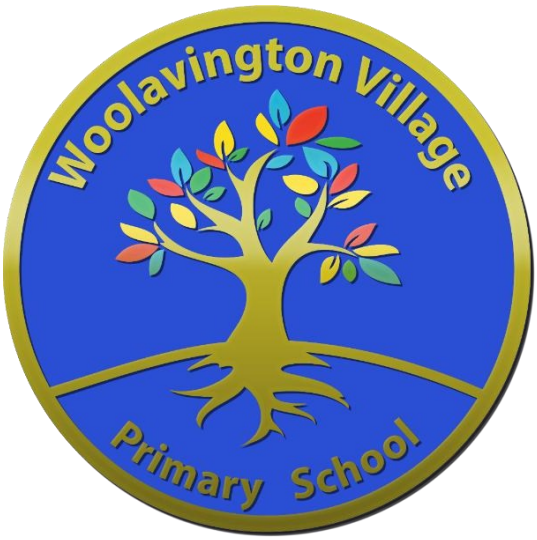


Futura
Learning Partnership

CURRICULUM HANDBOOK
2026-2027

CURRICULUM HANDBOOK

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1.0 AIMS AND SCOPE

This policy is reviewed annually and should be read in conjunction with other relevant Trust and school policies. These can be found on the school website. In particular, the Futura Learning Partnership Teaching and Learning Policy highlights key principles that inform teaching and learning practices across the school.

This should be read in conjunction with the:

- Futura Maths Handbook
- Futura Writing Handbook
- Futura Reading Handbook

2.0 OUR SCHOOL VISION

At the heart of our school lies a simple but powerful vision:

Strong Roots, Bright Futures.

This vision guides everything we do. We are committed to giving every child the firm foundations and sense of belonging they need to grow academically, socially and emotionally, and to helping them step confidently into a bright future filled with possibilities.

Our school is a community where everyone is welcomed, valued and supported. We work together to nurture curiosity, celebrate learning and ensure that every pupil feels safe, seen and encouraged to be their best. By building strong relationships with families, staff, and the wider community, we create an environment where each child can thrive.

Living Our Vision

By developing strong roots, through secure relationships, excellent teaching and a safe, nurturing environments, we enable every child to grow in confidence, character and knowledge. With these roots firmly in place, our pupils can look ahead to bright futures where they continue to learn, contribute and succeed.

Our values also support and uphold the fundamental British values of **democracy**, the **rule of law**, **individual liberty**, and **mutual respect and tolerance** of those with different faiths and beliefs. These principles help our pupils understand the world they live in and their role within it.

Together, our vision and values shape a school community built on respect, readiness, kindness and safety, where every child can flourish and every future can shine brightly.

OUR VALUES

Our School Values, known as The Woolavington Way are:

Be Kind | Be Ready | Be Safe | Be Respectful

Our Core Values

Our daily life in school is shaped by four key values:

Be Kind– We show compassion, empathy and care for ourselves, for one another, and for our community.
Be Ready– We come prepared, stay curious and approach every learning opportunity with enthusiasm.
Be Safe– We make choices that keep ourselves and others safe, both in school and in the wider world.
Be Respectful– We value differences, listen to others and treat people, places and belongings with dignity.

These values are woven through our curriculum, assemblies, relationships and expectations and are reflected in our behaviour curriculum using The Woolavington Way. Children learn what these values look like in action so they can demonstrate them in their behaviour, their attitudes and their learning.

WOOLAVINGTON CITIZENS

Woolavington Citizens is t



um. The aim of this curriculum is

to enable our children to become healthy, independent and responsible members of our society. It supports children with their personal and social development, and develops their understanding of the moral, social and cultural aspects of society and life. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse community. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our Personal Development Curriculum is integral to the development of children's values in order for them to become positive citizens in an ever-changing community.

Woolavington Citizens is based upon 6 key pillars of Personal Development. We celebrate a different focus each half term through our assemblies, PSHE Curriculum, trips, visitors and experiences. Pupils are awarded weekly for demonstrating these qualities both at school, and in their extracurricular activities.

EXPECTATIONS

At Woolavington, our four values are known as the 'Woolavington Way'. These sit alongside our 'strong roots, bright futures' vision and we expect all stakeholders: children, staff, governors and parents to follow these expectations in all they do. These are:

- Be Safe
- Be Ready
- Be Respectful
- Be Kind

Pupils demonstrating the Woolavington Way throughout the week may be awarded a certificate during celebration assembly.

3.0 FOUNDATION AND SCIENCE CURRICULUM

3.1 RATIONALE

We inspire our children's learning through a creative curriculum, ensuring our pupils experience a wide breadth of study

THE FUTURA CURRICULUM IS A PROGRESSIVE CURRICULUM FROM 2-19.

and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. Our progressive curriculum, from 3-19 years ensures that children have the requisite knowledge to proceed to their next year of study, including transition to secondary school.

Developed by a team of primary and secondary subject specialists across the partnership, the Futura objectives are carefully sequenced to ensure that each year prior learning is reinforced and increases in complexity.

OUR CURRICULUM IS ROOTED IN COGNITIVE SCIENCE.

