



Quality of Education Procedures

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Values Based Education, Character Education and IQM

Phoenix Primary School is a proud accredited enhanced VbE and Character Education setting. With VbE at the heart of our curriculum we are developing ethical vocabulary and ethical intelligence, which could be argued is the most important intelligence for the sustainability of our world, enabling Phoenix children to be educated citizens, helping to engender an appreciation of human creativity and achievement.

At Phoenix we believe the pupils should be encouraged to fundamentally reflect on their own decisions, wellbeing and their future aspirations, we have built a community with a foundation of values. These values are taught and nurtured through assemblies and lessons but also permeate the whole curriculum and atmosphere of the school.

As VbE underpins everything we do, we have carefully designed a relevant curriculum, which prepares the pupils for the world in which they will live and work. Through our curriculum, we aim to provide the pupils with the knowledge, skills, habits and character traits that can be applied across all traditional academic subject areas and in all educational, career and social settings throughout their life.

We provide rich opportunities for the pupils to explore citizenship and real-life issues, which at times they may have to grapple with and make sense of, working together to develop 'real life' values such as collaboration and communication, respect, justice, courage, compassion and forgiveness. These values and skills shape the way that we live together and our response to the issues that we will encounter through our global curriculum.

The outcome of Values-based curriculum is self-leadership, which enables everyone to work towards fulfilling their wonderful potential. The context of Phoenix can often mean that our children do not begin school with the same experiences as children in other areas. Our children love the challenge of learning and are resilient to failure, they are continuously curious, and the teachers are equally determined that their children will be holistically successful. Leaders have a clear vision and timeline in this journey as they are determined to continually close the gap for these pupils so that the educational disadvantage within the community is removed and each individual can work towards their wonderful potential using the seven core components of VbE: 

- Authentic **modelling** by adults of positive values
- The **Inner Curriculum** of thoughts, feelings and emotions
- **Reflective practices** links to interpersonal neurobiology
- The creation of a **VbE atmosphere**, both physical and emotional
- The development of a **VbE curriculum** and its links to the wider curriculum
- The development of quality **leadership**
- The comprehensive development of an **ethical vocabulary**



“Phoenix Primary School’s Values based Education (VbE) provision has evolved and been fully integrated through a whole-school approach. As a result, character is effectively taught, caught and sought. Dedicated and visionary leadership, over a sustained 6-year period, has placed character and values at the heart of its approach to achieve transformational whole-school improvement. This has resulted in the creation of a values-driven culture where positive relationships can flourish, and pupil behaviour is virtue-led and not sanctions driven.

An explicit focus on VbE has provided the school with a philosophy that has informed CPD, allowing staff to be confident and competent moral educators, as well as teachers of the curriculum. The assessment demonstrated that there is a critical mass of support for this approach to education. All staff were enthusiastic and had ‘bought into’ a vision for a broader education that goes beyond attainment and encompasses the development of the whole child. Inclusion provision that is shaped by the language of character and values is prominent and central within the school.

The extent to which values has been woven into the core curriculum, in a way which is both sequenced and scaffolded, is impressive. Assessors were able to witness how the termly value was being explored in lessons across Early Years and Key Stages 1 and 2. Pupils within Reception used the language of character when articulating the purpose of the lesson during the assessment, as they discussed the value of Unity. Teachers also provided examples of how moral and ethical dilemmas are used as vehicles to explore the subject curriculum, through the lens of character. Assessors found a deliberate and coordinated approach to exploring the termly value throughout assemblies and curriculum, providing the opportunity for values to be reinforced throughout the school day. Outstanding practice was demonstrated by some teachers, who discussed up and coming curriculum topics with

students, to allow pupils the opportunity to identify how and where values could be explored. Empowering pupils to be active agents in the design of their own character education in this way is to be applauded.” **Character Education Report 2022**



Inclusion Quality Mark is entwined with our Values Education that runs as a vein throughout the curriculum and daily life at Phoenix. PSHRE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject areas.



Visitors such as emergency services and the school nurse complement our PSHE/Values curriculum to offer additional learning.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all our pupils to look for opportunities to show the school values. Assemblies are linked to PSHRE/ Values, British Values and SMSC and cover any additional sessions that would benefit the whole school.

PSHE/ Values, BV and SMSC displays throughout school reinforce the PSHRE curriculum enabling children to make links.

