



THE DEAN TRUST

West Hub Primary Learning Partnership

History of our curriculum

Our curriculum was born in 2017 with the expectations of the National Curriculum (NC) at the very core. Using the programmes of study, we have given each year group clear and defined end points. As a Trust made up of 4 primary schools, we have worked collaboratively to create clear, progressive objectives to achieve these end points year-on-year. Objectives have been split into Autumn, Spring and Summer so they are sequenced correctly and progression is clear.

We teach each and every subject with each subject given appropriate weighing (see below). Individual teachers have their own dedicated timetable for the class which can be found outside classrooms on their learning displays. We are happy that we provide a broad and balanced curriculum and our offer is never narrowed even in the build up to key assessment points.

In school we have dedicated 'Curriculum leaders' who lead their curriculum areas. These professionals are responsible for all things relating to their subject or subjects including; ensure quality curriculum coverage, organise continuous professional development, organise educational visits etc. To support with this staff have dedicated non-contact time each week to allow them to fulfil their role (two sessions for core, 1 for foundation). Reading is at the core of our curriculum. [Please click here](#) to learn more about reading in our school.

Developments

Over time our curriculum has been refined and adapted to allow for better sequencing, progression and challenge. This has been done through our Subject Network Partnerships (SNPs) now known as Trust Improvement Partners (TIPs). These partnerships are representatives from each of our primary schools responsible for particular curriculum area meeting regularly to discuss their areas. They have been responsible for refining and adapting their curriculum areas with time for this provided through whole Trust inset days. As a further development at the end of last year, teachers across the Trust met alongside senior leaders to move particular curriculum objectives. This was to allow for more opportunities for cross curricular links and to ensure curriculum continuity.

How do we know our children are making progress?

During lessons staff continually formatively assess children's progress by 'live marking' work, asking questions and listening to discussions children have with each other. Work is marked regularly and misconceptions dealt with swiftly. Each day a planned basic skills lesson allows staff to address any gaps in learning. Pupils get a



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change to use their 'purple pen for progress' to make any corrects or answer any developmental prompts from the member of staff. Staff also use O Track to assess the daily objectives and colour them depending on the learning of each individual child. This is for both foundation and core subjects.

Our assessment is designed to be purposeful and meaningful allowing staff to plan reactively to the needs of each pupil in the class.

Furthermore, we summatively assess 3 times a year (Autumn, Spring and Summer) across all 4 primary schools. At each point, assessments are marked and question level analysis recorded. This then gives staff the opportunity to revisit topics or objectives where necessary. In addition, it allows us to see areas of expertise across our schools and therefore share good practice.