



INTENT

LOVE, LEARN AND AIM HIGH



St Peter's is a caring Christian community, where we LOVE, LEARN and AIM HIGH.

IMPLEMENTATION

A CONCEPT BASED CURRICULUM

St Peter's children learn through a concept based curriculum which supports the acquisition of knowledge and skills

Vision Concepts

Key concepts derived from our vision will be intertwined across our curriculum

LOVE, LEARN & AIM HIGH



community



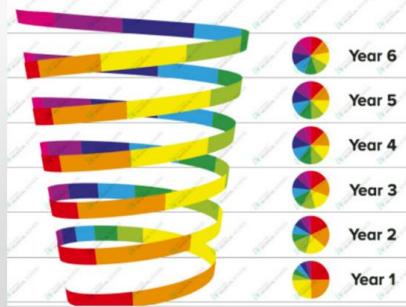
Christian values



ambition

Subject Concepts

Key concepts in each subject are learnt through a spiral curriculum



IMPACT

ST PETER'S CHILD

Ready to be a part of a global community, our pupils will demonstrate a love of learning, the skills to continue as life long learners and have an awareness of their strengths, ambitions and opportunities

Our curriculum



INTENT

LOVE, LEARN AND AIM HIGH



St Peter's is a caring Christian community, where we LOVE, LEARN and AIM HIGH.

St Peter's, Cowfold is a Christian school for the whole community. Our curriculum is the sum of all planned activity across our school and is the vehicle through which we deliver our vision; namely equipping ourselves as life-long learners, improving the lives of ourselves and others and recognising our responsibilities as a community,

In our curriculum...

knowledge-rich

... there is clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals



enabling

... all students have access to the whole curriculum and St Peter's children master fundamentals in reading, writing and mathematics



responsive

... assessment identifies security of learning and our St Peter's children are supported to achieve our curriculum goals

ambitious

... it takes our St Peter's children beyond their own experiences, offers opportunity for creativity and enables them to understand their identity and develop their spirituality



transformative

... by developing character we build learners who exemplify Christian values and make a positive contribution to our community



St Peter's Vision

June 2024

School Vision Statement:

St Peter's is a caring Christian community, where we love, learn and aim high.



School Motto: Love, Learn and Aim High.



We are St Peter's, a Christian village school rooted in our community.

We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness.

Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

We have three key aims:

- To LOVE one another in the way God loves us.
- To inspire children to love to LEARN, underpinned by our core Christian values.
- To AIM HIGH so every child can achieve their full potential.



Our pupils are nurtured, with the support of our **Learning Friends**, to develop their self-confidence, spirituality, personal well-being, respect for others and their own unique talents in a broad curriculum

When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.



St Peter's Church of England Primary School, Cowfold



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VISION CONCEPTS

Vision Concepts

Community—Love

Local, national and global level

Christian Values —Learn



Learning friends support and foster life long learning

Ambition - Aim High

We can use our knowledge as 'Agents of Change' and explore
'Courageous Advocacy'

LOVE, LEARN & AIM HIGH



Community—Love

The concept that we have a responsibility as a Christian community to learn about, understand and help others in our school, village, nation and world

Christian Values—Learn

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our St Peter's 'learning friends' we will be equipped as life long learners

Ambition—Aim High

The concept that we should use our knowledge and skills to improve the lives of ourselves and others through 'Courageous Advocacy'

IMPLEMENTATION

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Emerging

Knowledge—shallow—what we link

- **Declarative** "I know that..."
- **Procedural** "I know how..."

Advancing

Knowledge—transform—how we link

- **Make explicit links to previous and future learning**
- **Conditional** "I know when..."

Deepening

Knowledge—deepen—where we link

- **Narrative**
- **Range of contexts**
- **Relate to the world around us**

SUBJECT CONCEPTS

Key concepts help to:

- Link learning for pupils
- Explicitly link knowledge across topics
- Support the transference of knowledge into long term memory
- Deepen pupil's understanding
- Provide fluent application of pupil's knowledge

Our concepts will spiral through curriculum design in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960)

A SPIRALED MODEL—THROUGH MILESTONES

The diagram below shows progression through these cognitive domains within each milestone.

