

Curriculum, Teaching & Assessment Policy

2026-2027

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Reviewed by	S&W
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Curriculum Vision

At Seva School, our curriculum is designed to provide all pupils with the knowledge, skills, understanding and character required to belong, thrive and achieve at school and as future learners and contributors to society. Rooted in the National Curriculum, it is ambitious, inclusive and aspirational, ensuring that every pupil, including those with Special Educational Needs and Disabilities (SEND), can access a rigorous, broad and balanced and offer.

The curriculum is carefully sequenced to enable pupils to build strong foundations of knowledge and understanding over time. Core knowledge is explicitly taught, revisited and systematically developed so that pupils know more, remember more and can apply more across a range of disciplines. Each subject has clearly defined end points that embed the foundational knowledge, understanding and skills pupils are expected to achieve by the end of each key stage.

The curriculum provides both breadth and depth, preserving the integrity and distinctive nature of each subject discipline while promoting meaningful connections across contexts. Through high expectations, evidence-informed teaching approaches, including Rosenshine's Principles of Instruction, and the Seva Way, pupils are encouraged to think critically, deepen their understanding and achieve their full potential.

Alongside academic excellence, the curriculum promotes personal development, wellbeing, faith and character education. Through exceptional pastoral provision, enrichment opportunities and the school's Sikh faith values-led approach, pupils are supported to become confident, resilient and compassionate individuals who see purpose in their acquisition of new learning as future citizens in Britain and internationally.

SEVA Curriculum Principles

The curriculum at Seva School is underpinned by five key principles:

- **Ambition, Breadth and Inclusion**
An ambitious, broad and inclusive curriculum that provides all pupils, including those with SEND, with access to a wide range of academic, creative and vocational opportunities.
- **Sequenced Learning**
Carefully planned and sequenced learning that enables pupils to build, retain and apply knowledge and skills progressively over time.
- **Clear Curriculum End Points**
Clearly defined end points that establish the core knowledge, understanding and skills pupils are expected to achieve at each key stage.

- **Deep and Engaging Learning**

Rich and engaging learning experiences that develop critical thinking, deepen understanding and enable pupils to achieve their full potential.

- **Personal Development and Future Readiness**

Strong personal development provision, underpinned by the SEVA Standards, which prepares pupils for successful futures and life in modern Britain.

Vision for Teaching and Learning

At Seva School, we believe that every pupil deserves access to consistently high-quality teaching that enables them to achieve academic excellence whilst developing strong character through the school's standards of Service, Excellence, Virtues and Aspiration.

Teaching is designed to secure deep understanding, promote long-term retention of knowledge and develop the skills required for success in further education, employment and adult life. Through consistently effective classroom practice, pupils are both supported and challenged to fulfil their potential regardless of their individual starting points.

Teaching and Learning Intent

The intent of teaching and learning at Seva School is to ensure that every pupil experiences high-quality, evidence-informed teaching that enables them to thrive academically, personally and spiritually.

Through a consistent whole-school approach, learning is carefully planned and delivered so that knowledge, vocabulary and skills are taught explicitly, systematically and sequentially. The curriculum is designed to build secure understanding over time, enabling pupils to retain learning within their long-term memory and apply prior knowledge effectively in new and unfamiliar contexts.

High expectations are maintained for all pupils. Teachers provide appropriate support and challenge to ensure that every learner can achieve success and make strong progress. Through purposeful instruction, effective questioning, guided practice and opportunities for increasing independence, pupils develop confidence, resilience and self-regulation as learners.

Teaching and learning also contribute significantly to pupils' personal development. The curriculum actively promotes the school's values and virtues, nurturing respectful, responsible and compassionate individuals who make positive contributions to their communities. By combining academic rigour with a values-based education, Seva School equips pupils with the knowledge, skills, character and lifelong love of learning required to flourish in an ever-changing world.

Aims

The school aims to ensure that:

- Every pupil experiences consistently high-quality teaching.
- Teaching is delivered through a coherent and consistent whole-school approach.
- Knowledge, vocabulary and skills are taught explicitly, systematically and sequentially.
- Pupils retain learning over time and can confidently recall and apply prior knowledge.
- Pupils develop increasing independence, resilience and confidence as learners.
- High expectations are maintained for all pupils, regardless of starting points or individual needs.
- Appropriate support and challenge enable all pupils, including those with SEND, to achieve success.
- Teaching actively promotes the SEVA Standards and supports pupils' personal development.
- Learning environments are purposeful, inclusive and conducive to high levels of engagement and achievement.
- Pupils are prepared for successful futures as responsible citizens in modern Britain and internationally.

