (CREATIVE).

We have a whole school curriculum design from Early Years through to year 6. This curriculum design forms a long-term overview of what is taught across all key stages in line with the national curriculum expectations. From these Long-long term plans are created for each year group. These provide an overview of what is been taught when with explicit links to the local area and other curricular areas.

External providers are used to enhance and supplement our curriculum offer: CUSP, White Rose, Get Set for PE and Discovery RE.

At Harpfield Primary Academy the following things are all place:

The decision of what modules/books will be studied where there is choice (this balances staff knowledge, pupil experience and the need to deliver a diverse curriculum).

The sequencing of topics over the course of the curriculum journey. This considers difficulty, pupil experience, pre-requisite knowledge, retrieval spacing.

The content from the National Curriculum, within each topic, that are to be covered and when.

The time allotted for each unit over the curriculum journey.

Links between previous learning (for example, place, space and environment in Geography) will be mapped out to ensure space retrieval.

The consideration of when key assessments occur (PiXL, CET assessments, SATs.)

The curriculum lead is responsible for overseeing the curriculum and ensuring the conditions spelt out above are in place. Subject leaders are responsible for quality assuring the long-term plan. Long-term plans are reviewed annually and amended in line with information received from pupil assessments and pupil voice, and the ongoing analysis of data.

Teachers have ownership over their LTP but ensure that all areas have been covered within the academic year. It is also the responsibility of the teacher to have a holistic understanding of the pupil's entire curriculum journey at Harpfield regardless of specific year group they teach. Staff need to be aware of what has come before, what will come after and how and why the long-term plan is sequenced the way that it is.

Documentation

[LTP Overview](#)

[LTP Example EYFS](#)

Component 5: Medium-term plans

Medium-term plans act as the last bit of planning needed before considering individual lessons. Lessons are discrete moments in a school day, but it is the careful design of a medium-term plan that is necessary to ensure that, over time, a unit can be learnt effectively. Here, a unit is defined as a discrete block within a subject's curriculum. It will be composed of various lessons which all cover a central theme or idea. The factors that feed into the effectiveness of the delivery of a unit that are needed in medium-term plans are explored below

Personalising

Whilst a long-term plan exists as a guide for all individuals, pupils have different starting points and, for that reason alone, the way that they explore and learn about various units within a subject will have to vary. Whilst generic guides to units can be produced from subject leads, it is vital that the individual teaching the class has engaged with and adapted parts of the plan. Adaptations need to be made until it is suitable for the needs of the class whilst also adhering to certain practical restraints, e.g., time, content... which the long-term plan spells out.

Sequencing within a unit

Medium-term plans must sequence the content within a unit in a logical order. Considerations need to be made about pre-requisite knowledge and connections that exist within a unit.

As well as considering the objectives that exist within a unit which may be pre-requisites for each other, teachers also need to consider pre-requisite knowledge or skills which may be needed from previous units including from previous key stages.

Time-bound

Most units in a subject's curricula could be explored for much more time than they are often allotted. However, if every unit overruns, we risk learners not being exposed a fair representation of that subject. There is a balance that needs to be made between depth and breadth. Teachers should, in general, attempt to cover as much as they can *in detail*. This may, on occasion, mean sacrificing a more advanced topic if having a secure

understanding of a more fundamental concept would benefit the class more.

Success criteria

The medium-term plan should include the knowledge and overtly measurable aims that need to be achieved during a unit.

Include assessments and reviews

Units should not be planned separate from any assessment, feedback processes and reviews that need to happen. These should be clearly mapped out with appropriate time to address unforeseeable needs from any assessment given.

Working documents

These plans will spell out how a teacher would ideally like the unit to be presented to pupils over a series of lessons; there are inevitably going to be some disruptions to this. Unknown misconceptions or gaps, fire alarms or a bird flying into a window are all things which may lead to the teacher adapting their medium-term plan for a unit during its delivery.

Common approaches

Medium-term plans should either hold or reference any common departmental approaches that teachers need to follow. These include things like essay structures or certain departmentally agreed methodologies.

Responsibility Whilst unit guides may be created to guide teacher's thinking, it is ultimately the class teacher's responsibility to create a medium-term plan that is fit for purpose for their class.

