The Curriculum, Assessment and Reporting Policy (September 2025/26)

AIMS OF THE SANCTON WOOD CURRICULUM POLICY

1. To explain how the planning of the curriculum supports the school aims

2. To outline the structure and rationale of the curriculum

The curriculum policy and plan are a regulatory requirement of the ISI.

CURRICULUM AIMS AND POLICY

At Sancton Wood, we aim to provide an inspiring and challenging curriculum to develop independent and enquiring learners who can think both critically and creatively. The curriculum should build an environment where questioning, academic risk-taking, and the freedom to learn from mistakes are all encouraged. We offer a relevant curriculum designed to nurture high aspirations, enable strong academic and personal outcomes, and prepare pupils for the opportunities and challenges of the 21st century, both in Britain and globally. Our curriculum should imbue in our pupils these qualities: responsibility, resourcefulness, resilience, and a sense that learning can excite and invigorate throughout life. Within the framework of a broad and balanced education for each pupil, we intend for our curriculum to

- a personalised curriculum so that each pupil can learn and make progress in ways that play to their strengths and foster existing and new interests. Our curriculum considers the ages, abilities and needs of all our pupils.
- The Curriculum Policy should be seen within the overall Core Values of the school and is complemented by our policy for PSHE.

CURRICULUM OBJECTIVES

Our curriculum is designed to allow each pupil to:

- achieve the best possible academic qualifications and fulfil their potential, whatever their ability.
- ensure high levels of engagement, enjoyment, and personal development.

We aim for our curriculum to develop pupils who:

- understand and respect the fundamental British values of democracy, the rule of law and individual liberty, and show respect for and tolerance of those with different faiths and beliefs.
- acquire an understanding of the social, economic, environmental, and political aspects of Britain and the wider world, and the interdependence of individuals, groups and nations.

- develop the values, skills and behaviours needed to achieve success in both education and employment.
- have the knowledge to develop for themselves an active and healthy lifestyle and a sense of wellbeing.

CURRICULUM DELIVERY

The curriculum should be seen in its broadest sense as the entire planned learning journey. This includes formal lessons and planned events, trips, and enrichment opportunities inside and outside the classroom. Although most of the pupils' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address several cross-curricular aspects. Areas such as: wellbeing and physical health; research and presentation skills; study and metacognitive skills; global and environmental awareness; economics; and money sense.

 The skills are delivered through:

 • subject lessons and subject specific extension activities

• FPQ and HPQ qualifications

• co-curricular activities including clubs and extras

• trips, visits and residencies

• enrichment programme

• assemblies and form time

CURRICULUM POLICY AN CURRICULUM PLAN

 Some activities are compulsory, and for those that are voluntary, pupils are encouraged to participate in activities of each type, challenging themselves and developing new interests. Participation is monitored by Form Tutors and Head of Enrichment.

Spiritual, moral, social and cultural

 All subject departments have a responsibility to nurture social, moral, cultural and spiritual development of the pupils including a duty to ensure that pupils understand fundamental British values of democracy, the rule of law and individual liberty, and show respect for and tolerance of those with different faiths and beliefs.

Literacy across the curriculum

We aim for all our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding. Pupils should be taught to recognise and use Standard English. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in

logical and coherent forms. In speaking, pupils should be taught to use language precisely and cogently. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively. In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Numeracy across the curriculum

Similarly, all departments are responsible, where appropriate, for developing pupils' numeracy and financial economic understanding when opportunities arise. This can be done through asking pupils to use mental maths, basic mathematical formulae, tables and graphs to present data, estimates and calculations. Wherever possible, opportunities should be taken to allow students to grasp the basics of personal finance and budgeting. Specific lessons to address financial understanding are included in the

ICT across the curriculum

Pupils are given opportunities to apply and develop their digital skills using ICT tools to support their learning in all subjects. Pupils have access to laptops, a mac suite, IT suite, VR headsets and tablets during lessons. Departments are encouraged to use a range of digital tools and resources to support student learning, and all students take computing as part of their IT curriculum at KS3, with opportunities to study robotics and coding as part of the enrichment programme.

