



DUCKS

KINDERGARTEN & INFANTS' SCHOOL

DUCKS CURRICULUM POLICY

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1. Structure of DUCKS

	Applicable Curriculum	Year
Kindergarten (Ages: 6 months - 3 Years):	EYFS Curriculum	Babies, Toddlers, Ducklings
Infants' School Ages: 3 - 7 Years):	EYFS Curriculum	Pre-Reception
	EYFS and DUCKS Curriculum	Reception
	DUCKS Curriculum	Year 1 and Year 2

2. Dulwich College Aims and Values

Dulwich College Aims

Our principal objectives are:

- **We aim to offer an education which inculcates a lifelong aptitude for learning**
We look to balance traditional and innovative approaches to learning.
- **We aim to be an outstanding school of access**
We are at our strongest when we are socially diverse and working in partnership with others.
- **We aim to ensure that our pupils develop talents that enable them to make a positive difference**
We hope to inculcate in all our pupils a sense of service.
- **We aim to be a sustainable school**
Our duty is the stewardship of the school for current and future generations of pupils and alumni, balancing environmental care, social well-being and growth.

Dulwich College Values

Through kindness, joy and purpose we work towards our values of **Equity** for all, **Respect** for all, and **Service Engagement** of all, we seek to encourage:

- curiosity and creativity;

- compassion and open-mindedness;
- resilience and integrity;
- a collaborative outlook and an appreciation of how we all benefit from living and growing in a diverse and inclusive society.

What is Dulwich College’s social mission?

We retain a commitment to our foundational mission: to facilitate social mobility through education. Social diversity is our great strength. We have a responsibility to play an active role in our community – and have much to learn from our partners. We educate our pupils in social responsibility and promote a culture of philanthropy.

3. DUCKS’ Aims and Values

DUCKS’ Aims

- To provide a secure foundation for future learning and development.
- An appropriate academic challenge for each child.
- Opportunities to explore a wealth of learning environments both indoors and outdoors. Encouraging confidence.
- A happy environment supported by dedicated and devoted staff.

DUCKS’ Values

We value being:

D	Determined
U	Unique
C	Confident
K	Kind
S	Selfless

At DUCKS, we value being...



At DUCKS we are always mindful that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents and carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through the weekly newsletter, termly overviews, DUCKSPosts, Tapestry, home learning activities and curriculum workshops, and are positively encouraged to become involved.

4. Introduction

At DUCKS, we are committed to providing a curriculum which is broad and balanced with depth. Our curriculum responds to pupils' needs, interests, prior learning and developmental stage and provides our pupils with opportunities to gain essential knowledge, skills and understanding. DUCKS has also developed the EYFS Curriculum Policy which should be read alongside this Curriculum Policy.

Our pupils are central to the planning, teaching and learning. We aim high with the intention that all children should enjoy their learning, achieve their potential and become independent life-long learners. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all and6. where children feel safe to try new things.

5. Curriculum Aims and Intent

DUCKS offers a rich and diverse range of opportunities to enable our children to learn and develop. We provide a respectful, secure, yet challenging environment, which encourages participation, empathy, curiosity and enquiry. The learning culture at DUCKS nurtures and empowers children, enabling them to further their development as considerate, respectful, and inclusive citizens of the world.

The DUCKS' curriculum is designed to:

- enable pupils to inspire intellectual curiosity, develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations
- support pupils' spiritual, moral, social and cultural development
- promote fundamental British values; ensuring that extremist or radical views are not promoted
- support pupils' physical development and responsibility for their own health and enable them to be active
- promote an understanding of, and develop a lifelong passion for, the value of learning
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- for all pupils to make the best possible progress and to achieve the highest possible attainment going beyond the requirements of the EYFS and the National Curriculum
- equip pupils with the knowledge and cultural capital they need to succeed in life
- provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning
- provide a full spectrum of stimulating, rich and varied learning experiences including linguistic, mathematical, scientific, creative, literary, spiritual, moral, physical, cultural and social
- be enhanced by visits and workshops
- be enriched by digital learning
- be complimented by the co-curricular curriculum
- help pupils transition to the subsequent Key Stage, including promoting the learning and development of our youngest children and ensure they are ready for Key Stage 1

- nurture emotional and personal development
- enable children to be curious, confident, active learners, who learn both independently and collaboratively.