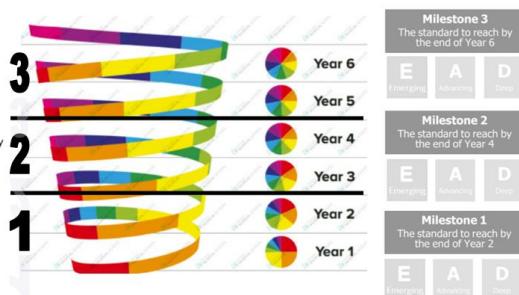
Our key concepts are taught through a spiraled curriculum model where progress and attainment in the wider curriculum can be assessed against our milestones.

These are the principles of a spiraling curriculum model:

Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.

Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Our Curriculum on a Page



St Peter's, Cowfold, is a caring Christian community; where we
LOVE LEARN and AIM HIGH

OUR CURRICULUM

VISION CONCEPTS

SUBJECT CONCEPTS

KNOWLEDGE

INTENT

Our pupils will begin to understand and value the wonder, diversity and interconnectedness of The World through:

Community - **LOVE**

Christian Values - **LEARN**

Ambition – **AIM HIGH**

whenever possible across the curriculum

We provide children with:
A 'spiralling' curriculum where concepts are mastered

Learning opportunities that build schematic knowledge

First-hand experiences, including outdoor learning

Opportunities outside their usual experience

We plan and deliver ambitious, coherent and progressive knowledge

We apply our knowledge to the world around us at every opportunity

We explore our knowledge through narratives that help us to deepen our understanding

IMPLEMENTATION

HOW?

Classroom pedagogy fosters:

- Development of growth mind-sets
- Christian values
- Successful learner skills and attributes
- Pupil ownership
- Recall of substantive knowledge
- Use of effective 'Assessment for Learning'
- An understanding of diversity and difference.
- British values.

WHAT?

Concept Based Curriculum – concepts to 'hang' learning upon

Topic Cycle – to give context

Small Steps – to individualise learning

Coherent progression through 'Milestones' & National Curriculum Objectives

Opportunities to revisit, reinforce and retrieve

Trips, visitors and experiences

Opportunities to learn at the local, national and global level.

IMPACT



A St Peter's Child demonstrates:

- A love of learning
- A strong knowledge about, and compassion for, local and global issues (e.g. Fairtrade, climate change)
- The skills and attitudes to be life-long learners.
- Academic excellence
- An understanding of the diversity of their local area, Britain and The World.
- A knowledge of how to keep themselves safe
- An understanding of British Values
- Increased 'Cultural Capital'.
- An awareness of their strengths, talents and opportunities

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THE PLANNING PROCESS

TIER A – The Cycle of Topics and Vision Concepts

Summary of NARRATIVES



St Peter's, Cowfold, is a caring Christian community; where we
LOVE LEARN and AIM HIGH

KEY:
History Focus Topic
Geography Focus Topic
Book Focus Topic
Vision Concepts – Community and Ambitions

