

# Whole school guidance for teaching and learning



At Allington Primary School, all children will have the opportunities to be the best that they can be, and enjoy learning, in a safe, caring and stimulating environment.

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

Pride in themselves, others, their school  
and their community  
Happy memories  
Skills for life  
Confidence and self-belief  
Good manners

Respect  
Tolerance and understanding  
A positive attitude towards learning  
Aspirations for their future  
Responsibility for their actions

### **Background to and aims of this guidance**

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum (DfE,2014) and Early Years Foundation Stage (DfE,2012), 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 broad, balanced, 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. 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. Teachers ensure pupils are inspired to have a thirst for learning; and through high levels of enjoyment, engagement and fun, children leave Allington Primary School with lifelong happy memories and a solid foundation for the continuation of their learning journey in secondary school.

### **Curriculum Planning and Organisation**

The school adopts a topic approach to learning from the EYFS through to Year 6. National Curriculum subjects are approached in a flexible way throughout the school; taught both as discrete subjects and coordinated as part of an integrated approach to learning in line with our school's creative curriculum.

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.

Where appropriate, subjects are co-ordinated as part of a topic based approach. However, this is not always appropriate and some subjects are taught discreetly for part or all of the year. Individual lessons may be blocked together to form focused projects or taught as discrete sessions. This flexible approach ensures that the links made are solid and meaningful, while also enabling the school to ensure that that quality of teaching and learning remain high.

Lesson plans will identify the intended learning (skill and/or knowledge 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 broadened.

## **Inclusion and Equal Opportunities**

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:

- Girls and Boys
- 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
- Gifted and talented pupils
- Children 'looked after' by the local authority
- 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.

Subject-specific guidance can be found in the appendices to this policy.

### **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 (often referred to as WALT) will be shared with children in all lessons 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 policy 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 Curriculum Leader, who ensures that the school's curriculum remains progressive and cohesive. This is monitored by the Headteacher and Governing Body.

Key Person	Key Roles and Responsibilities
Class teachers	<p>To use the year group curriculum and subject coverage and progression materials to plan and implement exciting and engaging lessons.</p> <p>To ensure that the quality of teaching and learning within all subjects is high.</p> <p>To use a wide range of assessment strategies to ensure that standards of attainment and progress remain high.</p> <p>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.</p> <p>To work with Subject Leaders to continually develop and improve practice.</p>
The Subject Leader	<p>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.</p> <p>To develop and maintain a progression document for their subject that underpins year group curricula and ensures that learning is progressive.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Manage a subject budget strategically to ensure that the quality of learning experiences remains high.</p> <p>To be an advocate for their subject, ensuring that they are always up to date with developments and best practice.</p>
The Curriculum Leader	<p>Provide a strategic lead and direction for the school's curriculum, maintaining the school's vision and values.</p> <p>To drive a whole school curriculum that appropriately covers all elements of the National Curriculum, ensuring clear skills progression across the school.</p> <p>Provide strategic lead and direction for all subject leaders.</p> <p>Provide leadership development opportunities for all subject leaders</p>
Head of School & Governing Body	<p>To monitor and evaluate the impact of the school curriculum and the roles of the Curriculum and Subject Leaders in driving this.</p>

Issued: November 2016

Reviewed: July 2018

This guidance is subject to biannual review, or sooner if required. It is due for review in July 2020.

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

<b>Appendix</b>	<b>Subject</b>	<b>Leader</b>	<b>Due for review</b>
i	Art and Design	Nicole Jones	Autumn 2019
ii	Computing	Matt Bass	Autumn 2019
iii	Design Technology	Sarah Wellings	Autumn 2019
iv	English (including reading, writing, spelling, grammar, punctuation and phonics)	Lucy Abbasi (Writing & Phonics) Helen Sweeney (Reading & Spag)	Autumn 2019
v	Geography	Amanda Jones	Autumn 2019
vi	History	Louise Martin	Autumn 2019
vii	Learning Outside the Classroom (LOTC)	Allie Ashcroft	Autumn 2019
viii	Maths	Karen Marshall Katrina Court	Autumn 2019
ix	Modern Foreign Languages	Claire Garforth	Autumn 2019
x	Music	Fran Jaques & Lucy Brown	Autumn 2019
xi	Citizenship	Julie Smith	Autumn 2019
xii	Physical Education (PE)	Sam Edwards	Autumn 2019
xiii	Religious Education (RE)	Michelle Wilson	Autumn 2019
xiv	Science	Allie Ashcroft	Autumn 2019
xv	Learning Intentions and Success Criteria	Carolyn Howson	Autumn 2019

