



**The school vision is the mission statement;**

**St Mary's 'A place of educational excellence with Christ at its centre'**

**A quote from Pope Francis:**

**"Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects — because development is the results of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on."**

**We will achieve this through the curriculum vision and the drivers that we have called...**

## **'Our Golden Threads'**

### **Statement of intent:**

**The National Curriculum has been redefined to meet the needs of the children that attend St Marys Catholic Primary School. Our school curriculum is a key factor in pupil's enjoyment of school and drives their achievements and success. Throughout our curriculum are our Golden threads that address the gaps in children's knowledge and understanding as a result of the pandemic.**

**Our curriculum will be enjoyable and the teaching of our golden threads will drive children's achievements. The Golden threads drive the child forward and create a culturally aware, resilient, independent, child with endless possibilities for the future.**

### **Ofsted Framework definition:**

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

**These Golden threads are also linked to the schools golden rules which runs through our behavior policy: *Show Respect, Follow instructions straight away and Always do your best.***



**Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.**

**Catch up threads:** Run through each class curriculum overview and every subject leads vision statement. We have selected fine concepts with wide breaths.

**Resilience-** *The children will show a capacity to recover quickly, become absorbed in what they do and keep on going in the face of difficulties and challenging circumstances.*

**Independence-** *To strive to complete work and challenges independently to the best of the children's ability.*

**Wellbeing-** *To recognize positive states of mind and how this can tend to your physical and mental wellbeing.*

**Curriculum threads:**

**Culture-** *To know about the world, to explore different cultures, ideas and customs.*

**The Arts-** *To explore the arts using skill or imagination in the creation of aesthetic objects, environments, culture, music or experiences that are shared with others. In doing so, we are contributing to a child's development and well-being.*

**Initiative-** *The power or ability to begin or to follow through energetically with a plan.*

**Possibilities-** *To have high ambitions for themselves to strive to achieve wishes and dreams.*

**Oracy-** *To have high levels of Oracy, to draw on a wide vocabulary to debate. To express yourself clearly, communicate with others and articulate your thoughts so that they make sense to others.*

**Reflection-** *To reflect on your learning and make connections with concepts that have already been taught. Talk about learning and recognize how you learn best.*



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## Implementation

### Ofsted Framework definition:

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

## Delivery

The teaching of the key concepts will be planned each year using the schemes provided; **Planbee, Classroom Secrets, White Rose, Come and See, Hamilton, Inspire, Read Write Inc, Fresh Start, Big Writing Adventures, Nelson, Charanga and Primary PE etc.**

*The teaching of the golden threads will be observed through the following:*

- Book looks
- Observations- Formal
- Assessment tasks
- Pupils Voice opportunities
- Subject lead enrichment mornings
- Golden thread focus days e.g. A day celebrating different cultures.
- Displays

## Teachers subject knowledge

- St Mary's staff have a wealth of experience and training, which is reflected in the outstanding provision provided.

## Training

- We value the continued professional development of all our staff, including support staff. St Mary's staff reflect on CPD annually and target gaps in subject knowledge and look to the school development plan to address areas of need. Subject leads set targets for their subjects using their vision statements and annually evaluate the subjects impact on children's learning. Weekly staff



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meetings allow for discussions on implementation of threads and staff inset days are set for targeted improvements.

- The yearly training log outlines the breadth of areas that the staff have received training in. It also enables the senior team to identify CPD opportunities.

## Impact of the training

- As a direct result of staff training and a reflection on current practice the senior team has led the school to improve and develop the following targeted areas; reading, writing, PE, SEN, music and languages.

## Oracy and Literacy

At St Mary's we believe that one of the most important skills any child can leave primary school with is the ability to read and write independently and effectively. We believe Literacy and communication are key life skills and that through the English curriculum our children will develop the skills, knowledge and *oracy* that will enable them to communicate effectively and creatively through spoken and written language. We also intend to teach children the importance of enjoying and appreciating literature and its rich variety.

At St Mary's we provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.

### **Aims**

We strive for the children to become a Primary Literate Pupil who can communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. By the end of year 6 we aim for every child to be able to:

- Read and write with confidence, fluency and understanding
- Peer and self-assess their work enabling independence and understanding
- Understand the sound and spelling system and use it to read and spell correctly
- Use grammar and punctuation accurately
- Present written work using fluent and legible handwriting
- Have an interest in books and read for enjoyment, and be able to talk about their preferences and opinions
- Have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- Write in a variety of styles and forms showing awareness of audience and purpose
- Understand, use and be able to write a range of non-fiction texts
- Have an enthusiasm for, and love of, reading for life
- Develop the powers of imagination, inventiveness and critical awareness in all areas of literacy
- Plan, draft, revise and edit their own writing

