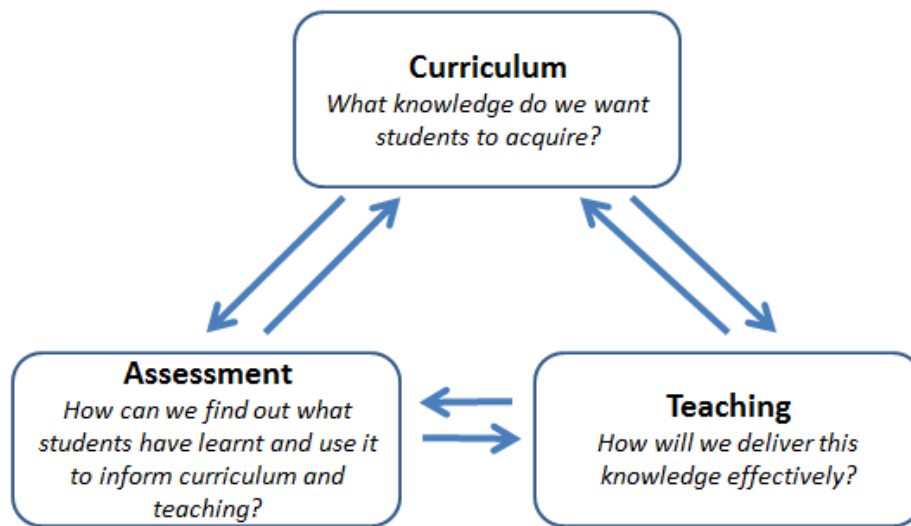


# Curriculum, Teaching and Assessment Policy

<b>Board Approved Date</b>	February 2024
<b>Version</b>	1.2
<b>Author Initials</b>	TH
<b>Review Date</b>	February 2025

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.





## 1. Purpose

We educate children so they can lead great lives.

This curriculum, teaching and assessment policy is central to ESW's core purpose. It advances our core values:

- Opportunity, without bias or prejudice
- Community, inclusive, challenging and supportive
- Character, developing the right mind-set and attitude to succeed
- Achievement, recognising and celebrating; expect the best

## 2. Objectives

High quality teaching and diagnostic assessment enables all children to access the breadth of the curriculum. The curriculum is inspiring, challenging, deep and broad, nurturing talent and enabling social mobility so that all children:

- Develop transformational knowledge and skills that take them beyond their experience.
- Strengthen their academic knowledge and cultural capital through the acquisition of a broad and deep vocabulary.
- Shape their character and scholarship to prepare them for life so that they can make a positive contribution to society and live safely and independently.
- Achieve outcomes that show well-above average progress, whatever their starting points.

## 3. What do we mean by curriculum?

'Curriculum' is a word describing all that takes place in school, formal and informal, which children experience. "The curriculum- taught and untaught - represents the totality of the experience of the child within schooling" (Myatt 2018).

As a Trust, we are committed to providing a world class curriculum to all children whereby school leaders design a curriculum based on the National Curriculum entitlement as a minimum with further taught and un-taught elements that extend provision.

We recognise that there are differences in the contexts of our schools and the communities they serve. We work collaboratively to design and resource our curriculum, sharing expertise and harnessing talent from within and beyond the Trust in order to drive high expectations of curriculum content, resourcing and pedagogy whilst seeking to optimise the balance between workload and impact.

## **The un-taught curriculum**

Our un-taught curriculum supports our Trust values by:

- Developing children's spiritual, moral, social and cultural (SMSC) knowledge and understanding, supporting children to navigate the social landscape and therefore know how to make a positive contribution to society.
- Supporting children's mental and physical health.
- Putting children's emotional development at the heart of our work. Sporting and creative pursuits enhance our taught curriculum to develop individual talent.
- Securing equality of opportunity between people who share a protected characteristic and people who do not have it.

## **4. Supporting Documents**

The policy is supported by the following appendices:

- Appendix 1: Curriculum Design Process  
This provides an outline of the process followed for curriculum planning and design
- Appendix 2: ESW Pedagogical Principles – A Teacher's Guide.  
This provides further detail and exemplification on curriculum, teaching and assessment by setting out precise pedagogies to be used in the classroom.
- Appendix 3: Assessment Strategies in ESW.  
This document outlines the range of assessment protocols that teachers employ.

# CURRICULUM

## Principles of the ESW Curriculum

The ESW Curriculum aspires to be:

- Evidence-informed
- Challenging
- Supported by effective diagnostic assessment
- Sequenced so as to help children build schemas
- Taught to be remembered
- Supported by systematic vocabulary instruction
- Designed to develop children's metacognitive knowledge and behaviours
- Supported by evidence-informed professional development

## How do we achieve this?

Curriculum leaders collate and map the key concepts of their subject and sequence carefully to ensure that children will have the opportunity to visit and revisit these concepts over time. Each subject has a long-term map that explicitly identifies and sequences the core knowledge and concepts that children learn across each cycle or unit of work. This is the foundational knowledge we want all children to recall. Leaders' understanding of the interplay of knowledge types will inform the sequence of the curriculum.

