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Catshill First School and Nursery

Learning and Teaching Policy with Assessment Policy and Feedback and Marking Policy

Reviewed: September 2022

Next Review: September 2024

Signature: ……………………… Chair of Committee

Date: ……………...

Name of School: Catshill First School and Nursery (CFSN)

Member of Staff Responsible: Head of School

Vision Statement (written by the children of CFSN May 2022)

Catshill First School and Nursery is a friendly, happy and safe school where we welcome all children, staff and visitors. We develop relationships and responsibilities within our school, the local community and the wider world so we can all play a positive role in society. We show and share our four core expectations and our school values with everyone.

In school we learn and play together in fun, inclusive and supportive ways. Always trying our best and enjoying and experiencing new exciting things gives us the knowledge and skills to be learners now and in the future. We are creative and imaginative, welcoming challenges with a smile.

We are kind and cooperative; we learn to understand our emotions and make positive choices to support our health and wellbeing. We respect individuality and celebrate our differences. We care for each other so that everyone is ready to learn and thrive. We enjoy sharing our achievements.

In order to secure the best outcomes for our children, promote the aims of our school and achieve the vision the **Learning and Teaching Policy**, **Assessment Policy** and **Feedback and Marking Policy** must all work together seamlessly. These policies are therefore now contained in a single document which can be cross referenced as required.

1. **Introduction:**

At Catshill First School and Nursery, we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. Learning should be an enriching and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and with the ability to apply those skills, knowledge and understanding in their lifelong journey as learners. We believe that appropriate teaching and learning experiences help children to lead happy and fulfilling lives.

Aims:
Through our teaching we aim to:
   ● provide relevant and stimulating experiences and opportunities which encourage enjoyment and an enduring positive attitude towards learning;
   ● encourage a high level of individual responsibility for conduct and learning by training children to actively listen, reflect on experiences and achievement and develop the ability to discern and make choices;
   ● build children's self-esteem, and help them to build positive relationships with other people;
   ● raise standards of achievement by providing a broad and balanced stimulating curriculum that meets both statutory requirements and individual children's needs;
   ● develop spiritual, moral, social and cultural values as we work together to create a happy, secure environment where everybody is cared for and treated courteously;
   ● develop an understanding and respect for each other's faith, culture and language whilst providing equal opportunities for all;
   ● maintain a child-centred environment that recognises and encourages individual achievement and reflects the richness of our cultural diversity.
   ● build strong and close parental partnerships where parents feel school is approachable, are well informed and purposefully involved in their children's learning and in the life of the school.
   ● help children grow into reliable, independent and positive citizens.

2. **Effective Learning:**

People learn in many different ways, and respond best to different types of input; when planning, we must take this into account.

When considering the structure of a lesson, learning-theory tells us:

   ● to connect the learning with previous work;
   ● to give learners the 'big picture' of the whole lesson;
   ● to explain the learning objectives, and why the lesson is important;
   ● to explain the steps to success for achieving the learning objective,
   ● to present the information in a range of styles;
   ● to allow opportunities for the pupils to build up their own understanding through various experiences;
   ● to review what has been learnt, and so increase recollection;
   ● to provide feedback, celebrating success and reviewing learning strategies;
   ● to outline the next step in the learning.

Lessons are planned to meet all learning needs and to stimulate learning in an appropriate way. Within a lesson we may also play music to accompany learning and provide 'brain breaks' to refocus attention or enjoy a 'Wake & Shake' session as well as providing water to aid concentration.

We offer opportunities for children to learn in different ways. These include:

- following their own interests;
- investigation and problem-solving;
- research and discovery;
- collaborative learning;
- active learning;
- working with a learning partner;
- paired work;
- independent work;
- whole-class work;
- working in groups;
- asking and answering questions;
- use of technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- use of a range of media;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children actively to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

3. Effective Teaching:

Curriculum
An engaging curriculum has been developed to meet the requirements of the EYFS Framework and the National Curriculum and to develop skills, knowledge and understanding as the pupils continue their learning journey. The Federation between Catshill First School and Nursery and Catshill Middle School means that the learning is seen as a 3-13 experience.