Children are given learning opportunities to enrich their experience of the world and to develop a greater depth of knowledge and understanding. They are encouraged to think critically and make links and connections between experiences and ideas.

6. Fundamental British Values

DUCKS has a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, or none. Across all curriculum areas, all children will be encouraged to listen to others and value opinions different from their own. There will be equal opportunities for all to take part in all activities. We ensure that all children within the school have a voice that is listened to. We demonstrate how democracy works by actively promoting democratic processes e.g. the Year 2 (DUCKS school) Leaders. Assemblies are used to introduce themes appropriate for the children's age. We provide a broad and balanced curriculum in a safe environment where human rights are respected and delivered in such a way as to promote British Values and prevent extremism or radicalisation.

7. Legislation and Guidance

This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework (2024) and the National curriculum in England: framework for key stages 1 to 4 (2014).

8. Curriculum Structure

Kindergarten

The Kindergarten focuses upon the three prime areas of the EYFS curriculum.

Activities are child initiated and led within a continuous and free flow learning environment. Early Years Practitioners are skilled at knowing when to intervene to further develop learning and actively promote independence.

The EYFS is based on four overarching principles:

- Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.

- Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- Positive Relationships: Children learn well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. The environment plays a key role in supporting and extending children’s development and learning.
- Learning and Development: Children develop and learn in different ways and at different rates and all areas of development are equally important and interconnected.

Infants’ school

The Early Years have a fluid timetable, with a focus on the Specific Areas¹. There are specific times for specialist subject teaching. For details see class timetables.

Lessons in Years 1 and 2 are usually one hour or thirty minutes long. The timetable is designed to incorporate as many hour-long lessons as possible of Maths and English. There are specific times for specialist subject teaching such as swimming, Music, PE, French and Forest School. For details see class timetables.

As the year progresses there is more emphasis on the Specific Areas.

9. Curriculum Organisation in the Infants’ School

Each curriculum subject is overseen by the subject lead who is responsible for the broader delivery of the subject across the school. They support the delivery of this subject, organising and maintaining resources whilst promoting a positive learning environment across the subject.

10. DUCKS Infants’ School Curriculum

We follow a bespoke creative curriculum which includes and extends the Early Learning Goals² and National Curriculum objectives.

We believe pupils in a creative curriculum setting are more likely to be engaged, motivated, and interested in their learning. Our creative curriculum promotes integration of subjects and interdisciplinary learning and fosters connections among various subjects and strengthens synoptic links. Curriculum overviews are shared at the start of every term with parents.

¹ The Specific Areas within the EYFS statutory framework are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design

² There 7 areas of learning within EYFS statutory framework and these are divided into further categories that make up the 17 early learning goals (ELGs).

We use a theme to implement the creative curriculum.

The theme is chosen collectively by the staff. There is one new theme per term - three per year. The themes give teachers a focus point and autonomy to teach subjects to a greater breadth and depth as appropriate.

To ensure the children engage with the theme and the learning journey, there is a hook called our “Stunning Start” to spark the pupils’ love of learning. This is a free learning day off timetable full of awe & wonder. It is often collaborative and multi-sensory and taps into children's curiosity. To maintain momentum there is also a “Marvellous Middle” and a “Fantastic Finish”; these might be a drama workshop or a trip which further enhance the breadth and depth of learning.

11. Context

The DUCKS’ teachers ensure our curriculum is enriched and personalised, and it helps us to meet the needs, interests, and aspirations of our children. *We recognise that children attending DUCKS are shaped by the context in which they live.* To address areas where knowledge and personal experience may not be acquired at home, our creative curriculum offers an ambitious provision. The Dulwich vicinity and Dulwich College have a history to be celebrated, and we feel passionate about educating our children to be proud of the place where they learn, developing a feeling of belonging yet also developing an understanding of local and global issues in an age-appropriate way. That is, by ensuring that children investigate the stories of a wide range of individuals and topics that challenge unfair systems (e.g. apartheid and food poverty), those at DUCKS develop a sense of what equality and fairness mean to them in modern society.

12. Planning

When planning the lessons, we use the theme as a lens. We ensure that they include National Curriculum content while also enforcing DUCKS values and building on the interests and prior knowledge of the pupils. The combination results in an enriched curriculum.

