

QUALITY OF EDUCATION FRAMEWORK PRIMARY PHASE



ST TERESA
of **CALCUTTA**
Catholic Academy Trust

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STOCCAT Quality of Education Framework – Primary Phase

Executive Summary

Purpose of this Framework

The STOCCAT Quality of Education Framework – Primary Phase sets out a shared trust-wide vision for delivering excellent education rooted in our Catholic mission: Making Christ Known and Making Lives Better. It provides clarity on the principles, expectations, and systems that underpin curriculum, teaching, assessment, inclusion, and improvement across all STOCCAT primary schools.

This framework should be used by headteachers, senior leaders, subject leaders, and teachers to guide:

- School self-evaluation and development planning
- Curriculum and assessment design
- Teaching and learning improvement
- Monitoring, line management, and quality assurance
- SEND and intervention provision
- Professional learning and staff development

1. Introduction

St Teresa of Calcutta Catholic Academy Trust is rooted in a shared moral purpose and clear set of values: Making Christ Known and Making Lives Better. These principles guide every aspect of our work, ensuring that our mission is not just a statement, but a lived reality across all of our schools. We are united in our belief that every child, regardless of background or starting point, deserves the highest quality education, the greatest opportunity to succeed, and a community that nurtures their full potential.

The Trust's school improvement model is both responsive and robust, designed to meet the specific needs of each school while maintaining high expectations for all. We recognise that each school has its own context, and we provide bespoke support that combines rigorous monitoring, tailored intervention, and sustained professional development. The approach is underpinned by evidence-informed practice and delivered through a culture of collaboration, transparency, and mutual accountability.

We operate as a single organisation, with our staff forming a collective faculty of education and our schools functioning as campuses within one unified system. This model allows us to share expertise, streamline systems, and focus energy on delivering excellent teaching and learning. Our commitment to excellence is not confined to individual classrooms – it is embedded in the way we lead, support, and continually improve across the Trust.

Governance is both transparent and effective, with clear lines of accountability from the Trust board through to each school and vice versa. Leaders at every level must understand and engage with this structure, ensuring that decision-making is informed, inclusive, and in the best interests of children and their families. We are committed to a governance model that is not only compliant, but empowering – one that reflects our values and secures the trust of our communities.

Through aligned autonomy, all STOCCAT primary schools share core commitments (grounded in our Catholic ethos and research-based best practices) while empowering leaders and teachers to deliver the curriculum in ways that best serve their pupils and community.

The aim is to ensure high-quality education for every child aged 3–11, laying strong foundations for future learning and life.

Ultimately, our school improvement work must bring clear, tangible and inspiring benefits to children, families, and staff. Everything we do is aimed at enabling young people to thrive, achieve great outcomes, and lead lives of purpose and possibility. This handbook sets out the framework through which we will deliver on that promise – ensuring consistent standards, sustained improvement, and a relentless focus on what matters most: the life chances of every child in our care.

2. Quality of Education: Intent

At the heart of our primary schools is a commitment to providing a broad, balanced, inspiring, and challenging curriculum that reflects our Catholic faith and values. The curriculum is not seen as merely a timetable of subjects, but as the totality of every planned experience a child has in school. It is a rich blend of knowledge, skills, understanding, and experiences, woven together with the “golden thread” of our Trust values. Through this curriculum, pupils develop a strong sense of identity, purpose, and character – understanding who they are called to be, the role they can play in society, and the positive impact they can make on the world. We want our pupils to be ambitious in their learning, compassionate in spirit, and courageous in their convictions, emerging as confident learners and faith-filled young people ready for the next stage of education.

Hope: We believe every child, regardless of starting point or background, has the potential to thrive. Inspired by St. Teresa of Calcutta, we are people of hope – fiercely ambitious for our pupils. Our curriculum sets high expectations for all, nurturing each child’s gifts and talents. We aim to raise aspirations and instil hope by providing opportunities for success and growth for every learner. Every child is encouraged to see themselves as capable of excellence, with the support to reach it.

Courage: We encourage pupils to approach learning with courage and resilience. A spirit of courage means children are taught to persevere through challenges, try new things, and learn from mistakes in a safe, supportive environment. Our curriculum includes opportunities for pupils to step outside their comfort zone – whether speaking in a class assembly, tackling a complex problem, or standing up for what is right – all rooted in our Gospel values. The curriculum in every school reflects local context, but all are united in their commitment to supporting those who need it most, thus ensuring that every child, particularly the most disadvantaged, is nurtured, challenged, and enabled to reach their potential through a rich and inclusive education.

Innovation: As a Trust, we believe that education should prepare pupils not only for the world as it is, but for the world they will go on to shape. Like St Teresa of Calcutta, who changed the world through service and action, we value creativity, adaptability, and a commitment to excellence. While each STOCCAT school has the autonomy to deliver a curriculum tailored to its unique context, all Trust schools are united in their ambition to offer forward-thinking, evidence-informed, and inspiring learning experiences. From academic achievement to vocational and creative opportunities, our pupils benefit from a curriculum that is engaging, relevant, and rooted in Catholic values, helping them become the change-makers of tomorrow.

2.1 Curriculum Development

At the heart of our Trust-wide approach to curriculum development is a commitment to both excellence and contextual relevance. In line with our Trust principles, each school's curriculum is grounded in the Gospel and oriented toward our mission of making Christ known. Religious Education is central (at least 10% of curriculum time is devoted to RE in our Catholic schools), ensuring children grow in faith and understanding. The curriculum nourishes the whole child – academically, socially, and spiritually – truly aiming to “make lives better.”

While we work collaboratively across our schools, we do not impose a standardised curriculum. Instead, we recognise and celebrate the diversity of our school communities, empowering each school to design a curriculum that reflects its local context, meets the specific needs of its pupils, and remains rooted in our shared Catholic values. Our collective success lies in robust curriculum planning, ensuring that all teachers are equipped with high-quality resources and professional development to deliver the curriculum effectively. Curriculum development is not a one-off task but an ongoing, reflective process—one that evolves to meet changing needs and keeps our educational aims firmly in sight.

The following principles guide our curriculum design across all Trust schools:

1. Each school uses the National Curriculum as a foundation, enhanced by the Catholic curriculum and Religious Education, to ensure all pupils gain essential knowledge, deep subject understanding, and spiritual and moral formation rooted in Gospel values. This curriculum ensures that all pupils acquire the essential knowledge and skills needed for future learning. Our intent is to promote deep learning that enhances retention and understanding over time, enabling pupils to build secure foundations in every subject.
2. Pupil progress is defined by how well they master the intended curriculum, rather than simply covering content. Curriculum sequencing is carefully considered, and subject-specific pedagogy is prioritised to ensure coherent and meaningful learning experiences.
3. Subject leaders are at the heart of curriculum decision-making. They are entrusted with ensuring academic rigour, inclusivity, and ambition across the curriculum, particularly for pupils with SEND and those from disadvantaged backgrounds.
4. Our curriculum is designed to challenge and support all pupils, regardless of ability or background. We ensure equal access to the full curriculum while also enriching pupils' learning with a broad range of academic, artistic, vocational, and cultural opportunities.
5. While examination results are important, we evaluate the quality of our curriculum by its depth, breadth, and impact on pupils' readiness for the next stage in their lives. A strong curriculum nurtures character, creativity, and critical thinking alongside academic success.

6. We are committed to maintaining a broad and balanced curriculum across all key stages, and actively resist any narrowing of subject provision. Our use of technology is strategic, supporting both in-class learning and independent study beyond the school day.

This holistic approach to curriculum development underscores our commitment to delivering a robust educational experience that meets the diverse needs of all pupils within our Trust.

