



Saltford
CofE Primary School

Art and DT HANDBOOK

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Futura Art Intent

The Futura Learning Partnership intent for Art and Design is that learners will explore a diverse range of traditional and contemporary Artists, Craftspeople and Designers, fostering their curiosity and understanding of the world around them. Learners' experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation.

Aims: Underpinning the intent are key substantive and disciplinary concepts. The future curriculum is designed so pupils can know more and remember more.

Futura Design Technology Intent

Our DT Curriculum aims to equip students with the knowledge, skills and attitudes they need to become successful, innovative young designers and makers. By building on prior experience, students progressively develop technical skills and practical expertise. They are encouraged to think creatively, imaginatively and be ambitious in their design ideas. They are given opportunities to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They learn to recognise the importance of design and technology in the real world and its relevance in everyday life. They are given opportunities to learn about and be inspired by designs and designers past and present who have impacted on life across the world. Through the design, make, evaluate process, students are guided to develop skills of team work, communication, resilience and reflectiveness through problem solving. They learn to use knowledge and understanding from other curriculum areas including mathematical, scientific, computing and art skills, applying them in relevant and practical contexts. In this way, we aspire for our students to become articulate, dynamic thinkers able to approach new challenges with confidence and enthusiasm.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key substantive and disciplinary concepts. The future curriculum is designed so pupils can know more and remember more.

Salford's Approach:

The aim is for a 'know more, remember more' approach of learning, where at the end of each two year cycle, all children will have had access to the advancing objective and some children will achieve a deeper understanding of the objective. We want to give the children opportunities to apply their skills practically for a purpose.

Art substantive and disciplinary knowledge:

Aims: Underpinning the intent are the following key substantive and disciplinary concepts:

- developing ideas through investigations, demonstrating critical understanding of sources.
- refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- recording and communicating ideas, observations and insights relevant to intentions as work progresses.
- presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Final outcome)

Art Substantive and Disciplinary Knowledge (first row substantive, second disciplinary)

Art Substantive and Disciplinary Knowledge Progression

EYFS	Physical Development			Expressive Arts and Design		
	Fine Motor Skills – Hold a pencil effectively/ use a range of small tools/begin to show accuracy and care when drawing			Creating with Materials – Safely use and explore a variety of materials, tools and techniques/Share their creations, explaining the process they have used		
KS1	Drawing	Painting	Printing	Sculpture	Textiles	Digital Media
	<ul style="list-style-type: none"> Creates different types of line Colours within lines. Begins mark making to show pattern and texture. 	<ul style="list-style-type: none"> Mixes primary colours to make secondary colours. Adds white and black to make tints and tones. Creates colour wheels. 	<ul style="list-style-type: none"> Uses press print to create repeating or overlapping patterns. Uses objects to create repeat patterns. 	<ul style="list-style-type: none"> Uses a range of soft and hard materials to construct 3D forms from observation/imagination. 	<ul style="list-style-type: none"> (see DT assessment document) 	<ul style="list-style-type: none"> Uses a wide range of tools to create different textures, lines, colours and shapes. (see computing assessment document)
	<ul style="list-style-type: none"> Responds to ideas. Collects visual information. Explores different methods and materials as ideas develop. 		<ul style="list-style-type: none"> Selects and refines materials as ideas develop. 	<ul style="list-style-type: none"> Records and refines ideas. 	<ul style="list-style-type: none"> Says how improvements could be made. 	

LKS2	Drawing	Painting	Printing	Sculpture	Textiles	Digital Media
	<ul style="list-style-type: none"> Draws with increasing control. Uses different grades of pencil to show line, <u>tone</u> and texture. Uses mark making to show light and shadow. Begins to show an awareness of a third dimension and perspective. 	<ul style="list-style-type: none"> Mixes colours effectively and be able to identify and create warm and cool colours. Creates a colour wash. 	<ul style="list-style-type: none"> Uses press print to create precise repeating or overlapping patterns with two or more colours. Records patterns from observation. Makes printing blocks 	<ul style="list-style-type: none"> Uses joining techniques. Carves/scores in clay. Starts to add detail to 3D forms to convey feelings, <u>expression</u> or movement. 	<ul style="list-style-type: none"> (see DT assessment document) 	<ul style="list-style-type: none"> Creates and manipulates images, <u>videos</u> and sound recordings. (see computing assessment document)
	<ul style="list-style-type: none"> Develops ideas from starting points throughout the curriculum. Collects information, <u>sketches</u> and resources. 		<ul style="list-style-type: none"> Adapts and refines ideas as they progress. Explores ideas in a variety of ways. 	<ul style="list-style-type: none"> Records, <u>refines</u> and communicates ideas and intentions. 	<ul style="list-style-type: none"> Comments on their own and others artwork using visual language. 	