Trauma Informed Practice (TIP) and Behaviour Hubs

Curriculum at Phoenix is informed by the latest research around effective teaching and learning but also SEMH. At Phoenix we believe that making time to integrate social and emotional learning into academic development enables children to secure progress and accelerate their learning. 6 strands, that Phoenix curriculum is based on, are also an integral part of our behaviour management and TIP approaches. Those approaches are firmly embedded in curriculum and explicitly taught and modelled through deliberate practice, challenge and feedback.

Phoenix Curriculum (building towards an embedded Community Curriculum 2027)

Community Curriculum Project Timeline



- * Revisit core drivers, review subject curriculum.
- * Make changes in line with summer review
- * Streamline with Insight
- * Big Idea Community thinking



- Curriculum Meeting – community proposal / curriculum impact
- Community meeting
- Memorandum of Understanding
- Draft planning across the primary stage



- Draft planning across the primary stage.
- Subject Lead meeting to set proposals.
- Curriculum planning meeting
- Community meeting – finalise



- Community meeting – finalise pilot year.
- Trial pilot task
- Communicate with parents
- Community events introducing parents and businesses



- Calendarised community projects
- Curriculum pilot redrafted for 2024/25

Our curriculum is knowledge engaged. Phoenix pupils learn skills alongside knowledge, ensuring that both are explicitly developed.

The curriculum builds progressively from EYFS to 6, carefully mapped out within our Phases that are aligned to the National Curriculum, choosing this approach enables our children to develop meaningful links, build Cultural Capital and is knowledge engaged, underpinned by our curriculum drivers that responds to the needs, challenges and indeed opportunities of our children at Phoenix. Phoenix pupils learn skills alongside knowledge, ensuring that both are explicitly developed. Knowledge and skills are intertwined at Phoenix. Children are curious and tenacious when seeking out new information, develop, consolidate, and deepen their knowledge, understanding and skills to ensure that they have the tools required celebrate new opportunities stepping into the diverse world outside our doors. Pupils and staff can articulate their knowledge and understanding clearly, holding conversations with adults and peers to discuss their knowledge, skills and metacognition using the six strands that are sequentially planned to deliver all portable requirements from each Learning Phase.

Teach (I do), rehearse (we do), and apply (you do) is a teaching cycle. It embeds the skills and knowledge securely throughout each Learning Phase creating an environment of purposeful and conducive deliberate practice, emphasising the importance of cognitive challenge and deep learning by application across all subjects.

Retention is sustained at Phoenix by rich processes to alter long term memory. Knowledge organisers are used to build subject specific vocabulary and knowledge but available to build links and enhance learning and application across other subjects. Retrieval, feedback and assessment are prioritised to ensure fluency, understanding and application of new knowledge as skills. Assessment is used to highlight gaps for planning, identify misconceptions, remove barriers and enhance learning priorities for rich dialogue with pupils through enquiry questions, PiXL and Insight. (Reinforced by Trust QA and Ofsted 2023)

At the beginning of each half term, a stimulating immersion day is planned to engage the pupils in the learning. For each new core-text or theme, this is carefully planned so that the children are immediately enthused and excited by the learning. Alongside this, trips which are specific to the learning, and visits within the local community are planned for in order to enrich the children's experiences and to further engage and immerse them in the learning. Specific visitors are invited into school to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These opportunities are not viewed in isolation but provide a stimulus for learning across the curriculum, over the next three years Phoenix will be building partnerships with local business providers to create a passage through learning of inspiration and aspiration. When embedded the curriculum will encompass local business projects that build alongside our sequential skills that promote our key drivers.



Cross curricular teaching is emphasised at Phoenix to ensure the portable knowledge and skills are embedded throughout foundation and core subjects. This is approached with the vein of a core text and three processes:

What is the intended outcome for the children - using the NC and subject leader knowledge

The implemented curriculum - our resources to deliver the curriculum - sequential plans, classroom environment, tools, knowledge organisers etc

Live curriculum - the importance of bringing this knowledge to life, making it relevant and meaningful

As a school we recognised the need of effective adaptive teaching. A range of internal assessments, as well as use of external agencies are consistently applied to ensure gaps and barriers to learning are identified quickly and efficiently to ensure provided activities are appropriately designed and adapted to children's needs and aptitude. The school's focus is on ensuring that newly learnt knowledge and skills are being applied in various contexts with increasing fluency, consistency and independence.