2.2 Curriculum Structure - Primary Phase

At the heart of STOCCAT's mission in our primary schools is the commitment to delivering an ambitious, inclusive, and coherently planned curriculum that secures excellence for every child. While each primary school retains autonomy to shape its curriculum to reflect its unique context and community, this is underpinned by a shared trust-wide framework. This ensures high standards, collective ambition, and fidelity to our Catholic values. The Trust supports, challenges, and collaborates with its schools to ensure that curriculum intent, implementation, and impact are of the highest quality. The following Curriculum Structure Framework outline the key features consistently embedded across all schools within STOCCAT.

1. Faith-Centred Curriculum

The Catholic faith is the cornerstone of all curriculum design. Pupils are given frequent opportunities to reflect on, explore, and live out Gospel values across all areas of school life. A high-quality RE curriculum, based on diocesan guidance and the Bishops' Conference expectations, is taught weekly and enhanced through daily prayer, liturgy, charitable action, and links to the liturgical calendar.

2. Full National Curriculum Entitlement

All primary schools ensure full delivery of the National Curriculum from Years 1 to 6. This provides pupils with a broad, knowledge-rich foundation in all subjects, including English, mathematics, science, history, geography, art, design and technology, music, computing, and PE. EYFS settings follow the revised EYFS framework and Development Matters, ensuring a strong start for all children.

3. Knowledge-Rich and Coherently Sequenced

Curricula are deliberately structured to build cumulative knowledge over time. Core and foundation subjects follow clear progression models, enabling pupils to revisit and deepen prior learning through well-sequenced units. Subject leaders ensure coherence within and across year groups, using trust-agreed curriculum principles and templates.

4. Prioritisation of Reading and Early Language

Reading is the golden thread running through the curriculum. Systematic synthetic phonics is taught with rigour from Reception using validated SSP programmes. Early language and vocabulary are prioritised from EYFS onwards, and all schools foster a strong reading culture through reading aloud, book corners, class libraries, and author-linked events.

5. Inclusive and Adaptive

The curriculum is inclusive of all learners, including those with SEND, EAL, or disadvantaged backgrounds. Teachers make precise adaptations to ensure every pupil can access learning and achieve success. Scaffolding, modelling, and challenge are embedded within all lessons, with teaching assistants used strategically to support independence and progress.

6. Broad and Balanced Experiences

All pupils access a broad curriculum that values creative, practical, physical, and academic domains equally. This includes subjects like music, art, PE, and computing, as well as opportunities for outdoor learning, cultural capital experiences, and spiritual development.

7. Curriculum Enrichment

Schools provide meaningful enrichment through trips, themed weeks, guest visitors, clubs, and residential. These experiences extend learning beyond the classroom, promote Catholic social teaching, and help pupils grow as compassionate and responsible citizens. *This is underscored by the 60 Before 16 initiative which promotes enriching learning and experiences across all STOC schools.*

8. Workload-Aware Curriculum Design

Curriculum planning is designed to reduce unnecessary workload, ensuring teaching and subject allocations support a sustainable and positive work-life balance.

9. Personal Development and PSHE

All schools deliver a well-sequenced PSHE curriculum in line with the Catholic Education Service and statutory RSHE guidance. Topics include relationships, health, safety, economic education, and

citizenship. Character education and Catholic virtues are integrated through assemblies, pupil leadership, and social action.

10. Foundation for Future Success

The primary curriculum is carefully crafted to ensure pupils leave Year 6 with the essential knowledge, skills, and attitudes needed to flourish in the next stage of their education—and as people of faith, compassion, and curiosity.

2.3 Reading - Primary Phase

Reading is the gateway to the curriculum and life chances. Across all STOCCAT primary schools, reading is prioritised from the earliest stage and systematically developed through curriculum integration, targeted interventions, and a thriving reading culture.

Our approach ensures that reading is systematically developed through four key areas: Reading Culture, Phonics and Early Reading, Reading Across the Curriculum and Reading Interventions. Every school implements consistent strategies to improve reading fluency, comprehension, vocabulary acquisition, and reading confidence for all pupils, regardless of starting point. Senior leaders, subject leaders, and classroom teachers work collaboratively to ensure reading is planned for, explicitly taught, monitored, and celebrated. By prioritising reading at the heart of the curriculum and school culture, we ensure that every pupil is equipped with the skills, habits, and love of reading needed to thrive academically and personally, both now and in the future.

Reading Culture

- Class reading areas are inviting, well-resourced, and stocked with diverse, high-quality books.
- School libraries are accessible and central to school life.
- Daily story time is protected in all classrooms, supporting vocabulary and listening comprehension.
- Reading for pleasure is promoted through author visits, World Book Day, book fairs, and school reading challenges.
- Pupils take part in pupil book councils and contribute to purchasing decisions.

- Staff model reading and share their own enjoyment of literature.
- Reading is celebrated regularly in newsletters, displays, liturgies, and assemblies.

Phonics and Early Reading

- All staff teaching phonics receive certified training and regular updates.
- Fidelity to a single SSP programme is maintained within each school.
- Phonics assessments are used to inform groupings and progression, with keep-up provision for any pupils not meeting thresholds.
- Pupils are given books matched to their phonics phase.
- EAL learners and pupils new to English are assessed and supported appropriately.
- Blending and segmenting skills are embedded into wider reading practice.

Reading Across the Curriculum

- High-quality whole-class texts are used to develop vocabulary, fluency, and comprehension in English and across subjects.
- Foundation subjects integrate discipline-specific reading (e.g., history sources, scientific explanations).
- Class texts are chosen for richness, diversity, and challenge; mapped across year groups to ensure breadth and progression.
- Staff receive regular CPD in reading strategies, questioning, modelling, and reciprocal reading techniques.
- Reading is a standing item in line management and subject leader meetings.
- Pupil voice, lesson visits, and book scrutiny are used to monitor the quality of reading across the curriculum.
- Parents are supported in promoting reading at home through workshops, newsletters, and reading logs.

Reading Interventions

- All pupils are assessed at least termly using benchmarking or diagnostic reading tools.
- Pupils who fall below age-related expectations receive timely, evidence-informed interventions.

- Interventions are time-limited and reviewed for impact (e.g., phonics boosters, reading recovery, inference groups).
- SEND pupils and those with persistent difficulties receive tailored support mapped against wider provision plans.
- Reading progress is tracked and reviewed in pupil progress meetings.
- Clear transition information, including reading attainment and barriers, is shared between phases and schools.

3. Quality of Education: Implementation

Each STOCCAT school designs and delivers its curriculum in alignment with our Trust-wide principles, ensuring that implementation is both faithful to our shared vision and responsive to local context. We empower leaders and teachers to be creative in their approaches, so that pupils not only access the intended curriculum but *truly learn* it. This work is underpinned by our Catholic mission: a commitment to serve every child with dignity, compassion and high expectations, inspired by the example of St Teresa of Calcutta. Implementation is expected to be rooted in a clear pedagogical approach that is:

1. Evidence-informed
2. Responsive to any relevant DfE frameworks
3. Reflective of the latest Ofsted inspection framework and CSI handbook
4. Informed by the expertise and guidance of our Professional Learning Network (PLN) Leads
5. Based on the principle that *the curriculum is the progression model*
6. Supported through high-quality, continuous internal CPD.
7. Measured by demonstrable impact on pupil learning.

Through this shared commitment, we ensure that implementation across our Trust is both ambitious and coherent, while honouring our moral purpose to nurture every child's God-given potential.

