

Curriculum, Teaching and Assessment Policy

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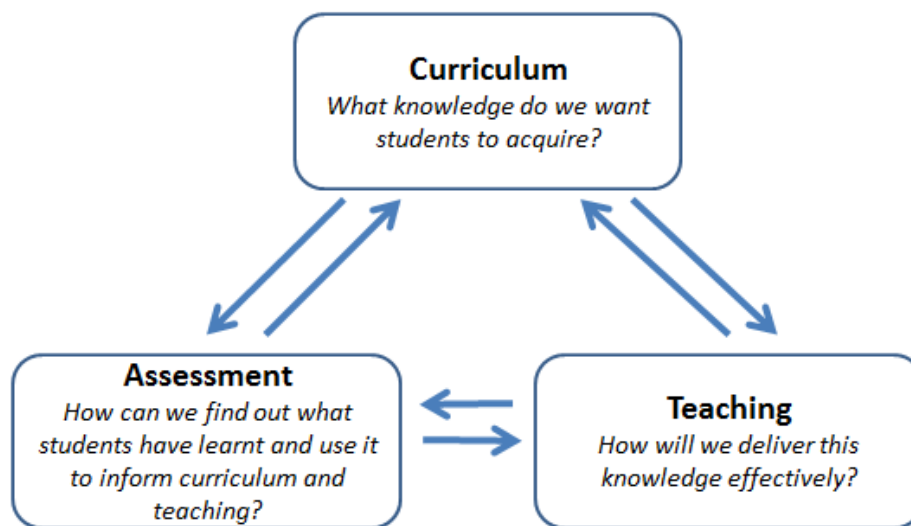
Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.



Summary of changes to Policy from 2025/6 version to 2026/7 version

Part of policy that is changing	Wording from 2025/6 version	Wording for 2026/7 version	Summary/rationale for change
throughout	Curriculum Design Lead	Trust subject lead	New roles agreed for September 2026 onwards
Section 3		and the Enrichment Benchmarks Enrichment benchmarks - GOV.UK	Newly published enrichment benchmarks become an expectation from September 2026
Supporting Documents	Appendix 2: ESW Pedagogical Principles Version 4.1	Appendix 2: ESW Pedagogical Principles Version 5.0	Updated for 2026/7
Guiding principles for expert teaching	- Positive classroom climates and relationships <i>secure the attention of students</i> - Planning for challenge <i>to encourage students to work and think hard</i> - Explanation and modelling <i>are optimised to manage cognitive load</i> - Deliberate practice <i>consolidates learning and develops long term memory</i> - Assessment and feedback <i>is used to check understanding, diagnose misconceptions and feedback to pupils</i>	Selecting Curriculum teachers plan and adapt the curriculum. Creating Culture: all children experience calm, low sensory, consistent classrooms. Securing attention: we learn what we pay attention to. Optimising Communication: present new information logically, clearly and memorably so that all pupils can access the learning. Driving Thought: memory is the residue of thought. Gathering and Giving Feedback: effectively check knowledge and understanding. Ensuring Consolidation: 'I've taught it' doesn't mean 'they've learnt it'	We have adapted our guiding principles so that they align with the simple model of teaching and these changes reflect this. Using the latest guidance from the EEF, we have updated the Pedagogical Principles and Core Pedagogy to reflect the universal provision. Changed terminology from OAIP to Universal Provision.

Appendix 2	Ped Principles v4	Ped Principles v5	Reflects updated version of ped principles
Appendix 4	N/A	ESW Core Pedagogy	Added as an appendix



1. Purpose

We educate children so they can lead great lives.

This curriculum, teaching and assessment policy is central to ESW's core purpose. It advances our core values:

- Opportunity, without bias or prejudice
- Community, inclusive, challenging and supportive
- Character, developing the right mind-set and attitude to succeed
- Achievement, recognising and celebrating; expect the best

2. Objectives

High quality teaching and diagnostic assessment enables all children to access the breadth of the curriculum. The curriculum is inspiring, challenging, deep and broad, nurturing talent and enabling social mobility so that all children:

- Develop transformational knowledge and skills that take them beyond their experience.
- Strengthen their academic knowledge and cultural capital through the acquisition of a broad and deep vocabulary.
- Shape their character and scholarship to prepare them for life so that they can make a positive contribution to society and live safely and independently.
- Achieve outcomes that show well-above average progress, whatever their starting points.

