



# BELMONT SCHOOL

(Additionally Resourced Mainstream School)

## Curriculum, Learning and Assessment Policy

SEPTEMBER 2025



<p><b>UNCRC Article 19 -</b>  <b>Every child has the right to protection</b>  <b>Global Goal 4 – Quality Education</b>  <b>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</b>  <b>Global Goal 10 - Reduced Inequalities</b>  <b>Reduce inequality within and among countries.</b></p>	
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<b>Date Ratified</b>	15 <sup>th</sup> July 2025
<b>Review Date</b>	July 2025

## **Curriculum, Learning and Assessment Policy**

### **Introduction**

At Belmont School, we believe that the curriculum is a powerful tool that teaches lifelong skills and embeds a love of learning. We encourage a willingness to explore, investigate and apply skills by providing a bespoke set of opportunities to meet the needs of all children.

We believe that from this, they are able to become confident, successful, happy learners. The National Curriculum is used as a starting point to allocate skills, knowledge and understanding for each year group. We use the following guidance to support this:

- The Harrow agreed syllabus to teach Religious Education
- The mandatory programmes of study for Relationships Education, Relationship Education (RE) and Health Education

We enrich our wider curriculum by providing opportunities to engage, develop, innovate and express through a variety of creative themes. This policy must be read alongside the school's Curriculum Vision and Values that can be found on our school website (<https://www.belmont.harrow.sch.uk>).

The curriculum is planned with a focus on learning that is organised in such a way as to promote curiosity and personal growth and development. This includes, not only the formal requirements of the national curriculum, but also a range of extra-curricular activities that the school organises in order to enrich the experiences of our pupils. We lead with the 'UNICEF Rights of a Child' and our pupils learn from their rights and how they develop into good citizens. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

### **Belmont School's Curriculum Aims**

The aims of our school are:

- To enable all children to learn and develop skills to their best ability
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- To provide outstanding learning experiences, leading to high levels of engagement and excellent progress for all children
- To enable children to be creative and to develop their own thinking
- To teach children about the developing world, including how their own environment and society has changed over time
- To help children understand Britain's cultural heritage
- To create a culture of positive wellbeing and prepare for life in modern day Britain by promoting the spiritual, moral, social and cultural development of each person. This includes the promotion of the British Values: Democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs that will enable children to be positive citizens in society
- To fulfil all the requirements of the National Curriculum and the locally agree syllabus for Religious Education
- To teach children to have an awareness of their spiritual development and to understand right from wrong
- To enable children to have respect for themselves and others; to have high self-esteem; and to be able to live and work co-operatively so they grow up committed to equal opportunity for all
- To help understand the importance of truth and fairness
- To seek real life opportunities for children to develop key skills and the school's core values: show respect, do your best and make the right choice

- To celebrate achievement at all levels and promote a ‘can do’ approach, inspiring and challenging learners to be the best they can be, in all they do
- To develop the whole child and ensure that the curriculum is appropriate for the child’s stage of education, regardless of age or needs
- To encourage parental partnership by keeping families up to date about what is covered in the curriculum and involving them in their child’s learning

### **Belmont School’s Curriculum Intent**

Our curriculum is based around the [UNICEF Rights for Children](#) and the [17 sustainable Global Goals](#). At Belmont School, we are focusing on what those goals mean to us and how ‘Pupil Leaders’ can share understanding across the school community.

We put the child at the centre of our school, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. The creative and performing arts are pivotal to our curriculum delivery and ensure that our children are immersed in vibrant experiences, allowing each of them to express themselves as an individual.

The key principles behind the design of our curriculum are for our children to:

- Be confident, independent and resilient; displaying a thirst for and becoming leaders of learning
- Be kind; showing empathy and compassion whilst valuing inclusivity and diversity
- Achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- Be culturally knowledgeable about our country and the world we live in
- Aspire for the future and know that these can be reached through hard work and determination
- Be well-prepared for the challenges of their next stage of learning

Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in.