Each phase (KS1, LKS2 and UKS2) complete the same Futura objectives, however in progressing from one year group to the next e.g. Year 1 to Year 2, pupils gradually progress in their skills and knowledge through basic, advancing and deep. At a basic level, the pupils are increasing their key knowledge in each topic for that subject, ensuring that learning is making a change to their long-term memory. They are then able to reach sustained mastery at the 'advancing' stage by applying their knowledge from the basic level to routine problems. Our high expectations ensure that many pupils also progress to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study.

OUR CURRICULUM CHALLENGES ALL PUPILS

Underpinning much of our feedback, challenge and scaffolding is the use of Seesaw, an online learning platform. Children independently use scaffolding provided by scaffold frames, iPads and learning walls to support and challenge their learning.

We pre and post teach subject areas where pupils need additional support as well as timetabling research-based interventions such as 'Mastering Number' and 'Talk boost'.

3.2 IMPLEMENTATION

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
    - Learning is most effective with spaced repetition.
    - Interleaving helps students to discriminate between topics and aids long-term retention.
    - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
2. In addition to the three principles, we also understand that learning is a change to long term memory and therefore that sustained mastery takes time.
3. Our content is subject specific. We make intra-curricular links to strengthen schema where we can.

3.3 RESOURCES TO SUPPORT IMPLEMENTATION

CPD VIDEOS

Training video developed by subject lead on each topic for each phase. This will include knowledge on what is to be taught as well as common misconceptions and intended outcomes of the learning. These are designed to be shared with teachers and TAs prior to the start of each unit. Some schools do this by allocating the first week of assembly slots for teachers and TAs to watch the CPD videos together, others use staff meeting/TA meeting time.

FUTURA KNOWLEDGE DOCUMENTS

The green boxes contain the Futura objectives that will be covered in that term. The white 'knowledge boxes' contain the key pieces of information pupils will be able to recall as part of their retrieval practice. These are reflected on the knowledge organisers.

KNOWLEDGE ORGANISERS

These contain the prior learning that is needed to access the current learning as well as the key vocabulary and knowledge due to be learned during that topic. We have seen these used effectively in lessons where each table has a laminated version of the knowledge organiser for that lesson out for children to refer to as a scaffold. They are also used effectively as part of retrieval. When subject leaders/SLT carry out pupil voice, they are a useful point of reference to see what children should know and remember from the unit of work.

MEDIUM TERM PLAN

These detail the Futura objective with the learning tasks in each cognitive domain: basic, advancing and deep. The Futura objectives highlighted appear in the National Curriculum. All others are extra to the National Curriculum.

LESSON PLANS

These are detailed lesson plans following the Futura Fundamentals. These should be adapted to meet the needs of the children in each class. Additional challenge or support should be added, but the lesson objective should remain the same.

POWERPOINT

PowerPoint is used to follow the Futura Fundamentals. These should be adapted to meet the needs of the children in each class.

SCAFFOLD

Scaffolds are used as support in each lesson. Teachers must adapt the lessons to meet the needs of the children in their class (keeping the learning objective the same). The intention of scaffolds is to support or challenge individuals and should only be used when needed and suitable to the individual child.

LABELS

Labels to print out and stick in books detailing subject, Futura objective and learning task. Ideally, all schools use the labels as they support the assessment and save lesson time. If the labels are not used then the wording on them in the children's books should be the same.

3.4 IMPACT

1. Because learning is a change to long-term memory, it is impossible to see impact in the short term.
2. We do however take part in daily retrieval practice to ensure we are making a change to long-term memory. Retrieval practice is carefully planned so that essential knowledge is interleaved across the year as well as across year groups.
3. We use drop ins to see if the pedagogical style matches our depth expectations.
4. In order to make learning memorable, each half term starts with a 'hook' linked to that terms teaching. Amongst other activities this includes at least one trip out, one 'dress up' day when the children are immersed in the theme, per year.
5. Our curriculum breadth was established from a team of subject specialists across the Futura Learning partnership, to ensure a progressive curriculum from 2 to 19.

3.5 SUBJECT INTENTS

PSHE

The purpose of the Futura Learning Partnership PSHE intent is to provide a framework for high quality PSHE education across phases which is accessible to all and ensures that each of our pupils will develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. The aim is to ensure our pupils understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It should have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The aim is for a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world. Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation.

RELIGION AND WORLDVIEWS

Our Religion and Worldviews lessons provide important opportunities for children to explore and better understand their own and other people's experiences of Christian and other world faiths, other faiths and worldviews. The children explore human life, its aspirations, times of celebration, problems, and challenges.

The Futura intent for Religion and Worldviews is that all children develop an awareness of major world religions and world views, including their impact on society and culture. Our pupils should be able to appreciate and respect faiths and beliefs which may be different to their own, which will equip them for their adult life, employment as well as lifelong learning. Through RE lessons, children will be able to engage with challenging questions of meaning and purpose, which will equip them to continue their studies of RE in secondary school where they will deepen their understanding of different world faiths as well as more general philosophical and ethical questions. Our pupils will be given the opportunity to develop their own religious, spiritual and philosophical beliefs in a safe environment. Children will be able to reflect, consider, analyse, interpret and evaluate different issues which are prevalent in our society, whilst also promoting mutual respect and tolerance in line with British Values. Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation.

We teach Religious Education using the scheme 'Discovery RE' resource to support our lessons.