Six strands enable staff to use a universal language to promote and build the meta-cognition of our children, creating highly effective questioning for challenge, understanding and concise feedback however, ensuring the cognitive load is low as children move across the school. It is an expectation that the teacher's feedback is actioned to move learning forward and the children capitalise on this. Consequently, they flourish and make good progress over time.

Knowledge Organisers - retrieval and home learning

These tools set out the most important, useful and powerful (portable) knowledge on a topic / concept within a page. The children are coached in their use with deliberate practice of daily retrieval, questioning, explaining and expanding on key knowledge, challenging the concepts and application of key knowledge.

Home Learning Opportunities

Home Learning opportunities are consistent but progressive across the school, due to the context of the school children are provided an opportunity within school to complete home learning across the term.

Reading at home is always to be encouraged and celebrated. This is not always accessible for all children and therefore Bug Club is made accessible for key children at the beginning of the day on school devices to promote success for all.

Reading records are to be checked daily and signed, if this is not completed at home a Dojo message can be sent. The expectation is that children will read at home (or in allocated school time) for 5 days per week. Any child who reads over and above this can receive additional rewards such as house-points or Dojo points to encourage others to follow suit.

The outcome of the Phoenix curriculum is self-leadership, which enables everyone to work towards fulfilling their potential. By the end of each Phase, the vast majority of pupils have sustained mastery of the concepts. Phoenix recognises that impact can not only be measured in quantitatively evidence, the context of Phoenix can often mean that our children do not begin school with the same experiences as children in other areas.

Our children love the challenge of learning and are resilient to failure, they are continuously curious, and the teachers are equally determined that their children will be holistically successful, in lessons and in their participation in extra-curricular opportunities. Leaders have a clear vision and timeline in this journey as they are determined to continually close the gap for these pupils so that the educational disadvantage within the community is removed.

Inclusive Curriculum

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted and Talented, EAL and children identified with a Special Educational Need (SEN).

At Phoenix we create a positive and supportive environment for all pupils, without exceptions, and we ensure that all children have access to high quality teaching. We believe that children without SEND often benefit from strategies applied to support children with SEND. This means that a wide range of support strategies are consistently applied within a classroom for all children to benefit from; those include visual timetables, prompts, manipulatives, task boards, chunking tasks and scaffolding. 6 strands are also consistently used to complement whole class, small group and individual teaching. Our practice is child centred and focused on building an ongoing, holistic understanding of our pupils and their need. Our children are encouraged to take responsibility for their learning and progress through participation in the Assess-Plan-Do- Review process. Our children know their

individual targets and they are confident in accessing resources and strategies that will help them in achieving their individual goals.

Phoenix also applies a range of strategies and approaches to support development of social and emotional skills. From promoting school's values as a whole school approach to developing Pearl Room, Pastoral Support Team and providing a range of behaviour management training and support to all staff in line with collaboration with the National Behaviour Hub, see Behaviour Policy. All the above translates into a calm, supportive and positive environment. Clear procedures are being consistently applied for those pupils who display particularly challenging behaviours. Consistent and effective approach translates into steady decrease in behaviour incidents where SLT needs to be involved. We have clear procedures to reintegrate pupils who had been subject to fixed-term exclusion or longer internal exclusion. The reintegration is carefully planned and managed. Progress is regularly reviewed and communicated to all involved parties.

Phoenix has introduced a central system to support identification of needs and to build a "whole picture" that can be easily accessed and contributed to by relevant parties. Edukey programme allows to create, review and share Individual Learning Plans, keep track of additional provision and review the effectiveness of interventions. Edukey allows to share relevant documents with identified members of staff in a secure way. It also allows to log any communication between parents and school. The way we use Edukey has been recognised and praised by several external agencies.

We have clear processes for identification of SEN which incorporate Assess-Plan-Do-Review cycle outlined in SEN CoP 2014. Teachers are confident in identifying barriers to learning which are discussed on an individual basis during Inclusion Meetings. Progress of agreed actions and provision is reviewed within 6 weeks and recorded on ADPR. This process plays a vital part in a quick and efficient identification of children's needs and review of the effectiveness of the provision.

We promote and actively encourage home-school communication as part of a child and family centred approach. Parents of children with SEND are kept well informed about their children's progress and provision put in place. In addition to a regular whole school parents evening, parent and children with SEND are invited to termly parents' conferences where detailed Learning Plans are discussed and reviewed. It is the school's intention to involve parents and children in setting and reviewing provision and targets relevant to the child.

