



Sheffield Park Academy

The best in everyone™

Part of United Learning

Sheffield Park Curriculum & Assessment Framework 2026-2027

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Roles and responsibilities

At Sheffield Park Academy, curriculum and assessment are everyone's responsibility. Leaders set the conditions for an ambitious, coherent and inclusive curriculum; teachers bring that curriculum to life in the classroom; and all staff use assessment evidence to improve learning.

The responsibilities below outline how different roles contribute to the implementation, quality assurance and continual improvement of the Curriculum and Assessment Framework.

Role	Responsibility
Classroom Teacher	Curriculum implementation Teachers are responsible for delivering the planned curriculum with precision and care. This includes understanding the relevant United Learning Curriculum Specifications, the subject long-term plan and the medium-term plan for each unit taught. Teachers should know what pupils have learned previously, what they are learning now, and how current learning prepares them for future study. Teachers adapt lessons appropriately for the needs of their classes while maintaining high expectations for all pupils, including those with SEND, disadvantaged pupils and pupils with low prior attainment. Adaptation should support access to ambitious curriculum content; it should not reduce entitlement. Teachers are expected to implement The SPA Way consistently, including effective use of Precision Seating Plans, Retrieval Tasks, Mini-Whiteboards, Turn and Talk, and The Blue Zone. These routines are not separate from curriculum implementation; they are the shared teaching routines through which pupils learn, practise, think, speak and remember. Assessment, feedback and response Teachers use regular checks for understanding, in-class assessment and agreed departmental assessments to identify what pupils know, understand and can do. They respond to this information through reteaching, feedback, adaptation of future lessons and targeted support. Teachers use assessment information to identify pupils who require additional support, as well as curriculum content that requires further teaching or revisiting. Professional development Teachers actively engage in professional development, including whole-school CPD, subject-specific CPD, instructional coaching and feedback from quality assurance.
Directors and Curriculum Area Leaders	Curriculum leadership Directors and Curriculum Area Leaders are responsible for leading the design, implementation and review of the curriculum within their areas. They ensure that United Learning Curriculum Specifications are translated into coherent SPA long-term plans and medium-term plans. They are responsible for ensuring that curriculum planning is ambitious, well-sequenced and clear about the knowledge, concepts, vocabulary, disciplinary thinking and assessment points that pupils need to master. Where local curriculum decisions are made, Curriculum Area Leaders must ensure these are deliberate, justifiable and aligned with the aims of the curriculum. Local adaptation should strengthen curriculum implementation and reflect the needs of SPA pupils, without diluting ambition or entitlement. Quality assurance Curriculum leaders quality assure the curriculum in action. This includes reviewing long-term and medium-term plans, looking at pupils' work, visiting lessons, reviewing assessment evidence, listening to pupil voice and gathering staff feedback. Quality assurance should focus on whether pupils are learning the intended curriculum, whether key groups are accessing it successfully, and whether assessment evidence is being used to improve teaching, feedback and intervention. Assessment and standards Curriculum leaders ensure that assessments are appropriately planned, standardised and moderated. They use assessment information to identify curriculum gaps, pupil groups

	requiring support, and areas where teaching or curriculum planning need to be strengthened. Professional development Curriculum leaders provide subject-specific CPD and support teachers to improve curriculum knowledge, subject pedagogy and assessment practice. CPD should be informed by evidence from quality assurance, assessment outcomes and the needs of the department.
SENDCo and SEND Team	Inclusive curriculum access The SENDCo and SEND team support staff to ensure that pupils with SEND can access an ambitious curriculum across all subjects. This includes advising teachers and curriculum leaders on appropriate adaptations, scaffolds, access arrangements and strategies for individual pupils. The SENDCo ensures that statutory requirements and access arrangements are implemented effectively, including for internal, United Learning and external assessments. Teaching Assistants support pupils to access learning within lessons where appropriate, working under the direction of the teacher and SENDCo. The SEND team plan and lead interventions which enable pupils to access the curriculum in its entirety. Their role is to promote independence, support participation and help pupils engage successfully with the intended curriculum. Quality assurance The SENDCo and SEND team contribute to quality assurance through SEND-focused lesson visits, work scrutiny, pupil voice and review of provision. This should help leaders understand whether pupils with SEND are accessing, remembering and succeeding within the curriculum. Professional development The SENDCo works with senior leaders and curriculum leaders to provide staff with practical, high-quality CPD on adaptive teaching, inclusive curriculum planning and effective use of pupil information.
Senior Leadership Team	Strategic implementation Senior leaders are responsible for ensuring that the Curriculum and Assessment Framework is implemented consistently within the areas they line manage. Through line management, quality assurance and raising standards conversations, they support and challenge curriculum leaders to ensure that curriculum intent is being enacted effectively. Senior leaders ensure that curriculum, assessment, feedback and intervention remain central to line management discussions. They support curriculum leaders to identify what is working well, what needs improving and what actions are required. Quality assurance Senior leaders conduct and support quality assurance within their areas of responsibility. This includes lesson visits, work scrutiny, pupil voice, staff voice, curriculum reviews, assessment analysis and review of intervention. Senior leaders use quality assurance to evaluate whether pupils are receiving the intended curriculum, whether teaching routines are supporting learning, and whether key groups — including SEND and disadvantaged pupils — are accessing the curriculum successfully. Professional development Senior leaders support the delivery of whole-school and subject-specific professional development. They ensure that CPD is informed by quality assurance evidence and aligned to school priorities, including The SPA Way, curriculum planning, assessment, feedback, literacy and intervention.
Senior Leader with Strategic Oversight for Curriculum and Assessment	Whole-school leadership The senior leader with strategic oversight for curriculum and assessment is responsible for the whole-school implementation, review and refinement of this framework. They ensure that curriculum and assessment systems are coherent, understood and implemented consistently across the academy. This includes supporting Directors and Curriculum Area Leaders to develop strong long-term and medium-term plans, ensuring the school calendar accounts for United Learning and internal assessment points, and ensuring there is

	sufficient time for standardisation, moderation, assessment analysis, feedback and intervention. Quality assurance and review The senior leader coordinates the whole-school curriculum and assessment quality assurance cycle. This includes curriculum reviews, lesson visits, work scrutiny, pupil voice, staff voice, assessment analysis and reporting to relevant stakeholders. They ensure that quality assurance leads to clear action, including curriculum refinement, targeted CPD, improved assessment practice, stronger feedback and more precise intervention. Professional development The senior leader ensures that professional development linked to curriculum and assessment is high-quality, evidence-informed and responsive to the needs of the school. This includes supporting ECTs, United Teaching staff, new staff, curriculum leaders and teachers requiring additional support.
Governors	Strategic oversight and challenge Governors provide strategic oversight and challenge in relation to curriculum and assessment at Sheffield Park Academy. Governors are provided with information about strategic oversight of curriculum and assessment at Sheffield Park Academy. They receive information about curriculum quality, assessment outcomes, pupil group performance, quality assurance findings and improvement priorities. Governors support and challenge leaders to ensure that the curriculum is ambitious, broad, balanced, inclusive and effective in preparing pupils for future success.

Principles

At Sheffield Park Academy, our Curriculum and Assessment Framework is rooted in the principles of the United Curriculum and adapted carefully for our local context.

The United Curriculum provides a shared entitlement for pupils across United Learning. It ensures that pupils are taught powerful knowledge: knowledge that takes them beyond their immediate experience and helps them think, speak, write and act with confidence. At SPA, our responsibility is to bring that entitlement to life through careful curriculum leadership, strong subject planning, high-quality teaching and precise assessment.

Our curriculum and assessment work is guided by six core principles:

1. Entitlement

All pupils are entitled to an ambitious curriculum. This entitlement must not depend on prior attainment, background, postcode, SEND status or disadvantage. At SPA, we plan from the expectation that all pupils should access powerful knowledge and be supported to succeed with it.

2. Representation

All pupils should see themselves reflected positively in the curriculum, and the curriculum should also take them beyond what they already know. Representation is not a bolt-on or a themed month; it is part of a coherent curriculum that helps pupils understand themselves, others and the wider world.