SCIENCE

The purpose of the Futura Learning Partnership cross-phase Science curriculum is to help students understand and question the world around them. It gives them the scientific knowledge and skills that they need to be successful in their future lives and make a contribution to the wider community. Students are empowered with a strong knowledge base that they can then use to evaluate important issues, analyse evidence and problem solve. They develop the confidence to form their own opinions and articulate themselves effectively. Our engaging and challenging curriculum means that students who have studied Science at a Futura school will continue to enjoy learning about Science and how the world works throughout their lives.

ART AND DESIGN

The Futura Learning Partnership intent for Art and Design is that learners will explore a diverse range of traditional and contemporary artists, crafts people and designers, fostering their curiosity and understanding of the world around them. Learners' experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.

COMPUTING

The Futura Learning Partnership intent for Computing is that an exciting and rigorous Computing education will ensure children are immersed in engaging, technology-rich learning experiences which allow them to learn deeply and embed core computing skills, think independently and problem solve in an ever-evolving digital world. Regardless of changes within technology and the world we live in, our children will possess the core skills and behaviours required to safely and confidently access new technology to enhance their wider learning, access the curriculum throughout their school journey and inspire a future where technology is used to innovate and make positive change. We believe that learning about Computing provides an important context for the development of pupils' key learning skills, particularly problem-solving, creative and critical thinking and resourcefulness. Futura recognise that social context plays a vital role in children's education and as such we aim to provide opportunities for children to experience Computing in ways that are unique to their local and wider community.

DESIGN AND TECHNOLOGY

The Futura DT curriculum aims to equip students with the knowledge, skills and attitudes they need to become successful, innovative young designers and makers. By building on prior experience, students progressively develop technical skills and practical expertise. They are encouraged to think creatively, imaginatively and be ambitious in their design ideas. They are given opportunities to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They learn to recognise the importance of design and technology in the real world and its relevance in everyday life. They are given opportunities to learn about and be inspired by designs and designers past and present who have impacted on life across the world. Through the design, make, evaluate process, students are guided to develop skills of teamwork, communication, resilience and reflectiveness through problem solving. They learn to use knowledge and understanding from other curriculum areas including mathematical, scientific, computing and art skills, applying them in relevant and practical contexts. In this way, we aspire for our students to become articulate, dynamic thinkers able to approach new challenges with confidence and enthusiasm.

GEOGRAPHY

The purpose of the Futura Learning Partnership geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

Numeracy (number and measurement) solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for students to develop their numeracy skills.

HISTORY

The Futura Learning Partnership intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well.

Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time.

We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

MUSIC

In the Futura Learning Partnership, our intention is that children develop a life-long love of music. Through the musical experiences and opportunities offered to them throughout their education, each child will develop a musical identity which is personal to them, this may be in the form of a performer, composer and/or as an active listener who, in the future, will become a participator in the cultural life of the UK. At Woolavington, music acts as an integral part of the school day, be that singing whilst packing up, or listening to a new piece of music whilst walking into assembly. Our music curriculum plan, guided by the EYFS framework and National Curriculum, ensures that all children from EYFS to Year 6 experience a stimulating, practical and holistic curriculum which explores music through singing, performing, composing and listening. Every student in the Futura Trust will have been taught the substantive and disciplinary knowledge required for GCSE Music, and therefore possibly A-Level, should they wish to study Music at KS4 and KS5.

We strive to ensure all students find Music an engaging and fulfilling subject in which they embrace the discipline of practice, the challenge of analysis and the excitement of creating and finding their own musical voice. At Woolavington, we supplement the Futura Music Curriculum with teaching from Somerset Music, giving children the opportunity to learn an instrument and perform to an audience. Somerset Music also provide the opportunity for pupils to take part in choir performances both within school and around the county.

PHYSICAL EDUCATION

The purpose of the Futura Learning Partnership cross-phase Physical Education curriculum is to foster a life-long love for a variety of physical activities and sporting opportunities. Through this engaging curriculum they will develop a range of transferrable skills, language, knowledge and understanding which can be used in multiple settings. A student will be provided with many opportunities to develop wider personal, social and moral skills which could include resilience, communication, teamwork, independence, leadership, analysis and evaluation. Our students will develop their understanding of what engenders a healthy lifestyle both physically and the contribution this has on good mental health and well-being. Opportunities will be provided to experience a broad range of different sports safely, through participation and observations, in both the curricular and extra-curricular provision. Community links are established and advertised to encourage our students to have further opportunities for continuing participation through school extra-curricular activities and local clubs and sports.

Our relevant, engaging and challenging curriculum means that students who have studied PE at a Futura school will continue to enjoy learning about Physical Education, physical activity and a variety of sports throughout their lives. The curriculum overview has been created to develop a range of activities for students, whilst also providing specific support/opportunities for activities that are likely to be used in GCSE/A level assessment, along with links to extra-curricular opportunities. Through creating a structured programme, specific SOL can be created for each activity which enables clear progression through years 1-11. This allows all Futura schools to meet Ofsted requirements and those of the National Curriculum. Leaders, teachers and students need to be able to articulate the learning journey and this structure allows this to happen.

MODERN FOREIGN LANGUAGES (FRENCH)

L earning a foreign language provides an opening to other cultures. At the Futura Learning Partnership, we aim to foster pupils' curiosity and deepen their understanding of the world. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning foreign language, students also develop literacy and oracy in their own language as well as resilience and problem-solving skills. Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge whilst developing their language skills.