What We Expect in Every Classroom

Our teachers:

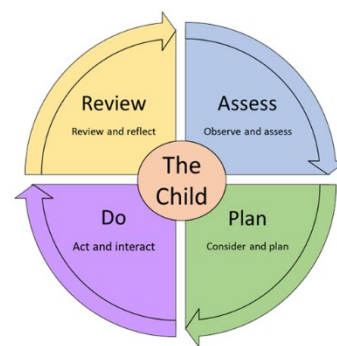
- Know their pupils well, understanding their strengths, needs and starting points to support personal and academic growth.
- Hold high expectations for every learner, believing all can achieve and thrive.
- Plan purposeful, coherent sequences of learning that build knowledge and skills over time.
- Deliver high-quality instruction using a range of evidence-informed strategies, such as modelling, retrieval, and deliberate practice.
- Teach subject-specific vocabulary and literacy explicitly, helping pupils access and express ideas with confidence.
- Promote deep thinking, engagement, and active participation, avoiding superficial coverage of content.
- Adapt teaching responsively within lessons to address misconceptions and support different needs.
- Use assessment effectively to check understanding and inform future teaching.
- Provide timely, constructive feedback that helps pupils reflect and improve their work.
- Promote respectful behaviour and positive relationships, underpinned by the dignity of each individual.
- Create a calm, safe and inclusive learning environment where all pupils are known, seen and heard.
- Model our shared values through language, conduct and care for others, contributing to pupils' moral and personal formation.
- Develop pupils' readiness for the wider world, including Digital Competence, English, and Maths.
- Engage in ongoing professional development, reflecting on practice and seeking to grow.
- Contribute actively to our professional community, sharing expertise and supporting Trust-wide improvement.

3.1 Supporting Learners with SEND

STOCCAT schools are committed to fostering inclusive environments where all pupils, including those with Special Educational Needs and Disabilities (SEND), can thrive. While each school tailors its

approach to meet the unique needs of its community, the following principles underpin our collective commitment to high-quality provision for SEND learners.

- **Quality First Teaching:** High-quality teaching is the foundation of effective SEND support. Research shows that approaches such as explicit instruction, scaffolding, flexible grouping, and effective use of technology benefit all pupils, particularly those with SEND. Teachers are expected to apply adaptive teaching principles – adjusting instruction, support, and resources in response to ongoing assessment – to meet the diverse needs of learners and ensure every pupil can access and succeed in the curriculum.
- **Inclusive School Culture:** An inclusive culture is essential for the success of SEND pupils. STOCCAT schools create positive and supportive environments that promote engagement and wellbeing for all pupils. This includes proactive behaviour management, fostering positive relationships, and ensuring that SEND support is integrated into the school's ethos rather than being an odd-on.
- **Holistic Understanding of Pupils' Needs:**
Understanding the individual needs of pupils is crucial. STOCCAT schools adopt a graduated approach – assess, plan, do, review – to identify and address the specific barriers to learning that SEND pupils may face. This process should involve collaboration with parents, carers, and, where appropriate, external specialists to ensure a comprehensive understanding of each pupils' needs.
- **Effective Use of Additional Adults:** Additional adults in the classroom play a vital role in supporting SEND pupils. Their deployment should be strategic, supplementing rather than replacing the instruction provided by teachers. They are equipped with appropriate training and work closely with teachers to deliver targeted support that promotes independence and learning.
- **Targeted Interventions:** Whole high-quality classroom teaching should meet the needs of most pupils, with some requiring more additional, targeted interventions. These interventions should be evidence-informed, time-limited, and closely monitored to assess their effectiveness. Importantly, interventions should complement classroom instruction and not isolate pupils from their peers.



4. Quality of Education: Impact (Primary Phase)

The ultimate aim of our curriculum in STOCCAT primary schools is to make Christ known and to make lives better. We ensure that every child develops a secure foundation of knowledge, skills, and virtues that enable them to thrive now and in the future. We believe that successful curriculum impact is measured not only by academic outcomes but by the holistic development of each child as a curious learner, responsible citizen, and faith-filled individual.

In line with our Catholic mission, we ensure pupils leave primary school knowing more, remembering more, and being more—academically, spiritually, and personally. We measure curriculum impact through a wide range of indicators that go beyond test results, focusing on individual progress, equity, flourishing, and virtue formation.

Impact Measures

- Witness to Gospel Virtues
- Attainment and Progress (EYFS to KS2)
- Curriculum Assessment and Pupil Progress
- Reading and Early Literacy Development
- Readiness for Secondary School
- Inclusion, Equity, and SEND Progress
- Personal Development and Catholic Life
- Pupil Voice and Curriculum Engagement
- Staff Development and Curriculum Refinement
- Attainment and Progress (EYFS to KS2)

Witness to Gospel Virtues

Above all, we measure impact through the people our pupils are becoming. We seek to nurture children who live out the Gospel through kindness, honesty, courage, and compassion. Through Religious Education, liturgy, charitable outreach, and daily relationships, pupils grow in their understanding of faith and service. The extent to which children demonstrate love, joy, respect, and responsibility is the deepest and most authentic measure of our curriculum's success. We aim for pupils to be living witnesses to the values of the Gospel.

Catholic Life and Mission and Personal Development

Personal development is at the heart of curriculum impact in primary. Children grow in character, resilience, and moral awareness through experiences that extend far beyond the classroom. Participation in collective worship, service projects, PSHE, pupil leadership roles, and extra-curricular

opportunities all contribute to the holistic formation of pupils. This is carefully monitored through provision maps, pupil tracking, and pastoral feedback.

Attainment and Progress Measures

External examination results provide one important indicator of curriculum impact across our Trust. We closely monitor national benchmarks for statutory outcomes in Early Years, Year 1 phonics, and end of Key Stage assessments (KS2) to evaluate how well our pupils perform compared to national averages. However, we recognise that every school community is different and success must be seen considering each pupil's starting point. School leaders track both attainment and progress across the curriculum, ensuring all pupils are supported to reach their potential. High expectations for all underpin our drive for equity and excellence.

Curriculum Assessment and Pupil Progress

Teachers use assessment purposefully to check pupils' understanding and ensure they are learning what was intended. Formative assessment is embedded through questioning, observation, feedback, and low stakes recall tasks. Summative assessments are used to check progress against key knowledge and skills in core and foundation subjects. Assessments are moderated across schools to ensure accuracy and inform responsive teaching. Assessment is not an end in itself, but a tool that informs teaching and supports improved outcomes for all pupils.

Reading and Early Literacy Development

Reading success is one of our core curriculum priorities. Impact is seen in pupils' ability to decode, comprehend, and develop a lifelong love of reading. Phonics is assessed rigorously from Reception, and pupils are tracked carefully to ensure they meet age-related expectations. Schools use reading age data, benchmark assessments, and fluency checks to identify and support struggling readers. High-quality reading provision enables children to access all areas of the curriculum and grow in confidence and independence.

Readiness for Secondary School

A key impact of our curriculum is that children leave Year 6 fully equipped for the next stage of their education. This includes a secure grasp of core knowledge and skills, emotional and social maturity, and a confident understanding of their identity and values. Transition is carefully planned in collaboration with receiving secondary schools, and Year 6 pupils are supported to take ownership of their learning and behaviour as they prepare for greater independence.

Inclusion, Equity, and SEND Progress

We are committed to ensuring that all children, particularly those with SEND or from disadvantaged backgrounds, experience success and access the full curriculum. Impact is evaluated through the progress of vulnerable groups, the effectiveness of interventions, and pupil participation in all areas of school life. Trust-wide inclusion reviews and SEND leadership support ensure every child is known, valued, and well-supported.