We actively engage with a wide range of external agencies in order to draw on support and additional advice to secure best possible outcomes for our pupils. We actively promote wellbeing and mental health across their community through dedicated Pastoral Team that comprises of both internal and external members. We work closely with Local Authority to support needs of the most vulnerable pupils including those with SEND and/or those presenting with challenging behaviours. Phoenix works closely with other schools, within and outside the trust, in order to secure specific support for the identified children.

The children thrive at Phoenix and take up the many opportunities of daily after school enrichment activities to continue their learning. Additional support is well-thought off and it is highly structured to ensure that children with SEND acquire the knowledge, skills and cultural capital they need to succeed in life. Children with SEND and those identified as vulnerable, or disadvantaged are appropriately supported and encouraged to take active part in all available activities. This takes various forms, for example targeted after-school clubs, in school activities (cooking, gardening), trips, forest schools (EYFS-6).

Forest School is also implemented across the school to give the children the opportunity to explore and discover the world they live in.

EYFS / Continuous Provision in Year 1 / Enhanced Provision in Year 2

- ❖ Refer to Early Years Foundation Stage Policy
- ❖ Refer to the Continuous Provision Policy

Early Reading

At Phoenix we encourage a love of books and of reading throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry. Pupils read widely and often across subjects designed by staff and subject leads within our bespoke curriculum. Daily read is a focal point of our day, and the book corners are being developed to enable our children to have continuous immersion at school. The reading cycle has been introduced with VIPERS and the inside/ outside library are being created this academic year.

Word recognition skills are developed systematically in the early years through the teaching of synthetic phonics. We use the Monster Phonics scheme and materials and teach phonics daily in Early Years Foundation Stage (EYFS) and will continue in our upcoming Key Stage 1. Monster Phonics is the whole school approach used to support the children with their phonics learning. This approach uses colour coding, pictures and actions to support children with remembering the sounds and is accessed by all year groups for interventions.

- The children use the monsters to help them with learning and recalling each sound. Children also receive small group teaching for phonics based upon their ability and starting point
- Monster Phonics is a way of teaching children to read quickly and skilfully, supporting the sixteen points required from the systematic system. They are taught how to:
 - ✓ recognise the sounds that each individual letter makes.
 - ✓ identify the sounds that different combinations of letters make - such as 'sh' or 'oo'.
 - ✓ blend these sounds together from left to right to make a word.
- Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read. Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read.

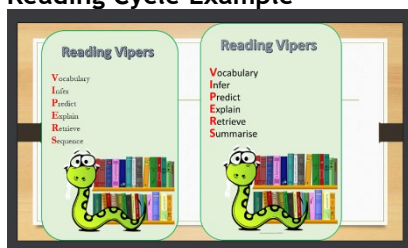
Speaking and listening/vocabulary

Vocabulary is critical to reading success as comprehension skills are improved when a child understands what words mean. Words are also the currency of communication, and a robust vocabulary improves all areas of communication - listening, speaking, reading and writing. It also improves academic and social confidence when children can articulate their thoughts and feelings.

Spoken language is an important part in the development of our pupils. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include:

pupil councils, pupil voice, talk partners, echo reading and drama. Speaking and listening skills are taught in English, but also developed across the curriculum and extra-curricular activities. Oracy lessons are planned to provide children with the opportunity to explore the text and deepen their vocabulary. Further to this, children's vocabulary will be deepened with vocabulary on working walls, flips and knowledge organisers.

Reading Cycle Example



Research has shown that modelling of reading by a skilled reader can enhance progress by as much as 5 years over an 8-week period with an average of 30% of the children making 2 years progress when combined with a focus on reading fluency. Therefore, it is vital that the class teacher is a skilled practitioner and understands the importance of quality modelling to their class.

Each KS1 class will use one of their Guided Reading sessions for whole class Echo Reading session which will dovetail with reading fluency and prosody. In KS2 this will continue in lower ability groupings, decided by the Phase Lead. This will be a holistic approach to reading and each component will contribute to the progress of children's attainment and ability to answer end of key stage assessments more accurately.

Initially this session will be conducted by the Class Teacher. However, the Teaching Assistants will receive training from the English lead and experience modelling by the Class Teacher, with a view to them carrying out the session whilst the Class Teacher works with those children identified in the bottom 20% of the phonics check.