UKS2	Drawing	Painting	Printing	Sculpture	Textiles	Digital Media
	<ul style="list-style-type: none"> Draws with control and purpose. Demonstrates some techniques to depict movement, <u>perspective</u> and reflection. Demonstrates some examples of composition, <u>scale</u> and proportion. 	<ul style="list-style-type: none"> Explores blending techniques and application to create different artistic styles. 	<ul style="list-style-type: none"> Uses mono print techniques to create an image and add text or photographic samples to a print. Shows examples of experimentation with other mixed media. 	<ul style="list-style-type: none"> Is able to use joining techniques confidently. Starts to build armatures or wire structures to provide stability and form Starts to add finishing techniques such as paint and glaze. 	<ul style="list-style-type: none"> (see DT assessment document) 	<ul style="list-style-type: none"> Enhances digital media by editing (see computing assessment document)
	<ul style="list-style-type: none"> Develops and imaginatively extends ideas from starting points throughout the curriculum. Collects information, sketches and resources and present ideas imaginatively in a sketch book. 		<ul style="list-style-type: none"> Uses the qualities of materials to enhance ideas. Experiments with different materials to produce a variety of effects. 	<ul style="list-style-type: none"> Spots the potential in unexpected results as work progresses. Follows through and extends new ideas. 	<ul style="list-style-type: none"> Comments on artworks with a fluent grasp of visual language. Compares and contrasts artworks by different artists. 	

Design Technology substantive and disciplinary knowledge:

Aims: Underpinning the intent are key substantive and disciplinary concepts.

In order to recognise the different areas with DT, the Futura Curriculum document covers:

- P3 Primary Product Design
- P24 Primary Textiles
- P27 Primary Food

Year Group	Substantive Knowledge	Disciplinary Knowledge
EYFS	<p>Designing Explore the sensory qualities of materials Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Making: To learn to construct with a purpose in mind. To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. Children have basic hygiene awareness.</p> <p>Analysing and Evaluating Learning about planning and adapting initial ideas to make them better. Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method. ELG 15 – Understanding the World – Technology Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>Designing ELG 17 – Expressive arts and design – Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p> <p>Making ELG 16 – Expressive arts and design – Exploring media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Analysing and Evaluating ELG 15 – Understanding the World – Technology: They select and use technology for particular purposes.</p> <p>https://content.twinkl.co.uk/resource/8b/d2/t-tp-2548814-learning-in-eyfs-what-dt-subject-leaders-need-to-know_ver_4.pdf?_token=exp=1611657971~acl=%2Fresource%2F8b%2Fd2%2Ft-tp-2548814-learning-in-eyfs-what-dt-subject-leaders-need-to-know_ver_4.pdf%2A~hmac=8e440df37445db352b9ef95cfd9c5357520d0a3824209a521f62b03a71af69ce</p>

Futura DT KS1 Substantive and Disciplinary Knowledge

Food	Non Food/ Textile Product			Textiles
	Analyse/ Evaluate	Design	Make	
<p>Can name and sort foods into the five groups in The Eatwell plate.</p> <p>Applies knowledge of healthy eating to plan a balanced meal for themselves.</p> <p>Knows that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Follows a simple recipe applying skills learned.</p> <ul style="list-style-type: none"> • bridge technique to cut soft food safely. • Peels and grate safely and accurately. • Spreads butter with a knife. <p>Follows food safety and hygiene procedures e.g. hand washing</p>	<p>Can describe the properties of materials</p> <p>Can identify how toys can be made to move</p> <p>Can evaluate existing products through investigation</p> <p>Uses technical words related to what they make.</p>	<p>Thinks of own designs</p> <p>Can design a product for a purpose (with a context in mind)</p> <p>Selects appropriate tools and materials</p> <p>Can make more than one prototype and say which is best</p>	<p>Makes an object with simple moving parts</p> <ul style="list-style-type: none"> • Joints • Pop ups • Sliders • Wheels/ axels • levers <p>Demonstrates a range of cutting and shaping techniques: tearing/ cutting/ folding and curling</p> <p>Marks, measures and cuts and shapes soft materials, paper and card</p> <p>Assemble, join and combine materials using adhesives/ tape</p> <p>Chooses appropriate finishing techniques</p> <p>Uses tools safely</p> <ul style="list-style-type: none"> • saws for wood • drills/ hole punch <p>Makes box models</p> <p>Builds structures- make them stronger/ stiffer</p>	<p>Can tie simple reef knots.</p> <p>Uses running stitch to join two pieces of fabric.</p> <p>Knows the difference between running stitch and basting stitch (tacking).</p> <p>Understands that a 3-D textiles product can be assembled from two identical fabric shapes (see art assessment document)</p>