Personal Development and a Faith Values led Education

Personal development is central to the educational experience at Seva School. Through the pastoral curriculum, enrichment activities and wider opportunities, pupils are encouraged to embody the school's four standards:

Service
Excellence
Virtues
Aspiration

These standards are complemented by the school's six core virtues, rooted in Sikh values:

Kindness
Courage
Honesty
Tolerance
Respect
Responsibility

Pupils are also expected to consistently demonstrate the school's 5Ps:

Prepared
Polite
Presentable
Punctual
Positive

Together, these principles support pupils in becoming responsible, resilient, respectful and compassionate young people who are well prepared for further education and employment.

Evidence-Informed Practice

Teaching at Seva School is informed by evidence-based educational research and best practice, including:

- Rosenshine's Principles of Instruction;
- Cognitive science research relating to memory, retrieval and learning;
- Explicit instruction and modelling;
- Retrieval practice and spaced learning;
- Effective formative assessment;
- Adaptive teaching approaches that meet the needs of all learners.

These approaches are reflected within the Seva Way and underpin the school's commitment to achieving excellence in teaching and learning across all phases and subjects.

Quality First Teaching

Quality First Teaching at Seva School is characterised by:

- High expectations for all pupils.
- Clear learning objectives and success criteria.
- Explicit teaching of knowledge, vocabulary and skills.
- Effective modelling and guided practice.
- Regular retrieval and recap activities.
- Adaptive teaching to support and challenge learners.
- Purposeful questioning to check understanding and deepen thinking.
- Opportunities for independent practice and application.
- Responsive assessment that informs future teaching.
- Positive relationships that promote engagement, wellbeing and achievement.

Through this approach, Seva School seeks to ensure that every pupil acquires the knowledge, skills, understanding and character necessary to succeed academically and flourish as citizens of the future.

Teaching & Learning

Implementation

Spaced Retrieval Practice

Spaced retrieval is a key feature of teaching and learning at Seva School.

This approach requires pupils to recall previously taught information at increasingly spaced intervals, strengthening memory and retention within a lesson and across lessons over time.

Research suggests retrieval practice:

- Improves retention.
- Increases transfer of knowledge.
- Identifies gaps in learning.
- Develops metacognition.
- Increases effective study habits.
- Supports vocabulary development.

All lessons begin with retrieval opportunities to strengthen long-term learning.

Do Now Task

Every lesson begins with a short, challenging retrieval activity.

The purpose of the Do Now task is to:

- Bridge gaps in prior knowledge.
- Prepare pupils for new learning.
- Embed subject-specific concepts and vocabulary.

The Do Now should be made available immediately upon entry to the classroom and may be displayed on the board and/or provided within pupil books. It should not take longer than 10 minutes.

Learning Objective

The Learning Objective should:

- Provide a clear measure of progress within the lesson.
- Link directly to the scheme of learning.
- Promote a level of challenge for every pupil to access and achieve.

Pupils should understand what success looks like in the lesson being taught and how learning links to next steps.

Modelling and Scaffolding

Teachers use explicit instruction through a gradual release model:

I Do: Teacher explanation and modelling.

We Do: Guided practice with teacher support.

You Do: Independent application by pupils.

This structure helps pupils understand expectations and develop confidence before working independently.

Adaptive Strategies

Teachers apply their knowledge of individual pupils to remove barriers to learning and ensure every pupil makes progress in every lesson. These will include:

- Pupil information and data informed seating plans that evolve over time.
- Effective questioning to assess and progress learning within a lesson for every pupil
- Impactful feedback to engage pupils in verbal and/or written dialogue to instil ownership.
- Active teaching practices to provide interaction and instant intervention within lesson.

Questioning is used skilfully to:

- Assess understanding.
- Identify misconceptions.
- Extend thinking.
- Deepen understanding and application
- Promote pupil engagement.

Teachers should adapt questioning according to pupil responses to move learning forward effectively and adopt the no hands up approach.

Circulate, Check, Challenge

Teachers continually monitor learning by:

Circulating the room

- Providing instant written and verbal feedback
- Immediately addressing misconceptions
- Offering challenge to extend thinking
- Scaffolding next steps
- Assessing levels of engagement
- Reviewing the pace and pitch of the lesson

Response

Teachers respond through:

- Additional modelling.
- Targeted 1:1, small group and whole class questioning.
- Increased challenge
- Further scaffolding.
- Re-teaching

This ensures misconceptions are addressed quickly, learning remains purposeful and progress is made within the lesson, by every pupil against the LO and success criteria. Marking codes are to be used alongside verbal feedback when responding to pupils work either before, during or after lessons.

