

The Catholic School of Saint Gregory The Great

Believe and Achieve



Curriculum Policy

To be read in conjunction with all other policies



Curriculum

Intent

Vision

We aim to foster a love of learning, encourage curiosity, and develop confident, respectful, and creative individuals. We recognise that the curriculum extends far beyond the learning that takes place in formal classroom lessons. It encompasses everything a child experiences during their time at our school and shapes the person they are becoming - their talents, their needs, and their aspirations for the future. Every experience provides a learning opportunity that helps prepare our children for life in modern Britain as global citizens, viewed through the lens of Catholic life.

At St Gregory's, our curriculum is ambitious, inclusive and focuses on the personal development of each and every child. We recognise that everyone has their own unique, God-given talents and so we teach a broad and balanced curriculum that allows each child to showcase these gifts. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that children make connections with their learning, recalling what they have learnt in order to use it in different situations. We nurture our whole school community academically, spiritually, emotionally, morally and socially. This ensures our children develop cultural capital and become compassionate, responsible citizens who contribute positively to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners with aspirations to be the very best they can be.

Our Early Years Curriculum, the National Curriculum, and the knowledge and skills children gain through formal teaching sit alongside our wider vision for the characteristics of the learners we aim to develop. While we strive for academic excellence, we are also unapologetic in the emphasis we place on developing the personal qualities we value in every member of our school community. These characteristics are rooted in Catholic Social Teaching and woven throughout all we do. The qualities outlined in our learner profile, which link with our four foundational values, are of great importance to us and therefore permeate our entire curriculum.





Implementation

Statement of Implementation

The Early Years Foundation Stage (EYFS) Framework and the National Curriculum form the core of St Gregory's curriculum, mapping out the knowledge and skills we want our children to learn and experience in each area or subject. These can be found in the EYFS Framework and the National Curriculum Overview and Programmes of Study.

Beyond this, our wider curriculum includes a variety of approaches designed to develop the whole child:

❖ Inclusive teaching

Teaching for a secure understanding ensures that the curriculum is accessible to all. Lessons are broken into small, manageable learning intentions, with a focus on deep understanding. Individual support and intervention are provided to meet each pupil's needs, enabling all children regardless of their backgrounds to reach their full potential through careful adaptations. This ensures that we do not limit the expectations for disadvantaged pupils or those with SEND. We pick up any gaps immediately and ensure that all children are ready for the next stage of learning.

❖ Oracy, vocabulary, and reading for pleasure

We provide a language-rich environment that emphasises Oracy and the development of a rich vocabulary, including technical terms relevant to each child's learning progression. Talk is central to our curriculum, and Oracy activities are embedded throughout the day to give children regular opportunities to practise their speaking and listening skills. Reading is integral to our curriculum design, with daily opportunities to hear and engage with a range of texts, broadening vocabulary and fostering a love of reading.

❖ Catholic Social Teaching

These principles guide children to live through the lens of Catholic values. They help children connect their learning to the world around them and encourage them to become contributors, rather than takers, in society. Catholic Social Teaching is woven into subject lessons and reinforced through discrete lessons, deepening children's understanding of the wider context of their learning and empowering them to challenge social injustice.

❖ Metacognition and self-regulated learning (including growth mindset, learning pit and restorative practice)

Children are supported to manage their emotions, develop a positive sense of self, set aspirational goals, and build confidence in their abilities. This is reinforced through our St Gregory's learner profile and growth mindset approach. Both help enhance children's awareness of how they learn, the emotions linked to learning, and the transferable skills needed to achieve their potential. Teachers guide pupils to plan, monitor, and evaluate their learning, developing metacognitive knowledge and strategies that foster independent learning. Restorative practice strengthens relationships, encourages problem-solving, and builds resilience, providing a solid foundation for learning. Self-regulated learners understand their strengths and weaknesses, and can motivate themselves to engage with and improve their learning.

❖ Retrieval opportunities

Learners are given time to embed knowledge by transferring it from working memory to long-term memory. We make deliberate connections between current and prior learning, using our St Greg's retrieval strategies such as; quizzes, brain dumps, oracy activities, and challenging discussions to reinforce and recall learning.



❖ **Extracurricular opportunities for personal development**

We offer a wide range of additional experiences that inspire children, provide broader context for learning, and help uncover and develop individual talents. Examples include enquiry based trips, carol singing in the community, science and literature festivals, clubs, YMM assemblies, liturgies, Mass, chaplaincy, workshops, competitions, school council, residential trips, outdoor learning, whole school careers fair and school productions.