### **Implementation**

Implementation describes the way in which we deliver our intent consistently each day. At Belmont School, we provide a rich curriculum based on the statutory requirements of the National Curriculum programmes of study. Our broad and balanced curriculum helps to prepare the children for their future learning in school and wider world. Learning is sequenced with clear progression from EYFS to the end of Key Stage 2. The children’s knowledge and cultural capital is enhanced in each year group through planning and the delivery of high-quality lessons that develop pupil’s knowledge and skill that are reflected in learning walls, pupil’s work, pupil’s voice and high-quality resources.

Knowledge is consolidated and built upon to support retention and recall and is clearly outlined in progression documents and schemes of work. This ensures that by the time children leave our school they have learnt, and are able to recall and apply the key information that we feel are important in order for them to be successful in the future.

We develop our teachers and teaching assistants through nationally accredited professional development as well as personalised bespoke training relevant to the needs of our school. Thus, they

continue to deliver creative, high quality lessons. Teaching includes personalised learning plans, individual support, small group activities and whole class teaching.

### **Impact**

As a result of our well-planned curriculum, our expected impact is as follows:

- Our pupils show kindness, compassion, empathy, ability to self-regulate and courage
- Our pupils demonstrate a passion and thirst for lifelong learning
- Our inclusive practice celebrates moments of wonder and captures each small step of progress for every child regardless of their individual needs
- Our pupils achieve well – all making good progress from their starting points and achieving at least the expected standard across the entire curriculum by the end of Key Stage 2
- Our pupils have the knowledge, skills, understanding and vocabulary that empowers them as citizens in the 21st Century. They are able to make connections between key knowledge and concepts, demonstrating that they know more and remember more as a result of their time with us
- Our pupils have access to a wide and varied curriculum, enabling each of them to excel as individuals and to do their best
- Our pupils have high aspirations for the future and know that these can be realised with hard work and determination
- Our pupils are mentally and emotionally happy and resilient learners who are willing to take risks and celebrate every mistake as a learning opportunity
- Our families work in partnership with us to ensure their child's journey at Belmont School is a positive one and prepares them to contribute positively to the world in which they live

### **A Broad and Balanced Curriculum**

Our curriculum overview, progression maps and medium-term plans clearly outline the learning objectives taught in each subject area throughout each year, in line with the overarching themed weeks that follow the National Curriculum programmes of study. Through outlining the curriculum in this level of detail, we can ensure that all curriculum areas are given sufficient weighting and our topic approach, with a focus on returning to key skills over time, allows children to make neural connections between different areas of learning. Information on curriculum implementation in individual subject areas can be found in the appendix 3.

### **Organisation and Planning**

We plan our curriculum in three phases:

First is the **Long-Term Plan** which is agreed for each Key Stage. This plan indicates what subject is to be taught in each term. We review our long-term plan on an annual basis.

Next our **Schemes of Learning breaks** down each term into weekly overviews for all subjects. The school follows the National Curriculum in Mathematics and English and uses schemes to ensure total coverage (Power Maths Scheme, The Literary Tree for English, Rocket Phonics by Reading Planet, White Rose Science). The school also uses the National Curriculum to plan the foundation subjects adapting them as needed to suit the needs of our children.

Our **Short-Term Plans** are created on One Notes by our teachers write on a weekly basis. We use these to set our learning objectives and success criteria for each session and to identify the resources and activities we going to use in the lesson. Teachers plan personalised learning for pupils in their classes.

In the Foundation Stage we adapt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals and there is planned progression in all curriculum areas.

At Key Stage 1 and 2 the curriculum at our school places a greater emphasis on the core and foundation subjects separately.

Over three terms of the academic year, each child will have the opportunity to experience the full range of National Curriculum subjects.

### **Learning Environment**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject
- book corners will be comfortable and attractive
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- pupils will be involved in the maintenance and care of all equipment and resources

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and helping with school visits. Work experience students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

## **Outdoor Learning**

We know that our pupils benefit from outdoor learning opportunities and have planned a range of educational visits throughout the year as part of our curriculum entitlement. We also have staff who are trained in delivering Forest School, which pupils from Nursery to Year 6 participate in. Visits may also be used as starting points for other learning, to encourage children to build on their prior knowledge and understanding and make further learning connections. By the end of Year 6, children in our schools have experienced a range of outdoor learning opportunities, including visits to the theatre, the local community, sporting events and places of worship.

