

Whole school curriculum guidance for teaching and learning



As a school community, we believe our children possess unique gifts and qualities; as such they have the right to succeed, recognise their own greatness, and develop into the best versions of themselves in a respectful and nurturing environment. We aspire for our curriculum to enable our children to leave us with a rich and detailed understanding of the world and their place within it. We want them to develop a sense of ownership and belonging in the world, and to know that knowledge itself evolves over time and that they can contribute and be part of that evolution.

We have a clear vision for our children and we aspire to supporting the children in our care to develop the following:

- Pride in themselves, others, their school and their community
- Tolerance and understanding
- A positive attitude towards learning
- Aspirations for their future
- Responsibility for their actions
- Happy memories
- Perseverance and curiosity
- Confidence and self-belief
- Good manners
- Respect

Background to this guidance

The curriculum is all the planned activities which we organise in order to facilitate learning and personal growth and development. It includes not only the formal requirements of the National Curriculum (DfE, 2014) and Early Years Foundation Stage statutory framework (DfE, 2021), but also the additional elements that guarantee we provide to develop our learners in meeting the school's vision and values, while also enriching their learning experiences.

At Allington Primary School we believe that learning is a journey and as such our curriculum is designed to be knowledge-rich, high-reaching, inspiring and purposeful. It enables teachers to drive the highest standards from learners so that they are well prepared for the next stage in their educational journey and the future beyond. Our curriculum is relevant to children growing up in the Allington community but also broadens children's experiences to enable them to become well rounded individuals with the cultural capital they need in order to thrive as lifelong learners.

What do we want our children to learn?

Our curriculum is designed to be balanced, inspiring and purposeful and is one that meets the needs of all pupils. It is designed to promote learning and personal growth and development socially, emotionally and academically.

The curriculum allows children to develop effective interpersonal skills, build resilience and become creative, critical thinkers. It provides opportunities for children to develop as confident and successful learners, with high aspirations and a sense of personal responsibility. Our THINC values underpin all that we do in school, fostering independence and thirst for learning. High expectations in speech, language and communication strengthen children's ability to learn at a deeper level, allowing them to articulate their learning; demonstrate quality thinking and application of skills and knowledge.

Physical and mental wellbeing are prioritised within our curriculum allowing children opportunities to develop their spiritual, moral, social and cultural understanding, thus preparing them to make a positive contribution to their community and the wider society. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community.

Our curriculum enables teachers to drive the highest standards from learners so that they are well prepared for the next stage in their educational journey and the future beyond. Our curriculum is relevant to children growing up in the Allington community but also broadens children's experiences to enable them to become well rounded individuals. The curriculum is cohesive and progressive, where both knowledge and skills are built upon year on year; but flexible enough to ensure that it evolves to remain relevant and stimulating. We aspire to provide an engaging learning experience for all our pupils and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. As such, teachers ensure pupils are inspired to have a thirst for learning; and through high levels of enjoyment, engagement and fun, children leave our school with life-long memories;

a sense of belonging to a tightly knit community and a solid foundation for the continuation of their learning journey in secondary school.

How do we facilitate their learning journey?

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school, allowing them to flourish. The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which they can learn and develop a range of transferable skills.

The curriculum exposes the children to the key concepts of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It is constructed with the deliberate layering of cumulative knowledge as the children progress through the school, with references to past learning made explicit in order to build their understanding.

Age-related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful cross-curricular links. Inviting classroom environments stimulate learners and engage them in quality thinking and reasoning. Explicit weekly and medium-term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning.

The school takes pride in providing a highly inclusive environment, where learners of all abilities demonstrate high levels of engagement in their education and most make very good progress in most subjects and areas of learning. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and the application of skills across a range of contexts, and those who present with a barrier to learning are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

Our marking and feedback guidance is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. Subject leaders are given the opportunity to develop their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

What difference does learning at Allington make?

Our children are very well-prepared for each stage of their learning journey. Practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of Quality First teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a positive way on children's outcomes.

Enjoyment of the curriculum promotes achievement, self-confidence and good behaviour. Children feel safe to try new things and present excellent behaviour for learning. High quality visits and visitors to the school enhance the curriculum and provide opportunities for enriching the learning experience. We value perseverance and we value critical thinking and the children are exposed to a curriculum that nurtures the development of these skills.

Subject leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that can be addressed collaboratively. Our whole school team strengthens our ethos and vision as we work together to reflect upon our curriculum and revise it according to the needs of our school community. We don't confuse coverage with progress when assessing. Learning is measured through the analysis of learners' application of skills across the curriculum and through showing how the acquisition of knowledge is reflected in quality thinking and the demonstration of individual understanding.

Curriculum Planning and Organisation

The school follows the National Curriculum, focusing on ensuring that pupils receive in-depth knowledge and skills in each subject. Subject Leaders have designed subject progression documents that ensure that

the National Curriculum is appropriately covered and that learning is built upon year on year. These documents have been used to develop a school curriculum for each year group. Medium term plans are in place to ensure that the knowledge and skills for each subject are taught progressively and appropriately throughout the year. Teachers use these medium-term plans to design sequences of lessons that cover the appropriate skills in an engaging and exciting way.

Lesson plans will identify the intended learning (knowledge and/or skill based). They will also take into account how to engage pupils in the lesson, how pupils will be organised, how the needs of all learners will be met, and relevant success criteria. Lessons will make good use of curriculum resources, including ICT, the school's outdoor learning environment and local resources and expertise. Lessons will be carefully planned to include and meet the needs of all learners, ensuring pupils are appropriately supported and challenged.

Inclusion and Equity

As a school, we firmly believe that all are welcome in our school- and we use the resources and principles from Andrew Moffat's No Outsiders approach. This underpins the way our curriculum is planned, resourced and delivered and contributes significantly to the development of respectful and responsible attitudes in our children, as well as ensuring they have a well-rounded and tolerant view of the world.

Delivery of the curriculum follows the school policy on Inclusion. Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and well-being of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for the different groups of pupils within our school:

- Minority ethnic and faith groups. Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language
- Pupils with special educational needs
- Children 'looked after' by the local authority, including those who are post-looked after
- Other children, such as sick children; young carers; those from families under stress and
- Any pupils who are at risk of disaffection and exclusion

We promote the participation and the success of these groups of children and make sure that they are not disadvantaged in any way. We identify children who are underachieving or seem disengaged and actively promote respect and understanding in a diverse society.

Lesson Structure, including meeting the needs of all learners

The school does not dictate a specific lesson structure and instead allows teachers the flexibility to plan for their individual class' needs and learning styles. Teachers will make judgements about how to group children to achieve the best learning outcome. It is expected that an effective balance is struck between meeting pupils' individual learning needs and enabling all children to achieve the same learning intention through use of practical and supportive resources. Each year group's provision map will set out the quality first teaching strategies that are in place to meet the needs of learners.

Teachers will use a range of teaching styles and approaches to ensure learning is engaging and appropriately challenging. Learning intentions (sometimes referred to as WALT) will be shared with children in all year groups to ensure a clear understanding of what they are learning, although this may not be at the start of a lesson. Learning intentions may be knowledge, skill or understanding based. We believe this enables children to be part of a learning culture, take responsibility for their learning, self-assess and self-evaluate. In most lessons, it is also appropriate for teachers to share success criteria with children. These will be the elements (know, do, understand) required to meet the learning intention and may be characterised by WILF (what I am looking for). Where children's success is underpinned by following a particular process, this may also be shared with the children in the form of a task board. Practice guidelines for use of learning intentions and success criteria can be seen as an appendix to this policy.

Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support. The school's assessment guidance sets out how the curriculum is assessed.

Working with parents

The school's curriculum is published on the school website, in accordance with DfE guidelines. At the start of each year, teachers will organise a meeting to provide parents with information about the curriculum and expectations for that year group and how parents can support this. Each term, a copy of the relevant Learning Journey will be shared with parents.

Key Roles and Responsibilities

The curriculum is managed by Subject Leaders throughout the school. Their practice is led by the Headteacher, who ensures that the school's curriculum remains progressive and cohesive. This is monitored by the Executive Headteacher and Governing Body.

Key Person	Key Roles and Responsibilities
Class teachers	To use the year group curriculum and subject coverage and progression materials to plan and implement exciting and engaging lessons. To ensure that the quality of teaching and learning within all subjects is high. To use a wide range of assessment strategies to ensure that standards of attainment and progress remain high. Make the best use of all available resources (including, but not limited to, teaching assistants, the outdoor learning environment and ICT) to meet the needs of all learners. To work with Subject Leaders to continually develop and improve practice.
The Subject Leader	To develop and maintain a subject curriculum that meets the requirements of the national curriculum and is in line with the school's vision and values. To develop and maintain a progression document for their subject that underpins year group curricula and ensures that learning is progressive. To maintain a cycle of monitoring to ensure that standards of teaching and learning are high (always at least good and often outstanding) in the subject for which they are responsible. To track and monitor the progress and attainment of pupils in their subject to ensure that children are achieving well and making good progress from their starting points. To identify aspects of teachers' practice that requires developing and provide targeted support, where required, and staff INSET to enhance the teaching of their subject. Manage a subject budget strategically to ensure that the quality of learning experiences remains high. To be an advocate for their subject, ensuring that they are always up to date with developments and best practice.
Headteacher	Provide a strategic lead and direction for the school's curriculum, maintaining the school's vision and values. To drive a whole school curriculum that appropriately covers all elements of the National Curriculum, ensuring clear skills progression across the school. Provide strategic lead and direction for all subject leaders. Provide leadership development opportunities for all subject leaders
Headteacher, EHT, Governors & Education & Standards Committee	To monitor and evaluate the impact of the school curriculum and the roles of the Curriculum and Subject Leaders in driving this.

Appendices: Individual Subject Guidance & Good Practice for Learning Intentions and Success Criteria

Appendix	Subject	Leader
i	Art and Design	Izzy Lambert
ii	Citizenship	Emily Harber
iii	Computing	Matt Bass
iv	Design Technology	Sarah Wellings
v	English Phonics & Early reading Writing & KS2 reading	Allie Ashcroft Lucy Abbasi
vi	Geography	Amanda Jones
vii	History	Victoria Rudden
viii	Maths	Katrina Court
ix	Modern Foreign Languages	Helen Barker
x	Music	Fran Sharpe
xi	Physical Education (PE)	Lewis Jackson
xii	Religious Education (RE) and World Views	Louise Martin
xiii	Science	Dani Spry
xiv	Learning Intentions and Success Criteria	Carolyn Howson

Individual Subject Guidance: Art and Design

Art allows children to explore the world around them through observation, imagination, and their senses. It supports their spiritual, moral, social, and cultural development, fostering a sense of enjoyment, purpose, and relevance. Art provides a unique perspective on self and society, enriching education in ways not covered by other subjects. It offers children of all abilities the opportunity for individual expression and helps them understand their own and others' cultural heritage.

Our Aim

At Allington Primary School, our goal is to nurture each child's natural enjoyment of visual communication, helping them to see themselves as artists and find pleasure in creative expression. We provide opportunities for children to explore and develop their visual creativity, curiosity, and sensitivity to the world around them. We aim for them to experience a sense of achievement and purpose through artistic expression while building skills in using a variety of materials and techniques. Children are encouraged to express their ideas and emotions through both two- and three-dimensional artwork, while developing the ability to study and document their surroundings. We also focus on expanding their vocabulary to discuss their own work and that of others, fostering an appreciation for the work of artists, designers, and craftspeople from diverse cultures and historical contexts. We recognise that for some children, art offers a valuable and unique outlet for self-expression that may not be accessible through other subjects due to challenges with language and literacy. As a result, we understand that art can play a key role in enhancing their self-esteem. Additionally, we acknowledge that certain art activities, such as working with clay, can be particularly beneficial for children with emotional or behavioural challenges.

Curriculum

At Allington, we use KAPOW as a resource to support planning for progression in Art, as well as teaching and learning. Through the use of KAPOW, our children experience an art curriculum that is organised into four key strands:

- making skills
- formal elements (line, shape, tone, texture, pattern, and colour)
- knowledge of artists
- evaluating

Our art lessons are designed to be practical and hands-on, fostering a spirit of experimentation and exploration. Children are encouraged to take risks, try new techniques, and express themselves freely, building confidence as they develop their skills. We ensure that students have the opportunity to work with a wide range of materials and techniques, allowing them to refine their artistic abilities and explore different mediums.

The four strands are revisited in every unit, allowing for a comprehensive and interconnected approach to learning. The knowledge and skills developed in each unit are continuously revisited and expanded with increasing complexity through a spiral curriculum model. This approach ensures that children can build upon their previous learning, reinforcing key concepts and enabling them to develop a deeper understanding of the subject over time.

Through our '*Every Picture Tells a Story*' Unit, children explore and develop their knowledge of key artists and art movements, gaining insight into diverse artistic styles and cultural contexts. We encourage creativity and independent thinking, supporting children in making their own creative decisions. This approach ensures that their outcomes are not only rich in knowledge but also uniquely personal and reflective of their individual ideas and artistic voices.

Overall, our curriculum is designed to provide children with a solid foundation in art, equipping them with a diverse range of techniques and the confidence to express their creativity. By the time they leave Allington, students will not only have gained a strong understanding of artistic concepts but also the skills and self-assurance necessary to continue their art education with enthusiasm and independence in secondary school and wider world.

Records of progress in art:

Children will keep an art book which reflects both skills and evidence of the working process, as well as the use of a variety of media. It will be a space for the children to gather their ideas and experiment with different techniques for future reference.

- A portfolio of work (both physical and online photographic) for the various individual media is to be compiled by the art leader in agreement with other members of staff
- Children will be celebrated each term with one child from each class receiving the 'Artist of Allington' award. Their work will be displayed in school, and they will receive a certificate award.

Health and Safety

In a practical activity such as art, it is not possible to remove all risks. It is therefore important that:

- pupils are well supervised and learn to use equipment with due care by wearing protective clothing where necessary
- class teachers ensure use of materials, tools and techniques are in accordance with current health and safety requirements
- tools and materials are stored appropriately

The school follows the 'Be Safe' guidelines.

Individual Subject Guidance: Citizenship (including PSHE)

The DfE guidance specifies that PSHE education is 'An important and necessary part of all pupils' education.' It notes that: 'Schools should seek to use PSHE education to build, where appropriate on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activities and diet for healthy lifestyle.'