Sequences of learning are planned with clear learning objectives meeting the needs of the Early Years Foundation Stage (EYFS) Curriculum, National Curriculum or the appropriate frameworks in which our curriculum plans are based on, e.g. Rocket Phonics. Lesson plans/weekly plans contain information about the teaching focus, tasks to be set, i.e. differentiation, resources needed (including use of adults) and the way we assess the children's work, e.g. specific learning focus and/or key questions. Lessons are evaluated in order to modify and improve future teaching. This is reflected in adjustments made by adults on planning.

Each subject area has a rationale, written by the subject leader which gives further information and guidance for the way teaching and learning takes place for that subject at Catshill First School and Nursery. Each subject has a skills progression matrix which allows everyone to have a clear understanding of the direction of learning. Year group progression books capture examples of the learning so that good development can be planned for.

Learning and teaching is conducted in an atmosphere of trust and respect for all.

ASSESSMENT AND MONITORING

Formative assessment is Assessment for Learning (AfL). It provides ongoing feedback from the learning process and enables all adults to remould and redesign their delivery and questions in order for every pupil to achieve their maximum potential. Effective AfL allows

teachers to identify gaps in pupils' component knowledge and then make the necessary adjustments in curriculum and pedagogy.

Teachers make ongoing informal and formal assessments of children's progress and they use this information when planning lessons. The prime focus is to develop further the knowledge, skills and understanding of all our children.

All tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEND), due regard is given to information and targets contained in the children's Individual Pupil Map and/or class provision plans. Teachers modify teaching and learning as appropriate for children with SEND whilst ensuring they remain part of the class group.

Each child is valued as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. The needs of all our children are met as well as meeting all statutory requirements related to matters of inclusion.

At CFSN, there are higher than average numbers of pupils who are classed as disadvantaged. Adjustments to provision are made in order to maximise success and offer opportunities for these pupils. It is recognised that these pupils have fewer opportunities for first hand learning and educational experiences from home than those who are not disadvantaged, including opportunities to develop their cultural capital. These differences and their impacts can be identified from birth onwards.

Regular monitoring, at all levels, supports our aims. A half termly monitoring calendar is published and this includes (but is not limited to): Learning Walks, Book Sampling/Work Trawls, Planning Sampling, Moderation and opportunities to listen to Pupil Voice.

Pupil Progress Meetings for all teachers are planned across the year in order that pupil progress is a priority. Class teachers meet formally with members of SLT to discuss progress. All pupils are targeted to meet age related expectations (ARE) and all pupils are tracked. Tapestry is used by Early Years staff and Educater from Y1 to Y4 as an online tracking system. Pupil work, staff knowledge of their pupils and assessment and intervention records are discussed along with pupil books in order that no pupil is left behind. Disadvantaged pupils (including most able disadvantaged), those with SEND and any other identified group are discussed; barriers to learning are identified and actions noted. The meetings are rigorous with any underachievement addressed. Interventions and actions are planned to meet the needs of those who require additional support.

4. Roles & Responsibilities:

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating appropriate resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management and appraisal arrangements both support and promote high quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the Executive Head/HOS reports to governors at each full governing body meeting, and a review of the INSET training sessions attended by staff.

Parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning:

- by holding regular parents' meetings to explain our school strategies, e.g. for EYFS, reading, writing, maths and curriculum
- by sending information to parents, at the start of each half term, which outlines the topics and aspects of the curriculum that the children will be studying during that half term at school;
- through the publication on the school website of one page curriculum overviews which show subject by subject progression;
- through the sharing of subject specific Knowledge Organisers which outline the key learning for pupils in each subject (in KS2);
- by giving parents regular reports through termly parent consultations, in which we explain the strengths of their child, the progress they have made and indicating how their child can improve further;
- having longer structured conversations with parents of targeted children;
- a written report is sent annually
- online links and further resources can be accessed via the school website
- explaining to parents how they can support their children with home learning, and suggesting, for example, regular shared reading with children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

Statutory Assessments

It is a national requirement to assess children at certain points of their education and report this information to parents.

- **Reception Baseline Assessment (RBA)**

The RBA is an activity-based assessment of pupils' starting points in: language, communication and literacy; and mathematics. The RBA is a short task-based assessment. Pupils use practical resources to complete these tasks and teachers record the results. It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. There is no score or data to share.

