



GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202

Head Teacher – Miss Michelle Hastings



Teaching and Learning Policy – incorporating Assessment, Feedback and Homework

As the Good Shepherd tends his sheep, so we nurture our children in a safe, secure environment to ensure they thrive and fulfil their potential as good shepherds of the future.

The value of LOVE is visible in every area of school life. Our inclusive community is bound together with this golden thread and is further strengthened by the Christian values of COURAGE, RESPECT and TRUTH.

“I am the good shepherd; I know my sheep and my sheep know me” – John 10:14

Curriculum Aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for KS1

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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

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

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Roles and responsibilities

The governing body

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

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy, for example Key Stage and/or subject leaders.

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Curriculum - Organisation and planning

Our curriculum is subject based but includes termly over-arching topics in each class. Cross curricular links are made across and between subjects when possible to ensure a cohesive learning experience for our pupils. A two-year rolling planning cycle ensures appropriate coverage of all topic areas for our vertically grouped classes.

The development this has been based on is Clare Sealy's '3D curriculum' (2017 – a curriculum that promotes remembering), where it is important that vertical, horizontal and diagonal links are made across the curriculum:

- **vertical links:** 'high yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of achievement: this can be explored through learning about Mary Seacole and her accomplishments in KS1, to the legacy of the Ancient Greeks in KLS2, to Katherine Johnson and the other 'Hidden Figures' in UKS2)
- **horizontal links:** links between subjects, commonly known as cross-curricular, or themed (for example, evolution: in UKS2 history, key figures and their theories of evolution; in science, evolution and inheritance; in RE, theories of creation)
- **diagonal links:** learning connected across both year groups and across subjects (for example, Mary Anning as a historical significant figure in KS1 and again as a key scientist in understanding the history of evolution UKS2)

Our curriculum has been designed using the following factors to influence its development:

- **A knowledge-rich curriculum is important.** Based on the "Matthew effect" (the (knowledge) rich get richer and the (knowledge) poor get poorer), planning a curriculum with an emphasis on knowledge and vocabulary ensures success for all, particularly the disadvantaged. A broad curriculum supports learning in the core subjects – particularly reading, where Daniel Willingham states that "reading tests are knowledge tests in disguise" and that "teaching content IS teaching reading" (2012)
- **Effective teaching is minimising the overload of working memory to maximise retention in long-term memory.** "The aim of all instruction should be to improve long-term memory. If nothing has been changed in long-term memory, nothing has been learnt." (Kirschner, Sweller & Clarke)
- **Effective learning may not necessarily look the same across different ages and subjects.** Poor proxies for learning (Robert Coe, 2013): students are doing lots of work; students are engaged; students are getting feedback; classroom is calm; students have given correct answers. Effective learning can only happen over an extended period of time, but indicators of effective teaching can include those listed in Rosenshine's Principles of Instruction (2012)
- We need to focus on **augmenting remembering** as this is a critical skill for lifelong learning. We support children to remember an increasing amount over time: this is particularly important as knowledge underpins and enables the application of skill. It is therefore important that learning makes it to the working memory; this will not happen if:
 - "over-exciting" activities are used to introduce learning rather than to consolidate it (e.g. a maths game – children are more likely to remember the rules of game rather than learn the

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actual maths concepts)

- the working memory is overwhelmed: stages of learning should be broken down into the smallest chunks possible
- retrieval methods aren't used regularly: the struggle of trying to retrieve something strengthens memory.

Our curriculum meets all statutory requirements and/or follows non-statutory guidance for:

- Health education
- Relationships and sex education
- Spiritual, moral, social and cultural development
- British values

The long-term plans and overviews are set for staff and are regularly reviewed. The medium-term plan format is set to ensure all aspects of our curriculum are considered (e.g. essential knowledge, prior knowledge, vocab etc.) but the quantity and detail of short-term planning is decided by each member of staff.

Where appropriate, visitors to the school, specialist workshops and visits out of school are used to extend the curriculum.

