

The Friars Primary School
Cannon Street
Salford
M7 3EU

Teaching & Learning Policy



Happiness – Achievement – Respect - Determination

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1. Relationship to Vision Statement, Mission Statement and Shared Values

1.1. This policy document relates to The Friars Primary School's vision statement and shared values:

The Friars Primary School will take children forward into the future by promoting high levels of achievement, respecting and meeting their unique academic, social and emotional needs so all children are prepared for the next stage of their education and life in modern Britain. This is underpinned by the shared values that will drive the work of the school: **happiness, achievement, respect** and **determination**.

1.2. Specifically, this policy supports our vision and shared values by:

- Ensuring that marking and feedback completed enables:
 - Staff to understand the achievement of children in the class and identify next steps in learning
- Children to make progress across all areas of the curriculum through appropriate guidance and well planned learning sequences.

1.3. This policy document is also intended to support our mission statement:

The Friars Primary School provides a calm, nurturing and caring environment that helps *all* children to grow in confidence and self-esteem as learners. Through creating a safe, supportive and **happy** environment, children are able to make progress and achieve their potential. At The Friars Primary School, we believe English and Mathematics are the backbone of children's academic success and **achievement**. Teaching and learning is based on accurate, reliable and timely information from assessment *of* learning and assessment *for* learning. Differences in learning are **respected** and our staff are **determined** to meet the needs of *all* children to promote high levels of **achievement**.

We are **determined** in driving our own school improvement, setting our own priorities and targets and recognising that, for the benefit of the children, we can always develop our policies and practices to maximise progress, **achievement** and wider outcomes. The leadership and management of the school put into place effective systems for quality-assurance and self-evaluation.

1.4. Specifically, this policy document relates to the following aspects of the mission statement:

- Children feel that the effort that they put in is valued and valuable.
- Children understand how they can learn and improve

1.5. This policy document also relates to the following aspects of promoting fundamental British values:

- Democracy:
- The Rule of Law:
- Individual Liberty:
- Mutual Respect:
- Tolerance of Those of Different Faiths and Beliefs:

Policy Aims

- 1.6. This policy sets out the guidelines and expectations of the teaching and learning curriculum at The Friars.

2. Presentation in Books

- 2.1. Presentation in books must be continually reinforced so that children are consistently meeting the expected standard
- 2.2. Dates learning objectives must be written at the top of the piece of work. They must be underlined with a ruled pencil line.
- 2.3. Children are to use blue handwriting pens in English and written curriculum areas once they are able to produce legible and fluent cursive handwriting. This is expected at the end of year 2, into the first term in year 3.
- 2.4. All mathematics work should be with a pencil.
- 2.5. The long date should be used in English and other curriculum areas. The short date should be used for maths.
- 2.6. The learning objective may be typed and stuck, or written for children in year 1 and 2, and sometimes typed onto worksheets, where appropriate, and should reflect the above expectations.

3. Mistakes

- 3.1. All spelling mistakes in LOs and Dates should be corrected by the child.
- 3.2. Mistakes in written work should be crossed out with one single line using a ruler.
- 3.3. Larger mistakes should be crossed out with one diagonal cross.
- 3.4. Rubbers should **only** be used in the case of correcting diagrams and pictures, **never** to rub out written work or incorrect calculations.

4. Outline of Procedures and Expectations of Marking and Feedback

- 4.1. The expectations of subjects will differ slightly; however, the aims and rationale will remain the same – To provide children with valuable feedback in order to increase their attainment.
- 4.2. The use of green and pink pen is to be used across the school, and across different subjects. Green pen will be used to make next step comments, areas for development and to signify error. Pink pen will be used for areas of strength and to signify accuracy or appropriate use. Pink pen can also be used for motivating comments if this is deemed that it will have an impact upon a child's learning.
- 4.3. Marking can take the form of teacher-marking, peer-marking or self-marking. A set quantity of each is not defined; however a guideline is 50% teacher, 25% peer, 25% self, with at least 1 piece of work per week marked in depth.
- 4.4. **An acknowledgement of work will be made for all pieces of work** but this can be in the forms outlined in 5.3 & 6.1
- 4.5. There is not an expectation to record a 'next step' challenge or a written dialogue between staff every day. It is likely that within a depth mark that this will include a 'next step' comment. The evidence of the feedback will be seen in the work that follows. Next step comments and corrections in green pen can be used if these will have an impact upon the learning of the child.
- 4.6. If a child has correctly answered a series of questions, there is no need to demonstrate this with a tick for each question. Instead look at the piece of work as a whole and decide whether it should be

marked as GD for Greater Depth, A for Achieved, MA for Mostly Achieved, WT for Working Towards. These codes are against the individual learning objective, not a child's overall learning.

- 4.7. Challenges should be made available to children throughout the lesson who have achieved a learning goal. As a typical guideline, if a child has demonstrated a skill accurately 5-7 times, then they should access the challenges available. These should be labelled clearly as challenges.
- 4.8. Feedback can take the form of verbal feedback – including: conversation, models, shared practice and guidance – and in these instances, the code VF will be used. It is not necessary to record the conversation that has taken place. **The evidence of this feedback will be seen in the work that follows.**

5. Extended Writing

- 5.1. **Toolkits/Marking Ladders** should be created and used for every piece of extended writing and, as much as possible, make reference to the year-group-related National Curriculum statements.
- 5.2. Pink comments should be related to year-group-related National Curriculum statements.
- 5.3. Children should self-assess using the toolkit/marking ladder and tick this in the 'Self-assessment' column using a yellow highlighter. Children can also use the yellow highlighters to identify areas of strength in their writing before the teacher marks.
- 5.4. Children must be given time to read and understand Green comments although there is no explicit need to respond to every comment. **The evidence of this feedback will be seen in the work that follows.**

6. The Learning Environment

- 6.1. The Learning environment at The Friars is expected to be welcoming and engaging. Displays will be a combination of a celebration of children's work and experiences and usable information related to subject specific learning.
- 6.2. Working Walls will be seen in all classrooms for English & Maths. These will be updated on a regular basis and will be a reference point for children's current learning.
- 6.3. Big Question displays will ensure that current Learning Challenges are visible and that pertinent work, information and vocabulary is present and used. These will culminate in a clear, visible learning journey for the term's work.
- 6.4. Reading areas and displays will be welcoming and will demonstrate a clear celebration of reading.

7. Inclusion

For every child to be able to participate we must know each of them as individuals. For children with SEND teaching must be closely linked to their IEP targets. What is good provision for a child with SEN is good for all children i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically. We respond to children's diverse learning needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through a range of teaching approaches and modifying these for individual needs
- Using appropriate assessments
- Setting targets for learning

Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning. Where appropriate, special arrangements are made for an exceptionally gifted child e.g. they may be taught with children from a higher age range or may follow an individualised programme with more challenging problems to tackle.