Pupil Voice and Curriculum Engagement

We regularly gather feedback from pupils about their curriculum experiences and sense of belonging. This includes subject-specific pupil voice, wellbeing surveys, and informal discussions. High levels of curiosity, enthusiasm, and engagement are strong indicators that our curriculum is relevant, well-taught, and inclusive. Leaders use pupil insight to refine provision and ensure learning connects with children's lives and aspirations.

Staff Development and Curriculum Refinement

Impact is also measured through professional dialogue and reflection. Subject leaders and teachers regularly review curriculum implementation in light of pupil progress and classroom experience. CPD is targeted to areas of greatest need, and curriculum resources are reviewed and shared across the trust. Schools learn from one another through PLNs (Professional Learning Networks), moderation, and shared planning. This culture of learning ensures our curriculum remains dynamic, responsive, and evidence informed.

5. Assessment (Primary Phase)

Assessment is a vital component of effective teaching and learning across all STOCCAT primary schools. It informs classroom practice, supports pupil progress, guides curriculum refinement, and ensures that every child receives the right support to flourish academically, personally, and spiritually. Assessment provides a window into how well pupils are learning the curriculum—helping teachers, leaders, and pupils understand what has been retained, what needs to be revisited, and what next steps are required.

While our approaches vary slightly according to age and context, assessment across the trust is underpinned by a shared set of principles and a commitment to high standards and inclusion.

5.1 Principles of Assessment

Across STOCCAT primary schools, assessment is guided by four core principles:

- **Purpose:** All assessment must have a clear and justifiable purpose that directly supports learning. Assessment should never exist for its own sake, or solely to generate data. Every

assessment activity should help answer the question: *To what extent are pupils learning the intended curriculum?*

- **Validity:** Assessments must be closely aligned with the taught curriculum and measure the knowledge and skills pupils have been taught. Valid assessments provide meaningful insights that teachers and leaders can act upon.
 - **Reliability:** Assessment judgements should be consistent across classrooms and schools. Moderation processes ensure that all pupils are assessed fairly and that teacher judgements are dependable and equitable.
 - **Value:** Assessment must add clear value by informing teaching, identifying gaps, and supporting curriculum improvement. If an assessment doesn't improve outcomes, it shouldn't be used.
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5.2 Formative Assessment

Formative assessment is integral to everyday teaching and learning. It provides immediate, diagnostic insights into pupil's understanding and enables teachers to respond quickly to emerging needs. Formative assessment is low-stakes, continuous, and embedded naturally into lessons through questioning, discussions, review of pupils' work, retrieval tasks, and observation of learning behaviours. The primary purpose is to identify misconceptions, address gaps in knowledge, and adjust teaching to support mastery of the intended curriculum. Information from formative assessment is used directly to improve pupil learning rather than to generate recorded data.

Summative Assessment

Summative assessment evaluates how well pupils have learned and retained the curriculum over a defined period. Summative assessments take place at key points in the academic year and are designed to measure cumulative learning across units, terms, or years. They provide an opportunity to assess both current understanding and the durability of prior learning. While summative assessments contribute to overall judgements about pupil attainment and progression, they also offer valuable insights into the effectiveness of the curriculum sequencing and teaching. Summative assessments are carefully designed to be valid, reliable, and efficient, supporting comparability across classes and schools while minimising unnecessary workload.

5.3 Trust Wide Assessments

As part of our commitment to raising standards and improving outcomes for all pupils, a series of Trust-wide assessments are undertaken each year to provide consistent, high-quality information

about pupil achievement, attitudes, and areas for development. These assessments ensure a shared understanding of pupil progress across schools and enable targeted intervention to support learning and personal development.

All STOCCAT primary schools follow a coordinated and high-quality assessment schedule to ensure consistency, comparability, and high expectations across the trust. These assessments enable leaders and teachers to understand how well pupils are learning the curriculum, identify those who need further support or challenge, and inform strategic planning at both school and trust level.

The trust-wide assessment calendar includes a blend of **statutory assessments**, **nationally benchmarked tests**, and **trust-specific evaluations**, all discussed and reviewed at Headteacher Professional Learning Network (HT PLN) meetings

RE Assessments

- All year groups complete RE assessments termly using the Age-Related Standards in RE framework. These are teacher-assessed and tracked at school and trust level to monitor progression in religious literacy and faith development.

EYFS Assessments

- **Reception Baseline Assessment (Statutory):** Completed within the first 6 weeks of the autumn term to provide a starting point for progress measures.
- **STOC On Entry Assessment (OEA):** Completed alongside the statutory baseline to give a broader view of pupils' developmental readiness, supporting early curriculum planning.
- **GLD (Good Level of Development):** Final EYFS Profile judgements submitted in summer term to summarise attainment against the Early Learning Goals.

NFER Standardised Assessments

To support consistent summative assessment across KS1 and KS2, pupils in Years 1-6 sit **NFER tests** in reading and mathematics, with GPS (grammar, punctuation and spelling) included in KS2:

- **Autumn, Spring, and Summer:** Tests take place in defined windows each term. Schools purchase NFER materials individually, as agreed at HT PLN.
- **Writing** is assessed through teacher judgement, informed by moderation and trust-agreed exemplification materials.

These assessments provide:

- Standardised scores to benchmark against national averages
- Insight into knowledge retention and gaps

- Support for end-of-year teacher assessments and pupil progress reviews

Phonics Assessment

- **Phonics Tracking:** All pupils following phonics programmes are assessed at least half-termly. Schools use trust-agreed systems to record and analyse progress. This data informs pupil regrouping and targeted intervention to ensure children remain on track with early reading development.
- **Phonics Screening Check (PSC):** Statutory check for all Year 1 pupils and any Year 2 pupils who did not meet the expected standard in Year 1. The PSC takes place in June, with a 'try-it-out' check recommended in spring.

Year 4 Multiplication Tables Check (MTC)

- **Sound Check Practice:** Conducted in spring term using Times Tables Rock Stars tools.
- **MTC (Statutory):** Takes place in June for all Year 4 pupils, assessing fluency in multiplication facts up to 12x12. Used to inform teaching and identify pupils needing further number fluency support.

Key Stage Assessments

- **KS1 (Year 2):** Trust-wide assessments in reading, writing, and maths based on teacher assessment and standardised tools. Although statutory KS1 assessments are no longer compulsory nationally, STOCCAT schools continue to use rigorous internal assessment to inform transition and support.
- **KS2 (Year 6):** Pupils complete the national SATs in reading, maths, and GPS in May. Writing is assessed through teacher judgement. STOCCAT schools also sit previous years' SATs papers in autumn and spring to benchmark and inform progress tracking.

Pupil Forecasting

- In the spring term, all schools submit forecasts for:

- GLD (EYFS)
- PSC (Year 1)
- MTC (Year 4)
- End of KS2 outcomes (Year 6)

These forecasts support early intervention planning, identify priority pupils, and help schools prepare robustly for end-of-year accountability.

This trust-wide assessment model supports consistency, fairness, and excellence across all STOCCAT schools. It ensures that curriculum impact is measured meaningfully and that every pupil is supported to thrive.

5.4 Assessment Points and Pupil Progress Tracking

Each school uses three **Assessment Points (APs)** throughout the academic year, typically in Autumn 2, Spring 2, and Summer 2. At each AP, schools:

- Submit attainment data in reading, writing, maths, and combined outcomes
- Analyse pupil progress against expected standards and prior attainment
- Identify pupils for targeted support, including SEND and disadvantaged
- Review teaching groupings and curriculum adaptations
- Share outcomes with pupils and families as part of ongoing dialogue

While core subjects are tracked at trust level, schools also assess and monitor foundation subjects through pupil books, knowledge checks, and subject leader reviews to ensure coverage, progression, and depth.