### **At St Mary's we:**

- Provide daily reading sessions in all classes which enable the children to listen, explore and discuss a variety of rich texts and language



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- Provide opportunities for pupils to communicate ideas through the use of ICT
- Provide opportunities for cross curricular writing
- Provide opportunities for role-play and drama
- Daily phonic sessions for all Early Years, KS1 children and KS2 children at that level
- Provide opportunities to enter writing competitions which promote writing for real purposes

### **Learning and Teaching**

The National Curriculum Programmes of Study (2014) form the basis of teaching and learning at St. Mary's school. Clear objectives are set for each Literacy session and success criteria are shared with the children. Teachers differentiate according to the needs of the children and intervention programmes are used to target and support identified children. Teachers work towards independent learning and plan for different working group's e.g. whole class/small group/ paired/individual. Teachers use a range of methods to teach literacy which include:

- Instruction/direction
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Consolidating
- Evaluating
- Summarising

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

### **Oracy Including Speaking and Listening**

Throughout the school (including EYFS) children are taught to listen to and learn texts off by heart as an initial oral experience of the text type, appropriate key vocabulary and writing style. Children have the opportunity to respond to stories, poems and rhymes through daily English sessions. Children participate in discussions (e.g. talking partners, group and class discussions/debates), they are encouraged to respond orally to different stimuli (e.g. radio, television, visiting speakers, music). Children also learn to discuss and evaluate their own work with peers and adults.

Through speaking and listening opportunities at St. Mary's school children will be able to:

- Listen, evaluate and respect the opinion of others
- Speak expressively and confidently about a range of topics through class discussions and debates
- Experience a range of opportunities to talk and listen in formal and informal settings
- Use drama and role play to develop confidence when addressing an audience
- Use discussion during shared and guided reading and writing sessions

Teachers at St. Mary's create an environment in which children feel safe when speaking about their ideas thoughts and feelings.



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## Reading

At St. Mary's Reading is at the heart of high quality literacy teaching. Teachers at St. Mary's use a range of strategies for the teaching of reading such as Shared, Guided and Independent reading as well as systematic phonics teaching.

From Reception to Year 6 there is a planned and consistent approach to delivering reading sessions and children are taught across the school to ensure they can access learning at their own level. At St. Marys we use the **Oxford Owl Read Write Inc (RWI)** phonics and Fresh Start programmes for children in KS1 and where necessary in KS2, the children have direct and systematic phonics teaching where they are taught letter sounds, segmenting and blending skills and reading with fluency and expression.

Once children are taught reading skills in RWI and Fresh Start lessons they take home reading books or anthologies to practise their reading skills. Children in RWI sessions take home one book which they have been taught to read in school and another book which is matched to the same level for further practise. All books that are sent home contain sounds and words that have been previously taught in lessons. Each Read Write Inc. programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress. Children are read to daily to promote reading for pleasure, use of expression, sustained listening and discussion. Children also have opportunities to enjoy books for pleasure independently in class and at home. Each child has their school planner stamped once they have completed a reading lesson in school.

In KS2 guided reading sessions, children are grouped according to their reading ability. No one reading book scheme is used, but books are organised within colour book bands which clearly allow teachers to monitor progress within reading. Read and respond resources are used to allow children to practise skills taught.

The school Reading Leader closely tracks the progress of children who attend RWI and Fresh Start lessons and groups the children accordingly, staff are then matched to groups to deliver lessons in small focused groups to maximise teaching and learning. Teachers monitor reading progress by listening to children read, using RWI assessment data and termly PIRA assessments to inform their teacher judgement. Evidence is collected through discussion, questioning and through written reading comprehension activities. SEN pupils are assessed by the school SENDCO each term using the 'Salford Reading Test' materials to gain a reading accuracy and reading comprehension score.

Outside of class reading sessions, children are actively encouraged to read a range of text types in school and at home. Pupils and parents use their home school planners to record independent reading, this includes Key word practise in Reception and Year One. Pupils continued reading at home is celebrated and encouraged and this partnership with parents to support pupils reading is actively encouraged.

## Writing

At St. Mary's Pupils experience a wide range of writing activities, which include both fiction and non-fiction writing.

Children are taught to:

- Be aware of the need to write legibly and use layout and space effectively to aid the reader
- Choose form and content to suit purpose and audience
- Compose both on paper and on computer screen, using different formats and layouts to present work.
- Read examples of writing in various forms and begin to recognise the criteria for such writing.

## Big Writing Adventures



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Teachers plan and deliver writing sessions using the **Oxford Owl Big Writing Adventures** materials. The programme provides the children at St. Mary's with exciting video clips and missions which motivate and give a real purpose to writing. Each unit allows the children from Reception to year 6 opportunities to apply their learning through an extended writing activity. Throughout the programme the children explore a range of vocabulary, punctuation and text types in preparation for the independent write where they can use their own ideas and demonstrate the skills they have learnt. Teachers create a calm, language rich environment which allows the children to write creatively and skilfully and most importantly with enjoyment.

