

Crown Meadow First School & Nursery



Teaching and Learning Policy

‘Our Curriculum Approach’

to be read in conjunction with **Our Assessment Approach**

This policy is reviewed at least annually by the governing body and SLT and was

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Part 1: Curriculum Approach - Rationale

Vision

At Crown Meadow First School & Nursery we provide an engaging school experience where children are confident partners in their own learning and embrace challenge. We aim for all pupils to leave as independent, inquisitive and resilient learners who can form lifelong friendships and become responsible, respectful young people and ready for the diverse world that they live in. Our curriculum is thought-provoking, inspiring and full of memorable moments.

Our vision for children at Crown Meadow First School & Nursery (CMFS) drives our curriculum approach:

Rationale

The curriculum at CMFS aims to prepare children to have the knowledge they need to maximise their choices and chances in the next stage of their education. We want our pupils to be consistently responsible, respectful young people who are stage-appropriately ready for the diverse world that they live in and have a thirst for knowing, remembering and doing more.

At CMFS, the National Curriculum guides what we teach, while up-to-date research, including action research and a strong understanding of how children learn, shapes how we teach. During their time with us, we intend for each child to experience a carefully planned journey, enriched with experiences that support and complement their learning. Our curriculum is predominantly based on CUSP, a rich, evidence-based and aspirational curriculum from Unity Schools Partnership, but we also supplement and personalise it to meet the specific needs of our children.

Our curriculum fosters inquisitiveness and independence by deepening children's powerful knowledge. We prioritise depth of learning over speed of learning and understand that knowledge is not just what we think about, but what we think with. By linking foundational knowledge to new content, we reduce cognitive load, helping students build a coherent mental model over time. This approach ensures that children can make connections and understand new learning more easily. Through planned revisiting of learning and interleaving content and skills, we support retention and progression in both subject knowledge and related skills. We view the curriculum as a spiral, revisiting key components and concepts over time to refine and elaborate on existing knowledge in increasingly complex ways.

We carefully select knowledge components that are right for our children and school context, detailing these components for each subject to guide what we want children to understand, remember, and master. Where appropriate, we link subject components to enrich learning opportunities and ensure coherence. This can be within a half term, for example children learning about Rocks at the same time as learning about the Stone Age, or can be spaced across half terms, for example revisiting learning about Rocks 6 weeks later when writing a non chronological report in English. Our curriculum develops both substantive and disciplinary knowledge, enabling children to become 'a little more expert' with each lesson. We collaborate with our feeder Middle School to ensure a seamless transition in children's education.

We have a strong focus on vocabulary throughout our curriculum - we think and communicate with words and so words are the building blocks of knowledge. We focus on understanding and using tier 2 and tier 3 vocabulary in each of our lessons and ensure pupils are clear in the meanings of the words they are learning about, and are then able to apply this vocabulary in other areas of the curriculum.

To be a curriculum of success, we recognise children will know and remember more, making connections between learning whilst feeling positive and healthily about their unique self. We intend for our pupils to have a secure understanding of who they are and where they fit into the world. The importance of memory and retention is an everyday part of our approach to the curriculum. We place an emphasis on regular retrieval practice in varied forms to support the transfer of component knowledge to children's long-term memory. We draw upon relevant educational theories such as cognitive load and desirable difficulties so our teaching and learning approach ensures we maximise children's learning potential.

Children at CMFS are novice learners and therefore need clear direct instruction and guidance in lessons. Teaching must be of exemplary standard and consistent for children to feel safe and secure, and to make progress. We prioritise a whole school approach to teaching and learning-ensuring that teachers develop and continually refine their teaching pedagogy in line with developing knowledge of how children learn. Our curriculum is built around teachers using carefully planned, transparent, step by step, explicit instruction and detailed explanations through modelled examples; giving children multiple opportunities for deliberate practice, including retrieval techniques such as quizzing to revisit key knowledge and information that we know is vital for children to master.







CMFS's five school values (Resilience, Empathy, Curiosity, Diversity and Independence) together with our three school rules principles (Be Ready, Be Safe, Be Respectful) ensure that children are confident partners in their own learning and embrace challenge. Children learn that making mistakes is part of the learning process, and we encourage them to view these experiences positively.

Whilst our curriculum approach has been carefully designed, we understand that children and the world they live in are ever-changing, as is the body of knowledge and research that informs how and why we teach in the way we do at CMFS. Therefore, we see the curriculum as being constantly reflected upon and fine-tuned to ensure it inclusively meets the needs of every child.

Part 2: Pedagogy

This document so far has outlined many of the pedagogical approaches we use at CMFS to support effective quality first teaching. Most of our CUSP subjects share the same lesson structure, as detailed below, based on Rosenshine’s Principles of Instruction. This structure supports a responsive and adaptive teaching model, catering to the diverse needs of learners. Where CUSP lessons do not follow this sequence in order, elements from each stage are used thoughtfully to maximise learning and engagement.

The 6 phases of a CUSP lesson are designed to enhance instructional effectiveness.

Connect 	Explain 	Example 	Attempt 	Apply 	Challenge 
Activate prior learning	Instruct vocabulary Explain core concepts	High-quality modelling Explicit direct instruction (My turn)	Guided practice Gradually reduce scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deepen understanding Sophisticate thinking

Teachers are encouraged to navigate these phases flexibly, revisiting earlier steps as necessary. This approach allows for breaking down complex concepts into manageable parts and provides opportunities for additional modelling or practice.

Incorporating checks for understanding at each phase is crucial for addressing misunderstandings quickly, ensuring that all students can keep up and benefit from the instruction.

Our teaching approach draws upon Tom Sherrington’s Walkthrus, particularly Cold Calling, Think Pair Share, No Opt Out and Live Modelling. We also draw upon Walkthrus to support behaviour, for example Establish Expectations.

Part 3: EYFS Approach - (Prime Areas then Specific Areas)

Communication and Language (C&L)

Children start schooling at CMFS generally at age related expectations (C&L). We believe pivotal to their development and informed by research is the focus on early communication and language. Informed by research, we embed the ‘ShREC Approach’ (EEF, July 2022). We use these four key strategies with every child, every day.

- **Sh: Share attention** – be at the child’s level. Pay close attention to what they are focused on.
- **R: Respond** – follow the child’s lead. Respond to their non-verbal and verbal communication. You could make a brief comment on what they can see, hear or feel.
- **E: Expand** – repeat what the child says and build on it by adding more words to turn it into a sentence.
- **C: Conversation** – have extended back and forth interactions. Give children time to listen, process and reply.