Medium-term plans at Harpfield

Academy

Across the academy, MTP's are written for each half term. The medium-term plan (MTP) defines and highlights what subjects are being taught during that half term and what units and learning objectives are being covered. A "unit" is defined as a group of related topics within a subject's curriculum. There is no strict time frame for the number of lessons or time it should take for a unit to be delivered but, as a guide, we expect most to take 5-7 weeks to be covered.

Each medium-term plan must:

- sequence the content within each unit in the long-term plan.
- divide the curriculum aims up into appropriate lesson allotments.
- make clear what assessments will take place and how/when these will be reviewed.
- ensure that there is a clear and measurable outcome to each lesson. This will be in the form of a 'big picture question.'

Where these exist in centrally planned lesson resources, there is no need for them to be duplicated in a medium-term plan.

Subject (only for Science at the moment)

Each subject leader creates a Go-To Guide (GTG) following the template structure for each unit (see links below). They will also produce a generic MTP as a starting point. From here, teachers can make more informed decisions about their own MTPs. The MTPs are written by class teachers but must all be quality assured by the subject lead. Adaptations to the generic medium-term plan can happen over time as informed by relevant assessments, or staff voice but these must be checked and agreed by the SLT.

Each curriculum lead needs to make it clear to staff where flexibility does and does not exist. They then need to have oversight of the personalisation with which individual teachers will make to their medium-term plans.

The curriculum lead will monitor the progression of all classes through the MTPs to ensure the correct pace is being used throughout to ensure that pupils are given opportunities to 'know more and remember more.'

Teacher

The generic MTP and unit GTG need to be engaged with by each teacher *prior* to delivery of the unit. Each teacher can adapt the medium-term plan based on the current attainment levels of their class and should decide upon the most effective use of the time they have to deliver the aims of the unit. The teacher must decide upon their sequencing in advance of teaching the first lesson and must consider potential disruptions or misconceptions that might occur over the time allotted to teach the unit e.g., trips, sporting events, enrichment opportunities etc. MTPs need to remain working documents that are reviewed depending on how the delivery of the unit is progressing. Weekly timetables are written by all teaching staff so that they can plan their coverage for the week. These weekly plans are in line with the MTP.

Documentation

[MTP template](#)

[MTP example](#)

[Homework Policy](#)

[Weekly Overview Template](#)

Component 6: Lesson preparation

Whilst not all parts of a child's day in class will be a discrete "lesson", for example during continuous provision at EYFS or an assembly given to a year group. We use the term lesson here to refer to any organised moment in the school day where pupils should be learning.

This component is encompassing more than just the lesson planning needed, but also the intellectual preparation that a teacher needs to put in. In an environment where lesson resources are either co-planned or easily

Personalised

In the lesson preparation process, the content needs to be personalised to the individuals that will receive it. Catering for their current levels of understanding, gaps in knowledge or past experiences may be necessary to make the lesson as effective as possible.

Additional consideration may need to be made for specific individuals with SEND or other needs.

Adheres to school's T&L policy

All lesson preparation needs to align with the relevant requirements set out in the school's Teaching and Learning policy.

Co-planning

The construction of base or generic lesson resources, where possible, must be produced centrally. These provide the team with a solid ground from which to prepare for their lesson from and the resources, over time, provide a coherent and consistent curriculum experience.

The 4 Ms of lesson planning taken from Doug Lemov's "Teach Like a Champion":

Manageable

It must be possible to cover the content in the time allotted.

Measurable

accessible online, the focus on lesson resourcing is less important than other aspects. With so much "off-the-shelf" content readily available, the emphasis here is on how much the teacher *prepares* for the lesson. This includes things like ensuring their subject knowledge is up to scratch, making sure the content is suitable for that specific class, personalising the retrieval starter to target specific gaps in the students' knowledge....

There is a clear, and observable outcome that is planned for, that the pupils learn and then do during the lesson.

Made-first

The outcome of the lesson is decided *first*, and the resources are found or constructed to meet those aims. Lessons are *not* retrofitted around resources that people happen to have or find.

Most important

The lesson is designed to cover only the content which is deemed necessary. This does not mean the content cannot be enriching, just that there are careful and justifiable considerations as to when deviations from the subject's curriculum content happens.

Intellectual preparation

Given how many "ready-to-go" lesson resources are available, (including those produced centrally) a teacher needs to explicitly prepare to deliver the lesson itself. Intellectual preparation refers to the need for the teacher to be fully prepped on the lesson content, effective models, likely misconceptions etc.

