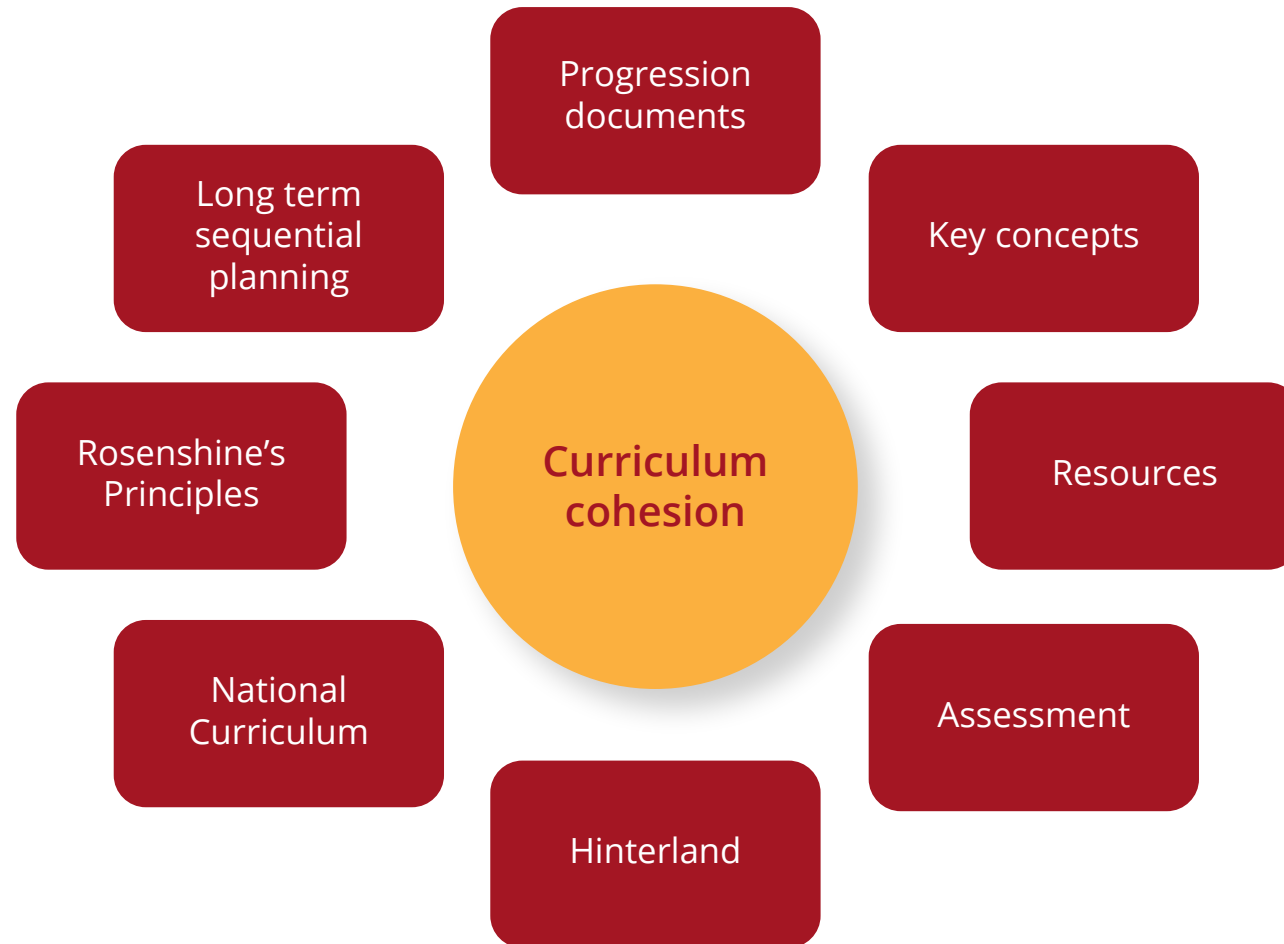


# Curriculum Implementation



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Rosenshine's Principles	Lesson Structure
<p><b>The four strands we use are:</b></p> <p>Sequencing concepts and modelling: 2. Present new material using small steps 4. Provide models 8. Provide scaffolds for difficult tasks</p> <p>Questioning: 3. Ask questions 6. Check for pupil understanding</p> <p>Reviewing material: 1. Daily review 10. Weekly and monthly review</p> <p>Stages of practice: 5. Guide pupil practice 7. Obtain a high success rate 9. Independent practice</p>	<p>Most broader curriculum lessons (particularly History, Geography and Science) start by re-engaging with prior knowledge / key vocabulary and direct teaching.</p> <p>The lesson then has a practical element (sorting, drama, exploring artefacts etc). We believe hands-on experiences are important and our children respond better when being engaged in practical activities.</p> <p>This also provides opportunities to verbalise understanding prior to recording learning later in the lesson (diary entries, explanations, comprehension questions).</p>

# Curriculum Implementation

Assessment	Testing	Teacher Assessment
<p>Prior to starting a unit of work the children's starting points will be established. This is done in numerous ways e.g. low stakes quiz, mind map, effective questioning.</p> <p>In some curriculum subjects children complete an assessment which assesses the knowledge they should have acquired and retained in previous units/year groups.</p> <p>Formative assessment continues throughout the unit e.g. through questioning, response to feedback, teacher records and mark books.</p> <p>At the end of the unit children are assessed to see if they have retained the new knowledge which has been taught.</p>	<p>We complete national tests at the end of Reception (we also use baseline materials at the beginning of Reception to set targets and to establish starting points), in Year 1 (Phonics screening/Y2 re-sit), Key Stage 1 SATs.</p> <p>We also use additional schemes/ programmes that provide us with valuable assessments and data analysis, including:</p> <ul style="list-style-type: none"><li>• Reading Write Inc</li><li>• White Rose Maths assessments</li><li>• Reading Plus (Year 3)</li><li>• Thrive assessments</li></ul> <p>Staff use these assessments regularly to ensure children are assessing teaching and learning at an appropriate level (e.g. Reading books, phonics groups etc)</p>	<p>Reception, Key Stage 1 and 2 formally submit data twice a year (February and June) for (prime/specific areas of learning (EYFS), reading, writing and maths (KS1/2). This data is informed by both summative and formative assessment.</p> <p>It is analysed and informs planning and response to unit planning - quality first teaching and if necessary, intervention plans.</p> <p>We also track progress in more detail in science and computing to record if the children are working towards, are at or are working at depth in age-related expectations.</p>