8. Assessment

- 8.1. An assessment cycle is used yearly demonstrating when summative judgements are made. See Appendix 1.
- 8.2. Children are tracked summatively 3 times each year and BLW, WTS, EXS & GDS are recorded for Reading, Writing & Maths
- 8.3. Children are benchmarked for a reading band level $\frac{1}{2}$ termly in Y1 and Y2. Pupils who are below EXS will continue to be benchmarked from Y3 to Y6.
- 8.4. Ongoing, formative assessment should inform all teaching.
- 8.5. Subject specific assessment is highlighted in Section 11.

9. Monitoring

- 9.1. See Appendix 2 for the monitoring cycle

10. Subject specific learning

English

This policy includes the following aspects for the Teaching of English:

Speaking & Listening

Composition, Transcription

Reading (Word Decoding & Recognition and Comprehension)

Phonics

Grammar, Punctuation and Spelling

This policy sets the non-negotiable aspects of a whole-school approach to teaching English while allowing certain professional freedoms within this framework to enable teachers to tailor their teaching to the particular learning needs of children within a cohort.

Handwriting

See Handwriting implementation 2021

- 1) The ultimate aim is for children to write in fluent, legible and joined handwriting. The programme initially follows the Read Write inc method, whereby children learn the formation of letters through rhymes relating to the orientation.
- 2) By the end of Nursery, children will have had experience mark making and developing pencil control. Children are monitored through a pictorial scheme, where staff can compare both how the children hold a pencil and monitor progression from mark making to some legible letters which correspond

phonetically to what they want to write. Assessments are made half termly. Some children will be exceeding this target and will be writing some letters. By the end of Reception, it is expected that all children will be forming recognisable letters, mostly formed correctly where appropriate. Assessments are made half termly.

- 3) The school follows Letter Join schemes of work for teaching handwriting consistently and clearly. When ready, pupils are expected to use lead in and exit strokes in their handwriting. Year 2 pupils and above are expected to start to join their letters in a cursive style.
- 4) Year 1 children are expected to form lower case letters with the right orientation and forming capital letters correctly. Year 2 will progress to correct size (relative to one another) and to begin joining, understanding which letters, when adjacent to one another, are best left unjoined. They must also write capital letters with the correct size when compared to lower case letters.
- 5) Year 3 and Year 4 are expected to use strokes needed to join letters and understand which letters are best left unjoined. Legibility, consistency and quality of handwriting should be in place. Lines of writing should be spaced sufficiently so that ascenders and descenders of letters do not touch.
- 6) Year 5 and Year 6, for whom it is appropriate, should choose which shape of a letter to use when given choices and deciding as part of their personal style, whether or not to join specific letters. They should be able to choose a writing implement best suited to tasks (eg quick notes, letters).
- 7) Across Key Stage 1 and Key Stage 2, handwriting should take place as a discrete session for 10 minutes at least 3 times a week.

Systematic Synthetic Phonics and Early Reading (Word Decoding & Recognition)

See Phonics implementation 2021

- 1) The Read Write Inc programme of study has been adopted from Nursery and KS1. This is continued, where necessary, in Year 3 and Year 4. The 1-1 phonics programme is used to help children catch up from Reception to Year 3.
- 2) Speed sounds Set 1 – is introduced in Nursery, where appropriate, and continued in Reception.
- 3) Reception continues with Speed Sounds Sets 1 and 2. Children read and spell CVC words using letters and short vowels and then progress to consonant digraphs and double letters. Once achieved, the children use less frequent consonant digraphs and some long vowel phonemes. They subsequently segment and blend adjacent consonants in words and apply this to their reading.
- 4) Year 1 revise the sounds already learned and then teach Set 3. Children segment adjacent consonants in words and apply this in spelling. They blend adjacent consonants in words and apply this skill when reading unfamiliar texts.
- 5) Year 2 revise Set 3 and begin working on phonic irregularities and become more secure with less common grapheme-phoneme correspondences. They work on applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- 6) Phonics should be taught both discreetly and daily in Reception and Year 1 for at least 20 minutes.
- 7) Links should be made to phonic learning during writing/reading activities where appropriate.
- 8) Children who have not passed the phonics check in Year 1 must be retested in Year 2. Provision should be made for these skills to be taught discreetly in a small group on a daily basis.
- 9) Reception classes should assess each child on sounds and phonic understanding using the read Write Inc assessments on a half termly basis. These should be passed up to the Year 1 teachers.
- 10) Reading books using a phonics based approach should be used by children until they have developed the fluency to read all the sounds in Set 3 confidently in a range of books. Children are benchmarked at the beginning of Year 1 and Year 2 and a half termly intervals to ensure the reading difficulty level is correct. Pupils below EXS beyond Y2 will still be benchmarked at ½ termly intervals.

Home reading books

Pupils in Y1 will be assigned a book from the school reading scheme linked to their benchmarked level. Where possible these are phonetically decodable at their level within the school's RWI system. Pupils in Y2 will continue on the reading scheme and will be assigned new books daily or once read. It is expected for pupils in these year groups for parents to listen to pupils read and sign their reading records.

Pupils beyond Y2 who are not at the EXS for reading will continue to access the reading scheme at their level. They will continue to be tracked via benchmarking.

Pupils in Y3 and Y4 at EXS have their own set of reading scheme books to follow to aid fluency and cohesion but they can choose their own from the library also.

Reading (Comprehension)

See Reading implementation 2021

The school adopts a VIPERS based approach to teaching reading comprehension skills. Pupils from Y2 to Y6 are assigned a class novel ½ termly for which they will read daily. Teachers will devise whole class reading lessons based on these novels.

In addition to this pupils will spend at least two days on linked extracts to texts that they will read and complete whole class reading comprehension work on. The focus of the questioning again will be linked to the VIPERS system.

Pupils who cannot access class level texts will still develop their comprehension ability through the use of Read Write Inc storybooks with questions created by the teacher at a VIPER level.

The use of the acronym VIPER is used across the whole school as a means to develop and ensure a shared language for consistency of approach.

SEN reading

Pupils at KS1 who did not pass the Y1 phonics screener will still have daily phonics lessons and use the Read Write Inc resources and story books as part of their guided reading and comprehension.

Pupils at KS2 who still cannot decode accurately will have established IEPS from the school SENCO. There is potential that these pupils will access reading intervention materials in school such as Fresh Start and Project Code X alongside the delivery of 1:1 phonics tuition.

Transcription (Spelling and Dictation)

See writing implementation 2021

Beyond the spellings that are introduced as GPCs in Year 1, each year group has a specific series of spellings to focus on ½ termly. These spelling lists are inclusive of the statutory word and CEW lists which have been split up across year groups.