Citizenship became a statutory National Curriculum subject in England in 2002 in secondary schools and the subject is key to providing a broad and balanced curriculum in all schools.

At Allington, Citizenship is central to our school's ethos. We recognize that children grow up in a complex and ever-changing world and are exposed to an increasing range of influences. We appreciate that the way in which children react to these influences begins at home and we must work in partnership with 'first-time educators' - parents and carers, to develop responsible citizens.

It is our aim that children:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others
- Develop a clear set of values and attitudes, establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth
- Develop their varied abilities fully, setting achievable goals, learning to persevere, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Understand how to nurture positive relationships and to develop an understanding of unhealthy relationships and how to address them
- Understand the principles of our society and democracy and value their role as a contributing member of a democratic society
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions, especially Christianity as the national religion and its importance in our history, culture, language and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations

Our objectives are:

- To enhance self-esteem and develop a sense of self-motivation
- To accept responsibility for their own actions, to include safety online
- To develop independence, enabling them to make informed choices/ decisions
- To develop children's sense of responsibility for their actions, and their ability to accept and follow rules
- To recognise and deal with change and transition
- To develop their understanding of 'community' (both in school and the wider community)
- To develop their ability to recognise feelings and manage their impact on behaviour (through the use of peer mediators)

Planning and delivery of the curriculum

Our Citizenship curriculum reflects our core values of Togetherness, Happiness, Inspiration, Nurture and Creativity (THINC) and our commitment to the 'No Outsiders' ethos. We aim to create a safe and inclusive environment where every child feels valued and empowered to contribute positively to their community. Through this curriculum, children are given age-appropriate opportunities to celebrate diversity, learning about the nine protected characteristics, developing empathy, learning how to manage emotions and communicate effectively, whilst simultaneously building their confidence to stand up for equality and fairness.

Specifically, the values are explored in the following ways:

- **Togetherness** (No Outsiders): Celebrating differences through the use of inclusive picture books and stories; whole school assemblies celebrating diversity
- **Happiness**: creating positive relationships and supporting children to develop skills to manage emotions and develop their emotional resilience; adopting the principles of the zones of regulation approach across the school; finding joy in helping others and contributing to the community; developing child to child support structures in the form of wellbeing ambassadors and buddy systems

- **Inspiration:** developing the children's understanding of democracy through school council activities; holding mock elections or debates on school-wide topics; looking at role models (both current and historic) who inspire positive change.
- **Nurture:** Consciously undertaking acts of kindness, including visiting local care homes and fundraising for local and national charities; engaging the children in classroom discussions about fairness and justice; inviting visitors from the magistrates' court to explain the British legal system and taking the children to visit parliament.
- **Creativity:** Engaging in collaborative projects that promote inclusion and understanding; weekly class discussions, assemblies and circle times reinforce key themes, guided by THINC values; class scrapbooks will capture evidence of pupils' learning, including discussion highlights, photos of projects, and reflections; the Wellbeing Ambassador program will provide practical applications of citizenship objectives.

By its very nature Citizenship is integrated across the whole curriculum, including assemblies, but is also taught specifically as discrete lessons. A range of teaching and learning strategies are employed, including group work, circle time, debate, discussion, role-play and the use of visitors and outside agencies. A variety of resources are used to support the teaching of Citizenship and ensure the children have a clear understanding of British Values. This includes, for example, Picture News where all classes explore and debate current affairs weekly. Themes and ideas are also introduced through a wide range of picture books suitable for EYFS, KS1 and KS2. Additionally, 'No Outsider' texts and plans are used half termly in each year group.

In the Early Years, Citizenship is part of everyday learning being broken down into self-regulation, managing self and building relationships. Children are encouraged to follow rules for behaviour and learning and THINC values are consistently promoted, enhancing readiness to learn. Termly topics and the use of high-quality texts, help children explore and express their ideas, feelings and emotions about different experiences and situations.

A Wellbeing Ambassador programme operates from Year 2 onwards. This empowers children to take an active role in supporting the mental health and emotional wellbeing of themselves and their peers. Ambassadors are trained to provide a listening ear, promote kindness and model inclusion, embodying our THINC values in action. This initiative aims to strengthen pupil voice and provide leadership opportunities and community links.

Citizenship learning is documented through a class 'scrapbook'. These are a creative record of pupils' journeys as responsible, informed and active citizens, documenting key discussions, reflections and projects in the school and wider community.

A School Council is in operation from year 2 onwards in which elected children discuss issues and make decisions democratically. As such, it makes a major contribution to pupils understanding of how the political system works. School Council also plays a major role in building links within the community and supporting charities.

Health and safety

Visitors must sign in and wear identification. Activities outside the school are carried out in accordance with the school's Educational Visits Policy, including an initial risk assessment. Teachers deal sensitively with views and feelings expressed by children, taking into account their personal circumstances. Alongside the Citizenship guidance, please also refer to the specific RSHE policy.

Individual Subject Guidance: Computing

The National Curriculum for Computing states that a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Our vision is that every child will leave school having all the skills required to become active and discerning participants in the digital world. They will be confident users of various forms of digital devices and be able to manipulate data in a range of digital formats. They will have a good understanding of how computing controls real-world systems and will be able to write programs to control models of such systems. Further to this, they will be digitally literate and able to present information in a range of digital formats as well as make informed decisions as to the quality of the source of information they have researched. Moreover, they will be able to make informed decisions as to how they present themselves in the digital world and understand the benefits and risks of doing so. This will ensure that every child has the skills required to be an active and responsible participant in the constantly evolving digital world.

Curriculum:

The whole school Computing curriculum is based upon the National Curriculum statements, whilst children in the Foundation Stage develop their computing skills and understanding of technology through age-related programmes, becoming progressively fluent in other forms of communication. The curriculum centres around promoting practical computing experiences across the curriculum. The curriculum is planned around the four areas of Computer Science, Information Technology, Digital Literacy and E-safety and is progressive from year to year. Staff make use of a scheme of work from iCompute to deliver effective and inspiring age-appropriate lessons to ensure the children are engaged in the aforementioned four areas of the Computing curriculum. Work planned for children is relevant to them and their lives. It builds on their existing skills and provides opportunities to develop new ones. Online safety teaching will be integrated into all aspects of the curriculum NOT just computing lessons.

Teachers and support staff will ensure that they understand the skills and concepts to be taught and the role of discussion in developing a critical awareness of the use of ICT. The scheme of work for Computing will provide guidance on the skills and knowledge to be covered by each year group. Teachers will plan opportunities carefully so that these skills are taught, practiced and developed during work in other subjects. In order to promote the inclusive nature of computing skills, activities using ICT will be planned to allow for different levels of achievement by pupils or to include the possibility of extension work.

Progress in computing:

- Teachers will assess pupils' progress with computing on a lesson-by-lesson basis. Constructive verbal feedback will be provided to enable pupils to make further progress, and all children will have the opportunity to demonstrate their learning in the class book.
- Where possible, children will save their work on the shared network to enable progress to be monitored.
- The computing coordinator will regularly gather work from each class and assess pupil progress across the school.