The curriculum will contain:

- regular retrieval and spaced practice to form durable, long-term memories of knowledge, expertise and understanding. This frequent and systematic revisiting is also designed to develop vocabulary, literacy and numeracy which are fundamental to all learning.
- identified resources, such as knowledge organisers that precisely stipulate relevant tier 2/3 vocabulary and the core knowledge for each cycle/unit of work.
- explicit strategies to support children in self-regulating their learning and developing metacognitive skills.
- age-appropriate home learning that is explicitly planned into the curriculum and is consistently set to support children in practicing, embedding or extending their knowledge.
- key curriculum documents that are made available to all stakeholders.

Cross-trust subject leader groups collaborate regularly to improve the design and sequencing of their subject curriculum. They also collaborate to share best practice in subject pedagogy

In secondary schools the school year is divided into three teaching cycles, that help to structure and align the teaching and assessment and to ensure that ongoing curriculum review in response to feedback is embedded.

## Curriculum Leadership

Curriculum is the responsibility of all teaching staff. **Teachers** are responsible for understanding, adapting and enacting the curriculum for their classes and are supported by **Subject leaders** to understand the sequencing and reasoning behind their curriculum.

**Curriculum Design Leaders (CDL)** are responsible for providing a strategic lead and direction for their subject curriculum across the Trust and ensuring that all subject leaders have a voice and input into curriculum development. In our secondary phase, they work closely with the **Directors of Curriculum Quality and Innovation (DCQI)**, a team of senior leaders who set and monitor the strategic direction of curriculum development for the Trust. In our primary phase, the **Director of School Improvement (DoSI)** oversees the strategic direction of curriculum development.

## Monitoring & Evaluation

- Common curriculum is systematically reviewed and evaluated by CDLs, DCQI and the DoSI.
- In Secondary Schools, SLT curriculum leaders are responsible for the monitoring and evaluation of the curriculum at school level.
- In primary schools the headteacher, supported by curriculum leaders, is responsible for the monitoring and evaluation of the curriculum at school level.

- The peer review process is used to identify areas of strength and areas for development for specific curriculum areas.

# TEACHING

## Objectives

To teach the content of the curriculum in a way that inspires and challenges students to know more, know how to do more and remember more.

## Guiding principles for expert teaching

Pupils learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. To achieve this, effective teaching involves:

- Positive classroom climates and relationships
- Planning for challenge
- Explanation
- Modelling
- Deliberate practice
- Questioning
- Assessment and feedback
- Developing long term memory

## How do we achieve this?

The common curriculum details the transformational knowledge and common teaching sequence. Where centrally planned resources are provided, teachers are expected to adapt these in order to meet the needs of their children.

The ESW Pedagogical Principles – A Teacher’s Guide outlines evidence informed strategies to maximise learning potential. The Pedagogical Principles are a set of core teaching strategies that support all teachers to deliver effective lessons. Whilst teachers are expected to use these strategies in order to develop a consistent approach for children, it is recognised that there is room for creativity and flair to enhance curriculum delivery. Continuing professional development in schools provides targeted support in these areas according to need as well as bespoke instructional coaching for every teacher.

## Monitoring & Evaluation

- School quality assurance processes, involving a combination of lesson observations, work sampling, parent and child voice, exam and assessment outcomes.
- Instructional coaching with action steps aligned to the Pedagogical Principles.
- Peer review process.

# ASSESSMENT

## Objectives

To identify gaps and misconceptions in children's learning and support them to close gaps. Teachers systematically adapt and improve the curriculum and lessons in light of assessment information.

## Underlying Principles

Assessment:

- Is always formative in nature, unless it is an externally set terminal exam.
- Regular granular assessment of student understanding occurs in every lesson.
- Utilises frequent, low stakes quizzing and retrieval practice to support the cumulative mastery of the curriculum.
- Has a clearly defined rationale in each subject, where subject leaders are clear on the purpose of assessment and what they intend to do with the information collected.
- Is subject specific and carried out with consistency by all teaching staff in the department.
- Aims to improve and increase the validity (the accuracy of inferences drawn from an assessment) by understanding the limitations of assessment and how it can be improved. Provides useful and timely information in order for effective intervention at whole-school, subject and classroom level, as well as strategic improvement to the curriculum.

## How do we achieve this?

- Assessment is structured through ongoing granular assessment in lessons. In secondary schools, there are also consistent, standardised mid-cycle and end of cycle assessments.
- Regular assessment of tier 2 and 3 vocabulary through low-stakes quizzing through the Do It Now.
- Teachers respond to assessment with individual and whole-class feedback.
- Assessment is used to improve retention of knowledge.
- Granular assessment happens regularly in the classroom through teacher questioning, hinge questions, live marking, discussion and peer feedback.
- Assessment rationales allow for cumulative knowledge testing. This means that some assessments include the testing of knowledge covered in previous units as well as the most recent.

## Monitoring & Evaluation

- Subject assessment rationales are reviewed by school leaders.
- Assessments are regularly evaluated by subject and school leaders, within and across ESW schools to review reliability, validity and consistency.
- Assessments are evaluated and reviewed by subject leaders continuously in light of how effective they are at supporting learning and how the information can be used to improve the curriculum in the future.