Teachers at St. Mary's understand the skills and strategies involved in teaching writing; using methods and strategies such as Modelled, Shared, Guided and Independent writing. Children are given opportunities to write at length.

### **Writing in the EYFS**

In Reception children are taught reading and writing skills through the Read Write Inc phonics programme.

When using RWI to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- Learn to pronounce 'pure' sounds correctly
- Learn to read words using Fred Talk
- Listen to stories being read with expression and intonation
- Read lively stories featuring words they have learned to sound out
- Show that they comprehend the stories by answering questions.

When using RWI to write the children will:

- Learn to write the letters/letter groups which represent 44 sounds.
- Learn to write words by saying the sounds in Fred Talk

Pupils in Reception have access to writing activities that are completed both independently and with the support of an adult. There is continuous provision for writing both inside the classroom and outside. (e.g. use of writing in role play areas, writing labels for information, free story writing and sand writing)

### **Grammar**

At St. Mary's children are taught to write fluently and accurately, understanding how to use the main rules and conventions of written English, as outlined in the Appendices in the National Curriculum.

Children are taught grammar rules through RWI and class sessions. Once taught the children apply their learning to structures activities which enable them to practise and demonstrate their learning. Teachers teach grammar using a range of resources including rules, pictures, rhymes and actions.

Teachers provide direct and accurate modelling when teaching both in the written and spoken forms whilst children are introduced to the grammatical functions of different types of words and punctuation and explore how sentences are constructed.

In their writing children will be encouraged to draw on their understanding of Grammar from discreet grammar sessions and discussions about carefully chosen text. They will be taught to show their understanding and develop a sense of style, experiment with the construction of complex sentences and restructure sentences for clarity and effect when writing.

### **Spelling- Expanding Vocabulary**



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At St. Mary's Spelling is an integral part of the writing process. Pupils are taught the knowledge and skills they need to become independent spellers through the RWI programme and discreet spelling lessons. Through RWI children are taught the 44 phonemes of spoken English as well as digraphs and trigraphs known as 'special friends', they are also taught to identify and use alternative pronunciations of the same sound. As the children move out of the RWI and Fresh Start groups teachers plan discreet daily grammar sessions to support pupils phonic knowledge.

All children from Year 1-6 receive weekly spellings to learn. These spellings include a range of spelling patterns, common exception words and spelling lists as outlined in the National Curriculum 2014. Children have a weekly spelling test to ensure they have learnt the spellings, results are recorded by class teachers and progress shared with parents.

Children are expected to check their own writing as their confidence and spelling ability progresses, they are also taught to use dictionaries and 'Purple Pens' for editing to show that they have checked their written work for spelling errors (as outlined in the schools marking policy).

### **Handwriting**

Handwriting is taught with reference to the National Curriculum objectives. All staff model the 'joined cursive' script on handwritten labels, displays, working walls, marking in children's books and writing on the board, the only exception for this is when teachers are modelling writing in other lessons and in the Early Years.

Handwriting in Reception is taught daily as part of the daily phonics sessions in a variety of ways including pictures, rhymes, modelling and opportunities to practise and apply learning. Teachers in Reception model the correct pre cursive letter formation initially. RWI resources are used to support visual, auditory and kinaesthetic learning.

Handwriting in KS1 is taught daily using the **Oxford Owl Nelson Handwriting** programme. Nelson Handwriting is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations.

The programme includes resources for pattern practice and motor skills, fun activities to bring handwriting to life and an online subscription to help implement the programme in class. Teachers begin lessons by using warm up videos where the children the opportunity to move about and develop co-ordination skills. Teachers then model letter formation using the online resources. For the purposes of practising their letter formation, children have handwriting books and extension sheets.

Children in all year groups are encouraged to implement their handwriting practice into their everyday writing across all subjects.

### **Assessment**

At St. Mary's assessment is an integral part of the teaching and learning process and is clearly linked to learning objectives.

We ensure that:

- Learners are actively involved, through an explicit understanding of learning objectives, self-evaluation and target setting for personal improvement (Assessment for Learning)
- Termly trackers are used to track progression, analyse what has been achieved in relation to learning objectives and to set future targets
- Regular marking in line with the schools marking policy is carried out by all teachers which offers pupils opportunities to reflect on their learning and make improvements



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- PIRA assessments are used to inform teacher assessments and level children's work against year group expectations

### **Early Years Foundation Stage**

A prime area of learning and development is communication and language (CL). Children are assessed against the three early learning goals at the end of EYFS. (Revised 2014) These are

- Listening and attention
- Understanding
- Speaking

Literacy is a specific area of learning which is made up of two early learning goals:-

- Reading
- Writing

These skills are taught and developed within Reception and continues into Year One where necessary. Handwriting is taught in the EYFS and assessed against the ELG (Early learning goal) 'moving and handling' which is part of 'Physical Development' (PD). The children handle equipment and tools effectively, including pencils for writing. Handwriting is taught through daily phonic sessions where resources from Jolly phonics are used to support the children learning.