## Individual Subject Guidance: Art and Design

Art is a way of exploring the natural and man-made world using observation, senses and imagination. Art, craft and design contributes to the development of a child spiritually, morally, socially and culturally. It creates in the child a sense of enjoyment, purpose and relevance. Art provides pupils with a unique way of perceiving themselves and the world, which is not necessarily taught in other areas of the curriculum but is essential to basic education. It is a subject that must be valued in a changing society. It provides children of all ages and abilities the opportunity of individual expression. Through art pupils may develop a better understanding of their own and others cultural heritage. Art education has three strands: exploration, creation and evaluation:

- The exploration element involves providing children with opportunities to experience the work of a range of artists and crafts people in order to provide a 'hook' for their own artwork.
- The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings.
- The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of art in society.

At Allington Primary School, our aims in teaching art are that all children will build upon their natural pleasure in visual communication to find enjoyment in creative art and see themselves as artists. We aim to provide opportunities for the children to develop and extend their visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and man-made world. We aim for them to find a sense of purpose, achievement and fulfilment in artistic expression, and develop skills to use a range of materials and techniques competently. We want the children to feel able to express their ideas and feelings through imaginative creation in both two and three dimensions, and learn to study and record the world around them analytically. We aim to develop an appropriate vocabulary to help children understand and discuss their own work and that of others, and to develop an appreciation, creative awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages. To place them within a wider social and historical context. We understand that, for some children, art affords them opportunities for self-expression that may not be readily available to them in other subject areas due to poor language and literacy skills. We are therefore aware that art may provide opportunities to improve such children's self-image. We pay attention to the fact that some art activities and techniques (for example, clay) may be helpful for children with emotional or behavioural difficulties.

### Curriculum

The curriculum is planned carefully to provide opportunities for the children to explore a range of stimuli to develop their own ideas, including using an artist as a starting point for all art learning. The emphasis in our teaching of art is on practical experience and the development of artistic skills. We encourage children increasingly, to take control of their own learning with more attention given to the practical elements in teaching and learning.

### Records of progress in art:

- Children in KS1 will keep a sketch book which reflects both skills and evidence of the working process, as well as the use of a variety of media
- a portfolio of work (both physical and online photographic) for the various individual media is to be compiled by the art coordinator in agreement with other members of staff

### 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: 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 the 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 changing digital world.

### Curriculum:

The whole school Computing curriculum is based upon the National Curriculum and Kent Tracking statements. The curriculum centres around promoting practical computing experiences across the curriculum. Where possible, computational study is used to underpin other projects and is cross-curricular. However, it is acknowledged that some aspects of the curriculum need to be taught discreetly to have the greatest impact on the learning of the pupils. When teachers plan the curriculum, it is important to consider how the fundamental computing aspects of the lesson are evidenced and assessed. Therefore, a computing based learning intention will be explicit both in planning and teaching. Each year group will cover two units of information technology, two units of computer science and one unit of digital literacy (e-safety) every year. A sixth unit will be devised by class teachers to allow time to revise skills taught and to link ICT to other subject areas. Work planned for children will be relevant to them and their lives. It will build on their existing skills and provide opportunities to develop new ones. Wherever possible real data will be used, and the use of E-mail and video conferencing will be used to link with children in other schools, countries and other cultures.

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 feedback, either verbal or written, will be provided to enable pupils to make further progress.
- Where possible, children will save their work in termly folders on the shared network to enable progress to be monitored.
- On bi-termly basis, the computing coordinators will gather work from each class and assess pupil progress across the school.

### Health and Safety

Children have their own log in details and are encouraged to shut down computers and laptops properly and are taught to prepare them for use. 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 in liaison with SMT using the E-safety incident chart (displayed on the staffroom wall). 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 a foundation subject within the National Curriculum that provides opportunities for children to experience the design process through designing, making and modifying products with a particular consumer in mind. It enables children to work in a range of appropriate contexts (home, school, community, recreation, business, industry) using a wide variety of materials. It encourages a healthy attitude to safety through correct procedures involved when using tools and equipment, and develops children's skills and capabilities through practical activities. Children are encouraged to discuss and analyse their work to justify the ideas, materials and techniques they have used to propose modifications and improvements.