Classes have at least 4 spelling sessions a week, lasting no longer than 30 minutes.

Teaching staff need to decide the best approach per class to teaching spellings - it is expected that a mixture of dictation, spelling patterns and sentence level work will form the basis of it.

Text-Type and Genre

See writing implementation 2021

Gradual introduction of non-fiction text-types across Key Stage 1 and Key Stage 2 with the expectation that those introduced previously can be used without additional teaching as part of cross-curricular writing.

Composition, Extended Writing, including Assessment

See writing implementation 2021

Typically pupils will complete 1 fiction and 1 non fiction unit in a half term.

The school follows 'The Write Stuff' by Jane Considine planning and systems to support the planning and delivery of fiction writing lessons.

The school follows a bespoke approach to non-fiction writing and is typically linked to either a geography or history unit that the class are working on.

There are more specific details on the methodology and pedagogy for teaching writing in our writing implementation for staff.

Speaking and Listening, including Drama

It should be remembered that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Particular attention should be given to the term "writer's voice" and "standard English", teaching the children the difference between this and their own dialect. The use of "Talk for Writing", story maps and discreet teaching of phrases such as "we were" (not "we was") will support the children's understanding. This must be constantly reinforced through modelling Standard English by the staff and by correcting or remodelling children's voices. Especially important are correcting "Can I go toilet?" or expressions such as "I went park".

Opportunities should be provided to allow children to build their vocabulary, articulate and justify answers, arguments and opinions. This should be embedded in cross-curricular teaching. In Key Stage 2, children should have the opportunity to participate in discussions, presentations, performances, role play/improvisations and debates.

GPS

See writing implementation 2021

- 1) Pupils work towards the National Curriculum directed lists of grammar standards for each year group and these are reflected in their ongoing writing work
- 2) Specific grammar standards are introduced at different points in the year in isolation from the writing sequence in year groups. Each year group has an overview for when different grammar standards are introduced.
- 3) Spelling should be taught discreetly daily for at least 20 minutes.
- 4) Progression in spelling rules follows the statutory list in Appendix 1 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
- 5) Grammar and punctuation teaching, likewise, follows the statutory list in Appendix 2
- 6) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_Vocabulary_grammar_and_punctuation.pdf
- 7) The teaching of Grammar and Punctuation is embedded through the teaching of writing. The priority should always be the embedding of core skills – capital letters, full stops and the sense of a sentence.

8) **Maths**

Policy Aims

At The Friars Primary School we want to teach maths that:

- Delivers maths in line with the newest National Curriculum guidelines.
- First and foremost effectively develops children's arithmetic ability.
- Encourage children to use mathematical vocabulary to reason and explain.
- Creates a lively, exciting and stimulating environment that will foster children's love of maths.
- Challenges children to stretch themselves and take risks in their learning.
- Encourage children's fluency, reasoning and mastery of mathematical concepts.
- Develop consistent mental maths strategies which are fluent and effective.
- Allow children to succeed in all areas of the Curriculum.

Outline of Procedures and Expectations

At the Friars Primary school, teachers ensure that there are at least 4 daily Mathematics lessons (which include an element of discrete arithmetic teaching.)

Phase leaders ensure that Maths lessons happen at the same time between year groups, which maximises the potential for learning support across the Year groups. A typical Mathematics lesson is 1 hour long.

A calculation policy was developed in 2012 and revised in 2016 in line with the National Curriculum expectations at Ks1 and Ks2. The Friars Primary School will use the Programmes of Study set out within each domain in the newest National Curriculum to ensure that children get the learning experience that is required.

All staff from Year 1 to Year 6 are required to have an on-going and consistent focus on developing children's arithmetic ability. They will be required to provide a daily focus on an arithmetic skill within the lesson.

It is important that children are allowed to explore Maths and present their findings not only in a written form but also visually; to that end the school will adopt the CPA approach: concrete, pictorial, abstract. This will allow the children to experience the physical aspects of Maths before finding a way to present their findings and understandings in a visual form before relying on the abstract numbers.

Children will be expected to learn their times tables from Year 2 to Year 6.

Concrete, Visual and Abstract

Mathematics teaching at the Friars Primary School follows the CPA approach to teaching mathematical content. Topics should wherever possible be introduced in a concrete and pictorial approach before leading on to abstract methods. **(See the Friars Calculation Policy for further information.)**

The National Curriculum for maths is broken down in the White Rose schemes in blocks. Each term a teacher is to follow the block outlines, which are then broken down further in **Smaller Steps**.

Each teacher has planning provided for Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.

Calculation Policy

Plans should follow The Friars Primary School's Calculation Policy which gives an overview of the development of addition, subtraction, multiplication and division from Reception to Year 6. Teachers

should use this detailed information on progression through each strand and how to use practical resources and models to develop understanding at each stage. Classes are mixed ability and the groups within classes are fluid. Teachers will use a range of grouping methods when planning. No children miss out on the daily mathematics lesson for the class as it is crucial they have access to Quality First Teaching.

Statement(s) of Intended Impact on Children's Learning and Experiences

Key stage 1

KS1 staff will be expected to provide a weekly arithmetic test which will allow them to plan and teach to gaps in children's arithmetic ability.

Year 1: Order of teaching

Place Value (1 – 10)

Addition and subtraction

Shape

Place value (11 – 20)

Addition and subtraction within 20

Place Value (Within 50)

Length and height

Weight and volume

Multiplication and division

Fractions

Position and direction

Place Value to 100

Time

Money

Year 2: Order of teaching

Place value

Addition and subtraction

Money

Multiplication and division

Statistics

Properties of shapes

Fractions

Length and height

Position and direction

Time

Measurement

KS1 staff will be expected to provide a weekly multiplication test which will allow them to plan and teach to gaps in children's times tables ability

Year 1: **Counting in 2s 5s and 10s**

Year 2: **2x, 1x, 5x and 10x tables**

Key stage 2

Pupils are taught:

Ks2 staff will be expected to provide a weekly arithmetic test which will allow them to plan and teach to gaps in children's arithmetic ability.

Year 3: Order of teaching

Place value

Addition and subtraction

Multiplication and division

Money

Statistics

Length and perimeter

Fractions

Properties of shape

Mass and capacity

Year 4: Order of teaching

Place value

Addition and subtraction

Length and perimeter

Multiplication and division

Area

Fraction

Decimals

Money

Time

Statistics

Properties of shapes

Position and directions

Year 5: Order of teaching

Place value

Addition and subtraction

Statistics

Multiplication and division

Perimeter and area

Fractions

Decimals and percentages

Properties of shapes

Position and direction

Converting units

Volume

Year 6:

There may be change in order of teaching to accommodate revision in preparation for KS2 statutory assessments

Place value

Four operations

Fractions

Position and direction

Decimals

Percentages

Algebra

Converting units

Perimeter, area and volume

Ratio

Properties of shape

Statistics

Problem solving and investigations

KS2 staff will be expected to provide a weekly multiplication test which will allow them to plan and teach to gaps in children's times tables ability.