Colour Coded Pens

- Teachers use a green pen to provide feedback
- Teachers use a pink pen to code or set a next step for a pupil to respond to in a purple pen
- Pupils use a purple pen to respond to the code or next step set by the teacher
- Pupils use a pencil or black pen for all other writing in books and for homework

Teachers will close the loop on tasks written in pink, once the pupil has responded to them in purple to secure the learning intention has been met. If the pupil has not responded accurately the teacher will either set up a further follow up task written in pink or provide verbal feedback to ensure any misconceptions have been addressed in full.

*Code and the colour pen used	Meaning of the code	Placement of the code and some examples of what they can indicate to a pupil.
✓✓LO	Learning objective achieved independently	The double tick would be placed in the margin next to the LO
✓LO	Learning Objective achieved with some support	The single tick would be placed in the margin next to the LO
P✓✓	Exemplary presentation	Date and LO written was written to the left. Writing started and stayed to the left throughout the pages. Handwriting was neat and legible. Lines were drawn accurately with a ruler. There was no defacing.

P✓	Presentation needs attention	Give an example of what is acceptable, for example, the positioning or spelling of the date and LO; expected handwriting standards with letters or numbers formed correctly; point out why defacing is not acceptable, show how a neat line through a mistake is acceptable and a scribble is not, or how to accurately use a ruler, compass, protractor etc.
•	Incorrect work	Give an example of what is correct and an example for the pupil to respond to and for the teacher to close the loop on.
Sp	Spelling	Use a dictionary to find the correct spelling or give the correct spelling and the pupil to write it out 3 times
P	Punctuation	Model the correct use of punctuation by giving an example of it being used correctly or giving an example of it being used incorrectly for the pupil to correct.
Gr	Grammar	Re-read and correct the grammar together or model the correct use of grammar by giving an example of it being used correctly or giving an example of it being used incorrectly for the pupil to correct.
T	Tense	Re-read and correct the tense together or model the correct use of tense by giving an example of it being used correctly or giving an example of it being used incorrectly for the pupil to correct.
V	Vocabulary	Re-read and choose a more appropriate word. Use a word bank, or thesaurus. Ask does the sentence still make sense in the given context? and correct if it does not providing explanations.
/	New sentence needed	Explain why
//	New paragraph needed	Explain why
^	Missing word	Re-read and correct.
T➤	Next step	Give an example that will help the pupil to consolidate the learning or challenge them towards the next step in their learning.

**the codes have been reduced and allocated as appropriate for years EYFS, KS1 and KS2.*

Independent Learning

We aim to develop independent, resilient learners who take ownership of their learning and progress.

Pupils are encouraged to:

- Independently refer to prompts provided before asking the teacher.

- Actively reflect on their progress by responding to written and verbal feedback.
- Ask and respond to questions.

Teachers support independence through:

- Explicit modelling.
- Scaffolded support.
- Effective questioning.
- Timely feedback.
- Adaptive strategies.

Pupils should be able to explain their learning and apply knowledge confidently in new contexts across disciplines, including the use of vocabulary.

Assessment

Purpose

This policy gives staff a clear whole-school approach to assessment and feedback. It builds on impactful practice bespoke to the routines in every phase and/or subject for every pupil.

Curriculum → Teaching → Assessment → Diagnosis → Response → Improved Progress and Attainment

Our principles

Principle	What this means
Purposeful	We know why we are assessing and how the information will be used.
Curriculum-aligned	We assess important content and skills that pupils have been taught.
Responsive	Assessment identifies gaps and leads to teaching, feedback, practice, support or challenge.
Inclusive	Pupils have a fair opportunity to show what they know and can do.

Reliable	Clear criteria, standardisation and moderation support consistent judgements.
Proportionate	The educational benefit should justify the time and workload.

What counts as assessment?

Type	Purpose	Examples	Central recording
Formative	Check understanding during teaching.	Questioning, retrieval, observation, mini-whiteboards, diagnostic questions.	Normally no
Curriculum	Check how securely pupils have learned planned content.	End-of-unit tasks, essays, practicals, performances, cumulative quizzes.	Only if useful
Formal summative	Provide a structured picture at an agreed point.	Common assessments, formal windows, mocks.	As agreed
Statutory / standardised	Meet national requirements or provide diagnostic information.	RBA, EYFSP, phonics, MTC, KS2, GCSE, CATs/GL.	As required

Not every assessment needs a score or central data entry.

Feedback: CHECK → RESPOND → IMPROVE → CHECK

- CHECK – What has the pupil learned?
- RESPOND – What needs to happen next?
- IMPROVE – Give the pupil an appropriate opportunity to correct, redraft, practise, reattempt or apply learning.
- CHECK – Check proportionately whether understanding has improved.