- **Early Years Foundation Stage Profile (EYFSP)**

At the end of the Reception year, teachers complete the Early Years Foundation Stage Profile for each child in their class. Evidence is gathered throughout their time at Catshill First School and Nursery across 17 Early Learning Goals (ELGs) and pupils are then judged to be either meeting the expected standard or working towards the expected standard. The outcomes of the assessment are used to inform Year 1 teachers or each child's abilities across the ELGs.

- **Year One Phonics Screening Check**

The phonics screening check, taken by all children towards the end of Year One, is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It identifies pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. Local Authority representatives monitor the administration of the check and make unannounced visits to at least 10% of settings. As part of their child's annual report, parents of pupils in Year One will receive details of their child's phonics screening check score and whether or not their child has met the expected standard.

- **Year Two Phonics Screening Check**

Any child who did not meet the expected standard in Year One, is rechecked in Year Two and parents will receive details of their child's phonics screening check score and whether or not their child has met the expected standard.

- **End of Key Stage One (Year 2)**

In May, pupils are tested in Reading and Mathematics. A selection of each child's writing is assessed by their teacher. Schools can also test children in Grammar, Punctuation and Spelling. Since 2016, scaled scores have been used to report national curriculum test outcomes. Parents are informed as part of their annual report as to whether their child has met or not met the national standard. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education. Some children will be assessed as working at Greater Depth. The Local Authority monitors the process for accuracy and consistency and moderate at least 25% of settings annually.

- **Year 4 Multiplication tables Check (MTC)**

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It helps schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. The MTC is administered to eligible Year 4 pupils in June. Pupils' results are shared with parents.

Non Statutory Assessments

Early Years Foundation Stage (EYFS)
In September, children in Nursery and Reception are assessed to give a baseline judgement for the Foundation Stage Profile. The information is updated throughout the year until a final set of results are agreed in July. Each term, the attainment and progress of all children are monitored by the class teacher and Early Years Leader so that provision is adjusted and enhanced accordingly.

EYFS staff record each child's progress using information gathered via an online assessment recording system called Tapestry as well as their own observations and records. All staff working with the children contribute to these assessments. At the end of the Reception year, children are graded as either: 1. Emerging or 2. Expected in each of the Early Learning Goals and results are shared with new teachers and reported to parents.

Key Stage One and Two (Year 1, Year 2, Year 3 and Year 4)
The expectations of the National Curriculum are that pupils are expected to become secure with the curriculum expectations of their year group. Those that achieve a secure grading before the end of the year are expected to be challenged through a deepening of the skills, knowledge and understanding of their year group expectations. Catshill First School and Nursery use an online tracking system called Educater.

Teachers record termly progress for the pupils in their class. The pupils' progress and attainment are monitored by the class teacher, Head of School, Assistant Headteachers (Assessment Coordinator/SENDCo) so that provision is adjusted accordingly.

Assessment is made in all subject areas. It is expected that, where possible, the majority of curriculum content will have been taught by Easter and that the summer term enables pupils to apply their skills and understanding and for teachers to revisit areas of need.

- **Expected progress** is for pupils to make at least one year's progress from their starting point
- **Age Related Expectations (ARE)** is for pupils to have achieved the curriculum expectations for their year group (**Working At**)
- **Working Towards** defines pupils who have not yet achieved ARE

Professional judgement is expected when making assessment decisions along with moderation with colleagues and subject leaders. As well as teachers using PPA time, opportunities are provided throughout the year for moderation both in school and with other schools.

In the autumn term, when all elements may not have been covered, it is acceptable to have a number bias in maths with the balance adjusting as the academic year progresses.

Knowledge and skills covered are recorded in subject specific year group progression books.

CATSHILL FIRST SCHOOL AND NURSERY

FEEDBACK & MARKING POLICY

<u>Introduction</u>
At Catshill First School and Nursery we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Catshill First School and Nursery achieve high standards and have ownership over the learning and teaching that takes place within the school.

<u>Aims</u>
The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

<u>The key characteristics of Assessment for Learning</u>
1. Explicit Learning Objectives.
2. Steps to Success.
3. Questioning.
4. Feedback.
5. Marking
6. Responding to marking and feedback.