It is something that could easily be considered "unobservable", but clear modelling, the way responses from pupils are addressed and the way the lesson flows from one task to the next, will all be indicators of how effective the intellectual preparation done by the teacher for the lesson has been.

Lesson preparation at Harpfield

Academy

At Harpfield Primary Academy all our teaching staff engage in the process of centralised planning. This does not mean that all resources need to be made from scratch, using external resources is fine. Rather, it means that the experience all our pupils receive is both consistent and highly effective by design.

Staff plan and teach from PowerPoint slides or flipchart. ALL slides follow the Teaching and learning framework and there is a consistent approach throughout the academy. However, resources must still be seen as being flexible. Where adaptations can be made, they must. This may be in response to data received from assessments, from discovering a new resource, from seeing a more effective approach delivered somewhere.

All centralised lessons and subsequent personalised lessons made by classroom teachers are stored centrally on 'staff share' in organised folders so that they are easily accessible. Over time, as these resources develop, teachers may choose to personalise already adapted resources if they provide a more suitable starting point or if teachers change year group.

All lessons need to adhere to the guidance set out in our teaching and learning policy.

Classroom

All centralised lessons need to be engaged with by staff and personalised as necessary for the class. At the very least, this personalisation needs to consider current levels of understanding, any additional needs pupils may have and what content is realistically achievable in the lesson for that particular class.

Lesson preparation goes beyond merely editing any resources. The teacher may need to sure up their subject and/or pedagogical knowledge around the topic too. This may involve completing the activities in the lesson before the students or going through various scenarios of what might happen during the responsive teaching phase of the lesson.

Documentation

[CET Teaching and Learning Rubric](#)

[Lesson Example](#)

[Lesson Structure Example](#)
[Reading Presentation](#)

[Teaching and Learning Policy](#)

Component 7: Assessment

Assessment serves as a cornerstone in the landscape of curriculum design and teaching. They are a crucial tool, bridging the gap between what has been taught and what has been learnt.

Purpose of assessments

Assessments are instrumental in providing insights into pupils' progression through the curriculum. More than just evaluating performance, they offer a diagnostic indication of what students have mastered and guide teachers in delivering precise, high-leverage feedback. Ultimately, the purpose of any assessment is to guide what happens next, informing individual planning, and, on a wider scale, curriculum tweaks and design.

Clear and accurate picture

For assessments to be purposeful, they must give a clear and accurate picture of current pupil progress. Designing rigorous and robust assessments are an integral part of this process.

Assessment design must be considered, and it is important to: align assessments with the studied curriculum content and skills; define the purpose of any given assessment to inform its design and function; ensure assessments include items that reflect the different types of knowledge that constitute the subject; use appropriate formats depending on the assessment (for example, an interim MCQ assessment will look markedly different to an end of unit/ phase summative).

Standardisation and moderation

The quality, consistency, and reliability of the marking of assessments are upheld through standardisation and moderation processes. Standardisation precedes teacher marking, ensuring a uniform quality of assessment through the congruent application of marks across pupil cohorts. It involves establishing

agreed-upon standards that guide the marking process that all teachers will undertake.

Where examinable standardisation materials exist, these are used to share the baseline standard. Where such materials do not exist, internal standards must be agreed using student exemplar answers and fair application of the mark-scheme to ensure consistent application of marks.

The moderation process occurs when teachers begin marking, serving as a quality check, and pre-empting and then addressing any variances to maintain consistency.

Tracking progress and targeted interventions

Assessments enable meticulous tracking of progress, facilitating targeted interventions to address specific needs and support student success.

Careful consideration needs to be given about how much and how often data is tracked. If an assessment covers only a handful of topics from which gaps are promptly addressed, it may be that the data capture becomes out of date very quickly. Data capture can be time-consuming and must always happen with a clear purpose which benefits learners in mind.

Training and support

Ongoing training around standardisation and moderation are crucial components of professional growth. These processes offer opportunities for continuous professional development. Training needs are addressed, and support from within the school and the trust is leveraged to enhance the quality of assessments and to maintain constancy in marking ensuring reliable and actionable data.

Assessment at Harpfield

At Harpfield Primary Academy, we recognise that assessments are instrumental in providing insights into our pupils' progression through the curriculum. We view *all* assessments as formative, recognising that information can be gleaned about pupils' learning from *every* assessment which they sit. We have three summative assessment points at primary set centrally from CET or via PiXL; however, still recognise that these assessments can, and should, be assessed formatively.