Reading fluency is a significant indicator of reading comprehension. When children can read fluently, it means they can focus their cognitive efforts on the meaning of the text, rather than decoding.

Echo Reading Format -

Children follow with their finger as the adult reads aloud using the correct pace, observing punctuation and with prosody. NB the amount read will depend on age group e.g., sentence by sentence with Key Stage 1.

Children “echo” back the same passage/sentence exactly as the adult modelled. At the same time the adult listens for accuracy and corrects any individual or group errors.

Children repeat back any passages to correct errors.

Process is repeated with the next sentence/passage.

Maths

Maths is a skill we use daily and is an essential part of everyday life. Therefore, mathematics forms an important part of our broad and balanced curriculum where we endeavour to ensure that children develop an enjoyment and enthusiasm for maths that will stay with them throughout their lives and empower them in future life. We believe that unlocking mathematical fluency is an essential life skill for all learners and is a pre-requisite to being able to reason and solve problems mathematically. Our aim is to develop a positive culture of deep understanding, confidence and competence in maths that produces strong, secure learning. As a school, we recognise that the key to unlocking the potential in our children is through the development of basic mathematical skills and the understanding of mathematical concepts. We therefore place great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principals, when presented with abstract calculations and questions. Our maths curriculum, supported by White Rose, is progressive; at KS2 it is designed to develop competencies to equip pupils for KS3 where they will build on KS2, make connections and solve increasingly sophisticated problems. For further information please refer to the Calculation Policy.

Writing

To support the learning priorities of our children, we have created our own writing cycle. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons. Careful links are made across the curriculum to ensure that children’s English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- ✓ Write for a purpose
- ✓ See themselves as real writers
- ✓ Take ownership of their writing
- ✓ See writing as an interesting and enjoyable process
- ✓ Acquire the ability to organise and plan their written work

Science

Science is taught using the *Kent Science Scheme of Work (KSSW) and Plan* which covers the National Curriculum (2014) year group expectations. The scheme is coherently planned and sequenced towards knowledge and skills for future learning and employment. It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.

The Science curriculum is planned and sequenced so that new knowledge and skills build on what has been previously taught while working towards clearly defined end points. When units are repeated throughout the school, vocabulary and knowledge progresses to challenge the children’s thinking further as well as introducing new ideas and material. The Kent Science Scheme of Work develops children’s ability to work scientifically and have a hands-on approach to their Science learning. Teachers are given ownership to use the scheme to create fun and engaging lessons to excite and enthuse the children.

Each year group’s learning is designed with a spiral approach in mind, building on previous learning; sometimes learning may be more than one academic year. Within the scheme the use of precise, technical scientific language is consistent across all year groups as the vocabulary used in each unit is specified. This enables children to develop the appropriate vocabulary to discuss, reason and explain their scientific understanding more clearly and precisely.

Within the Early Years Foundation Stage (EYFS) Science is developed through purposeful play-based experiences which are represented in a variety of indoor and outdoor environments. We plan in the moment and focus on the expectations from the new reforms. Children are encouraged to participate in rich dialogue and record their scientific thinking and the expectation of formal recording increases during the year. Photographic evidence and dialogue with the children are a main aspect of Science learning in EYFS. This will continue in Year 1.

From Year 2 into KS2 we:

- ✓ 'Working Scientifically' - Throughout each unit, the emphasis is on the children learning by doing. The units of work encourage the teachers to provide activities that will enable the children to test their previously held ideas. In doing so, they will also be encouraged to develop a bank of skills and an understanding of the processes required to be able to carry out a successful science enquiry.
- ✓ Scientific vocabulary - Each unit of work contains a section outlining the most appropriate scientific vocabulary to be used when studying that area of science. This will help children become familiar with, and use, technical terminology accurately and precisely.
- ✓ Resources - We have an extensive list of resources that are available to teachers to support the learning that occurs in lessons and across each unit of work.
- ✓ Hooks - Within every unit of work there are many suggestions as to strategies that teachers can use to ensure that children are interested and engaged in the content from the very beginning.
- ✓ A range of learning strategies - As well as the full range of practical scientific enquiries outlined, there are plenty of other strategies provided to engage the children in their science learning, drama, deep thinking time, problem-solving in various contexts, videos from web pages, etc.