Health and Safety

Children have their own log in details and unique passwords and are encouraged to shut down computers and laptops properly and are taught to prepare them for use. Children are allocated a computer at the beginning of the year that they will use which allows monitoring of internet searches. They will have chairs of the correct height; eyes level with the top of the monitor screen and be encouraged to sit comfortably and use both hands for the keyboard. Any incidents using the internet will be dealt with by the class teacher, making a report on CPOMS to inform and alert the Designated Safeguarding Lead team. Children are taught of the importance of considering how to set up hardware, giving consideration to safe placement of wires and hardware, to ensure that tripping risks are kept to a minimum. All procedures are in place to minimise the risk of electric shock, damage to the equipment and tripping hazards within the classroom setting.

Individual Subject Guidance: Design & Technology

Design and Technology is an inspiring and practical subject which provides opportunities for children to design, make, modify and evaluate products with their own views and other consumers in mind. Using creativity and imagination, pupils design and make products - using a wide variety of materials - that solve real and relevant problems within a variety of contexts. Whilst encouraging children to take risks and therefore allowing them to become resourceful, innovative and capable citizens, Design and Technology fosters a healthy attitude to safety through an emphasis on correct procedures being followed when using tools and equipment. High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Our Aim

When teaching Design and Technology at Allington Primary School, we want children to acquire a broad range of subject knowledge and skills to enable them to be active participants in a rapidly changing, technological world. We want to ensure that all pupils:

- Learn to think, explore and develop their ideas creatively
- Become resourceful problem solvers, as individuals and members of a team
- Learn to identify needs, wants and opportunities and respond by developing a range of ideas and making a variety of products
- Combine practical skills, and a knowledge of tools and materials, with an understanding of aesthetics and social and environmental issues
- Evaluate past and present technologies and reflect on their uses and effect
- Develop a critical eye and evaluate their own work and that of others

Curriculum

At Allington, we use KAPOW as a resource to support teaching and learning in Design and Technology and to ensure that we are planning for progression across the key stages. Design and Technology is delivered to our reception children, particularly through the Expressive Art and Design and Physical Development aspects of the EYFS curriculum. Our teaching across the school covers areas including Structures, Mechanisms, Electrical Systems, Cooking, Textiles, and the Digital World. Within each key area, the development of the core skills (design, make, evaluate) and technical knowledge is detailed, to ensure that progression is logical and achievable. Wherever possible, we plan for relevant and cross-curricular opportunities.

Records of progress in Design and Technology:

Children will keep a Design and Technology book and the work within will reflect their study during the DT process:

- Investigating/Disassembling/Generating ideas
- Focused practical tasks (FPTs)
- Designing
- Making
- Evaluating

A portfolio of work for each year group will exemplify the expectation for Design and Technology at Allington Primary School and teachers will be able to refer to this when assessing the achievements of the children in their class.

Health and Safety

The safe use of tools, equipment, materials, places and spaces is promoted at all times. Allington Primary School follows health and safety guidelines in accordance with the 'Be Safe' document as a comprehensive guide to health and safety in the subject. It is important that pupils are taught essential life skills to enable them to participate confidently and safely when designing and making within society. Teachers will introduce pupils to a wide variety of production processes and how to safely use the correct tools for the task. Pupils will be shown how to operate in a safe and hygienic manner when designing, considering health and safety issues. All offsite activities will require the class teacher to perform a risk assessment.

Individual Subject Guidance: Geography

Geography allows children to develop the study of people and places. It is a uniquely powerful way of seeing the world and making connections from the local to the global. It is crucial to promote the overall development of our pupils and to prepare them for the opportunities, responsibilities and experiences of everyday life both locally and in the wider world. We aim to give the children a broadly balanced Geography curriculum, including fieldwork opportunities, promoting good progress and an enjoyment of the subject.

Through our teaching of Geography we aim to:

- Stimulate an awareness of and interest in the children's surroundings, making use of local links.
- Develop an understanding of geographical vocabulary, procedural knowledge, techniques and skills necessary for geographical enquiry.
- Develop an appreciation of the variety of physical and human conditions on the Earth's surface.
- Help children develop an informed concern about the quality of the environment and future of the human habitat, through current affairs and discussions.
- Encourage children to ask questions and propose solutions to environmental problems through fieldwork.
- Enhance their sense of responsibility for the care of the Earth and its resources.
- Develop a sense of their own identity and place in the world, whilst appreciating the wonder inspired by both natural and built environments.
- Present pupils with tasks and information in ways which develop, challenge and extend their geographical skills and knowledge.
- Develop a sense of place through knowing about features and character of places, contrasting locations and learning how people live in other locations whilst challenging stereotypes.

Implementation

In the EYFS, children embark on their geography learning through the delivery of the Understanding of the World elements of the Foundation Stage curriculum. Their Geography curriculum is centred around the children's knowledge and understanding of the wider world and the community around them. Geography inspires a curiosity and appreciation of the environment. Our children are equipped with knowledge of diverse places and people. Through exploration and collaborative learning, they develop skills for life in observing, communicating and comparing what they learn about the world around them.

In KS1 and KS2 Geography is taught through planning underpinned by the objectives set out in the National Curriculum. The objectives have been split according to year groups and the units covered by each year group can be found on the termly Learning Journey and the year group curriculum maps.

Teaching and Learning

Children will be engaged in active learning based around the development of geographical enquiry. We use our pupils' own geographical experiences and local area to involve and motivate them. We use topical events in a purposeful way to highlight geographical learning and apply our knowledge to further our understanding of our world and the people in it. We promote the understanding of ethnic diversity and actively challenge stereotypes through targeted activities.

We recognise that our curriculum must allow pupils to gain a progressively deeper understanding of both substantive and disciplinary knowledge as they move through the school. We use flashbacks to link learning from the previous year, embedding the knowledge further. We also develop the following procedural skills, always building on earlier experiences through:

- Collection, interpretation and analysis of data
- Fieldwork skills and first-hand experiences
- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Providing opportunities for the development of higher order thinking
- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the need for protection and conservation of our planet's fragile environment
- Developing their knowledge of Geographical information sources

Geography is always relevant, it helps explain why places are changing, how they are interconnected.

Geography deals with the 'here and 'now' of real life and as such, is a vital 'living' subject that contributes to and enhances the wider curriculum.

Individual Subject Guidance: History

At Allington Primary School we teach history to instill in the children an understanding, appreciation and curiosity of the past. We believe in providing our children with a high-quality history education which will help them gain an understanding of how the study of history is related to our daily lives and how active investigations of the past can help us to understand the world we live in today at a personal, local, national and international level. Teaching should equip pupils to ask perceptive questions, think critically, weigh arguments and develop perspective and judgement.

Elements of history are delivered to the Year R children, through the Foundation Stage Curriculum (Understanding the world – past and present) and are incorporated into the termly topics. During Reception, the children will have lots of opportunities to develop their sense of the past and present, through discussions. All children are encouraged to remember and share past events and experiences with others, often using artefacts, photographs and video clips to bring History to life and to compare old to new. The children have opportunities to observe, explore and discuss how life was different in the past and to learn about significant people and events in the past.