A variety of resources are available to support teachers in developing their plans and delivering effective sequences of lessons. These include:

- Online subscriptions
- Web-based planning tools
- Published schemes of work

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Intent, Implementation and Impact

Intent

Our curriculum has been carefully designed and is effectively delivered to ensure that our children are equipped to be the Good shepherd in all areas of their life. We see each child as unique with the potential to achieve in all areas of learning. We help them to fulfil this by nurturing them in a secure and positive environment where they feel confident to take risks and explore knowing they are safe. At Rollright, children take a knowledge-rich learning journey through a school which has Christian values at its heart.

The Good Shepherd as a Learner

We believe that a Good Shepherd will have a deep understanding of the subjects of the National Curriculum; this knowledge will equip them with the necessary firm foundations to continue their life-long education. Our exciting and broad curriculum – developed with our learner's needs and interests at the centre – alongside our strong provision for co-curricular activities and experiences, ensures this intention is successful.

The Good Shepherd as a Friend

We believe that a Good Shepherd will love and take care of others; they will build a strong sense of shared identity and belonging with respect for every individual. This will be nurtured in an inclusive environment which promotes and celebrates diversity. As a valued member of our school community, each child is enabled to build strong and lasting relationships in a loving, trusting atmosphere.

The Good Shepherd as a Guide

We believe that a Good Shepherd, guided by a strong moral compass, will be a role model for others both in and beyond the school community. Our spiral curriculum is designed to allow children to develop as academic guides through shared learning experiences. High expectations of behaviour support children in becoming exemplars for each other as they become successful, resilient young people.

The Good Shepherd as a Protector

We believe that a Good Shepherd must tend to the land with a keen awareness of our impact on the environment, a respect for the world in all its glory and a vision for a sustainable future for all. Our curriculum and our eco-work in school, promotes an appreciation of the planet, guiding children to recognise and embrace their responsibility.

The Good Shepherd as a Cultivator

We believe that a Good Shepherd will acknowledge the importance of well-being. Our curriculum will equip them with the courage to persevere and a growth mindset to succeed. Through our varied teaching styles, collective worship opportunities and wide-ranging extra-curricular experiences, we give pupils the space to reflect on their values, behaviours and motivations, building their social confidence, self-regulation and intrinsic motivation to go out and achieve their best in the world.

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Implementation

The curriculum we follow is bespoke to Great Rollright. It has been developed to allow us to take advantage of the mixed age group arrangement of our school. We are following a spiral curriculum based around topic themes which children revisit throughout their learning journey from EYFS to Y6. This has allowed us to meet not only the requirements of the National Curriculum, but to interleave them to ensure progression and retention of knowledge. Our curriculum has also been personalised to maximise the enrichment opportunities and skills in our local community.

Learning is most effective with spaced repetition; interleaving enables pupils to make connections between topics and supports moving learning from the short-term memory to long-term memory. This allows us to develop vocabulary as well as subject knowledge – a key tool for the progression of all pupils at Great Rollright.

Rosenshine’s Principles of Instruction take a key role in implementation across all subject areas of the curriculum.

THE PRINCIPLES OF INSTRUCTION Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimize how we acquire and use new information

<p>01 DAILY REVIEW</p> <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p>02 NEW MATERIALS IN SMALL STEPS</p> <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p> <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps, followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice produces ‘overlearning’ – a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

Summarized by Chen Cao/DK | @chencaodk | @dkteacher | @dkteacher.com

A part of Rosenshine’s Principles, the retrieval of previously learned content is frequent, which increases learning capacity and aids the process of the moving learning to the long-term memory. Our curriculum arrangement allows this through the overarching topic areas which are revisited biennially, but also through the careful positioning of topics to allow for this to happen within the year as well. Term 6 has been left topic free to allow for teachers to decide the best use of this time to ensure that knowledge and understanding has been successfully embedded by revisiting and extending topic learning as required.