PSHRE / Values (VbE)

Our curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

In the Foundation Stage, PSHRE and citizenship is developed through purposeful play-based experiences which are represented in a variety of indoor and outdoor environments. We plan in the moment and focus on the expectations from the new reforms. Children are encouraged to participate in rich dialogue, modelling our school Values from Day 1. Photographic evidence and dialogue with the children are a main aspect of PSHE learning in EYFS. This will continue in Year 1.

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHRE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHRE using The PSHCE Associated Scheme of Work, which is a spiral, progressive scheme of work, covering all the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

In addition to Relationships Education, we also teach aspects of Sex Education. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should understand the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHRE are also taught through the 'Jigsaw'.

- ✓ This is entwined with our Values Education that runs as a vein throughout the curriculum and daily life at Phoenix. PSHRE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject areas.
- ✓ Visitors such as emergency services and the school nurse complement our PSHE/Values curriculum to offer additional learning.

- ✓ We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all our pupils to look for opportunities to show the school values.
- ✓ Assemblies are linked to PSHRE/ Values, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- ✓ PSHRE/ Values, BV and SMSC displays throughout school reinforce the PSHRE curriculum enabling children to make links.

All Foundation Curriculum Statements (III) can be located on the website.

Feedback, Challenge and Progress


We aim to:

- provide clear expectations for learning
- discuss learning priorities
- strategies on how to succeed independently
- extend learning
- support independent problem solving
- to challenge, engage, retrieve and stabilize knowledge and skills
- recognise concise success

Expectations:

- High quality presentation across the curriculum - e.g. sheets stuck in neatly, Dates and LOs underlined with a ruler.
- Absent pupils will be noted in books (e.g. 12.11.23 - abs) in green pen.
- HLTA / Supply cover is also stated in books
- Insight is used to monitor the impact of learning across the whole curriculum. Cover staff will complete insight to inform the class teacher for future planning.

Progression Tools

There are many forms of  feedback for the children, such as:

- Immediate verbal feedback with concise priority expectation
- Self or peer reflection supported by model answers
- Communication with cover/ HLTA's and Class Teacher to continue learning journey
- Individual marking in books
- PIXL assessments
- White Rose assessments
- Phonic Assessments
- Questioning
- Writing Cycle Piece - Insight Levelled Writing Assessment
- Enquiry Questions (Foundation Insight Assessment)
- Practical observations
- Low stakes quizzing
- Reteach methods

Children will reflect and improve within their books in orange pen. Adults will challenge / support in green pen.

PiXL and Insight are the progress tools used by the school to illustrate not only termly progress but progress for smaller steps of learning priority gaps and interventions.

PiXL is used for Maths, Reading and Writing interventions and for assessments three times a year. It is an expectation that Insight is consistently updated regularly in line with practitioner judgement. **PiXL assessments should cement that judgement, not create it.**

Insight supports:

- PIXL scaled scores for a detailed breakdown

- Bespoke writing assessment for bespoke breakdown
- Ongoing fluid assessment for science and foundation subjects using the objective tool. This enables practitioners to immediately evaluate the learning for each child against the objective. This also enables practitioners and leaders to have an immediate visual overview of individual and department challenges.
- Insight will now also allow practitioners to upload videos, photos and pupil voice to objectives. Insight will be used within CCR and PPM to evidence the progress of pupils alongside books and formal assessments.

It is the expectation that Insight is updated systematically in line with the learning taking place within the classroom, pupil data is a tool to inform learning at all times. It is the expectation that due to this systematic approach leaders should be able to capture an accurate picture of class progress at any time.

During English, marking and assessment should relate to the learning objective as well as deal with smaller areas of learning which may hinder them in their future writing (**such as spellings and punctuation**). **The 5 spellings chosen to be included within the cycle are to be written underneath the date and LO and are the minimal expectation for marking throughout the piece of writing.** This may be written or verbal. This will be illustrated as required by the practitioner. Children should always move their learning forward from this feedback in orange pen.

As the children progress through KS2 this support will be used less in order that they become more independent. By the end of KS2 children will be independently drafting and editing their work while they write. Dictionaries and thesaurus to be readily available.

The final published piece will acknowledge the pupil's hard work through praise. Where needed, a focused comment will be written to help the child 'close the gap' between what they have achieved and what they could have achieved. **The standard grid used to assess the termly independent pieces needs to be stuck in with the published piece, with 3 targets highlighted. These targets are to be displayed at the front of the books, referred to during editing and updated termly.** All English work is to be acknowledged ready for the next lesson, this is to ensure both the teacher and the pupil recognise their learning priority.