Milestone 3

SUM	The Arrival	Community - How should we treat our neighbours? (linked to our balanced argument based on the Island by Armin Greder). OUTCOME: An extended piece of writing that weight up the pros and cons of immigration from the UK?	Milestone 2	Milestone 1
SPR	France	Ambition – Can we create a pop-up French Café and use our own cooking skills? OUTCOME: Creating a French Café using skills learnt in our DT food project.	South America	Ocean Rescue
AUT	Ancient Greece	Ambition - What did the Greeks ever do for us? (linked to our writing on Greek Inventions - how we still use many ancient Greek inventions in our every day lives) OUTCOME: An informative poster summarising Ancient Greek inventions that we still use today.	We are Britain	Once Upon a Time
SUM	Settlement	Community - What things does a successful community need? (linked to our Settlements field work) OUTCOME: Culminates in a field trip to locate a neolithic camp in the geographically favourable place locally. RHE – Work to draw up the laws that their community will live by.	Cities and Mountains	Castles and Kingdoms
SPR	Wild Places	Ambition - How can we make ambitious changes to protect the planet? (linked to our persuasive writing on plastics and David Attenborough biography work). OUTCOME: A persuasive extended piece of writing advocating for ways to reduce plastic usage.	Explorers	Exploring Africa
AUT	World War 2	Community - How were our ancestors and local community affected during World War II? (linked to Remembrance Assembly). OUTCOME: pupils to create a display, poster, poem, or poem that summarises some research they have done into what their ancestors did (or how they lived) in World War 2.	Roman Britain	Toys

CYCLE B

CYCLE A

TIER B – Each Subject's Long-Term Plan

Philosophy / Thinking	SUM	Core Beliefs	Why can religion be important? Judaism Christianity, Judaism, Islam	Emmanuel Project Hinduism	What inspires Hindus to follow their Dharma? Ritua and Sita Hinduism	Emmanuel Project Judaism	What do Christians believe God is like? Core Learning & Digging Deeper Understanding Christianity - God
Social Sciences / History	SPR	Understanding Christianity	What difference does Christianity make to Christians? Core Learning & Digging Deeper Understanding Christianity - Salvation	Understanding Christianity	What is Jesus like? Core Learning & Digging Deeper Understanding Christianity - Kingdom of God	Emmanuel Project Islam	What is the Torah such a joy for the Jewish community? Torah / Rabbis / Judaism
Theology / Religious	AUT	Understanding Christianity	What kind of God is Jesus? Core Learning & Digging Deeper Understanding Christianity - Kingdom of God	Understanding Christianity	What is the life like? Core Learning & Digging Deeper Understanding Christianity - God	Understanding Christianity	Why do Jewish people say so many prayers and blessings? Creation / Blessings / Judaism
Theology / Religious	SUM	Understanding Christianity	What would Jesus do? Core Learning & Digging Deeper Understanding Christianity - Gospel	Understanding Christianity	What do Muslims believe Allah is like? Core Learning & Digging Deeper Understanding Christianity - God	Emmanuel Project Judaism	Why is learning to do good deeds so important to Jewish people? Mitzvot / Good deeds / Judaism
Emmanuel Project	SPR	Emmanuel Project Islam	How can following God bring freedom and justice? Core Learning & Digging Deeper Understanding Christianity - People of God	Emmanuel Project Islam	Who is the Muhammed? Core Learning & Digging Deeper Understanding Christianity - Islam	Understanding Christianity	Who made Jesus matter to Christians? Core Learning & Digging Deeper Understanding Christianity - Salvation
Theology / Religious	AUT	Understanding Christianity	How does the Quran reveal about Allah and his audience? Core Learning & Digging Deeper Understanding Christianity - Islam	Understanding Christianity	What do Christians learn from the wisdom of the past? Core Learning & Digging Deeper Understanding Christianity - Creation	Understanding Christianity	Who made the world? Core Learning & Digging Deeper Understanding Christianity - Creation
Milestone 3				Milestone 2			Milestone 1

CYCLE B

CYCLE A

TIER C – Each Subject’s Small Steps Progression Documents

SUBJECT CONCEPT SMALL STEPS

GEOGRAPHY

SUBJECT CONCEPT - WORKING GEOGRAPHICALLY

Small Steps — “I can”

MILESTONE 1

Key Stage 1

SUBJECT CONCEPT - WORKING GEOGRAPHICALLY CONT.

Small Steps—“I can”

MILESTONE 2

Lower Key Stage 2

I can ask and answer geographical questions.

(Such as: What is this place like? What or who will I see in this place? What do people do in this place?)