Planning Process at DUCKS

The curriculum has a clear development of the acquisition of skills through the years as follows:

- Long term Early Years plans are written by the Kindergarten Manager and Head of Early Years
- Long term KS1 plans are taken from The Essentials Curriculum by Chris Quigley
- Medium term plans are written by the Year Leads/ Year Teams
- Weekly and individual lesson plans are written and reviewed by the class teachers

- Specialist lesson plans are written by the specialist teachers.
- Subject leads offer guidance, support and order resources.
- Parallel form teachers have a weekly planning meeting to plan and discuss lessons. This ensures pupils in the same year group have continuity of the curriculum content.

When planning and delivering learning, we are mindful of the concepts that we have termed our ‘DUCKS Pillars’: *Belonging, Learning to Learn and Caring for our World*. These ‘Pillars’, have been developed by the DUCKS’ team and reflect the College’s ethos and are used to underpin and direct the development of all areas of the curriculum. The various ‘DUCKS Drivers’ give added direction and enrichment to the children’s learning as follows:

- **Belonging:** The curriculum recognises each pupil’s unique learning style, interests, and capabilities. The curriculum acknowledges and celebrates cultural, racial, and linguistic diversity, and fosters inclusivity.
- **Learning to Learn:** With an emphasis on inquiry, the creative curriculum encourages pupils to question, explore, and discover rather than receive pre-packaged information. The focus is not just on the short – term learning outcomes but also on the process of learning, which includes critical analysis and self-reflection. Pupils are given the opportunity to express themselves through the creative arts, which is key to a child's experience in their time at DUCKS. Drama, music, dance and art are subjects that all children benefit from, and where many children can find enjoyment and excellence.
- **Caring for the World:** Emphasis on thinking beyond themselves. Encouraging the pupils to be aware of the environment and others' needs and beliefs. Pupils at DUCKS will learn about human impact on the environment and what positive action can be taken. By ensuring environmentalism threads through our curriculum, we are equipping pupils with knowledge and understanding of the importance of the interconnected nature of life on our planet.

DUCKS PILLARS	Belonging	Learning to Learn	Caring for our World
DUCKS Drivers	Health, Wellbeing & Mindfulness	Invention & Innovation	Charity & Service
	Children's Voice	Challenge	Exploration
	Identity & Community	Creativity	Sustainability
	Diversity	Metacognition	Leadership
	Global A global citizen is someone who is aware of and understands the wider world – and their place in it.	Awe and Wonder	Performance
	Spirituality	Freedom to make mistakes	Spirituality

13. Curriculum Delivery

Kindergarten

Activities are play-based and planned around the children's interests - child led. The day comprises of both indoor and outdoor continuous provision. Whole class 'carpet time' takes place where stories are shared, and nursery rhymes sung.

Pre-Reception and Reception

Children have an opportunity to explore their learning and interests in continuous provision through self-initiated tasks. Phonics, Maths, Reading and Writing are taught discreetly within the day in a combination of whole class, small group and 1:1 activities.

KS1

The curriculum is mostly whole class explicit teaching.

Across DUCKS we give children the opportunity to learn in different ways:

- experience indoor and outdoor provision
- listen & respond to open ended questions
- opportunities to ask and answer questions
- debates, role-play and oral presentations
- independent tasks
- pair tasks
- partner and group discussions
- whole class learning and tasks
- investigative and problem solving
- research
- self-critique
- use of interactive ICT

- educational visits, field trips/ local walks,
- educational & family visitors
- responding to music
- designing and making artefacts
- participation in physical activity
- using a variety of resources
- taking part in a range of experiences
- sharing of home life experiences and achievements
- sing rhymes and songs

14. Effective Teaching

DUCKS' staff:

- ensure lessons & activities are thoroughly prepared
- learn and build upon pupils' prior knowledge
- pace lessons appropriately
- share learning objectives with pupils
- provide clear success criteria to the pupils
- ask thought provoking questions
- provide thinking time/allow time for pupils to contribute ideas/answer
- maintain a positive attitudes about teaching and pupils
- hold high expectations for all pupils
- ensure all tasks are safe
- movement breaks for pupils

- use ICT implicitly
- demonstrate and show creativity when teaching
- ensure learning environments are stimulating
- treat all pupils fairly and cultivate respect for one another
- display a personal, approachable touch with pupils (good working relationships)
- cultivate a sense of belonging
- deal with pupils' problems compassionately
- have a sense of humour
- respect pupils and do not embarrass or humiliate them
- model mistakes
- reflect on their practice

15. Early Years Foundation Stage (EYFS)

Prior to Key Stage 1 is the Early Years Foundation Stage for children aged 0 to 5. It has a specific framework which is divided into areas of learning.