Futura DT LKS2 Substantive and Disciplinary Knowledge

Food	Non Food/ Textile Product			Textiles
	Analyse/ Evaluate	Design	Make	
<p>Knows about seasonality and food miles.</p> <p>Uses both a bridge and a claw technique to cut food.</p> <p>Measures in grams and ml using equipment.</p> <p>Follows a recipe including:</p> <ul style="list-style-type: none"> • cracking & beating an egg • mixing to form a bread dough, kneading & shaping dough • Cutting fat into flour and rubbing fat into flour. <p>Follows procedures for safety and hygiene.</p> <p>Knows how bacteria develops</p>	<p>Gathers information from various sources.</p> <p>Knows some key individuals who have developed ground-breaking products</p> <p>Disassemble and investigate everyday products to see how they fit their purpose.</p> <p>Can identify the strengths and areas for development in their ideas and products</p> <p>With support, suggest how their products could be improved.</p>	<p>Considers a given design specification to guide their thinking.</p> <p>Generates realistic ideas, focusing on the needs of the user</p> <p>Uses technical vocabulary</p> <p>Describes the purpose of their products and explains how particular parts of their products work</p> <p>Uses pre-given prototypes to discuss design ideas.</p> <p>Uses annotated sketches, cross-sectional drawings and exploded diagrams.</p> <p>Uses the work of famous inventors and engineers to inspire their own design process.</p> <p>Orders the main stages of making</p>	<p>Knows how to make strong, stiff shell structures</p> <p>Measures, marks, cuts out and shapes a range of materials.</p> <p>Uses simple mechanisms</p> <p>Uses levers and pulleys to create moving parts</p> <p>Uses construction kits to test for strength.</p> <p>Uses simple switches</p> <p>Assembles, joins and combines materials and components with some accuracy.</p> <p>Applies a range of finishing techniques with some accuracy.</p> <p>Is able to refer to their design criteria as they make.</p> <p>Modifies plans as they work.</p>	<p>Can weave with a variety of materials.</p> <p>Can thread a large eyed needle.</p> <p>Can sew using a range of basic stitches</p> <p>Uses a patterns/ templates.</p> <p>Pins and cuts with increasing accuracy.</p> <p>Can apply decoration to their work using buttons, beads, sequins.</p> <p>Chooses fabric, stitch and decoration that is fit for purpose.</p> <p>(see art assessment document)</p>

Food	Non Food/ Textile Product			Textiles
	Analyse/ Evaluate	Design	Make	
<p>Use their understanding of dietary needs to design a meal for an individual.</p> <p>Chooses ingredients with a growing awareness of conservation, sustainability and animal welfare.</p> <p>Independently selects equipment appropriate to the task.</p> <ul style="list-style-type: none"> • Uses a hob with adult supervision • Uses a hand mixer or blender <p>Follows a recipe including:</p> <ul style="list-style-type: none"> • Roll pastry • Separate an egg <p>Begins to use their time efficiently</p>	<p>Looks at mechanical products to see how they function and meet user's needs.</p> <p>Carries out research using appropriate collection devices.</p> <p>Is able to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>Is able to evaluate their ideas and products against their original design specification suggesting things they would do differently next time.</p>	<p>Develops their own simple design specification to guide their thinking.</p> <p>Creates a prototype/ pattern to scale</p> <p>Creates cross-sectional drawings and exploded diagrams.</p> <p>Considers purpose, safety and reliability of a product.</p> <p>Makes design decisions, taking account of constraints such as time, resources and cost.</p> <p>Formulates step-by-step plans as a guide to making including what is needed.</p>	<p>Constructs regular free standing 3D frames, reinforcing and strengthening when necessary</p> <p>Uses modelling wire, pliers, wire cutters. Uses motors for electrical control Begins to use hydraulics. Creates ICT controlled mechanisms and circuits</p> <p>Accurately applies skills to measure, mark out, cut and shape materials and components</p> <p>Accurately assembles, joins and combines materials and components</p> <p>Uses finishing techniques can strengthen and improve the appearance of their product.</p> <p>Applies knowledge of materials and tools to solve problems they encounter.</p>	<p>Can make own simple pattern pieces.</p> <p>Uses patterns and prototypes to try out ideas</p> <p>Able to join fabrics using a range of stitches with increasing independence including blanket stitch.</p> <p>(see art assessment document)</p>

For a more detailed overview of the substantive and disciplinary knowledge broken down into each year group please see pages 3-17 of the Futura DT curriculum document.