## **Mindset**

We teach our pupils the importance of a growth mindset and neuroplasticity from Early Years upwards, in order to develop their resilience and ability to learn from their mistakes. This is an important strand in our Personal Development Progression Map. Pupils are taught that our brains can be exercised like other muscles and grow over time with regular practice. This links to our principles around spaced practice and the importance of regularly returning to and building on prior learning.

Our staff build cultures of challenge in their classrooms via the language they use with children, use of display and their everyday practice. Mistakes are valued as learning opportunities.

## **Mental Health and Self-Regulation**

At Belmont School, many of our pupils come to us finding it difficult to self-regulate their behaviour and emotions. Our Personal Development Progression Map shows how we have designed age-appropriate opportunities to discuss mental health and develop pupils' self-regulation skills, to support them as they progress through their lives. These skills are regularly visited in PSHE lessons, class circle times and assemblies, where pupils have regular opportunities for reflection.

## **Home Learning**

Details of home learning can be found our home learning policy. The policy is research based and focus around the importance of impactful home learning tasks, developing talk, outdoor learning experiences and regular reading and mental maths practice at home.

## **Digital Technology to Enhance Learning**

Alongside high-quality specialist computing provision, the use of digital technology to enhance learning is embedded as part of our daily practice across the curriculum. For further information, please visit the following page on our website, <https://www.belmont.harrow.sch.uk/online-learning>.

## **Assemblies**

Our assemblies take place on a weekly cycle, including whole school opportunities to celebrate children's learning, collective singing assemblies, phase assemblies and class performance assemblies. Our assemblies are part of our curriculum and are carefully timetabled to provide an opportunity for children to learn about key cultural and religious festivals, as well as other areas of personal development, such as building resilience and growth mindsets, understanding diversity and developing articulatory skills.

## **Inclusion**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so follow the school's SEND policy and procedures.

We aim to be an effective school in which all pupils, whatever their educational needs or personal circumstances, experience a curriculum that is fully inclusive. We offer a curriculum that is broad,

balanced and that provides effective opportunities for all children to learn and achieve their true potential.

We use key principles that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils

We have high expectations of all our children in an educational, social and behavioural capacity. We aim to provide positive role models.

### **Special Educational Needs and Disabilities, including Complex Learning Difficulties and Disabilities**

*“Children with CLDD need to be taught in ways that match their individual learning styles by educators who recognise their abilities and potential for engagement and learning. Our work must be to transform children with CLDD into active learners by releasing their motivation, unlocking their curiosity and increasing their participation; key to this are relationship processes – warmth, sensitivity and responsiveness. From there the child becomes engaged, and their personalised learning journey begins.”*

*‘Engaging Learners with Complex Learning Difficulties and Disabilities – Barry Carpenter (2015)*

When planning for teaching and learning we consider the wide range of abilities of our children.

Where necessary children are identified as having additional needs and placed on the school SEND register. These children are then assessed individually and support plans are created. Extra support is given and the curriculum differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers (see SEND Policy).

### **Learning Walls – Zones of Learning**

Learning Walls are the “brain on the page” for the whole class and reflect the current thinking and learning. They provide support for children as they engage in independent learning. Learning Walls should be positioned around and close to the focal teaching point e.g. IWB, so that they can be used interactively as the class engages in learning. Whilst learning walls are necessarily a “work in progress”, they should be sufficiently organised so that children can easily access the **thinking, modelling and conjecturing** they contain. The importance of ‘zoning learning’ is to enable all pupils to retrieve information they need quickly and easily to deepen their understanding, thus all of the learning around a particular aspect of learning is found in one place.