Our primary pupils use PiXL for their 'summative' assessment, and for which the data gathered is centrally recorded. These assessment points occur 3 times a year. Oversight of pupil progress across topics and between years sits with our C&A lead, who will identify trends and focused next steps.

We work carefully with our SENDCo and Inclusion team to ensure that pupils with additional needs are assessed in a timely manner to ensure access arrangements are in place for all summative exams for Year 6 as it is practicably reasonable to do so.

Subject

Across our primary phase subjects, we use the 'Socrative' assessments within the CUSP curriculum. These assessments are designed to assess knowledge and application of curriculum topics taught. These assessments have been carefully designed to offer a diagnostic indication of what content pupils have and have not mastered. We expect our teachers to use this information to determine next steps in their teaching, identifying where parts of the curriculum may need to be revisited and which content should be prioritised for recall tasks.

Moderation

As part of our Monitoring and Evaluation cycle, Subject Leaders analyse data from Socrative quizzes. Analysis and next steps from this data is shared during curriculum team meetings.

We have a cycle of termly moderation. This is where teachers mark work against standardised materials to identify and address any variances. An example of this is 'writing moderation' This ensures consistency across the school.

Standardisation

Moderation, PIXL analysis, Literacy/Maths assessment data (trends), Book scans, monitoring of standards through YGR process.

Teacher

Our teachers ensure any class sitting an assessment follow our assessment procedures to ensure fair access. Our teachers also follow standardisation processes to ensure a high-level of consistency across all subjects and year groups. This professionalism and dedication ensure pupil and parent confidence in our assessment practices and procedures.

All teachers and leaders ensure that our assessments allow a diagnostic indication of what pupils have mastered and what content will need revisiting.

Documentation

[Example QLA](#)

[Maths end of unit assessment](#)

[Phonics Tracker](#)

[PIXL assessment dates](#)

[Reading assessment grid](#)

[Writing Assessment grid](#)

[Socrative Quiz example](#)

[Year 6 Tracker](#)

Component 8: Data analysis

Data analysis is a powerful tool with the potential to shape educational outcomes significantly. When interpreted effectively, and with suitable actions put in place, data analysis enables educators to understand the unique needs of individual learners, guide professional development for teachers, and facilitates accurate evaluations of curriculum effectiveness.

Classroom practitioners must rely on various sources of data, including personal or department-based mark books, seating plans, and various assessments such as unit tests and CET trust-wide assessments. Additionally, data may be extracted from platforms like Smartgrade in secondaries or PiXL in primaries, as well as from specific assessments like Read Write INC, KS1 Phonics test, and the Year 4 multiplication test.

Timely data

Initiating data analysis promptly ensures that conclusions and actions can be drawn up quickly, allowing for timely interventions and improvements. Consideration around any deadlines, however, must take into account workload and the practicalities of how long it can take to assess work accurately and input it into any system.

One version of the truth

Ensuring consistency across leadership and teaching teams by looking at the same data fosters unified conclusions and actions. Central pools of data and agreed analysis pro forma help ensure everybody is looking at the same picture. Data should be easily interpretable and maintainable.

Objective analysis

Data should be scrutinised objectively. Students have the potential to perform incredibly well in one assessment and then not do so well in another. Labels or tags given to students should not guide any analysis—students with SEND can achieve a grade 9 just as well as students without. Safeguards should be put in place when analysing data to minimise the risk of bias interfering with any analysis.

Teaching staff should acknowledge that their effectiveness can fluctuate, requiring humility

and a commitment to reflective practice when analysing data.

Differentiated analysis

Group analysis, considering factors such as SEND, gender, race, and prior attainment levels can help provide nuanced insights into any areas where systematic or systemic issues which unfairly prejudice a certain demographic may need addressing.

Actionable insights

Any actions derived from data analysis must be actionable. Data not only poses questions but also guides leaders in identifying the most effective use of time to close specific gaps and improve overall outcomes. This includes identifying pupils and curriculum gaps that need to be supported.

Accountability

It is important that anyone with a stake in a group of learners has some level of ownership over the data of those individuals. As the number of learners someone has ownership over increases (teacher to subject lead to SLT link), the way in which the data is analysed and the personalisation of actions will change, but all those adults need to be aware of and be responsible for the data in one way or another.

Regular communication

Data should be communicated to various stakeholders, including parents, pupils, and trust leaders, on a regular basis. Clear

guidance on how learners are being supported to close gaps should be provided.