Displays and Resources

EYFS	KS1	KS2
<p>Resources available during lesson:</p> <ul style="list-style-type: none"> • Teacher to provide resources. 	<p>Resources available during lesson:</p> <ul style="list-style-type: none"> • DT: Resources will be linked to objective. • ART: Resources will be linked to objective. • Knowledge organisers available to support children's retrieval knowledge. • Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. • iPad available if research is required. • Sound mats (where necessary) and keywords available each lesson as necessary. 	<p>Resources available during lesson:</p> <ul style="list-style-type: none"> • DT: Resources will be linked to objective. • ART: Resources will be linked to objective. • Knowledge organisers available to support children's retrieval knowledge. • Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. • iPad available if research is required. • Sound mats (where necessary) and keywords available each lesson as necessary. • Optional word banks, dictionaries and thesauruses to be available every lesson (or in a clearly labelled drawer)

Displays to include: Children's work. Photos of children's work as necessary.	Displays to include: <ul style="list-style-type: none"> Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. Capturing practical lessons on Seesaw and uploading for staff and parents to see. 	Displays to include: <ul style="list-style-type: none"> Where applicable, subject themed vocabulary/ displayed work to be visible on theme display. Capturing practical lessons on Seesaw and uploading for staff and parents to see.
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Planning – Art and DT:

Long term overviews should alternate Art and DT each term.

Term 1- DT

Term 2- Art

Term 3- DT

Term 4 –Art

Term 5- DT

Term 6 – Art

Planning example (Art Year 1/2):

Theme: Great and Ghastly Events

Subject: Art

Key Vocabulary: clay, design, 3D, observation, imagination, sculpture, lines, detail, texture vertical, diagonal, broken, zigzag, wavy, curved, spiral				
Futura Objective	Week	Basic	Advancing	Deep
Design Make Analyse and Evaluate		End product Y1 – (Stephen Wiltshire) Draw a detailed city scape	End product Y2 – Clay Sculpture (Antony Gormley) Create a detailed clay sculpture	
To explore ideas and collect visual information	1	Describing the artworks of Stephen Wiltshire	Comparing the sculpture work of Antony Gormley with other artworks that create sculptures	Comment on the sculptures you prefer.
(Y1) Draw from observation, imagination and memory (Y2) Construct 3D forms from observation/imagination	2	Illustrating through observation	Composing a 3D form from observation (plasticine)	Compose a 3D form from memory online and explain your choices
Create different types of line Begin mark marking to show pattern and texture To record and refine ideas	3	Selecting appropriate types of line and mark making.	Experimenting with sketches based on the work of Antony Gormley (thinking about what they will actually make)	Comment on which design you prefer and why? Will it be easy to create in clay?
To explore ideas and collect visual information	4	Illustrating ideas of what to include in your design and begin to sketch (planning)	Implementing skills to sketch a detailed planned design of the sculpture (planning stage)	Reflect on what aspects of Gormley's work you will use.
(Y2) Use a range of soft and hard materials to construct 3D forms	5	Implement your ideas into a final city scape design	Create a clay sculpture (full size)	Experiment with texture
Explain how to improve their work on their own and to improve others	6	Identify 3 ways to improve your artwork	Assessing the final product	Reflect and debate why your artwork should be put in a gallery

Planning example (DT Year 5/6):

Theme: In the Zone

Subject: DT

Y5 – Automata toys- <https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/mechanical-systems-automata-toys/>

Y6- Moving hand game- <https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/electrical-systems-steady-hand-game/>

Key Vocabulary:

Exploded diagram, Automata, axle, clamp, cam, component, dowel, finish, follower, frame, function, mark out, design brief, design specification, prototype, mechanism, mechanical system, motion, pivot, rotary motion, linear motion, reciprocating motion, oscillating [motion](#)
assemble, battery, battery pack, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, [evaluation](#)