1. Explicit Learning Objectives
Learning has a cumulative effect and it is important that learning takes place over time. Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective of the lesson which focuses learners and enables them to review their own progress and success.

At CFSN, the Learning Objective is the goal that defines the essential knowledge, skills, understanding and/or behaviours needed.

Teacher demonstration and modelling will closely relate to the learning objective as will the learning tasks. Together these will support and guide children to achieve the lesson intention. The learning objectives will focus on learning not activities. The context of the learning may be listed separately.

See appendix A for additional guidance on Learning Objectives

2. Steps to Success
Developing Steps to Success to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Steps to Success can be generated by the teacher, but it has been recognised that where children generate their own Steps to Success they gain more ownership over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 Steps to Success and to be most effective, a limit of no more than 5. Feedback against the criteria frees children from personal discouragement.

3. Questioning

Questioning is used in a variety of ways. The key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including prompting, promoting and probing questions, are recorded in each teacher's medium or short term planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'learning partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Each teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback that comments on the work rather than the child is more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral Feedback
• Most regular and interactive form of feedback.
• Focus on being constructive and informative to help pupils take the next steps in their learning
• Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
• Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
• Opportunity to model the language pupils can use when responding or giving feedback to others
• Developmental feedback- recognise pupils' efforts and achievements and offer specific details of the way forward.
• Emphasise the learner's progress and achievement rather than failure.

Self-assessment
Pupils are encouraged, where possible, to self-assess their work. This can be by recording smiley faces/traffic lights in their books or can be achieved physically through thumbs up, arranging themselves or their books i.e. on traffic light mats/boxes etc.

Peer assessment
Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:
• Find one word you are really proud of and underline it. Tell the person next to you.
• Decide with your 'learning partner' a step to success you have been most successful with and which one needs help or could be taken further.
• You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
• You have 5 minutes to note down one thing you could do to improve this piece of work next time.

5. Marking
At Catshill First School and Nursery we ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements should relate to the following:

1. Learning Objectives
2. Steps to Success
3. Targets/Next steps

Teachers should avoid doing unnecessary written marking. Any written marking should be purposeful. It should inform the teacher and pupil of the next steps for learning. It is not necessary to mark every piece of work or to spend time doing written feedback when oral feedback or group feedback would lead to quicker or effective improvements. Live marking and immediate feedback have been documented to be effective forms of feedback.

<u>Marking and Written Feedback</u>

Green for Great	When given written feedback, teachers should highlight in green where children have met learning objectives or individual steps to success. Feedback comments should relate to this and should be written in green.
Pink for Think	Teachers should select one or two areas for development and should highlight these in pink. Feed forward comments and close the gap tasks should be in pink.

In order to ensure that the use of green for great and pink for think are effective they should be closely linked to learning objectives, steps to success or individual targets.

<u>Spellings</u>
Spellings should be corrected when children spell HFW or words you would expect them to know incorrectly. Teachers should be cautious to avoid over use of pink.

<u>Absence</u>
If a child is absent, the learning objective should usually be stuck into the child's book and then annotated as absent (or with reason for absence e.g music tuition). This will support teachers to monitor regular absences, missed learning and additional support needed. It will also be a visual clue to other staff monitoring books/progress.

<u>Marking Symbols</u>

Supported	Supported Initially	Marked Together	Verbal Feedback	Independent Work	Learning Partner	Group Work
S	SI	MT	V	I	LP	G

These symbols can be included on the learning objectives with pupils and/or teachers recording the support given.

6. Responding to marking and feedback

Where teachers have given feedback, close the gap or feed forward comments it is vital that the children are given the opportunity to act upon this. Where possible this should be immediate. However if this is not possible there should be time given at the next possible opportunity. This could be:

- o   With an adult at an appropriate moment
- o   First thing in the afternoon/morning
- o   The next lesson before beginning a new piece of learning

As a minimum, children should be encouraged to initial when they have read their teacher's comments. Teachers should acknowledge when a child has completed a feedback task and when the new learning has been applied in a new context.