Health and Safety

All departments have a duty to ensure appropriate compliance with health and safety guidelines, but specific responsibilities lie with Science, Art and Design, and Physical Education. When working with tools, equipment, and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

 a) about hazards, risks and risk control.

b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves

and others.

c) to use information to assess the immediate and cumulative risks.

d) to manage their environment to ensure the health and safety of themselves and others.

e) to explain the steps they take to control risks.

ACADEMIC SUPPORT AND PERSONALISATION

 In order to ensure every pupil reaches their full potential and makes progress, and is fully engaged in their learning, we offer a high level of personalisation within the curriculum, depending on the needs of each individual pupil. This happens in a number of different ways:

Number and Combination of Subjects Studied

At Key Stage 1-3 pupils study a broad and balanced curriculum and experience a range of subjects across week. Occasionally a pupil's curriculum will be personalised to allow for a gift or talent to be pursued in more depth, or to allow for consolidation and support, or to allow some space in the day for those whose wellbeing requires it. This personalisation might take the form of one or more subject's being dropped, or one subject taking up extra time or intervention from our SEND and Pastoral team.

In KS4 the number of options a pupil chooses at GCSE will be dependent on their skills, abilities, and interests. The decision about number of subjects is made after consultation with the pupil, their parents, and a range of staff and over seen by the Vice Principal Academic. Some pupils will review and change their programme of study during the year to ensure they have an appropriate curriculum.

Languages

Each pupil has a choice of languages with Spanish being taught in the early years and French and Spanish being taught in Y5 and Y6 and in Y7- 9 pupils can opt for two modern foreign languages out of French, Spanish and Mandarin. A bilingual pupil or pupil with exceptional linguistic ability may be given the opportunity to sit an early GCSE if they so wish.

Academic Support and SEND

Some pupils come into the school with an identified additional learning need, and some pupils are identified whilst at the school as having an additional learning need. If a need is identified, further assessments are administered and with the parents' agreement, the pupil is offered lessons with the Academic Support Department and given a personalised learning plan. This would also apply to pupils with an EHCP. This is circulated to each pupil's teachers with appropriate teaching recommendations which are to be addressed during lessons. In some cases, pupils are assessed as needing extra time or laptop use in examinations.

Every teacher is aware of pupils on the Special Educational Needs & Disability (SEND) register and differentiates for them appropriately within taught lessons. This provision and the progress of the pupils on the register are monitored by the SENDCo and the SEND department. Pupils can be recommended for academic support by teachers during termly pupil progress meetings, or by form tutors or parents. Those students identified as in need of English as an Additional Language (EAL) support are offered weekly lessons and their progress monitored by the EAL team and Vice Principal Academic. Pupils on the SEND register or with EAL have full access to the curriculum but may be offered the chance to personalise their programme to allow for the core subjects and skills to be consolidated.

Most Able

Annually, departments identify pupils who are currently most able within their areas. This includes pupils who have come into the school as scholars or who have been awarded a 7+,11+ or 13+ scholarship after entry. Pupils are identified by subject teachers and those with high overall CAT4 scores, standardised assessment scores or through in class formative teacher assessment (See most Able Policy for general and subject specific indicators for Most and More Able identification). Teachers differentiate for these pupils appropriately within

lessons and there are subject extension programmes, a scholarship programme and an Able, Gifted and Talented Programme 'Thriving Minds' which are designed to challenge and nurture creative, critical, and connective thinking. The progress of those on the register is monitored by the Scholarship Mentors in addition to the usual means.

Setting

Setting by experience and current ability takes place from Year 6 in Mathematics. In all other subjects, pupils' needs are differentiated for within the lesson through a variety of strategies. Movement between sets is facilitated by timetabling, meaning a pupil can move up or down a set if their progress requires this.

REGULATORY REQUIREMENTS

Religious Education and PSHE

Sancton Wood responds to the legal requirement in maintained schools to teach Religious Education. At Key Stage 1-3 pupils receive weekly lessons in RSE.