WINDOW	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Submission Date
04.09.25 - 17.10.25	Rec Baseline STOC OEA							17.10.25
03.11.25 - 28.11.25			NFER Autumn Tests (R, M, GP&S) Writing TA				SATs 2024 Writing TA	28.11.25
03.11.25 - 28.11.25			RE Assessment (TA)					28.11.25
23.02.26 - 20.03.26			NFER Spring Tests (R, M Y2 / R, M, GPS - KS2) Writing TA				SATs 2025 Writing TA	20.03.26
23.02.26 - 20.03.26			RE Assessment (TA)					20.03.26
23.02.26 - 20.03.26		PSC 2025			MTC Sound Check			20.03.26
23.02.26 - 20.03.26	FORECASTS: GLD, EOKS2, PSC, MTC							20.03.26
11.05.26 - 14.05.26							SATs 2026 Writing TA	14.05.26
01.06.26 - 12.06.26					MTC			12.06.26
08.06.26 - 12.06.26		PSC 2026						12.06.26
08.06.26 - 03.07.26	GLD	NFER (R, M -		NFER Summer Tests (R, M - Y1 / R, M, GPS - Y3 - 5)				03.07.26
08.06.26 - 03.07.26			KS1 SATs 2025					03.07.26
08.06.26 - 03.07.26			Writing TA					03.07.26
08.06.26 - 03.07.26			RE Assessment (TA)					03.07.26

Fig 1 Primary Assessment Calendar 2025-26

KEY: NFER: Arranged by the Trust and discussed at HT PLN. Provided by NFER and purchased by schools individually. Writing data based on Teacher Assessment. MTC: Statutory tests for Year 4 pupils. Spring MTC data generated through completion of TTRS Sound Check. MTC 'try it out' checks available from 4th April PSC: Phonics Screen Check for Year 1 and for pupils in Year 2 who failed to reach the standard in Year 1. Discussed at HT PLN. Rec Baseline: Statutory Reception Baseline to be completed within first 6 weeks of children starting Reception. Discussed at HT PLN. STOC OEA: STOC On Entry Assessment to be completed alongside Reception baseline assessment within first 6 weeks of children starting Reception. Arranged by the Trust and discussed at HT PLN. GLD: End of EYFS assessment based on Early Learning Goals and intended for Reception children only. Discussed at HT PLN. SATs: Statutory Assessments for Year 6 pupils (Reading, Maths & GPS), Year 2 Pupils (2025-26) and Teacher Assessment outcomes in writing. Previous years' tests agreed and discussed at HT PLN. RE Assessments: Using Age Related Standards in RE document, teachers assess children's attainment termly against the respective year group standards. Discussed at HT PLN. SCHOOL LEVEL ASSESSMENTS: Phonics - Children working within the phonics programme will be assessed at least every half term. This data <u>is held</u> at school level and used to reassign groups based on progress. RWInc schools will submit their data onto the RWInc portal, which will be reported centrally by the RWInc Reading Link Trainer.

Fig 2 Glossary of Assessment Acronyms

5.5 Attitude to Learning (AtL) Judgements

To provide a holistic view of progress, teachers also make AtL judgements as part of each assessment point. These judgements reflect pupil behaviour for learning, effort, independence, and engagement. A simplified four-point scale is used:

- **Excellent:** Shows curiosity, independence, and sustained effort in all lessons. Seeks feedback, perseveres through challenge, and supports peers.
- **Good:** Engaged and motivated most of the time. Completes work conscientiously and responds to support and feedback.
- **Inconsistent:** Shows varying effort or focus. May need prompting to complete tasks and make consistent progress.
- **Concern:** Regularly disengaged. Requires significant support to participate or complete learning tasks.

5.6 Data Analysis and Use

All schools use the Trust's primary assessment tracking system (via Arbor or equivalent) to monitor progress and outcomes at class, group, and whole-school level. Data is analysed in collaboration with:

- **Senior Leadership Teams:** to evaluate whole-school performance, identify trends, and direct school improvement priorities
- **Subject and Phase Leaders:** to monitor curriculum effectiveness, evaluate teaching impact, and identify CPD needs
- **Class Teachers:** to plan next steps for individuals and groups, differentiate teaching, and share progress with pupils and families

All data discussions are framed around improving outcomes—not accountability for its own sake. Systems are designed to reduce workload and maximise impact.

5.7 Early Years Foundation Stage (EYFS)

In EYFS, assessment is continuous and observational, aligned with the Statutory Framework and Development Matters. Practitioners build an in-depth understanding of each child through:

- Learning journals
- Observations in play and group activities

- Quality interactions and conversation
- Parent and carer contributions

Assessment informs planning, provision, and next steps. Reception Baseline Assessment is completed in Autumn 1 and the EYFS Profile is submitted at the end of the year, with outcomes used to support transition into Year 1.

5.5 Key Stage 1

At Key Stage 1, assessment is designed to ensure that pupils are learning the intended curriculum and developing secure foundations in reading, writing, maths, and wider subjects. The curriculum is the progression model—if pupils are learning what has been taught, they are making progress. Assessment is rooted in classroom practice and focuses on identifying what pupils know and can do, as well as diagnosing gaps or misconceptions.

Formative assessment is woven into daily teaching through questioning, guided tasks, observation, and review of pupil work. Teachers use this information to adjust planning, provide targeted support, and deepen understanding. **Summative assessment** is scheduled at key points across the year using trust-aligned tools, including NFER tests and writing exemplification materials.

These summative checks provide insights into how well pupils have retained core knowledge and inform teacher judgements in preparation for end-of-Key Stage assessments. Judgements about progress are based on how successfully pupils are mastering the curriculum over time, rather than solely on isolated performance or tracking systems.

Key Stage 1 Progress Judgement Scale

Progress in Key Stage 1 is reported using the following trust-wide descriptors:

1. **Strong progress** – *Successfully learning all or nearly all the curriculum, a strong understanding of the knowledge and skills expected*
2. **Expected progress** – *Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (*
3. **Some progress** – *Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps*
4. **Limited progress** – *Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected*

5.6 Key Stage 2

At Key Stage 2, assessment builds on the foundations of earlier years and supports pupils in developing the knowledge, skills, and fluency required for a successful transition to secondary education. As in KS1, the curriculum itself is the progression model: if pupils are learning and retaining what has been taught, they are making progress.

Formative assessment remains a core element of teaching, with teachers using questioning, live feedback, low-stakes retrieval activities, and writing conferencing to check understanding and guide instruction. **Summative assessment** takes place at defined assessment points using NFER tests, SATs preparation materials, and teacher assessment frameworks—particularly in writing and RE.

These assessments are cumulative in nature, designed to evaluate not just recent learning but the durability of prior knowledge and the ability to apply it across different contexts. Judgements are used to inform pupil progress discussions, groupings, intervention, and curriculum adjustments.

Key Stage 2 Progress Judgement Scale

To ensure consistency across STOCCAT, progress at Key Stage 2, as with Key Stage 1, is described using the same four-point scale:

1. **Strong progress** – *Successfully learning all or nearly all the curriculum, a strong understanding of the knowledge and skills expected*
2. **Expected progress** – *Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (*
3. **Some progress** – *Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps*
4. **Limited progress** – *Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected*

5.7 Key Stage 2 Target Setting

STOCCAT primary schools are committed to setting ambitious, inclusive, and evidence-informed targets that reflect our high expectations for all pupils. Target setting at Key Stage 2 is a central element of our strategy to raise standards, close attainment gaps, and ensure every child is equipped with the knowledge and skills needed for a successful transition to secondary education.