3. Coherence

Knowledge builds over time. Strong curriculum planning makes clear what pupils need to learn, when they need to learn it, and how new knowledge connects to what has come before. At SPA, long-term and medium-term plans should show how knowledge, vocabulary, concepts and disciplinary thinking are sequenced carefully.

4. Mastery

Pupils need time to secure important knowledge, practise it, revisit it and apply it in new contexts. Curriculum planning should prioritise depth, retention and understanding over superficial coverage. Assessment should help teachers identify what pupils have mastered and what needs further teaching.

5. Adaptability

The core curriculum entitlement is stable, but implementation must respond to context. At SPA, Curriculum Area Leaders and teachers use United Learning Curriculum Specifications as a foundation, while making deliberate decisions about sequencing, local context, timing, examples, scaffolding and adaptation. Adaptation should support access to ambition; it should not dilute the curriculum.

6. Education with Character

The curriculum should develop more than examination outcomes. It should spark curiosity, build confidence, develop cultural capital and prepare pupils for life beyond school. This includes the taught curriculum, co-curricular experiences, literacy, oracy, personal development and the wider culture of the academy. Our entire school culture, including Curriculum and Assessment, revolves around our academy Character Values of Community, Ambition, Respect, and Endurance.

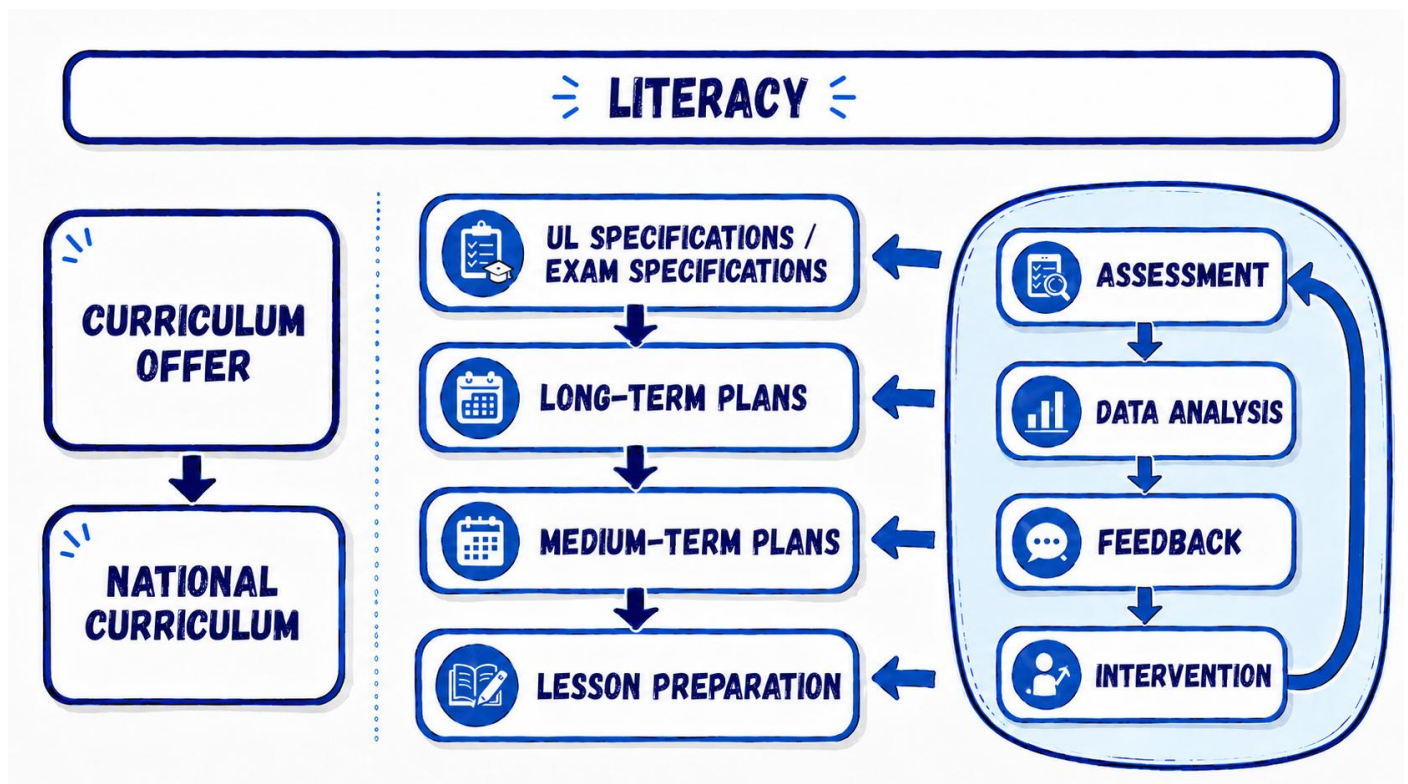
Components

The principles of the United Curriculum provide the foundation for curriculum and assessment at Sheffield Park Academy. These principles are enacted through the practical components that shape how the curriculum is planned, taught, assessed, reviewed and improved.

At SPA, curriculum and assessment are not separate processes. What we teach, how we sequence it, how we check whether pupils have learned it, and how we respond when they have not, must work together as one coherent system.

There are eleven key components within this framework:

- Curriculum offer
- National Curriculum and exam specifications
- United Learning Curriculum Specifications
- Long-term plans
- Medium-term plans
- Lesson preparation
- Assessment
- Data analysis
- Feedback
- Intervention
- Literacy



The relationship between these components is cyclical. Assessment, feedback and intervention should not simply happen after teaching; they should inform future curriculum planning, lesson preparation, professional development and quality assurance.

Component 1: Curriculum offer

Within United Learning, the curriculum offer is the foundation of pupils' entitlement. It sets out the subjects, time allocation, qualifications and wider experiences pupils receive across their time in school.

A strong curriculum offer ensures that pupils access powerful knowledge, develop broad horizons, and are prepared for future study, employment and life beyond school. It should reflect the principles of the United Curriculum: entitlement, representation, coherence, mastery, adaptability and education with character. Schools bring this entitlement to life in their own context through careful decisions about curriculum time, staffing, options, co-curricular opportunities and local adaptation.

Broad, balanced and contextualised

The curriculum offer should provide pupils with access to a broad and balanced range of subjects. It should ensure that pupils build secure knowledge across disciplines, develop confidence as learners and keep future pathways open.

The curriculum offer should be reviewed in light of:

- National Curriculum and exam specification requirements;
- United Learning Curriculum Specifications;
- pupil starting points and prior attainment;
- SEND and disadvantaged pupil needs;
- staffing, timetabling and subject expertise;
- qualification pathways and progression routes;
- local context and wider opportunities available to pupils.

The curriculum offer should not be reduced to a timetable. It is a statement of entitlement and ambition.

Staffed, costed and sustainable

Curriculum decisions must be deliverable. Leaders should consider staffing, subject expertise, timetable structure, rooming, resources, budgets, equipment, consumables, practical requirements, trips and examination entry.

Where specialist staffing is not possible, leaders should ensure that staff receive appropriate support, resources and professional development so that the curriculum can be delivered effectively.

Co-curricular entitlement

The curriculum includes more than timetabled lessons. Trips, visits, clubs, competitions, performances and enrichment activities help pupils develop confidence, character, cultural capital and a broader understanding of the world.

Co-curricular provision should be planned deliberately. It should connect to the taught curriculum where appropriate, while also broadening pupils' experiences beyond their daily lives.

Participation should be monitored to ensure equitable access for disadvantaged pupils, pupils with SEND and other key groups.

Tiering and qualification decisions

In subjects where tiering decisions are required, leaders must use assessment evidence, exam board guidance and professional judgement.

Pupils should not be limited too early from accessing the full curriculum. Where a tiering decision is made, it should be because it gives the pupil the best chance of success, not because expectations have been lowered.



Academy

At Sheffield Park Academy, our curriculum offer is constructed to provide pupils with a broad, ambitious and coherent education. It reflects the entitlement set out through the United Curriculum, while responding carefully to the needs, context and aspirations of SPA pupils.