Data Analysis at Harpfield

Academy

Thorough data analysis is time consuming and demanding. Since it is only through robust and reliable assessments, that robust and reliable analysis can happen, formal processes only happen after each common assessment. This equates to 2 or 3 times a year depending on the stage of the pupil.

Upon receiving any data, it is vital that the right adults analyse the results and put the right actions in place. There is an expectation that all senior leaders will discuss results with subject leaders during their performance management meetings and pupil progress meetings, ensuring that everyone on the senior leadership team has awareness of the performance and actions in the subjects they oversee.

An assessment point is never considered in isolation, the previous attainment and context under which the assessment was sat must all be factored into any analysis.

All analysis comes with data-informed actionable insights which will help drive learning forward.

Classroom teachers and Subject Leaders

It is the role of the classroom teachers to analyse their assessment data, creating a QLA (question level analysis) and identify any patterns and trends. Subject leaders alongside SLT quality assure data, ensuring that next steps are actioned.

Data collection allows our leaders to:

- Understand which parts of the curriculum need to be revisited or retaught.
- Identify which sub-groups or individuals need additional support and use this to create any intervention groups.
- Improve practice and outcomes. Establish what is working in places and why, which should facilitate the sharing of best practice among peers.

Classroom

The classroom teacher is responsible for analysing the data of their pupils at a class level. From this, they can make decisions and plan for opportunities where pupils can know more and remember more. Classroom teachers can make recommendations from their data analysis. Also during SEND review meetings key pupils will be discussed and interventions/provisions amended.

Documentation

[PIXL QLA Analysis](#)

[C&A Rubric](#)

[Excel Tracker Grid](#)

[Curriculum RAG](#)

Component 9: Feedback

At CET, it is recognised that feedback can take many different forms and that it is the quality of feedback and how our pupils respond to said feedback that is the key driver for progress, rather than the specific type or quantity of feedback received. The EEF reminds us that quality feedback has a high impact on learning outcomes for pupils, +6 months progress, and therefore, it is worth ensuring that feedback is high quality to ensure maximum effectiveness and expediency for our pupils. This must be balanced with workload considerations for our staff.

Foundations for feedback

Before providing feedback, which individuals may not yet know what to do with, teachers should provide high-quality instruction to ensure the feedback can be understood. This helps ensure that any pointers given to learners can be acted upon swiftly and effectively.

Formative

Feedback should be formative, helping pupils to identify the current gaps in their knowledge and understanding and how to progress from there.

Timely

Feedback should focus primarily on moving learning forward, therefore there is not one clear answer nor timescale for when feedback should be provided. The task set, the individual pupil, and the collective understanding of the class, will all help determine the best timescale for feedback. This is not to say that set pieces cannot have a schedule or deadline for when feedback should be delivered but that this should recognise that feedback takes many forms and that, for some types of feedback, it is its immediacy which makes it so effective.

Specific

Feedback should be specific, avoiding general or vague remarks. Utilising examples to help pupils better understand and replicate what success looks like will make feedback more specific and granular, leading to improved and accelerated progress.

Acted-upon

Dylan Wiliam stresses that “the first fundamental principle of effective classroom

feedback is that feedback should be more work for the recipient than the donor”, reiterating the point that feedback is only as useful as to the actions it prompts. It is not worthwhile for feedback to be onerous for the teacher if it involves little effort on behalf of the learner.

Mode

The method of delivery of feedback is likely to be less important than following the principles of effective feedback, remembering that written feedback is often a time-consuming process that reduces the interval between pupils completing an assessment and receiving feedback. Where written feedback is deemed necessary and effective, utilising whole-class feedback ensures that common strengths, errors, and misconceptions can still be addressed in a timely manner.

Progress

Schools should design feedback policies which exemplify these elements but, which at their heart, place the emphasis on pupil progress over time, ensuring that all feedback meets this aim above all others.

Highest leverage

Following an assessment, it is not uncommon for multiple gaps to be uncovered. It can be tempting to attempt to address all of these, but this will often result to less learning happen, not more. Adults need to make judicious decisions about the best use of feedback time and what can realistically be accomplished in the time given.

Feedback at Harpfield

At Harpfield Primary Academy, high-quality instruction precedes any feedback given. Our feedback is formative, helping our pupils to identify current gaps in their knowledge and/ or their understanding and, critically, moves their learning forward.