Build upon that and ask - Why is this place like it is? Why are these people living here? Why do people do these jobs? Why is the land shaped the way it is?

I can notice things that are the same between two places I have studied.

I can notice things that are different between two places I have studied.

I can describe patterns about places and processes, that have emerged from my study.

I can tell you ways that physical land features, or climate zones, have affected human activity in a place I have studied.

I can give an explanation of a geographical process that has caused the land, or human, feature to be the way it is. (Such as: How the Pennines or Himalayas were formed. How the Amazon basin was formed by rivers running down from the Andes.)

I can explain how a place has changed over time.

(Such as: How Britain has changed since the Roman times as the population has expanded and the country has modernized.)

I can explain how places around The World are interconnected and interdependent.

(Such as: Every country in The World is dependent on Brazil's Amazon rainforest for our oxygen and to breakdown CO₂. Britain is dependent on Egypt maintaining the Suez canal for trade.)

I can ask and answer geographical questions.

(Such as: What is this place like? What or who will I see in this place? What do people do in this place?)

I can notice basic, key things that are the same between two places I have studied.

I can notice basic, key things that are different between two places I have studied.

I can tell you one way that a physical land feature, or climate zone, has affected human activity.

I can give a simplified explanation of a geographical process that has caused the land, or human, feature to be the way it is. (Such as: How the shingle is moved along the beach at Littlehampton as the waves pull it out and push it back.)

I can explain how a place has changed over time, in a simple manner.

(Such as: How Cowfold village has had more buildings added to it as the years have passed, and how some old buildings still remain whilst some have gone.)

I can explain how Britain is dependent on African countries for fruit like bananas, nuts like cashews and cocoa for chocolate.

I can explain how some African countries are dependent on Ukraine for wheat and how the war has caused shortages.

TIER D – Topic Overviews & OK Documents

Linked subjects

Information poster—A Roman soldier

Newspaper report—Eye witness account of a Celt warrior

‘Empire Estates’- Information text- Roman and Celt homes and the impact Romans had on Celt communities. Based on a trip to Bignor Roman Villa.

Character description of Boudicca from Kassy’s point of view, highlighting her passion for protecting her community. (based on Boudicca’s Army story)

Narrative based on Kassy and Marcus’ forbidden friendship and how 2 communities came together.

Discrete outcomes

Maths- Place value, addition and subtraction, area, multiplication and division

Science- Forces and magnets

Computing- computer systems and networks- digital devices and the internet

PE- dance, gymnastics, orienteering

RE- Creation and people of God

RHE- family and relationships

Art- Roman frescos and mosaics

History- The Roman Empire and its effect on Britain

Music- adapting and transposing motifs- the Romans



Roman Britain

LKS2 Autumn term

Key Vocabulary

Community, Celts, invasion, citizen, conquest, emperor, empire, legion, villa, roundhouse, chronology, era, hamlet, mosaic, temple, baths

Rebellion, tribe, city, civilization, culture, economy, tax, enslavement, farming, occupation, power, religion, settlement, trade, transport, ancient



Key texts

Vision concept

Love

Community

Before the Romans invaded Britain, people lived in small settlements. The Romans built Britain's first towns. They built them all over Britain and connected them using the famous Roman roads. Towns became important places for meetings and trade. We will explore how this developed communities then and now, and how people from around the world eventually settled together. We will explore the influence that Romans had on not only towns, but the way that people in Britain lived from day to day.



Please read, recall number facts and practice your spelling focus each week.