At Key Stage 3, pupils study a broad range of subjects, including English, mathematics, science, geography, history, languages, the arts, technology, ICT, physical education, religious education and PSHE. This ensures pupils experience a wide curriculum before making choices about future study.

At Key Stage 4, pupils follow a core curriculum alongside a guided options process. Pupils are supported to choose subjects that keep appropriate future pathways open. The options process is reviewed annually to ensure it reflects pupil need, staffing, qualification requirements, progression routes and the local context of Sheffield Park Academy.

Where specific eligibility criteria apply, for example for Triple Science or particular qualification routes, these are communicated clearly to pupils and families during the options process. Decisions are based on assessment evidence, professional judgement and the best interests of pupils.

At Key Stage 5, pupils study three subjects from a range of academic and vocational qualifications. The sixth form offer is reviewed annually to reflect pupil demand, prior attainment, staffing, progression routes and the local context of Sheffield Park Academy. Pupils receive guidance to select a coherent programme that supports university, apprenticeships, employment or further training.

The curriculum offer is reviewed alongside staffing, timetabling, outcomes, pupil voice, options uptake and the needs of key groups. Leaders consider carefully where our strongest and most experienced teachers are deployed, particularly where outcomes and curriculum access matter most.

At Sheffield Park Academy, co-curricular activities, trips and enrichment opportunities are an important part of the wider curriculum. These experiences help pupils develop confidence, character, cultural capital and a broader understanding of the world.

An extra-curricular timetable is produced so that pupils can access opportunities beyond the classroom. Trips and events are planned to support the taught curriculum where appropriate, or to enrich pupils' wider school experience.

Participation in trips, clubs and enrichment is monitored to ensure equitable access for disadvantaged pupils, pupils with SEND and other key groups. Where gaps in participation are identified, leaders take action to remove barriers and strengthen access.

Phase, Department or Subject

At department or subject level, curriculum leaders work with senior leaders to ensure that the curriculum offer is planned, staffed and implemented effectively. This includes decisions about curriculum time, staffing, groupings, assessment points, resources and wider enrichment. Subject leaders are responsible for ensuring that their area contributes to the wider curriculum offer of the academy. This may include clubs, trips, competitions, visits, performances, exhibitions, careers links, lectures or other enrichment opportunities.

Departments should consider how their wider offer supports pupils' understanding of the subject, raises aspirations and broadens horizons. They should also monitor participation to ensure that opportunities are accessed by a representative range of pupils and do not unintentionally reinforce barriers linked to disadvantage, SEND, gender or prior attainment.

In subjects where GCSE tiering decisions are required, curriculum leaders must use assessment evidence, exam board guidance and professional judgement. Pupils should not be limited too early from accessing the full curriculum. Tiering decisions should be reviewed carefully and made in the best interests of the pupil.

Component 2: National Curriculum

The National Curriculum sets out the subjects and content pupils are expected to be taught across Key Stages 3 and 4. At Key Stage 4, GCSE and vocational exam specifications set out the knowledge, skills, assessment objectives and qualification requirements for each subject.

At Sheffield Park Academy, the National Curriculum and relevant exam specifications provide the minimum entitlement for curriculum planning. The United Curriculum builds from this starting point and is designed to ensure pupils access powerful knowledge, coherent sequencing and ambitious subject content. United Learning is clear that the National Curriculum is a starting point, but that a more detailed curriculum specification is needed to ensure pupils are taught their full entitlement.

Content coverage

At Sheffield Park Academy, pupils are taught the subjects listed within the National Curriculum as a minimum. This is complemented by religious education, relationships, sex and health education, personal development and wider curriculum experiences.

At Key Stage 3, pupils are taught:

- English
- mathematics
- science
- art and design
- citizenship, through PSHE
- ICT
- design and technology
- geography
- history
- French
- music
- physical education
- religious education
- relationships, sex and health education, often through PSHE

At Sheffield Park Academy, the Key Stage 3 curriculum is taught over three years. This ensures pupils have time to study a broad range of subjects before making choices about future study.

At Key Stage 4, all pupils follow a core curriculum alongside a guided options process. Pupils are given access to courses across the arts, design and technology, humanities, languages and other

appropriate qualification routes. The options offer is reviewed annually to ensure it reflects statutory requirements, exam specification requirements, pupil need, staffing, progression routes and the local context of SPA.

At Key Stage 5, curriculum planning is shaped by the relevant awarding-body qualification specifications and progression requirements.

Quality assuring coverage

School and curriculum leaders are responsible for ensuring that National Curriculum and exam specification requirements are met. Curriculum documentation should show how required content is covered and sequenced. This includes the curriculum offer, United Learning Curriculum Specifications, long-term plans and medium-term plans.

Beyond minimum coverage

At SPA, meeting the minimum requirements of the National Curriculum is essential, but it is not enough on its own. The curriculum should deepen pupils' understanding, broaden their horizons, develop disciplinary thinking and prepare them for future study, employment and life beyond school.

Where departments add content beyond the National Curriculum or exam specification, this should be deliberate and coherent. Additional content should strengthen pupils' understanding of the subject and reflect the needs and context of pupils at Sheffield Park Academy.

Component 3: United Learning Curriculum Specifications

At Sheffield Park Academy, the curriculum taught by our staff and learned by our pupils is aligned to the United Curriculum. United Learning Curriculum Specifications set out the shared curriculum entitlement for pupils across the trust: the knowledge, concepts, disciplinary thinking and assessment expectations that pupils should encounter in each subject.

The Specifications are designed to make clear what should be taught in each year group and what may be assessed. They should be understood in a similar way to GCSE specifications: they do not always prescribe the exact units to teach or the precise order in which all content must be taught; instead, they define the important end points pupils should reach. United Learning's guidance is clear that the Specification exists to support teachers to know what should be taught and to adapt their curriculum as needed.

Shared entitlement

The Specifications ensure that pupils at SPA benefit from a curriculum shaped by the collective expertise of United Learning. They support curriculum leaders and teachers to identify the most important knowledge pupils are entitled to learn, including substantive knowledge, disciplinary knowledge, vocabulary, concepts and, where relevant, procedural knowledge.

At SPA, Where they apply, Curriculum Specifications provide the foundation for subject planning.. They help ensure that pupils receive an ambitious, coherent curriculum that meets and exceeds National Curriculum and exam specification requirements.

Curriculum sequencing

The United Curriculum is carefully sequenced so that knowledge builds over time. In many subjects, the Specifications organise knowledge through themes, concepts and threads, helping pupils develop secure and connected understanding across a key stage. At SPA, Curriculum Area Leaders use the Specifications to inform long-term and medium-term planning.

Local adaptation

The Specifications do not remove the need for subject-level curriculum leadership at Sheffield Park Academy. They provide the foundation from which Curriculum Area Leaders make careful decisions

about timing, emphasis, sequencing, local context, assessment and implementation.

Where departments make local curriculum decisions, these must be deliberate and justifiable. Local adaptation should strengthen pupils' access to the curriculum; it should not dilute ambition, remove entitlement or create unnecessary variation between classes.

Sequenced to assessment

United Learning assessments are aligned to the Curriculum Specifications. This means curriculum leaders must ensure that pupils have been taught the relevant content before assessment points and that assessment outcomes are used to inform future planning. Assessment should not sit separately from curriculum planning. It should help leaders and teachers understand what pupils have learned, what has been forgotten or misunderstood, and what needs to be retaught, revisited or strengthened.

Review

Curriculum Specifications are reviewed and refined over time by United Learning. At SPA, curriculum leaders are responsible for ensuring that their long-term and medium-term plans remain aligned with the most current Specifications, exam requirements and school-level curriculum decisions.

Curriculum review should consider assessment outcomes, pupil work, pupil voice, staff feedback, SEND and disadvantaged access, and the effectiveness of curriculum implementation over time.

Component 4: Long-term plans

Long-term plans translate the curriculum entitlement into a coherent journey over time. They sit between the United Learning Curriculum Specifications, National Curriculum or exam specification requirements, and the medium-term plans that shape individual units of learning.