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Differentiation of Subject Knowledge

Support Progression by moving pupils through these stages			
<u>Below national standard</u>	<u>Working towards national standard</u>	<u>At national standard</u>	<u>Above national standard</u>
Differentiation through extent of adult support /scaffolding			
<p>1-1 teacher support</p> <p>Strong scaffolding (in a guided group)</p> <p>Examples that have previously been modelled in a whole class now represented by children to produce same outcome</p>	<p>Group supported task / pair supported task</p> <p>Scaffolding / frames with an 'open task'</p> <p>A model provided and pupils produce <u>same outcome</u> but in new examples so applying new learning</p> <p>Scaffolding is likely to still be needed.</p>	<p>Individual task</p> <p>Loose scaffolding (e.g. key word prompts or shared success criteria)</p> <p>No scaffolding</p> <p>Pupils apply prior learning and prior models independently, the success criteria have been internalised and the child blends a range of skills in a rich task.</p>	<p>May need teacher or peer support due to higher level of complexity</p> <p>May need scaffolding due to much higher complexity of task and content.</p> <p>No scaffolding</p> <p>Pupils draw from different areas of the curriculum to solve a problem</p> <p>Pupils model to support other pupils</p> <p>Pupils apply the skill in a range of unfamiliar contexts.</p>
Differentiation through representations			
<p>Pupils re-work only one representation at a time in either the same or a new example.</p>	<p>Understanding at this level is reflected through manipulation of one representation in new examples.</p> <p>Children may be making some overt connections between two or more representations.</p>	<p>Pupils show they can represent the idea in more than one way and in new examples, though may not always be accurate.</p> <p>They make confident and overt connections between representations.</p> <p>They apply their understanding to new situations.</p>	<p>Pupils show they can represent the idea in multiple ways and with a high level of accuracy.</p> <p>They demonstrate a complete and connected perspective by applying their understanding to a totally new problem in an unfamiliar situation.</p>
Differentiation through resources			
<p>Resources are required to represent the concept in concrete ways</p> <p>Learning often involves reference to content from a previous year group (for practical reasons related to nature of concrete resource)</p>	<p>Pupils represent ideas using resources at a greater level of abstraction</p>	<p>Abstract resources are used with confidence to represent ideas and can be applied to some new contexts.</p>	<p>Pupils work with a high level of abstraction, often needing no manipulatives, and demonstrate understanding overtly by applying concepts to new and unfamiliar contexts</p>
Differentiation through complexity of response to task			
<p>Every effort should be made for children to complete the same base task. Only in exceptional circumstances should they be given a different task.</p> <p>Pupils respond to open and closed questions with a finite set of responses</p> <p>Responses are likely to be verbal as written responses may obscure pupils' understanding.</p>	<p>Children should complete the same base task.</p> <p>Responses to open and closed questions are generated independently showing some understanding of the concept and some creative thinking but may be inefficient and, as a result, often unreliable.</p> <p>Careful questioning is required by teacher to enable the child to 'see' greater efficiency.</p>	<p>Children should complete the same base task.</p> <p>Pupil response to an open or a closed question demonstrates understanding of the concept through written or oral communication.</p> <p>Pupils demonstrate a good level of creativity and manage high cognition tasks.</p> <p>The response is complete, but the pupil may require teacher support in convincing others of this.</p>	<p>Children should complete the same base task. They can be given an extension task that deepens the base task. However, towards the end of a unit they can be extended with a different base task.</p> <p>Pupils give a complete and extended response to questions e.g. giving all possibilities and communicating, either in writing or verbally, how they know they have done so.</p> <p>Pupils show sophistication in their thinking and tackle high cognition</p>

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			<p>tasks within age-related objectives producing extended and sophisticated responses which demonstrate a high level of creativity.</p> <p>Pupils respond to complex closed questions with multiple representations which support other pupils</p>
Differentiation through teaching a different year group's skills/ knowledge			
<p>A lower year group's expectations used (rarely, e.g for a SEND pupil with significant needs or for pupils new to school). The learning objective selected from the lower year group is one which is a smaller unit of the whole class learning objective.</p>	<p>N/A Content from higher year group is not appropriate</p>	<p>N/A Content from higher year group is not appropriate</p>	<p>N/A Content from higher year group is <u>not</u> appropriate. Children who have mastered a concept should be provided with <u>rich tasks</u> that encourage making connections and deepen understanding</p>

