

Learning and Teaching Policy
Church Walk C.E. Primary school

Our Vision Statement

Our vision is to provide a secure, caring, learning community based upon Christian Values in which each child is encouraged to value others and fulfil their potential.

As a Rights Respecting School, this policy covers Article 13 where children have the right to find out things and share what they think with others, Article 28 and 29 where children have a right to a good education

Curriculum Aims

- *For everyone at Church Walk C.E. Primary School to be able to do their best, within a supportive, caring, happy atmosphere and in a safe, attractive and stimulating environment.*
- *For all to be part of our inclusive learning organisation, through a positive partnership between school, home and community.*

Personal Attributes

For each child:

- a. To be valued as an individual and encouraged to develop tolerance, sensitivity and awareness of the needs of others.
- b. To develop self-esteem and the self-motivation necessary to become responsible and confident members of society.

Standards of Achievement

For each child:

- a. To achieve their full potential as learners through a broad and balanced curriculum of the highest standard.
- b. To acquire and use the skills, knowledge and concepts necessary to prepare for changes and challenges in their future lives.

Qualities as Learners

For each child:

- a. To be able to work both independently and co-operatively.
- b. To develop a lively and enquiring mind.
- c. To develop a life long love of learning.

RATIONALE

Learning and Teaching at Church Walk C.E. Primary School is characterised by the following

- A distinction between the acquisition of knowledge, skills and understanding.
- Christian Values running through the whole curriculum and school ethos.
- Opportunities to use and apply learning in relevant and varied contexts across the whole curriculum in a cross curricular way.
- A variety of teaching styles and consideration of individual learning styles allowing all pupils to access the curriculum effectively
- A stimulating learning environment which motivates pupils and celebrates achievement
- A commitment to Assessment for Learning in line with our school assessment policy
- Equal access to all aspects of learning and teaching which takes account of race, ability, gender, age, religion and socio-economic circumstances in line with our Equal Opportunities, Inclusion and Special Needs policies
- An emphasis upon pupils' emotional and physical well-being which promotes a healthy lifestyle, individuals' self-esteem and empathy towards others
- A recognition of our Primary curriculum as the foundation for future learning and part of a lifelong process, preparing pupils for their role as future citizens

LEARNING AND TEACHING PROCESSES

In the course of learning at Church Walk C.E. Primary School, pupils develop their knowledge, skills and understanding through a variety of processes

- Investigation
- Experimentation
- Listening
- Observation
- Talking and Discussion using appropriate terminology/vocabulary
- Explaining
- Asking questions
- Practical exploration and role play
- Retrieving information
- Interpreting data & information
- Visualising
- Predicting
- Repetition
- Problem-solving
- Evaluating, reviewing and improving
- Making choices and decision-making
- Play

For detail of what this looks like in each curricular area, see Appendices 2-13 and/or curriculum plans folder

Teaching at Church Walk C.E. Primary offers all pupils opportunities to succeed through their own learning styles by using a balance of the following

- Individualised learning
- Paired and group work (ability and mixed ability), including the regular use of talk partners
- Whole class teaching
- Collaborative group work
- Independent learning

INCLUSION IN TEACHING AND LEARNING

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. For some children, we use the learning objectives for other year groups, set at a suitably challenging level.

When the attainment levels of a child don't reach age expectations or conversely exceed age expectations we again would use the previous or next set of learning objectives.

PLANNING AND ASSESSMENT CYCLE

The heart of our teaching is focused on *what our pupils learn and achieve* in terms of the acquisition of knowledge, skills and understanding.

For this, we have 3 levels of planning, each focusing on learning intentions

- The content is specified through our Long-Term Curriculum Outlines, Long-term plans generally provide broad-brush strokes, an overview of the whole curriculum to be taught. This focuses on the range of themes over a year.
- These themes are then mapped against National Curriculum learning objectives to ensure curriculum coverage as well as continuity and progression. The assessment long-term plan is our timetable for summative assessment.
- Medium-term plans are more detailed and tend to provide an overview of a term's/half-term's work and may make specific reference to **knowledge, skills and understanding**.
Medium term plans also include a breakdown over the term of cross-curricular opportunities.
Assessment *opportunities* are specified at this stage, although the detail may be left to the short-term plans.
- Short-term plans provide further detail in the form of weekly/lesson plans which have clear learning intentions (**knowledge, skills & understanding**) against which the children are assessed. As lessons progress, **formative assessment** takes place and teachers modify their teaching to take account of this. More formalised assessments take place at appropriate points in lessons/terms e.g. beginnings/ends of lessons, beginnings/ends of units of work etc. These, in turn, are used to plan future, differentiated work for children of all ability levels.