These four key strategies encourage all staff, volunteers and helpers to become more responsive and attuned to children whilst aiding consistency of approach across school. They encourage

children's active participation in 'meaningful, stimulating, and linguistically' (EEF) rich back and forth conversations progressing children towards our vision to be 'independent, inquisitive and resilient learners who can form lifelong friendships and become responsible, respectful young people'.

The four rules of 'good listening' is a systematic approach used by CMFS and driven by our Speech and Language Specialist. These are:

- Sitting Still
- Staying quiet
- Looking at the person talking
- Listening to all of the words

These four rules of 'good listening' are echoed in every teach at the beginning of the Autumn Term, shared with parents as part of our welcome meeting and embedded in all aspects of school-life.

Physical Development (PD)

Children start schooling at CMFS generally just below age related expectations in PD due to their fine motor skills and handwriting. This is in line with a nationally developing picture and one informed by research: Cheatum and Hammond (2000) identify that, in addition to having difficulty with the fine motor control required for writing, children may also struggle because of poor gross motor development as these precede and underpin handwriting.

A diverse range of techniques are used to develop children's fine motor skills, including Write Dance, Jimbo Fun and by respecting the environment as the 'third teacher'. Fine motor challenges are available daily and throughout many activities enhancing children's fine motor development. Handwriting is taught specifically through both purposeful play and our ELS phonics programme.

Children's gross motor skills tend to be broadly in line with age related expectations. We believe a strong focus on the Characteristics for Effective Development help children to build resilience and stamina. Children access the outdoors every day with a strong ethos on the benefits of outdoor play and large physical challenges such as crate building, den building and water channelling.

Personal, Social and Emotional Development (PSED)

Children start schooling at CMFS generally at age related expectations in PSED. Our approach values early PSED having a huge impact on their later well-being, learning achievement and economic success too. Through a range of challenges such as group play, purposeful problem solving and partner work children learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. This builds towards our whole school vision for children to be confident partners in their own learning and embrace challenge.

Literacy (L)

Children start schooling at CMFS generally just below age related expectations in L due to their fine motor skills and handwriting. Although, it must be acknowledged that children's vocabulary is at age related expectations. We have a low percentage of pupil premium children and children tend to experience strong preschools and rich, varied home experiences such as trips, adventures and cultural experiences. Our focus for Literacy is primarily on building strong grammatical structures through Talk 4 Writing and text rich environments. Systems such as Book of the Week, home reading rewards and daily fluency reads ensure that the EYFS curriculum is ambitious and bridges successfully into Year 1. Phonics is taught daily, using the ELS programme.

Mathematics (M)

Children start schooling at CMFS generally at age related expectations in Maths. Children's recall of number bonds, composition of numbers, ability to subitise and all elements of the ELG for Number and Numerical Pattern are supported by Mastering Number in Reception. We widen the scope of learning to cover shape, spatial reasoning and measure, drawing upon White Rose Maths for this. Activities within purposeful play and catch-up, keep-up interventions further supplement the learning. Routines are used effectively to ensure children use their deepened understanding of numbers in real-life contexts.

Understanding the World (UTW)

Children start schooling at CMFS generally at age related expectations (UTW) due to their strengths in early language and early childhood cultural and environmental experiences. Forest School plays a pivotal role in children's progressive development, enabling them to take stage appropriate risk, to understand personal safety, build relationships and connect deeper with nature throughout all seasons.

We recognise that children who attend CMFS live within a predominantly (99% 263/267) white village with Black Caribbean being the next highest ethnic group. This propels the importance of teaching diversity in all aspects of school-life including through diversity assemblies, cultural and festival celebrations, school visitors, trips and resources. Diversity runs like a golden thread through our EYFS and wider school curriculum.

Expressive Arts and Design (EAD)

Children start schooling at CMFS generally at age related expectations (EAD) with consideration given to the impact of their fine motor skills which is largely pen skills. We teach the arts through a rich, creative environment including purposeful creative days where techniques and skills are strategically taught (mapped to Year 1) and embedded through purposeful play.

Connecting with others we feel is a central driver within our EYFS curriculum leading to our children to form positive relationships with their immediate peers, the wider school and community. A strategic balance of structured and open-ended role play opportunities both inside and outdoors enables children to narrate and develop their lines of enquiry.

Part 4: KS1 and KS2 Subject Specific Rationale - (In alphabetical order for ease of reference)

Art

At CMFS we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. It provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. We aim to develop a love for art and instil in all children that art is a form of expression available to all, regardless of their perceived ability. Our intention is that all children leave CMFS with a range of skills, the ability to think more critically and have an appreciation for a diverse range of art and design that enables them to be more evaluative and creative, across all aspects of their life.

We base our Art and Design lessons on the CUSP curriculum. This is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking,

textiles, 3D and collage. Vertical progression has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their learning journey at increasing degrees of challenge and complexity. Through a connected approach, we support our pupils to retrieve knowledge from other subjects in Art lessons. In addition to the substantive knowledge required to be successful within each discipline, children focus on disciplinary knowledge with working artistically and develop different aspects of these skills.

Through our Art curriculum we will develop children's creative and critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists throughout history.

Computing

We strive to provide an exciting, rich, relevant, and challenging Computing curriculum that engages all pupils. Our goal is to equip children with the skills and enthusiasm to use technology confidently and effectively throughout their lives. By fostering a love for technology, we aim to prepare students for a future where digital competence is essential. We follow the CUSP i-pad curriculum for Computing.

We encourage critical thinking, reflective learning, and a 'can do' attitude, particularly when engaging with technology and its various resources. Through this approach, we help students develop the resilience and problem-solving skills necessary to navigate the ever-changing digital landscape. It is essential that our pupils become responsible, respectful, and competent users of data, information, and communication technology. We teach them the importance of digital citizenship, ensuring they understand how to use technology ethically and responsibly.

Our curriculum also focuses on equipping pupils with the knowledge and strategies needed to safely navigate the online world. By teaching them how to minimize risks to themselves and others, we empower students to enjoy the benefits of the digital world while maintaining a strong sense of personal responsibility. Furthermore, we use technology imaginatively and creatively to inspire and engage our pupils. We also leverage technology to enhance the efficiency of tasks related to running an effective school, ensuring that both students and staff can make the most of the digital tools available to them. Through this holistic approach, we aim to create a vibrant and effective learning environment that prepares our pupils for the digital future.