How the Curriculum is designed in EYFS:

The curriculum in EYFS is delivered in accordance with the Statutory Framework for the Early Years Foundation Stage and supported by non-statutory guidance, Development Matters.

When planning and guiding activities, we ensure that the characteristics of effective teaching and learning underpin all areas of learning and support children to be effective and motivated learners. These characteristics sit alongside and feed into our St Gregory's Learner profile which outlines characteristics that are valuable to us as learners and can be found above.

The characteristics of effective learning are:

Playing and exploring – engagement

- investigate by finding out and exploring
- experience things through playing with what they know and enjoy and exploring new toys and activities
- are willing to 'have a go' and build up their confidence to try new things

Active learning - motivation

- are involved and concentrate
- keep on trying if they encounter difficulties
- enjoy achievements and develop a sense of pride

Creating and thinking critically - thinking

- have and develop their own ideas by using and developing their imagination
- make links between ideas
- develop strategies for doing things

Areas of learning and development

Learning in the EYFS framework is defined into seven areas: three prime areas and four specific areas. The prime areas underpin further learning in the four specific areas. These areas of learning and development address children's physical, cognitive, linguistic, social and personal development. No one aspect of development stands in isolation from the others. All areas of learning and development are equally important and are all closely interlinked.

These are the prime areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

These are the specific areas:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design



Our EYFS curriculum design includes six flexible themes that are tailored to meet the needs, interests and development of all children. Teachers carefully sequence learning with the help of Development Matters guidance and the EYFS Framework to support progression and depth of learning alongside assessment such as observations, talk and links with parents as a means to discover each child's interests and gifts in order to provide challenging and enjoyable experiences that stimulate children's interests in all seven areas. This ensures the delivery of a holistic, child-centred curriculum that is designed to give all children knowledge, self-belief and is delivered using challenging and enjoyable experiences. Our themes are driven by high quality texts. Encompassing texts into our themes captures children's imagination, supports a deeper acquisition of language, vocabulary and knowledge as well as promoting a love of reading.

Our curriculum map is very fluid and is regularly reviewed to ensure that we provide rich and holistic experiences that meet our children's needs and follows their interests.

CURRICULUM MAP & COVERAGE – EYFS (2025-2026)

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Super Duper You!	Where We Are	Food, Glorious, Food!	Very Important People	All Things Wild	Whizz, Pop, Bang!
Core Texts	Super Duper You! Sophy Henn	Martha Maps it Out Leigh Hodgkinson	The Hungry Caterpillar Eric Carle	The King's Hats Sheila Bird and Mark Beech	One Night at the Zoo Judith Kerr	Ada Twist, Scientist! Andrea Beaty
Trips Enrichment	Little City Gloucestershire	Local area walk Nativity	Pizza Express	Local Area Walk - Postboxes	Cotswold Farm Park Animal Encounters	Science Festival
Literacy	Drawing Club - Weekly Week 2 – Super Duper You! Week 3 – Goldilocks and The Three Bears Week 4 – The Pink Panther Week 5 – The Colour Monster Week 6 – Three Billy Goats Gruff Week 7 – RoadRunner Week 8 – We're Going on a Bear Hunt Joining in with songs Listening to rhyming stories Joining in with repeated phrases Holding the book correctly Turning the pages in a book Making marks and talking about them Recognise and write own name	Drawing Club – Weekly Week 1 – Matha Maps it Out Week 2 – Hensel and Gretel Week 3 – Bagpuss Week 4 – The Christmas Pine Week 5 – The Gingerbread man Week 6 – The Magic Roundabout Week 7 – There's an Elf in your Book. Hearing and writing initial sounds Continue a rhyming string Begin to talk about the characters and settings in a story Recognising logos	Drawing Club – Weekly Week 1 – The Hungry Caterpillar Week 2 – Jack and the Beanstalk Week 3 – The Little Red Hen Week 4 – The Tiger who came to Tea Week 5 – The Magic Porridge Pot Week 6 – Bananaman Begin to identify beginning, middle and end in stories Make predictions about what happens next Read and write simple words by sounding out Recognise and write the phonemes learnt so far Show an interest in reading different genres of books e.g. information books, rhymes and stories Begin to retell some simple stories Learn new vocabulary through books shared in class	Drawing Club – Weekly Week 1 – The King's Hats Week 2 – Three Little Pigs Week 3 – Willow the Wisp Week 4 – Not Now Bernard Week 5 – Little Red Riding Hood Reading and understanding simple sentences Recognise and apply digraphs when reading Attempting to write simple sentences using phonics Talk about our likes and dislikes when reading stories	Drawing Club – Weekly Week 1 – One Night at the Zoo Week 2 – Chicken Licken Week 3 – Batfink Week 4 – Dear Zoo Week 5 – White Hen and the Fox Week 6 – Captain Pugwash Demonstrating understanding of what they have read Writing irregular common words Writing sentences that they and others can read Describing and comparing setting and characters in stories Using storylines in role play	Drawing Club – Weekly Week 1 – Ada Twist, Scientist! Week 2 – The Elves and the Shoemaker Week 3 – Mr Benn Week 4 – What's in the Witch's Kitchen Week 5 – The Princess and the Pea Week 6 – Trapdoor Week 7 – The Giant Jam Sandwich Writing more sentences using phonetically plausible words Write and recognise some high frequency words Begin to use finger spaces Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Below is an example of a medium term plan for one of the themes.