Year 3:

5x, 2x, 10x, 1x, 3x, 6x, 4x tables

Year 4:

1 – 12x tables

Year 5/6

1-12x tables

SEND

For every child to be able to participate we must know each of them as individuals. For children with SEND teaching must be closely linked to their targets. If a child is below expected standards for a year group, a class teacher will target specific areas from previous years as learning objectives. What is good provision for a child with SEN is good for all children i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically. We respond to children's diverse learning needs by:

- creating effective learning environments
- Securing their motivation and concentration
- providing equality of opportunity through a range of teaching approaches and modifying these for individual needs
- Using appropriate assessments
- Setting targets for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.

Where appropriate, special arrangements are made for an exceptionally gifted child e.g. they may be taught with children from a higher age range or may follow an individualised programme with more challenging problems to tackle.

Monitoring and Evaluation Arrangements

Assessment

All assessment is used to inform teaching and learning in Maths. We identify children's understanding and then swiftly focus interventions to overcome misconceptions. At The Friars we assess children in four main ways:

1. Assessment for learning: Continuous

Marking

2. Marking in Maths should follow the school's overall marking policy. It is expected that within an average week pupils will receive:

- A detailed mark with a next step.
- At least 1 piece of self/peer assessment
- A shorter ticked piece, which could highlight corrections.

Termly Assessing Pupil Progress via White Rose Termly Assessments. Further to this, within each block from the school's White Rose plans is an end of unit assessment. This is used to gauge understanding before moving on to the next block and to identify gaps for tier 2 intervention.

End of Key Stage transitional Assessments: Annually towards the end of the school year we assess and review pupils' overall progress and attainment by drawing upon their class record of attainment against key objectives and supplementary notes and knowledge about children to produce a summative record. Accurate information is then reported to parents and the child's next teacher. End of Key Stage assessments are moderated either with other schools or by the Local Authority.

Year 4 are tested in the Summer term on their times tables knowledge. They are tested within a three week period on a given day. They are tested via an online application with six seconds to answer a series of 25 questions. They are expected to know up to 12 x 12 with the focus on the 6x 7x 8x 9x and 12x tables as these are the most difficult.

Science

Policy Aims

The National Curriculum for Science aims to ensure that all pupils:

- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- To develop understanding of the nature, processes and methods of Science through different types of Science enquiries that help them to answer scientific questions about the world around them
- Children are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

Outline of Procedures and Expectations

Class teachers must ensure that there are frequent opportunities for pupils to 'work scientifically' within the curriculum. 'Working scientifically' specifies the understanding of the nature, processes and methods of Science. Pupils are required to work scientifically within all areas of the Science curriculum. The following skills are statutory:

Key Stage 1

During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment - performing simple tests.
- Identifying and classifying - using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Key Stage 2

During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straight forward scientific evidence to answer questions or to support their findings

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

The Early Years

In the Early Years the statutory framework Development Matters is followed. Science is taught through the area 'Knowledge and Understanding of the World'.

OVERVIEW OF TOPICS COVERED:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Seasonal Changes (Autumn)	Animals including humans	Animals including humans	Animals including humans & Living Things	Space	Electricity
Autumn 2	Seasonal Changes (Weather)	Animals including humans	Light	Y3 -Rocks and Soils	Forces (1/2)	Light
Spring 1	Seasonal Changes (Winter) Everyday materials	Recap – Year 1 Everyday Materials	Rocks	Sound	Forces (2/2)	Properties and changes of materials Y5
Spring 2	Seasonal Changes (Spring) Plants	Living Things Seasonal Changes (Spring)	Recap materials and their properties Y2 Materials and Magnets	Plants	States of Matter Y4 and Changes in Materials	
Summer 1	Plants	Plants	Materials and Magnets	Electricity	Changes in Materials	Evolution

Summer 2	Seasonal Changes (Summer) Animals including humans	Seasonal Changes (Summer)	Plants	Forces recap States of Matter	All living things, animals including humans	All Living things and animals including humans (2/2)
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Statement(s) of Intended Impact on Children's Learning and Experiences

At The Friars Primary School, we believe that the best Science teaching fosters and develops pupils' curiosity in the subject whilst also helping them to fulfil their potential. For our pupils to achieve well in Science, they need to acquire the necessary scientific knowledge and also be able to enjoy the experience of engaging and purposeful scientific enquiry in order to help them to answer scientific questions about the world around them.

Teachers plan their Science lessons with due regard for the indicative key content with online resources and published schemes of work used to guide teaching and learning activities.

Teachers use any previous year's assessments and assessment for learning to decide on key content that needs to be revisited.

All children have Science Books and these books will contain a scientific enquiry checklist where children are encouraged to self-assess once they have worked scientifically. This enables them to reflect on their progress and achievement. Teachers will then complete the checklists to record their own judgements at the end of a unit. There is also an end of unit assessment sheet to track each classes' learning which is to be transferred to the Science lead and to the classes' next teacher.

Any practical, written or filed work should be in the children's book. It is important to signpost Science work in other curriculum books.

In Science sessions, learning objectives will be shared with the children and it should be clear from the lesson content whether or not a clear focus for the session had been planned.

Monitoring and Evaluation Arrangements

The Science leader will examine children's books and classroom displays to ensure high quality teaching is impacting on their learning. They will also examine teacher created assessments to ensure high quality questioning is being used to challenge children. This will offer an overview of how well the children are achieving and progressing in Science. The Science leader will also liaise with staff in order to identify the need for additional resources and training.

Big Question - Geography

Policy Aims

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire Geographical knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Outline of Procedures and Expectations

3.1 Geography provision should enhance learning and progress, achievement and ultimately attainment. Progression also encompasses breadth as well as depth. The curriculum should offer a breadth of experiences that work together to deepen understanding. The following broad 'dimensions' of progress – what it means to 'get better' at geography are -

- moving outwards from the familiar to the less familiar
- acquiring greater fluency with 'world knowledge'
- working with increasingly complex and/or abstract ideas and generalisations
- using data that becomes more multivariate
- investigating people-environment relations
- applying geographical thinking to new contexts and situations
- becoming more precise (in language, ideas, skills), and making distinctions
- becoming more comfortable with 'grey areas' where answers are not so clear cut
- connecting information and ideas, and building (not just receiving) new knowledge
- drawing on increasing breadth of content and contexts
- understanding the importance of perspective, recognising a range of values and views.

