



SHOBNALL PRIMARY SCHOOL

CURRICULUM INTENT STATEMENT

“Happy Children, Inspired Learners”



SEPTEMBER 2020

Review:
September 2021

CURRICULUM INTENT

CURRICULUM VISION

At Shobnall Primary School, our ethos and purpose is to provide a broad and balanced curriculum for our children, with high aspirations for all.

CURRICULAR GOALS AND AIMS

<u>DIVERSITY</u>	<u>DREAMS</u>	<u>DECISIONS</u>
We believe in developing pupils' understanding of British values and celebrating our unique and diverse community.	We promote ambition, high aspirations and foster pupils' capacity to see the possibilities within the world today.	We encourage our pupils to make the right choices in order to stay safe, healthy and happy.

RATIONALE

At Shobnall Primary School, we strive to offer exciting and unique learning opportunities guided by our curriculum drivers of diversity, dreams and decisions. We encourage our pupils to make the best choices they can possibly make through the delivery of excellent teaching and learning that is not just about embedding the fundamental knowledge and skills of English and Maths in children, although this knowledge is essential in the world today. Our curriculum is one which nurtures and develops *all* talents through a rich and varied syllabus. We allow pupils to be original, imaginative, innovative and creative, and provide them with memorable experiences to positively impact on their wellbeing.

At Shobnall Primary School, we follow the Early Years Foundation Stage Curriculum and The National Curriculum. This drives the vision, aims and values of our school and serves the needs of all our community.

Our curriculum is: founded on knowledge; relevant and modern; accessible for all; and helps develop and support the vital skills taught in English and Maths.

Our Early Years team ensure that the children's learning is based on exploration and play, which is tailored to their needs and interests. The curriculum follows the statutory guidelines set out in the EYFS Curriculum and we ensure that early reading, writing, number and phonics is incorporated into their play, developing their fine and gross motor skills.

Staff plan topics, which have a real purpose. Our topics have a cross-curricular approach, therefore learning is linked and meaningful. Appropriate progression of knowledge is planned for and topic-based approaches ensure that appropriate semantic and procedural knowledge is acquired, embedded in pupils' long-term memory and is relevant to age. Knowledge underpins and enables the application of skill. We strive for children to learn skills alongside knowledge, ensuring that both are explicitly developed.

Our Forest School provision places great importance on outdoor learning and enables the children to apply knowledge of collaboration and teamwork to the classroom and their everyday lives. This is complemented with the children reading a range of fiction, non-fiction and poetry around the theme too, as reading is given a high priority within our school. Maths is often taught discretely, however if there are links with the topic, it is incorporated alongside.

Sport, the Arts and extra-curricular activities are given priority within our school. Such opportunities enrich the children's experiences, and enable our pupils to live the vision of being 'Happy Children, Inspired Learners'. We offer a wide range of peripatetic opportunities to encourage children to learn an instrument and join our choir. P.E and healthy lifestyles are taught regularly and the children have many opportunities to compete in competitions at a local and national level in a variety of sports.

We are passionate about developing the whole child, as reflected in our SMSC provision. Positive wellbeing and good mental and emotional health underpins all we do and we believe that this is a unique feature of our context. Our values permeate everything we do and prepare our children adequately for life in the 21st Century. We encourage our children to take responsibility for their own learning and actions, develop their thinking and questioning skills and reflect clearly between wants and needs.

None of this would be possible without our dedicated team of staff who we invest in heavily: time encouragement, support and professional development.