All pupils at Sancton Wood receive Personal, Social, Health and Citizen education weekly. The PSHE programme specifically encourages pupils to respect other people, with particular regard to the protected characteristics (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation) under the Equality Act 2010. All students receive Relationships and Sex Education as required in the latest statutory guidance. At Key Stage 1-4 Pupils receive one weekly lesson of PSHE, including drugs, alcohol and Relationships and Sex Education.

At Sancton Wood, pupils in all year groups, receive a minimum of three hours' sport each week and a maximum of 4 (excluding sporting clubs and fixtures), significantly exceeding the minimum recommendation to schools that 85 per cent of pupils aged 5-16 take part in a minimum of two hours' high-quality PE and school sport within and beyond the curriculum each week.

Computing (regulatory in maintained schools from 2014) is taught as a discrete subject to Years 1-9, as part of the offering in Information Technology. Computer Science GCSE is offered as part of the GCSE options programme.

MONITORING

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Vice Principal Academic, Heads of Departments, Form Tutors and individual subject teachers. The policy is supported by schemes of work developed by individual departments, summaries of which can be found on the school website.

The curriculum provision is reviewed annually at SLT and through Heads of Department meetings as well as discussed at various academic meetings.

 Evidence for the effective implementation of the policy can be found in:

• the curriculum overviews

• pupil timetables

• pupil questionnaires

• programmes of study and schemes of work

• lesson observations

• work scrutiny

• related policies.

Year Group Curriculum overviews can be found on our website, and our parent portal.

AIMS OF THE SANCTON WOOD ASSESSMENT AND REPORTING POLICY

1 Introduction

1. We believe that effective assessment provides information to improve teaching and learning. To do this at Sancton Wood School, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results also describe pupil performance, in terms of age-related expectations.

Diagnostic assessment is used to provide detailed information about individuals' strengths & weaknesses. Often this assessment is used as a part of the Special Educational Needs process to ascertain the specific needs of a pupil.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

The objectives of assessment in our school are:

● to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;

● to enable teachers to record the attainment and progress of pupils;

● to increase pupils' motivation by celebrating holistically their learning achievements both in and out of school and enabling them to understand what they have learned and what their next steps are;

● to help pupils recognise their targets that they are aiming for, and to understand the criteria of effective learning and achievement;

● to enable teachers to provide timely information for parents and carers about their child's progress and target setting and to enable them to support the school and their child with their learning;

● to provide the Head Teacher and the Senior Leadership Team with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

3 Planning for Assessment

To support our teaching, we use the 2014 National Curriculum which we supplement with additional resources to broaden and enhance the children's learning experiences.

Prep School- Quest Progress Standardised assessments are completed termly in English and Maths coupled with independent moderated writing end of term assessments in Reception-Year 6 and formative teacher assessments and Baseline Teacher assessments also happen in EYFS.

Senior School- In Year 7- 9 pupils are summatively assessed through Quest Progress and independent writing end of term assessments. Pupils are formatively assessed using teacher assessments in most subjects with a summative assessment at the end of each topic. Where appropriate Year 9 are assessed using GCSE marks schemes. GCSE level students (Years 10 and 11 and in some subjects Year 9) are assessed in line with syllabus requirements of attainment. Year 7 students also take CAT4 cognitive abilities test which provides GCSE indicators.

We plan our lessons with clear Learning Intentions. We base these upon the teacher's detailed knowledge of the ability of the pupils in each class and the differentiated groups within it. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson learning intention with the children, either at the beginning of the unit, lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning against the expected outcomes. Some aspects of self-assessment or peer-assessment, against the intended learning outcomes, will be a common, planned feature of our lessons to enable the pupils to engage in their own learning journey. Teachers use deliberate questioning techniques to assess pupils' responses to ascertain that they understand, and to reveal their misconceptions.

Through marking and feedback teachers take note of those individual children who do not achieve the learning intention for the lesson, and we use this information as part of our assessment for learning for the next lesson and to provide additional support where needed.