In teaching Design and Technology, Allington Primary School want to prepare children to be active participants in rapidly changing technologies so that children will:

- Learn to think and intervene creatively
- Become autonomous and creative 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 products or systems
- Combine practical skills with an understanding of aesthetics, social and environmental issues, functions and industrial practices
- Evaluate past and present Design and Technology and reflect on its uses and effect
- Develop a critical eye and evaluate their own work

### Curriculum

Design and Technology at Allington Primary School is taught by the class teacher, to ensure a balance between practical application through topic work and specific skills teaching. Design and Technology requires pupils to become capable of thinking and acting for themselves. We need to adopt a range of teaching styles to enable this to happen, such as:

Questioning	Managing	Motivating	Instructing
Supporting	Co-ordinating	Responding	Sharing

Appropriate teaching strategies will enable children to:

- develop skills and knowledge of tools and materials and ICT applications.
- explore and develop their ideas and the ideas of others;
- work individually, with the support of a group, or in a class situation;
- apply skills and knowledge (especially of science and mathematics) to a practical situation;
- evaluate their own and other peoples work in a constructive way;
- be reflective about their work.

### Breadth and Balance

We will ensure that we have a clear idea of the skills, knowledge and understanding to be taught in each unit of work. Units of work will be selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage.

Units of work will be planned to include designing and making assignment(s) or longer tasks (sometimes called DMAs) supported by focused practical tasks or skills teaching (sometimes called FPTs) and work involving reviewing existing products (sometimes called IDEAs).

### Health and Safety

The safe use of equipment, materials, places and spaces is promoted at all times. Allington Primary School follow health and safety guidelines in accordance with 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 in designing and making in 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. We also use 'Be Safe' guidelines. All offsite activities will require the class teacher to perform a risk assessment.

## Individual Subject Guidance: English

Literacy makes the major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. Since English is an integrated and fundamental component of the whole primary curriculum, it follows that whenever anything is being taught or learned, there is potential for developing a child's language. A good literacy education is pivotal for all learning in every curriculum area.

We need communication skills to equip us for everyday life and they are also required for:

- The expression of one's own feelings, emotions and spirituality, the understanding of other's feelings, emotions and spirituality, the resolving of misunderstandings and conflicts.
- Ascertaining information to make sense of the environment and infrastructure.
- The acquisition and sharing of knowledge and skills for personal interest and pleasure.
- The acquisition and sharing of knowledge, data and skills to improve the lifestyle of humankind through scientific, medical and technological development.
- The expression of creativity through writing, poetry, singing, composing music etc.
- The majority of occupations in the work place.

At Allington Primary School, we are concerned with the development of the whole child. We intend to help children develop skills and knowledge that will enable them to communicate creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety.

We encourage all children to:

- listen actively, paying attention to detail, to process the information and retain aurally as much detail as possible.
- develop their abilities to communicate effectively in speech: speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener / audience.
- understand the function and importance of Standard English.
- develop the necessary decoding skills in order to read fluently with appropriate expression and intonation.
- become enthusiastic, responsive and knowledgeable readers through the development of retrieval, deduction and inference skills.
- understand and respond to a wide range of texts in order to carry out research and be able to critically evaluate and analyse the information they read.
- understand how language enables them to experience and appreciate their world and the realms of the imagination in all media.
- develop cognitive skills, imagination, and personal expression through writing composition using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes.
- Make progress along the continuum to becoming an accurate speller, using a neat, legible, cursive handwriting style.
- make fair critical responses about their own language use and writing composition, that of their peers, and that of popular authors and poets.
- Develop collaborative talk and learning through opportunities to work in groups and in pairs

### Curriculum

Our teaching and learning are based on a whole-text teaching approach. Each planned lesson allows for exposure to text, opportunities for independent and personal response and evaluation of success. This focuses the children on the learning to be achieved and self-evaluation of the success criteria identified. Children are aware of their next steps in learning through individual targets for writing and next-step feedback, either verbally or written.

Teachers should have a clear idea of the knowledge and skills to be taught in the four areas of reading, writing, speaking and listening. It should be noted that these four language modes are inextricably interrelated and that a balance must be struck between them across the Foundation Stage, Key Stage 1 and Key Stage 2.

Whilst striving to maintain a balance and ensuring necessary breadth, we recognise that certain modes may require special emphasis at a specific time and for a specific purpose (e.g. listening, phonic development), but that such skills must be developed within a framework which is meaningful for the child.