Initial targets for end-of-Key Stage 2 outcomes are informed by **baseline assessments, EYFS data, and contextual information**. Where available, at least **FFT50 benchmark estimates** based on pupils' EYFS outcomes are used to provide a consistent and aspirational starting point across all schools. These benchmarks are then refined by school leaders to reflect each pupil's current trajectory, needs, and circumstances.

Key Principles for KS2 Target Setting

Targets should reflect high expectations for all pupils and are shaped using the following principles:

- **Disadvantage Strategy:** Ensure that pupils eligible for Pupil Premium are set targets that are both ambitious and achievable, aligned with the Trust's commitment to closing the disadvantage gap over time.
- **SEND and Individual Context:** Use professional judgement to set appropriate yet aspirational targets for pupils with SEND, those with Adverse Childhood Experiences (ACEs), or those with specific barriers to learning. Personalised targets should support progress from individual starting points.
- **Stretch for High Attainers:** Where pupils have demonstrated strong EYFS outcomes and/or high prior attainment, targets should ensure continued challenge, supporting progress toward Greater Depth standards.
- **Ownership and Accountability:** Teachers and phase leaders are engaged in the target-setting process to ensure shared understanding, ownership, and alignment with classroom planning and assessment.
- **Improvement Focus:** In subjects or cohorts where outcomes have historically been lower, targets must demonstrate a clear and measurable trajectory of improvement, aligned with trust expectations for excellence.

Trust Parameters

While flexibility exists to reflect school context, all target datasets should meet the following STOCCAT expectations:

- The proportion of pupils targeted to achieve the **Expected Standard or higher in Reading, Writing, and Maths (combined)** must reflect FFT50 benchmarks and the trust's internal ambition for excellence and equity.
- **Greater Depth** targets must be identified for pupils with the potential to exceed national expectations, ensuring appropriate stretch and recognition of high prior attainment.
- Targets should support **positive progress trends** at individual, cohort, and school level, enabling trust-wide comparability and shared improvement planning.
- The progress and attainment of **disadvantaged pupils** should be clearly visible in school-level target datasets, contributing to the Trust's commitment to narrowing the attainment gap.

Ongoing Review

Target setting is reviewed at key assessment points (e.g. Autumn 2, Spring 2) to reflect pupil progress, new information, and evolving needs. Adjustments can be made where justified by assessment

evidence, but expectations remain high for all pupils. Pupil Progress Meetings and leadership reviews ensure accountability and shared focus on delivering outcomes that reflect both potential and ambition.

Through this approach, STOCCAT schools ensure that Key Stage 2 targets are rigorous, equitable, and aligned with our shared mission to enable every child to thrive—academically, spiritually, and personally.

6. Interventions

Following each Assessment Point, STOCCAT schools analyse both progress and AtL data to identify pupils who would benefit from additional support. The information gathered through Assessment Points is used diagnostically to plan and deliver timely, targeted interventions.

- **Academic** interventions focus on closing knowledge gaps, strengthening understanding, and preparing pupils effectively for future assessments and examinations.
- **Pastoral** Interventions are identified to support pupils' wider engagement, well-being, attendance, and motivation where barriers to learning are evident.

By responding swiftly and strategically to the evidence from each Assessment Point, STOCCAT schools ensure that intervention programmes are purposeful, personalised, and have a tangible impact on pupils' academic progress and personal development.

6.1 Intervention Planning in Primary Settings

Intervention planning should be **focused, strategic, and evidence-informed** to ensure that all pupils can access a broad and ambitious curriculum and make strong progress. Effective intervention supports not only academic achievement but also confidence, motivation, and independence—ensuring every pupil can thrive.

Following each **Assessment Point**, schools analyse attainment, progress, and Attitude to Learning (AtL) data alongside diagnostic information to identify where additional support will have the greatest impact. Interventions are planned in response to pupil needs, with clear objectives, consistent delivery, and regular monitoring to ensure they are effective.

A particular area of trust-wide focus is the provision of high-quality phonics and early reading intervention for pupils who have not passed the Phonics Screening Check by the end of Year 2. These pupils require urgent, structured support as they enter Key Stage 2.

Characteristics of Effective Primary Intervention

Timely Identification

- Interventions are initiated promptly following assessment windows or internal data reviews, ensuring emerging gaps are addressed early.

Phonics Recovery and Early Reading Intervention

- Pupils who have not passed the Phonics Screening Check—including those entering Key Stage 2—receive targeted support through:
 - Systematic synthetic phonics teaching, aligned to a validated SSP
 - Small group or one-to-one sessions led by trained staff
 - Regular assessment to track decoding, fluency, and blending progress
 - Close monitoring to ensure rapid improvement in reading ability

Precise Targeting

- Interventions focus on pupils who are not yet on track to meet age-related expectations, with particular attention to:
 - Phonics and early reading fluency
 - Core areas of mathematics (e.g., number sense, arithmetic fluency)
 - Vocabulary, grammar, and sentence construction in writing
 - Disadvantaged or SEND pupils needing additional scaffolding

Personalised and Diagnostic

- Support is tailored to individual needs, based on assessment information and teacher insight. Group sizes are small, and content is adapted to ensure relevance and impact.

High-Quality Delivery

- Sessions are led by skilled practitioners using structured routines and evidence-informed strategies, such as modelling, guided practice, and retrieval. Delivery complements rather than replaces quality classroom teaching.

Structured and Consistent

- Interventions are planned, timetabled, and delivered consistently—during designated slots within the school day or as part of guided group learning. Attendance is tracked to ensure impact.

Monitoring and Responsiveness

- Intervention progress is reviewed regularly through pre/post-assessment, observations, and feedback. Provision is adapted if progress slows or needs evolve.

Integrated with the Curriculum

- Intervention content aligns with class teaching to reinforce key learning and ensure continuity. Teachers and intervention leads work closely to avoid fragmentation of the curriculum.

Wellbeing and Motivation

- Interventions support pupils' self-confidence and resilience. Staff build positive relationships and create a safe, encouraging learning environment where mistakes are part of the learning process.

Positive Framing and Ownership

- Interventions are presented as opportunities for growth. Pupils are encouraged to reflect on progress, celebrate success, and take pride in their development.

Parental Engagement

- Families are informed of intervention aims and encouraged to support learning at home. Clear communication helps reinforce expectations and maintain a shared focus on progress.

7. Quality Line Management

What is Meant by Quality Line Management?

- Effective line management is the engine room of sustainable school improvement. In STOCCAT, we define Quality Line Management as a structured, evidence-informed, and relational process that enables high performance, ensures accountability, and fosters professional growth at every level of leadership. It is a non-negotiable element of Trust-wide consistency, enabling leaders to secure demonstrable impact in curriculum, teaching, behaviour, and outcomes.

Core Principles of Quality Line Management

Clarity of Purpose:

- Every line management meeting has a clear rationale: to improve outcomes for pupils by developing the knowledge, skills, and effectiveness of those being line managed. Meetings are agenda-driven, time-efficient, and pupil-centred.
- High-Trust, High-Challenge Relationships:
- Line management operates within a culture of intelligent accountability. Leaders are trusted professionals, but are expected to engage in honest, evidence-based dialogue that reflects the needs of their teams and the children they serve.

High-Trust, High-Challenge Relationships

- Line management is underpinned by a culture of professional trust and intelligent accountability.
- Leaders are expected to engage in open, evidence-informed dialogue that balances support with challenge.