Feedback may be verbal, written using codes, live, 1:1, small group, whole-class, modelled or task-based. There is no expectation for lengthy written comments on every piece of work.

The quality of subsequent pupil thinking and response matters more than the quantity of teacher writing.

EYFS

Assessment is rooted in interaction, observation and knowledge of the child.

Feedback is mainly immediate, verbal and embedded in interaction.

RBA and EYFS Profile requirements are completed in line with statutory guidance.

KS1 and KS2

Use everyday assessment, live feedback, mini-tests/end-of-unit checks and purposeful improvement activities.

Respond promptly to common errors through reteaching, practice or support.

Termly curriculum judgements draw on pupils' work, classroom evidence, curriculum assessments and professional judgement.

A single internal test score informs the wider curriculum judgement; it does not automatically determine it.

Moderation supports consistency.

Statutory Primary Assessment

Year 1 phonics screening check (and Year 2 re-checks where applicable).

Year 4 multiplication tables check.

Year 6 statutory KS2 tests and teacher assessment, following current national requirements.

Statutory test outcomes are reported in line with national requirements.

Teacher and curriculum judgement serves a different purpose.

Secondary assessment: Years 7–11

The same quality cycle applies across secondary. The level of cumulative demand and examination authenticity increases as pupils move towards GCSE.

Stage	Action	Key expectation
1	PLAN	Clear purpose and taught curriculum
2	DESIGN	Valid, appropriately challenging and increasingly cumulative
3	PREPARE	Topic list + appropriate preparation resources
4	QA	Curriculum fit, challenge, timing, accessibility, marks and accuracy
5	DELIVER	Fair and consistent conditions
6	MARK	Agreed criteria / relevant exam-board standards
7	MODERATE	Check consistency and resolve differences
8	ANALYSE	Class, questions, groups and individual pupils
9	FEEDBACK	Whole-class response + individual priorities where appropriate
10	ACT	Pupils correct, practise, redraft or reattempt
11	RESPOND	Reteach, intervene, practise or challenge
12	RE-CHECK	Has learning improved?

KS3

Years 7, 8 and 9 have at least two formal curriculum assessments each year, in addition to ongoing classroom and departmental assessment.

Formal assessments assess significant taught content and are quality assured by subject leaders.

Where appropriate, later assessments include cumulative content to check retention.

Formal assessment windows and deadlines are staggered to manage workload.

CATs / GL

Provide additional diagnostic/standardised information and support understanding of starting points and patterns of strength.

They sit alongside curriculum evidence and teacher judgement; they are not ceilings on achievement.

Year 10

Three formal assessment points will build cumulatively towards GCSE demand.

Use relevant exam-board/exam-style questions and question-bank/exam-builder tools where available.

Formal papers are quality assured before use for specification/curriculum fit, demand, timing, accessibility, mark allocation and mark-scheme accuracy.

The final Year 10 mock uses unseen papers under appropriate mock conditions.

Marking is standardised/moderated internally; the agreed final-mock sample is externally moderated.

After each formal assessment: analyse gaps → feedback → pupil action → reteach/intervene → re-check.

Year 11

Three planned formal assessment points, but not three full mock series.

Two substantial mock points provide diagnosis and evidence of improvement.

The final assessment point is lighter and targeted, using priority content/questions to identify final gaps.

After every formal assessment: clear individual next steps, whole-class misconception response, targeted intervention and re-check.

Formal Assessment: Checklist

Purpose is clear.

Content/skills have been taught and match the intended curriculum/specification.

Assessment is appropriately challenging and, where suitable, cumulative.

Pupils receive a clear topic list and appropriate preparation resources.

Paper/task and mark scheme/criteria are quality assured before use.

Assessment is accessible and agreed reasonable adjustments/access arrangements are implemented.

Delivery is fair and consistent across relevant classes.

Marking follows agreed criteria and, at KS4, relevant exam-board standards.

Marking is standardised/moderated where needed.

Results are analysed for questions/skills, class patterns, key groups and individual pupils.

Pupils receive useful feedback and an opportunity to act on it.

Teachers/departments respond through reteaching, practice, intervention or challenge.

Learning is re-checked proportionately.

A strong assessment is not just a good paper: it is designed well, marked reliably, analysed intelligently and leads to action.

Inclusion, Data and Workload

Work with the SENDCo and relevant colleagues to implement reasonable adjustments and access arrangements.

Adaptations should remove avoidable barriers without unnecessarily lowering expectations.