A range of genres and texts are selected to ensure that children experience a balance drawn from a variety of sources (linguistic, cultural and historical).

### **Curriculum Organisation**

The Early Years team follow the Early Years Foundation Stage framework and use Development Matters in the Early Years Foundation Stage.

Teachers in KS1 and KS2 follow the new National Curriculum 2014 produced by the DfE and guidance from the Kent Literacy team and other highly regarded external providers.

Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/paired/individual. The school uses a whole text approach to the teaching of English, which is based on immersion of a high quality text and the development of reading, speaking, listening and writing skills from that text. There are occasions where specific skills are taught in isolation to ensure children have a full understanding of all aspects of the curriculum.

Our approach to the three key areas of English is as follows:

### **Spoken Language**

Spoken language has a significant role in new curriculum and is taught from EYFS through to UKS2 following the New Curriculum objectives. Teaching strategies involve daily discussion and debate throughout the curriculum, performance and recitation, role-play and drama.

### **Reading**

The aims of the teaching of reading at Allington Primary School are to develop a love of reading. We have a school library which has a wide selection of high quality texts to develop a reading for pleasure ethos across the school. In addition, quality texts have been matched to curriculum topics to enrich the children's learning experiences.

The discrete teaching of reading is taught in the following phases:

#### **EYFS/ KS1**

- Systematic daily teaching of phonics using a range of strategies including the DfES recommended programme 'Letters and Sounds'.
- Shared reading/ listening to stories.
- Guided reading.
- Reading at home.

#### **KS2**

- Shared reading and discussion of texts.
- Listening to stories.
- Guided reading.
- Reading comprehension skills.
- Independent reading and research.
- Reading at home.

### **Writing**

The aims of the teaching of writing at Allington Primary School are to enable children to effectively communicate for a variety of purposes through written language. Through immersion in a range of quality texts, children will create a love of language through poetry, games and storytelling; develop critical thinking skills; generate and select ideas for writing and be able to structure both story-writing and non-fiction. Story-telling and oral rehearsal of text helps to embed language patterns and enables children to write confidently.

The teaching of writing is delivered through the following strategies across the school:

- Whole school cursive handwriting approach.
- Use of phonics to support spelling in EYFS/ Y1.
- Teaching and learning of spelling from Y2 to Y6 follows the spelling progression guide from the NC.
- Teaching and learning of grammar and punctuation skills.
- Shared Writing – teacher-modelling / sharing ideas / peer evaluation / proof reading and redrafting
- Guided Writing / supported group writing
- The use of year group appropriate models of writing
- Differentiated success ladders to frame extending writing opportunities
- Writing across the curriculum
- Independent Writing / extended writing opportunities

Clear objectives (WALTs and WILFs) are set for each session and are shared with pupils along with success ladders to support the development of literacy skills. Quality first teaching ensures that all children can achieve within the lesson. Teachers differentiate according to the needs of the pupils.

### **VARIETY**

The organisation of English lessons will ensure that children will be engaged in a variety of activities matched to their specific needs. Play, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base from the Foundation Stage onwards, with an emphasis on pupils exploring and expressing their own world. Teaching and learning styles will mix direct instruction, group collaboration, paired learning, practical activity, performance, individual research and investigation with other appropriate strategies to encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (picture books, stories, fairy tales, myths, legends, poetry, nursery rhymes, songs, non-fiction magazines, comics, CDs, on-screen texts and computer programs) will be used to help children discover and explore the rich variety of linguistic experience.

### **CREATIVITY, CROSS-CURRICULAR SKILLS AND THEMES**

Language pervades all aspects of our lives and culture. It is the driving force behind learning and across all aspects of the curriculum. The National Curriculum recognises the centrality of language by prefacing each subject's orders with the following statement -

“Use of language: Pupils should be taught to express themselves clearly in both speech and writing and to develop their reading skills. They should be taught to use grammatically correct sentences in order to communicate effectively in written English”.

There is a need to recognise and identify the aspects of language and language use which occur, or encourage effective learning, across all subjects, topics or studies. The use of language makes a key contribution to cross-curricular elements in the development of key concepts, skills, values and attitudes. The children have the opportunity to demonstrate key literacy skills in History, Geography and Science with a variety of extended writing tasks with the same challenge and expectations as their English writing.