#### **Quality indicators of effective learning walls:**

- They reflect the **ideas, strategies and skills** being developed each week/ sequence of sessions/ half term
- They celebrate ideas and **connections** being made
- They contain rough notes, diagrams, labels, pictures, photographs and questions that are **in large font** that can be read by the pupils who are at the back of the class
- They contain **modelled** learning that can be read by the pupils who are at the back of the class
- They support learning by acting as a reference point for independent learning and self-assessment
- They reflect learning from across the curriculum
- They contain hypothesis and conjecture
- They contain thought and mind maps

- They contain “items of learning” that children have added independently that can be read by the pupils who are at the back of the class
- They contain “live” maths thinking and problem solving
- They contain key vocabulary, sentence and text structures that can be read by the pupils who are at the back of the class
- **They are up to date and relevant at all times**

### **What are the Zones of Learning?**

In all class rooms there will be one dedicated space for the main aspects of learning that will clearly demonstrate the above as well as the relevant knowledge and skills – **these are non-negotiable:**

- **Maths Learning Wall – must be near your main teaching space**
  - *Vocabulary*
  - *Models/Examples/Scaffolds*
  - *Examples of pupils learning*
- **English Learning Wall – must be near your main teaching space**
  - *Vocabulary*
  - *Writing Models/Examples/Scaffolds*
  - *Examples of pupils learning*
  - *Grammar, Punctuation, Spelling patterns*
  - *Phonics for pupils who struggle in Key stage 2*
- **Reading Skills zone – Must follow the reading policy**
- **Phonics Learning Wall (EYFS/Key Stage 1)- must be near your main teaching space**
  - *Words with the grapheme from each phase to be displayed as an example for children to blend*
  - *Phoneme/digraph/trigraph of the week interactive display. This should include concrete objects, which begin with the sound, whiteboards and pens for children to write words containing the sound. Challenges could also be included e.g. find the sound from the magnetic letters, create a word with the sound... find an object which begins with the sound...*
  - *Common exception words and high frequency word*
- **Science Learning Wall – can be anywhere in the classroom (will include Exploration, where possible)**
  - *Vocabulary*
  - *Models/Examples/Scaffolds*
  - *Examples of pupils learning*
- **Subject Learning Wall - can be anywhere in the classroom – will be explicit with what aspect of learning is being covered from the foundation subjects, e.g. Historical, Geographical, Art, D&T**
  - *Vocabulary*
  - *Models/Examples/Scaffolds*
  - *Examples of pupils learning*

Ambitious vocabulary must be subject specific and clearly marked on all Learning Walls, with visuals where appropriate. Any vocabulary you need the children to practice retrieving should be continuously displayed until it is not needed by all.

Classroom signage should be unique and ownership of production should be on pupils and staff. Thus, Twinkl signage must not be used.

### **Where do we display timetables and any other administrative information?**

Teachers will use the backs of the cupboard doors in the classrooms to display any admin related paperwork e.g. timetables, rotas, class seating plans. All board space in the class must be used as learning spaces for pupils.

### **Visual Class Timetables**

Must be displayed where the teacher thinks most appropriate and accessible for the specific needs of the learners in YOUR class.

### **How we will share learning and progress with parents**

We know that pupils need support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each pupils by keeping them informed about the way in which pupils are being taught and how well their child is progressing. There are three formal opportunities to meet with parents during the course of the year to discuss pupil progress. We also will be sending termly reports for parents that outline where pupils are at that precise moment in the year and what parents can do to support learning at home.

### **The Early Years Foundation Stage**

Our Early Years Foundation Stage curriculum is directly linked to the progression of skills throughout Key Stages 1 and 2 and our subject progression maps demonstrate how statements from Development Matters directly link to knowledge and skills further up the school. We believe in a balance between outstanding, continuous provision with regular opportunities for child -initiated learning, planning based on children's interests and a more formal approach to prepare our pupils for Key Stage 1.

We follow the Early Years Statutory Framework for the Early Years Foundation Stage, revised in March 2021 by the DfE. The framework outlines four guiding principles to shape practice in Early Years settings.

### **What is the Early Years Foundation Stage?**

- It sets the standards for learning, development and care of children in childcare, nursery and Reception classes
- It is based on seven areas of learning and development
- Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity

At Belmont School we do this by understanding:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Pupils learn to be strong and independent through positive relationships
- Pupils learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn at different rates

Learning is sequenced using the 'Birth to Five' Document covering the following statutory areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Continuous assessment is carried out through profiles from Nursery.