A long-term plan gives leaders, teachers, pupils and families a clear overview of what is taught, when it is taught, and how learning builds across a year, key stage or subject journey. It should not simply list topics; there should be a clear rationale for the sequence of learning.

Choice

Some subjects contain elements of choice. This may include the selection of texts, case studies, practical experiences, qualification routes, topics, examples or local contexts.

Where choices are made, curriculum leaders should consider:

1. Curriculum entitlement - ensuring pupils receive the knowledge, concepts and disciplinary understanding set out in the United Learning Curriculum Specifications and relevant exam specifications.
2. Coherence - ensuring choices support the wider sequence of learning and do not create unnecessary gaps or repetition.
3. Representation - ensuring pupils encounter a broad and thoughtful range of voices, perspectives, places and experiences.
4. Local context - using relevant local examples where these strengthen pupils' understanding, while also taking pupils beyond their immediate experience.
5. Staff expertise and resources - ensuring the curriculum can be delivered effectively and sustainably.

Sequencing

Long-term plans must show how knowledge builds over time. The order of units should be deliberate, not accidental.

In some subjects, sequencing is more tightly determined because pupils need specific prerequisite knowledge before they can access later content. In other subjects, there may be more flexibility, but the sequence should still support pupils to build a coherent understanding of the subject.

Curriculum leaders should consider how substantive knowledge, disciplinary knowledge, vocabulary, concepts and skills develop across the curriculum journey.

Timings

Long-term plans should identify the broad timings for each unit. These timings should consider:

- the depth and complexity of the content;
- the need for practice, retrieval and review;
- assessment points;
- the amount of curriculum time available;
- the balance between depth and breadth;
- the requirements of exam specifications where relevant.

Timings should support curriculum coverage without encouraging superficial rushing through content.

Flexibility

Long-term plans are not immovable, but changes should be considered carefully. Curriculum leaders must be clear about where flexibility exists and where there are curriculum "red lines".

Teachers should know which aspects of the plan must be followed closely, and where adaptation may be appropriate in response to pupil need, assessment evidence or changes in context.

Ownership and responsibility

Curriculum leaders are responsible for ensuring that long-term plans are accurate, coherent, up to date and shared with their teams.

Long-term plans should be reviewed regularly in light of United Learning Curriculum Specifications, exam specification updates, assessment outcomes, quality assurance, pupil work, pupil voice and staff feedback.

Long-term plans



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Academy

At Sheffield Park Academy, long-term plans translate the United Learning Curriculum Specifications, National Curriculum and exam specification requirements into a clear curriculum journey for each subject.

Long-term plans show what pupils will study, when they will study it, and how knowledge builds over time. They are not simply a list of topics; they should make clear the thinking behind the sequence.

By the time a long-term plan is completed at SPA, the following should be clear:

- the units, topics, texts or qualification content to be taught;
- the broad timing of each unit across the academic year;
- how the sequence builds knowledge, vocabulary and disciplinary understanding over time;
- where key assessment points occur;
- where content is linked to United Learning Curriculum Specifications, National Curriculum or exam specification requirements;
- where local curriculum decisions have been made and why;
- where retrieval, review and revisiting of prior learning are deliberately planned.
- Where departments make local adaptations, these must be deliberate and justifiable. Adaptation should strengthen pupils' access to the curriculum and reflect the context of SPA pupils. It should not dilute ambition, remove entitlement or create unnecessary variation between classes.
- Long-term plans are reviewed at least annually. They may also be reviewed following changes to United Learning Specifications, exam specifications, assessment outcomes, staffing, pupil need or quality assurance findings.

Subject

Within each department, the Curriculum Area Leader or subject lead is responsible for ensuring that long-term plans are in place, accurate, coherent and shared with the team.

Subject leaders are responsible for ensuring that long-term plans:

- align with United Learning Curriculum Specifications where these apply;
- meet National Curriculum or exam specification requirements;
- show clear sequencing across years and key stages;
- identify where there is flexibility and where there are curriculum "red lines";
- support pupils to build knowledge cumulatively over time;
- reflect the needs of pupils at Sheffield Park Academy.

Where different tiers, pathways or qualification routes exist, subject leaders must ensure that long-term plans show when and how these routes diverge. Tiering decisions should be based on assessment evidence, professional judgement and the best interests of pupils.

Subject leaders should use assessment outcomes, pupil work, pupil voice, staff feedback and quality assurance to review whether the long-term plan is being implemented effectively.

Teacher

Teachers are responsible for understanding the long-term plan for the classes they teach. This includes knowing what pupils have studied previously, what they are learning now, and how current learning prepares them for future study.

Teachers should use the long-term plan to understand the purpose of each unit within the wider curriculum journey. Where a teacher believes that a class may need to deviate from the long-term plan, this must be discussed with the Curriculum Area Leader or subject lead before changes are made.

Teachers should not treat the long-term plan as a document sitting in a folder gathering digital dust. It should inform medium-term planning, lesson preparation, retrieval, assessment and intervention.

Component 5: Medium-term plans

Medium-term plans translate the long-term curriculum journey into coherent units of learning. A unit is a connected block of curriculum content within a subject, built around a central concept, theme, topic, text, problem, skill or body of knowledge. Medium-term planning is the final stage of curriculum design before lesson preparation. It ensures lessons do not become isolated moments, but form part of a carefully sequenced journey in which pupils build, practise, revisit and apply knowledge over time.

Sequencing within a unit

Medium-term plans must sequence knowledge within a unit carefully. They should make clear:

- what pupils need to know before the unit begins;
- what new knowledge, vocabulary and concepts pupils will learn;
- how knowledge builds from one lesson to the next;
- where pupils will practise and apply what they have learned;
- where prior learning will be revisited;
- where misconceptions are likely to arise.

Good medium-term planning considers both the internal logic of the unit and the wider curriculum journey. Pupils may need prerequisite knowledge from earlier units, earlier years or previous key stages in order to access new learning successfully.

Time-bound and purposeful

Most units could be studied for longer than the time available. Medium-term planning therefore requires careful judgement about depth, pace and coverage. Plans should identify the most important knowledge pupils need to master, while ensuring the curriculum remains broad enough for pupils to experience the full subject. Where genuine curriculum flexibility exists, foundational knowledge should usually be prioritised.

Unit outcomes

Medium-term plans should identify the intended learning for the unit. This includes the knowledge pupils should remember, the vocabulary they should use accurately, the concepts they should understand and the disciplinary or procedural knowledge they should develop.

These outcomes should be specific enough to guide lesson preparation, assessment, feedback and intervention.

Assessment, feedback and review

Units should not be planned separately from assessment. Medium-term plans should identify how teachers will check whether pupils have learned the intended curriculum.

This includes planned opportunities for retrieval, checks for understanding, formative assessment, summative assessment where appropriate, feedback and review. Assessment evidence should inform reteaching, adaptation, intervention and future curriculum planning.

Literacy and disciplinary knowledge

Medium-term plans should make explicit how pupils will access and communicate the curriculum through language. This includes subject-specific vocabulary, reading, writing, speaking and listening. Where relevant, plans should also identify disciplinary knowledge: how pupils think, work, argue, investigate, perform, create or communicate within that subject.

Working documents

Medium-term plans are working documents. They set out the intended sequence of learning, but teachers may need to adapt them in response to assessment evidence, misconceptions, gaps in knowledge, pupil absence, school events or other disruption.

Adaptation should be purposeful. It should strengthen pupils' access to the intended curriculum, not create unnecessary variation or reduce ambition.

Common approaches

Medium-term plans should include or reference agreed subject approaches. These may include models, methods, practical routines, essay structures, calculation methods, disciplinary procedures or agreed ways of presenting knowledge.

Medium-term plans



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Academy

At Sheffield Park Academy, each unit within a curriculum area must have a medium-term plan. A unit is a coherent sequence of learning built around a topic, concept, text, theme, skill or body of knowledge.

Medium-term plans sit between the long-term plan and lesson preparation. They make clear what pupils are expected to learn, how the learning is sequenced, and how teachers will know whether pupils have learned it.