Understanding the World Planning EYFS – Super Duper You!

Early Learning Goals – Understanding the World <i>Past and Present</i> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between the past and now, drawing on their experiences and what has been read in class. People, Culture and Communities - Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Development Matters – Understanding the World - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Compare and contrast characters from stories. - Understand that some places are special to members of their community. - Recognise some environments that are different to the one in which they live. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries.	CST and British Value Links Care and Protection of God's Creation Rights and responsibilities Respect
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Unit Title: Super Duper You!				
Session	WALT & Sub-questions	Main Teach	Activity	Key Vocabulary
Lesson 1 WC: 08.09.25 Cross Curricular Links:	WALT: say who is in our family.	Including questions stems, <i>gracy</i> skills and mastery strategies Problem Solving - Active Argument - Convince Me - Do You Agree? Contextualised learning - Always/Sometimes/Never - What's the Same? What's Different? - True or False	Busy Learning activities for the following week:	Family Unique Different Mum Dad Sister Brother
CST: 		at some of the small world characters, how are they different to each other? what makes us different? One thing that makes us different is our families. Each of us has a different family. Watch the video: https://www.bbc.co.uk/bitesize/topics/zwb8p3/articles/zcgsb7h Show staff pictures of families and staff to explain who is in their family. Explain to the children that some families are bigger than others and some are smaller. Children to share in their talk partner who is in their family. Who lives at home with you? Do you have any other family members? Do you have any pets in your family? Some family members may not be with us now, but they were in the past. This usually happens when people get older. These people were in our family in the past.		Grandmother Grandfather Past



How the curriculum is designed in KS1 and KS2:

Curriculum leaders carefully sequence National Curriculum expectations across year groups to ensure full coverage and to provide explicit opportunities for pupils to revisit and deepen knowledge and vocabulary. Leaders have developed progression-of-skills documents to support teaching, learning, and assessment. These documents outline the key knowledge that children should secure in each year group. By enabling children to revisit and build on key skills as they move through the school, we ensure a coherent and progressive curriculum - one that helps children know more and remember more throughout their learning journey at St Gregory's.

Oracy plays a vital role in the national curriculum, as strong speaking and listening skills underpin pupils' ability to think critically, communicate clearly, and engage confidently with their learning. At our school, we place a strong emphasis on developing these skills through purposeful discussion, collaborative activities, and opportunities for pupils to express their ideas. Alongside this, we prioritise reading as a cornerstone of educational success, ensuring that every child has access to high-quality texts, daily reading experiences, and targeted support to build fluency, comprehension, and a lifelong love of reading.

We have termly topics that follow a clear enquiry-based approach, taking children on an engaging learning journey designed to help them answer their overarching enquiry question. Throughout each unit, pupils make meaningful links to prior learning and apply key disciplinary skills. They not only develop secure substantive knowledge but also deepen their understanding of what it means to be a historian or geographer, applying these ways of thinking in a range of contexts. At St Gregory's, we also make purposeful connections between our topics and our Art and DT units where appropriate, enriching pupils' creativity and understanding. Core subjects, as well as Computing and PE, are taught discretely to ensure progression and mastery within each discipline.