### **Comparison between the EYFS and KS1 Curriculum and Transition**

<b>Early Years Foundation Stage Curriculum</b>	<b>National Curriculum Key Stage 1</b>
<b>Personal, Social &amp; Emotional Development</b>	Personal, Social & Health Education (PSHE); Citizenship
<b>Communication and Language Literacy</b>	English
<b>Mathematical Development</b>	Mathematics
<b>Understanding the World</b>	Science, History, Geography, Design & Technology, Computing, Religious Education
<b>Physical Development</b>	Physical Education (handwriting)
<b>Expressive Arts &amp; Design</b>	Art and Design, Music

### **Aims and Principles of Smooth Transition from Reception to Year 1**

We know from research that transition can be made less daunting if teachers and parents work together and that when they do, this has a positive impact on children. Below are some of the shared aims and principles that will shape a smooth transition from EYFS to Year One:

- Ensure that we retain the best of EYFS practice, recognising that Key Stage 1 is different
- Making the change from EYFS to Year One practice at a pace that is not too quick so that children continue to feel confident, secure and successful
- Taking account of all information that is shared so that children’s needs are understood, particularly vulnerable children or those with additional needs
- Engaging parents in the process so that they know what to expect and can support their children by talking to them about the changes
- Supporting a gradual change in teaching styles from more informal to more adult-led teaching
- Focusing on the ways different children learn – recognising that some children may prefer to work in different ways
- Recognising that effective teaching and learning for 5-7-year olds should be based on what is known about how young children develop and learn (Based on: Smooth Transitions, Bayley, R. & Featherstone, S.)

### **PHSE and Citizenship**

PHSE plays a valuable and essential part in the development of the whole child. PHSE provides opportunities for pupils to explore personal issues and to confront sensitive issues such as bullying, racism and sexism. Circle time is a valuable part of each classroom and facilitates pupils’ exploration of the ideas linked with these issues in a non-threatening manner. The school uses Jigsaw and ROAR sessions to support pupils wellbeing and mental health.

### **The Role of the Subject Leader**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the school

It is the role of the subject leader to keep up to date with their developments in their subject, at both national and local level. They review the way the subject is being taught in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject; ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work (see Subject Leader Handbook).

## **Assessment, Recording and Reporting**

### **How do we assess pupils' learning?**

Teachers at Belmont School assess children's learning and how they progress through a clearly planned sequence of learning to acquire skills and the knowledge needed to apply them in a variety of ways.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Belmont School have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- Objectives from the National Curriculum and Early Years Foundation Stage Profile are being used as expectations for all children
- Pupils will make age-appropriate progress from their different starting points – 12 months in 12 months, more for those who need to 'close the gap' to reach age-related expectations
- Teachers are experts at assessment - assessment is effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve

Our assessment and reporting system from September 2025 will include:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation, and dialogue to inform them about next steps in teaching.
- Children know what they are being asked to learn and, more importantly, why
- Children are partners in the learning process, using a framework of cold/hot assessment tasks to know where they are at on the learning journey, where they need to go next and what they need to do to get there
- Success Criteria are discussed and agreed with or formulated by the children for each learning session, work is then assessed against the success criteria
- Three-way feedback; pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback
- Regular pupils' work scrutiny and pupil discussions lead by subject leaders

In addition to the above, there will be three 'formal' assessment points or 'data checkpoints' in the year. These will take place at the end of each term. We will use DFE tests for reading and mathematics in Years 2 & 6 as well as Learn By Questions tests for Year 1, 3, and 5, as these will provide us with a standardised score and detailed gap analysis to tell us how much progress your child is making and if they are on track to meet National Curriculum expectations for their age range. The tests will also inform us about our next steps in teaching. We will use teacher assessment for writing and in Early Years. Children's reading ability will be 'benchmarked' termly to ensure a good match of reading books to individuals' ability.

Children in Years 1, 2 and 6 will continue to sit the statutory assessments in the summer term and Year 4 pupils will sit the national times table check, again in the summer term.