A creative Literacy session can develop and reflect children's different learning styles. It helps to promote a love of language and literature. Working in a creative way involves high-level communication skills – brainstorming, prioritising, planning, discussion, negotiation, questioning, summarising and presentation. Knowledge and understanding in other subjects, particularly the Foundation subjects, can often be developed in Literacy work, increasing the relevance of the Literacy skills being taught. High quality picture books are used as the cornerstone of our Citizenship curriculum, allowing children to explore the world around them using stories as a starting point.

## Individual Subject Guidance: Geography

Geography allows the children to develop the study of people and places, and the interaction between them. 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 broad balanced Geography curriculum, promoting good progress and enjoyment of the subject.

Through our teaching of geography we aim to

- Stimulate an awareness of and interest in the pupil's own surroundings and local area.
- Develop an understanding of geographical vocabulary, techniques and skills necessary for geographical enquiry.
- Develop an appreciation of the variety of physical and human conditions on the Earth's surface.
- Help pupils to develop an informed concern about the quality of the environment and future of the human habitat.
- Encourage pupils to ask questions and propose solutions to environmental problems
- 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 which can be 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.

### Implementation

Elements of geography are delivered to the Reception children, through the Foundation Stage Curriculum (Understanding of the World) and are incorporated into the termly topics.

In KS1 and KS2 Geography is taught through planning linked to the National Curriculum 2014. These have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some geographical skills are also taught through cross-curricular topics. In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work relating to their topics.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. We develop the following skills, always building on earlier experiences through:

- 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
- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the need for protection and conservation of our planets fragile environment
- Developing their knowledge of Geographical information sources
- Providing opportunities for the development of higher order thinking

### Teaching and Learning

Pupils will be engaged in active learning based around the development of geographical enquiry. We use our pupils' own geographical experiences to involve and motivate them. We use topical events in a rigorous geographical way (eg, pupils' holiday destinations, global or continental sporting or environmental events, natural disasters and people's response to them).

To ensure that geographical teaching is not lost in the creative curriculum it is important to ensure that key geographical skills are taught- these will be clearly identified in the planning and will be shared with the children during the lesson. Through the undertaking of geographical enquiry, we want our pupils to be able to:

- Ask geographical questions
- Collect data through fieldwork and/or class work to help answer these.
- Process the data and make decisions about how to present what they find out
- Comment accurately, analyse and reflect on their findings

## Individual Subject Guidance: History

At Allington Primary School we teach history to develop awareness and an interest in 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. It should inspire the children's curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh arguments and develop perspective and judgement.

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

- Chronological understanding- know where people & events fit within chronological order. Develop a chronologically secure knowledge and understanding. Understand continuity and change, similarities and differences, cause and consequence and chronology.
- Vocabulary- use wide vocabulary of everyday historical terms.
- Processes- use parts of stories & other sources to show that they know & understand key features.
- Differences –between ways of life at different times (inc similarities)
- Representation- identify different ways the past is represented and to recognise the validity of primary and secondary sources.
- Vocabulary- develop the appropriate use of historical terms.
- Features of the past- know and understand how significant aspects of history; nature of ancient civilisations; expansions & dissolution of empires; characteristics features of the past non-European societies. 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.
- Causes- Questions about change, cause, similarity and difference, and significance.
- Links – Note connections, contrasts and trends over time. Establish clear narratives within and across periods of time.
- Historical interpretation – Understand how our knowledge of the past is constructed from a range of sources and those different versions of past events may exist, giving some reasons for this.
- Historical enquiry – Understand the methods of historical enquiry, how evidence is used to make historical claims discern how & why contrasting arguments & interruptions of the past have been constructed.
- Questioning – ask & answer questions about the past. Regularly address and sometimes devise historically valid questions.
- Organise – Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Communicate– Make connections, draw contrasts, analyse trends, frame historically- valid questions and create their own structured accounts, including written narratives and analyses.

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

- Record, work through a variety of diagrams, models, posters, pictures, drama, individual and collaborative writing.
- Undertake individual and group assignments as they get older which involve investigations, 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.

### 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 pupils to develop a deep understanding of mathematical concepts through the use of concrete and visual manipulatives alongside recorded methods.
- becoming fluent in the fundamentals of mathematics, alongside developing conceptual understanding, developing the ability to recall and apply knowledge, rapidly and accurately
- solving 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.
- reasoning mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- being able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language
- enjoying mathematics, being successful and have a positive attitude to the subject
- using mathematics as part of their everyday life in school and at home

## Objectives

- to ensure that all pupils follow a broad and balanced mathematics program based on the requirements of the National Curriculum.
- to ensure that staff have high expectations of pupils 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 of the guidance from the National Curriculum, statutory from September 2014. 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.