These are the prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world

- expressive arts and design.

The framework sets out Early Learning Goals for the children to achieve by the end of the foundation stage. The framework also sets out the underlying principles of good planning and delivery for this stage of development: In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We promote the relevant frameworks and curriculum set by the EYFS statutory framework and Birth to 5 and Matters non statutory guidance to support and enhance children's learning and development holistically. As set out in the relevant guidance, the prime and specific areas of learning, the characteristics of effective teaching and learning and seven key features of effective practice all play an integral part of the EYFS. We view all aspects of learning and development as equally important and ensure a flexible approach is maintained, responding to in the moment learning opportunities. This allows us to respond quickly to children's learning and developmental needs.

We use the DUCKS long term plans alongside observation to inform planning and draw upon children's needs and interests through a balance of adult-led and child-initiated opportunities, both indoors and outdoors. Learning environments are well-planned and stimulating, encouraging meaningful learning opportunities and autonomous learners.

16. Digital Learning

Digital learning supports our learning at DUCKS and pupils are given opportunities to develop their digital skills by using a range of technological tools, devices and resources including remote control toys, VR goggles and 1:1 devices to engage with new learning during a variety of lessons and curriculum areas.

We work through a variety of programmes specifically, *Purple Mash, Active Learn and Discovery Education*.

We have a strong focus on online safety and partake in an annual E-Safety program across Dulwich College.

17. Specialist Lessons

At DUCKS we believe it is important that our pupils benefit from a variety of expert teachers in their field. Learning activities take place in small groups. In the Infant's School, the following subjects are taught by specialist teachers: P.E, Music, French, Forest School and Learning Support within the Learning Enrichment team.

18. Enrichment and Personal Development

At DUCKS, we believe children should be given learning opportunities beyond the traditional curriculum. We enhance our curriculum with some stand-alone enrichment activities while other skills are enhanced through cross curricular links. We discuss current affairs and solve a variety of word, picture, mathematical, 3D and theoretical problems. We learn to be good communicators and listeners as well as learning to talk about and analyse our learning. We debate and philosophise.

19. Pupil Voice

At DUCKS we make sure that the children's voices are heard, and they are involved in the day-to-day running of the school. The children are given the opportunity to talk about their feelings and opinions, including creating their own Class Charters.

In Year 2 the children, supported by teachers, form Leadership Committees: Sustainability Leaders, Outdoor Learning Leaders, Digital Leaders, Service & Charity Leaders and House Leaders. These groups enable them to listen to the views of other pupils and make positive changes to the school. They have opportunities to try new things, develop personal interests, help others and lead assemblies.

The object of our Year 2 Leaders is to help the children to:

- develop their understanding of British values and democracy
- feel that their school responds to their needs and views
- enjoy and feel empowered by their educations
- have a say about decisions, and to play an active role in making their school a better place
- develop life skills through participation

Meetings are held regularly and are a chance for the children to suggest ideas that they feel could improve the school.

20. Professional Development

During our weekly staff briefings and weekly professional learning and development meetings, staff have the chance to share initiatives and/or professional learning. Staff are supported if they undertake further professional qualifications. Inset days provide further opportunity for training and refresher courses.

Subject leads remain fully up to date with best practice and subject development. They share this information on a rolling basis.

21. Learning Environment

DUCKS is an inviting school which inspires children to learn. Every classroom has a SMART board, stimulating displays and its own library. The classrooms are on ground floor level with all apart from one having direct access to the outside. The classrooms are light and bright. There is a specialist music room and library. There are large green outdoor playing areas with direct access to the Forest School area, all of which are surrounded by a large playing field. We share the senior school's (Dulwich College) swimming pool and theatre (Edward Alleyn Theatre) and when relevant use their resources such as the science labs during Science/STEAM week and archive resources such as Ernest Shackleton's boat, the James Caird.

22. Clubs, Educational Visits and Visitors

A wide range of co-curricular clubs are offered to children in Reception and KS1. They stimulate and inspire the children and enable them to develop their own personal interests and, if they choose to, challenge themselves to embrace new skills and pursuits.