### **Equal Opportunities**

The full and effective participation and progression of all pupils is achieved by:

- Acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of pupils; using such differences constructively to raise confidence and self-esteem
- Ensuring access to learning at an individual level, through differentiated teaching and learning strategies; planning sets high expectations and provides appropriate learning opportunities for pupils from all social backgrounds, ethnic groups and for those who are disabled
- Providing texts from a range of cultures and which are free from discrimination and stereo typing.
- Providing resources to support specific learning difficulties e.g. lap tops, large print texts, Braille, taped materials
- Appropriate 'Pupil Profiles' and intervention programmes
- Recognise that the role of the family is central in supporting the child's language development as a speaker, reader and writer
- Families, pupils and teachers are regularly informed of progress
- Teachers provide guidance on what families can do to extend their child's competence in using spoken and written language. This may include parent workshops, shared lessons, information sent home and on the school website
- The needs of children in receipt of pupil premium are specifically identified and planned for

### **Parent involvement**

At St. Mary's we aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English.

Parents are involved in hearing children read, and are encouraged to discuss books with them.

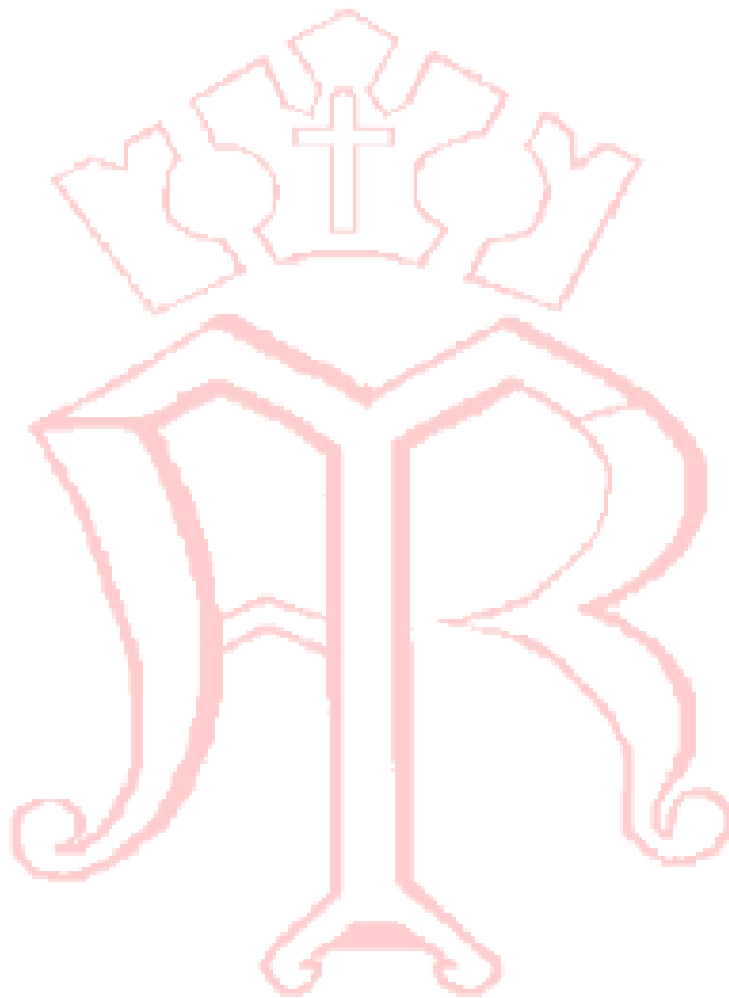
In Reception parents are invited in to take part in 'Phonic' information sessions which informs parents of the strategies and resources used in school to teach reading and writing.



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There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading.

Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.



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**Planning** *Vision statements, overviews, subject actions plans that are created by class teachers and subject leads incorporate the golden threads. These all feed into the School Development plan. This is an example of a subject vision:*



## A Vision for Physical Education

"You dream. You plan. You reach. There will be obstacles. There will be doubters. There will be mistakes. But with hard work, with belief, with confidence and trust in yourself and those around you, there are no limits."

- Michael Phelps (American swimmer and most decorated Olympian of all time).

At St. Mary's., we believe that successful physical education should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their **WELLBEING**, health and fitness and offer them the chance to compete in sport and other activities. By doing this, we ensure that the children build **RESILIENCE** and character and that values such as fairness and respect are embedded. Our aim is that the children are encouraged to live healthy, lives and that they develop a life-long enjoyment of physical activity and sport.