Assessment results should be interpreted in context and alongside other evidence.

Only collect or centrally record assessment information where there is a clear purpose and likely action.

Avoid unnecessary assessment, marking, recording and duplication.

The annual assessment calendar will stagger assessment, marking, moderation and data deadlines where possible.

Before collecting data, ask: Why are we collecting it? Who will use it?

What will it tell us? What action might result?

Who does what?

Middle Leader, Subject or Phase Lead	Class Teacher	SLT
Plan and quality assure formal assessments; prepare topic lists/resources; lead standardisation/moderation; agree the department/phase response.	Teach the agreed curriculum; check understanding; deliver/mark agreed assessments; provide purposeful feedback; act on gaps; implement adjustments; participate in moderation.	Set the strategic approach; coordinate the calendar and deadlines; oversee QA and statutory requirements; monitor consistency, impact, data use and workload.
Middle Leader / Subject Lead prepares & checks → SLT oversees → Teacher delivers & responds		

What leaders will look for

Is it clear what pupils were expected to learn?

Has the teacher established what pupils understood?

Have important misconceptions been identified and addressed?

Was the response appropriate?

Have pupils had an opportunity to improve or progress where appropriate?

Does subsequent work or discussion indicate improved understanding?

Is the approach proportionate and manageable?

Expectations

School Leaders Will

- Role model the SEVA standards, virtues and 5 Ps.
- Quality assure the curriculum and teaching for its implementation and impact.
- Monitor the implementation and impact of the policy for effectiveness.
- Offer timely and impactful professional learning practice.
- Celebrate, validate and highlight practice.
- Provide high-quality role coaching and mentoring to colleagues informed by strong and exceptional subject knowledge and pedagogical awareness.
- Adapt the curriculum, teaching and learning offer to the needs of the pupils and cohorts to maintain rigorous and robust standards and outcomes.
- Strive for excellence in progress and attainment locally and nationally.
- Implement new research and evidence led practices.
- Be abreast of innovative ways to enhance the progress and attainment pupils make and manage workloads for teachers.
- Inform and write policy and procedures.
- Be responsible for disseminating information and deploying practice from their professional development.
- Represent the school and Trust in meetings with internal and external stakeholders.

Teachers Will

- Role model the SEVA standards, virtues and 5 Ps.
- Demonstrate strong subject knowledge and pedagogical expertise.
- Plan and deliver engaging lessons that encourage interaction
- Implement the policy including Rosenshine's Principles of Instruction
- Deepen, consolidate and build strong foundational knowledge for all learners.
- Deploy adaptive strategies to ensure every child can access and achieve the learning objective.
- Model learning in ways all pupils can engage with including Concrete, Pictorial and Abstract.
- Use questioning effectively to impact positive outcomes in lessons including No Hands Up and Think, Pair, Share
- Scaffold learning to meet the individual needs of every pupil in the lesson.
- Identify and address misconceptions promptly.
- Create learning environments, experiences and use resources that are conducive to the acquisition of knowledge, skills and understanding in lessons and over time.
- Maintain consistently high expectations of attendance and behaviour in lessons.
- Promote independent learning and active response to impactful feedback for exceptional progress and attainment.

Pupils Will

- Demonstrate Service, Excellence, Virtues and Aspiration.
- Show kindness, courage, honesty, tolerance, respect and responsibility.
- Be prepared, polite, presentable, punctual and positive.
- Arrive fully equipped and ready to learn.
- Engage actively in learning.
- Follow instructions carefully.

- Use the SPOT approach (Self, Partner, Other, Teacher) when seeking support.
- Take pride in the presentation of their work.
- Complete classwork and homework to a high standard.
- Respond positively to feedback.
- Strive for continual progress.

Quality Assurance

The quality of teaching, learning and pupil engagement is monitored through:

Learning Walks.

Lesson Drop-Ins.

Book Looks.

Pupil Voice Surveys.

Professional Dialogue.

Written Feedback.

Coaching.

Mentoring.

Staff professional development learning opportunities

Internal and external moderation.

A programme of quality assurance is communicated annually through the school calendar available on the SEVA Intranet.

Statutory and Professional References

This policy is informed by:

Teachers' Standards (DfE, 2021)

Education Act 2002

Equality Act 2010

Children and Families Act 2014

SEND Code of Practice (2015)

Keeping Children Safe in Education (current edition)

Ofsted Education Inspection Framework

Education Endowment Foundation Guidance Reports

Rosenshine's Principles of Instruction

Linked Policies

SEND and Inclusion Policy

Behaviour & Anti-Bullying Policy

Safeguarding and Child Protection Policy