Throughout the teaching of history, we aim to help the children develop the following skills:

- Chronological understanding - Develop a knowledge of chronology within which they can organise their understanding of where people and events from the past fit in relation to one another, including that of their own lives.
- Links - Note connections, contrasts and trends over time. Establish clear narratives within and across periods of time. Reflect on and understand events from the past; what causes led to the event occurring, and the consequences of this event.
- Differences - Understand and describe similarities and differences, continuity and change, between ways of life at different times.
- Features of the past - Develop knowledge and understanding of significant aspects of history – nature of ancient civilizations; expansions & dissolution of empires; characteristics features of the past non-European societies – and to understand social, economic and technological developments.
- Diversity - Gain historical perspective by placing their growing knowledge into different contexts. Know how individuals and societies have contributed to the development of our world regardless of race, class, gender and religious background.
- Representation - Identify different ways in which the past is represented, and to recognise the validity of primary and secondary sources.
- Historical enquiry and interpretation - Understand the methods of historical enquiry, how evidence is used to make historical claims, discern how and why contrasting arguments & interpretations of the past have been constructed.
- Questioning - Ask and answer questions about the past by regularly addressing and devising historically valid questions.
- Organise - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Vocabulary - Develop the appropriate use of a wide range of everyday historical terms.

The teaching of history across the school provides children with opportunities to:

- Record work in a variety of ways, including diagrams, models, posters, pictures, drama, and individual and collaborative writing.
- Undertake individual and group assignments involving investigating, selecting and recording information relevant to a topic.
- Handle artefacts and use primary sources.
- Use secondary sources e.g. books, TV and radio programmes, newspapers, visitors to the school and visits out of school.
- Use digital media to gain access to additional information sources, to assist classifying and presenting material and evidence gained from other sources.
- Take part in visits within the locality and further afield if appropriate.

Health and Safety

All off-site activities and visits will be risk assessed before taking place. Children will handle all equipment and any artefacts under adult supervision. Use of ICT within the history curriculum follows the same health and safety procedures as those detailed under the computing curriculum.

Individual Subject Guidance: Mathematics

Aims

Allington Primary School's aim is for all children to:

- develop a deep understanding of mathematical concepts through the use of concrete and visual manipulatives alongside recorded methods.
- become fluent in the fundamentals of mathematics, alongside developing conceptual understanding, developing the ability to recall and apply knowledge, rapidly and accurately
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps, persevering in seeking solutions.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- be able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language
- enjoy mathematics, be successful and have a positive attitude to the subject
- use mathematics as part of their everyday life in school and at home

Objectives

- to ensure that all children follow a broadly balanced mathematics program based on the requirements of the National Curriculum.
- to ensure that staff have high expectations of learners by providing them with interesting and challenging tasks that enable them to achieve standards commensurate with their abilities and potential
- to ensure that pupils can work individually, collaboratively in groups and within the whole class
- to allow pupils to develop as independent learners, able to make decisions about their own work.

Principles of Teaching and Learning

Our teaching and learning strategy is based on the guidance from the National Curriculum (for KS1 and KS2). All mathematical teaching is underpinned by the principle of developing procedural fluency and conceptual understanding alongside each other. It is also founded on the understanding that the ability to reason and problem solve is paramount.

Numerate pupils should:

- have a sense of the size of a number
- know by heart tables, doubles and halves
- calculate mentally and with pencil and paper
- show procedural fluency when carrying out mental and written calculations
- develop visualisation skills
- make sense of problems
- have strategies for checking
- explain methods and reasoning
- suggest suitable units for measuring
- make sensible estimates
- make predictions from graphs, charts and tables.

Lessons have a focus on depth and sufficient practice to embed learning by providing children with a wide range of problems, such as finding all possibilities problems, investigating statements, identifying and continuing a pattern and solving worded problems. Teachers design lessons in order for pupils to follow a step-by-step conceptual journey through mathematics, engaging students through questioning, discussion and high quality tasks to reason and develop mathematical thinking.

Mathematics in the Foundation Stage:

Mathematics is developed throughout the Foundation Stage, through:

- the routine of the day
- whole class counting, songs and rhymes
- adult led guided group work
- child initiated activities
- the learning environment, inside and out

- questioning and discussion
- opportunities for solving 'real life' problems
- opportunities for developing their own mathematical recording and early 'jottings'

Mathematics in KS1

Children in KS1 follow the National Curriculum objectives, organised into units of study and then weekly/daily plans. Parallel classes follow the same objectives, which are differentiated accordingly to ensure all pupils develop a deep understanding of the mathematics they are learning by working together on the same key point, whilst at the same time teachers challenge and support pupils to enable them to gain depth of understanding and proficiency. Practical resources such as Numicon, base ten apparatus, number lines and other practical resources are used to support their conceptual development. They practise mental recall of number facts and use the number line followed by counting on with the use of jottings to develop their calculation skills. They are encouraged to develop visual mental images for addition, subtraction, multiplication and division (see Calculation Policy).

Mathematics in KS2

Lower Key Stage 2

Children in Year 3 are taught Maths within their classes, providing a consistent transition from how they are taught Maths in KS1. In Year 4, they are set two ways. They follow the National Curriculum objectives, organised into units of study and then weekly/daily plans. Within each set, children follow the same key objectives, which are differentiated accordingly to ensure all pupils develop a deep understanding of the mathematics they are learning, with the relevant support or challenge to either consolidate or deepen their understanding.

Upper Key Stage 2

Children are set for Maths in years 5 and 6. They follow the National Curriculum objectives, organised into units of study and then weekly/daily plans. Within sets 1 and 2, children follow the same key objectives, which are differentiated accordingly to ensure all pupils develop a deep understanding of the mathematics they are learning, with the relevant support or challenge to either consolidate or deepen their understanding. Some children working in the third set can have complex learning needs and it is often more appropriate for them to be working on objectives from outside their year group, following their own individual line of progression. Although, at the end of year 6 it is a rarity that children are disapplied from taking the Key Stage 2 SATs examination. Children in all three sets are prepared to tackle both the arithmetic paper and the reasoning papers to the best of their ability.

Planning

Long term planning is derived from the statutory and non-statutory guidance from the National Curriculum Programmes of Study and Early Years Framework. The structure of the units taught follow the White Rose Hub materials, to ensure the correct coverage, however these are adapted and tailored to meet the needs of individual classes or sets. Additional teaching resources are used at the teachers discretion, such as I see Maths, classroom secrets, Target Your Maths, Nrich etc. Short term planning is completed and adapted accordingly, reflecting the previous lessons outcomes.

The structure of maths lessons are flexible, allowing for a range of approaches as required. For example, some lessons may have a slightly longer mental maths session to practice certain skills. Other lessons may go straight into the main objective and teaching point to allow time for an extended problem-solving session with collaborative work, exploration and discussion. It might also be appropriate to have a predominantly instructional lesson at the start of a new concept, e.g. introducing a formal calculation method, where the children work together with the teacher on whiteboards. Lesson structure will vary through the week, with a range of instructional work, guided work and collaborative work and independent work, as suited to the needs to the class and the objectives being covered.

Teaching will be oral and interactive. It will involve different elements:

- demonstration – showing how to
- explanation – giving examples
- questioning – challenging understanding
- discussion and evaluation – talking about methods, errors
- direction – taking care, setting out neatly.

Manipulatives such as Numicon, digit cards, place value cards and dice, number lines, number activities and games are available to all classrooms.

Marking

Maths will be marked in accordance with the school's marking guidance document. Children will be given time at the end of a lesson to evaluate their work using a learning line (KS2) or traffic lights (KS1). If a group of children need further support then an intervention group will be run either the same day or at a convenient time. Planning will be adapted to reflect whole class misconceptions.