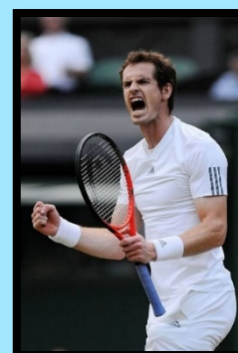


Through active and engaging lessons, the children at St. Mary's develop competence to excel in a broad range of physical activities such as tennis, fencing and archery. During their sessions, the children are encouraged to make connections to different sports and skills they have already have been taught and **REFLECT** on their emerging learning needs, explaining how they need to improve through good **ORACY** skills. Our use of Young Sports Leaders and Sport's Crew, gives the children



opportunities to be **INDEPENDENT** and show **INITIATIVE** in the lunchtime clubs and activities they run and organise. During the school day, the children are encouraged to be physically active for sustained periods of time, through active break times, access to playground exercise equipment, lunchtime clubs and after school clubs. Also, through our participation in Chenderit Cluster Competition format and the inter-

house competitions we run in school, we encourage children to engage in a wide range of competitive sports and activities. In dance, highly qualified sports coaches are used to deliver units of work which explore dances from different **CULTURES** and the children are encouraged to be **ARTISTIC** and create their own dance sequences.



## Assessment (Impact)

### Ofsted Framework definition:

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

**At St. Mary's Catholic Primary School, we believe that the key aim of assessment is to support pupil achievement and progress.**

Assessment, both summative and formative, is at the heart of effective teaching and learning at St. Mary's School. Our assessments draw on evidence that indicates what a child can do independently and consistently, it provides a complete picture of strengths and areas for improvement alongside achievement over time. Assessments are used to set high expectations for all pupils against the in-year and end of Key Stage expectations, to celebrate achievement, and to inform children, parents, carers and teachers of next steps in learning.

### Early Years Assessment

We believe that assessment is key to enable our practitioners to plan for each child's next step in learning. Assessment also plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support.

Throughout Reception children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)'.

At St. Mary's Primary School we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children.

We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child in Reception has a 'Learning Journal' in which we record our observations and keep samples of the children's work. We also collect evidence through an electronic tool (Tapestry) which enables all staff who work in the setting to take photos, write notes and link learning to areas of the curriculum and the steps towards the early learning goals.

During the first few weeks of starting school the class teacher will carry out a baseline assessment with each Reception child to establish their individual knowledge, understanding and skills and then enable staff to plan appropriately for their next steps in learning. At St. Mary's Primary School we have our own baseline records which enable us to gather evidence for Literacy, Numeracy, physical, creative and computing skills. These baseline assessments show each child's starting point when joining our school and their learning journey folders provide evidence of how their learning has progressed during their time in the Reception year. The reception children also have work books for writing activities and a separate section in their learning journey folder which shows a collection of work produced during adult led activities.



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### Summative assessment

Each term the class teacher tracks each child's progress against the seven areas of learning for the Early Years Foundation Stage curriculum using the St. Mary's School tracking grid. Progress is then discussed with the head teacher and class teacher during half termly pupil progress meetings.

The end of year assessment is carried out to meet the requirements of the statutory reporting of the Foundation Stage Profile, the end of year assessment of children's achievements in all areas of learning. Observational evidence and samples of children's work throughout the school year will be used to assess children as '**emerging**', '**expected**' or '**exceeding**' based on their understanding and achievements of the Early Learning Goals set out in the EYFS curriculum. The end of year assessment is based on all 17 areas of learning as outlined in the EYFS curriculum.

### Transition

Transition for the start of the school year is carefully planned for. We have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of their child starting school.

Before the beginning of the school year the Reception staff visit Nursery and Pre-School Settings to meet the children, talk to staff and discuss each child's learning needs. The children and their families are welcomed into school for settling in days to ensure that children have the time to become secure and familiar with new routines, staff, classroom and school setting before starting school full time. During this time the child's parents have an introduction meeting with the head teacher whilst their child can explore the classroom setting and spend time with teaching staff.

For the first few weeks of school the children explore play based activities to enable them to become confident and familiar with the environment. It is during this time that the class teacher carries out baseline assessments for each child.

At the end of reception children have the opportunity to meet with their new teacher in their classroom prior to starting Year one. At the end of each school year teachers share each child's knowledge, understanding and achievements, including end of year assessment data, with the next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year. Class teachers use the St. Mary's transition document to guide this meeting and provide information regarding specific needs for the children.

### Parents as Partners

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. We offer parents the opportunity to share their child's learning environment, have time to talk informally with the practitioners and to meet other parents during school 'book look' sessions and during termly parent consultation meetings.