AIMS AND VALUES

At Shobnall Primary School, we aim to:

- Ensure our pupils are highly confident, effective communicators who hold well balanced views and opinions
- Create a curriculum that is broad, balanced, relevant, inclusive and differentiated: that is challenging, active and involving for all children and which awakens in them a love of learning and encourages them to be independent learners
- Designed learning opportunities to encourage all children to achieve excellence within their ability
- Celebrates all children's achievements and identify and support any difficulties that children may be encountering
- Celebrates and respect everyone's individual identity and promote equality of opportunity for all
- Provides constant opportunities for children to develop their sense of self- worth and self-confidence and actively encourage their development socially, morally, culturally and spiritually so that they meet the challenges and opportunities of adolescence and adult life in today's ever changing 21st century society
- Have full liaison and communication with other schools, within and outside the John Taylor Multi Academy Trust

As a member of the John Taylor Multi Academy Trust, Shobnall Primary School is committed to upholding and promoting the core values and objectives for The Trust. It is the responsibility of all employed and associated with the organization to work towards the achievement of these objectives:

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities, teaching and support, and access to high quality resources and provision in and beyond the classroom
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected; we add value
- Our academies are full and always oversubscribed as a result of their popularity, reputation and success
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving

- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection

CURRICULUM IMPLEMENTATION

At Shobnall Primary School we promote a 'can do' approach by embrace a pedagogy of personalisation; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential.

High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

At Shobnall Primary School we have high expectations of al pupils and may differentiate tasks to ensure that progress is achieved for children of all differing abilities. The effective teaching practices at Shobnall Primary School see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

CHARACTERISTICS OF EFFECTIVE TEACHING AT SHOBNALL PRIMARY SCHOOL

Quality First Teaching is at the heart of our core values and is promoted through highly inspired and innovative lessons. Teachers have a highly focused lesson design with precise objectives and promote high levels of engagement from learners. Appropriate use of teacher questioning, modelling and explanations with an emphasis on learning through dialogue and collaboration ensure that an expectation is placed on children that they will develop resilience and accept responsibility for their own learning to work independently. Regular and timely use of encouragement and praise is used to motivate pupils in order for them to achieve the best results they can.

Individual children's attainment and progress is tracked stringently throughout the school to ensure that strengths are celebrated and improvements identified to support the effective planning of intervention. Children have regular opportunities to discuss their progress and, where appropriate, children are involved in the setting and reviewing of their own targets. Parents are regularly informed of their child's progress and all processes run across the school to ensure consistency and are regularly evaluated by leaders to ensure the needs of all children are being met.

At Shobnall Primary School, we understand that SEND can be categorised in four main ways: cognition and learning, communication and interaction, social, emotional and mental health difficulties and sensory and/or physical needs. We develop and maintain multi agency links to support vulnerable children and, where appropriate, devise Individual Support Plans to address and support specific needs. We recognise individual barriers to learning and teaching is adapted accordingly. A range of strategies are used to promote an inclusive approach for all pupils. For example, the use of visual or practical resources, adult support, pre-teaching key vocabulary, providing templates for scaffolds, spaced repetition to improve long-term memory etc. are several approaches derived from a checklist created by the school's SENDCo.

We pride ourselves at Shobnall Primary School that we offer all our children opportunities to participate in a wide range of extra-curricular clubs at key points throughout the year. These clubs are sports based as well as having an academic focus and enable our children to extend their interest and build on their skills through a variety of extra-curricular activities. Our sporting clubs include: Netball, Football, Cricket, Rugby, Hockey, Table Tennis and Rounders' and Athletics and in addition to these, the school is part of the Dove Valley Sports Association, the East Staffs Sports Partnership and the Primary School Sports Partnership where the children are given the chance to represent the school in other sports such as; swimming, archery and gymnastics to name just a few. Parents are informed of forthcoming clubs and dates in letters which are sent out three times during the year, providing details of times, dates and the member of staff running the club. Furthermore, other clubs offer other elements which are non-sports based and these include; art and craft, chess, choir, computing and iPad sessions.