Teaching Time and Curriculum Entitlement

3.2.1. Geography is taught in all classes from Year 1 to 6.

Big Question:

Please refer to the 'Big question' long Term planner for specific year groups.

The 'big question' approach allows for the children to study a specific set of questions in depth across a term.. Each 'big question' is divided into separate units with their own learning challenges. Each Big question has either a geographical or historical focus.

Teachers plan with their partner class to ensure all children have equal access to the same high quality approach.

Expected taught knowledge is planned for progressively across the school and is sequenced in a way which builds upon acquired knowledge. Key knowledge is repeated and only introduced in small steps to allow knowledge to be retained.

NATIONAL CURRICULUM

KEY STAGE 1

Y1 - The United Kingdom - Local area included

Y1 - Continents of the World

Y2 - Europe

KEY STAGE 2

Y3 - Mediterranean Europe compared to the UK - Local area included

Y4 - North and South America

Y5 - Northern Europe

Y6 - Rivers, volcanoes and Earthquakes - Local area included

EARLY YEARS

Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.'

DfE (2014)

The Early Years staff will enable pupils to take on the role of a geographer: exploring, discovering and beginning to make sense of the world around them is an important consideration when planning for the seven areas of inter-connected learning and development that make up the EYFS Framework.

In particular the area entitled 'Understanding the world' presents the opportunity for pupils to reflect on the events and routines that they and their peers experience. They should be given the opportunity to formulate questions to investigate the similarities and differences that exist and be encouraged to discuss these with interest and sensitivity.

Through role-play the children can learn experientially about the different environments that different professions operate in and explain why some things happen the way they do in both the physical and human world.

Statement(s) of Intended Impact on Children's Learning and Experiences

Teachers plan their Geography sessions with due regard for the indicative key content with online resources and published schemes of work used to guide teaching and learning activities.

Teachers use the following to guide their teaching sequences within a week and/or across a term:

Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?

- How does this place compare with other places?
- How and why are places connected?

It is also imperative that a geographer doesn't just answer questions but also asks and debates them:

- What could/should the world be like in the future?
- What can we do to influence change?

Teachers use assessment for learning to decide on key content that needs to be revisited.

All children have Big Question books and these books will contain an overview of the learning activities that unit. The children will be following a 'Big question' approach. The content will be determined by the class teacher.

Any written, practical or fieldwork should be in the children's books. It is important to signpost Geography work in other curriculum books. Given the nature of the sessions, it is acceptable for the children to use the short date (underlined) with an LO.

In Geography sessions, LOs will be shared with the children and it should be clear from lesson content whether or not a clear focus for the session had been planned.

Monitoring and Evaluation Arrangements

The Geography Lead/Deputy headteacher will examine children's books and classroom displays to ensure assessments are completed and that Geography vocabulary is evident in the classroom. This will offer an overview of how well children are achieving and progressing in Geography.

The Geography Lead will also liaise with staff in order to identify the need for additional resources and training.

History

Big Question:

Please refer to the 'Big question' long Term planner for specific year groups.

The 'big question' approach allows for the children to study a specific set of questions in depth across a term.. Each 'big question' is divided into separate units with their own learning challenges. Each Big question has either a geographical or historical focus.

Teachers plan with their partner class to ensure all children have equal access to the same high quality approach.

Expected taught knowledge is planned for progressively across the school and is sequenced in a way which builds upon acquired knowledge. Key knowledge is repeated and only introduced in small steps to allow knowledge to be retained.

Policy Aims

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Outline of Procedures and Expectations

History provision should enhance learning and progress, achievement and ultimately attainment.

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

The provision will show evidence of -

- History resources used to support children's understanding of new concepts (key vocabulary, books, posters etc.)
- Artefacts
- Timelines
- Trips / enrichment activities

TEACHERS WILL MAKE SURE THAT:

- Appropriate resources are selected to support and extend children's learning
- Resources are provided on a differentiated basis to adequately support the variety of abilities and needs.

Teaching Time and Curriculum Entitlement

History is taught in all classes from Year 1 to 6.

Big Question:

Please refer to the 'Big question' long Term planner for specific year groups.

The 'big question' approach allows for the children to study a specific set of questions in depth across a term.. Each 'big question' is divided into separate units with their own learning challenges. Each Big question has either a geographical or historical focus.

Teachers plan with their partner class to ensure all children have equal access to the same high quality approach.

Expected taught knowledge is planned for chronologically across the school and is sequenced in a way which builds upon acquired knowledge. Key knowledge is repeated and only introduced in small steps to allow knowledge to be retained.

NATIONAL CURRICULUM

KEY STAGE 1

Y1 - Kings, queens and leaders

Y2 - Nightingale and Seacole

Y2 - The Great Fire of London

KEY STAGE 2

Y3 - Ancient Egypt

Y3 - Ancient Greece

Y4 - The Mayans

Y4 - Stone Age to Iron Age

Y5 - Roman Empire

Y5 - Anglo Saxons and Scots

Y5 - Viking Invasion

Y6 - Victorian Manchester

Y6 - World War 1

EARLY YEARS

At this stage children should listen to stories, ask how and why; use the past, present and future tense; talk about the past and present in their own lives and the lives of family members; recognise similarities and differences between families and traditions, objects and materials; and role play and make up stories. There are many opportunities here for children to find out about the past. They should be given the opportunity to formulate questions to investigate the similarities and differences that exist and be encouraged to discuss these with interest and sensitivity.

Statement(s) of Intended Impact on Children's Learning and Experiences

Teachers plan their History sessions with due regard for the indicative key content with online resources and published schemes of work used to guide teaching and learning activities.

Teachers use the following to guide their teaching sequences within a week and/or across a term:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

It should inspire pupils' curiosity to know more about the past.

Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Teachers use assessment for learning to decide on key content that needs to be revisited.

All children have Big question books and these books will contain an overview of the learning activities that unit. The children will be following a 'Big question' approach. The content will be determined by the class teacher.

Any written, practical or fieldwork should be in the children's books. It is important to signpost History work in other curriculum books. Given the nature of the sessions, it is acceptable for the children to use the short date (underlined) with an LO.

In History sessions, LOs will be shared with the children and it should be clear from lesson content whether or not a clear focus for the session had been planned.

Monitoring and Evaluation Arrangements

The History Lead/Deputy headteacher will examine children's books and classroom displays to ensure assessments are completed and that History vocabulary is evident in the classroom. This will offer an overview of how well children are achieving and progressing in History.

The History Lead will also liaise with staff in order to identify the need for additional resources and training.

Art

1. Policy Aims

All pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, printing, sculpture, textiles and collage and 3D form.
- evaluate and analyse creative works using the language of art and design
- know about great artists and designers; understand the historical and cultural development of their art forms.