In Maths children's work is to be acknowledged daily. **Marking** and assessment should relate to the learning objective as well as deal with smaller areas of learning which may hinder them in their future Maths. This may be written or verbal. This will be illustrated as required by the practitioner. Children should always move their learning forward from this feedback in orange pen. Children should regularly have the opportunity to self-mark. A green pen or highlighter will be used to identify where the child has succeeded against the success criteria (SC).

Within foundation subjects a mixture of the above will be practised, consolidated within the Insight to inform future planning and assessment.

Overall progress and learning priorities are shared with parents / guardians three times a year, via consultation evenings and end of year report. However, throughout the year the school uses Dojo allowing families and the school to be in immediate contact.

Statutory Assessments

At the end of EYFS, EYFSP will be completed by practitioners for each child, determining whether the child has progressed well enough throughout the year to meet National Requirements for their age.

A Year 1 phonic screening test also takes place in June. The purpose of this test is to confirm that all children have learned phonic decoding to an age-appropriate standard.

Pupils are statutorily assessed at the end of Key Stage 1 as to whether they meet the National standard. Maths, Reading & SPAG are through formal testing and Writing is through teacher assessment. At KS1 the test is used as evidence to support teacher assessments.

The purpose of the tests is to provide a summative end of key stage attainment result. It provides a point at which to comparisons can be made locally and Nationally to the children's performance.

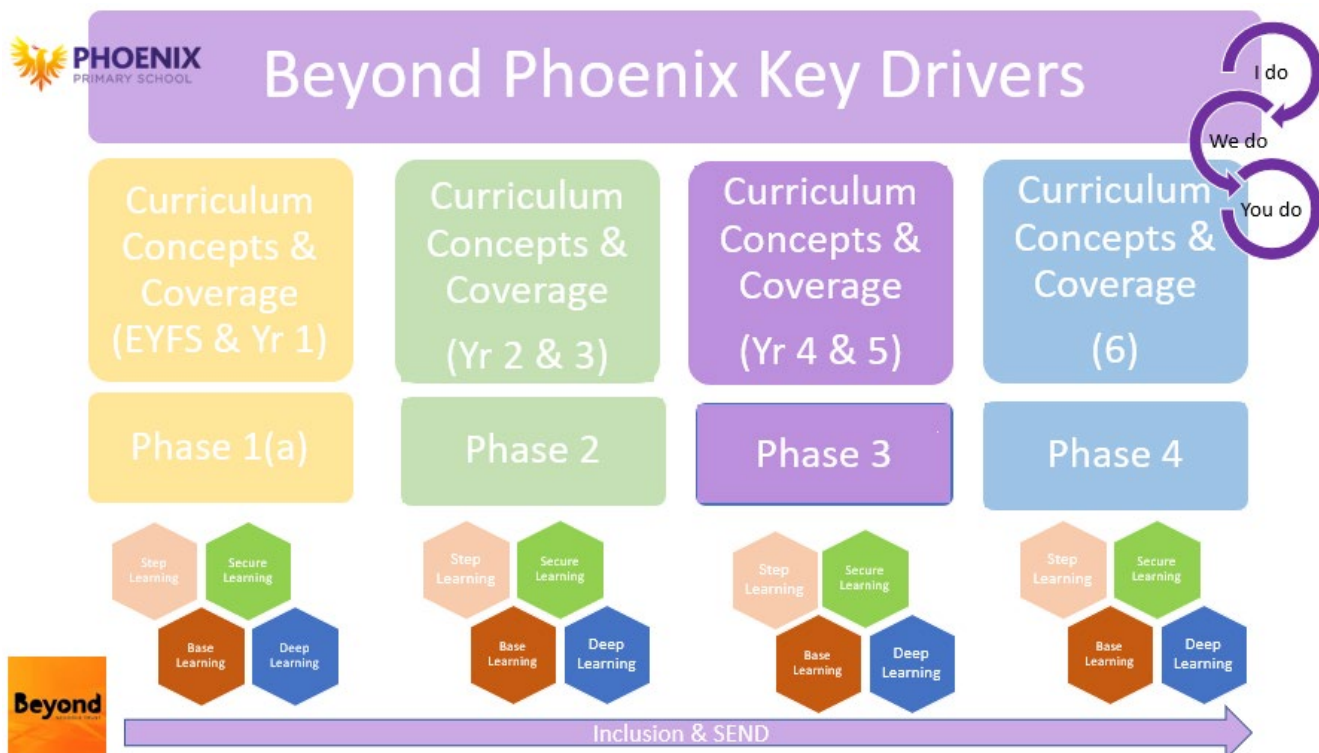
Teacher's formative assessment is ongoing throughout the year against the National expectations for their year group. Overall teacher assessment judgements are made termly in Reading, Writing, and Maths as to the progress of the children toward the end of year expectations for year group. These assessments are recorded using the Insight assessment system and the children are assessed as to whether they are Below, Working Towards, Working at or Greater Depth toward the end of year expectations.