By the time children leave CMFS, they will have knowledge and skills in computer science (programming and understanding how digital systems work), information technology (using computer systems, to store, organise and retrieve information) and digital literacy (evaluating digital content and using technology respectfully and safely).

Design and Technology

At CMFS we aim to develop the skills in all children that help prepare them for the rapidly changing world. We follow the CUSP curriculum for Design and Technology.

Through our Design and Technology lessons children develop and combine practical skills that encourage them to be independent, creative problem solvers and thinkers, both as individuals and as part of a team. We support children to combine these practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. We are lucky to be able to utilise Alvechurch Middle School kitchens for our DT lessons so children can experience cooking and food preparation in a purpose built environment.

Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose. Design and Technology helps all children to become discriminating and informed consumers and potential innovators and we aim to instil the belief in our children that they can be the designers of the future.

Geography

At CMFS we intend to inspire students' curiosity and fascination about the world as well as their own place in it. We also aim to develop their citizenship by understanding how and why we need to look after the world. We strive to enable children to develop investigative skills as well as knowledge that is transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

Our Geography curriculum is based on the CUSP curriculum. The curriculum is designed to ensure that teaching equips pupils to understand more about our world, beginning with our own locality and then moving further afield. Our curriculum emphasizes cumulative knowledge across spaces, places, scale, and human and physical processes, ensuring that learning is interconnected and relational. Pupils engage in high-volume and deliberate practice to strengthen their ability to retrieve and apply substantive and disciplinary knowledge, making conscious connections and deepening their understanding.

We realise the importance of children developing the skills of a geographer and fully immerse them in all areas of the subject, and the vocabulary associated with it. Vocabulary is systematically developed from Year 1 to Year 6, with a focus on both high-frequency and subject-specific terms. Our local area is utilised to supplement our curriculum, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

History

At CMFS we intend for pupils to gain a sense of time and place, learning about the history of their own locality but also broadening their horizons of the rest of the world. We want to inspire pupils' curiosity to know more about the past and how it has shaped their lives and aim for children to ask questions and think critically about events and people. By supporting our children to consider different perspectives, we intend to open their minds to the complexity and diversity of people's lives and help them make more of their own informed decisions.

Our History curriculum is based on the CUSP curriculum. The curriculum is structured around cumulative knowledge, chronology, and understanding change through cause and consequence, with connections made across different periods of time. We personalise the curriculum to refer to events in our local History and support children's understanding of their own locality.

In teaching History at CMFS, we ensure that knowledge retention extends beyond immediate recall so we link new content to prior learning to reduce cognitive load. This cumulative approach allows children to connect significant historical periods, people, places, and events, helping them develop a coherent and expansive mental timeline. The curriculum revisits and deepens key concepts, ensuring that pupils become increasingly knowledgeable with each study, avoiding superficial or fragmented understanding of history.

Vocabulary is systematically developed with an emphasis on both high-frequency words (Tier 2) and subject-specific terms (Tier 3) and we expect children to know and remember this vocabulary and use it in other areas of their studies.

We connect learning across the curriculum wherever relevant and will make meaningful links between History and other subject areas. We intend for our children to have real life experiences and learn about history in creative ways.

French

Children at CMFS in Year Three and Four will learn the basics of French as it provides an opening to another culture, fosters children's curiosity and deepens their understanding of the world.

Our French curriculum is based on CUSP. Through this, we prioritise speaking and listening and provide opportunities for children to communicate for practical purposes and learn new ways of thinking. We do also look at some grammar aspects to support children as they progress into Middle School. Language teaching for our first school children should provide the foundation for learning further languages, equipping them to study and work in other countries. Children complete regular quizzes in French to reinforce their learning.

By the end of their time at CMFS, we aim for children to be able to understand and respond to spoken and written language in French and enjoy the chance to find out about another country and its customs and features.

Music

At CMFS we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our Music curriculum is based on CUSP but Music at CMFS is not confined to the Music lesson. We are passionate about singing, performing and presenting the children's skills and hold regular concerts, performances and singing assemblies.

We believe all children should perform, listen to, review and evaluate music. Through our curriculum, children will develop an understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions and musical genres. Our curriculum emphasizes the language necessary for exploring musicality, with structured routines that focus cognitive attention on core content.

CUSP Music is designed around evidence-led practices to ensure high-quality musical development for children. The curriculum builds students' musical knowledge, competency, and confidence, featuring the study of significant musicians and works to inspire and connect them to the world. Core areas include singing, listening, composing, and instrumental performance, developed cumulatively to deepen engagement over time.

From Year Two upwards, the children have the opportunity to learn a musical instrument through the peripatetic service (parental or Pupil Premium funded), but all children explore and develop concepts of musical notation through whole class teaching of glockenspiels, recorders and other pitched instruments as part of their class lessons.

We aim to develop a curiosity and enthusiasm for Music, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. Our children leave CMFS with a love for music, grounded in skills and experiences that will inspire them to think critically and creatively, not just in the music classroom, but across all aspects of their life.

Physical Education

At CMFS we know that the Physical Education Curriculum makes a significant contribution to a child's physical, emotional, intellectual and personal development. It is our intent to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities.

We aim to enable children to develop physical skills with increasing control and coordination. Through a variety of activities, we help students build a solid foundation in fundamental movements, ensuring they can confidently refine these skills as they progress. Collaboration and social skills are fostered as children work and play together in various group situations. Team-based activities teach the importance of cooperation, fair play, and mutual respect.

Students are guided to perform physical skills effectively by applying rules and conventions across different activities. This approach ensures they not only learn the skills but also understand their application in context. Continuous improvement is emphasized by showing children how to enhance their performance quality and control. Constructive feedback and targeted practice encourage students to set personal goals and strive for excellence.

We teach children to recognize and describe how their bodies feel during exercise, helping them understand the link between physical activity and well-being, promoting a healthy lifestyle. To cultivate a lifelong love for physical activity, we encourage creativity and imagination in movement, making physical education engaging and enjoyable.

Our curriculum also helps children understand how to succeed in various physical activities. We teach them to evaluate their own performance, fostering self-reflection and goal-setting. We build on the success of PE lessons to extend the curriculum beyond the classroom, with whole school PE events and Healthy Living Weeks as well as sports extra curricular activities. Our children attend bell boating, gymnastics, multi sports and other opportunities across the school years.

