

Sacred Heart Catholic Primary School



Music
Impact

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We measure the impact of our curriculum through the following methods:

- **In Class Feedback**

We understand that feedback is linked to progress and has to be timely to make an impact. In class feedback is used to support teacher's workload, ensure it is as immediate and timely and specific as possible, and leaves the teacher time to focus on individual identified needs (see Feedback and Marking Policy).

- **Formative /Summative Assessment**

When a pupil has not met the learning objective there is timely support so they are able to continue on the learning journey with their peers. Teachers adapt their planning for the next lesson to ensure there is time to address these misconceptions. It may be addressed in the next lesson, by a Teaching Assistant, in small groups in the lesson. The misconceptions may also be addressed through in class marking, conferencing, verbal feedback or with the use of mini plenaries.

- **Pre-Teaching/Pre-Assessment**

All teachers are aware of the pupil's prior attainment. This information is analysed to plan the learning according to individual needs and cohorts. Where possible, the Teaching Assistants support teachers and complete pre-learning activities or activities in lessons will be tailored to address the learning gap.

- **Teaching Assistants and Interventions**

Interventions are specific to the needs of pupils and they are given until the misconceptions are addressed or the gap in learning is reduced.

Same day interventions are also used to pick up on misconceptions from the current days teaching and learning.

- **Partnership**

Teachers engage parents through September Meet the Teacher meetings, termly curriculum newsletters, weekly newsletters and via the Year Group email and Weduc. Each term there are opportunities for parents to meet with teaching staff at Parent Consultation. Every Tuesday there is a drop-in session for parents to discuss a concern with a member of staff.

- **Moderation**

Maths, reading and writing are all moderated internally to ensure we make robust judgements, particularly on transfer between key stages. Teachers also take part in external moderation at Deanery level. Every term, teachers meet to moderate writing and ensure that teacher assessments are accurate.

- **Formal Assessment Cycle**

- Foundation Subjects are assessed towards meeting the expected standard, working below/above the expected standard.

- **School Reports**

School reports are issued at the end of the school year. All subjects, including RE, are marked as Working towards National Expectations, Meeting National Expectations or Exceeding National Expectations.