Curriculum Overview

		Great Rollright National Curriculum Coverage														
										Year A				Year B		
Autumn 1	Lest we Forget								Rebellion							
	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2
	Family, celebrations and memories	Significant events locally – Remembrance Day	WW2 – in the locality	WW2 – national / international significance	Pirates	Event beyond living memory (Gunpowder Plot)	Boudicca and the Romans	Anglo-Saxon Britain								
Autumn 2	Going Jurassic								Our Planet							
	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2
	Dinosaurs	Significant people – Mary Anning	Rocks and fossils and the Stone Age	Evolution and inheritance (and the Galapagos)	Seasonal changes	Hot and cold places	Diverse environments	Earth and its physical features								
Spring 1	Rainforests								Discoveries!							
	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2
	In the jungle	The Amazon	Plants and Brazil	Deforestation	Toys	Changes in technology	Pyramids	Mayans								
Spring 2	What a great achievement!								Great Britain							
	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2
	Space	Comparing 2 significant similar individuals	Ancient Greeks	Space race	Holidays	Holidays in the UK	The UK: Physical Features	Anglo Saxon and Viking struggle for Britain								
Summer 1	Back to Nature								Us							
	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2	FS	KS1	LKS2	UKS2
	Minibeasts	Significant places – locally	Rivers, hills and the water cycle	Classification and Global trade	You, me and everyone	My body and Where I live	Looking after myself and My locality	Keeping healthy and Global community								
Summer 2	Play / Recap								Play / Recap							

In addition to our exciting and stimulating themes, we also provide further opportunities to enhance children's learning wherever possible. These include:

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Whole School Themed Days and Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include – Anti-bullying Week, Book Week, Science event, Maths Day, Mental Health Week, Worship Week etc.

Outdoor Learning

We are an Eco school and value the benefits of outdoor learning. Children are stimulated by the outdoors where they undertake a range of practical activities to support/enhance learning across the curriculum. Our Foundation Stage/Key Stage One pupils benefit from Forest School activities and gardening in raised beds to produce fruit and vegetables to use in cooking. We have a Level 3 Forest School leader who is developing the Forest School provision across the school in line with the development of a forest site adjacent to the school field. Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom including undertaking fieldwork and enquiry based-work in the local area.

Forest Friday

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. At Rollright, we designed our own version of Forest Schools several years ago and this experience is now offered to our Foundation and Key Stage One children. We are extremely fortunate to be surrounded by countryside and woodland to enable this programme to run throughout the year as well recently acquiring our own forest school site. Sessions are firstly designed around the needs of the group to ensure that they are learner-led. Sessions are then designed around a theme. Themes are sometimes subtle such as evolving or exploring the site or more obvious such as butterflies, spies, fairies or nature investigators. Many areas of the National Curriculum are intrinsically covered through this experience without the programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

As the school develops its new Forest School provision, we are extending this outdoor learning provision to the whole school as part of a regular programme.

Educational Visits

School trips and visits are an integral part of the education of children at Great Rollright Primary School. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 3, 4, 5 and 6 have the opportunity to take part in residential visits. These are planned to provide new and exciting experiences. Pupils in Years 3 & 4 build teamwork and extend their forest school learning during KS1 by visiting the BushCraft Centre on the Blenheim estate; and our Year 5 and 6 young people take part in a multi-activity week at Hooke Court, Dorset, where they experience orienteering, low ropes, rocket launching, archery and lots more. In the past, we were fortunate to run an exchange

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programme between ourselves and a Finnish school and this has recently been replaced by a Year 5/6 PGL experience on the Isle of Wight where the focus is on developing resilience and the courage to try new things.

Visitors into School

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions and others.

PE and Sport Provision

As a school we have invested in the quality scheme ‘Get set 4 PE’ which reflects our commitment to developing physical literacy and the emotional and thinking skills needed to achieve in PE, Sport and Life. This is a child-centred approach which aims to challenge and support every child and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning.

Every child from Year 1 – Year 6 is encouraged to take part in an active daily challenge. This changes every half term. It may be completing the Daily Mile, working through the Skip2bfit programme or a range of keep fit/yoga style exercises each day to improve general wellbeing and level of fitness.

We begin swimming lessons in Year 2 where children are assessed and grouped to ensure that those who need most practise get the opportunity for further swimming throughout key stage 2. We aim for every child to leave Great Rollright as a competent swimmer.