PSHE

At CMFS, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere.

The teaching and learning of PSHE is based on the Story Project programme, with supplementation from Jigsaw for RSE elements in the summer term. We enrich our curriculum with a range of additional whole school events such as Anti Bullying Week, NSPCC weeks, Financial Literacy and many more. Our curriculum supports the school's core values and in PSHE, our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. Our teaching develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

PSHE deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at CMFS will also acquire an understanding and experiences of British values that

are necessary if they are to make sense of their experiences, value themselves, respect each other, appreciate differences and feel confident and informed as a British citizen. This is further developed with a discrete British Values lesson each half term and regular referrals to the British Values in assemblies and school life. Through our PSHE education, we believe we can enhance children's education and help them to become caring, respectful and confident individuals.

Religious Education

The aim of RE is to engage pupils in exploring the cultural practices and influence of principle religions worldwide so that they can develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multicultural society. At CMFS, our RE curriculum follows the Worcestershire Agreed Syllabus.

It is our intent for the Religious Education element of our school curriculum to engage, encourage, inspire and challenge pupils while equipping them to have an understanding of a range of religious beliefs so that they can be respectful and tolerant of others. We aim to develop open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their own sense of identity and belonging through reflection.

In our RE lessons, we give children opportunity to question and develop their own curiosity, as in doing so they can begin to form their own evidence based opinions and ideas. We prioritise healthy discussion and know the importance of RE in developing children who can combat prejudice and be successful, rounded citizens in adult life.

We do not follow CUSP for RE but have taken elements of it's pedagogy to develop our own "knowledge notes" to support learning.

Science

Our ambitious Science curriculum emphasises building upon prior knowledge across Biology, Chemistry and Physics concepts to enhance learning. This helps to embed new learning as children select organise and integrate prior understanding. It is the intent at CMFS that all children leave our school with a secure level of knowledge and understanding of the world in which they live, both on a local and global scale, and also the part in which Science plays in their lives today.

Our Science curriculum is based upon the CUSP curriculum. Learning within this is sequenced to reduce cognitive load, strengthen long-term memory, and foster deep understanding. High-frequency vocabulary (Tier 2) is explicitly taught to support subject-specific terms (Tier 3), and our learning sequences incorporate specific vocabulary tasks. Misconceptions are addressed explicitly, helping students build accurate scientific concepts and retrieval practice supports enhanced learning over time.

We strive to develop children's curiosity, a respect for the natural environment and equip them with the skills to ask scientific questions, find answers and evaluate evidence. Working scientifically involves understanding and applying scientific processes to collect, interpret, and evaluate evidence. We do not assume children will acquire these disciplinary skills naturally so we ensure they are explicitly taught. Students develop this knowledge by using substantive knowledge to question, plan, observe, conduct tests, measure, compare, classify, gather data, and seek patterns. They also learn to explain, report, predict, conclude, and improve findings, building a structured approach to scientific inquiry and evidence-based reasoning.

Historical and diverse modern scientists are studied to illustrate the development of scientific knowledge and the overcoming of misconceptions. Children are encouraged to use their skills from other subjects, including Maths, English and Computing to interpret and present data and with support, draw simple conclusions from investigations.

Spelling

In order for our approach to the teaching of spelling to align to other aspects of the English curriculum, we have made the decision to move away from Spelling Shed and follow the CUSP approach to spelling from September 2025.

CUSP Spelling has been purposefully built around the principles of evidence-led practice. This is to ensure that pupils acquire deep knowledge about the English spelling system and that this learning endures. The curriculum is written cumulatively to allow teachers to move backwards and forwards depending on the starting points for their pupils. Fully resourced, CUSP Spelling is both teacher-facing and pupil-facing, building consistency in how Spelling is taught across the school and ensuring that all teachers have the deep subject knowledge required to teach the statutory content of the National Curriculum for Spelling.

CUSP Spelling is a balanced approach, drawing together knowledge about phonics and vocabulary and pairing this with pattern seeking and reasoning.

The CUSP Spelling curriculum is organised into 2-week blocks, with each block covering a particular set of key concepts, including spelling patterns, etymology and morphology and reasoning about spelling. These blocks are made up of three lessons per week: 2 x 15 minute (minimum) discrete Spelling lessons and 1 x Spelling starter for the final Writing lesson of each week.

Systematic revisiting and incremental progression is inherently written into the long-term sequence with short lessons taught across the week within each unit from Year 2 to Year 4. Teachers are encouraged to use the dictation element and handwriting practice to maximise the time available for the development of vital transcription skills.

Part 5: Our Phonics Approach

Essential Letters and Sounds (ELS) is our school synthetic phonics teaching programme and forms the bedrock of teaching Reading in Nursery, Reception, Year 1 leading into Year 2 and beyond if needed.

Essential Letters and Sounds (ELS) ensure that 'every child can read well, quickly.' The principles of ELS are based upon:

- The delivery of whole-class, high quality first teaching with well-structured daily lesson plans
- The use of consistent terminology by teachers, children and parents
- The use of consistent resources that support effective teaching
- Repetition and reinforcement of learning
- Regular assessment to ensure that all children 'keep up' rather than 'catch up'
- The 'E' model

The 'E' Model

The 'E' model underpins all teaching and learning in ELS.

'E' model components	Description
Embed	The theory and pedagogy behind ELS
Enact	How to deliver ELS lessons in your school
Enable	How to ensure all children 'keep up' rather than 'catch up'
Execute	How to lead ELS in your school
Evaluate	How to assess children's progress

Embed - The Theory and Pedagogy behind ELS

ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches children to:

- Decode by identifying each sound within a word, blending them together to read fluently.
- Encode by segmenting each sound to write words accurately.

Enact - How ELS is delivered in school







ELS is based on simplicity and consistency, and the programme is delivered through whole-class lessons. Throughout ELS, teachers will use the same teaching sequence - show, copy, repeat - until each child is independent.

The teaching sequence is the same in all stages of the lesson, from whole-class teaching to one-to-one intervention. Children are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), teachers will use a mnemonic or rhyme with an accompanying picture to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. Practice and repetition are key.

Give, give, give

- Give the GPC – share the new sound or spelling being taught.
- Give the word – put it into context.
- Give the meaning – ensure children can use the vocabulary.