Through language learning, pupils gain a sound understanding of the structure of their own language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum. The Languages curriculum caters for students with varied previous language learning. It enables students to build upon prior knowledge or language learning skills. Students are well-prepared at the end of each key stage to tackle the next steps in language learning but equally, should they choose not to continue their formal language learning, they are equipped with the skills and knowledge to use in the workplace or for leisure or to further their learning.

3.6 SUBJECT ALLOCATION

Subject	Frequency	Duration	Subscription
Writing	Daily	50 minutes	Futura scheme
Reading and Spelling	Daily	45 minutes	Unlocking Letters and Sounds
Maths	Daily	Arithmetic – 15 minutes Lesson 1 hour	White Rose, NCETM, Mastering Number
Geography	Weekly every other term	1 hour	Futura scheme
History	Weekly every other term	1 hour	Futura scheme
Science	Weekly	1 hour – 90 minutes	Futura scheme
DT	Weekly every other term	1 hour	Futura scheme, Kapow
Art	Weekly every other term	1 hour	Futura scheme
French	Weekly (KS2)	30 minutes	Futura scheme
Music	Weekly	30 minutes	Futura scheme, Sing Up, Active Music, Somerset Music
	Bi-weekly	1 hour	
PE	Twice weekly	1 hour	Futura scheme, Inspired Schools
Religion and Worldviews	Weekly	1 hour	Futura scheme
PSHE	Weekly	1 hour	Futura scheme, Jigsaw
Computing	Bi-weekly	1 hour	Futura scheme

3.7 BRITISH VALUES

Our school reflects British Values in all that we do. We nurture our pupils on their journey through life so they grow in to caring, responsible and tolerant adults who make a positive difference to British society and to the wider world. We encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

At Woolavington, we actively promote British Values in the following ways:

DEMOCRACY

Pupils are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school. They are able to do this in a number of ways e.g., school leaders; library leaders, anti-bullying leaders and class discussions. All children are elected to councils following a democratic process.

RULE OF LAW

We have a clear positive behaviour policy which helps pupils to make good choices about their behaviour. Pupils are helped to distinguish right from wrong, in the classroom, during assembly and in the playground. This is supported by our behaviour curriculum.

INDIVIDUAL LIBERTY

At school, pupils are encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment, e.g., challenging themselves in their learning. They are supported to develop self-knowledge, self-confidence and a growth mind set in all areas of school life. Pupils are taught to understand and exercise their rights and personal freedoms in a safe way, e.g., UNICEF Children's Rights within Jigsaw lessons. They have key responsibilities in school e.g., school leaders; library leaders, anti-bullying leaders.

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Respect is one of our school values. Pupils understand that respect is shown to everyone, both adults and children. We help them to develop an understanding of, and respect for, their own and other cultures. Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. Through the PSHE (Jigsaw) and Religion and Worldviews curriculum pupils are encouraged to discuss and respect differences and similarities between people. We offer a culturally rich and diverse curriculum in which all major religions are studied. Through our topics we learn about the world in themes such as Eco Warriors and Wonderful World.

3.8 SMSC

SMSC stands for social, moral, spiritual and cultural development. At Woolavington, we take great pride in our approach to SMSC across the school, feeling that pupils should develop into tolerant, caring individuals with a social conscience. SMSC feeds into several areas of life at Woolavington: within assemblies; charity and community outreach projects; school council; eco-council; anti-bullying leaders and theme days.

SOCIAL

We teach and model a range of social skills to aid children's development of working with others. We believe it is important for children to be active members of the school and local community and provide opportunities to engage with this. Children learn to listen to diverse viewpoints, resolve conflicts and engage with the British Values of democracy, the rule of law, liberty, respect and tolerance.

MORAL

Children's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to

reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

SPIRITUAL

We recognise that the development of spirituality is important for everyone regardless of their faith and background. This is covered within assemblies.

CULTURAL

Cultural capital provides our students with the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values. Throughout the curriculum, children are exposed to different cultural influences enriching their learning and providing them with a broad and balanced curriculum, enabling them to take part in cultural experiences they may not be exposed to otherwise. Our engaging curriculum and 'Hook' Days support these experiences.

4.0 PRINCIPLES OF EFFECTIVE TEACHING (PET)

The principles of effective teaching aim to establish expectations to promote effective and evidence-based teaching and learning practices across the school to maximise pupil progress and to ensure all pupils have an excellent educational experience.

4.1 RETRIEVAL OR RE-TEACH

A method that checks the students have learned the material that you want them to know.

All foundation subjects and Science should begin with the use of Knowledge Organisers, Retrieval Games or Quizzing to retrieve previous information.

4.2 PRESENTING NEW MATERIAL

A method of explaining new abstract information, which deliberately and explicitly links to examples and models that students have prior knowledge.

4.3 HINGE POINT

A method of gauging how well students have understood the new material. Reteach or move to independent practice.

4.4 INDEPENDENT PRACTICE

A method of allowing students to develop the automaticity needed for fluent application and recall.

4.5 FINAL CHECK

Ensuring misconceptions have been addressed before the end of the lesson.

5.0 HIGHER ATTAINING PUPILS

At Woolavington, we value all pupils equally and ensure that each child has the opportunity to realise their full potential in a challenging and supportive environment. Our school will have, at any time, higher attaining pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. We are committed to creating deep learning opportunities and enrichment surrounding the curriculum, in order to ensure the holistic progression of the most able pupil.