TIER D – Topic Overviews & OK Documents

Topic Overview		
Ancient Egypt Major History		
Vision Concept	Community	How can communities work together?
Narrative	Children will explore the discovery of Tutankhamen's tomb by the archaeologist Howard Carter. They will consider the impact on a local and global community, post an event like this. They will consider what it must have been like to be a young boy ruler, thinking about their own responsibilities and how their lives differ, and comparing the reign of a pharaoh to that of a modern-day monarch. Children will take a trip to the Brighton Museum to undertake a workshop about mummification and learn what life was like during this era. They will consider why Egyptians lived this way and how their values and beliefs are similar or different from our own today.	
Subject Concepts	History	Geography
Knowledge 'I know'	<ul style="list-style-type: none"> Evidence Similarity and difference Reasons and results Continuity and change Communication 	<ul style="list-style-type: none"> Investigate places Investigate patterns Communicate geographically
Knowledge 'I can'	<ul style="list-style-type: none"> How evidence can give us different answers about the discovery of Tutankhamen's tomb, noting connections, contrasts and trends over time. How to use historical terms such as BC/AD, Civilisation and artefact <p>Working Historically</p> <ul style="list-style-type: none"> Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. Select information about mummification and Egyptian gods carefully Address and sometimes devise historically valid questions about similarities & differences by learning about the daily lives of many ancient Egyptian people. Address and sometimes devise historically valid questions about cause & effect by learning about the daily lives of many ancient Egyptian people. Address and sometimes devise historically valid questions about change by learning about the daily lives of many ancient Egyptian people. 	<ul style="list-style-type: none"> The pattern of location of towns, cities and agriculture in Egypt (now & then) About the location of: Natural resources, water, farm land, trade routes in the U.K. and The World – and how this influenced Ancient Egypt's economics. <p>Working Geographically</p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of Africa, identifying human and physical characteristics, understanding how some of these aspects have changed over time. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe some of the characteristics of these geographical areas. Identify patterns in the location of deserts, rainforests and savannah; in Africa, and link this to understanding of world climate zones. Describe the pattern of location of towns, cities and agriculture in Egypt (now & then) and explain why. Explain patterns in the location of deserts, rainforests and savannah; in Africa, and explain how this is caused by The World's climate zones.
English		
Purposes for writing	<p>Inform</p> <ul style="list-style-type: none"> Mini recap of instruction writing based on playing Ancient Egyptian game Senet Instructions/explanation text: How to mummify a body and its significance in Ancient Egyptian communities. 	<p>Entertain</p> <ul style="list-style-type: none"> Howard Carter diary entry communicating his feelings and emotions around his discovery. Howard Carter speech. Mini newspaper article considering the impact of Howard's discovery on local and global life
Key Texts	Whole Class Texts: The Story of Tutankhamun by Patricia Cleveland-Peck Guided Reading Texts: The Egyptian Cinderella Shirley Climo. So, you think you've got it bad, A kid's life in Ancient Egypt: The British Museum. Book Spine Texts: How to Train Your Dragon by Cressida Cowell	

TIER E – Medium Term Plans

KS1 – Cross-curricular

Year:1/2	Term: Spring	St Peter's, Cowfold - MTP
Topic Exploring Africa	Subject concepts	Focus subject Geography
History: Evidence, Similarity and Difference, Time, Significance Geography: Local knowledge, Place knowledge, Human Geography, Physical Geography, Geographical skills and Fieldwork		KEY Concept and EO (question or title) GEF – Geography for assessment
Subject Small Steps for MILESTONE 1: Historical skills – What can we learn about what happened over long ago? Use sources, pictures, stories, artefacts and documents to find out about the past. Geographical skills – How can we learn about the people of the past and the lives of people in the present? Use sources, maps, atlases and globes to identify the countries, continents and oceans studied at the time. Geographic questions – What can we learn about the people of the past? Name and locate the world's oceans and continents. Compare and contrast living in the world today with living in the past. Compare and contrast living in the UK with a contrasting environment in a different continent, Kenya, Malawi, Tanzania – Our School – Black Village. Human Geography – Human features of the environment, including the physical features, including the: mountains, hills, rivers, oceans, deserts, grasslands, African Greenlands are all different environments. We can use world maps, atlases and globes to identify the countries, continents and oceans studied at the time. Use simple compass directions and location and directional skills to describe the location of features and places. Use a simple map, and use and understand basic symbols in a map.	Learning opportunities: Historical skills – What can we learn about what happened over long ago? Use sources, pictures, stories, artefacts and documents to find out about the past. Use sources, maps, atlases and globes to identify the countries, continents and oceans studied at the time. Geographic skills – How can we learn about the people of the past? Name and locate the world's oceans and continents. Compare and contrast living in the world today with living in the past. Compare and contrast living in the UK with a contrasting environment in a different continent, Kenya, Malawi, Tanzania – Our School – Black Village. Human Geography – Human features of the environment, including the physical features, including the: mountains, hills, rivers, oceans, deserts, grasslands, African Greenlands are all different environments. We can use world maps, atlases and globes to identify the countries, continents and oceans studied at the time. Use simple compass directions and location and directional skills to describe the location of features and places. Use a simple map, and use and understand basic symbols in a map.	
Stage 1	Stage 2	Stage 3
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KS2 – Per Subject / Per Term