2. Outline of Procedures and Expectations

Each phase of the school will have between three or four units of art to study.. As part of these units they will also study the work of a particular artist, designer or craft maker. The units are chosen to ensure that a range of materials and techniques is studied and that the challenge increases as skills are mastered.

The sketchbook will be the main teaching tool in art and design lessons. All pupils will develop the habit of using their sketchbook throughout the art and design process:

- to record and explore visual and other information (e.g. notes, material samples, colour charts)
- to work out ideas, plans and designs
- to refer back

- to reflect on, review and adapt their work
- as an ongoing record of their learning and achievement.

Statement(s) of Intended Impact on Children's Learning and Experiences

All pupils' knowledge, skills and understanding in art and design progresses as they move through the year groups. Children investigate and make art in two and three dimensions and at different scales. They become familiar with the *explore, practise, make, evaluate* model. The sketchbook is their main learning tool. Pupils are taught to care for, and handle safely, equipment and materials.

Key stage 1

Pupils are taught:

- to create sketchbooks to record their ideas and observations
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques using, colour, pattern, texture, line, shape, form and space
- about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

Key stage 2

Pupils are taught:

- to create sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay, textiles)
- about great artists, architects and designers in history.

Monitoring and Evaluation Arrangements

The monitoring of the standards of pupils' work and the quality of teaching in art and design is the responsibility of the subject leader. She also supports colleagues in their teaching and provides a strategic lead and direction for this subject within the school.

The art and design subject leader will monitor children's sketchbooks and classroom displays to ensure coverage of the units of work and progression across the year groups. She keeps photographs of displays and examples of completed sketchbooks as evidence.

Design & Technology

Policy Aims

Design and technology is about designing and making products for a specific purpose or need. It involves children learning about the world we live in and developing a wide range of skills through designing, making and evaluating. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others needs, wants and

values. High quality design and technology makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology aims to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Outline of Procedures and Expectations

EYFS

Children begin to develop knowledge and understanding of design and technology. They are encouraged to ask questions about how things work, to investigate and use a wide range of materials, to develop making skills and handle appropriate tools and construction materials safely and with increasing control. At the Friars Primary School we provide a range of experiences, which are both adult lead and child initiated, which encourages exploration, problem solving, critical thinking and discussion. Both indoor and outdoor environments are used to attract children's interest and curiosity.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make:

- Select from and use a wide range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate:

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms in their products

Key Stage 2

Design:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make:

- Select from and use a wider range of tools and equipment to perform practical tasks
- Select and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate:

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge:

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products – understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products

Cooking and Nutrition

Key Stage 1

- Understand basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Key Stage 2

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Statement(s) of Intended Impact on Children's Learning and Experiences

Each year group has one hour of design and technology each week. EYFS have continual provision as part of the early years foundation statutory framework. Planning is differentiated to meet the range of needs in any class including those who need extra support, those who are in line with expectations and those working above expectations. Children work individually, in pairs or groups according to the nature of the task or activity. Design and technology provides natural opportunities for children to practice and improve key skills such as communication, application of number, ICT, working with others, improving own learning and performance and problem solving. Pupils are provided with opportunities to develop and apply their ICT capability to support their learning. They will use the internet to research information.

Music

Policy Aims

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions :pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At The Friars Primary School we use the 'Charanga Musical School' scheme of work which supports all the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 'Charanga Musical School' scheme provides teachers with week- by-week lesson support and provides lesson plans, assessment, clear progression and engaging and exciting whiteboard resources to support every lesson.

The scheme is in line with published OFSTED guidance.

The learning within this scheme is based on; **Listening and appraising; Musical Activities- creating and exploring;** and **Singing and performing.**

Our aims in teaching music are that all children will:

Have the opportunity to experience, enjoy and feel able to make some contribution or response to it.

Experience a wide variety of musical styles and cultures.

Be encouraged to listen attentively to music with an increasingly critical ear.

Be encouraged and have opportunity to participate and co-operate within a group with regard to singing, creative music making or musical ensemble.

Be encouraged to develop an awareness of rhythm, pitch, dynamics, timbre, tempo, structure and melody through aural training and playing of percussion instruments.

Gain increased confidence that encourages participation in musical performance for a variety of purposes and audiences.

Have the opportunity to experience musical activities in a variety of contexts and to appreciate that music can enhance and develop their learning across the curriculum.

Outline of Procedures and Expectations

Each year group will study three units of work from 'Charanga Musical School' over the academic year. It is our intention for every child;

- Through singing, dancing and movement to develop a sense of rhythm and the ability to respond to it.
- Through singing and the use of tuned and untuned instruments to develop an awareness of pitch, duration, tempo, dynamics, structure and texture.
- Through exploration and experimentation, to obtain an awareness of a variety of instruments and the different sounds they make (timbre).
- To create and improvise atmospheric sounds to provide an extra dimension to drama, art, poetry and stories.
- To use simple notation to communicate musical sounds to others and provide an understanding of the basics of standard notation.

Statement(s) of Intended Impact on Children's Learning and Experiences

All pupils' knowledge, skills and understanding in music progresses as they move through the year groups. different scales. The progression planned into the scheme means that the children are increasingly challenged as they move through the school. Teachers have access to other ideas and resources and we expect teachers to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring that music is taught as an holistic part of the curriculum where possible.

Key stage 1

Pupils are taught:

- to use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils are taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Monitoring and Evaluation Arrangements

The monitoring of the standards of pupils' work and the quality of teaching in music is the responsibility of the subject leader. She also supports colleagues in their teaching and provides a strategic lead and direction for this subject within the school.

The music subject leader will monitor the delivery of the 'Charanga Musical School' scheme and advise on action needed. Colleagues will be supported where necessary in their planning and implementation of the scheme and in assessing the progress of their children against the age related expectations. Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the national curriculum Levels of attainment, and record these on the Charanga Excel mark sheet, and we pass this information on to the next teacher at the end of the year.

Teachers are encouraged to upload evidence of the children's learning on the Charanga secure area for their year group, this can be photographic or video evidence. It is suggested that videos and voice

recordings are to be taken on the first and last lesson to evaluate progression. The music subject leader can view these at any time and has access to all year groups Charanga spaces.

Resources

There are sufficient resources for the teaching of music via “Charanga Musical School”. We keep instruments and other resources to support the teaching of music in a central store outside the Year 4 classrooms. Within the store cupboard there is a selection of tuned and un-tuned instruments. There are musical instruments available continuously in the EYFS building.

Music lessons are undertaken within the classroom, however the hall is used for a whole school singing assembly.

Teachers are all supplied with a login and password to the Charanga Scheme of work. Other teacher guidance and song books are available and stored within the music cupboard. Teachers also have access to the Singup website for further resources.