5.1 AIMS

- Provide a high-quality curriculum that offers breadth, depth and challenge for all pupils.
- Provide quality first teaching.
- Provide opportunities to extend and challenge pupils through mastery tasks, independent learning, opportunities for creativity and higher-order thinking skills.
- Foster a culture of achievement by creating a climate of learning and excellence throughout the school and a culture of high expectations.
- Work in partnership with parents and carers to help them promote children's learning and development.
- Make use of links with other schools and the wider community to enhance learning opportunities.

5.2 IDENTIFICATION

We identify higher attaining children in a variety of ways:

- Formative and summative assessment takes place against Age Related Expectations.
- Summative assessment is made through a combination of:
    - published tests
    - teacher assessment using age related outcomes
- Informal assessment is made by Class Teachers on a daily basis, using:
    - the marking of pupils' work
    - observation of pupils' performance in class
    - discussions with pupils about their work and interests
- Nomination by parents and other adults who know the pupils (e.g. their swimming coach or club leader). These are communicated to school through:
    - discussions during Parents' Evenings
    - informal conversations between parents and teachers
    - opportunities for pupils to display and discuss their talents and interests during classroom discussions
    - a year-round opportunity for pupils to bring in awards and trophies from extracurricular activities

5.3 PROVISION

Within the school, we provide:

- Mastery tasks which allow pupils to access the curriculum at a greater level of complexity and depth. These tasks could require problem solving, enquiry, critical thinking and research skills.
- Tasks and assessment which encourage metacognition and talking about the learning process.
- Adaptive lessons that provide extension and challenge for the higher attaining.
- Enrichment opportunities, both within and outside the curriculum, exposing the higher attaining pupils to experiences not usually encountered as part of the curriculum.
- Entering trust competitions e.g., Futura Learning Partnership Performance Poetry Competition, Sports Competitions.
- Encouraging participation in local events e.g., local sport and art competitions.

5.4 MONITORING

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their higher attaining learners. They liaise with parents as appropriate, to discuss how they can support their child's learning. SLT use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. Higher attaining pupils are discussed at pupil progress meetings.

5.5 DISADVANTAGED HIGHER ATTAINING PUPILS

As with all pupils, Woolavington is committed to ensuring that higher attaining children are fully challenged and achieve their potential through quality first teaching. We ensure that disadvantaged higher attaining pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child through our curriculum opportunities and enriching cultural capital experiences.

5.6 SEND

For further information on how we support children with special educational needs and disabilities, please see our SEND policy.

5.7 DISADVANTAGED PUPILS

For further information on how we support disadvantaged children, please see the Pupil Premium Strategy Statement.

6.0 LEARNING ENVIRONMENT

6.1 THE INTENT OF THE LEARNING ENVIRONMENT

Learning environments will:

- Be positive and purposeful.
- Promote a culture of aspiration as well as recognise reward and effort.
- Promote a consistent and effective application of the behaviour policy.
- Encourage and actively promote independence, resilience and motivation.

6.2 IMPLEMENTATION

- Maths and English learning walls need to be at the front of the classroom to ensure they are the main focus. If there is limited space, the second board should be as close to the front as possible.
- All headings, examples of children's work and other components of displays must be in Woolavington's chosen font (Reception and KS1 pre-cursive and KS2 cursive) and either laminated or backed.
- Classroom displays are kept to a minimum to reduce visual stimulation, this includes all displays being within display boards (not on the wall), and having nothing hanging from the ceiling.
- In KS1 and KS2, classroom displays (apart from maths) are backed in royal blue with a single navy blue border.
- In EYFS, classroom displays are backed in hessian with a single navy blue border.
- Maths learning walls are on whiteboards and include key unit vocabulary and prior learning.
- Each classroom will display the following subjects:

MATHS

	EYFS, KS1 and KS2
Maths area	• Maths resources/draws labelled/organised • Marking Station area (Years 3,4,5 and 6 and from Summer term Year 2) • Scaffold frames containing support for all areas of Maths curriculum for that year group. • Manipulatives for current area of learning
Maths learning wall	• Unit • Key Vocabulary • Prior learning • Stem sentences where appropriate

ENGLISH

EYFS	KS1 and KS2
Sound mats and key vocabulary mats available in each area. Opportunities to write available inside and outside.	Scaffold frames including sound mats and common exception words, punctuation, sentence structure, word class, language features, handwriting available every lesson. KS2 - Dictionaries and thesauruses to be available every lesson
English display to include – • Unlocking Letters and Sounds sound chart • Talk4Writing Flipcharts • Vocabulary • Class text	English displays to include – • English learning wall • Spelling learning wall • Reading learning wall

TOPIC

Topic Area in EYFS	• Examples of pupil work and voice • Timelines • Maps/Atlas of area being studied
Topic KS1 and KS2	• There are no topic learning walls in classrooms. There are A Frames containing Topic knowledge organisers on tables
Topic 'end point' display (Main Corridor)	• Aspirational display planned in conjunction with curriculum lead • Every child's best work is displayed from across the curriculum for each year group – an 'exhibition of learning' in our main building corridor
Proud Wall	• Each child chooses a piece of work they are proud of to be showcased on the classroom Proud Wall

ALL CLASSES WILL:

- Keep surfaces clear, apart from the subject specific areas noted above.
- Only display work and other notices on display boards.
- Take responsibility for the communal areas around the school including the hall, Reading Hub, Games Room, Creative Area and corridors.
- Reinforce the message that the standard you walk past is the standard you accept.