		Autumn	Spring	Summer
EYFS		Super Duper You! Where We Are	Good Glorious Food! Very Special People	All Things Wild Whizz, pop, bang!
Year 1	Topic	Toys	Mary Seacole	The Great Fire of London
	Enquiry Question	Are toys today better than those from the past?	Why should we remember Mary Seacole?	Why did the Great Fire of London destroy so much of the city?
Year 2	Topic	Apollo 11	Edward Wilson	Castles
	Enquiry Question	Who contributed to the Apollo 11 space mission?	Why is our local museum named after Edward Wilson?	Would I be safe in a castle?
Year 3	Topic	Stone Age	Cheltenham	World War 2
	Enquiry Question	Is life better now or in the Stone Age?	What was here before St Gregory's School?	What was it like to be a child in World War 2?
Year 4	Topic	Egyptians	Romans	Romanisation of Britain
	Enquiry Question	Why did the Egyptians mummify the dead?	What was the Roman Empire and how did it become so powerful?	How did the Roman Empire change Britain?
Year 5	Topic	Greeks	Anglo-Saxons	Vikings
	Enquiry Question	What did the Ancient Greeks ever do for us?	Who was Alfred the Great and does he deserve his title?	Raiders, traders or settlers?
Year 6	Topic	Cheltenham	The Maya	Crime and Punishment
	Enquiry Question	How did the discovery of Spa water change Cheltenham?	Should we remember the Maya?	Did the punishment fit the crime?

History Disciplinary Knowledge

Year 5	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Greeks Ancient Greece - achievements and their influence on the western world. Anglo-Saxons Britain's settlement by Anglo-Saxons and Scots. Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	I can know and sequence key events of the time studied and link to previous learning.	I can begin to identify primary and secondary sources.	I can identify, give reasons for and begin to evaluate the results of historical events, situations and changes.	I can identify and explain changes within and across the time periods studied making links with previous learning.	I can describe the diversity of the past and consider the impact this had on our lives today.	I can identify historically significant people within a time period studied.
	I can use relevant terms and phrases such as BC, AD, century, decade, time period.	I can judge a source on its reliability and trustworthiness.				I can explain the significance of a historical event.
	I can make comparisons between different times in the past.	I can use evidence to build up a picture of life in the time studied.				
	I can select relevant sections of information.					
Cheltenham Local history study. The Mayans A non-European society that provides contrasts with British history. Crime and Punishment An aspect or theme in British history beyond 1066 - changes in an aspect of social history.	I can place a current study on a timeline in relation to other studies.	I can recognise primary and secondary sources.	I can identify, give reasons for and evaluate the results of historical events, situations and changes.	I can identify and make links between changes across different historical events and time periods.	I can describe social, cultural, religious and ethnic diversity in Britain and the wider world.	I can identify historically significant people within a time period studied.
	I can use timelines to place events and periods from around the world.	I can address and devise historically valid questions.				I can explain the significance of a historical event and make links with previous learning.
	I can accurately use relevant dates and terms.	I can suggest omissions and the means of finding out.				



St Gregory's **Substantive Knowledge Progression**

Year 1	Toys Are toys today better than those from the past?	Mary Seacole Why should we remember Mary Seacole?	The Great Fire of London Why did the Great Fire of London destroy so much of the city?
Substantive Knowledge (facts)	- Toys are used for amusement and make people happy. - We can use photos, videos, questions and artefacts to find out about toys from the past and toys today. - Toys were made from wood, metal and fabric before plastic was used. - A similarity about toys in the past and today are children play with them and they can have moving parts. - A difference about toys in the past and today are the materials they are made from and that some are electronic now.	- Mary was born in Jamaica. - Mary's Mum taught her about healing and nursing. - Mary wasn't allowed to work with Florence Nightingale because of the colour of her skin. - Mary travelled to the Crimea by herself and opened the British Hotel. - Mary cared for ALL injured soldiers.	- The Great Fire of London started in 1666 in a bakery on Pudding Lane. - Houses were close together and built from wood, straw and other flammable materials helping the fire to spread quickly. - A strong wind also helped the fire move quickly. - Firebreaks were created to stop the spread – houses were pulled down to create space between the fire and the buildings. - It took 3 days to get the fire under control.
Year 2	Apollo 11 Who contributed to the Apollo 11 space mission?	Edward Wilson Why is our local museum named after Edward Wilson?	Castles Would I be safe in a castle?
Substantive Knowledge (facts)	- Neil Armstrong was a famous astronaut who was the first man to walk on the Moon. - His spacecraft was called Apollo 11. - Katherine Johnson was a mathematician who worked for NASA. - Her work helped launch the Apollo 11	- Edward Wilson was born in Cheltenham and went to school here - He was a nice person who was calm and friendly - He had a variety of jobs such as Dr, artist and explorer - He travelled to Antarctica to explore	- Castles are a type of home built to defend land. - Castles were built for important people, but other people lived in them too (such as cooks, cleaners etc). - Castles were often built on hills or in the middle of a river.