We are keen to encourage as many extra-curricular sporting clubs as possible and offer – Football, Hockey, Netball, Gymnastics, Aerobics and Tennis, when possible, throughout the year.

Last year we invested in specialist Yoga lessons for the whole school as part of our Covid recovery plans. This has proven to be very beneficial for mental wellbeing as well as being an excellent form of physical education and is being continued into the future for all children.

After-school Clubs

As a school we offer pupils opportunities to participate in extra-curricular activities after school. We offer clubs such as Drama, Computing, Singing, Football, Arts and Crafts, Sewing, Hockey, Lego, Cookery, Tennis, ICT, Maths and Gymnastics clubs over the school year. These are provided for a small charge by school staff, volunteers and professional coaches.

Music

Great Rollright Primary School provides opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Children in Years 3&4 benefit from music lessons each week where they learn the recorder. This is built on in Years 5 and 6 where children learn a brass instrument with lessons delivered by a specialist Music teacher. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents such as performing in concerts or at local events.

Opportunities to Volunteer

Volunteering is an activity that everyone can get involved in and benefit from. At Great Rollright we promote

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and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and work of the school. These include elected representatives on our School Council and Eco Committee and as trained peer mediators and playground leaders on the playground.

Older pupils can also apply and be interviewed for positions such as librarians and KS1 helpers and, within classes, children can volunteer to take on various responsibilities ranging from lunch duties, to collecting and distributing registers, to helping with the organisation of equipment in assemblies. Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be and rising to the challenge that additional responsibility brings.

Assemblies and Acts of Collective Worship

A rounded programme of daily Acts of Collective Worship and Assemblies help to promote pupils' spiritual, moral, social and cultural development, and provide clear guidance on what is right and what is wrong. Once a week, Worship is led by a member of our local clergy, and at least once a term children take part in a service in the village church. There is a weekly Celebration Assembly where teachers and children reward one another for excellent work, effort or acts which fulfil our value stars. We also encourage children to bring in achievements from outside of school to celebrate achievement beyond the academic world. There is a special award for outstanding homework and a governor often attends assembly to make this award extra special.

Impact

We strive to ensure that our children's attainment in core and foundation subjects is in line with, or exceeding, their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering age related expectations. Our aim is to ensure that children will be academically and socially prepared for life in high school and in modern Britain and the world.

The curriculum is assessed and evaluated through the following:

Formative Assessment – teacher's strong subject knowledge and understanding of pupils means that the main method of curriculum assessment we employ is formative assessment.

Retrieval Quizzes – this is something we are developing and aim that they will be taken regularly and often repeated to ensure understanding of concepts and that learning is stored in the long-term memory.

Pupil voice – discussions with pupils about learning, and their spiritual and moral development. Pupils will demonstrate an enjoyment of learning and talk enthusiastically and knowledgeably about their lessons. They will also demonstrate compassion to their peers, community and the natural environment.

Pupil Behaviour – children will show that they are developing kindness, tolerance and compassion through their interactions with each other and adults in the school environment and as they mature through the school they will extend this beyond the school community.

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Work in books – children will use exercise or sketch books to record written work. This should be a record of pupils ongoing learning. Pupils are encouraged to take pride in their written work, and teachers will give feedback orally and occasionally in writing. Work in books will show progression over a topic or unit of work.

Summative Assessment – Pupils will sit NFER or SAT assessment papers over the course of a school year. These are used to monitor pupil progress and are reviewed by all school staff and Governors. Children's progress is reported to parents.

Some year groups sit National summative Assessments. In Foundation Stage, pupils are required to do a statutory reception baseline assessment (RBA). The RBA is a short, task-based assessment of a child's early literacy, communication, language and mathematics skills when they begin school. The assessment forms the start of a new measure of how schools are helping their pupils to progress between reception and year 6. Alongside the RBA assessment the reception teacher will conduct her own teacher assessment of the children in all the areas of learning and development. This will be used to inform parental discussions at our parent meetings. At the end of the Reception year the staff will have filled in the Foundation Stage Profile's early learning goals. In Year 1, pupils take the Phonics Assessment. In Year 4, pupils sit a Multiplication Test. In Year 6, Pupils sit KS2 SAT tests.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through SDP monitoring visits, subject monitoring visits and governing body meetings.