Assessment, Recording & Reporting

Teachers are expected to make regular assessments of pupils' progress and record them systematically. This involves:

- informal and formal testing of mental recall and mental calculations, given orally and through written work
- NTS assessment tests for Years 1-6, implemented three times a year. With gap analysis carried out by class teachers to identify focus areas which will be worked upon before the next assessment cycle.
- Foundation Stage Profile
- reporting pupil progress to parents during parents' evenings and through 'End of Year' reports

Cross-curricular Skills and Links

Mathematics is frequently used in other curriculum subjects which will reinforce knowledge of mathematical skills and highlight that mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy. Examples include measuring in technology, charts and graphs in science and geography, time and dates in history, patterns in art, music, and dance, and scoring and counting in physical education.

Differentiation and Special Educational Needs

Teaching is organised to enable pupils of all abilities access to the learning. Ability grouping and setting is present within the school, both within classes themselves and between adjacent year groups. Pupils with SEN receive appropriately differentiated work and are sometimes supported within class by the learning support staff. Mathematics targets are featured on the provision maps for pupils who need extra support with Maths. Teachers will monitor the progress of individuals or groups of children and act upon any underachievement which presents itself. Same day or next day interventions are used to address misconceptions or a lack of understanding, to stop pupils from falling behind. Numberstacks is a successful intervention which is used across the school, from Year 2 onwards to embed arithmetic skills and make links between the different calculations. The most able mathematicians are provided with appropriate materials to ensure that they are challenged and stretched. A variety of materials are used to broaden their understanding of topics.

Homework

Homework is set online for Year 3-6, on MyMaths programme. There is a homework club, to support children without access to the internet at home. Parents are given guidance from foundation Stage to Year 2, as to how they can help their child with Maths at home, although formal homework is not set.

Health & safety

In line with the school's health and safety policy, children are instructed in the safe use of all equipment. In particular, extra care should be taken when using heavy weights with balances on the floor. Care needs to be taken when younger children are using small apparatus such as counting objects. Children working outside the classroom will work in pairs or groups and be supervised by an appropriate adult.

Teaching Calculations

Please see the separate calculations policy.

Individual Subject Guidance: Modern Foreign Languages

At Allington Primary School, we believe that the learning of modern foreign languages provides valuable educational, social and cultural experiences for our pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own abilities and those of others. In addition, understanding a modern foreign language increases a child's understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

Aims

- To ensure every child has the opportunity throughout Key Stage 2 to study a foreign language and foster an interest in learning about other cultures and languages.
- To introduce children to another language in a way that is enjoyable and fun.
- To make children aware that language has structure and that the structure differs from one language to another.
- Ensure pupils have access to high quality teaching and learning opportunities, making use of native speakers on KS2 Spanish interactive resource.
- To help children develop their awareness of cultural differences in other countries.
- To develop their speaking and listening skills.
- To lay the foundations for future study.
- Provide children with the skills to communicate effectively in a language other than their own.

Curriculum

We believe that children learn more effectively if they are enjoying what they are doing. At Foundation stage and KS1, children have access to other languages through rhymes, songs and classroom commands. Elements of teaching about different cultures are delivered to the Reception children, through the Foundation Stage Curriculum (Understanding of the World – people, culture and communities) and are incorporated into the termly topics. The children are given opportunities for speaking and listening, enabling them to develop an awareness of other languages, especially those of children within their class immersing them in various languages and cultures.

At KS2, the children are taught MFL in regular Spanish lessons with a focus on oral competency, word recognition and listening skills. The children develop their language skills with rhymes and songs and are also introduced to the written word. By the end of KS2, they will be able to communicate in other languages confidently by listening, speaking, reading and writing. Teaching and learning will involve repetition of language using a variety of methods, including games, role play and songs. The use of ICT is an integral part of modern foreign language teaching.

Approaches to language teaching - Use of ICT and exposure to native speakers when available.

It is our aim to use ICT across the school to motivate pupils and to support teachers with pronunciation. The school uses the local community and other links to expose pupils to native speakers, as well as ICT. The school endorses the Framework's five principles to develop a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

The school uses Language Angels, a KS2 Spanish teaching resource which includes all the strands identified in the Key Stage 2 Framework for languages. The teaching of Modern Foreign Languages is delivered using a variety of teaching and learning styles to ensure it is accessible to all children.

Individual Subject Guidance: Music

Music is a powerful and unique form of communication that can influence the way children think, feel and act. At Allington Primary School, we recognise the importance of music as a vehicle for personal expression and reflection. Music can be creative, collaborative, celebratory and challenging, and we appreciate that musical experiences can positively contribute towards children's emotional, social, cultural, aesthetic, physical and intellectual development. In our school, we put music at the heart of all our shared school celebrations, as the shared experience of singing, performing and creating music can help to nurture bonds between children and develop their sense of community and belonging.

Aims

- To develop an understanding and enjoyment of creating music.
- To give children the opportunity to control sounds through singing, playing and performing.
- To enable children to create and develop musical ideas through composition, and to record their ideas using formal and informal notation.
- To encourage children to respond to and review musical structures, sounds and effects, and expression through developing appraising skills, using musical vocabulary.
- To help children to develop their ability to listen and apply their knowledge and understanding in their musical experiences.
- To extend and enrich other subject areas by the incorporation of music.
- To ensure that children bring previously acquired skills and knowledge to new tasks, thereby encouraging progression.
- To provide an insight into other eras and cultures through music and songs, which children can relate to, share and enjoy.
- To develop the children's personal, social and emotional skills through making music together and performing to a variety of audiences.

Teaching and Learning

At Allington Primary School we use a range of resources, including Sing Up and Music Express, as a basis for music teaching. This comprehensive set of resource materials, and the related unit plans, provide continuity and progression in the teaching of music from Key Stage 1 through to the end of Key Stage 2. These schemes are enhanced by the use of topic-based units and whole-class instrumental teaching. Wherever possible, cross-curricular links are incorporated into our delivery of the teaching units, as music has important links with all other areas of the curriculum. We teach music in Reception classes as an integral part of the topic work covered during the year, particularly in the Expressive Arts and Design. Singing is used as an important means to develop children's understanding in all areas of the curriculum and music plays a vital role in contributing to a child's personal and social development. Throughout KS1 and KS2, the school's sequence of learning sets out objectives and clear skills progression, forming the basis for all planning and teaching. In addition to this, children practise singing skills collectively during 30 minute weekly singing assemblies and during assembly times, they are exposed to a wide range of different musical genres and traditions, learning how to listen critically to music, as well as gaining cultural capital in their musical appreciation.

Instrumental opportunities

In music lessons, children are given the opportunity to learn and play a number of pitched musical instruments, including ocarinas, recorders, Djembe drums and ukuleles. We have a peripatetic music teacher, who teaches guitar lessons to children across the school.

At Allington Primary School, we celebrate musical talent and opportunities are provided for children with musical talents to perform to others in assemblies, as well as at other school and community based events.

Health and safety

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment (such as digital recorders and keyboards) in order to avoid injury to themselves or others. Recorders will be used by only one pupil for the year and ocarinas are sterilized between class lessons. Electrical safety will be assured wherever mains electricity is used. Trailing wires present a hazard and teachers will ensure that electronic equipment is used only adjacent to main power points. In some environments high sound levels of amplified music can be a hazard to hearing. It is important that teachers monitor and control the use of amplifiers and, in small rooms, large percussion instruments.