Systematic and Scheduled

- Meetings are protected, frequent, and structured.
 - E.g. Weekly between headteachers and senior leaders; fortnightly between senior leaders and subject or phase leaders.
- Key themes (e.g. curriculum, teaching, outcomes, inclusion) are revisited regularly to support depth and consistency.

Outcomes-Focused

- Conversations focus on the impact on pupils, not just actions.
- Line management helps ensure that curriculum intent is realised, teaching is improving, and interventions are closing gaps.

Structure and Content of Effective Line Management

Each line management cycle in primary schools should include:

- Performance Dialogue
What actions have been taken since the last meeting? What evidence shows impact or progress?
- Curriculum and Teaching Review
Are pupils learning the intended curriculum? How do we know (books, assessment, pupil voice, observations)?
- Assessment and Progress

What do current assessment and tracking data show? Are all pupil groups making expected progress?

- Pastoral and Inclusion Updates
Are there children or groups requiring additional support (e.g. attendance, SEMH, SEND)?
What is in place and how is impact being monitored?
- Professional Development and Support Needs
What training or coaching would support next steps?
- Use of Shared Templates and Records

Standardised tools may include:

- Phase/Curriculum Leader Review Template
- Quality of Teaching Monitoring Record
- Inclusion/Pastoral Line Management Log
- Trust Progress Meeting Summary Sheet

Cycle of Line Management in Practice Primary Settings

Role	Frequency	Focus	Outcome
Headteacher to Senior Leader	Weekly	SIP priorities, curriculum leadership, safeguarding, teaching quality	Strategic alignment, responsive planning
Senior Leader to Phase/Subject Leads	Fortnightly	Curriculum implementation, assessment, inclusion, pupil progress	Focused improvement, clarity of expectation
Senior Leader Weekly Team Meeting	Weekly	Review school priorities, key data, actions arising from QA	Shared accountability, proactive intervention planning
SLT to SEND/Inclusion Lead	Fortnightly	SEND support, vulnerable pupils, provision mapping, impact of interventions	Improved inclusion, timely action for individual needs

The Impact of High-Quality Line Management

Line management is not a bureaucratic exercise. It is the key vehicle for driving improvement and securing high standards across the Trust.

In effective schools, line management ensures:

- Consistency in curriculum and behaviour policy implementation
- Timely identification and response to pupil underachievement
- Professional growth through focused coaching and feedback
- Capacity building through talent development and retention

8. Quality Assurance

Quality Assurance (QA) at STOCCAT is a strategic and developmental process that underpins school improvement. It ensures that the quality of education, leadership, and outcomes remains consistently high, while recognising the unique contexts of each school. Effective QA is grounded in the principle of intelligent accountability: it is high-trust, evidence-informed, and designed to build capacity rather than enforce compliance.

Intelligent Accountability

The Trust champions intelligent accountability by:

- Trusting professionals: School leaders and teachers are empowered to lead improvements, not simply deliver compliance.
- Encouraging open, evidence-informed dialogue: QA is a tool for reflection and shared learning.
- Avoiding over-surveillance: Systems are proportionate, purposeful and workload conscious.
- Balancing autonomy with alignment: Schools retain flexibility to address local needs within a shared Trust-wide vision.

This approach ensures QA is collaborative and improvement-focused – done with schools, not to schools.

How QA Drives School Improvement

Quality Assurance is a vital engine for school improvement across STOCCAT. It provides a structured and consistent means of identifying what is working well and where targeted improvement is needed. By offering reliable insights into curriculum sequencing, classroom practice, and pupil outcomes, QA ensures that improvement efforts are precise, focused and impactful, rather than broad or generic.

QA is most effective when it is aligned with each school's strategic priorities. By mapping QA activities to the School Improvement Plan (SIP) and responding to internal performance data, external reviews such as Ofsted and CSI inspections, and national benchmarks, QA supports a continuous feedback

loop. This loop enables schools to refine their improvement actions regularly and ensure that resources are directed where they will have the greatest effect.

Another critical function of QA is its ability to inform professional development at every level - from whole-school initiatives to subject-specific training and individual coaching. When QA outcomes highlight areas for development, these are used to shape CPD that is evidence-informed, relevant and timely. This creates a culture of learning and growth, where staff are supported to improve their practice through collaboration, mentoring, and shared expertise.

Curriculum quality is another key pillar supported by QA. By reviewing curriculum intent, implementation and impact at subject level, QA processes ensure that all pupils experience coherent, ambitious, and well-delivered curriculum. It helps maintain consistency and quality across departments and schools, preventing curriculum drift or fragmentation.

QA is about improving outcomes for pupils. When it is embedded effectively, it ensures that all learners are being taught well, appropriately challenged, and supported to succeed. This leads to better attainment, increased progress, and improved engagement - with no child being left behind due to inconsistency or underperformance.

8.1 Accountability Levels

Dividing accountability measures across Subject Leader, Senior Leadership, and Trust levels ensures clarity of roles, avoids duplication, and enables coherent school and Trust-wide improvement.

Subject Leader Level	Senior Leadership Level	Trust Level
Focus: Curriculum design and implementation, teaching quality, and pupil outcomes within the subject area. Key Accountability Measures: - Curriculum Implementation - Sequencing is logically designed and aligned to National Curriculum and exam board specifications. - Curriculum planning is in place and followed.	Focus: Whole-school standards strategic oversight, line management of middle leaders, and statutory responsibilities. Key Accountability Measures: - Curriculum and Standards Oversight - Line management meetings with Subject Leaders follow a consistent structure, with agreed actions which are followed up on.	Focus: System-wide improvement, consistency, compliance, and capacity-building across schools. Key Accountability Measures: - School Improvement and Support - Use Trust-wide data dashboards to identify trends, strengths, and areas for intervention. - Deploy External Regional Performance Officers and Regional

• Quality of Teaching and Learning ○ Lesson visits identify strengths and areas for development. ○ Departmental CPD supports subject-specific pedagogy. ○ Support and mentoring for ECTs and non-specialists. • Assessment and Outcomes ○ Accurate, moderated assessment data entered on time. ○ Internal analysis of progress and attainment across all year groups. ○ Intervention strategies implemented for underachieving pupils. • Book Reviews and Work Scrutiny ○ Work reflects curriculum coverage, feedback policy, and progress over time. ○ Inconsistencies are identified and addressed through department QA cycles. • Team Leadership ○ Department meetings focus on pedagogy, curriculum and data, not admin. ○ Staff are supported with workload and wellbeing considerations.	○ Ensure curriculum breadth, depth and balance across key stages. • Quality Assurance ○ Coordinate whole-school QA calendar. ○ Monitor effectiveness of Subject Leaders in implementing QA within departments. ○ Provide feedback and coaching for curriculum improvement. • Data and Outcomes ○ Whole-school analysis of pupil progress by cohort and key groups. ○ Oversee the accuracy and reliability of assessment data. ○ Ensure action plans respond to internal and external performance data. • Culture and Professional Development ○ Promote a culture of high expectations and continual improvement. ○ Lead CPD linked to school priorities and QA findings. ○ Ensure effective performance management processes.	- Improvement Officer to support and challenge schools. ○ Monitor implementation of Trust curriculum frameworks and curriculum approaches. • Performance Monitoring ○ Regular review meetings with school leaders to evaluate progress against KPIs. ○ Hold senior leaders to account for the progress of priority groups across all schools. ○ Ensure robust action planning in response to inspections and/or Trust reviews. • Governance and Compliance ○ Ensure schools meet statutory requirements. ○ Provide governance support and oversight of local governing bodies. ○ Manage and assure safeguarding, finance, staffing, and health & safety. • Professional Development and Capacity Building ○ Offer cross-school CPD through Professional Learning Networks (PLNs). ○ Create opportunities for collaboration and sharing of best practice. ○ Monitor succession planning and staff development across the Trust.
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9. School Improvement

Our Trust mission is realised through a consistent and collaborative approach to school improvement. School improvement is built on mutual challenge, support, and partnership, with Headteachers acting as the lead improvers within their schools, supported by the collective strength of the Trust.