We also offer parents learning workshops to provide advice and information on how they can support their child's learning through a 'meet the teacher' session and 'Phonic' information booklets. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers. Parents are provided with 'wow' forms which they can fill in to share their child's learning and achievements at home. The wow forms are kept as evidence in the pupils learning journey folders.

At the beginning of the year parents are encouraged to take time to settle their child happily into class during the first few weeks of school. We then encourage the children's independence by asking them to say goodbye



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to their parents on the playground and then lining up by the class to be greeted by the class teacher. The children then come into class to put their own things away and sign in using the self-registration system.

### **Tracking and Assessments KS1 and KS2**

At St. Mary's we use a range of assessments to determine a child's progress and level:

- Tracking grids -highlighted termly.
- Pira and Puma assessments -completed termly.
- Baselines assessments/ levels- Autumn Term 1
- End of year targets set-Autumn 1.
- SATS completed -Year 2 and Year 6
- Phonic screening- Year 1
- Multiples check -Year 4
- Read Write Inc/ Fresh Start Assessment 6-12 weekly
- SEND Assessments- PhAB, Vernon and Salford (In September and then at the end of each term), Pupil Profile reports with Smart targets which are reviewed three times a year. Dyslexia Assessments, Educational Psychologist reports and Speech and Language reviews as and when needed.

### **Reporting**

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

#### **Reporting to Parents**

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (Interim Reports and targets shared).
- Annual Reports (including assessment against end of year expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

#### **Reporting to Governors**

- The Head Teacher's Report to Governors (termly)

#### **Pupils**

- Through our formative assessment strategies pupils get instant feedback on a daily basis through teacher comments and marking (Green pen to show what the child has achieved).
- Our next step marking (Pink Pen) informs pupils of what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on a success criteria. (See School Marking Policy)

### **Local Authority and Government (DfE)**

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

### **End of year report**

Teaching staff at St. Mary's use the 'St Mary's ALW Annual Report' format to inform parents of their child's, targets, attainment and effort at the end of the academic year. Staff also report on each pupil's strengths, areas for development, learning behaviour, attitude and learning skills.



***Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.***



End of year Reports for SEN pupils include progress towards their SEN targets, this is completed by the SENDCO and this includes a SENDCO comment.

Annual reports contain details of how parents can arrange a discussion about the report with their child's teacher.

### The school tracking and assessment grids

Teachers at St. Mary's use the school tracking and assessment grids to track pupil progress throughout the year. Teachers highlight the tracking grid statements termly to show progress achieved by each pupil

Assessment levels (in line with the National Curriculum):

- **Below** (tracking grid used should reflect year group targets that child is working on so that we can show progress is being tracked at the child's level)
- **Working towards (Beginning)** **This is the first section of the year group tracking grid**
- **Working towards (Developing)** **This is the second section on the tracking grid**
- **Expected** **This is the third section on the tracking grid**
- **Exceeding** **Separate tracking grid**

A child who is on track should be:

- 'Working Towards- Beginning' at the end of the Autumn Term
- 'Working Towards- Developing' at the end of the Spring Term
- 'Expected' at the end of the Summer Term

If a child is working below their year group levels their progress is tracked using the Year Group tracking grid that they are assessed at.

If a child is working above the 'Expected' levels for their year their progress is tracked using the 'Exceeding' tracking grid for their year group.

### Interim Assessments

Teachers at St. Mary's use the school Interim assessment form to update parents on their child's current level and next step in learning.

Interim Reports for SEN pupils include progress towards their SEN targets, an example of this is shown below:

SEN Targets	Progress towards
Target 1	Met- New target given
Target 2	Partially Met
Target 3	Met- New target given
Target 4	Smaller step needed- Target changed

### SEN Progress Statements

Smaller Step needed- Target changed

Partially Met

Met- New target given



**Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.**

### **Multiplication Teaching and Learning**

At St. Mary's Catholic Primary School we have introduced the 'Multiples Marathon' and Big Maths 'Learn Its' tests as a way of motivating and encouraging the children to improve their times tables and number bonds knowledge, as well as to prepare the children in Year 4 for the multiplication check.

Once a week the children sit a timed test, based on the stage of the 'Multiples Marathon' that they are currently on. Every child must successfully complete each stage of the Multiples Marathon 100% in the given time (according to the set criteria) before they are able to move on to the next stage. If a child completes their challenge during the given time and gets all of their questions correct, they move onto the next stage of the Marathon. At certain points in the Marathon the children sit colour tests. If they complete the tests correctly in the given time, they earn a colour badge, which they are presented with in assembly.

In addition to this, it is also an expectation that KS2 children practice the times tables for the stage of the Multiples Marathon they are on as part of their weekly homework.