How we share this information with parents:

- Online learning review, at least once each term, a child will share online learning from their English and Mathematics books, ready to share their progress with parents. Parents have an opportunity to make comments on this to share with their child and the class teacher
- Following each 'Data-Snapshot', we will report to parents via an online system. Pupils will be assessed as working 'below', 'at', or 'above' expectations for their age. These descriptors will also be used for assessing progress from starting points (end of Reception or Year 2)
- Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms are based on the assessment system in place for each age group
- Parents also receive a termly report and outcomes of statutory assessments at the end of the Summer Term

This will look like:

- Autumn 1 - Meet the teacher parent meetings.
- Autumn 2 – LBQ/DFE tests in maths and reading, writing moderation.
- Autumn 2 – Autumn Interim Term Report.
- Spring 1 - Parent consultation meetings
- Spring 2 – LBQ/DFE tests in maths and reading, writing moderation.
- Spring 2 – Spring Interim Term Report.
- Summer 1 - Statutory assessments for Year 6, Non statutory assessments for Year 2.
- Summer 2 – Statutory Phonics Check for Year 1 and retest for Year 2, Multiplication Check for Year 4.
- Summer 2 - LBQ tests (Y1,3,4,5).
- Summer 2 – End of Year Report.

### **Statutory Assessments (End of Key Stage)**

In addition to the above assessments, pupils also complete the following statutory assessments:

- Reception – Baseline, EYFS profile
- Year 1 (and 2) - Phonics Check
- Year 4 - Multiplication tables check
- Year 6 - end of Key Stage assessments

### **Early Years - Nursery & Reception**

Class teachers will use a combination of the EYFS profile and a baseline assessment to measure children's progress.

### **What is the Reception baseline assessment?**

The Reception baseline assessment is a national assessment that is administered in Reception classes in all primary, infant and first schools in England. This forms the baseline for primary progress measures, allowing schools to receive credit for the progress their pupils make throughout their time in primary school.

### **Why has it been introduced?**

Historically, a key measure of how well a primary school is serving its pupils is the progress that they make between the end of Key Stage 1 (year 2) and the end of Key Stage 2 (year 6). This allows the government to take account of the fact that schools face different challenges given their pupils'

starting points. The Reception baseline assessment provides a snapshot of where pupils are when they arrive at school, enabling a new starting point to measure the progress that they make by the end of year 6. It also enables the Department for Education (DfE) to remove statutory end of Key Stage 1 assessments, as they are no longer the starting point for progress measures.

An information video for parents about the Reception Baseline Assessment (RBA) can be found [here](#). This will provide information to help you, as parents, to understand a little more about what the assessment is, how it is carried out and why it was introduced

### **EYFS Profile:**

- The EYFS profile assessment is carried out in the final term of Reception
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS

EYFS profile data is used to:

- Inform parents about their child's development through early learning goals (ELGs) and the characteristics of their learning
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child

Children in Nursery and Reception are assessed by the Prime and Specific areas of Learning in the EYFS profile, these are recorded on our online system, Evidence for Learning. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected

### **Phonics Screening Check Year 1**

- The Phonics Screening Check demonstrates how well pupils can use the phonics skills they have learnt up to the end of Year 1, and to identify those who need extra phonics help.
- The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonetic rules your child has been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters
- Pupils will be scored against a national standard, and the main result will be whether they fall below, within or above this standard.
- Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2.

## Feedback Policy September 2025

### Intent

As a school, we trust in teachers as professionals to choose the best and most appropriate form of feedback for that particular child, for that particular task (see Teacher Standards, 2011).

The purpose of feedback is to:

- Encourage learners
- Unpick misconceptions
- Identify next steps
- Further challenge students with their learning

**At Belmont School, we have decided to follow an ‘immediate feedback’ approach. The intention of providing immediate feedback is to reduce workload and increases the impact of what is being planned and delivered by the teachers so that pupils deepen their knowledge and understanding of the curriculum that is being taught to them.**

This immediate feedback process has seen an increase in pupil performance and more notably, pupil engagement within lessons.

### Why do we provide feedback?

The primary purpose of feedback is to help learners adjust their thinking and behaviour for learning to produce improved learning outcomes. Feedback is a consequence of teaching and a response to learner performance (formative assessment).