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The Headteacher, Senior Leadership Team and subject leaders monitor the way their subject is taught throughout the school by engaging in planning scrutinies, learning walks, monitoring of individual lessons, book scrutinies and interviews with pupils.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy was agreed by the full governing body in the Autumn Term 2023 and is reviewed annually.

Signed

..... Chair of Governors

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Assessment

Assessment is an integral part of teaching and learning and National Curriculum statutory procedures. This policy outlines the purpose, nature and management of assessment in our school. Assessment of pupils' achievement involves all staff and all pupils. It includes academic, social, emotional and physical development.

Assessment will be both formative (to inform future planning) and summative (to provide a picture of a particular point in a child's development). Assessment will indicate strengths and identify weaknesses. The outcomes from assessment will be used to monitor and evaluate the effectiveness of planning, teaching and learning. Regular, rigorous assessment will ensure continuity and progression for all children throughout the school.

Statutory Assessment

On admission, as a reception pupil, each child will be assessed using the Reception baseline assessment (RBA).

At the end of each Key Stage, a teacher assessment of attainment in core subject areas (reading, writing and mathematics) will be made against the current standards set by the DfE.

National tests (SATs) and teacher assessments will be administered in accordance with statutory regulations at the end of Key Stage 2.

At the end of Key Stage 2 the necessary transfer documentation for each pupil will be sent to his or her chosen secondary school in accordance with the Oxfordshire agreed transfer policy.

Secondary school placements for pupils with Statements of SEN or Education Health and Care (EHC) Plans will be considered and, where possible, secured in the summer term of their Year 5 or the autumn term of their Year 6. Additional assessments may be gathered for children on the SEN register and shared with the receiving school, as appropriate.

Planning

Each member of the teaching staff will be familiar with the aims, objectives and content of the National Curriculum 2014, for the year groups they teach. We have a document which details the requirements of our planning and the resources available to support with this.

The Reception teacher will be familiar with the EYFS Statutory Framework.

Assessment will be built in at the curriculum planning stage and will be reflected in long-term, medium-term and short-term plans. Good ongoing assessment will inform future curriculum planning and facilitate individual target setting.

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Summative Assessment

Reading, SPAG, Spelling and Maths are assessed using summative NFER tests or past papers. The schedule for this is outlined below.

Writing is assessed internally using objectives taken from the National Curriculum.

KS1 Term 3	Writing	Reading	SPAG	Spelling	Maths
Year 1	Half termly unaided write assessed against writing objectives	n/a	n/a	Past Yr 1 phonics check RWI update	*
Year 2		Fluency test Optional SATS	n/a	Spelling ages	Optional SATS
KS1 Term 6	Writing	Reading	SPAG	Spelling	Maths
Year 1	Half termly unaided write assessed against writing objectives	NFER Summer Yr 1	n/a	Yr 1 phonics screening RWI update	NFER Summer Yr 1
Year 2		Optional SATS	n/a	Spelling ages	Optional SATS

KS2 Term 2/6	Writing	Reading	SPAG	Spelling	Maths
Year 3	Termly unaided write assessed against writing objectives for Yrs 3-5 and extra unaided evidence gathered for Yr 6.	NFER Aut/ Sum Y3 test Fluency test x2 Reading age x2	NFER Aut/ Sum Y3 test	NFER Aut/ Sum Y3 test Spelling age x2	NFER Aut/ Sum Y3 test
Year 4		NFER Aut/ Sum Y4 test Fluency test x2 Reading age x2	NFER Aut/ Sum Y4 test	NFER Aut/ Sum Y4 test Spelling age x2	NFER Aut/ Sum Y4 test
Year 5		NFER Aut/ Sum Y5 test Fluency test Reading age	NFER Aut/ Sum Y5 test	NFER Aut/ Sum Y5 test Spelling age	NFER Aut/ Sum Y5 test
Year 6		Past SATs papers (before SATs) Fluency test Reading age	Past SATs papers (before SATs)	Past SATs papers (before SATs) Spelling age	Past SATs papers (before SATs)

All data is used diagnostically to inform future planning and revisions to schemes of work. Teachers will first consider their data and then meet with the Head Teacher to discuss outcomes and next steps.