6.3 IMPACT

- The school looks tidy and welcoming, which encourages pupils to respect and take pride in their school.
- Displays and learning areas help to communicate learning objectives and facilitate learning.
- Displays create an ethos of achievement by celebrating all success.
- Pupils can independently find and use resources to aid their learning.
- Pupils' attention is directed to the focus of the lesson.

7.0 PRESENTATION

- In books, a label is stuck in at the top with the subject, date and learning objective at the start of each lesson.
- Every day, lessons will be recorded in exercise books to practice literacy skills. Scaffolds will be provided to aid literacy.
- There is also the opportunity for pupils to record their learning on Seesaw, for example children using an iPad to evidence a minibeast hunt or recording the outcome of a music lesson.
- We have the same expectations for writing in our wider curriculum books that we do for English and maths and therefore the same marking codes will be used.

8.0 DROP IN POLICY

8.1 RATIONALE

Developmental Drop ins are a purposeful and supportive "walk-through" of classrooms, with a whole school focus linked to a teaching standard or subject. A drop in creates a school-wide picture made up of many small snapshots. It's a supportive strategy for providing our staff with feedback about pupil learning and teacher practice.

8.2 PURPOSE

- To monitor or audit practice throughout the school. Providing a 'snapshot' view.
- To share good practice and promote consistency.
- To check for progression e.g., drop ins focus on how phonics/ basic skills are taught throughout the school.
- To celebrate successes, provide next steps and to stimulate professional discussion.

8.3 FEEDBACK

- Feedback from drop ins will be noted down by the observer.
- Following the feedback, teachers will have the chance to team-teach with the member of staff giving the feedback or observe best practice within the school or learning partnership or attend CPD.

8.4 GUIDANCE FOR OBSERVERS

There are certain ways to behave on a drop in:

- Observers will smile as they enter the room and say 'thank you' as they leave.
- If the children are working independently or in groups, observers can either engage with pupils, look at books and ask questions or simply be a 'fly on the wall'.

8.5 OUTCOMES OF THE DROP IN

- Identification of good practice and a plan on how to extend that across the school.
- A change or tweaking of policy, practice or routine.
- Further information required to gain a more detailed picture.
- Further drop ins to see where further CPD may be required.

9 ASSESSMENT

"Feedback plays a central role in securing students' learning, supporting them to know how to deepen their knowledge and understanding or improve their performance.
(Sherrington and Caviglioli, 2020, WalkThrus Vol 1)

This Fundamental is intended to provide guidance to teachers in how to provide feedback to pupils to ensure that pupils make progress in their work and how to streamline their marking to reduce workload and provide consistency.

9.1 MARKING VS FEEDBACK

Marking is often required in summative assessment to evaluate pupils' learning and enable us to give a judgement on performance, often compared to a standard or benchmark. This does not mean that the results of summative assessment cannot be used to provide formative feedback.

Feedback is one of the most powerful influences on learning and achievement and the EEF have found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016). Feedback serves to close the gap between what pupils know and what they do not know or to fill the gap between where they are and where they are going. In order for feedback to be effective, "it needs to be understood and accepted and to be actionable so that students can use it to secure improvements in their knowledge and performance". (Sherrington and Caviglioli, 2020).

Summative vs Formative: There is no way to tell from the assessment itself, necessarily, but you can tell by the way it is then used. If the test results are not then used to impact on teaching and learning then it is summative. If

the assessment is used to adapt teaching and learning, then it is formative. As well as providing guidance on marking, this Fundamental focuses on formative, and often live, feedback.

9.2 LIVE FEEDBACK

There are several benefits to implementing live feedback in lessons:

- Research shows that impact is highest when feedback is delivered by teachers.
- Low attaining pupils tend to benefit more from explicit feedback than high attaining learners.
- It identifies gaps in knowledge and skills.
- Improves student progress.
- Reduces workload.

Live feedback gives students instant feedback on their work. It enables them to make adjustments and improvements while they are still engaged in the learning process. Live feedback is 'timely' and 'specific' (EEF).

9.2.1 HOW TO IMPLEMENT LIVE FEEDBACK

Effective feedback should support pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

You will naturally be taking live feedback from pupils throughout your lesson (during hinge points, when checking for understanding, during Q&A, in discussions), this document focuses on how to give effective feedback during and/or just after the independent practice section of the lesson.

For live feedback strategies to be successful, they must be planned in advance as part of your lesson. Live feedback, and effective teaching, rely on pupils understanding the content and task parameters, and understanding the success criteria they are working towards. The following table outlines how each stage of the PET feeds into effective live feedback.

Step	PET stage	Why?
Ensure recall of previous, relevant, content and skills	**Retrieval – re-teach**	This ensures any previous knowledge required in independent practice is recalled and understood.
High quality instruction comes first	**Presenting new material**	This will ensure all pupils learn the content and/or skill being delivered.
Check for understanding	**Hinge point**	This will reduce the error rate in independent practice. Misconceptions about the content, skill and task are addressed here.
Applying learning to a task	**Independent practice**	This is the stage where live feedback on written work (or other piece) can be used to reduce teacher workload and make feedback more effective.
Live feedback strategies that focus on moving learning forwards (outlined in next section): **Individual live feedback** **Short feedback loops** **Whole class feedback** **Feedback as actions**		
Planning your next lesson	**(After a task / lesson)**	Where time constraints (or other) have not allowed full live feedback, consider whole class feedback and feedback as actions to move learning forwards in your next lesson.