Feedback is crucial for improving not only knowledge acquisition but also learner motivation and outcome. It informs pupil progression within the lesson and overtime. Live feedback should enable pupils at Belmont School to self-regulate their learning by becoming more reflective, independent, resilient and ambitious learners.

Through this way of supporting pupils, staff will also understand what barriers are inhibiting individual pupils from making progress. This is could be home, physical, environmental or emotional barriers that may lead to further intervention from external agencies if needed (see SEND policy, Safeguarding Policy and Procedures and Mental Health Promotion at Belmont School documents).

Pupils should understand how to improve and develop because of useful immediate feedback. **This enables staff to use progression documents to support weekly inquiry plans to develop a “little *and often*” approach to highlight progress and next steps for ‘best fit judgements.’**

### Implementation

**Feedback procedures will vary according to the type of learning, subject or key stage. The following procedures are agreed expectations across the school:**

#### **How we assess and give your child feedback?**

Pupils are provided with a feedback in a variety of ways throughout lessons and on the OneNote. These include:

- **Verbal Feedback:** Providing pupils with instant feedback about learning
- **Peer Feedback:** Working collaboratively with a partner to look at learning and support one another with next steps
- **Peer Marking:** Pupils will look over other pupils learning to support with next steps
- **Self-Marking:** Pupils will be provided with resources to edit their own learning
- **Observations:** Pupils complete mini whiteboard work and engagement in lessons

- **Home Learning Marking:** Pupils will be provided with supportive written or verbal comment relating to the learning
- **Pupils absent or leaving mid-lesson due to medical, music lessons or other reasons should have their absence indicated in books. Teachers must plan for subject specific intervention to help pupils catch up on key knowledge and learning components needed before they move on to the next stage of their learning**
- **LSAs supporting individuals or groups of children will mark their books to indicate the amount/type of support given (GGS = guided group support, WS = with support, I = independent) and write initials.**

Please note:

- Pupils should be completing learning reflections/peer reviews in purple pen
- Staff to use green pen only

**Impact:**

- Robust and timely monitoring and moderation demonstrates that pupils make good or better progress over time because of highly effective feedback
- Pupil conferencing enables teachers to reshape learning and as a result, pupils understand how well they are progressing and what they need to do to improve further
- This document is kept under regular review and is updated in consultation with staff in phases so that it is responsive to pupils needs

## **Monitoring of the curriculum coverage, delivery and pupil acquisition of knowledge and skills**

Teaching and learning is monitored every term by the ESLT (Extended Senior Leadership Team) who carry out a range of actions to ensure the following;

- The school ethos is at the heart of the school
- All areas of the curriculum are taught weekly and the timetable reflects the entitlement
- Any aspect of the school that needs development / improvement is identified and actions put into place ensure this happens
- Teaching and learning empowers children to want to learn and develop and they are fully engaged in learning
- Children are provided with the tools to enable them to realise their full potential

## **The termly cycle of monitoring & evaluation is as follows:**

### **Class teacher**

- Follows the Feedback policy to ensure high standards are in place, next steps and questions allow children to learn further and opportunities for work to be improved is given
- Encourages high presentation levels across all subject areas in line with the Presentation Policy (see Handwriting and Presentation Policy)
- Uses formative assessments to inform planning and adapt teaching to ensure all children make good progress
- Identify children who may need additional support and deploy staff to lead interventions
- Set targets for SEND children/vulnerable children and liaise with SENDCo to review them
- Capture evidence of learning in children's books to show progress overtime
- Blog on the school website to show the learning journey of the class
- Complete summative assessments following the assessment cycle in all core subjects and baseline assessments
- Come prepared for Progress Review meetings each term to discuss children's progress and attainment with the head teacher and identify next steps
- Carry out learning walks as a staff team to share good practice and value the commitment to the learning environment
- New class teacher to complete the handover for the class they will receive in September discussing attainment, achievement, progress and any pastoral issues or vulnerabilities
- Appraisal targets set in line with cohort needs, data analysis, personal development and personal well being
- Carry out book scrutinise together to share good practice and identify areas where improvement is needed- focus on feedback, editing and handwriting procedures
- Appraisal targets reviewed in line with observations and data