As an academy, we determine the timescale for when feedback should be delivered following school-wide assessment points, ensuring these are shared with colleagues.

Across Harpfield Primary Academy, we follow the following principles of effective feedback:

- it should be formative,
- it should be timely,
- it should be specific,
- it should be acted upon by pupils,
- it should promote pupil progress.

Across the academy, we adhere to a simple, but robust English Curriculum. This aims to address common errors in pupils' written work, while drawing upon research-informed practice to improve the standard of our pupils' spoken and written communication. This is utilised across all classrooms to ensure use of a common and routine language which all students understand.

Subject Leaders

Through the Monitoring and Evaluation cycle, subject leaders give feedback to staff. This can be lesson feedback, pupil voice feedback, assessment analysis feedback or general feedback in curriculum team meetings. Members of the Teaching and Learning team also use 'Step-Lab' to give feedback in the form of 'Shout out' or written, formal feedback linked to a coaching element.

Teacher

All teaching staff have had training on responsive teaching and how to utilise this in the classroom. At a classroom level, our teachers provide regular feedback to our pupils. Often, this will take the form of verbal feedback,

which will be delivered in the moment, but will be linked to tangible success criteria that have previously been shared with pupils. Teachers' feedback may also take the form of a faded example, where teachers will have begun a problem or given a sentence starter for pupils in their books which has then allowed pupils to continue unaided, following the scaffolding given. In line with our Teaching and Learning policy each lesson we have an 'End on a High' slide. This is where all members of staff and in some cases the pupils will give feedback on a child's achievements. This will be purposeful oral feedback that is linked to the lesson outcome.

Written feedback is also given. If next steps are needed or misconceptions need to be addressed, the teacher will mark these in 'pink' and ask the pupil to respond to their 'fix-it' using a purple pen. The teachers coach the pupils in how to respond to written feedback and they also allocate dedicated time to do so.

Where class misconceptions arise, we would expect a teacher to 're-teach' the concept that has caused difficulty, which may result in 'interrupted' work in books; however, the work that follows is likely to be of better quality in response to the feedback received. Alongside some elements being retaught we also have a 'pre-teach' that may take place for some pupils. This is where a member of staff will 'pre-teach' a learning concept to a pupil or group of pupils to ensure that they have a greater chance of success in the lesson. Diagnostic information from PIXL assessments and Socrative quizzes inform our 'next step' planning. Staff will use our 'Do Now' process from the T&L policy to re-teach a common misconception. 'Do Now's' are a daily teaching slide used by all staff in all year groups.

Documentation

[Literacy Marking Policy](#)

[Maths marking policy](#)

[Monitoring and Evaluation Cycle](#)

Component 10: Intervention

Time in school is a limited and precious resource. Given this, leaders must strategically allocate their efforts to drive improvement on a school-wide or department-wide scale. Similarly, teachers require guidance on where to direct their efforts to elevate student achievement as a piece of the larger puzzle at work. Purpose-driven data conversations in education are essential, tailoring discussions to the roles of different stakeholders, spanning from senior leaders to classroom teachers. This many things, such as identifying curriculum weaknesses, strategising to prevent future challenges, determining groups of students needing extra support, and assessing departmental needs in skills or content.

The objectivity of assessment data

The assessment data which informs intervention must be carefully considered. The data needs to be robust and objective (See earlier section).

Early intervention

Educators must leverage assessment data to identify students' needs upon starting in school, whenever they join. This may include asking students to complete KS1 phonics tests or in completing SATS papers or NGRT tests. Timely interventions should be implemented as soon as it becomes evident that large gaps exist compared to their peers.

Precise intervention

Interventions should be precisely focused on small groups of pupils, addressing specific points of need instead of employing broad strokes to the masses. Without this, those who need help risk falling further behind.

Informing curriculum implementation

Intervention may involve evaluating the curriculum to identify if any specific resources need improving. As a team, research into best practices to deliver content again may be needed. Adjusting resources retrospectively and plugging any gaps to ensure that the following year group will not make similar errors is crucial.

Focused and surgical intervention

Emphasising a strategic and precise approach,

tailoring interventions to specific groups and curriculum topics, avoiding broad, blanket approaches is key. Whenever feasible, sessions should be led by experts well-versed in the subject matter.