CHARACTERISTICS OF EFFECTIVE LEARNING AT SHOBNALL PRIMARY SCHOOL

At Shobnall Primary School, we recognise that pupils are learning effectively when they are

- Inspired, engaged and motivated
- Challenged
- Making progress
- Interacting productively with each other as well as the teacher
- Able to explain what they are doing and why
- Proud of their achievements during the lesson
- Keen to contribute to the lesson, asking relevant questions and debating the topic with enthusiasm

We acknowledge that children learn in different ways and recognise the need to develop different approaches to enable all children to learn in a way that is best for them. We offer:

- Open ended tasks
- Investigation
- Problem solving
- Reasoning
- Independent access to resources
- Group work, paired work and independent work
- Effective questioning linked to Bloom's Taxonomy and higher order thinking skills
- Research based tasks
- ICT
- Drama
- Visitors
- Educational visits
- Creative activities
- Designing and making
- Participation in sporting activity with specialist coaching
- Extra-curricular clubs and activities
- Homework

BEHAVIOUR FOR LEARNING

We aim to achieve and sustain the highest standards of behaviour and discipline both within the School environment and on School visits in order to make the children's experiences of School life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities – raising the quality of education for all at Shobnall Primary School.

From their first day at Shobnall School children will be learning what School life is all about and that in order to make our School function as an orderly community each one of us has a role to play.

All members of staff both teaching and non-teaching will lead by example and communicate good behaviour expectations both directly and indirectly by means of effective discipline.

In order to ensure consistency and continuity in practice throughout the School a whole School code of practice has been developed. This sets out clearly the processes we have agreed to follow when promoting good behaviour and discouraging and punishing unacceptable behaviour in the different areas of School life.

Our School Code of Practice is communicated to parents and we appreciate the importance of their support when difficulties concerning behaviour. Parents are a child's first and enduring teachers. They play a crucial role in helping their children to learn. Children achieve more when schools and parents work together. Parents can help more effectively if they know what our school is trying to achieve and how they can help. The introduction of a Home School Agreement at Shobnall Primary School provides a framework of such a partnership. The agreement clarifies what we as a school strive to achieve and sets out the role of school, parents and pupils in this vital partnership.

We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than that of negative comments. By fostering positive relationships between children and all staff the children will feel valued both as individuals and as part of the School community, thus promoting self-esteem, self-confidence and self-respect for others on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this we hope the children will develop a sense of pride in themselves and in their School together with a sense of belonging.

We are committed to providing the children with a well-structured and ordered School experience and believe that effective communication between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition, we will review our practice regularly in departmental and whole staff meetings and amend it should the need arise.

SUBJECT SPECIFIC FOCUS AND ENRICHMENT

EARLY YEARS FOUNDATION STAGE (EYFS)

In Early Years, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. We use Development Matters in the Early Years Foundation Stage (EYFS) to support practitioners in implementing the statutory requirements of the EYFS. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

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

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year

on a daily/weekly basis. Continuous provision practice and principles begin in the Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. Phonics and early reading is started as soon as the pupils enter EYFS. The school uses Letters and Sounds as it's' phonics program, which is continued through to Year 3.

ENGLISH (INCLUDING DRAMA)

All aspects of the National Curriculum are taught and children participate for approximately one hour per day in English with as many cross-curricular links being made as possible-where the curriculum allows. This linking up with other areas of the curriculum ensures that pupils are continuously using their literacy skills in all lessons.

We focus on the importance aspects of reading, writing and speaking and listening. We place great value on reading; guided and whole class reading sessions are taught throughout the week to support the key skills of comprehension and inference. We are proud of our reading resources and we actively encourage children to read frequently at home and at school for pleasure, which is celebrated in assemblies. All children have access to a wide range of literature, both modern and classic, and frequently use our library to exchange reading material funded from the school budget and PFA fundraising.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of quality texts, film and imagery, modelled, shared and guided writing, peer editing and discussion. We use drama and talk in our lessons to support their writing, encouraging pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. Each classroom has a working wall with expanded vocabulary to challenge the pupils at their age level and to support them with technical language around their new learning. We provide opportunities for writing for purpose and we encourage pupils to see themselves as passionate writers. Pen licenses are keenly earned in Key Stage 2 where pupils with clear and legible and fluent handwriting are permitted to use a pen in their everyday writing. Handwriting sessions are incorporated into the English lessons. Grammar, Punctuation and Spelling lessons are taught discretely throughout the school to ensure that the children get a healthy level of support with their spelling. They use Spelling Shed as a resources to support them with this. It can be accessed at home so that parents are aware of their achievements. A range of extra activities are used to promote literacy and develop cultural capital within the school including a whole school annual visit to the pantomime, visiting theatre groups, participation in school productions, the Brewhouse Arts Centre in Burton-on-Trent, World Book Day, links with Burton Library and author visits.