4 Target-setting

4. As part of good practice core subject (reading, writing, maths and science) provide regular targets for pupils. We discuss individual targets where necessary through Pupil Progress Meetings. We communicate these to parents and carers using the national age expectations. We review the progress of each child at the end of the term and set revised targets when necessary.

We currently use Teacher Assessment (evidence-based) and Quest Baseline assessment in the EYFS.

In the Senior school, KS4, Summative assessment, teacher assessments and National Tests are used to set and review targets for each pupil in line with the school's assessment calendar. Staff are able to track a pupil's attainment (against national age expectations) and their progress from Reception to Year 11. The assessment systems not only allow staff to monitor the progress of individuals but also the progress of specific groups i.e. SEND, EAL and birth dates.

The National Age Expectations are translated into pupil friendly targets which the pupils will have ownership of. These are the basis of the lesson's learning intentions or personal / group targets for the pupils. There are various methods used to track and record these targets. We use marking and feedback as a vital way to communicate the children's progress towards their target.

5 Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum overview. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National age expectations. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year as a comprehensive transition document.

6 Reporting to Parents & Carers

We have a range of strategies that keep parents and carers fully informed of their child's progress academically and pastorally in school. We encourage excellent relationships with parents and carers to ensure are all working towards the holistic wellbeing of the child in school.

Sancton Wood School offer parents and carers timely opportunities to meet with their child's teacher. At the first meeting of the school year, we review the targets set for their child, which were written in the previous year's summer report. At the second meeting of the year (Reception to Y7), we evaluate their child's progress against age-related expectation. Report cards and Social-Emotional Learning grids are issued to parents at the end of the Michaelmas and Lent terms and inform parents of attainment and effort as well as their attitude to learning.

During the academic year, we give all parents and carers a full written report of their child's progress and achievements. They are also offered an opportunity to meet teachers if required. We make assessments on attainment and attitude for all subjects. See Parent reporting cycle and guidance.

[KS34 REPORT WRITING PARENT BOOKLET 2024-25.pdf](#)

[PREP AND PRE PREP REPORT WRITING PARENT BOOKLET (2).pdf](#)

In the EYFS teachers and practitioners share each child's 'Learning Journey' via Tapestry. This is an online journal for recording all the learning and fun of children's early years education. Ongoing assessments and observations of children's progress is updated which is in turn shared with parents who too can comment and share progress from home, supporting a collaborative approach to the planning, provision, assessment, review cycle. At the start of the year parents and carers receive a welcome pack which includes timetables, year group information and curriculum overview. Parents and carers also have the opportunity to meet their class teacher and hear the expectations for the year. In addition to this parents and carer will be provided with curriculum details termly to encourage enrichment and support from home with learning, as well as improving communications between school and home. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term.

When students join from another school a procedure for settling in is followed as part of our induction. Parents and Carers will be given the opportunity to meet with the class teacher with in the first few weeks to discuss observations, transition documents and any areas to be targeted. Head of Pastoral care will also be involved to ensure the emotional well-being of students. Admissions will have ensured that all transition documentation has been received prior to the start date.

7 Feedback to Pupils

We believe that feedback to pupils is very important, as it gives them clear expectations of attainment and behaviour. We have an agreed code for marking, as this ensures consistency in monitoring and feedback across the whole school, and the children learn to understand and respond to it. (Appendix 2) We give children verbal feedback on their work whenever possible, when verbal feedback is not possible or appropriate, we give written feedback. Written feedback is related to the learning intention for the lesson. We make clear whether the intention has been met, and we produce evidence to support our judgement. If we consider that the intention has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future. Where a child has met the intention with ease, a teacher may set an extension activity. Teachers give pupils suggestions as guidance, but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step. This must be carefully managed by the teacher.

We take care to allow time, perhaps at the beginning of the next lesson, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We often start lessons in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion & Assessment for Learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. All pupils in our school complete with the support of their teachers a pupil passport where they get to express their own feelings towards their learning and set their own

personal targets, giving our staff a valuable insight into each individual child. Pupils' learning profiles are reviewed and updated each term and shared with parents.