A medium-term plan should identify:

- prerequisite knowledge pupils need before the unit begins;
- new core knowledge pupils need to learn and remember;
- key vocabulary and disciplinary language;
- common misconceptions and likely barriers;
- The Blue Zone tasks;
- opportunities for retrieval, practice and application;
- assessment, feedback and review points;
- agreed subject approaches, models or methods.

Medium-term plans should be informed by United Learning Curriculum Specifications, exam specifications where relevant, long-term plans, assessment evidence and the needs of pupils at SPA.

Where United Learning schemes of work or resources exist, these should support planning. They do not need to be duplicated unnecessarily, but the intended curriculum must be clear and accessible to all staff.

Subject

Curriculum Area Leaders are responsible for ensuring that medium-term plans are in place, quality assured and reviewed as part of the department's curriculum cycle.

Curriculum Area Leaders must ensure that medium-term plans:

- align with the long-term plan and relevant specifications;
- make clear what knowledge, vocabulary and concepts will be taught;
- identify common misconceptions and likely barriers;
- include agreed departmental approaches where needed;
- show where assessment, feedback and review will take place;
- are accessible to new staff, ECTs, cover staff and colleagues teaching outside specialism.

Curriculum Area Leaders should be clear where flexibility does and does not exist. Teachers should know which elements of the medium-term plan are fixed, and where professional adaptation is appropriate.

Teacher

Teachers are responsible for engaging with the medium-term plan before teaching a unit. They should understand the purpose of the unit, the sequence of learning, the key knowledge pupils need to master, and how the unit fits within the wider curriculum.

Teachers should adapt medium-term plans in response to the needs of their classes. This may include adjusting pace, adding retrieval, reteaching prerequisite knowledge, increasing checks for understanding, or adapting explanations and scaffolds.

Adaptation must preserve the core aims of the unit. Teachers should not remove essential knowledge, skip agreed assessment points or ignore common departmental approaches without discussion with the Curriculum Area Leader.

Component 6: Lesson preparation

Lesson preparation is the process through which teachers turn the planned curriculum into effective classroom practice. It sits after long-term and medium-term planning, and before teaching. It is where the teacher considers the precise needs of the class, the content to be taught, the best way to explain and model it, and how pupils' understanding will be checked.

Lesson preparation is not the same as lesson resourcing. In many subjects, teachers may use shared, centrally produced or United Learning resources. These resources provide a strong starting point, but they do not replace teacher expertise. Teachers still need to prepare intellectually for the lesson and adapt resources appropriately for the pupils they teach.

Personalised

Lesson preparation should take account of the pupils in the class. This includes pupils' prior knowledge, gaps, misconceptions, reading ability, SEND needs, disadvantage, attendance, confidence and previous experiences.

Personalisation does not mean creating entirely different lessons for every pupil. It means making deliberate decisions about explanation, modelling, questioning, scaffolding, examples, retrieval, practice and checking for understanding so that pupils can access the intended curriculum.

Aligned to the curriculum

Lessons should be prepared from the planned curriculum, not from whatever resources happen to be available. The intended learning should come first; resources should be selected or adapted to serve that purpose.

Teachers should be clear about:

- what pupils need to learn;
- why this learning matters within the wider sequence;
- what pupils need to know already;
- what misconceptions are likely;
- how understanding will be checked.
- what independent practice pupils will complete through The Blue Zone;

Manageable and purposeful

A lesson should be realistic within the time available. Teachers should consider the complexity of the content, the amount of practice pupils need, and the likely points where pupils may struggle.

Lesson preparation should focus on the most important knowledge, concepts, vocabulary and

disciplinary thinking pupils need to secure.

Enrichment and wider examples are valuable when they strengthen learning, but they should not distract from the core purpose of the lesson.

Made-first

The intended outcome of the lesson should be decided before resources are selected or adapted. Lessons should not be retrofitted around a slide deck, worksheet, video or task.

Teachers should begin with the curriculum aim, then decide the explanations, models, checks for understanding, guided practice and independent practice needed to help pupils get there.

Intellectual preparation

Teachers need strong knowledge of the content they are teaching and how pupils are likely to respond to it. Intellectual preparation includes preparing explanations, models, examples, questions, likely misconceptions, vocabulary, reading, scaffolds and opportunities for practice.

This work is not always visible in written planning, but it is visible in the lesson itself: in the clarity of explanation, the quality of modelling, the precision of questioning, the handling of misconceptions and the way the lesson moves from instruction to practice.

Checking for understanding

Teachers should plan how they will check whether pupils are learning the intended curriculum during the lesson. This should not wait until the end of the lesson. Checks for understanding should inform the teacher's decisions about whether to move on, reteach, model again, provide further practice or adapt the next stage of learning.



Academy

At Sheffield Park Academy, lesson preparation is the process of translating the planned curriculum into effective classroom practice. It is not simply the creation or editing of slides. It is the intellectual preparation teachers undertake so that pupils can access, practise and remember the intended curriculum.

Departments may use centrally planned resources, United Learning resources, textbooks, booklets or shared departmental materials. These resources should provide a strong starting point, but teachers must still prepare lessons carefully for the pupils they teach.

All lesson preparation must align with the school's Teaching and Learning policy and The SPA Way. This includes planning for:

- effective retrieval tasks;
- clear explanation and modelling;
- checks for understanding using Mini-Whiteboards;
- purposeful Turn and Talk;
- precise use of Precision Seating Plans;
- successful independent practice through **The Blue Zone**.

Department

Departments are responsible for agreeing what should be centrally planned and what should be adapted by individual teachers. Where shared lessons or resources are used, these should be stored centrally and be accessible to all relevant staff.

Departments should be clear about:

- which resources must be used;
- where teachers may adapt resources;
- agreed models, methods, routines or explanations;
- how lessons should build from the medium-term plan;

- how pupils will practise and apply knowledge;
- how The Blue Zone should look within the subject.

Departments should provide reference materials for staff, such as exemplars, textbooks, revision guides, knowledge organisers or subject-specific guidance.

Classroom

Teachers are responsible for engaging with lesson materials before teaching. They should understand the purpose of the lesson, the prior knowledge pupils need, the key knowledge to be taught, likely misconceptions and how the lesson fits within the wider sequence.

Teachers should adapt lessons in response to the needs of their class. This may include adjusting pace, improving explanations, adding retrieval, adapting scaffolds, planning additional checks for understanding or preparing support for pupils with SEND.

Teachers must ensure that **The Blue Zone** is planned deliberately. Pupils should be given independent work that allows them to practise, apply or consolidate the intended learning. The task should be clear, appropriately challenging and supported by success criteria, models or scaffolds where needed.

Before pupils enter The Blue Zone, teachers should check that pupils are ready to work independently. If checks for understanding show that pupils are not secure, teachers should reteach, remodel or provide further guided practice before releasing pupils into independent work.

Lesson preparation should result in lessons where pupils know what they are learning, receive clear instruction, practise successfully and produce work that reflects the intended curriculum.

Component 7: Assessment

Assessment is the process of checking what pupils know, understand and can do. It bridges the gap between the intended curriculum and what pupils have actually learned.

Assessment should not sit separately from curriculum planning. It should be planned from the curriculum, aligned to the knowledge and skills pupils have been taught, and used to inform what happens next.

Purpose of assessment

The purpose of assessment is to improve learning. Assessment helps teachers and leaders understand:

- what pupils have learned securely;
- what pupils have forgotten or misunderstood;
- which misconceptions need addressing;
- which pupils need additional support or challenge;
- which parts of the curriculum may need reteaching, revisiting or refining.

Assessment should inform lesson adaptation, feedback, intervention, curriculum review and professional development.

Clear and accurate picture

Assessments must provide a clear and accurate picture of pupils' learning. This means they should be carefully designed, matched to the taught curriculum, and appropriate for their purpose.

Different assessments will serve different functions. A mini-whiteboard check, retrieval quiz, multiple-choice assessment, extended written response, practical assessment and formal exam paper will each provide different evidence. The format should match the knowledge, skills or understanding being assessed.