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Foundation Subject Summative Assessment

All foundation subjects are assessed in the same way against key objectives/questions from the teachers' medium-term planning. The assessment may take many forms depending on the subject, but it aims to capture how much of the key knowledge has been learnt over the topic. Teachers record those who are working 'below' the expected standard for each set of objectives on the medium-term planning.

Record keeping in the Foundation Stage

FS children are assessed towards the Foundation stage profile early learning goals, and this takes the form of ongoing teacher assessments in the context of activities or through observations of the children. An online system, Tapestry, is used to store and record observations to build individual online learning profiles.

Record Keeping for reading fluency and reading/spelling ages

Children in Y2 – 6 have their reading fluency scores tracked at the start of each year. An age-appropriate text is used (taken from the NFER or SATs reading assessments) and children are asked to read aloud for 1 minute. The number of words they read correctly in this time is then recorded and compared to standardised scores for their year group. This enables teachers to spot children who need support to improve their fluency through using intervention group work. This may be completed more frequently as part of an intervention assessment.

Children in KS2 have their reading ages (Toe-by-Toe) and spelling ages (Word Wasp) tracked twice a year. This data enables teachers to spot children who need support to improve their decoding and encoding skills using the Toe-by-Toe and SNIP Literacy Programme interventions.

Pupil Book Talk

Over each term, children are spoken to informally about their learning by subject leaders, the head teacher and school governors. Groups are also invited regularly to bring their books to a 'Pupil book talk' meeting where they are invited to discuss their learning in greater depth. These discussions provide invaluable evidence about the success of the teaching and learning process and the long term retention of key knowledge.

Assessment of children on the Special Needs Register

Some further assessment may be required for analysing the progress of children on the SEN Register. Evidence to demonstrate the progress of these pupils may be provided by:

- Assessments created by teacher when the NC year band cannot be ascertained
- Standardised test scores for reading and spelling repeated at appropriate intervals.
- Specialised tests to be used to evaluate the success of interventions (see intervention proforma).
- Achievement of targets following a review of an I.S.P.

Targets may also be set for children on the SEN register as part of the outcomes of their Pupil Profile or EHC

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Plan. These may be academic targets, physical development targets, social and emotional development targets, independence targets, or whatever is appropriate to meet the needs of the pupil.

Formative Assessment Process

A variety of assessment techniques will be used, e.g. observation, questioning, evaluation, listening to discussions, marking written work and children's self-assessment. Teachers will use their professional judgement in deciding which combinations of techniques are most appropriate to the learning objective and task.

Assessment will draw on a wide range of evidence, learning experiences and context. It will be sufficiently flexible to allow for unexpected achievements to be recognised and rewarded.

Assessment will involve the teacher sharing his/her observations about the child's progress with the child, the child's parents and with other members of staff as appropriate. This discussion might include what has been achieved so far, and where he/she might go from there in future target setting.

Teacher Assessment has the same importance as test and task results and will:

- be ongoing throughout the year
- be carried out in the context of the classroom
- allow children to demonstrate what they know, understand and can do
- be both formal and informal in approach
- be rigorous in its application

Cross-class and cross-phase moderation will be undertaken both as in in-school exercise and also within the wider partnership of primary schools (Chipping Norton Partnership of Schools). This ensures continuity of approach and quality assurance of judgements.

Analysis and tracking of results

Teachers submit Scaled Scores to the Assessment Coordinator who then compiles them within the assessment spreadsheet and produces charts to show progress over time, progress against expected outcomes, progress from last data entry point, as well as analyses the performance of key groups (SEND, PP). This data is then sent to Teachers for analysis and comment. A staff meeting is then held to discuss areas of concern, success and to work as a team to make best use of the data to inform future planning, preparation and strategic thinking.

At each Assessment point, the completed charts, along with notes from the meeting is presented to Governors by the Head Teacher at a Monitoring Meeting.

Detailed analysis is made of FSP and KS2 data, comparing attainment and achievement with county and national figures. This begins in term 6 and continues into the following academic year with the publication of ASP. FSP snapshots of each child's development and learning will be gathered throughout the year through observations. Staff observations will then help to inform the Early Learning Goals at the end of each child's reception year.