It is expected that children from Ducklings to Year 2 will make a minimum of one educational visit each year to enrich their area of learning. In addition, we welcome visitors into DUCKS to speak to children and or to run workshops. Visitors, including staff, families and pupils from Dulwich College Senior School add to our expertise, offering children learning opportunities spanning different skills, arts, languages and life learning.

23. Home Learning

To supplement and develop their timetabled learning, all children in the Infants' school are set home learning activities. Home learning activities are a consolidation of learning that has been done in class or a pre-learning investigation. We also support and encourage daily reading and spelling practice at home. Alongside these activities we might set a termly challenge, for example investigating their heritage or growing a plant!

24. Wellbeing and Life Skills

At DUCKS we understand that emotional and personal development goes hand in hand with cognitive development. We are committed to the personal, social and emotional development of each child. We understand, and growing research supports, that this has a hugely positive effect on our pupils' approach to learning, their academic and extracurricular achievements and prepares our pupils for adulthood and to play their part in an equitable and compassionate society.

We support all pupils to develop their resilience, optimism, self-awareness, self-regulation, gratitude, determination, curiosity, critical thinking, collaboration and communication. In addition to weekly Circle Time sessions and assemblies these skills are integrated and taught within the curriculum and are present in all that we do at DUCKS. Our focus is on providing children with accurate and supportive information.

The RHE programme, which includes sessions on Relationships, and Health Education and Mental Health, works alongside our pastoral care, management of behaviour, home-school liaison, bullying prevention and awareness. All staff and pupils have a part to play in promoting positive wellbeing across DUCKS. Much of this is delivered through the Nurturing Programme from The Centre for Emotional Health and the *RULER* approach from the Yale Center for Emotional Intelligence.

Social Skills

Positive and trusting relationships between pupil and adult, pupil and pupil, adult and adult are essential to a healthy, innovative and productive learning environment. These relationships can be used to model healthy boundaries, resolution and restorative justice – as an essential part of making sure relationships stay affirming and open. A restorative process allows all involved to be listened to, heard, understood and for the resolution to be owned by everyone. Restorative justice is part of the *RULER* approach. Children develop their ability to:

- show grace and understand that there will be times when we all make mistakes
- manage conflict using pupil voice
- respectfully listening to one another
- empathise with one another
- be self-aware when resolving conflict
- appreciate diversity, difference and that we are all unique
- treat all members of the school and wider community with respect

- understand that the choices that they make have consequences and they adjust their behaviour accordingly
- develop the knowledge and skills to achieve a deep sense of belonging
- understand how to be responsible and active members of the local community and the wider world

Emotional Skills

Using the *RULER* approach to emotional intelligence and literacy from the Yale Center for Emotional Intelligence we encourage the children to recognise, name and work with their emotions, whatever they may be. The children develop a bank of vocabulary in relation to emotions and a range of strategies to work through that emotion. Discussion and Circle Time allow time for talking about emotions and experiences in a safe and inclusive space. Children develop their ability to:

- recognise, understand, name, express and regulating emotions (their own and others) to be ready to learn.
- understand their emotions and that they will change.
- wait for feelings to pass using self-control.
- reflect on previous pleasant and unpleasant feelings and understanding that they will pass.
- recognising their own strengths in order to be resilience and where necessary 'bounce back'.
- empathise and co-operating with others

We also believe whole-heartedly in developing learners with positive and resilient learning attitudes, whilst also nurturing, through explicit teaching, their ability to look after their own emotional well-being.

Metacognition - Learning

Metacognition, often referred to as thinking about thinking. If we develop metacognitive skills in our pupils this will advance their understanding from a surface level to a deeper level.

At DUCKS we value the acquisition of knowledge while also cultivating character strengths such as resilience, curiosity, questioning, perseverance, independence, resourcefulness, creativity and collaboration and how to be reflective.

Through our curriculum and approach to teaching we encourage pupils to:

- talk positively about mistakes and 'bounce back'
- question their thinking to develop critical thinking skills

- become accustomed to challenges, develop resilience and create a 'have a go' mindset that embraces challenges
- (when given a task (or problem), think about whether they have done anything similar before and make links with previous learning, think about what they want to achieve and what they should do first, including identifying what they need such as resources and the most efficient strategy
- (during a task), ask if they are on the right track, question whether they can do anything differently and whether and who they should ask for help
- (after a task), reflect on and communicate what went well, what could have been done better, can this strategy apply to other situations

Linked with Religious Studies children reflect on family relationships, different family groups and friendship. They begin to learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Staff are in a unique position to be able to respond early to pupils who show signs of early onset mental health issues.