Assessment design should consider:

- the intended curriculum;
- the type of knowledge being assessed;
- the level of difficulty and challenge;
- the balance of question types;
- common misconceptions;
- how the evidence will be used afterwards.

United Learning assessments

United Learning assessments are aligned to the Curriculum Specifications. They assess a sample of the specified content and provide evidence of how

well pupils have learned and can use that knowledge.

Standardisation and moderation

Assessment evidence is only useful if it is reliable. Standardisation and moderation help ensure that teachers apply mark schemes consistently and that assessment judgements are fair.

Where external or United Learning standardisation materials exist, these should be used. Where they do not, departments should agree standards through mark schemes, exemplar responses and discussion of pupil work.

Standardisation should take place before marking begins. Moderation should take place during or after marking to check consistency, resolve uncertainty and strengthen shared understanding.

Tracking progress and intervention

Assessment outcomes should be recorded and analysed where doing so will support better decisions. Data collection should always have a clear purpose and should benefit pupils.

Assessment information should be used to identify pupils who need further support, content that requires reteaching, and patterns in performance across classes, groups or cohorts.

Training and support

High-quality assessment depends on strong subject knowledge, shared standards and careful interpretation of evidence. Curriculum leaders should ensure that staff receive appropriate training in assessment design, standardisation, moderation and responsive use of assessment evidence.

The goal is not to create more data. The goal is to know more precisely what pupils have learned and what we need to do next.



Academy

At Sheffield Park Academy, assessment is used to understand what pupils know, understand and can do. Assessment is not an end point in itself; it provides evidence that helps teachers and leaders respond to pupils' learning and improve curriculum implementation.

We use a combination of in-class assessment, departmental assessment and United Learning assessment points. United Learning assessments are aligned to the Curriculum Specifications and can provide cohort-level benchmarking and question-level analysis through Smartgrade.

Assessment information should be used to identify:

- what pupils have learned securely;
- what has been forgotten or misunderstood;
- which pupils need further support or challenge;
- which curriculum areas need reteaching or revisiting;
- where future planning, feedback or intervention need to be strengthened.

At SPA, all assessment should be used formatively, even where the assessment itself is summative.

The key question is always: **what do we do next because of what this assessment has shown us?**

We work closely with the SENDCo and SEND team to ensure that pupils with additional needs are assessed fairly and that access arrangements are identified, applied and reviewed appropriately.

Subject

Curriculum Area Leaders are responsible for ensuring that assessments are mapped carefully across the curriculum. Assessments should match the taught curriculum and should be planned with enough time for feedback, reteaching, intervention and curriculum review.

Subject leaders must ensure that:

- assessments are aligned to the long-term and medium-term plans;
- assessment content reflects what pupils have been taught;

- assessment formats are appropriate for the subject and purpose;
- pupils across classes receive an equitable assessment experience;
- tiered assessments remain comparable where different papers are used;
- standardisation takes place before marking;
- moderation takes place where needed after or during marking.

Where United Learning assessments are used, departments must follow the agreed assessment calendar, standardisation guidance and mark schemes. Where internal assessments are used, departments must agree standards through mark schemes, exemplars and discussion of pupil work.

Assessment outcomes should be reviewed by subject leaders to identify curriculum strengths, gaps, class variation, pupil group patterns and next steps.

Teacher

Teachers are responsible for preparing pupils appropriately for assessment, following agreed assessment procedures and applying mark schemes consistently.

Teachers should use assessment evidence to adapt teaching. This may include reteaching content, revisiting misconceptions, adjusting future lessons, providing whole-class feedback, planning targeted intervention or adapting retrieval practice.

Teachers must ensure that pupils understand how assessment will help them improve. Assessment should build confidence, clarify next steps and support pupils to make progress through the curriculum.

Component 8: Data analysis

Data analysis helps teachers and leaders understand what pupils have learned, what they have misunderstood, and what needs to happen next. It should support better curriculum decisions, sharper teaching, targeted intervention and more effective professional development.

Data analysis is only useful when it leads to action. It should not exist for its own sake. The purpose is to improve learning, strengthen curriculum implementation and ensure pupils receive the support they need.

Timely and purposeful data

Data should be analysed promptly enough to inform next steps, but deadlines must allow time for accurate marking, moderation and reflection. Data collection should have a clear purpose. Leaders should avoid collecting information that does not support curriculum improvement, pupil progress, feedback, intervention or quality assurance.

One version of the truth

Leaders and teachers should work from a shared, reliable data set. This helps ensure that conclusions are consistent and that actions are based on the same evidence.

Data systems, mark books and analysis templates should be clear, maintainable and easy to interpret. The aim is not to create more spreadsheets; it is to create better understanding.

Objective and contextualised analysis

Data should be interpreted objectively. Leaders should avoid assumptions based on prior labels, reputation, behaviour, class profile or previous performance.

An assessment point should not be viewed in isolation. Previous attainment, curriculum coverage, attendance, access arrangements, assessment conditions and pupil context should all be considered before conclusions are drawn. Teachers and leaders should also recognise that data may reflect curriculum design, teaching, assessment quality or pupil performance. Analysis should therefore be undertaken with professionalism, honesty and humility.

Disaggregated analysis

Data should be analysed at whole-cohort, class, group and pupil level where appropriate. This may include analysis by prior attainment, SEND, disadvantage, gender, attendance or other relevant groups.

The purpose of this analysis is not to reduce pupils to labels. It is to identify patterns, remove barriers and ensure that all groups are accessing and succeeding within the curriculum.

Actionable insight

Every significant data analysis process should lead to clear next steps. These may include:

- reteaching specific curriculum content;
- adapting medium-term or lesson planning;
- targeting intervention;
- changing retrieval or homework priorities;
- providing feedback to pupils;
- strengthening assessment design;
- identifying staff CPD or subject knowledge needs.

United Learning assessments can support this process by providing cohort-benchmarked results and, where available, topic and question-level analysis for formative use.

Accountability and communication

Everyone with responsibility for a group of pupils has responsibility for understanding the relevant data. Teachers should understand their class data; curriculum leaders should understand subject and cohort patterns; senior leaders should understand whole-school trends and areas requiring support.

Data should be communicated clearly to the right stakeholders. Communication should focus on what the data shows, what action will be taken, and how pupils will be supported to improve.

Data analysis



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Academy

At Sheffield Park Academy, data analysis is used to understand how well pupils are learning the intended curriculum and what action is needed next. It should support better teaching, specific intervention, stronger curriculum planning and more precise line management conversations.

Data is analysed after agreed assessment points, including United Learning assessments, internal assessments and other significant common assessments. Analysis should be timely enough to influence teaching, but not so rushed that marking, moderation or interpretation become unreliable.

Assessment data should never be viewed in isolation. Leaders and teachers should consider prior attainment, curriculum coverage, attendance, SEND, disadvantage, access arrangements, class context and assessment conditions before drawing conclusions.

At SPA, data analysis should lead to clear next steps. These may include reteaching specific content, adapting retrieval practice, refining medium-term plans, providing whole-class feedback, creating intervention groups, or identifying CPD needs.

Senior leaders use assessment analysis through line management and raising standards conversations to ensure that leaders understand performance, identify curriculum gaps and take action in response.

Department

Curriculum Area Leaders are responsible for analysing data within their subject area after each agreed assessment point.

Subject leaders should use data analysis to:

- identify which parts of the curriculum need to be revisited or retaught;
- identify pupils or groups who need additional support or challenge;
- compare performance between classes, groups and key pupil groups;
- evaluate whether assessment outcomes suggest gaps in curriculum planning, teaching or pupil knowledge;
- identify where staff may need further support, standardisation or subject-specific CPD;
- create clear action plans that are reviewed through line management.

Where departments use internal trackers, these should be maintained carefully and used to inform curriculum decisions. Data systems should support useful analysis without creating unnecessary workload.

Classroom

Teachers are responsible for analysing the data for the classes they teach. They should understand what pupils have learned securely, what has been misunderstood, and what needs to happen next.