Each school participates in an Annual Standards Review, which evaluates key performance indicators including pupil outcomes, attendance, behaviour, safeguarding, staffing, and resource use. Schools self-evaluate against a Trust-wide framework, with a categorising agreed during the review meeting to shape future support and development. For future information, see the STOCCAT School Improvement Evaluation Handbook.

Schools Requiring Additional Support

When a school is identified as requiring more intensive support, the Trust works closely with leaders and governors to implement a tailored improvement plan. In such cases, schools may move towards a more comprehensive and standardised model of school improvement, with greater Trust oversight and reduced local autonomy. This ensures that clear, consistent strategies are applied to secure rapid and sustainable improvement. Intervention is proportionate to need and may include leadership coaching, additional monitoring and reviews, curriculum support, and enhanced CPD, with regular progress checks built into the support cycle.

10. Continuing Professional Development

Across our Trust, we are committed to ensuring that all staff benefit from high-quality continuing professional development that supports them in fulfilling their current roles and prepares them for the next stages of their careers. Each school offers carefully planned CPD opportunities that are tailored to individual career stages, subject specialisms, and leadership pathways, ensuring that professional growth is embedded in daily practice. In addition to school-based provision, Trust-level CPD is delivered through our Professional Learning Networks (PLNs), which bring colleagues together to share expertise, collaborate on curriculum development, and promote evidence-informed practice across all schools. Through this collective approach, we foster a culture of continual improvement, innovation and shared ambition, rooted in our Catholic mission to serve our pupils and communities with excellence.

School Level CPD

At school level, high quality CPD seeks to drive improvement, raise standards, and supports staff to grow professionally within a values-led community. CPD is carefully planned, sustained over time, and aligned to individual needs, school priorities and STOCCAT values. It is informed by the best available educational research and delivered through a range of approaches that embed professional learning into daily practice. CPD is impact-focused and provides clear pathways appropriate to career stage and role, ensuring that all staff engage meaningfully with their development. Early Career Teachers (ECTs) receive their full statutory entitlement under the Early Career Framework, including structured mentoring, protected time, and targeted support. Staff development is inclusive and promotes a culture of reflection, collaboration, and innovation. Leaders model a strong commitment to professional learning, fostering a shared responsibility for continuous improvement. Through this coherent approach, our schools ensure that staff grow in knowledge, skill, and confidence, securing the best possible outcomes for the pupils they serve.

Professional Learning Networks (PLNs)

PLNs are a key part of STOCCAT's commitment to high-quality staff development and continuous school improvement. PLNs bring together colleagues from across our schools to collaborate, share expertise, and drive high standards in specific areas of school life, including curriculum leadership, pastoral care, and operational management. Each PLN is led by a key professional with recognised subject or field expertise, ensuring that leadership is informed, credible, and impactful.

PLNs represent a significant investment by the Trust into staff development, reflecting our belief that collaboration and professional growth are central to delivering excellent outcomes for all pupils. They provide structured opportunities for meaningful professional dialogue, enabling schools to identify and respond to key priorities both at an individual school level and across the Trust. PLNs focus on evidence-informed approach, supporting staff to apply the latest educational research and best

practice to their work. Through this model, we build collective expertise, promote professional trust, and ensure that our commitment to excellence is consistently realised across all our schools.

Benefits of PLNs

- Strengthen collaboration across STOCCAT schools by connecting staff and reducing professional isolation.
- Ensure subject and specialist leadership is driven by highly skilled professionals with subject-specific expertise.
- Share best practice and innovative approaches that can be adapted to meet the needs of different school contexts.
- Identify and address key priorities both at individual school level and across the wider Trust, ensuring a coherent improvement strategy.
- Promote evidence-informed practice, supporting the application of the latest research and proven strategies to curriculum, teaching, leadership, and wider provision.
- Build leadership capacity at all levels, developing future leaders and supporting succession planning within the Trust.
- Offer high-quality, Trust-wide CPD that is responsive, purposeful, and aligned to STOCCATs wider educational goals.
- Foster consistency of high standards across schools while respecting and responding to local context and individuality.
- Facilitate rapid dissemination of STOCCAT priorities and professional learning, ensuring that all schools move forward together.
- Strengthen the culture of collective responsibility, collaboration and continuous professional excellence across the Trust.

Structure of PLNs

PLNs are structured to provide focused, high-impact professional collaboration across the Trust. Each PLN runs for half a day and meets three times per academic year, with the exception of the Headteacher PLN, which meets four times annually to provide additional strategic leadership capacity.

The PLN networks are organised around key curriculum and leadership areas, bringing together colleagues who share similar responsibilities across STOCCAT schools. Networks include Headteachers, Curriculum Deputies, Subject Leaders in English, Maths, Science, RE, Music, MFL, History, Geography, Art & Design, Design Technology, PE and Computing. There are also dedicated PLNs for SENDCOs – where primary and secondary colleagues join together, and for leaders responsible for Personal Development and Pastoral Care. This structure ensures that both subject-

specific and whole-school priorities are addressed, strengthening leadership, curriculum development, and pastoral provision across the Trust.

Expectations of PLN Sessions

At each PLN session, the following expectations apply:

- Agendas are set in advance, aligned to Trust priorities, key school development areas, and emerging educational research.
- Sessions are purposeful and focused on professional dialogue, problem-solving, and sharing effective practice across schools.
- Participants critically evaluate curriculum implementation, leadership approaches, and pupil outcomes to support continuous improvement.
- Time is allocated to review progress against previously agreed actions and priorities, ensuring accountability for development work.
- Evidence-informed approaches are discussed, and practical strategies are co-constructed to strengthen teaching, curriculum design and pastoral provision.
- Moderation of standards (where appropriate) is carried out to ensure consistency and high expectations across schools.
- Action planning takes place at the end of each session, with clear next steps identified and agreed by participants.
- Leaders take responsibility for cascading key learning points and agreed actions back to their schools, ensuring that professional learning directly impacts practice and pupil outcomes.
- Participation in PLNs contributes to building collective Trust-wide expertise, leadership capacity, and consistency in high standards across all schools.

Contribution to Trust Self-Evaluation

The work of the PLNs plays a vital role in informing Trust-wide self-evaluation and strategic planning. Outcomes from PLN sessions, including the identification of strengths, areas for development, and emerging themes, are regularly reviewed by the Regional Improvement Officer (Secondary) and Chief Performance Officer. This ensures that professional dialogue directly contributes to robust and evidence-informed understanding of curriculum, teaching, leadership, and pastoral quality across all STOCCAT schools. The collaborative work undertaken through PLNs strengthens consistency, supports the sharing of best practice, and drives continuous improvement, ensuring that every school moves forward within a culture of collective responsibility and ambition for excellence.

Peer Reviews

Alongside our CPD offer, we have embedded a robust system of peer review across the Trust. These reviews provide a structured, supportive opportunity for leaders and practitioners to engage in open, developmental dialogue around the quality of education in different settings. Rooted in trust, professional respect and our shared values, the peer review process enables schools to celebrate

strengths, identify areas for growth, and share effective practice in a spirit of service and collaboration. This reciprocal model not only builds leadership capacity and professional capital but also reinforces our collective responsibility for ensuring high standards and flourishing outcomes for all pupils across our Catholic family of schools.