MFL (Spanish)

Policy Aims

This policy is intended to ensure children access their entitlement to be taught, learn and make substantial progress in a language at Key Stage 2 in line with the programme of study in the National Curriculum for 2014 (DfE, 2013).

Outline of Procedures and Expectations

Language provision should enhance learning and progress, achievement and ultimately attainment through:

- Fostering an interest in learning another language
- Making children aware that language has a structure and the structure differs from one language to another
- Building children’s ability to communicate orally and in writing in another language

Teaching Time and Curriculum Entitlement

Spanish is taught in all classes from Year 3 to Year 6 (Key Stage 2). Each phase studies three Spanish units over their two years. (LKS2 and UKS2)

The indicative core content and focus of the themes means that children can engage in over-learning and mastering vocabulary, grammar, phonology and orthography for their year group.

Sessions last between 30 minutes to an hour and these occur at least once a week. Spanish is typically taught by the classroom teacher. It is expected that Spanish is revisited and revised outside of sessions throughout the year.

Statement(s) of Intended Impact on Children’s Learning and Experiences

Teachers plan their Spanish sessions with due regard for the indicative key content with online resources and published schemes of work used to guide teaching and learning activities.

Teachers use the following to guide their teaching sequences within a week and/or across a term:

- Listening and responding

- Speaking
- Reading and responding
- Writing

Teachers use assessment for learning to decide on key content that needs to be revisited.

Children in Key Stage 2 have Spanish Books, which follow them through the school. These books will contain a checklist where children are encouraged to self-assess at the beginning of a unit and once again at the end. This enables them to reflect on their progress and achievement. Teachers to complete a summative assessment at the end of the year.

Any worksheets, spelling work or written work should be in the children's Spanish Books. Given the short nature of the sessions, it is acceptable for the children to use the short date (underlined) without an LO.

In Spanish sessions, LOs will be shared orally with the children and it should be clear from lesson content whether or not a clear focus for the session had been planned.

There should be at least one piece of written Spanish work recorded in books every two weeks.

Monitoring and Evaluation Arrangements

The Languages Lead will examine children's books and classroom displays to ensure assessments are completed and that Spanish vocabulary is evident in the classroom. This will offer an overview of how well children are achieving and progressing in Spanish.

The Languages Lead will also liaise with staff in order to identify the need for additional resources and training.

Computing

Policy Aims

At The Friars Primary School we want to teach computing that:

- Develops children's confidence in using and applying new technologies, better preparing them for the future.
- Makes sure children understand that all programs have to be constructed and follow a set of algorithms.
- Builds on children's ability to communicate and construct programmes in a computing language.
- Develops children's creativity and problem solving skills through Digital Media and Multimedia.
- Allows children opportunities to share and develop ideas.
- Prepares children for a world in which technology is everywhere and enables them to become safe and conscientious digital citizens.

Outline of Procedures and Expectations

At the Friars Primary school, teachers ensure that there is at least 1 weekly lesson of Computing lasting from between 45 to 60 minutes.

Phase leaders ensure that Computing lessons are scheduled carefully to allow for access to pupil devices, which are currently Ipad or ChromeBooks.

At the heart of all we do, children's safety is our utmost concern. With this in mind, children are taught throughout the year via National Online Safety resources. (See the Esafety Policy for further details)

A long term Computing planner was revised in 2021, to take into account the need for greater esafety due to the school wide closure for Covid-19. This meets the needs of the National Curriculum expectations at Ks1 and Ks2 but also the needs within PSHE. The Friars Primary School will use the Programmes of Study set out within each domain in the newest National Curriculum to ensure that children get the learning experience that is required. The long term plan, which is decided by the Computing lead, allows pupils to focus on all areas of the Computing Curriculum

It is important that children are allowed to explore Computing and present their work visually but also verbally explain using taught and specific vocabulary. The school has a carefully planned progressive scheme of work which builds on pupils' knowledge on a yearly basis. The use of schemes of learning from Espresso and Purple Mash allow pupils to work within specified computing objectives set by the teacher, but allows them to access a programming language which is child friendly.

Children will be expected to learn a formal programming language in Year 6.

Statement(s) of Intended Impact on Children's Learning and Experiences

Throughout school, The Friars Primary School uses Espresso coding as the core basis in the delivery of Computing sessions. This is also accompanied by work planned and sequenced by the Computing Lead in the following areas.

Key stage 1

By the end of key stage 1, pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and computing the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Year 1:

Algorithms and instructions
Movements
Simple inputs
Esafety (throughout)
Animated storybooks
Technology outside of school
Stop motion animation

Year 2:

Inputs
Buttons
Esafety (throughout)
Questioning
Stop motion animation
Creating pictures

Key stage 2

By the end of key stage 2, pupils should be taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.

- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including Internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Year 3:

Sequencing

Selection

Esafety (throughout)

Email

Animation

Databases

Year 5:

Speed and direction

Random number simulations

Esafety (throughout)

Databases

Stop motion animation

Year 4:

Variables

Repetition

Esafety (throughout)

Effective searching

Computer hardware

Stop motion animation

Minecraft Education

Year 6:

Complex variables

Object Properties

Esafety (throughout)

Python programming

Stop motion animation

End of year leaving book presentations

SEND

Pupils who have Specific Educational Needs or Difficulties are fully included in the teaching and learning of Computing lessons. Learning outcomes are often open ended in their approach where children are writing programs to achieve specific goals. The use of resources such as Espresso Coding and Purple Mash allows for children who are below their Year group's expectations to work at a previous Year group's objectives.

Modifications to pupil's devices such as visual and sound clarity are accessible by class teachers.

Some pupils may require alternative applications and software to enable them to progress within a specified objective. This will be reviewed on a yearly basis by the Computing lead.

Monitoring and Evaluation Arrangements

Assessment

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. The school also uses Espresso Coding's assessment criteria and pupil progress trackers as a guide. Assessing computing is an integral part of teaching & learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment can be broken down into;

Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. These are then recorded on the school's bespoke tracker system. The Computing lead analyses the tracker for trends regarding specific subject content which may need more development across year groups.

Religious Education and Worldviews

Policy Aims

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

The Salford Agreed Syllabus encourages children to do this through three strands

1. **Believing** (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)
2. **Expressing** (Religious and spiritual forms of expression; questions about identity and diversity)
3. **Living** (Religious practices and ways of living; questions about values and commitments)

In RE children learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

The teaching of RE at The Friars therefore equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It develops in our pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews. Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Outline of Procedures and Expectations

Schools have to provide RE for all pupils from Foundation Stage through to Year 6. We have adopted the Salford Agreed Syllabus for Religious Education.

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented. These worldviews, including for example Humanism, will also be the focus for study. Children and young people also need to be equipped to handle increasingly complex and important questions about meaning and identity and how we can live together in a multi-cultural and multi-faith/belief society.