25. Inclusion

The achievements, attitudes and well-being of all our children matter. DUCKS' caring ethos is reflected in our Curriculum and policies. These help to ensure that DUCKS promotes the individuality of all our children, irrespective of first language, ethnicity, culture, religion/belief, attainment, age, SEN, gender or background. Practitioners' high expectations for all pupils and careful adaptive planning ensure that the needs of all learners are met, and they are each given equal opportunities. Our curriculum is child centred, relevant and engaging. Clear objectives and steps of progression for the different subjects are mapped across the years. This includes planning challenging work for all pupils, teaching for a variety of learning styles, utilising different ways of researching, using real life examples, developing the skills necessary for the future, within varied contexts and topics and the use of appropriate assessment to set ambitious targets.

26. Assessment for Learning - Measuring Impact

Ongoing assessment is an integral part of the learning and development process. At DUCKS, children are assessed through informal and formal systems and their progress tracked and monitored regularly. The DUCKS' Extended Leadership Team (DELT) also meets regularly to analyse the 'bigger picture' in regard to learning and teaching within school. Progress is tracked through assessment data and pupil progress meetings, where significant groups or individual children are discussed, and actions taken forward for their learning. All children are given the opportunity to learn and make progress. If a child is not making the expected progress, intervention and scaffolded support would be provided. Assessments and monitoring activity includes the following:

- A two-year progress check is a statutory requirement, set by the Early Years Foundation Stage, it is completed when a child is between 24 – 36 months old.
- National Curriculum levels and Early Learning Goals are used to guide analysis of progress and attainment. Age-related expectations have been set nationally for both Foundation Stage (Reception) and the end of Key Stage One (Year 2).
- To establish standards, practitioners regularly monitor progress and attainment data, comparing our school against local and National benchmarks (Reception – Year 2). We identify our strengths and weaknesses to raise our pupils' attainment further.
- Practitioners observe children and respond appropriately to help them learn and make progress. Assessments and judgments of pupils are based on formative and summative assessments including practitioners' observation of what children are doing in their day-to-day activities and play.
- All practitioners use their 'teacher judgement' to assess throughout all activities as to whether the children are progressing in their learning. Teachers may observe, ask questions, look at work samples or set tasks or quizzes or tests that assess specific objectives. All assessments made by the teachers and teaching assistants at school ensure the next learning steps for each child can be planned for.
- Marking is used to highlight to the children what their next steps are, and this is in the form of verbal feedback and more a marking code understood by the children (see DUCKS Marking, Feedback, Assessment, Recording and Reporting for Learning Policy).
- It is expected that all adults who interact with the child should contribute to the process, and that account will be taken of information provided by parents. An essential feature of parental involvement is an ongoing dialogue, building on the partnership begun by any previous practitioner(s).

27. Monitoring and Evaluation of the Curriculum – Measuring Impact

All practitioners are expected to participate in evaluating the learning and teaching of the curriculum. Every qualified teacher leads a subject and ensures this subject is taught in line with the National Curriculum expectations. Monitoring and evaluating throughout the year include:

- evaluating pupils' attitude to School & Self (yearly)
- analysis of formative and summative assessments (termly)
- the progression of skills, knowledge and vocabulary is under continuous review, ensuring it is fit for purpose

- monitoring activities include, but is not limited to learning visits and walks, lesson observation, book scrutiny, discussions with varying stakeholders e.g. teachers, teaching assistants, children, parents, Governors (termly)
- pupil and staff discussions and surveys (annually)
- reading & research (ongoing)

28. Links with other Policies:

This policy should be read in conjunction with the following policies:

- DUCKS Achieving Positive Behaviour Policy
- DUCKS Anti-Bullying Policy
- DUCKS Educational Visits Policy
- Equal Opportunities and Inclusion Policy (Pupils)
- DUCKS EYFS Curriculum Policy
- DUCKS Home Learning Policy
- DUCKS Learning Support Policy
- DUCKS Marking, Feedback, Assessment, Recording and Reporting for Learning Policy
- Online Safety Policy
- DUCKS Relationships Health and Education (RHE) Policy
- DUCKS Wellbeing (incl. PSHE) Policy

Policy Owner:	Head of DUCKS
Last Reviewed:	September 2024
Date of Next Review:	Academic Year 2025-26