DT overview

Year 1	Design	Make	Evaluate
Toys How can I make a puppet move? Mary Seacole What healthy food would Mary Seacole feed her patients? Kenya How can I make my fabric colourful to suit my audience?	- Draw on their own experience to help generate ideas. - Start to suggest ideas and explain what they are going to do. - Develop their ideas through talk and simple drawings. - Communicate with others how they want to construct their product. - Explain how they intend to join simple materials.	- Begin to make their design using appropriate techniques. - With help measure, mark out, cut and shape a range of materials, fabrics and ingredients. - Explore using tools safely (scissors, hole punch, knives, peelers) - Select appropriate resources and tools - Begin to assemble, join and combine materials, components, textiles and ingredients together using a variety of temporary methods. - Begin to use simple finishing techniques to improve the appearance of their product. - Make a product which moves	- Look at existing products and explain what they like and dislike about the products and why. - Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).

Year 2	Design	Make	Evaluate
Apollo 11 How do wheels and Axels help a space buggy move? Edward Wilson What healthy food choices would you take to the North Pole to give you energy? Castles How can I use sewing to create a flag for my own castle?	- Identify a purpose and target group for what they intend to design and make. - Generate ideas by drawing on their own and other people's experiences. - Begin to develop their design ideas through discussion, observation, drawing and modelling. - Develop their ideas through talk and labelled drawings - Make templates and mock ups of their ideas in card and paper or using ICT (if relevant)	- Begin to select tools, materials and ingredients; using correct vocabulary to name and describe them. - With help, measure, cut, shape and score with some accuracy. - Learn to use hand tools safely and appropriately. - Start to assemble, join and combine materials, fabrics or ingredients in order to make a product. (glue/basic sewing) - Attach features to a vehicle (e.g. an axel and wheels). - Start to choose and use appropriate finishing techniques based on own ideas. - Demonstrate how to use techniques such as cutting, peeling and grating	- Evaluate their work against their design criteria. - Start to evaluate their products as they are developed, identifying what went well and possible changes they might make next time.

Year 3	Design	Make	Evaluate
Stone Age How can we create a fabric bag used in the stone age for hunting and gathering? Cheltenham How can we create and follow a simple recipe with understanding of food groups? World War 2 How can cams allow us to make moving toys for children during WWII?	- Identify a purpose and establish criteria for a successful product. - With growing confidence generate ideas for an item, considering its purpose and the user/s. - Explain their choice of materials and components including function and aesthetics using labelled drawings. - Put together a step-by-step plan which shows the main stages of making in order and also what equipment and tools they need.	- Make choices of material both for its appearance and qualities. - Select a wider range of tools and techniques and explain their choices in relation to the product they will make. - Use equipment safely. - Measure, mark out, score, cut, and assemble components and ingredients with more accuracy. - Use mechanical components to make a product move (cams) - Start to measure, tape or pin, cut and join fabric with some accuracy.	- Begin to disassemble and evaluate familiar products and consider the views of others to improve them. - Confidently evaluate their product against original design criteria e.g. how well it meets its intended purpose. - Say what was good and not so good about their original design. - Begin to evaluate how the key designs of individuals in design and technology have helped shape the world. (P11)

	Montagu Term 1- Balanceability Term 2- Gymnastics • compose, perform, appreciate sequence, balance, travel, jump, roll	Montagu Term 3- Attack, Defend, Shoot Term 4- Dance • co-operation within team sports • attacking and defending compose, perform, appreciate	Montagu Term 5- Run, Jump, Throw Term 6- Hit, Catch, Run • running, jumping, throwing balance, agility and co-ordination
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2	Montagu Term 1- Attack, Defend, Shoot Term 2- Gymnastics • attacking and defending • sequence, balance, travel, jump, roll	Montagu Term 3- Send and Return Term 4- Dance • co-operation within team sports • throwing and catching • running and jumping • attacking and defending • compose, perform, appreciate	Montagu Term 5- OAA Term 6- Hit, Catch, Run and Swimming • throwing and catching • balance, agility and co-ordination