MEDIUM TERM PLAN – Geography Based Topic LOCATING A STONE AGE SETTLEMENT – Y5&6			
Session / Project Stage	Subject Concept & Focus Milestone Descriptors	Key Questions	Lesson Plan
LESSON 1	<p>Working Geographically</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a locations. <p>Human Geography</p> <p>describe and understand key aspects of: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>What did Stone Age People Need to Survive?</p> <p>How did these factors influence where they located their settlements?</p>	<p>INPUT – Use the SLIDE Show – L1 'What did Early Settlers Need?'</p> <p>WE DO - Do not use Twinkl 'needs cards'. Instead pupils to discuss what they need of a stone age camp with people living their daily life in it. Pupils write on whiteboards - the things the people needed to survive.</p> <ul style="list-style-type: none"> Water (a stream near by) Flints / bronze age tools for natural resources) Woodland (for fires {energy} and hunter gathering) Animals (for food and clothing). <p>YOU DO - In groups complete the Twinkl activity sheets that give the reasons as to why an image is a good place to settle.</p> <p>INPUT – Set up the context for the next two lessons – if rivers (for water & defence), harbours (for trade) and uplands (for defence) were important for Neolithic people and early settlers, then we need to find out where these are in the U.K. first. Then elicit the 4 countries of the UK.</p> <p>WE DO – Work through the tasks on the powerpoint, together with each child labelling their own blank UK map. Use atlas (physical UK map pages) to locate major areas of upland, rivers and mountain peaks. YOU DO – extensions on slides for more able (IPads needed for research).</p> <p>PLANNED – Do the physical UK quiz to finish!</p>
LESSON 2	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate countries of the United Kingdom, geographical regions and their distinct characteristics, including hills, mountains, rivers, key topographical features 	<p>IF RIVERS & UPLANDS INFLUENCE LOCATION OF SETTLEMENTS –</p> <p>Where are the major rivers and mountains in the U.K.?</p>	

IMPACT

ASSESSING PUPIL PROGRESS

Wider Curriculum (Beyond Maths & English)

Each wider curriculum subject has SUBJECT CONCEPTS. The subject concepts are revisited throughout our curriculum.

In each milestone, and they are broken down into small steps. Pupils progress through the progressive SMALL STEPS of each SUBJECT CONCEPT in each milestone. Knowledge builds in a ‘spiral’.

The small steps ensure pupils are progressing their substantive and semantic knowledge (I know) and disciplinary knowledge and procedural knowledge (I can). Rather than assess each individual subject concept, a teacher assessment will record what pupils ‘know’ and what pupils ‘can’ do following a term’s learning.

The intent of our wider curriculum assessments is to inform our teaching, learning and curriculum development so we can meet the individual needs of learners, cohorts and our community. We also intend to track pupils’ progress so that they at least make expected progress and ideally make more than expected progress*.