### **Multiplication tables check**

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. MTC results and teacher assessments will be used to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

There will have a 3-week check window, starting on Monday 8 June, to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

Further information can be found in the 2020 key stage 2 assessment and reporting arrangements ahead of the check administration guidance being published in March.

### **Read Write Inc/Fresh Start**

#### ***Effective assessment in Read Write Inc.***

Phonics Formative assessment is integral to Read Write Inc. Phonics. The series is built around a rigorous synthetic phonics progression that supports the development of children's reading skills through Foundation and KS1, and beyond if required. Children are placed in homogenous groups and their progress is constantly monitored through the teaching process.

Children are grouped using the results from the school Assessment and Tracker Grid. Groups are re-assessed every 6-12 weeks. Groups are re-organised if children have progressed beyond their groups.

Assessments cover accuracy and fluency in reading, including knowledge of grapheme-phoneme correspondences, sound blending, phonically regular words and non-words up to multi-syllabic words.

Assessments inform teachers which grapheme-phoneme correspondences a child needs to learn next and which accompanying Read Write Inc. Storybooks the child should read.

If necessary, a child receives intensive one-to-one tutoring to keep up with their peers so they all meet the expectations of the Phonics Screening Check and KS1 expectations.

Fresh Start and RWI assessments indicate if any child at KS2 needs a structured phonic reading programme to ensure they catch up with their peers. The children are then grouped accordingly.




***Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.***

Reports are sent regularly to parents so that they are aware of their child's reading ability and grouping (Headteacher letters, interim reports and Annual reports).

## Examples:

### Baseline and end of year:


**Termly Tracking** Year \_\_\_\_\_ September Baseline

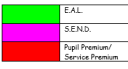
Year Group	Working towards Beginning	Working towards Developing	Expected	Missing
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Year Group	Working towards Beginning	Working towards Developing	Expected	Missing
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Year Group	Working towards Beginning	Working towards Developing	Expected	Missing
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				


**Progress analysis**

	Reading				Writing				Mathematics			
	% Not at Risk	% on track	% exceeding	% Expt / Class / School /	% Not at Risk	% on track	% exceeding	% Expt / Class / School /	% Not at Risk	% on track	% exceeding	% Expt / Class / School /
September Baseline												
December Progress												
March Progress												
July Progress												


**Year \_\_\_\_\_**

**END OF YEAR TARGETS**

Working Below Year	Working Towards	On Track	Working Above
Working Towards Beginning	Working Towards Developing	Expected	Missing
Reading			
Writing			
Mathematics			

Year Group	Working towards Beginning	Working towards Developing	Expected	Missing
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Year Group	Working towards Beginning	Working towards Developing	Expected	Missing
EYFS- ELG				
Year 1				
Year 2				

Year 3				
Year 4				
Year 5				

ENF-PE-HEAD-TARGETS Card 2020 (June) 707 (Revised for anonymous use)



Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.

## Tracking (Highlighted forms)

### Writing Elements

Year Group	Year 1		
Point	4	6	8
Grade	1C	1B	1A
Milestone	Working Towards Beginning	Working Towards Developing	Expected
Transcription	<ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>using the prefix un-</li> <li>writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>spell words containing each of the 40+ phonemes already taught</li> <li>Spell the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using -ss, -ss, -ss and -ss where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>Spell common exception words</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>form capital letters</li> </ul>	<ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>
Composition	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>

### Interim Assessment Form:

graph Styles

St Mary's Catholic Primary School

Pupil Interim Report November 2020

Pupil Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Reading	Working Below	Working Towards Beginning (on-track)	Working Towards Developing	Expected At age related expectations for the end of the year	Exceeding Shows depth and mastery
End of Year Target					
Progress towards target					

Next Step Home /School Target:

•

Writing	Working Below	Working Towards Beginning (on-track)	Working Towards Developing	Expected At age related expectations for end of the year	Exceeding Shows depth and mastery
End of Year Target					
Progress towards target					

Next Step Home /School Target:

•

Mathematics	Working Below	Working Towards Beginning (on-track)	Working Towards Developing	Expected At age related expectations for end of the year	Exceeding Shows depth and mastery
End of Year Target					
Progress towards target					

Next Step Home /School Target:

•

SEN Targets	Progress towards

Class teacher ..... Date.....



Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.