Teachers should use assessment data to inform:

- reteaching and review;
- feedback to pupils;
- retrieval priorities;
- lesson adaptation;
- targeted support;
- intervention recommendations.

Teachers should be able to explain the actions they are taking as a result of assessment information. The focus should always be on improving learning, not simply recording marks.

Component 9: Feedback

Feedback is information given to pupils about their learning in relation to the intended curriculum. It helps pupils understand what they have done well, what needs to improve, and how to make that improvement.

Feedback can take many forms. It may be verbal, written, whole-class, individual, peer-supported, live during the lesson, or given after assessment. The method matters less than the impact. Effective feedback should move learning forward while remaining manageable for staff.

Purposeful

Feedback should have a clear purpose. It should be linked to the curriculum, the task, the assessment evidence and the knowledge or skill pupils are trying to secure.

Feedback should not be given simply because a policy requires evidence of marking. It should help pupils improve their understanding, accuracy, fluency, confidence or quality of work.

Formative

Feedback should inform what happens next. It may help pupils correct errors, improve a response, practise a method, revisit a misconception or apply knowledge more effectively.

Feedback should also inform teachers. Patterns in pupils' work can reveal what needs reteaching, revisiting or adapting in future lessons.

Timely

Feedback should be given at a point where it can still influence learning. This does not always mean immediately, but it should be close enough to the learning for pupils to understand and act on it.

Where feedback is delayed, teachers should ensure pupils are given enough context, modelling or reminders to make the feedback useful.

Specific

Feedback should be precise. Vague comments such as "add more detail" or "improve explanation" are unlikely to help unless pupils understand what that means and how to do it.

Effective feedback identifies the specific knowledge, method, misconception, process or feature of quality that needs attention.

Acted upon

Feedback only has value if pupils do something with it. Time should be planned for pupils to respond, correct, redraft, practise or apply the feedback they have received.

This does not mean every piece of feedback requires a written response. The response should match the purpose of the feedback.

Mode

The mode of feedback should be selected according to need. Written feedback may be useful for complex work, but it is not always the most efficient or effective method.

Whole-class feedback, live marking, verbal feedback, modelling, reteaching and guided improvement can often address common errors more quickly and reduce unnecessary workload.

Highest leverage

After assessment, there may be multiple gaps in pupils' knowledge or performance. Teachers and leaders should prioritise the highest-leverage feedback: the feedback most likely to improve pupils' future learning.

This requires professional judgement. Not every error can be addressed at once. Feedback should focus on what matters most for pupils' progress through the curriculum.

Feedback



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Academy

At Sheffield Park Academy, feedback is used to move learning forward. It helps pupils understand what they have done well, what needs to improve and how to improve it.

Feedback may be verbal, written, live, whole-class, individual, peer-supported or given after assessment. The method used should be determined by what will have the greatest impact on pupils' learning while remaining manageable for staff.

Across the academy, effective feedback should be:

- formative;
- timely;
- specific;
- acted upon by pupils;
- focused on improving progress through the curriculum.

Feedback should not exist to prove that marking has happened. It should help pupils improve and help teachers identify what needs to be retaught, revisited or practised.

SPA uses whole-class feedback as the main approach following significant assessment points. This allows teachers to identify common strengths, misconceptions and errors, while giving pupils clear actions for improvement. Whole-class feedback should include examples and non-examples where useful, so pupils can see what quality looks like and understand how to improve their own work.

Subject

Curriculum Area Leaders are responsible for ensuring that feedback approaches are appropriate for their subject and aligned to the academy feedback principles.

Subject leaders should decide:

- which pieces of work require formal feedback;
- when feedback should be given;
- what whole-class feedback should look like in their subject;
- how pupils will act on feedback;

- how feedback links to assessment, curriculum planning and intervention.

Feedback expectations should be built into the department assessment calendar so that feedback is timely, purposeful and manageable.

Departments may use common templates, subject-specific feedback codes, model answers, live marking routines, success criteria or exemplars. These should be simple enough for pupils to understand and consistent enough for staff to use effectively.

Subject leaders should quality assure feedback through work scrutiny, lesson visits, pupil voice and assessment review. The key question is whether feedback is helping pupils improve, not whether books contain a particular quantity of marking.

Teacher

Teachers are responsible for providing feedback that helps pupils improve their learning.

In lessons, this may include verbal feedback, live marking, questioning, modelling, correction, immediate reteaching or guided improvement. This feedback should be responsive to what pupils are doing and should help them correct errors before misconceptions become embedded.

After assessments or significant pieces of work, teachers should use the agreed departmental feedback approach. Where whole-class feedback is used, teachers should identify common strengths, common errors and precise actions for improvement.

Teachers should give pupils time to act on feedback. This may include correcting work, improving a response, redrafting, practising a method, completing a targeted task or applying feedback to a new piece of work.

Where individual feedback is needed, it should be purposeful and proportionate. Not every pupil needs the same feedback, and not every piece of work needs written comments.

Component 10: Intervention

Intervention is the deliberate action taken when pupils have not yet secured the intended curriculum. It should be informed by assessment evidence, focused on the highest-leverage gaps, and designed to help pupils catch up, keep up or deepen their learning.

Time in school is limited. Intervention must therefore be precise, purposeful and proportionate. It should not become a broad programme of extra work with unclear impact. The best intervention starts with strong curriculum planning, effective teaching, responsive feedback and careful use of assessment evidence.

Informed by assessment

Intervention should be based on reliable evidence of pupil need. This may come from in-lesson checks, retrieval practice, pupil work, formative assessment, summative assessment or wider data analysis.

Before intervention is planned, leaders and teachers should identify what pupils do not yet know or cannot yet do, whether the issue is individual, class-wide or cohort-wide, and what action is most likely to address the gap.

Early and responsive

Gaps should be addressed as early as possible. Small gaps left unresolved can become larger barriers later in the curriculum.

Intervention should not wait until formal assessment points if teachers already know pupils are struggling. Early responses may include reteaching, additional modelling, guided practice, targeted questioning, retrieval practice or feedback.

Precise and focused

Effective intervention is focused on specific pupils and specific curriculum gaps. Broad, generic intervention is less likely to have impact.

Intervention should make clear who is being supported, what gap is being addressed, what action will be taken, who is responsible and how impact will be reviewed.

Informing curriculum implementation

Intervention should also inform future curriculum decisions. Where the same gaps appear across several classes or cohorts, leaders should consider whether changes are needed to medium-term

plans, lesson resources, assessment design, retrieval practice, feedback or staff CPD.

In class

Intervention is not limited to sessions outside the classroom. High-quality teaching is the first and most important form of intervention.

In-class intervention may include live marking, planned circulation, additional scaffolding, use of mini-whiteboards, reteaching, modelling or targeted support during independent practice.

Measurable and time-limited

Intervention should have a clear aim and a clear review point. Pupils should not remain in intervention indefinitely without evidence that it is helping.

Where intervention does not lead to improvement, the approach should be adjusted.

Intervention culture

Intervention should be ambitious. Pupils receiving intervention should experience high expectations, strong subject teaching and meaningful work.

The aim is not simply for pupils to complete extra tasks. The aim is for pupils to learn what they need in order to access the curriculum successfully and make progress over time.



Academy

At Sheffield Park Academy, intervention is used to help pupils secure the intended curriculum. It is informed by assessment evidence, teacher knowledge, pupil work, attendance, SEND information and wider pastoral context.

Our first and most important form of intervention is high-quality teaching in every lesson. Teachers use checks for understanding, Mini-Whiteboards, live marking, planned circulation, Precision Seating Plans and The Blue Zone to identify and address gaps during lessons.

Where pupils require additional support beyond normal classroom teaching, intervention should be precise, targeted and time-limited. It should focus on the specific knowledge, skill, misconception or barrier that is preventing progress.

At SPA, intervention may include:

- reteaching within lessons;
- adapted retrieval practice;
- whole-class feedback and review;
- targeted homework;
- small-group support;
- subject-specific intervention sessions;
- Year 11 raising attainment work;
- pastoral or attendance support where this is affecting learning.