Futura Objective	Week	Basic	Advancing	Deep
Research <ul style="list-style-type: none"> Carries out research using appropriate collection devices. Look at mechanical systems in products to see how they function and meet user's needs (cams, gears, pulleys, levers, linkages). 	1	Retrieve information about mechanical products. TOYS	Compare an electrical toy and a mechanical toy	Investigate different electrical systems
DESIGN <ul style="list-style-type: none"> Is able to create cross-sectional drawings and exploded diagrams. Formulate step-by-step plans as a guide to making, included what is needed. 	2	Identify and describe a design of a toy.	Explain the importance of creating cross sectional drawings and exploded diagrams.	Design a steady hand game
MAKE <ul style="list-style-type: none"> Construct regular free standing 3D frames, reinforcing and strengthening when necessary. Can accurately apply skills to measure, mark out, cut and shape materials and components. Can accurately assemble, join, and combine materials and components Demonstrates finishing techniques, can strengthen, and improve the appearance of their product. Uses electrical systems in products (motors, lightbulbs, or buzzers) - Y6 	3	Organise and assemble components to construct a product.	Implement accurate skills to produce a 3D model.	Experiment with a range of electrical systems to produce a product best fit for purpose.
EVALUATE <ul style="list-style-type: none"> Can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. Can evaluate their ideas and products against their original design specification, suggesting things they would do differently next time. 	4	<i>Identify key areas of strengths of your product and describe area for development.</i>	<i>Annotate and evaluate the quality of your product. Explain adaptations that you would make if you were to recreate your design.</i>	Review a peer's product against their design brief

Marking:



Saltford School Marking and Feedback Card EYFS and KS1



were <u>wer</u>	Check or correct spelling
	Leave finger spaces
d	Check capital
^	Something has been left out
△	Check punctuation
•	Check this
✓	Right answer/ checked by teacher
T, TA, I	Adult help given or Independent
VF	Verbal feedback given
HP	House Point given
M	Target Met
<u>Glorious</u>	Great
<u>Think</u>	Please improve
	Child's self-assessment



Saltford School Marking and Feedback Card KS2



d	Check capital
□	Check grammar
<u>wer</u> <u>sp</u>	Check or correct spelling Find and check spelling mistake in this line
	Leave finger spaces
^	Something has been left out
△	Check punctuation
•	Check this
✓	Right answer/checked by teacher
?	Does this make sense?
//	New paragraph
TA (or initial)	Adult help given
VF	Verbal feedback given
HP	House Point given
I	Independent
<u>Glorious</u>	Great
<u>Think</u>	Can you improve?
	Child's self-assessment

In addition to this, in foundation subjects where work has been completed in a book, LOs are doubled ticked by the teacher when fully met, ticked once when partially met and a dot to show that the LO has not been met. These ticks will come after the LO at the top of the page. This then feeds into teacher assessment three times a year.

Reaching greater depth

The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study.

Children can only achieve greater depth in the even years following the futura curriculum. This is achieved by completing the deep task set each lesson. Across the two-year cycle, children will have the opportunity to demonstrate greater depth.

If a child is displaying qualities of greater depth in 'basic' year groups, a suitable challenge task will be given.

By the end of a two year cycle, a greater depth child will:

- Complete tasks that demand non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.
- Eloquenty articulate their understanding through using theme specific language confidently and independently; presenting information clearly through a range of mediums; and engage in self-directed learning.
- Use their thematic knowledge in their writing lessons.
- Use metacognition and talking about the learning process to complete tasks.
- Entering trust/school competitions.
- Encouraging participation in local events e.g., Keynsham Winter Festival, art competitions.
- Have mostly two ticks next to each lesson objective.

We can enable them by:

- Providing stem sentences to scaffold deep thinking.
- Open-ended questions to spark further exploration.
- Visit local/ school library for independent research.
- Using technology to enhance learning.
- Supporting peers.

Assessment

Formative Assessment

Each lesson, teachers mark against the learning objective (LO) if work has been completed in a book. In odd year groups the LO begins with 'basic' terminology, whilst in even year groups there are two LOs: one at an 'advancing' level and one at a 'deep' level. LOs are double ticked by the teacher when fully met, ticked once when partially met and a dot to show that the LO has not been met. These ticks will come after the LO at the top of the page. We would expect children working at greater depth to have two ticks against most of the 'deep' LOs. This system is used by teachers when making judgements at assessment points. Children will be revisiting key knowledge frequently through retrieval activities.

Summative Assessment

At the end of the year, the class teacher enters their teacher judgement for each foundation subject onto Insight, informed by the children's work and participation throughout the year. They are given the following grade:

1 – Basic (Mastery)

2 – Advancing (Sustained Mastery)

3 – Deep (Greater depth)

As the timescale for sustained mastery or greater depth is two years of study, all children in odd year groups will only achieve basic within the first year. To ensure we are not putting a ceiling on their attainment, teachers add a note on assessment data for any children who they would expect to be greater depth by the end of year 2. This ensures that their next teacher builds on previous learning effectively.

There is a possibility that a child may not meet the basic level, even with adaptive teaching strategies, such as scaffolding. If it occurs, the class teacher would make a note of this on assessment data and notify their future class teacher during their handover meeting, about the objectives where basic has not been met.

Curriculum leaders then use this data to inform curriculum action plans.