Key teaching features	
Me, then you	The teacher says something, and then the children repeat it exactly.
Provide opportunities	<p>Practice and repetition are key. There is no 'down time' in the lesson – a consistent fast pace is maintained. Children have many opportunities to:</p> <ul style="list-style-type: none"> • Hear the sound or word • Say the sound or word • See the sound or word • Read the word • Write the word • Use new vocabulary.
Provide modelling	Every single aspect of the lesson is modelled for children. As teacher, your main purpose is not to test the children but to teach them.
Active teaching and learning	ELS lessons are active – children are engaged at all times, whether joining in with a 'drum roll' to introduce the new sound, using 'robot arms' or 'tracking the teacher' as you move around the room.

Key teaching features	
Spelling sequence	<p>Encourage children to follow the sequence:</p> <ul style="list-style-type: none"> • Say the word  • Stretch the word  • Segment the word  • Blend the word  • Count the sounds within the word  • Say the whole word  <p>This sequence can be used for any word where the children have been taught the GPCs within the word.</p>

Using Decodable readers

It is vital that whilst children are learning to read, they read both e-books and paper books that match their phonic knowledge. Children need to re-read their books as this ensures that they develop their reading skills and fluency.

Enable

Our whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS has three interventions that are to be delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. These are intended to be short and concise and last no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day.

Evaluate

It is important that children's progress is assessed thoroughly, so that any gaps can quickly be identified. Assessment of the children's reading skills is key to ensuring that all children make rapid progress through the programme, and that they keep up rather than catch up. Assessment needs to occur in the fifth week of each half term, to allow all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills.

ELS includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

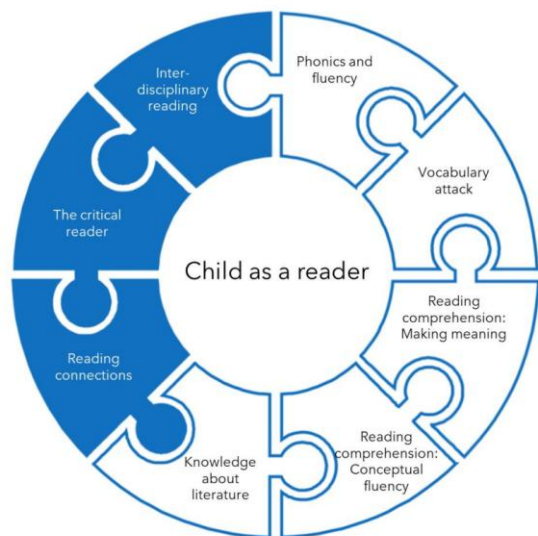
Part 6: Our Reading Approach

We understand the power of speaking, listening and early reading (phonics) to be the bedrock of successful reading and curriculum outcomes throughout children's time at CMFS. We put a significant focus on Oracy and Reading alongside [The Reading Framework](#) recommendations for Early Years. Designated time is allocated to speech and language, recognising the importance of and building upon children's early oracy skills.

Our Reading Approach is evidence informed and based on the highly commended CUSP Reading curriculum. Within our Curriculum Approach, we define here methods and techniques used to teach Reading successfully across year groups and throughout our curriculum.

We focus on the following areas (see diagram below) to develop children as a well-rounded and competent reader but, at CMFS, we know that research shows skills such as predict, infer and summarise are not generic skills and as such, they are not taught discretely. As reading comprehension 'skills' cannot be isolated from one another it is important to teach children how to draw on key reading strategies to approach a task and support them to develop a rich reserve of

reading knowledge and competencies. We have high ambition for all children and use a range of scaffolding strategies to support learning and enable all children to achieve their reading potential.



We wholeheartedly believe in fostering a love of reading though every step of the way drip feeding the pleasure of books in our everyday routines, actions and words. Each class has a designated library time, diversity books are scheduled and read linked to current world events in assembly each week and raffle tickets are awarded to readers. Moreover, all staff share their passion for reading through conversations with children about books, modelling a love of reading and a thirst to learn more.

Text selection

We recognise the importance of text selection in order to successfully teach reading and follow the CUSP Literature Spine. These cover a wide range of themes, including diverse authors and topics linked to social, moral, spiritual and cultural development.

Beegu	Where the Wild Things Are		The Storm Whale	The Owl and the Pussycat	Illustrated stories from Aesop
Extracts: 1: a non-chronological report and a job application form 2: a leaflet and a poem 3: a short narrative and a conversation			Extracts: 4: a poem and a news article 5: two information texts 6: a recount and a short narrative		
1	2	3	4	5	6
	Anger Exploring anger and calming down strategies	Tiger Addresses forgiveness	Calls for whale to be set free Animal captivity		The Mug Lying - is it ever acceptable?

Spring 1	Spring 2	Summer 1	Summer 2
The Tale of Peter Rabbit Heritage text and seminal female author Archaic language and anthropomorphism Themes of theft, animal cruelty and trespassing	Here We Are Contemporary narrative picture book Themes of kindness, tolerance and environmental responsibility Guide to understanding our place in the world	There's a Rangan in my Bedroom Contemporary narrative picture book and information text Female protagonist Highlighting issues around deforestation and endangered species	The Lion Inside Contemporary rhyming narrative poem Themes of courage, self-confidence and friendship Highlights differences in how we make our voices heard
Look Up! Contemporary narrative picture book Female black protagonist who aspires to be an astronaut Reference to Mae Jemison Themes of family, siblings, self-doubt and enthusiasm	Chocolate Cake Michael Rosen Humorous contemporary poem Themes of temptation, over-indulgence and forgiveness	And Tango Makes Three Contemporary narrative picture book and information text Themes around same sex parents, adoption, blended families, kindness and tolerance	Aesop's Fables – The Hare and the Tortoise Heritage text Story with a moral Essential cultural reference Themes of pride, vanity, complacency, patience and perseverance

CMFS Reading Diet

Daily Read

Throughout our school, a shared read of a class novel takes place at the end of every day. Teachers may use the same text for their shared read as for their Reading lessons. Teachers model prosody, automaticity and accuracy through their reading. Daily read is supplemented by reading volunteers across school. Additional enhancements, such as the sports library, provide connected opportunities for children to read for pleasure on a daily basis.

Class Library Sessions

Each class has one library session each week: Reception and Year 1 takes place one morning a week. Years 2,3 and 4 sessions take place during one afternoon each week.

We also make use of the onsite community library.

Part 7: Our Writing Approach

The primary goal of the National Curriculum for English is to help children communicate confidently and effectively. We use CUSP English and our Writing curriculum seeks to achieve this through high-quality structures, enabling meaningful engagement.