### **Learning support assistants**

- Performance management targets set in line with cohort needs, data analysis, personal development and personal well being
- Learning support assistant learning walks with verbal and written feedback given in line with job description focussing on impact on learning
- Planning and reviewing of interventions

### **Subject Leaders**

- Create a subject action plan linked to the objectives on the School Development Plan on BlueSky
- Review the whole school assessment tracker (FFT Pupil Tracker) for core and foundation subjects in Spring and Summer
- Review the subject and class long term overviews, medium term plans and weekly plans
- Informally observe lessons and look through books to get an understanding of the teaching of your subjects to enable you to audit resources and identify training needs- give verbal feedback
- Carry out pupil interviews to get an understanding of how the children feel about certain subjects and provide feedback for staff
- Monitor subject specific interventions to ensure that they are deepening understanding and helping pupils 'catch up' their development of key vocabulary and knowledge before they move on to the next step of their learning journey
- Create bespoke low stakes assessments to ensure that teachers are able to know where their pupils are in relation to meeting the end of year age related expectation
- Work with year groups to adapt short term planning to ensure that key components and concepts are well understood and embedded before they move on to the next topic
- Support teachers and leaders understand how assessment of their subject must inform planning and intervention. For example, they use assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Note - Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils
- Report against the action plan for the link Governor and share with them during 'Curriculum' committee meetings

### **ESLT, SLT and Headteacher**

- Whole school data analysis using SATs data, school data and cohort analysis at the end of the Summer term- shared with staff and governors
- Half termly attendance review- under 90% attendees monitored and meetings with parents held
- Carry out learning walks each term with a focus on next steps identified in Progress Review meetings verbal and written feedback given
- Carry out Classroom Environment Walks each term- verbal and written feedback given
- Lead Progress Review meetings each term with a focus on each child making good or better progress, attainment of individuals and whole class, predictions for children on track to meet or exceeded expectations at the end of the year and identify specific needs/interventions which need to be put in place to support specific children

### **External advisor**

- Carries out head teacher Appraisal with the designated governor personnel committee panel
- Visits the school three times a year to evaluate the progress against the School Development Plan and analyse data, identifying any trends
- Observes lessons and carries out book scrutiny with the Headteacher/SLT

Our Governing Body's curriculum committee is responsible for monitoring the way school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

Subject leaders and the Head teacher monitor the quality of teaching and learning throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have the responsibility for monitoring the way in which resources are stored and how assessment is shaping the learning for the up coming years.



**PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

A teacher must:

**1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers’ Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

**Appendix 2 - Evaluate your classroom**

Staff may find it useful to use the following checklist at the start of the year and to support monitoring, to ensure the learning environment is meeting the needs of all pupils at all times.

<b>Non-Negotiables Criteria</b>	<b>Y</b>	<b>N</b>	<b>Comments</b>
Is the classroom an attractive and stimulating place in which to learn?			
Are the class RRS charters clear and understood by all?			
In the classroom, has there been a zone/space allocated to different aspects of curriculum with head e.g. <ul style="list-style-type: none"> <li>• Maths Learning Wall</li> <li>• English Learning Wall</li> <li>• Reading Skills Learning Zone – this includes the reading corner - promoting love of reading, display of reading strategies, explanation for reading domains and reviews of books by staff and pupils.</li> <li>• Science Learning Zone</li> <li>• Theme display area / World map</li> <li>• Spanish words on display</li> </ul>			
Are learning walls reflecting current vocabulary and models/images/examples of scaffolding /shared writing etc.?			
Is the classroom clean and tidy?			
Can pupils move easily around the classroom to access resources and the different zone of learning?			
Are doorways uncluttered and free from hazards?			
Is there examples of pupils learning on display in the relevant zones for the different aspects of the curriculum? E.g. Maths learning, Spanish Learning, RE learning...			
Are materials and equipment in good order, labelled, tidily stored and accessible to children?			
Is the Widgit Visual daily timetable displayed?			
Are the resources/books and any other equipment pupils need to use easily accessible? Do they have visual labels?			
Is there evidence that the teacher has delegated responsibility to individual pupils for the smooth running of the classroom and trained these pupils?			