## 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**

'The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].' At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.'

Children in KS1 follow the National Curriculum objectives, organised into units of study and then weekly/daily plans. Children 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). 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 the mathematics, engaging students through questioning, discussion and high quality tasks to reason and develop mathematical thinking.

## **Mathematics in KS2**

### **Lower Key Stage 2**

'The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. Mathematics programmes of study: key stages 1 and 2 National curriculum in England September 2013

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 broadly 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.

Manipulatives and visual models such as Numicon, base ten apparatus and the bar model are used to support their conceptual development (see Calculation Policy). Lessons have a focus on depth and sufficient practice to embed learning by providing children with a wide range of problems and reasoning activities, such as finding all possibilities, 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 the mathematics, engaging students through questioning, discussion and high quality tasks to reason and develop mathematical thinking.

### **Upper Key Stage 2**

'The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods

for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.’ Mathematics programmes of study: key stages 1 and 2 National curriculum in England September 2013

Children are set 3 ways for Maths in 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 broadly 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 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.

Manipulatives and visual models such as Numicon, base ten apparatus and the bar model are used to support their conceptual development (see Calculation Policy). Lessons have a focus on depth and sufficient practice to embed learning by providing children with a wide range of problems and reasoning activities, such as finding all possibilities, 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 the mathematics, engaging students through questioning, discussion and high quality tasks to reason and develop mathematical thinking.

### **Planning**

Long term planning is derived from the statutory and non-statutory guidance from the National Curriculum Programmes of Study. Long term planning for each year group in KS1 and Maths set in KS2 maps out the curriculum across the year ensuring that longer periods of time is prioritised for key topics, with clear progression of units and time built in for revision and consolidation. Long term plans are devised by class teachers in consultation with the Maths Leader however, they can be adapted to meet the needs of individual classes. Short term planning is completed on an agreed format. All planning will contain daily counting/ mental and oral objectives and activities, a main learning objective, teaching input, activities and differentiation. It may also contain key vocab/questions and key points for the plenary. Planning should be annotated and adapted accordingly, reflecting the previous lessons outcomes.

Timings of lessons should be 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.

A new unit of work normally begins with an introductory session with the whole class. This may be followed by group, paired or individual work on tasks linked to the topic, at levels appropriate to their abilities. All lessons include mini-reviews of the learning that has taken place in the lesson. It should engage all the pupils in the class.

Manipulatives such as Numicon, digit cards, place value cards and dice, number lines, number activities and games are available to all classrooms. Lessons will have clear learning objectives that are communicated to the pupils.

### **Marking**

Maths will be marked in accordance with the school’s marking policy. Children will be given time at the end of a lesson to evaluate their work and to do some corrections the next day, if required. Calculation methods may be modelled in books where children have incorrectly used an appropriate method to answer a question or solve a problem. If a group of children need further support then an intervention group will be run either the same day or in the following Maths lesson addressing gaps in knowledge. Children will be set response to marking opportunities within each unit, with a problem or additional question to further extend their learning.

## **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
- on-going assessment of pupils against the National Curriculum objectives for Maths using either Target Tracker or the Kent expected level assessment sheets based upon lesson evaluations.
- PUMA 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
- moderation of Maths levels by colleagues across the school, within the Orchard Academy and within the Maidstone collaboration of local primary schools.

Use of targets on walls (KS1) to share whole class targets and use of individual target sheets (KS2) to highlight areas of strength and areas for consolidation.

## **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. Resource books are also available for developing cross curricular word problems in KS1 and KS2.

## **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. All pupils in a class must be present at the beginning of the lesson for the introductory teaching session. Following the introduction of the lesson, groups of pupils may sometimes move outside the classroom to carry out practical work, to use ICT or to work on differentiated tasks with support staff. All pupils will return for the plenary session at the end of the lesson. Teachers are to have high, but varying expectations of pupils dependent on their ability, and these expectations need to be discussed and reviewed with the pupils regularly.

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. 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**

Formal homework is set from Year 3 and appropriately differentiated. Children are expected to learn their multiplication tables as well. 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. Class web pages often offer information on current Maths topics too.