In class

It is important to note that intervention is not something that is limited to out-of-class sessions, effective classroom teaching acts as the first wave all our learners receive, and getting this right is paramount, especially for our most disadvantaged students. Class interventions could include live marking, scaffolded modelling, checking in on specific students when circulating around the room.

Measurable and measured

Before starting any intervention, its aims should be clear and measurable. After any intervention, students should be reassessed to see if they have made any progress. Pupils should not remain in intervention groups for too long.

Intervention culture

It is essential that any intervention sessions have the same feel and rigour as the best classrooms. These learners need to do more work to catch-up with their peers and expectations on them must remain sky-high. If this means setting them extra work and holding a higher line than with their peers, this may be needed if those that are behind, are ever to catch up.

Intervention at Harpfield

At Harpfield, we are committed to providing comprehensive interventions to support the academic and personal growth of every pupil. Our intervention processes are meticulously crafted to ensure that pupils who require additional support to excel academically, socially or emotionally are provided with the necessary resources and guidance.

We firmly believe that intervention is an ongoing process, embedded in every year group and every classroom, each and every day. Fundamental to our approach is the principle of quality first teaching (QFT), wherein teachers continually identify students in need of extra support during lessons and employ tailored strategies to assist them. Assessment data, both formative and summative, serves as a guiding beacon, enabling teachers to pinpoint students requiring additional assistance. This data is seamlessly integrated into seating plans using our well-worn path, and appropriate QFT strategies are promptly implemented.

Despite this, we are aware that to deliver a truly equitable learning experience, some pupils will require additional intervention. Post each assessment's data analysis, SLT, subject leaders, and classroom teachers will need to consider which pupils need intervention which goes above and beyond the provision available in the classroom. Where intervention impacts on the planned programme of curriculum study, for example, catch-up reading intervention, this is communicated with parents/carers in the case of where it has been necessary to withdraw pupils from a programme of study – albeit temporarily.

Subject

Intervention comes in two forms, in-class and out-of-class. Out-of-class intervention breaks with the typical timetable for the pupil and may involve them missing lessons or may be held at times outside of normal hours. At Harpfield, assessment analysis informs our intervention process. This is ongoing and weekly for our approach to phonics groupings. PIXL assessments take place at key

points throughout the year in years 2-6 and after each point, progress reviews are undertaken with the class teacher and SLT to identify areas of strength and areas for development. Time is then allocated to class teachers and TA's to plan in-class and small group interventions to rapidly close gaps. A key part of our intervention process are Parents' Evenings whereby we make sure that parents/carers are made aware of their child's areas for development and are supported in enabling the closing of gaps at home as well as in school.

Data collected from assessments will ensure that interventions are purposefully and precisely planned to meet the specific need of the pupil.

The SENDCO and SLT are responsible for the oversight of the pupils who require interventions. Interventions should be fluid and flexible over time, with an assessment conducted to verify the closure of any targeted gaps.

Classroom

All data and current information held by the teacher informs in-class intervention. This will be a continuous process informed by more than just formal assessment points.

Where a teacher thinks a pupil may need additional intervention, they should liaise with subject leaders or the SENDCO.

At Harpfield, each intervention session follows the same principles as our normal lessons (see our T&L Policy). At times, adjustments may be made depending on the size of the group or length of the session but, by and large, provision in an intervention session should be indistinguishable in feel and design from a typical lesson.

In year admissions complete screening tests (Salford, Vernon, Sandwell and BPVS). These are recorded centrally and give staff and pupils a clear starting point.

Documentation

[Provision Map Example](#)
[In Year Admissions](#)
[i-CREATE](#)

Component 11: Literacy

Without an age-appropriate level of proficiency in reading, speaking, and writing, pupils will not be able to access the curriculum in any subject. The curriculum is primarily delivered through the spoken word and the written word, and therefore, responsibility for establishing proficiency in literacy for discrete subject disciplines lie with every adult in schools.

Disciplinary literacy

Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specificity to improve pupils' abilities to read, write and communicate effectively across the subject.

Vocabulary instruction

Vocabulary must be explicitly taught. Teachers should plan where the best opportunities arise in their curriculum to teach tier 2, tier 3 and enabling vocabulary for their subject discipline.

High-frequency tier two words, which appear across multiple subject disciplines, should be thoughtfully planned. Referring to these words' meanings in other subject disciplines allows pupils to connect their knowledge, especially when word meaning is taught through deconstructing affixes and their meaning. Explicit teaching of polysemous words (words with multiple meanings) needs to be planned to avoid misconceptions arising.