9.3 FEEDBACK STRATEGIES

Each feedback strategy can be used in isolation. However, it may also be effective to combine strategies or employ several, one after the other.

9.3.1 INDIVIDUAL LIVE FEEDBACK



Model the task, provide success criteria	Set the task, circulate	Visit target pupils first, give specific feedback	May be verbal, may use marking codes	Pupils take action
Pupils need to know what the desired outcome should look like. This provides a sense of purpose, aiming to meet the criteria.	Having modelled, set pupils to task aiming to meet the success criteria. Monitor actively, note who is struggling.	Based on your knowledge of the pupils, visit your target pupils first. These may be PP, SEND or LPA, for example, knowing that these pupils benefit most from explicit feedback.	Provide feedback, this will in most cases be verbal. If the task involves writing, it may be appropriate, and even faster, to add marking codes to pupil work.	Create a culture whereby pupils act on feedback immediately. This will allow them to make improvements while still engaged in the learning process.

9.3.2 SHORT FEEDBACK LOOPS (FROM WALKTHRUS



Model the task, provide success criteria	Set the task, circulate	Stop & review	Re-model and re-emphasise success criteria	Repeat and check progress
Pupils need to know what the desired outcome should look like. This provides a sense of purpose, aiming to meet the criteria.	Having modelled, set pupils to task aiming to meet the success criteria. Monitor actively, note who is succeeding and who is struggling.	Pick a good moment to stop – when most students have completed enough of the task to make it meaningful. Examine pupils' responses, you could use the visualiser or outline common successes and challenges.	Give pupils feedback, outlining exactly where success criteria has been met and areas for improvement. Remodel the task, emphasising the most important content or skill or vocabulary. This can be very sharply focused. Check for understanding.	Ask pupils to continue or repeat from the start, depending on need. Pupils gain experience of re-drafting in a short cycle and deepening their understanding of what success looks like. You may repeat the cycle 2-5 times to build fluency.

9.3.3 WHOLE CLASS FEEDBACK (FROM WALKTHRUS



Read through pupils' work	Note the strengths	Note areas for improvement	Give the feedback	Give improvement time
This can be done during the lesson or at the end, ask pupils to leave books open to speed up the process. If after the lesson, it must be timely so feedback can be given next lesson, forming part of the flow of ideas in your teaching sequence.	Identify common areas of strength, note this down (this could be on a pro-forma if helpful – see Appendix 2). Be sure to feedback on strengths so these are reinforced and to prompt those not yet doing them. Record a few examples of excellent work to showcase.	Make a manageable list of common misconceptions, spelling errors, knowledge errors and other areas for improvement. As the feedback will be public, don't attach errors to pupils. Do note, however, those who may need additional individual feedback.	In the next lesson, hand back the work and present your feedback to the whole class. This could be in a presentation or using a visualiser. For some classes, a copy of the feedback sheet may be useful but this is not necessary.	As soon as you have given the feedback, give students time to make improvements. They need to identify the common errors in their work and make improvements inline with the feedback. Seek out individuals for one-to-one feedback as needed.

9.3.4 FEEDBACK AS ACTIONS (FROM WALKTHRUS)



Rather than a step by step guide, this strategy offers a 5 discrete options to consider.				
Re-draft or re-do	**Rehearse or repeat**	**Revisit and respond to more questions**	**Re-learn material and re-test**	**Research and record**
Linking to the above 3 strategies, give students time to improve a piece of work by repeating it one or more times. Either give specific actionable comments or ask pupils to compare their own work to exemplar work.	Ask pupils to focus on specific aspects of learning that they have already encountered, to improve confidence or fluency. Improvement through repetition can be secured in a range of contexts.	Instead of making corrections on a complex array of previous questions – a time-consuming endeavour, it can be quicker and more productive to re-teach some key elements and set a fresh set of questions. This can be a useful strategy following whole-class feedback.	Where pupils have been required to learn a specific knowledge area but have gaps in their recall, the feedback can be to identify which specific areas they find hard to recall and then re-learn these areas.	Perhaps suited to older pupils and to longer pieces of work, pupils' work can be improved using wider references. Feedback can be that pupils should do some focused research to include more ideas, texts, case studies or examples in their work, making an improved version of their original work.

9.4 MARKING AND FEEDBACK IN DIFFERENT SUBJECTS

9.4.1 MARKING AND FEEDBACK OF WRITING

Verbal feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

During skills lessons, the teacher will give live feedback. Where appropriate the teacher will use marking codes in the margin. The pupils will respond to in the moment feedback using a purple editing pen.

In cases where the teacher has been unable to give all pupils live feedback, a quick 'whole class feedback' strategy should be used and feedback given, and acted upon immediately, at the start of the next lesson. See appendix 2 for pro-forma to be adapted as required.

After the 'long write' lesson at the end of each unit, the teacher will provide pupils with next steps. Pupils will then be expected to act upon these next steps in their editing lesson.