At St Peter’s, we have therefore adopted Chris Quigley’s Essentials Curriculum’s definition of attainment for the wider curriculum subjects. We define the expected standards as so:

EMERGING – The pupil understands some of the knowledge taught. They have a basic level of proficiency in the subject related skills covered.

ADVANCING – The pupil understands the knowledge taught and is proficient in the subject related skills covered.

DEEPENING – The pupil has an understanding of the knowledge taught, and a proficiency in the subject related skills, that is above the level expected for a child of their age.

MILESTONES

FOUNDATION STAGE – EYFS Curriculum

MILESTONE 1 – Key Stage 1

MILESTONE 2 – Lower Key Stage 2

MILESTONE 3 – Upper Key Stage 2

IMPACT

TERMLY RECORDING OF ATTAINMENT LEVELS

At the end of each term, teachers record whether each child is E = EMERGING or A = ADVANCING or D = DEEPENING in each subject.

This is done for the two strands – ‘I know’ (the substantive knowledge) and ‘I can’ (the disciplinary / procedural knowledge).

When making decisions teachers consider what depth of understanding/mastery a pupil has reached in the SMALL STEPS for EACH of the SUBJECT CONCEPTS they have covered that term. An overall, summary decision is made.

This decision is recorded for each term in an excel tracking document.

Emerging

Advancing

Deep

Low-level cognitive demand. Involves following instructions.

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

TRACKING ATTAINMENT

If a child is working at an ADVANCING level, as defined above, within the small steps of the subject concepts covered – we define that as the EXPECTED LEVEL for **the Milestone** they are in.

A DEEPENING understanding is a GREATER THAN EXPECTED LEVEL and children who have an EMERGING understanding haven’t yet reached the point we expect them to.

As many small steps are only covered once in a Milestone, the definitions above are applied for each National Curriculum Year group - right from the start of the two year period.

We report the standards attained to parents, in the end of year school reports – see report pro-forma example on the left.

IMPACT

*TRACKING PROGRESS

Due to the fact that the Subject Concepts, within each National Curriculum, have been broken down into detailed, progressive SMALL STEPS we are able to effectively track progress.

If, say, a child is maintaining an ADVANCING understanding all the way through the school, they are making expected progress because they are assimilating the knowledge progressively taught to them. That knowledge builds in complexity, as each Subject Concept is revisited in this 'spiraling' manner. Our paths of EXPECTED progress are therefore such:

	End of Reception (Profile)	End of Year 2	End of Year 4	End of Year 6
PATH 1	Emerging	Emerging	Emerging	Emerging
PATH 2	Expected	Advancing	Advancing	Advancing
PATH 3	Expected	Deepening	Deepening	Deepening

Any child who starts off as EMERGING but builds to ADVANCING or DEEPENING over the years is making more than EXPECTED progress.

Likewise, any child building from ADVANCING to DEEPENING makes more than EXPECTED PROGRESS.

Children who drop off a 'flight-path' to the category below are making LESS THAN EXPECTED PROGRESS and will be supported to retain their original starting levels.

Assessing Pupil Progress in Maths & English

In addition to the day to day assessment for learning Quality First Practice, we use the following summative tools to keep track of pupils' progress in maths and English.

ENGLISH

• Termly 'NTS' Test papers in reading.

NTS are National Curriculum Style tests, published by Rising Stars. We use them from Year 1 to 6 and they give pupils standardised scores so we can compare their attainment to national norms.

• Accelerated Reader 'STAR' Reading assessments.

Once pupils have reached Phonics Phase 6 they read books which are on Renaissance Software's Accelerated Reader.

Termly STAR assessments give data that can be compared to national norms and is used to track progress.

• Spelling Shed diagnostic tests.

Once pupils complete Phonics Phase 6, they move on to 'Spelling Shed' software where they practice & learning the National Curriculum Statutory Spelling lists. Each term they undergo a diagnostic assessment to check they are learning the correct level and so we can track their progress.