Early Years Foundation Stage
Feedback in the Early Years is predominantly given to children verbally. Where appropriate children are given 'next steps' to move their learning on. These next steps may be recorded onto an 'observation' or directly onto a piece of work; the Early Years use 'green for great' and 'pink for think' if feedback is written down.

Monitoring and Evaluating
Monitoring takes place through Book Trawls, during Learning Walks and Lesson Observations and as part of Pupil Interviews. Where additional monitoring is scheduled, work samples will be randomly selected by the SLT and subject leaders to evaluate the systems in place to:
- ✔ check the effectiveness of the marking and feedback guidance,
- ✔ ensure that marking is having a positive impact on children's learning
- ✔ identify that children are given the opportunity to respond to feedback and marking

Appendix A
Learning Objectives

Why do we use learning objectives with the children?
- Learning objectives define learning outcomes and focus teaching.
- They help to clarify, organise and prioritise learning.
- They help children to evaluate their own progress and encourage them to take responsibility for their learning.

Examples of learning objectives verbs
The following lists contain examples of verbs which describe the sorts of things you want your students to be able to do and may help you to write useful learning objectives.

Knowledge

analyse	arrange	calculate	circle	cite
classify	compare	contrast	compare	define
describe	diagram	differentiate	group	identify
interpret	itemise	label	list	match
name	outline	plan	record	revise
select	solve	state	tabulate	give examples
evaluate	recognise			

Skills

adjust	assemble	chart	collect	use
draw	employ	establish	illustrate	imitate
interact	locate	maintain	measure	modify
operate	organise	rearrange	return	set up
practice	manipulate	master	fit	perform
demonstrate				

Attitudes

accept	adopt	advocate	approve	assess
challenge	characterise	choose	criticise	defend
evaluate	formulate	judge	justify	manage
model	persuade	recommend	resolve	select
specify	value	re-assure	empathise	

Effective Learning Objectives
• Consistent with the goals of the curriculum
• Clearly stated
• Clearly measurable
• Realistic and doable
• Appropriate for the level of the learner
• Worthy (Important stuff)

Chris Quigley Learning Objective categories

Writing	Reading	Communication	Mathematics	Science
Transcription *To present neatly* *To spell correctly* *To punctuate accurately* **Composition** *To write with purpose* *To use imaginative description* *To organise writing appropriately* **Analysis and presentation** *To analyse writing* *To present writing*	*To read words accurately* *To understand texts*	*To listen carefully and understand* *To develop a wide and interesting vocabulary* *To speak with clarity* *To tell stories with structure* *To hold conversations and debates*	*To know and use numbers* *To add and subtract* *To use fractions* *To understand the properties of shapes* *To describe position, direction and movement* *To use measures* *To use statistics* *To use algebra*	**Working scientifically** *To work scientifically* **Biology** *To understand plants* *To understand animals and humans* *To investigate living things* *To understand evolution and inheritance* **Chemistry** *To investigate materials* **Physics** *To understand movement, forces and magnets* *To understand the Earth's movement in space* *To investigate light and seeing* *To investigate sound and hearing* *To understand electrical circuits*

Art & Design	Computing	Design & Technology	Geography	History
To develop ideas *To master techniques* *To take inspiration from the greats*	*To code* *To connect* *To communicate* *To collect*	*To master practical skills* *To design, make, evaluate and improve* *To take inspiration from design from history*	*To investigate places* *To investigate patterns* *To communicate geographically*	*To investigate and interpret the past* *To build an overview of world history* *To understand chronology* *To communicate historically*

Languages	Music	Personal Development	Physical Education	Religious Education
To read fluently *To write imaginatively* *To speak confidently* *To understand the culture of the countries in which the language is spoken*	*To perform* *To compose* *To transcribe* *To describe music*	*To try new things* *To work hard* *To concentrate* *To push oneself* *To imagine* *To improve* *To understand others* *To not give up*	*To develop practical skills in order to participate, compete and lead a healthy lifestyle*	*To understand beliefs and teachings* *To understand practices and lifestyles* *To understand how beliefs are conveyed* *To reflect* *To understand values*

Learning Objectives may also be taken from subject specific schemes in use in school.

E.g.   Maths - White Rose

        Geography and History - Rising Stars

        Music - Charanga

        Design and Technology - Design and Technology Association (DATA) Projects on a Page