## End of year report:

**St Mary's ALW Annual Report, 2020-2021**

*'St Mary's a place of educational excellence with Christ at its centre.'*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

July 2021	Attendance this academic year:		
National Curriculum	Effort	End of year target	Attainment
Reading	Outstanding/Good/Satisfactory/Poor		
Writing			
Mathematics			
Religious Education			
Multiple Marston Level			
Read Write Inc Level			
Special Educational Needs	Effort Towards SEN Targets	Targets met	
SEN Targets		Met/ Partially Met/ Working towards	
SENCO comment			
Areas of strength:	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>		
Areas for development:	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>		
Personal comment:			

**St Mary's ALW Annual Report, 2020-2021**

*'St Mary's a place of educational excellence with Christ at its centre.'*

	Always	Most of the time	Sometimes
<b>Organisation</b>			
Is punctual			
Is ready to start learning			
Has required equipment (book bag, PE kit)			
<b>Relationships</b>			
Is polite to others			
Can maintain close friendships			
Initiates conversations and activities with other children			
Is respectful towards others			
Uses strategies to resolve problems			
Is helpful in class			
Talks to adults confidently			
<b>Behaviour</b>			
Follows instructions			
Understands rules			
<b>Attitude Towards Learning</b>			
Is enthusiastic about learning			
Completes homework			
Challenges themselves to improve			
<b>Skills for Learning</b>			
Can work independently when required			
Can work in a pair or group when required			
Contributes to whole class activities			
Will seek support from peers or adults			
Listens to advice			
Reflects on learning			

Signed: \_\_\_\_\_ Class Teacher

\_\_\_\_\_ Head Teacher

If you would like to discuss the contents of this report with your child's class teacher please contact the school and they will arrange this for you.

National Curriculum assessment

## Pupil Voice

*Golden Pass designed to be used at the end of a topic or unit.*

- A Golden Pass requires students to respond to a few key questions posed at the end of a class, unit of work or summative assessment.
- Questions can be modified to focus the results around well being and student ability.
- A Golden Pass can help students reflect on what they have learned, review their performance and express what or how they are thinking about the new information.
- A Golden Pass can assist teachers in analysing the impact of individual and whole cohort learning.

*The children complete the sheet with all that they have retained about the topic; children are encouraged to make links to past learning. The children can refer to the class topic-learning book and topic wall for support. This is then stuck into their exercise books. The subject lead is provided with a selection from each class termly.*

**TICKET**

What I learned:

---



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A question I have:

---



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0123987

**TICKET**

What I learned:

---



---

A question I have:

---



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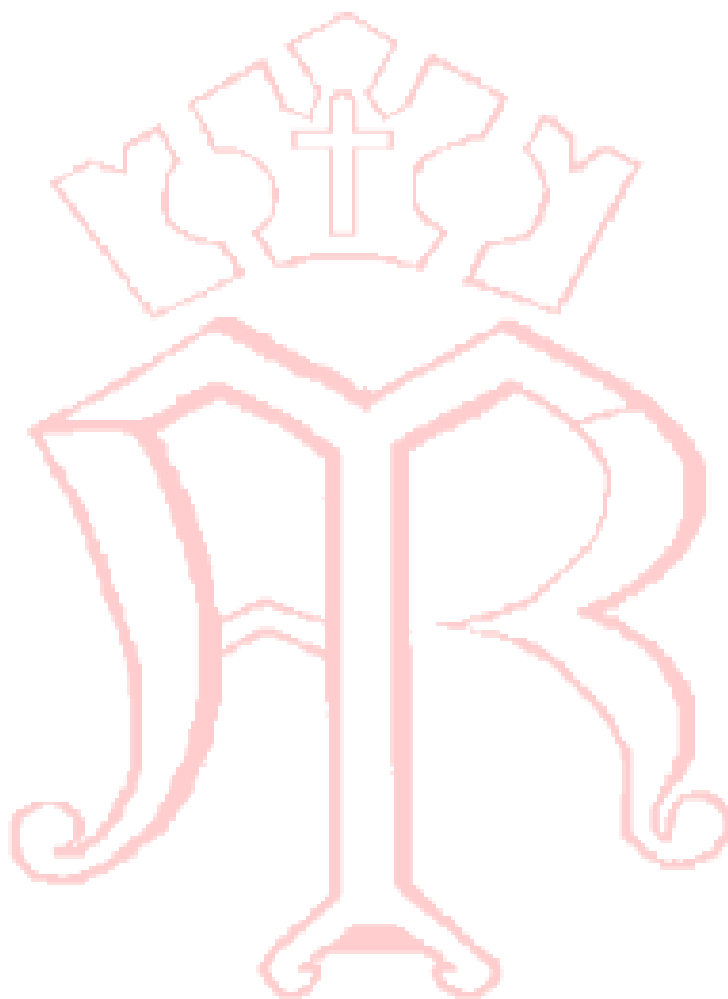
0123987



**Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.**

## Destination

St Marys are accountable for a child's progress, we use the assessment data and compare against the expected standard to give staff a better understanding of the children's needs in order to adapt teaching to prepare the whole child for the next stage of education or any future endeavors, employment or training. ***The Golden threads drive the child forward and create a culturally aware, resilient, independent, child with endless possibilities for the future.***



***Golden threads running through all subjects and classes, re-teaching these concepts and applying retrieval practices to answer questions about learning.***