Readability

Planning must consider the readability of texts, ensuring that pupils are able to access texts and that appropriate scaffolds are in place. Pupils are also entitled to access complex texts and reading strategies, such as activating prior knowledge, prediction and questioning, should be appropriately planned to ensure all pupils have equitable access.

Writing

Writing is challenging and planning how to explicitly teach disciplinary writing skills in each subject area is key to securing success. Planning extended writing opportunities, where subject-appropriate, is key. Planning should consider where the opportunities arise for

teachers to explicitly model the writing process and what successful writing in the subject discipline looks like.

This information needs sharing out across the department so that learners receive a consistent message throughout their schooling.

Oracy

Talk matters. Not only because it is our primary mode of communication but because moulding articulate individuals will enable our pupils to succeed in the world. Structured talk, guided by teachers, should be planned across the curriculum to ensure that pupils can firstly articulate their ideas before they try to commit them to the written form. It is worth noting that if a pupil cannot say a word, then that pupil will not be able to accurately read the word.

Literacy intervention

As with all intervention, the sooner the need is identified, and the earlier the intervention can be put in place, the better. Schools should expect to proactively support pupils with the weakest levels of literacy. This may include synthetic phonics instruction to ensure pupils have fully mastered decoding. Any pupil, regardless of age, who hasn't mastered how to read will be prohibited from accessing and achieving curricular aims and this should be the foremost priority of any intervention. Other interventions, supporting fluency and comprehension may also be targeted at specific addressed through whole-school strategies

Literacy at Harpfield

Academy

Literacy should be considered the most important form of intervention. If the need is there for an individual, they will have little hope in accessing the curriculum until it happens.

At Harpfield Primary Academy, we believe that literacy sits at the heart of every child's success, and therefore, we ensure that all our pupils are reading at an appropriate level or above, within 6-months of them joining our academy (with some exceptions for severe cognitive impairment). Rigorous early intervention ensures that, once our pupils are secure in their reading decoding, fluency, and comprehension that they can fully access our ambitious curriculum.

Our primary pupils learn to read following Ruth Miskin's *Read Write Inc* phonics programme and are assessed in Y1 for the statutory phonics screening check. Any pupils who do not pass, continue their phonics provision in bespoke groups thus receiving the right level of support. Those students who have not yet mastered decoding work on our phonics intervention programme, *Fresh Start*. Pupils who are reading below their chronological age, but not significantly so, will be assessed using further diagnostic tests to assess whether they need reading fluency intervention or comprehension-based intervention. Both are likely to be short-term and are designed to bridge specific literacy needs.

The needs of our EAL and SEND pupils are carefully assessed to ensure that these children receive the right level of intervention and to ensure equitable access to our curriculum.

Subject

Alongside our literacy success criteria, which every subject adheres to, our subject leaders ensure that enabling vocabulary, including tier 2 and tier 3 words, are planned for, and are taught at carefully sequenced points across their curricula. Further information on this and

the explicit teaching of vocabulary can be found in our T&L policy.

Class Readers

Our primary pupils enjoy reading a class novel/book with their teacher five times a week and the end of each day. First thing in a morning and just after lunch, the children have a silent reading session. These sessions are designed to promote reading for pleasure. Furthermore, to support the progress of our students' reading. Each child is also listened to by an adult at least once a week.

Teacher

Our teachers are trained in our whole-school reading and disciplinary literacy strategies and play a crucial role in identifying pupils who may benefit from targeted reading intervention.

Marking codes

Marking codes are set for each year group and are in line with our writing assessment grids. Teacher use the marking codes to assess the pupils writing. Children begin to use the marking codes in the 'draft and editing' process of our writing cycle.

Mastery Literacy –

High quality whole class texts which the class spend a whole term (EYFS and Year 1 – Book of the Week/Author study) exploring and enjoying. Every single pupil experiences reading and engaging with high quality literature. Reading comprehension, SpAG and technical writing skills are completely embedded into a whole class teaching approach and taught in the context of the whole class text.

Through careful modelling and links to high quality class texts each pupil becomes a prolific and effective reader and writer. Any children who are not keeping up with the pace of the learning are given same day (or as close to) intervention to ensure gaps are addressed immediately.

Documentation

[Reading Overview](#)

[Phonics Tracker](#)

[Reading Curriculum](#)

[CET Literacy Guidance](#)