3. What do we mean by curriculum?

'Curriculum' is a word describing all that takes place in school, formal and informal, which children experience. "The curriculum- taught and untaught - represents the totality of the experience of the child within schooling" (Myatt 2018).

As a Trust, we are committed to providing a world class curriculum to all children whereby Trust and school leaders design a curriculum based on the National Curriculum entitlement as a minimum with further taught and un-taught elements that extend provision. In most subjects a Trust Subject Lead is responsible for leading the

collaborative development of a common curriculum, which is implemented in all schools and exemplifies the Trust aims.

We recognise that there are differences in the contexts of our schools and the communities they serve and our philosophy is that the curriculum is centrally planned and locally tailored to meet school needs. Trust curriculum leads are committed to sharing expertise and harnessing talent from within and beyond the Trust to drive high expectations of curriculum content, resourcing and pedagogy whilst seeking to optimise the balance between workload and impact.

The un-taught curriculum

Our un-taught curriculum supports our Trust values by:

- Developing children's spiritual, moral, social and cultural (SMSC) knowledge and understanding, supporting children to navigate the social landscape and therefore know how to make a positive contribution to society.
- Supporting children's mental and physical health.
- Putting children's emotional development at the heart of our work. Sporting and creative pursuits enhance our taught curriculum to develop individual talent.
- Securing equality of opportunity between people who share a protected characteristic and people who do not have it.
- Specific character development through our 11 by 11 programme and the Enrichment Benchmarks [Enrichment benchmarks - GOV.UK](#)

4. Supporting Documents

The policy is supported by the following appendices:

- Appendix 1: Curriculum Design Process
This provides an outline of the process followed for curriculum planning and design
- Appendix 2: ESW Pedagogical Principles Version 5.0
This provides further detail and exemplification on curriculum, teaching and assessment by setting out precise pedagogies to be used in the classroom and aligns with the Trust coaching model.
- Appendix 3: Assessment Strategies in ESW.
This document outlines the range of assessment protocols that teachers employ.
- Appendix 4: ESW Core Pedagogy
This is our core model for effective teaching and learning based on Steplab's Simple Model of Teaching.

CURRICULUM
Principles of the ESW Curriculum
The ESW Curriculum aspires to be: • Evidence-informed • Challenging • Supported by effective diagnostic assessment • Sequenced so as to help children build schemas • Taught to be remembered • Supported by systematic literacy instruction • Designed to develop children’s metacognitive knowledge and behaviours • Supported by evidence-informed professional development
How do we achieve this?
Curriculum leaders collate and map the key concepts of their subject and sequence carefully to ensure that children will have the opportunity to visit and revisit these concepts over time. Each subject has a long-term map that explicitly identifies and sequences the core knowledge and concepts that children learn across each cycle or unit of work. This is the foundational knowledge we want all children to recall. Leaders’ understanding of the interplay of knowledge types will inform the sequence of the curriculum. The curriculum will contain: • regular retrieval and spaced practice to form durable, long-term memories of knowledge, expertise and understanding. This frequent and systematic revisiting is also designed to develop vocabulary, literacy and numeracy which are fundamental to all learning. • identified resources, such as knowledge organisers that precisely stipulate relevant tier 2/3 vocabulary and the core knowledge for each cycle/unit of work. • explicit strategies to support children in self-regulating their learning and developing metacognitive skills. • home learning that is explicitly planned into the curriculum and is consistently set to support children in practicing, embedding or extending their knowledge. • key curriculum documents that are made available to all stakeholders. Cross-trust subject leader groups collaborate regularly to improve the design and sequencing of their subject curriculum. They also collaborate to share best practice in subject pedagogy. Appendix 1: Curriculum Design Process supports this. In secondary schools the school year is divided into three teaching cycles, that help to structure and align the teaching and assessment and to ensure that ongoing curriculum review in response to feedback is embedded.
Curriculum Leadership
Curriculum is the responsibility of all teaching staff. Teachers are responsible for understanding, adapting and enacting the curriculum for their classes and are supported by Subject leaders to understand the sequencing and reasoning behind their curriculum. Trust Subject Leaders (TSLs) are responsible for providing a strategic lead and direction for their subject curriculum with oversight of the planning and common resourcing of the common curriculum across the Trust, as well as ensuring that all subject leaders have a voice and input into curriculum development. They work closely with the Directors of Curriculum Quality and Innovation (DCQI), a team of senior leaders who set and monitor the strategic direction of curriculum development for the Trust.