MATHEMATICS

Our curriculum works to the expectations set out in the framework document for The National Curriculum in England, September 2013 for Years 1 to 6; and the Early Years Foundation Stage Curriculum, 2014. Our curriculum draws on a variety of resources and best practice, such as those materials published by Power Maths, The White Rose Maths Hub, NRICH, Classroom Secrets, and the NCETM. Our long-term progression map broadly follows that which is advocated by the Power Maths and the White Rose Maths Hub.

During a sequence of learning, all children will have access to high quality teaching and learning time with their class teacher, who is best placed to help them make progress. Children's next steps in learning are at the forefront of all planning and achievements are clearly reviewed through regular assessments. Occasionally children may spend additional time working with an adult on a one-to-one basis or in small groups, to close a gap that has

been identified in their mathematical understanding and this will be done prior to the next lesson in a target group.

Maths is taught four times a week with lessons that will last around 60 minutes. Daily maths lessons involve plenty of discovery, sharing, collaboration, practice and reflection; and will offer learning tasks that use concrete manipulatives and pictorial models to secure understanding. In addition, to further develop fluency, children in Reception to Year 6 have an arithmetical proficiency lesson of between 15-20 minutes every afternoon. At least once a week, children in Year 2 to 6 also complete 33 Club and access Times Tables Rock Stars for multiplication practice as well as children in Year 1 and 2 who also complete a rocket test.

At Shobnall Primary School, Power Maths is a whole-class mastery programme designed to spark curiosity and excitement and help nurture confidence in maths. At the heart of Power Maths is the belief that all children can achieve. It's built around a child-centred lesson design that models and embeds a growth mindset approach to maths. We use Power Maths as a basis of our maths lesson. This is an exciting class mastery approach, which has been recommended by the DfE, which works for every child. It is based upon the concrete, pictorial and abstract approach. At the heart of this programme is the idea that all children can achieve and be successful mathematicians with the right growth mindset.

SCIENCE

The children at Shobnall Primary School are encouraged to find out about their physical and natural environment. In addition, they will learn about the following:

- The characteristics of living things
- Forms of energy sources
- Changes in living things and materials
- Significant patterns

Practical experiences are designed to promote curiosity and the need to discover more about scientific elements of our world. Children are taught to become inquisitive and independent learners and, being one of our core subjects, follows the National Curriculum requirements.

Key scientific terminology is introduced in each lesson and knowledge will be built upon throughout the school. Pupils are encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data. Visits by specialists such as those from our feeder secondary schools enhance the delivery of our science curriculum.

COMPUTING

We are proud of our resources at Shobnall Primary and believe that technology offers diverse, valuable and unique resources for all of our pupils. Children have access to iPads and netbooks which are used in the majority of our curriculum and not just as a stand-alone computing session. Computing skills enable children to learn for the purpose of using and applying to many different areas such as word processing, data handling and problem solving.

Our curriculum is through the Purple Mash scheme and this ensures that our children get a healthy mixed diet with clear focus on creativity and online safety. Subject specific software-one-off programmes support teaching and learning across all years.

Pupils will use technology safely and identify where to go for help and support when they have concerns. Our long term plan for online safety is interwoven with our computing curriculum.