Justification- Strong focus on development of fundamental movement skills. Improve confidence and competence across all areas. Introductions to competitive team games. Perform simple movement patterns. Activities selected based upon time of year and extra-curricular opportunities.
Balanceability at the start of Y1- focus on learning to ride a bike. EYFS- summer term. End of year celebration.



Parents as Partners

We are a relational school and we value the role of parents as children's primary educators. We strive to build strong, positive partnerships with parents and carers to enhance each child's learning, development, and experiences both at home and at school.

We achieve this by sharing information about each child's progress, setting next steps collaboratively, and providing support, ideas, and guidance to help parents reinforce learning at home. Likewise, we encourage parents to share their unique knowledge of their child — including their characteristics, interests, experiences, likes, and dislikes. This insight helps practitioners create stimulating and engaging learning experiences that respond to each child's individual needs and interests.

Parents are always welcomed into school and encouraged to discuss any concerns they may have. Communication takes place through a variety of channels throughout the year, including home visits, parent-teacher reviews, informal chats at the beginning and end of the day, questionnaires to enable a smooth transition, the child's online learning journal (Tapestry), workshops, webinars, and ClassDojo. We firmly believe that strong relationships and the sharing of information lay the foundation for lasting partnerships with parents throughout a child's time at our school.

Additional opportunities for practitioners to share children's learning, development, and well-being with parents include End of Year Reports, Assemblies, Liturgies, Story-Making Assemblies, Stay and Play sessions, Parent Workshops, and our "Prepare to be Proud" events, which celebrates and showcases what the children have been learning at school.

Parents are also invited to actively participate in school life. They can assist with activities such as educational visits and reading, contribute their particular skills — for example, in cooking, art, or music — and share professional experiences, such as presenting at our Careers and Aspirations Fair. These contributions support children's learning and provide further inspiration for their development.

Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact of our curriculum on the whole school community, ensuring that our children not only know more and remember more but are also prepared to be the best they can be as global citizens. We aim to remove barriers to learning, making assessment a fundamental part of our practice. Assessments are regular, targeted, and tailored to each child's needs, with records of progress in all areas stored on Insight.

To evaluate the impact of the curriculum on each child, we use both qualitative and quantitative methods, including:

❖ Continuous monitoring and assessment

In EYFS, we use Development Matters and the Early Years Foundation Stage Profile as a guide, while in KS1 and KS2 we follow the National Curriculum. Teachers assess children's knowledge, understanding, and learning characteristics through a combination of formal and informal methods. These judgements inform the ongoing implementation of the curriculum and are moderated regularly across the year group. Assessment outcomes are shared with senior leaders, subject leaders, future year groups, and parents.



❖ **EYFS observations**

In the Early Years, assessment is primarily through practitioners' observations of children across a variety of learning contexts, including adult-led activities and child-initiated play.

❖ **Data-informed strategic planning**

Data is used strategically to identify strengths and areas for development within each subject and the wider curriculum. This informs professional development, targeted support, and the identification of gaps. It also highlights trends within particular groups of pupils, enabling whole-school practice to be adapted to ensure the curriculum continues to meet all pupils' needs.

❖ **Pupil observations and voice**

We engage children in discussions and activities designed to develop self-regulated learners. Through tools such as the Learning Pit, self and peer-assessment, and metacognitive strategies, children learn to recognise their strengths and areas for improvement, motivating them to engage with and enhance their learning. These skills help children apply their learning both now and, in the future, to achieve their ambitions.

❖ **Pupil and parent conversations**

Observations and discussions with pupils and parents, both in and out of class, monitor individual personal development. We aim to nurture righteous citizens who have high aspirations, contribute meaningfully to society, value the gifts and talents of others, and recognise opportunities to challenge social injustice - both now and in the future.

❖ **Formal assessments –**

For further information about measuring the impact of learning through more formal assessments, please refer to the ARRT Policy.

To find out more about each subject please refer to the subject visions for each subject.