At the end of KS1, the KS1 national curriculum tests will be taken in May. The class teacher uses the results of these tests, along with in class evidence to make a judgement on progress and attainment. Science is reported by Teacher Assessment alone. This data is reported to the LA and parents.

In Year 4 children will take a multiplication test in June as an annual check of times table knowledge of Year 4s. By the end of Year 3 children should be fluent in the 2,3,4,5,8,10 times tables and by the end of Year 4 children

should know all times tables up to 12. However, baseline indicates that our Year 3 children join Phoenix without the foundations required to be fulfil this statutory expectation. At Phoenix the priority is to close the learning gaps for our children and monitor progression from their starting point ensuring KS3 readiness.

In Year 6, the end of KS2 national curriculum assessments will be taken in May. The scaled score received illustrate whether they have met the expected standard. Science is reported by Teacher Assessment alone. This data is reported to the LA and parents.



Curriculum Key

Curriculum Coverage ensures every practitioner has clarity on the key knowledge and disciplinary aspects that are sequentially built to enhance understanding through rehearsal and application. Coverage defines expectations required within each subject to enable the Phase to be successfully completed.

Depth of Learning

Years 1,3 and 5 is the knowledge building stage that provides fundamental foundations for later application. Those children working below a base understanding will work towards Step Learning, which build smaller steps of understanding working towards a Phase.

A child in Year 1 of the Phase are expected to develop a base understanding of concepts and finish the Phase with secure or deep learning.

EYFS and Year 6 differ in the Phase layout. Expectations by the end of the year are parallel.

Key Concepts

<p>Beyond Curious Physical and Sensory (To explore the world outside our doors – Cultural Capital)</p>	<p>Beyond Tenacious Cognition and Learning (Persistent even when challenged – sustained mastery)</p>	<p>Beyond Diverse Emotional, social and Mental Health (Inclusive culture of respect for all)</p>	<p>Beyond Reflective Communication and Interaction (metacognitive regulation)</p>
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Phoenix Legacy Community Curriculum Review (CCR)

The staff and Governors of Phoenix Primary School are continually committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim are transparent and effective procedures for monitoring, evaluating, reviewing and refining professional practice. All monitoring activities will employ a collaborative dialogic approach. All reviews will be discussed with the aim of fostering an environment of professional support, challenge and growth.

The two-week review is used to gain a deeper understanding of the effect of the intent, implementation and impact of Phoenix's curriculum. Through close inspection of several subjects, the Teaching and Learning team are able to make a better judgement about the overall quality of the education and reflect on areas of improvement.

The cycle involves:

- Presentations of Subjects
- Phase Lead meetings with progress dialogue
- Learning Immersion - dedicated time spent within the classroom environment exploring reviews of progress, behaviours for learning, adaptive teaching including challenge, impact of questioning, modelling and explanation and deliberate practice
- Feedback and professional dialogue
- Pupil and Practitioner Voice

This cycle will triangulate with analysis of children's progress and discussions with the T&L lead.

Our transformative educational approach will position colleagues as knowledge creators, critical thinkers and leaders of positive change, empowered by supportive and effective leadership and monitoring structures.

Involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.' Ofsted, 2019

Roles and Responsibilities

The Headteacher, Deputy Headteacher and Governing Body have overall responsibility for the Phoenix Curriculum, supported by the SLT. The Deputy Headteacher and subject leaders are responsible for overseeing the delivery of the Curriculum through:

- Professional dialogues with staff.
- CCR
- Responsive CPD
- Planned Reflection and review where necessary
- SIP / SEF
- Governing Reviews
- Parent Consultation
- Pupil Discussion
- Trust QA