Responsibility

The implementation of the Policy is the responsibility of all teaching staff, overseen by the headteacher.

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It is the responsibility of the Curriculum Co-ordinators to ensure this Policy is adhered to for their subject throughout the school by monitoring lesson plans, scrutinising children's work, and through observations and discussions with staff.

Feedback Procedure

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- o Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- o Be specific, accurate and clear
- o Encourage and support further effort
- o Be given sparingly so that it is meaningful
- o Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- o Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

At Great Rollright, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post lesson intervention.

Teachers are free to determine how this looks within their individual classes but will use the shared marking code if formal marking is required. This is set out as follows:

- ~~~~~ - underlining in blue to indicate 'brilliant' examples of where the objective has been achieved
- * - area for focussed improvement written in green. This indicates an area which needs 'growing'
- ~~~~~ - purple underlining, improvements and comments are made by the children to indicate 'polishing'

This code is displayed in every classroom and can be used equally by the children through peer and self-assessment activities.

When appropriate, a piece of written work will have the lesson objective written, printed or scribed as a title as the top of the work.

If an improvement comment is written, it will be scaffolded appropriately (reminder, scaffold or example). Children will be given time to respond to the comment made and to make the necessary improvements. Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that

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all pupils understand how they will be provided with feedback.

Children are always encouraged to take pride in the presentation of their work.

These guidelines are intended to reflect the overall consistency and continuity which we aim to provide for children throughout the school.

Homework

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support a child's learning. Engaging in homework makes the home school relationships we value so highly, stronger. Our homework policy has been designed to make a positive impact on progress and enhance pupils learning. Key Stage 1 and Key Stage 2 have separate homework expectations. This ensures progression throughout the school, transition from Key Stage 1 to Key Stage 2 and helps to prepare children for secondary school.

Aims and Objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development
- to help pupils develop the skills of an independent learner
- to promote a partnership between home and school in supporting each child's learning
- to provide educational experiences not possible in school
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- to help children develop good work habits for the future

The Meadow and The Woodland

In The Meadow and The Woodland Classes (Years R, 1 and 2) we encourage the children to read at home with their parents using high quality storybooks from home and school. Book bags are taken home and we believe that parents should read with their child daily. Parents then write in the Reading Diary so the class teacher can evaluate the child's progress against the amount of reading experience. We explain clearly to parents how they can best support their child at this time in order to achieve the maximum benefit.

A list of homework tasks related to the class topic will be issued to Year 1 and 2 children at the beginning of each term. Children choose to complete three (or more) tasks from the list. They bring the homework to school as soon as it is finished and share this with the class. In preparation for Key Stage Two, there will be some topic-based tasks throughout the year which lead to sharing assemblies and school displays.

The Ocean Class and The Mountains Class

This year, children in KS2 will be expected to complete three tasks each week:

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- **Reading (15mins a day):** Children will be expected to read at least five times a week at home, both alone and with an adult (even if your child is already a fluent reader). This will be recorded using Padlet.
- **Maths (15 mins):** LBQ differentiated tasks
- **TTRockstars practice (10 mins):** Will be set and checked weekly.

Each half-term, the children will be asked to complete a task related to the school topic – this could be creating a leaflet, or a short presentation, or learning a part for a sharing assembly in school. This will be explained to the children a couple of weeks into each term to give them 3-4 weeks to complete it. We strongly encourage you to support your children in completing these tasks. They provide an invaluable opportunity for your child to extend their knowledge, revise what they have learnt and share in the creation of some invaluable public displays around school.

The Role of Parents in supporting homework

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their child as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit a library regularly, and by discussing the homework set with the child. Access to the internet can always be provided at school if parents have difficulties with this.

We ask parents to support and monitor the homework completed, to encourage the children to read at home regularly and also to write in the reading record where appropriate.

If parents have any problems about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the head teacher. Finally if they should wish to make a complaint about school homework or the way it is implemented, they should contact the Governing Body.

We try to develop an understanding in our pupils of the benefits of homework. We want them to understand how it will extend their learning but also prepare them for the routines of secondary school. We promote homework through positive reinforcement. Parents have a crucial role to play in this process.

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