## **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 country 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. 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 a weekly Spanish language lesson 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 some writing further up the key stage. Teaching and learning will involve repetition of languages 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, Exposure to native speakers

It is our aim to use ICT across the school to motivate pupils and to support teachers with modelling 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 'KS2 Spanish' teaching resource which includes all the strands identified in the Key Stage 2 Framework for language. The teaching of Modern Foreign Languages is delivered using a variety of teaching and learning styles to ensure it is accessible to all children. In addition to this, children who speak additional languages at home, are encouraged to use them in school in a range of situations to promote learning about other cultures, as well as an awareness of the cultural diversity within our own community.

## 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 recognize the importance of music as a vehicle for personal expression and reflection and we value the individuality of all our children. Musical experiences can positively contribute towards children's emotional, social, cultural, aesthetic, physical and intellectual development. We believe music helps to develop a sense of belonging for our all children within small groups, across key stages and across the whole school. The shared experience of creating and performing music helps 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 record their ideas through the use of formal and informal notation.
- To encourage children to respond to and review musical structures, sounds and effects, musical vocabulary and expression through developing appraising skills.
- To help the 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 recognise the ways in which ICT can be used to extend the musical experiences of our children.
- To ensure that the children bring previously acquired skills and knowledge to new tasks, thereby encouraging progression.
- To provide an insight into other times and cultures through music and songs which children can relate to, share and enjoy.
- To develop the children's personal, social and emotional skills, awareness and empathy 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 Charanga 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 the Foundation Stage through Key Stage 1 to the end of Key Stage 2. These schemes are enhanced by the use of other available resources, topic-based units and whole-class instrumental teaching in Year 4 as part of the MusicPlus initiative. Every opportunity is taken to embed ICT in the learning and teaching of music. Wherever possible, cross-curricular links are incorporated into our delivery of the teaching units. 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 area of learning. 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 skills-based framework sets out objectives and clear skills progression, forming the basis for all planning and teaching. In addition to this, Singing Skills are taught across phase groups for FS/KS1 and KS2 during 30 minute weekly sessions.

### Extra-curricular opportunities

Children are given the opportunity to learn to play a variety of musical instruments including:

Keyboard	Guitar	Ocarina	Djembe Drums	Cornet
Hand chimes	Recorders	Ukuleles	Violin	

Many opportunities are given for children to perform to others in musical assemblies, inter-school concerts, and other school and community based events. Where possible, opportunities are created for children to have the experience of working with music specialists as part of special music days or "continuers" projects and the More Able and Talented children are given opportunities to develop and showcase their talents at musical 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) and to avoid injury to themselves or others. Instruments which are blown will be used by only one pupil, except in the case of the ocarinas which 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: Citizenship

Whilst PSHE education remains non-statutory subject, the National Curriculum framework states that: 'All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice.'

Along with the National Curriculum, the DfE guidance states that PSHE education is 'An important and necessary part of all pupils' education.' Noting 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, sex and relationship education (SRE) 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 we recognise how key Citizenship is and how central it is to our school's ethos.

We recognise that children grow up in a complex and ever changing world and are exposed to an increasing range of influences. The school and its curriculum aims are to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first time educators' of their children, schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

Through the effective teaching of Citizenship, we aim to equip the children with the skills, knowledge and attitudes to lead healthy, fulfilling and meaningful lives, in which they:

- 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 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 and 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.

### Objectives:

- To enhance self-esteem, and develop a sense of self-motivation.
- To accept responsibility for their own actions.
- 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 a sense of spirituality.
- 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.

### Planning and delivery of the curriculum

Citizenship is taught either as a discrete lessons or, where appropriate, as part of themed topic. A range of teaching and learning strategies are used, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies. Elements from the SEAL units are incorporated alongside a variety of other resources to support the teaching of Citizenship and ensure the children have a clear understanding of our British values. Our school has developed a school council in which children can discuss issues and make real decisions. Our school council will make a major contribution to the political literacy strand of citizenship in the school, where children can learn how to contribute to a democratic decision making forum.

### 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. Outside agencies are made aware of our Citizenship policy and responsibility for the content of lessons remains with the teacher. 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 SRE and drugs policies.

## Individual Subject Guidance: Physical Education

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform a range of activities. It promotes physical skillfulness, physical development, fundamental movement skills and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and in teams. It promotes positive attitudes towards active and healthy lifestyles through safe practice, pupils need to develop a sense of responsibility towards their own and others' safety. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

At Allington Primary School we aim to provide children with opportunities to compete against one another, both within the school as well as between schools. We understand that competitive sports are crucial to a child's 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. We strive to promote an understanding of a healthy lifestyle and a culture in which the pupils and community engage in physical activity. This is an important aspect of life and it will help us create a community that fosters a healthy lifestyle, promoting a healthy body and a healthy mind.