Religious traditions are to be studied in depth as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christians and Muslims or Jewish people
7-11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

Notice the language: Christians rather than Christianity; Hindus rather than Hinduism. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.

- **RE is legally required for all pupils** (Reception – Y6)
- **RE is different from assembly**
- **RE should be taught in clearly identifiable time** (approximately 1 hour per week)
- **Coherence and Progression**

The Salford Agreed syllabus is structured around the three aims, and the three strands. The three aims form the basis of the end of key stage outcomes, and the progressive 'Learning Outcomes' in each unit of study. The syllabus is based around a **key question approach**.

See appendix for long term plan.

Statement(s) of Intended Impact on Children's Learning and Experiences

EYFS

The Salford Agreed Syllabus enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Children in EYFS encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

RE and the Salford Agreed Syllabus can provide these opportunities from relevant areas of the EYFS profile:

Communication and Language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- They talk about how they and others show feelings
- They develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect

- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

Key Stage 1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific

vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

End of Key Stage Outcomes

Know about and understand a range of religions and worldviews.

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they

engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Know about and understand a range of religions and worldviews.

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Monitoring and Evaluation Arrangements

The Religious Education Lead will examine children's books and classroom displays to ensure high quality teaching is impacting on their learning. This will offer an overview of how well the children are achieving and progressing in RE. The Religious Education Lead will also liaise with staff in order to identify the need for additional resources and training.

All children have Religious Education Books and these books contain a Self Assessment cover sheet for each **Key Question Unit**. Children are encouraged to self-assess throughout each unit and once again at the end. This enables them to reflect on their progress and achievement. Teachers use these end of unit outcomes/ expectations to record their own judgements by highlighting taught objectives and grouping children into 'working towards', 'expected' or 'greater depth' columns.

Physical Education

Aims and Objectives:

At The Friars Primary School, Physical Education forms an important part of the education of each pupil. We aim to promote a holistic approach to develop an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

P.E. is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy and active lifestyle.

The aims of Physical Education at The Friars Primary School are:

- To promote positive attitudes towards physical activity.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To encourage lifelong involvement in physical activity.
- To develop fair play through cooperation, collaboration and competition and manage, to varying levels of success, in competitive and cooperative situations and retain a proper sense of perspective in competition.
- To always try to achieve their personal best.
- To have age appropriate activities.
- To understand the need for rules in games.
- To provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extracurricular sessions.

Curriculum:

Each child at The Friars Primary School receives two hours of Physical Education curriculum time per week. The teaching of the Physical Education curriculum is broken into the following areas of activity:

- Dance
- Gymnastics
- Invasion Games
- Net and Wall Games
- Striking and Fielding
- Athletics
- Swimming

In accordance with the National Curriculum, children will participate in swimming lessons while in KS2, to ensure they can swim the minimum of 25m. All pupils are required to learn how to swim. Lessons will be delivered at Clarendon Leisure Centre by their swimming instructors.

Non-Participation in P.E. Lessons:

Children should only not take part in PE lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a letter to the teacher. Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary, a letter should be sent to their parents asking for their cooperation. Class Teachers should work together with parents in order to tackle the issue.

Planning and Progression:

Each year the children will follow the schools agreed Physical Education scheme of work. The medium-term planning documents will indicate the activities that children will be involved with during the half-term. Individual members of staff will amend the short-term planning for pupils, based on their knowledge of the children's ability. Books and other teaching resources are stored in the EYFS building with the PE Co.ordinator and are accessible to everyone.

Special Needs & Differentiation:

Wherever practical, provision will be made for children with special educational needs where it affects their performance in PE. Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs. Any classroom support provided must extend in to physical education lessons as appropriate. Teachers and Teaching Assistants working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equal Opportunities:

The Governing Body will ensure compliance with current legislation regarding Equal Opportunities. All pupils at The Friars Primary School will be given equal opportunities to access the PE curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils). A well-balanced and planned PE programme should meet the physical and social needs of all pupils thus allowing all children across the ability spectrum to succeed. By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

Assessment:

Assessment in PE is ongoing. Children will receive feedback and support during the lessons. Assessment in PE should provide opportunities for pupils to assess their own performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and others work.

Dress Code for Pupils:

It is expected that children will wear the school PE kit during lessons. This includes:

- Black T-shirt
- Black shorts
- Black plimsolls (indoors)/ trainers (outdoors)
- School jumper or fleece (optional due weather conditions).
- Hair band (if child has long hair)
- No jewellery or fancy hair accessories
- The pupils can work with bare feet indoors during gymnastics or dance. Tights or socks must not be worn.

Use and Storage of Apparatus:

Large apparatus is stored in the hall and the children are taught how to move and lift the apparatus safely. Games equipment is stored in the P.E cupboards.

New members of staff:

Any new members of staff including NQTs will be shown how to use, move and store all apparatus. When teaching PE lessons in the hall, supply teachers should not be using any large apparatus for Health and safety reasons. Teacher training students need to be with a teaching member of staff during a PE lesson. They should not be left alone with children during apparatus, dance and games lessons.

Extra-Curricular Activities:

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with local sporting clubs and organisations and the provision of extracurricular activities organised by the school is a positive experience. Pupils are given regular opportunities to represent The Friars Primary School in various sporting events throughout the year and are provided with opportunities for skill development sessions run by local sporting clubs such as Manchester United and Salford Reds Rugby Club. We also have links to various inter and intra school activities through the EIP PE Cluster. Students are encouraged to participate in these events, where possible, to further promote an awareness of the value of physical activity.

Health & Safety:

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers.

The following list is a general outline of safe practice in PE:

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.

- Teachers must carry out a risk assessment of all equipment before use and give pupils discipline strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols should be removed.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The Class Teacher and Sports Coach must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills, e.g. correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

Risk Assessment:

Risk assessments should be carried out on any facilities that are used for sporting activities outside of the school grounds. Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the PE Co.ordinator.

Monitoring and Evaluation:

The monitoring and evaluation of the PE curriculum will be carried out in the following ways:

- By the PE co-ordinator meeting with year group leaders/teachers and external coaches to discuss their plans and match them against the PE schemes of work.
- Supporting colleagues in the teaching of PE by being informed about current developments in the subject.
- By evaluating the strengths and weaknesses of the subject and identifying areas that need further development.

PSHE and RSE from 2021

The school teaches PSHE and RSE in line with the National Curriculum expectations. Each class has a weekly dedicated time for PSHE and follows a long term plan for this. The school uses CORAM resources to guide lessons.

Elements of the PSHE Curriculum are taught in Computing lesson time. For example all of the E Safety criteria in both PSHE and Computing are covered this way.

For detailed information regarding the PSHE and RSE in school please consult the detailed RSE policy.