Individual Subject Guidance: Physical Education

At Allington, we believe that Physical Education plays a vital role in a child's holistic development, contributing significantly to both their physical and mental well-being. Through engaging in a variety of physical activities our pupils develop essential skills such as coordination, balance, agility, and strength. These skills not only enhance their physical competence but also boost their self-confidence and self-esteem.

Furthermore, beyond just physical benefits, we believe that PE fosters important social and emotional skills. It provides opportunities for teamwork, cooperation, and competition, teaching pupils how to work effectively with others, manage their emotions, and deal with both success and failure. By participating in different sports and activities, pupils learn to appreciate fair play, respect for others, and good sportsmanship, which are all aspects of physical education that can be underpinned by many of our own school values. Moreover, PE encourages a healthy and active lifestyle. It helps pupils understand the importance of regular exercise, healthy eating, and sufficient sleep. By developing a positive attitude towards physical activity, pupils are more likely to maintain an active lifestyle throughout their lives after leaving us here at Allington.

We are proud to know that we deliver an all-inclusive and engaging Physical Education curriculum. When pupils start in reception, they have both an indoor and outdoor lesson each week and have the opportunity to refine skills such as balance and coordination, throwing and catching skills, kicking, batting and fielding skills, dance and movement skills and gymnastic skills. Furthermore, we ensure that pupils are encouraged to be physically active throughout the day, having access to outdoor provision. This is alongside small group opportunities such as the use of balance bikes and climbing equipment. Where needed, children use the BEAM program to support the development of balance and coordination. As pupils transition from Reception, they continue to experience an engaging, well-structured and progressive PE curriculum. Our comprehensive scheme of work 'Primary PE Planning' ensures that all sports are adequately covered and taught. This sequential approach allows pupils to make steady progress in each sport as they advance through the school. To further enhance our PE scheme, we have fully integrated Cross Curricular Orienteering as our OAA (Outdoor Adventurous Activities) provision. This exciting initiative provides pupils with the opportunity to navigate our school grounds, developing essential skills such as map reading, problem-solving, and teamwork. We also ensure that our pupils undertake swimming lessons that meet the national curriculum expectations. We provide all pupils with the opportunity to learn how to swim 25 metres unaided, use a range of strokes effectively, and perform safe self-rescue in different water-based situations before they leave Year 6.

At Allington Primary School, we provide our pupils with opportunities to compete against peers within 'Intra House' sporting tournaments. These tournaments include a range of sports and foster a friendly yet competitive spirit, where everyone participates, regardless of skill level, promoting inclusivity and camaraderie. We also participate in inter-school tournaments, where selected pupils represent our school in matches or tournaments against other schools. These competitions offer a more competitive sporting experience, fostering resilience and a competitive spirit as pupils learn to manage both victory and defeat. For these pupils, we believe that competitive sports are crucial to their development, and we feel that winning and losing are important for a child to experience. We feel these are transferable skills that will support children in all areas of their development both in and out of the school environment.

Key Objectives of our PE Curriculum

At Allington Primary School we aim to achieve the following objectives for our pupils:

- **Skill Acquisition:** Develop a wide range of motor skills, including fundamental movement skills and sport-specific skills.
- **Knowledge and Understanding:** Understand the rules, tactics, and strategies of various sports and games.
- **Physical Fitness:** Improve cardiovascular fitness, muscular strength, flexibility, and agility.
- **Personal and Social Development:** Develop teamwork, cooperation, leadership, resilience, and self-discipline.

- **Safe Practice:** Promote safe participation in physical activity and understand the importance of risk assessment.
- **Fair Play and Sportsmanship:** Respect opponents, officials, and teammates, and adhere to the rules and etiquette of sports and games.
- **Enjoyment and Participation:** Encourage lifelong participation in physical activity through positive experiences

Health and Safety

The safe use of equipment and school spaces is always promoted by all teachers at Allington. All areas used for physical education are assessed for safety prior to undertaking activity. Jewellery must not be worn for any P.E. lessons and earrings must be removed by the child. Where ears are newly pierced, children must tape over their ears before participating in a lesson. All matters regarding safety within our PE lessons are paramount. As a primary school, we adhere to the guidelines of the most recent 'Safe Practice in Physical Education, School Sport and Physical Activity 2024' publication, ensuring the safety for all pupils taking part.

Individual Subject Guidance: Religious Education & World Views

At Allington Primary School, we aim to provide a disciplined, yet warm and friendly atmosphere, in which the moral, social and academic education of the children will be developed. Religious Education & World Views is taught in our school because it makes: “a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters measured debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013)

RE & World Views is all about encouraging & challenging children to think about ideas, express them to others as well as listen to others. It provides pupils with opportunities to explore questions and answers arising from religion and beliefs. It is important that we instill an understanding in pupils that we may all have different beliefs while also helping them to begin to make sense of their own beliefs. Promoting understanding, respect and tolerance are three key themes throughout our RE & World Views curriculum.

Legal Requirements

Religious Education at Allington Primary School is provided in line with, and meets, statutory requirements, which are that:

- the curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school
- the religious education program must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions
- the religious education provided shall be in accordance with the locally agreed syllabus for Kent.

Aims of Religious Education & World Views

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE & World Views are:

- to enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- to develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Kent and Great Britain
- to affirm each pupil in their own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people
- to provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development
- to support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live

The aim of our RE & World Views curriculum at Allington is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate varied responses to these questions, as well as develop responses of their own.

Curriculum

To ensure the requirements of the Kent Agreed Syllabus are met and the curriculum is broad and balanced, we follow the Discovery RE scheme of work. The topics are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught as a core religion in both key stages. Our RE & World Views curriculum allows children to see the similarities within the major religions and make connections. Each year group will look at festivals in a variety of religions and as a school there are opportunities where these are celebrated throughout the year. Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities. Provision in RE is through termly themes in Reception, through the Foundation Stage Curriculum (Understanding of the World – people, culture and communities) and are incorporated into the termly topics. In Key Stage 1, Christianity, Judaism and Hinduism are the major religions studied. At Key Stage 2 pupils learn about Christianity throughout the key stage and also have the opportunity to study other world faiths in depth; Islam in Year 3, Judaism in Year 4, Buddhism in Year 5 and Sikhism (a transition unit) in Year 6. We recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE program. We are pleased to have the support of members of local faith communities, we enjoy good relationships with them and encourage them to make positive contributions to the school and RE when appropriate. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral, social and cultural elements in particular.

Parents' right to withdraw pupils from Religious Education

At Allington Primary School we recognise that parents have the legal right to withdraw their children from Religious Education. The school will comply with any request from a parent to withdraw their child and recognise that they are not required to give their reasons for wanting to do so. Parents should, however, make their request in writing whenever possible.

Individual Subject Guidance: Science

At Allington Primary School, we believe that science education provides the foundations for understanding the world, through biology, chemistry and physics. Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national, and global level.