- **Bug Club Phonics Phase assessments.**

Pupils in Reception, Year 1 into Year 2, 3 & 4, are assessed using the Bug Club Phonics Scheme (Pearsons Ltd) tracking system and their progress is logged as they move through the phonic phases so that teaching directly meets their needs.

- **Optional Year 2 SATS.**

Year 2 will complete the optional SATS test papers from the STA.

- **WRITING:**

- **No More Marking:**

Pupils from Y1 to Y6 do an annual cold writing task which is assessed using comparative marking on this nationwide software. This gives us a clear picture of how our pupils rank compared to the expected standard in other U.K. schools.

- **Moderation:**

A termly teacher assessment is made. Decisions are underpinned by termly moderation meetings in the Horsham Locality and WSCC moderation training.

MATHS

- **Termly 'NTS' Test papers in arithmetic and reasoning.**

NTS are National Curriculum Style tests, published by Rising Stars. We use them from Year 1 to 6 and they give pupils standardised scores so we can compare their attainment to national norms.

- **White Rose Maths – End of Unit Assessments**

At the end of each unit of teaching, in the White Rose Maths Scheme, pupils sit the assessment materials provided. Teachers use this to identify if any further teaching is needed for some pupils, in a particular aspect. The data is also recorded to track pupil progress through the academic year.

- **Times Tables Rockstars & Numbots Challenges / Heatmaps**

Teachers set pupils specific challenges on the software we buy to aid the learning of times tables and number fact recall. Teachers can check whether pupils are progressing in their next steps through these, as well as looking at each pupils' overall 'Heatmap' which shows where their recall is faster or slower.

REPORTING & TRACKING

- **Termly Pupil Progress Reviews.**

After each assessment week (towards the end of each term) the Head examines all the above information, with each class teacher, identifying whether any pupils are slipping behind 'good progress paths'. Extra focus is then given to these pupils and interventions may be set up for the child if there are specific gaps that can be addressed.

- **Governor Monitoring.**

Overviews on pupil progress are fed-back to The Governing Body in English, maths and the wider curriculum. Senior leaders report upon the impact of any extra focus / intervention that has been given to any pupils who require it. Where SLT identify pupils making accelerated progress, the reasons for this are unpicked so that good practice can be replicated.

IMPACT

ST PETER'S CHILD



A St Peter's Child demonstrates:

- A love of learning
- The skills and attitudes to be life-long learners
- Courageous advocacy, informed by strong knowledge and compassion for historical and current affairs (e.g. Fairtrade, climate change)
- detailed knowledge and skills across the curriculum
- a level of achievement throughout the curriculum that meets, or betters, national expectations from government or demonstrates exceptional personal progress
- that they are ready for secondary school
- efficient and effective transference of knowledge into long term memory
- fluent application of knowledge
- knowledge being explicitly linked across topics
- An understanding of the diversity of their local area, Britain and The World
- How to keep themselves safe
- An understanding of British Values
- Increased 'Cultural Capital'
- An awareness of their strengths, talents and opportunities

Our learning friend language

Mistakes are proof that I am trying

Have a go, my brain will grow

Take on a challenge



Courage



I will step out of the comfort zone

Positive self talk

I am not alone

Share ideas and opportunities

Our learning friend language

Share ideas and opportunities

Equal opportunities



Celebrate differences



Listen and respond

Personal space

Take turns

Positive words

Our learning friend language

WWW
What went well



EBI
Even better if

Compare

Interpret

Infer

Reflection



Listen and respond

Find patterns

Our learning friend language

Build on what I know

Magpie



Seek tools

Try ideas

Creativity

Innovate



Collaborate

I will be open to new opportunities

Our learning friend language

Mistakes are opportunities to learn

Focus on my progress

I can not do it YET



Perseverance



I can get unstuck by (the 5 Bs):

Bravery
Bits and bobs
Being still
Backtracking
Buddy work

I am not alone

Don't give up

Challenge helps me to grow