HISTORY

History enables pupils to develop an understanding of our world today as well as generating a sense of identity and contributing to the pupil's knowledge of other countries and cultures. Our aim is to create a foundation for the children's understanding of the passing of time and to ensure that history sessions are delivered in a fun and imaginative way whilst linking to other learning within the curriculum.

History is taught through topics to provide children with opportunities to learn about people and cultures. We use Chris Quigley's Essentials curriculum companions to ensure procedural and semantic knowledge is sequenced appropriately and provide a skills map to ensure skills are matched to appropriate age-related expectations. A timetable of trips to support pupils' learning, enhance the curriculum and develop cultural capital is embedded within our long term planning.

GEOGRAPHY

We realise that geography is an important part of the education of all children, especially when learning about key geographical skills, the local environment, world knowledge and climate and current affairs with regards to our changing planet. Children use maps and atlases to reinforce their local and world knowledge and this enables them to describe and explain contrasting localities around us.

Geography is taught through topics to provide children with opportunities to learn about weather, climate and features of their own locality. We use Chris Quigley's Essentials curriculum companions to ensure procedural and semantic knowledge is sequenced appropriately and provide a skills map to ensure skills are matched to appropriate age-related expectations. A timetable of trips to support pupils' learning, enhance the curriculum and develop cultural capital is embedded within our long term planning.

ART AND DESIGN

Art provides our children with an opportunity for the development of creative and imaginative skills. Throughout the school, we encourage the use of a variety of media; ranging from painting to printing, sculpture, modelling, paper work and fabrics. Children learn about texture and colour mixing and they will develop their skills in the use of tools and resources in addition to developing an appreciation of the work of famous artists. We have Art Days with a specific focus and utilise specialist support to develop the children's skills and cultural capital. We use Chris Quigley's Essentials curriculum companions to ensure procedural and semantic knowledge is sequenced appropriately and provide a skills map to ensure skills are matched to appropriate age-related expectations.

DESIGN AND TECHNOLOGY

Children enjoy the practical side of this subject and they are given the opportunity to use a variety of materials which includes; textiles, food, construction kits, wood and mouldable materials. D&T focusses on the safety aspects with the use of resources and tools. The vast majority of projects link closely to other areas of the curriculum rather than being a stand-alone subject. Design and Technology allows our children to apply skills, knowledge and understanding from other subjects and enables them to link their learning opportunities throughout the curriculum. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and

ingredients, according to their characteristics. We use Chris Quigley's Essentials curriculum companions to ensure procedural and semantic knowledge is sequenced appropriately and provide a skills map to ensure skills are matched to appropriate age-related expectations.

MUSIC

All of our children take part in musical activities which may include singing and the use of percussion instruments, tuned percussion instruments, keyboards or even instruments designed and made by the children. Pupils are given the opportunity to compose and perform and they are encouraged to listen to and talk about a wide range of music.

In addition to the music provided within the curriculum, the school also offers children the chance to join the school choir which is an excellent way to represent the school as they sing at many events, both within the school and in the local area.

PHYSICAL EDUCATION

From their first term at Shobnall Primary School, children are actively engaged in physical education both inside and out. All children follow a curriculum which is designed around the needs and skills of individuals and therefore PE lessons cover Gymnastics and Dance as well as Games. The Gym and Dance sessions focus on body strength and co-ordination but they also have a strong link to team work, communication and co-operation. Games lessons focus on a wide range of subjects, from team games to striking and fielding and athletics events. Swimming is introduced to the timetable in Year 4. Knowledge and skills are enhanced through implementation from specialist teachers. In Upper Key Stage 2, pupils are offered a residential experience, which ensures they are exposed to a range of orienteering and outdoor and adventurous activities including climbing and abseiling.

In addition to the curriculum, we are immensely proud of the extra-curricular provision that we offer children, predominantly in Key Stage 2. The school is part of the Dove Valley Sports Association as well as East Staffs Sports Partnership and Primary School Sports Partnership and we participate in a huge number of activities and events with other schools.