Intervention should not remove pupils from the wider curriculum unnecessarily. Where withdrawal from lessons is considered, leaders must weigh the benefit of the intervention against the curriculum time being missed.

Senior leaders use assessment analysis, line management and raising standards meetings to identify pupils, groups and curriculum areas requiring additional support. Parents and carers should be informed where pupils are placed into significant or ongoing intervention.

Subject

Curriculum Area Leaders are responsible for identifying where subject intervention is needed. This should be based on assessment analysis, class data, teacher feedback and curriculum knowledge.

Subject leaders should ensure that intervention:

- targets specific pupils or groups;
- addresses precise curriculum gaps;
- is delivered by staff with appropriate subject knowledge;
- has a clear start point and review point;
- is shared with relevant staff;
- is evaluated for impact.

Where out-of-class intervention is required, English and mathematics may be prioritised through the academy timetable. Other subjects may arrange additional intervention where appropriate, in agreement with staff and senior leaders.

Intervention groups should remain fluid. Pupils should be added or removed based on evidence, not kept in groups indefinitely because “that’s where they were put in September”. Intervention should not become academic wallpaper.

Classroom

Teachers are responsible for using assessment and in-class evidence to identify pupils who may need further support.

Where a teacher believes a pupil requires additional intervention, they should liaise with the Curriculum Area Leader. Teachers should also ensure that classroom-level intervention is taking place through reteaching, modelling, targeted questioning, scaffolding, live feedback and careful support during independent practice.

Small-group intervention should reflect the same expectations as normal lessons. It should be purposeful, well-planned, calm, focused and academically ambitious. Pupils receiving intervention should complete meaningful work that helps them access the curriculum more successfully.

Component 11: Literacy

Without age-appropriate proficiency in reading, writing, speaking and listening, pupils cannot fully access the curriculum. The curriculum is communicated largely through language: the spoken explanations teachers give, the texts pupils read, the questions they answer, the discussions they take part in and the writing they produce. For this reason, literacy is not separate from curriculum; it is one of the ways pupils access, think about and communicate subject knowledge.

Disciplinary literacy

Disciplinary literacy recognises that pupils read, write, speak and think differently in different subjects. Reading a historical source, interpreting a scientific diagram, explaining a mathematical method, analysing a poem or evaluating a design idea all require subject-specific knowledge and language.

Teachers should plan how pupils will access and communicate knowledge within their subject, including the vocabulary pupils need, the texts they read, the talk they use and the forms of writing expected.

Vocabulary instruction

Vocabulary must be planned and explicitly taught. Teachers should identify the Tier 2, Tier 3 and enabling vocabulary pupils need to access each unit of learning.

High-leverage vocabulary should be prioritised: words that unlock important knowledge, appear repeatedly, connect to wider concepts or are likely to cause misconceptions.

Where useful, teachers should teach morphology, etymology and words in context. Polysemous words should be handled carefully, as pupils may know a word in one context but misunderstand it in another.

Reading

Pupils are entitled to read appropriately challenging texts across the curriculum, including extended academic reading, source material, explanations, diagrams, tables, data, images and subject-specific texts.

Planning should consider readability and the support pupils need to access texts successfully. This may include activating prior knowledge, pre-teaching vocabulary, teacher read-aloud, guided reading, questioning, prediction, clarification and summarising.

Writing

Writing helps pupils develop and communicate understanding. Teachers should plan how pupils will learn the forms of writing required in their subject, whether this involves explanation, analysis, evaluation, argument, description, annotation, comparison or reflection.

Successful writing should be modelled explicitly. Pupils should be shown what quality looks like, how responses are structured, how subject vocabulary is used, and how ideas are developed with accuracy and precision.

Oracy

Structured talk supports thinking, understanding and confidence. It gives pupils opportunities to rehearse ideas, use academic vocabulary, explain reasoning and listen to others before committing ideas to writing.

Oracy should be planned deliberately. Teachers should decide when pupils need to speak, what they need to say, how talk will be structured, and how pupils will be supported to improve the quality of their responses.

Literacy intervention

Some pupils will require additional support to access the curriculum successfully. Literacy needs should be identified early through assessment, teacher knowledge and diagnostic information.

Where pupils have gaps in decoding, fluency, vocabulary or comprehension, intervention should be targeted, timely and matched to need. Pupils who cannot read fluently enough to access the curriculum require urgent support, as weak literacy limits learning across all subjects.

Literacy intervention should help pupils access the wider curriculum, not sit separately from it. The aim is for pupils to participate fully in the ambitious curriculum they are entitled to receive.

Literacy



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Academy

At Sheffield Park Academy, literacy is central to pupils' success across the curriculum and beyond. Pupils need to read, write, speak and listen effectively in order to access ambitious subject knowledge, engage critically with the world and communicate with confidence.

Reading sits at the heart of our curriculum. We want pupils to read widely, encounter challenging vocabulary, develop cultural understanding and build the confidence to access increasingly complex texts. Oracy is equally important. Pupils should learn to articulate ideas clearly, listen actively, explain their thinking and participate confidently in discussion.

Literacy, reading and oracy are therefore embedded across academy life. They support our wider mission and our academy values of Community, Ambition, Respect and Endurance.

Structured tutorial reading

A key part of our literacy strategy is our structured tutorial reading programme, which takes place twice each week for pupils in Key Stage 3.

During these sessions, pupils are read to by an expert teacher. This allows staff to model fluent and expressive reading, including clarity, pace, prosody, pronunciation and intonation. Teachers pause to discuss vocabulary, explore meaning and check understanding, so that pupils engage actively with the text.

Pupils also engage with articles from *The Day*, giving them regular access to current affairs, contemporary issues and high-quality journalism. This helps pupils develop cultural capital, encounter a range of viewpoints and think critically about local, national and global events.

Alongside current affairs, pupils read carefully selected fiction, non-fiction and literary texts. These texts are chosen for quality, challenge and connection to our academy values. Through reading, pupils encounter diverse perspectives,

explore stories of resilience and responsibility, and develop a deeper understanding of themselves, others and the wider world.

Literacy across the curriculum

Every teacher at SPA is a teacher of literacy. Pupils encounter complex language in every subject, so explicit literacy instruction must be planned across the curriculum.

Curriculum Area Leaders ensure that disciplinary vocabulary, including Tier 2, Tier 3 and enabling vocabulary, is identified and taught at carefully sequenced points. Teachers should introduce, revisit and apply key terminology, helping pupils understand meaning, usage and, where appropriate, morphology, etymology, prefixes, suffixes and root words.

Teachers also support pupils' written accuracy. During independent learning, teachers reinforce high standards of spelling, punctuation, grammar and subject-specific written communication. Pupils should be taught what successful writing looks like in each subject and should be given opportunities to practise, improve and apply this.

Oracy is developed through structured classroom routines such as Turn and Talk. These routines give pupils opportunities to rehearse ideas, explain reasoning, clarify misconceptions, use academic vocabulary and listen to others. High-quality talk supports stronger thinking, better writing and greater confidence.

Reading assessment and intervention

We are committed to ensuring that all pupils can access the curriculum through reading. Pupils' reading ability is assessed using standardised reading assessments, supported by further diagnostic testing where needed. This helps us



identify barriers early and match pupils to appropriate support.

Reading intervention is targeted to need. Pupils who require support with decoding and foundational reading skills may access Lexonik Leap. Pupils with secure decoding who need further support may receive fluency or comprehension intervention. Pupils may also access Lexonik Advance to strengthen vocabulary, word knowledge and understanding of prefixes, stems and suffixes.

Sparx Reader is used to encourage independent reading habits, support reading stamina and monitor engagement, fluency and comprehension. Pupils read texts matched to their level and complete regular tasks that provide feedback for pupils and useful information for teachers.

The needs of pupils with SEND and pupils who speak English as an additional language are assessed carefully, so that support is appropriate and pupils can access the full curriculum.

Teacher

Teachers are responsible for implementing whole-school reading, vocabulary and oracy strategies within their subject. They play a crucial role in identifying pupils who may need additional literacy support and should use classroom evidence, assessment information and pupil work to inform next steps.