Monitoring & Evaluation

- Common curriculum is systematically reviewed and evaluated by TSLs and DCQI with all teachers feeding into curriculum development.
- SLT curriculum leaders are responsible for the monitoring and evaluation of the curriculum at school level.
- The peer review process is used to identify areas of strength and areas for development for specific curriculum areas.

TEACHING
Objectives
To teach the content of the curriculum in a way that inspires and challenges all students to know more, know how to do more and remember more.
Guiding principles for expert teaching
Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. To achieve this, effective teaching involves: • Selecting Curriculum teachers plan and adapt the curriculum. • Creating Culture: all children experience calm, low sensory, consistent classrooms. • Securing attention: we learn what we pay attention to. • Optimising Communication: present new information logically, clearly and memorably so that all pupils can access the learning. • Driving Thought: memory is the residue of thought. • Gathering and Giving Feedback: effectively check knowledge and understanding. • Ensuring Consolidation: 'I've taught it' doesn't mean 'they've learnt it'
How do we achieve this?
The common curriculum details the transformational knowledge and common teaching sequence. Where centrally planned resources are provided, teachers are expected to adapt these in order to meet the needs of their children. Our ESW Core Pedagogy (Appendix 4) details the seven areas listed above with the key concepts and implementation guidance for each. The ESW Pedagogical Principles (Appendix 2) outlines, in greater detail the evidence informed strategies to maximise learning potential. The Pedagogical Principles are a set of core teaching strategies that support all teachers to deliver effective lessons. Whilst teachers are expected to use these strategies in order to develop a consistent approach for children, it is recognised that there is room for creativity and flair to enhance curriculum delivery. The Pedagogical Principles describes the Universal Provision (formerly known as Ordinarily Available Inclusive Provision - OAIP) for all children. Alongside this the Targeted Provision provides specific strategies to support individual children with specific SEND. Continuing professional development in schools provides targeted support in these areas according to need and the ESW Pedagogical Principles provides a platform for bespoke instructional coaching for every teacher.
Monitoring & Evaluation
• School quality assurance processes, involving a combination of lesson observations, work sampling, parent and child voice, exam and assessment outcomes. • Instructional coaching with action steps aligned to the Pedagogical Principles. • Peer review process.

ASSESSMENT
Objectives
To identify gaps and misconceptions in children’s learning and support them to close gaps. Teachers systematically adapt and improve the curriculum and lessons in light of assessment information.
Underlying Principles
Assessment: • Is always formative in nature, unless it is an externally set terminal exam. • Regular granular assessment of student understanding occurs in every lesson. • Utilises frequent, low stakes quizzing and retrieval practice to support the cumulative mastery of the curriculum. • Has a clearly defined rationale in each subject, where subject leaders are clear on the purpose of assessment and what they intend to do with the information collected. • Is subject specific and carried out with consistency by all teaching staff in the department. • Aims to improve and increase the validity (the accuracy of inferences drawn from an assessment) by understanding the limitations of assessment and how it can be improved. Provides useful and timely information in order for effective intervention at whole-school, subject and classroom level, as well as strategic improvement to the curriculum.
How do we achieve this?
• Assessment is structured though consistent, standardised mid-cycle and end of cycle assessments as well as the ongoing granular assessment in lessons. • Regular assessment of tier 2 and 3 vocabulary through low-stakes quizzing through the Do It Now. • Teachers respond to assessment with individual and whole-class feedback. • Assessment is used to improve retention of knowledge. • Granular assessment happens regularly in the classroom though teacher questioning, hinge questions, live marking, discussion and peer feedback. • Assessment rationales allow for cumulative knowledge testing. This means that some assessments include the testing of knowledge covered in previous units as well as the most recent. • Appendix 3 outlines the different types of assessment that are present in curriculum documentation and enacted within the curriculum.
Monitoring & Evaluation
• Subject assessment rationales are reviewed by school leaders. • Assessments are regularly evaluated by subject and school leaders, within and across ESW schools to review reliability, validity and consistency. • Assessments are evaluated and reviewed by subject leaders continuously in light of how effective they are at supporting learning and how the information can be used to improve the curriculum in the future.