Teachers should not write comments on pupil work as there is little evidence that this supports learning.

Teachers should gradulally reduce the scaffolding of marking throughout the year so that, by term 4, pupils are able to apply their editing skills more independently. For example, providing marking codes on the line or at the end of the paragraph/ piece of work.

9.4.2 MONITORING

The senior leadership team will monitor the teaching and learning of writing and literacy skills during foundation subjects and science to make sure that all of our pupils make the best possible progress from their starting points.

The senior leadership team will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and drop ins
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering pupil voice
- Book looks

9.4.3 ASSESSMENT

Every term, teachers will tick the KPIs that have been met for each child. They will also select their lowest greater depth child as well as their lowest and highest expected child. The English lead will look at the work of these pupils to agree judgements.

9.4.4 MODERATION

YEAR 6

At the end of KS2, we will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for KS2 to support with this. Teachers will also meet with other teachers from the same year group within the partnership to moderate work.

YEARS 1, 2, 3, 4 AND 5

Teachers will meet with other teachers from the same year group within the partnership to moderate work at least biannually and moderate against exemplar materials provided by Integra.

9.5.1 MARKING AND FEEDBACK OF READING

- All questions to be marked by pupils with a purple pen at the end of the lesson.
- Teachers give live feedback during all parts of the reading lesson, all feedback is verbal.
- Pupils will respond to live feedback, as it is given, in purple pen.
- There will be no teacher marking in reading folders.
- Live feedback (all verbal) will include:
    - Positive feedback on answers
    - Next steps for pupils (e.g. need more evidence, answer is incorrect)

9.5.2 MARKING AND FEEDBACK OF FOUNDATION SUBJECTS

Each lesson, teachers mark against the Futura Objective (FO). In odd year groups, the FO will be accompanied by a task at the 'basic' level whilst in even year groups there are two tasks: one at an 'advancing' level and one at a 'deep' level.

The tasks achieved against the FO are doubled ticked by the teacher when fully met, ticked once when partially met and dotted to show that the FO has not been met. We would expect pupils working at greater depth to have ticks against most of the 'deep' tasks. This informs the class teacher's future planning, for example the class teacher reteaching that Futura objective within a future theme or in the case of 'odd' year groups, informing the next year's teachers of the areas where the class/ members of the class need extra support.

Every long term, the class teacher enters their teacher judgement for each foundation subject onto Bromcom, informed by the pupils' work, homework and participation in class throughout the term. In even year groups, they are given the following grade:

WTS – Basic (Working towards Mastery)
EXS – Advancing (Sustained Mastery)
GDS – Deep (Greater depth)

As the timescale for sustained mastery or greater depth is two years of study, all pupils in odd year groups will only achieve basic within the first year. To ensure we are not putting a ceiling on their attainment, teachers in 'odd' year groups give all pupils a prediction on where they will be at the end of the 2-year cycle.

There is a possibility that a pupil may not meet the basic level. This is very rare due to adaptive teaching strategies, such as scaffolding. However, if it were to occur, the class teacher would give the pupil 'WTS' on Bromcom and notify their future class teacher, during their handover meeting, about the Futura objectives where basic has not been met.

Subject leaders then use this data to inform curriculum action plans.

To ensure all Futura Objectives have been covered and so that subject leaders and class teachers have an overview of the Futura Objectives that have been taught, medium-term plans are highlighted in green when they have been taught.

9.6.1 MARKING AND FEEDBACK OF MATHS

Pupils are initially assessed during the hinge point question. Once further modelling has been given to a focus group, the teacher live marks during independent practice. This often involves self-marking by the pupils in purple pen against answer sheets. The teacher double ticks in black pen against both Task 1 (expected level) and Deepening (greater depth level) when the child meets the objective at this level of difficulty.

9.5 ADAPTIVE TEACHING

We will provide suitable scaffolds to make sure that every pupil makes maximum progress across the curriculum

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their learning and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed.
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson.
- Teachers and teaching assistants (if applicable) will work with a target group of pupils every lesson.
- Make use of information technology such as Seesaw to adapt teaching.

9.6 MARKING CODES

/	Finger spaces between words
P	Punctuation error (with error underlined)
C	Capital letters
S	Spelling error (with error underlined)
^	Something has been left out
?	Does this make sense?
//	New paragraph
V	Verbal feedback given
A	Adult support needed
✓ ✓	When the objective/activity is met
✓	When the objective has been partially met
•	When objective has not been achieved

9.7 PUPIL PROGRESS MEETINGS

Every even term, SLT will meet with teachers to discuss outcomes of formal assessments.

All children below target will have their gaps in learning identified. This will lead to the creation of whole class focus/ interventions. Attendance should also be reviewed for any child below 94%.

Writing will also be moderated. All teachers should bring the work of their highest working towards, lowest expected, highest expected and lowest greater depth writer to agree judgements and next steps.

APPENDIX A: LONG-TERM MEMORY MODEL

Learning may be defined as a change to long term memory.

Long-term memory involves three main areas:

1. Procedural memory where procedures such as placing events in order and other skills are stored. Procedures, once fluent, become automatic and are referred to as non-declarative.
2. Semantic memory where facts and their meaning is stored.
3. Episodic memory where the activities to learn the processes and facts are remembered and act as memory cues. Both semantic and episodic memory involve conscious thought and are therefore referred to as declarative.