If we have any concerns about specific children we have clear procedures in place to address these concerns and bring in support from our SEND department. If appropriate a learning profile will be put in place in consultation with parents and carers and reviewed twice a year in November and March. As part of ensuring that all students are accessing and are included in all subject areas, each student during the application process will undergo an assessment using online Maths and English assessments and in-class observation, in order to ascertain where they are with relation to their peers and national age expectations. Historical assessment and reports from previous school will also be considered, as outlined by the school admission policy.

9 Moderation of Standards

As part of our endeavour to ensure best practice staff regularly meet within their departments to moderate individuals' assessments. Moderation can also be undertaken by subject leaders, assessment coordinator or the School Leadership Team.

As part of subject leader's performance management, there is a process of monitoring their subject. This includes Scrutiny of pupils' work; Lesson planning & observation; and ascertaining pupil opinions. The work scrutiny enables the subject leader in conjunction with the School Leadership Team (SLT) to study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

10 Monitoring & Review

The Senior Leadership team are responsible for monitoring the implementation of this policy. We allocate special time for this task. The Head of Department uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

Appendix 2a - Marking in EFYS

When a child has achieved the learning intention, this will be clearly reflected in their marked work. In Maths, incorrect answers are indicated with a dot, and any new or corrected answers are enclosed in a bubble. In English, clear targets are used to highlight the focus of the lesson. If a child has not met the learning objective in either subject, the teacher will provide a constructive comment along with specific next steps to guide improvement. In Maths, the same system of dots and bubbles is used to identify errors and corrections. Next steps are written as improvement prompts, often accompanied by a positive comment or a note of verbal feedback.

Appendix 2b- Marking in KS1, KS2 and KS3

When a child has achieved the learning intention, their work may be highlighted in green to indicate success, and a reward stamp is placed at the bottom of the page. In some cases, a "Next Step" may be provided to extend learning further. If the learning intention has not been met, the teacher will highlight areas for improvement in orange and offer specific corrections or challenges to help the pupil close the gap. These corrections must be made directly on the original piece of work. All pupils are expected to respond to teacher feedback using a different coloured pen, making it easier for teachers to identify improvements and engagement. Presentation is also valued, and when appropriate, a Merit stamp may be awarded in recognition of effort, in line with the school's behaviour policy. Any work marked by cover or supply staff must be initialed to ensure accountability and consistency.

To indicate the level of help provided in class, teachers will add a small circle with a letter inside as follows:
LM = Live Marking
TA = Teaching assistance support
VF = Verbal feedback was given
PA = Peer assessed

Appendix 2c- Marking in KS4

When a child has achieved the learning intention, their work may be highlighted in green to indicate where the pupil has achieved against the intention, and a reward stamp may be placed at the bottom of the page. In many cases, a "Next Step" may be provided to extend learning further. If the learning intention has not been met, the teacher will highlight areas for improvement in orange and offer specific corrections, explanations, or challenges to help the pupil close the gap, such as redrafting their work. Feedback may be verbal and/or written, made directly on the original piece of work. For certain tasks, marking may reflect exam syllabus assessment criteria, as appropriate. All pupils are expected to respond to teacher feedback using a different coloured pen, making it easier for teachers to identify improvements and engagement. Presentation is also valued and, when appropriate, a Merit stamp may be awarded in recognition of effort, in line with the school's behaviour policy. Any work marked by cover or supply staff must be initialed to ensure accountability and consistency.

To indicate the level of help provided in class, teachers will add a small circle with a code inside as follows:
LM = Live Marking
TA = Teaching assistance support
VF = Verbal feedback was given
PA = Peer Assessed

Appendix 3a- Subject Specific Feedback KS 1/2

2025-26 Departmental-feedback-KS1-2.pdf

Appendix 3b- Subject Specific Feedback KS 3/4

2025-26 Departmental-feedback-KS3-4.pdf