CUSP Writing provides teachers with the tools to explicitly teach essential writing skills. Recognizing the extensive subject knowledge needed for the Primary Writing curriculum, CUSP helps our teachers to sequence this knowledge, allowing them time to enhance their expertise and ensure lessons cater to all pupils.

The program integrates key writing knowledge and competencies, using cognitive science insights to embed learning in long-term memory. Pupils need a deep understanding of writing elements to produce high-quality work independently. By breaking down broader National Curriculum objectives and encouraging systematic revisits in various contexts, we help students achieve flexible and confident application.

Cognitive science shows that multiple exposures to key concepts are necessary for retention and some writing curriculum concepts are more valuable than others. CUSP Writing adopts a Reduce and Revisit model, limiting the number of text types studied to emphasize mastery of a few carefully selected ones, ensuring balanced progression throughout the children's education at CMFS. For instance, Key Stage 1 prioritizes poetry to foster playful engagement with language, while Key Stage 2 focuses on formal text types to prepare students for future writing.

Children study each text type twice a year: Block A introduces the text type and its concepts, while Block B allows for reflection and independent, creative development as their confidence grows. The long-term sequence aligns with the broader curriculum, creating opportunities for pupils to write about concepts they've encountered, reducing cognitive load and enhancing focus on the writing process.

High-quality models are central to the CUSP Writing curriculum. They exemplify key concepts and serve as worked examples for applying those concepts in context, providing pupils with a clear vision and structure to strive toward.

Each CUSP Writing unit begins by identifying the context, purpose, and audience for writing. Children thrive when they understand these elements, especially when the audience feels "real"

and they are personally invested. They engage deeply with high-quality models that illustrate the concepts they will learn, allowing teachers to focus on these during explicit instruction. This familiarity with the model text's language and structure prepares pupils for their own writing. In Block A, teachers use the model text's structure to guide pupils in planning their own version in a different context. By Block B, some scaffolding is reduced, encouraging greater independence in practice.

We plan for pupils to spend as much time "talking the text" as writing it. They should articulate and experiment with each sentence before writing, ensuring clarity in their intentions. Finally, teachers model the editing process for various purposes, prioritizing secretarial editing and meaning before exploring editing for impact.

CUSP priorities vocabulary development and allows all children to aim high. Each Writing unit includes essential words for children to learn through explicit instruction. Teachers can also identify additional vocabulary relevant to their specific cohorts to ensure success in each lesson.

Handwriting

At Crown Meadow, in the Early Years, pupils are taught to print as part of our Early Writing approach. Teaching handwriting through the **Essential Letters and Sounds (ELS)** programme involves integrating letter formation directly into daily phonics lessons using specific rhymes and mnemonics.

As the children progress up the school, we introduce Letter-join, which offers a wealth of handwriting resources, including interactive features for direct teaching from our Interactive White Boards and iPads as well as worksheets that support the practice of cursive script.



Part 8: Our Maths Approach

At CMFS, we take a mastery approach to the teaching and learning of mathematics. Fundamentally, this rests on the belief that all children can – and indeed must, be successful in the study of mathematics. At CMFS we do not accept that ‘some people cannot do maths’ or that prior attainment should limit what a child is capable of learning. Mathematics is for everyone. We believe that by embedding these skills for life and learning through our mathematics teaching, we will ensure our children are active, resilient learners who become life-long mathematicians.

We inform our teaching and learning in Maths with materials from the NCETM, and engage with CPD provided by the GLOW Maths Hub. We are also informed by the EEF Ks1 and Ks2 Maths reports.

We plan our learning with a teaching for mastery approach to the curriculum which means children spend far longer on fewer key mathematical concepts whilst working at greater depth. The mastery curriculum for primary school's places problem solving at the heart of mathematics with the main aim that every child can learn to solve sophisticated problems in an unfamiliar context. To enable them to achieve this, children must develop their conceptual understanding, mathematical thinking and use of mathematical language. This is where fluency and reasoning join together. We base our curriculum on NCETM Curriculum Prioritisation materials and use Oak Academy to base our lessons

on, always adapting these plans to suit the needs of our children. We follow Mastering Number in Reception, 1, 2 and 4.

At CMFS, we aim to ensure that all children move together through the learning in order to avoid gaps in understanding from forming. Long term gaps in learning are prevented through speedy same day teacher intervention and those children who grasp concepts more quickly are given opportunities to deepen their knowledge and improve their reasoning skills rather than accelerating on to new curriculum content. The learning that can be seen in children's books will demonstrate a range of fluency, reasoning and problem solving. We are gradually developing children's use of drawing their own representations and aim to introduce journaling as the year progresses.

Mathematical vocabulary is an essential part of each lesson and the children need to understand this within the area they are studying and be able to make rich connections across other areas within this subject.

Part 9: Classroom Environment Displays

Displays are a celebration of children's work and are used to inform, celebrate, enhance pupil learning and create a stimulating educational environment. At CMFS, growing the seeds for lifelong learning is paramount to our ethos. We believe the school environment is the silent teacher, it supports us all in giving messages about our ethos, values and celebrates learning of a high quality.

A high regard should be given by all staff to ensuring that rooms and shared spaces including cloakrooms, staff rooms, stock rooms/cupboards and corridors are tidy, attractive and clutter free. We are all responsible for keeping our school attractive and organised.

The aims of our displays are to:

- Celebrate the learning of pupils, arouse curiosity and extend learning
- Reflect and interact with class topics being studied and provide a clear link with work going on in the classroom
- Provide information to consolidate learning
- Reflect the schools teaching and learning policy, ethos and individuality
- Offer learners an audience for their work, promoting self - esteem and encouraging them to value their own work and that of others
- Reflect the school's policies.

All displays around the school may (as relevant):

- Be subject specific and backed with colours as defined in the table below
- Include a clear title (see below) brief description of the work and questions to encourage the viewer's engagement: all writing must be readable to all children
- Have individual pieces of work labelled with the child's first name
- There should be a showcase of all children's work, ensuring all learners are represented
- Displays to include pupil voice where possible
- Questions should be displayed to extend the children's thinking. (A mixture of interactive and open-ended questions should be aimed for)
- There must be a balance between children's work and printed materials
- The writing across a range of displays must take on various formats, e.g. written and typed
- Include 3D work as well as 2D work

- Posters, information about topics etc. should be used as well as children’s work, to promote teaching points and extend learning and children’s interests
- Work surfaces must be clutter free and used for interactive display where possible
- Information and resources, such as key words, can be displayed to aid explanation and the children’s learning.
- Staff can also use space to create ‘wow’ wall – this should be well presented.