### Aims

- To maintain and/or stimulate pupil interest and enjoyment in P.E. and to promote health and fitness for current and future lifestyles.
- To enable pupils to develop competence to excel in a broad range of physical activities
- To enable pupils to understand the use of safe practice and to appreciate its importance in P.E.
- To emphasise the role of exercise in a fit and healthy lifestyle. (Links with Science/Healthy schools/PSHE topics)
- To enable pupils to develop a range of desirable personal qualities such as perseverance, initiative, independence, team work, co-operation and self-esteem.
- To enable children to work independently and as part of a team in various activities, thus developing core skills such as communication by speech.
- To employ teaching methods and resources that allows all pupils the opportunity to have equal access to P.E., and to experience success and enjoyment in their P.E. work.
- To vary style of teaching to allow children different ways of learning and developing PE skills, while also ensuring the children are physically active for sustained periods of time

### Objectives

- To provide a variety of experiences/activities during a course of study offering opportunities for the children to develop both physical stamina and tactical skills.
- To encourage the recall and application of knowledge and skills in familiar and unfamiliar situations
- To support children in following both verbal and written instructions accurately, as well as develop their own thoughts and freethinking on certain tasks.
- To ensure physical activity is underpinned by safe practice and the children have some responsibility in this
- To provide opportunities to develop skills in both individual and collaborative activities
- To show the benefits and enjoyment that sport has given to us, through well-chosen resources

### Health and Safety

The safe use of equipment and spaces is promoted at all times- all areas should be assessed for safety prior to undertaking activity especially the field- using the children and staff to 'walk the area' is essential. Jewellery must not be worn for any P.E. lesson and earrings must be removed by the child. All matters regarding safety are contained within the Safe Practice in PE document published by the AfPE and 'The Be Safe' document. All offsite activities will require the class teacher to perform a risk assessment.

## Individual Subject Guidance: Religious Education

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. The children will be expected to display good manners and to show consideration towards others. They will be encouraged to work to the best of their ability, at all times, in practical, physical and academic activities, thereby developing as self-disciplined individuals and as respected and contributing members of the school and wider community.

Religious Education 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 civilised 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)

### 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 programme 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

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE 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 her/his 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

### 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. We recognise the equality of importance of the twin aims of RE (as expressed in the agreed syllabus) and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed. Provision in RE is through termly themes in Reception and Key Stage 1 where 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 two other world faiths in depth; Islam in years 3 and 5, Judaism in year 4 and Sikhism (a transition unit) in year 6.

Our diverse school community enriches the delivery of our RE curriculum. 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 programme. We are pleased to have the support of members of all 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.

During R.E. lessons, we aim to use a breadth and variety of teaching and learning styles to engage pupils positively and actively with the subject content. To achieve this, we make use of cross-curricular links, speaking and listening activities, audio-visual materials, artefacts and visitors/visits to/from faith communities.

### 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.

### Health and Safety

Teachers comply with the guidelines within the school health and safety policy during the teaching of R.E. Particular care will be taken when children are handling artefacts, consuming special foods or taking part in visits to places of worship. Please refer to the "Be Safe" guidelines for specific advice.

## 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.

### 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.

### Attitudes

- 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, self-assessment, 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 the language and vocabulary of science
- 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 encourage 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.

## **Curriculum**

The main aspects of science to be studied are determined by the National Curriculum for Science. Each year group will cover units of work as shown in our Science Long Term Plan. Each of these units will be supported by the New Kent Scheme of Work for Science as well as ideas and activities from a range of other sources. Science may be taught as discrete weekly lessons or cross curricular where appropriate and at times may be blocked together to form focused science days.

Children should experience a wide and varied range of scientific experiences and activities. These experiences and activities, which are offered on the basis of equal access regardless of gender or culture, will include:

- demonstration, explanation and instruction by the teacher to groups, individuals and the whole class
- whole class and group discussions
- practical activities to provide meaningful context
- practical activities to consolidate skills
- open ended investigational activities involving problem solving and the application of scientific knowledge and skills

In order 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. 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.

## **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. The children develop many of their non-fiction reading and writing skills in science. Mathematical skills such as weighing and measuring are an important part of science lesson. 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.