RELIGIOUS EDUCATION

We aim to enable our children to understand and gain knowledge of their own, and to understand and respect, other religions practised world-wide and to respect the position of people who do not hold the same beliefs. R.E is presented in a balanced way and links learning with other aspects of our taught curriculum. We aim to develop the children's attitudes of tolerance and understanding of the beliefs and customs of others, and to develop the children's knowledge, in order for them to live and work within our diverse society. R.E involves the exploration of positive attitudes and personal qualities as well as the spiritual development of children.

We are proud of our links with the local church and the children partake in Harvest, Christmas and Easter celebrations on an annual basis. We have also introduced an annual Eid celebration into our school calendar.

PSHE, INCLUDING RSE

PSHE aims to promote personal, social and health education across the school and is entwined with all aspects of our wider curriculum. The curriculum for PSHCE focusses on health issues, the importance of a healthy lifestyle and lifestyle choices. We educate our

children on the importance of family life and relationships, social skills, emotions and other issues in terms of social interaction and personal discipline and individual responsibility.

Shobnall Primary School uses the Jigsaw scheme of work to ensure that our pupils acquire the knowledge, understanding and skills they need to become active citizens in the 21st century and that we meet the statutory requirements of the Relationships and Health Education curriculum. In addition to this, a systematic long term plan has been interwoven with our scheme of work to ensure the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted fully. Our lessons ensure that our pupils understand the British democratic process and how to effect peaceful changes in our society.

Mental health and wellbeing are also promoted through our curriculum and we are proud to have achieved the Wellbeing Award for Schools. We have a regular focus on this within our Healthy Happy Children Week and enterprise projects, which teach pupils the value and impact of financial security on their own wellbeing.

MODERN FOREIGN LANGUAGES (MFL)

The school provides every child with an opportunity of learning French as a language within Key Stage 2. Children learn the basics of greetings, food, family and general communication. We have a wide range of resources to support the delivery of this subject and place great emphasis on the delivery of French through technology to supplement learning and enhance our French provision. In addition to this, the school organises a bi-annual trip to Normandy for our Year 5 and 6 children. They will visit historical sites such as World War I trenches and memorials and spend a morning at a local market where they will be required to put in to practice their French skills when buying items!

FOREST SCHOOLS

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having our own woodland area and several members of staff trained to deliver the Forest Schools programme. Forest Schools is offered to all pupils from our Early Years Foundation Stage right up to our Year 6 pupils, on a half- termly basis. Sessions are designed around the needs of the group to ensure that they are learner-led. Many sessions are designed around a theme, such as mythical creatures or nature investigators. Many areas of the National Curriculum are intrinsically covered in the Forest Schools experience without the programmes needing to be curriculum-led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened through activities such as shelter building, tool skills, lighting fires or environmental art, the list is endless.

CURRICULUM IMPACT

At Shobnall Primary School, the impact of our curriculum will be measured by statutory assessment procedures which allow us to measure outcomes against all schools at a local and national level. These include:

- Early Years Foundation Stage – the percentage of pupils achieving a ‘Good Level of Development’ (GLD)
- Phonics Screening Test at the end of Year 1
- End of Key Stage 1 Statutory Assessments (SATs) – the percentage of pupils working towards the expected standard, at the expected standard or at greater depth with the expected standard in reading, writing and mathematics
- Multiplication Check at the end of Year 4
- End of Key Stage 2 Statutory Assessments (SATs) – the percentage of pupils working towards the expected standard, at the expected standard or at greater depth with the expected standard in reading, writing and mathematics

We will also use Classroom Monitor to assess pupils’ achievements within the Foundation subjects, which also helps us evaluate how effectively our pupils have developed into well-rounded individuals and have embodied our values. Are they *happy children* who are *inspired learners*, independent and fully prepared for life in the 21st century?