Curriculum

The main aspects of science to be studied are determined by the National Curriculum for Science. Elements of science are delivered to the reception children, through the Foundation Stage Curriculum (Understanding of the World – the natural world) and are incorporated into the termly topics. Foundation stage provides a strong start in developing early scientific skills such as exploring, observing sorting and naming ready for KS1. KS1 builds a firm starting block for KS2.

KS1 and KS2 pupils will have weekly science lessons, with lessons following the Developing Experts scheme as well as ideas and activities from other sources. Each lesson begins with flashback questions about previous science learning. Children then learn about which scientific skills they will be working on in that lesson and create a tally, which they use throughout the year. Each year group have a key scientist that they learn about each term in science, linked to their topic, so the beginning of a lesson provides a good opportunity to reflect on their significance. Pupils will be stimulated by real-life images and videos throughout each lesson, to make their science learning more meaningful.

Children will experience a wide and varied range of scientific experiences and activities. These experiences and activities will include:

- Whole class and group discussions.
- Demonstration, explanation and instruction by the teacher to groups, individuals and the whole class.
- Practical activities to provide meaningful context and consolidate skills.
- Open ended investigational activities involving problem solving and the application of scientific knowledge and skills.

To accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. Each science lesson is supplemented with real-life images, diagrams and videos to bring learning to life. There will also be a consideration of how to record lesson outcomes so that each pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Aims

We live in an increasingly scientific and technological age where children need to acquire the knowledge, skills and understanding to prepare them for life in the 21st century. Through the framework of the National Curriculum 2014, science aims to:

- Prepare our children for life in an increasingly scientific and technological world.
- Foster concern about, and active care for, our environment.
- Help our children acquire a growing understanding of scientific ideas.
- Help develop and extend our children's scientific concept of their world.
- Develop our children's understanding of the international and collaborative nature of science.
- Educate the children on significant men and women who have contributed to science, both dead and alive.
- Encourage the development of positive attitudes to science.
- Build on our children's natural curiosity and developing a scientific approach to problems.
- Encourage open-mindedness, perseverance and responsibility.
- Build our children's self-confidence to enable them to work independently.
- Develop our children's social skills to work cooperatively with others.
- Provide our children with an enjoyable experience of science, so that they will develop a deep and lasting interest and may be motivated to study science further.

Skills

- Give our children an understanding of scientific processes.
- Help our children to acquire practical scientific skills.
- Develop the skills of investigation - including observing, measuring, predicting, hypothesise, experiment, communicate, interpret, explain and evaluate.

- Develop the use of scientific language, recording and techniques.
- Develop the use of ICT in investigating and recording.
- Enable our children to become effective communicators of scientific ideas, facts and data.

Objectives

Children should:

- Be introduced to scientific vocabulary and have ample opportunities to practise using them verbally and in written explanations.
- Be able to use IT in an appropriate scientific context.
- Be encouraged to lead and promote a 'healthy lifestyle'.
- Be encouraged to develop a sense of enquiry which encourages them to question and make suggestions.
- Be encouraged to predict the likely outcome of their investigations and practical activities.
- Carry out and evaluate simple scientific investigations and appreciate the meaning of a 'fair test'.
- Be taught to use scientific equipment safely during practical activities.
- Carry out practical activities using measuring instruments accurately.
- Be encouraged to foster good work habits.
- Develop a positive attitude to science.
- Be encouraged to use a scientific, practical approach to problem solving.

Principles of teaching and learning

Our teaching aims:

- Teaching science in ways that are imaginative, purposeful, well managed and enjoyable.
- Giving clear and accurate teacher explanations and offering skilful questioning.
- Making links between science and other subjects.

Cross Curricular Links

Teachers will be committed to linking the children's learning in science to other curricular areas. Speaking and listening will be actively promoted during scientific investigations and the children will develop writing and recording skills too. Mathematical skills such as weighing and measuring are an important part of science lessons. Where appropriate, children will record their findings using charts, tables and graphs using ICT.

Health and Safety

The safe use of equipment, materials, places and spaces is promoted at all times. A simple risk assessment will be carried out for all practical activities. The Association for Science Education (ASE) document 'Be Safe' has been adopted by the school as a guide to health and safety in science. All offsite activities will require the class teacher to perform a risk assessment. CLEAPSS (Academy Science Service Helpline 01895 251496) will be contacted by teachers should they have a query concerning health and safety.

Best Practice Guidelines: Learning Intentions and Success Criteria

Learning Intentions

At Allington Primary School, learning intentions are a vital tool in shaping learning for children. We believe that a clear learning intention enables better progress within a lesson and greater clarity of purpose in teaching. We follow these best practice guidelines:

- **LIs are shared with the children in every lesson, for every year group.** They may be shared at varying points in the lesson, depending on its structure. The guiding principle is that children should know the LI before they are judged upon it.
- **LIs are made accessible to the children.** This may be through the language chosen, the scaffolding provided by teachers or through the use of the specific phrase 'WALT'.
- **Learning intentions should be knowledge, skill or understanding based.** They **must** be focused on the learning of these three elements rather than the outcome, context or process in the lesson. This helps us to be clear about what we are teaching the children to do.

Some examples of focused LIs	Some examples of poorly focused/outcome based LIs
WALT: use inference in my writing for feelings thoughts or motives. (skill)	WALT: write an adventure story. (This is an outcome)
WALT: use connectives to join two linked ideas (skill)	WALT: write a discussion text. (This is an outcome)
WALT: name the different features of a river. (knowledge)	We are learning about rivers. (Gives context only)
WALT: measure my results accurately. (skill)	WALT: find out which material is the best conductor. (This is an outcome)
WALT: explain ways how people from the past influenced today. (understanding)	We are learning about Roman central heating systems. (Tight context, no clear knowledge or skill)
WALT: name the key parts of a plant (knowledge) and label them on a diagram (skill)	WALT: label a flower. (This is an outcome)
WALT: compare fractions by changing them to a common denominator. (skill/knowledge/understanding)	We are learning about fractions. (Gives context only.)

- **LIs can be deliberately 'open' to enable children to make choices** eg "WALT: use the most efficient method for adding two numbers". Here, the skill is choosing the method that works best for them.
- **Key words from the LIs are used by the children as titles for their work-** there is **no requirement** to write the LI in full.
- **LIs are used as the focus for teacher, self and peer assessment throughout and at the end of the lesson.**

Success Criteria

Success criteria help children to see how they will be successful with their learning and achieve the Learning Intention. They are the mini-goals or smaller steps to achieving the LI. The success criteria will give the teacher and learner a sense of the steps they need to follow to achieve the LI; how they will know they have achieved the learning intention, or of what the teacher is looking for (WILF) when assessing. They are useful to identify where success has been achieved and where improvements can be made. We follow these best practice guidelines:

- **Success criteria will be shared (if decided upon by the teacher) or developed with children in the majority of lessons,** this can be done orally although it is acknowledged that it is appropriate to sometimes have these written so that children can reference them.
- **Success criteria may be built up over a number of lessons linked to the 'big picture'** Working walls can be particularly effective in making this clear to children.
- **Teachers may demonstrate how the success criteria can be effectively applied to a task** in a number of ways, including modelling and sharing of effective outcomes or in the provision of success criteria ladders (most often used in extended writing tasks)
- **Success criteria can be differentiated in order to be inclusive of all learners-** they can scaffold the children's completion of a task if they are based on the principles of the 'must, should, could' pedagogy.