**Curriculum Monitoring – Summer 2021**

**English Lead – Monitoring of the quality of writing across the school- audit**

General feedback sent to whole staff and also individual feedback to each year group.

**Headlines:** Overall as a school, we are providing children with lots of writing opportunities and there was a good amount of writing in books. Vocabulary was also strong across the school. Going forward, we need to ensure that small errors children are making are picked up on as they can be easily addressed and lead to progress.

Please add your learning objectives on the front cover sheet on the English planning document, using the National Curriculum objectives. Planning should go hand in hand with assessment and will ensure that children are covering your year group objectives.

**English Lead & Lead Practitioner – Monitoring of the progress and provision for lowest 20% of readers- audit (Ofsted Focus)**

**Headlines:**

Positives:

* Lowest 20% mostly being heard read each week
* Most people are keeping priority reader lists and updating them
* Some comments were detailed for parents
* Most children had their reading records in school

Actions for improvement:

* Parental engagement across the school needs to be raised
* Teachers are not monitoring reading – mostly TAs
* Lowest 20% not reading frequently enough
* Lots of comments were ‘good reading’
* Lowest 20% are not having sufficient support to make accelerated progress.
* Adults need to initial when they read with children
* Lack of consistency with reading records being in
* Teachers/TAs writing in books for parents to read when it is not consistent in school

**English Lead – Monitoring and review of English Overviews – audit**

* Review of teaching units within each year group - What worked well? What needed adjusting? Updated English Overviews linked to quality texts produced and shared with staff
* Final review of amended units with English Lead & Lead Practitioner to quality assur

**Curriculum Lead: Monitoring of curriculum documents across the school in the light of gaps in teaching due to disruption of lockdown - audit**

**Headlines:**

* Staff asked to evaluate which units of learning had been missed or only briefly taught during government lockdown
* Subject Leaders then asked to evaluate Subject Overviews and Headlines, to address gaps in provision and to update documents to take account of missed units of learning
* Year group teams then asked to look at their Year Group Overviews and adjust these in the light of any changes to Curriculum Overviews
* Year Group Overviews, Subject Overviews, Subject Headlines reviewed by Curriculum Lead and Lead Practitioner to review quality of curriculum provision
* Knowledge Mats and Cultural Capital documents reviewed ready to share with staff
* Early Years Curriculum Policy, EYFS Yearly Overview, updated in the light of changes that come into effect in September 2021, including a rewrite of medium term planning frameworks for EYFS
* School website ready to be updated to include all amended and updated documents including more detailed information relating to the EYFS Curriculum

**Lead Practitioner & SENCo – Monitoring of the Learning Environment, including working walls – audit**

* Teachers given individual feedback and examples shared of good practice so that all working walls support quality first teaching
* There was a follow up learning walk two weeks later to check that action points had been responded to by LP and SENCO
* SLT are checking that planning is uploaded to website every Monday ad that Class Pages are updated by teaching staff. The quality of this planning has been reviewed and discussed by SLT to ensure quality first teaching is maintained

**Maths Lead – review of planning and teaching of maths in the light of remote teaching – audit**

* Maths Lead & SLT asked staff to review maths units missed during remote learning, teachers were directed to use NCETM Ready to Progress Materials to address gaps in children’s knowledge. This was monitored by Head Teacher and Maths Lead
* Some streaming was introduced in year groups where there had been the greatest impact on children’s learning – as judged by teacher and summative assessments
* Maths Lead has reviewed maths planning and completed a learning walk to look at quality first teaching in maths lessons