Classroom Display List

Essential

Optional (prioritise due to needs of class and space)

Subject Specific	Location	Colour Backing	Colour Border	Details
Computing	Side/Rear	Brown	Black	E-Safety
Curriculum	Side/Rear	Brown	Black	The ‘curriculum’ display board to share worked examples and relevant learning for the History and/or Geography and Science module/s being studied each half term.
Maths	Front	Pale Blue	White	Working wall
Spelling/phonics	Front Speed sounds	Pale yellow	White	Large speed sounds KS1
Writing	Front	Pale yellow	White	Working wall
Reading	Book Corner	N/A	N/A	Exemplary book displays
Class Norms/Class Charter	Anywhere clearly visible	TBD by teacher as may be on flipchart paper if collaborated with class	N/A	Include behaviour expectations
PSHE	Cupboard Top/Windowsill	N/A	Floor book, cupboard, top/windowsill	
Spelling/phonics	Front Speed sounds	Pale yellow	White	Large speed sounds KS1
Writing	Front	Pale yellow	White	Working wall
MFL	Side/Rear	Often posters		Key Vocab
Science examples	Side/Rear	Brown	Black	Bring to life i.e. plants on windowsill
Wow Work	Anywhere	TBD by teacher	TBD by teacher	

Other	Anywhere	TBD by teacher	TBD by teacher	Based on needs of class
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Corridor Display List

Subject Specific	Colour Backing	Colour Border
Art	Brown	Black
British Values	Brown	Black
Computing	Brown	Black
Design and Technology	Brown	Black
Geography	Brown	Black
History	Brown	Black
Maths	Pale Blue	White
Languages	Brown	Black

Subject Specific	Colour Backing	Colour Border
Music	Brown	Black
PSHE	Brown	Black
Reading	Pale yellow	White
R.E.	Lilac	White
Science	Brown	Black
Spelling/ phonics	Brown	White
Values	Brown	Black
Writing	Pale yellow	White

Working Walls

Working walls must be used to support independent working and learning. They should be used in lessons as a teaching station where the teacher could point out different learning points or resources that have been pinned up.

The Working Wall should reflect the current teaching and learning sequence and relates to the planning for that specific topic or unit.

What could be on a working wall?

- Objectives of the current unit. This will change as the unit of work changes.
- Visuals, models and practical resources that support the overall unit objectives or specific targets e.g. I can put 3 digits into hundreds, tens and ones could be in writing and visual and also be created with number rods.
- Key vocabulary. Please note that the vocabulary needs to relate to that unit of learning and remove once complete. Key words, once taught or used in a lesson by the teacher, could be printed off and put on desks for children to use throughout the week so that they are generalising the vocabulary where possible into other cross-curricular areas and are also encouraged to use them in their writing.
- Examples of children’s work in progress. This may show idea generation, displayed with pride but could include how the child has responded to that feedback.
- Teacher modelled examples, eg: an edited handwritten passage from an extended narrative

Possible ideas for developing a working wall. Teachers may:

- Pin up flipchart paper showing modelled examples, representations and vocabulary from lessons so children can refer back to them as a learning support.
- Add children’s initial ideas at the start of a topic using one colour of Post-it notes.
- Collect additional ideas later in the week or at the end of the topic using a different colour of Post-it notes to show progress and evidence of learning over time.

- Install Velcro strips on display boards to allow visual resources to be put up and taken down quickly and efficiently.
- Display children's work throughout the learning process, not just final outcomes (e.g. planning storyboards, drafts, photocopies, or photographs showing work in progress).
- Ask open-ended questions that encourage thinking and record children's responses through writing, drawing, or spoken answers using talk buttons so both questions and responses are visible.
- Provide flipchart paper or a large whiteboard that children can use directly to record and share their ideas.

Part 10: Cross-Subject Leadership - Evidence Over Time

We appreciate recording learning in books, including floor-books, does not mean learning is happening, and appreciate books alongside pupil voice will give us the richest evidence of retention of learning.

However, books are a valuable tool to see progress over time and to support discussions with children about learning over time. Here at CMFS, we take a carefully considered approach to day-to-day curriculum implementation, valuing the autonomy of teachers within a consistent, systematic approach which reduces cognitive load and frees thinking for learning.

Learning over time is recorded in a variety of ways, valuing that a 'one-size fits all' approach is not in line with the uniqueness of subject knowledge acquisition and progression. Reducing cognitive load for children is essential, therefore we advocate consistency as detailed below:

Subject Specific	Consistent Expectation			
	Sketch Books	Exercise Books	Floor Books	Other...
Art and Design	✓			Arts Week and other foci
Design and Technology	✓ (Design portfolio)			
British Values			✓	
Computing				Inc Online Safety Work saved on ipads
Geography		✓		
History		✓		
MFL		✓		Mostly verbal
Music			✓	Mostly practical
P.E.				Mostly practical
PSHE (Story-Project)			✓	
R.E.		✓		
Science		✓		STEM Week

We expect high standards of presentation across all subjects, this is exemplified in our Every Piece, Every Time document:

Every Piece, Every Time Checklist

Check me out! I have:



used a sharp pencil or written neatly in pen



neatly glued papers in, using the lines to help



written the long date for English, short for Maths



written my date and my writing from the margin



formed my letters and my numbers correctly

a b c

written on a line, then missed a line



drawn straight lines with a ruler



crossed out mistakes - single, neat ruler line.

$23 + 13 = 35$

yes!
I AM PROUD OF MY WORK! 😊



Part 11: Feedback and Marking

At CMFS feedback is an integral part of the teaching and learning cycle as it allows teachers to assess the depth of learning that has taken place and also identify any misconceptions which will inform any future teaching. The main purpose of feedback should be to advance children's progress, outcomes and identify where stretch, challenge and support may be required.

At CMFS we believe that any feedback given should be:

- clearly understood by the child
- support further effort and be motivating
- be given sparingly so that it is meaningful
- be given at the closet point of learning and provide specific guidance on how to improve
- empower the children to take responsibility for their own learning.

Teachers have a shared understanding of the two main forms of feedback which link to our assessment policy:

Formative	Immediate- at the point of teaching	Achieved through 'in the moment' marking, low stakes quizzes, modelling, discussion and through direct teaching. This could be whole class, small group or individually.
	Summary- at the end of the lesson	Achieved through self and peer assessment and marking, whole class discussion, reflection on learning and low stakes quizzing.
	Review- responsive teaching	Leads to adapting of future lessons as areas for development are identified by the teacher upon review of the work. Whole class feedback and teaching may be provided which gives children the time to identify and improve for themselves.
Summative	During assessment week. At defined points in time, such as end of units.	Independent tasks designed to give definitive feedback about whether a child is secure. Teachers will use this to inform summative data.

Teachers also recognise key terminology and use the two to inform the type of feedback required to ensure the best progress for all:

Mistakes	Identified as incorrect (verbal or written).
Misconceptions	These are patterns of errors which will require responsive teaching to address though whole class, group or individual feedback.

We know that whatever their role, every staff member contributes to learning through feedback with specific responsibilities for marking. Making such expectations clear helps to ensure children make real-time progress and safeguards teacher wellbeing. Expectations:

Teachers	<p>Feedback and marking using code expectations</p> <p>Teachers must ensure marking is targeted to ensure the progress of all across the week/unit of work. Teachers should focus first and foremost upon the learning objective of the task and presentation expectations.</p>
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TA Level 4	Feedback and marking using code expectations
TA Level 2 and 3	Live feedback with annotated, coded feedback.
Lunchtime supervisors	Verbal feedback (school values and behaviour principles)
Additional CMFS staff	Verbal feedback (school values and behaviour principles). <i>Volunteers and students may mark in books under teacher direction.</i>

All children must receive formative feedback (and/or marking) during or after every lesson in some form, be that whole class feedback based on a comparative review of learning or individual verbal or written feedback. Live marking will be used as much as possible to support teacher workload and provide immediate feedback to children.

Feedback and Marking in the Early Years Foundation Stage (EYFS)

In the EYFS, specific feedback and marking strategies include:

- writing books implementing feedback and marking code expectations
- verbal praise based on our school values, effort and with description
- written annotations, short and narrative observations (written)
- annotation of work and photographs by staff
- children beginning to annotate their own work and pictures
- oral dialogue with children about their play, work or special books.

Feedback and Marking in the National Curriculum (Years 1 to 4)

The outcomes of written and verbal feedback should be used by teachers to plan the next steps of learning and pitch the work appropriately for the class. This means that assessment is used to establish where the learners are in their learning, where they are going and how they will get there.

We value three core types of feedback - teacher, peer and learning which are all powerful when used in the right context and in line with our Quality First Teaching ethos.

Live marking is our preferred method of marking and will reflect a greater amount of children's editing/in the moment progress, however we recognise that some pieces of work require marking in order to prevent habitual mistakes, correct misconceptions and ensure progress.

The EEF Teacher Feedback to Improve Pupil Learning guides teacher knowledge about the importance of quality instruction and feedback research for impact.

	Where the learning is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

Children will be given opportunities to identify and edit their own GPS errors and to peer-mark.


When marking English written work, and errors have been found within a sentence, staff will use their discretion when deciding whether to directly correct spelling, punctuation or grammar it for the child. **Children will use their 'purple polishing' editing skills** where possible, use a dictionary, their vocabulary book or a thesaurus.

Staff will indicate the error in green pen, on the line, correction needed. Children will know they need to look along that line and edit the sentence accordingly. More able children will be encouraged to identify the error independently.

Marking Codes

At CMFS we recognise the value of children editing and refining as part of the teaching and learning cycle and as evidence of effective feedback. The children use **purple polishing pens** to identify where they have edited, redrafted or improved their work as a result of reflection and feedback.

Teachers mark in green pen.

The bulk of feedback will be seen in books via live marking where it will be evidenced that the teacher and child have worked collaboratively to ensure progress.	
	Staff will hand draw a green, small, neat heart by aspects that relate directly to the use of vocabulary taught or remarkable progress towards the LO.
S	<p>The adult will write 's' in a circle in the margin with a wiggly line under the word which is incorrectly spelt.</p> <p>When an error is spotted, teachers will use discretion when deciding whether to write the correct spelling as a model for the child in the margin of their book or expect the child to correct without a model.</p> <p>Teachers will identify common spelling errors and share as part of whole class feedback. There should be a correlation between whole class spelling feedback and the class working wall.</p>
P/G	<p>The adult will give personalised 'punctuation and grammar' feedback. This will be evident either:</p> <ul style="list-style-type: none"> • through the child's edit, for example, the child correcting a lower case d to a capital or • marking after the lesson, using a straight underline in green pen and adding the correct punctuation, dependent on the progress level of the individual child.
Hand writing	<p>Teachers will identify letter formation slips with a straight underline in green pen under selected incorrectly formed letters and children are expected to write the correct formation on the line above their first attempt.</p> <p>Teachers will use their discretion when deciding whether to model the correct letter formation for the child above the green underline.</p> <p>Teachers will note common letter formation errors across the class and feed into handwriting sessions.</p>

	Teachers will also note any common presentation slips on and model expected presentation.
Maths	<p>Green ticks will be used to indicate correct answers to calculations or problems. If an answer or method is incorrect, teachers will identify with a green dot where each mistake occurs and provide opportunity to children to correct any errors.</p> <p>If multiple mistakes are made, indicating misconceptions, teacher intervention will be necessary, be it in the form of a 'keep up' or 'catch up' intervention, written modelling in the book, or a teacher's time. If a child will receive further intervention after the lesson, the teacher should put SDK by the margin (same day keep up). If appropriate, the child will then use a purple pen in their own book to correct errors and complete any further modelling. Progress after the lesson will then be evident.</p> <p>Every incorrectly written numeral must be identified with a green underline. Dependent upon the progress point of the child, the correct numeral may be written by the teacher as a clear model. The children are expected to then write the correct formation next to the model.</p>

In summary, the curriculum at CMFS is designed to be ambitious, coherent and inclusive, ensuring that every child is supported to know more, remember more and do more over time. Through a carefully sequenced, knowledge-rich approach, underpinned by strong pedagogy and informed by research, we enable children to develop confidence, independence and a genuine love of learning.

By prioritising depth, connection and retention of knowledge, alongside explicit teaching and high expectations, we prepare pupils not only for the next stage of their education, but also to be thoughtful, respectful and resilient members of the wider world. Our curriculum remains a living framework - continually reviewed and refined - so that it consistently meets the needs of our children and reflects our commitment to excellence in education.

2025