Provision for children with special needs is made through differentiated tasks, classroom support and withdrawal and intervention programmes.

All plans are stored in subject area folders for monitoring and evaluation purposes by subject leaders.

MONITORING AND EVALUATION

For each curriculum area the following happens annually

- Audit and identification of specific area(s) for development through, for example, SATs analysis, scrutiny of planning, work sampling and/or performance management processes/professional development systems
- Liaison with Staff Development Officer re: training needs and contribution to whole School Improvement Plan (SIP)
- Staff training, development and support
- Monitoring and evaluation of specific area for development through, for example, lesson observations (part or whole), scrutiny of planning, discussion with staff/pupils and/or performance management processes/professional development systems
- Further audit

HOMEWORK

Learning is consolidated and extended through partnership with parents in line with our Homework policy

EXTRA-CURRICULAR PROVISION

Learning and teaching is enhanced at Church Walk C.E. Primary by the following

- A varied programme of clubs, events.
- Use of the school and local environment
- A healthy home-school partnership
- An active governing body with school improvement links

CONTINUING PROFESSIONAL DEVELOPMENT

Identified training needs are met through our performance management and professional development systems in line with our Performance Management and Staff Development Policies

SUBJECT LEADERSHIP

Teachers hold responsibilities for specific subjects, subject to review on an annual basis.

Subject Leader responsibilities include

- Managing budget and resources ensuring the avoidance of stereotype and bias, in line with our Equal Opportunities Policy
- Supporting staff with planning ensuring access for all pupils, in line with our Special Educational Needs Report
- Monitoring and evaluating the quality of learning and teaching
- Identification of areas for our staff development and school improvement plans
- Provision of staff training

INCLUSION

At this school we aim to value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to different groups of children within our school;

- girls and boys
- minority ethnic groups
- children who need support to learn English as an additional language
- children with special educational needs
- gifted and talented children
- children who are at risk of disaffection or exclusion
- children who don't have a supportive home background
- Children eligible for pupil premium

The National Curriculum (including the EYFS Early Learning Goals) is our starting point for planning a curriculum that meets the needs of individuals and groups of children, we do this through:

- setting suitable learning challenges
- responding to children's diverse learning needs

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they are able?
- Are there differences in the achievement for different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

CHILDREN WITH DISABILITIES

When children in our school have disabilities and need additional resources the school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers will modify teaching and learning as appropriate for these children too. For example, children with disabilities may require additional time to complete some activities.

In their planning teachers will ensure that they give children with physical disabilities the opportunity to develop skills in all aspects of the curriculum.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using for example vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- encourages them to take part in educational visits and other activities that reflect their individual needs and abilities

Appendices;

- Personal, Social and Emotional Development (including SMSC)
- Literacy
- Mathematics
- Science, Geography, History, Computing and internet statement, Cultures and beliefs, design technology)
- Art and Music, Foreign Languages
- Spiritual, Moral, Social and Cultural Development
- Policies for R.E. Collective Worship and P.E are attached separately

Literacy Appendix

What is Literacy?

At Church Walk Primary School we recognise the importance of English as a medium for thought, speech, learning and expression both across the curriculum, and as a subject in its own right. We believe that children need to develop their use of language in order to learn, and to play a full and active role as individuals within society.

We see the need to acquire and develop language skills as a major part of the school curriculum and recognise the value of talk as a fundamental basis for learning.

Literacy is therefore given a high priority in school and is taught daily in class using objectives from the National Curriculum 2014.

We believe that literacy embodies

- what children can 'do' with language whenever they speak, listen, read , write or take part in drama
- grasping and developing the code, learning to recognise and use the structures and patterns of spoken English with increasing confidence and competence
- each child's awareness of what language is and how it works;
- each child's growing ability to construct and convey meaning in speech and writing, and to read with fluency and understanding

Aims

In Speaking and Listening our intention is to help all children to:

- listen, understand and respond appropriately to others
- adapt their speech to a widening range of circumstances, audiences and demands;
- formulate, clarify and express their ideas clearly
- learn to use the vocabulary and grammar of standard English

In Reading our intention is to teach all children to:

- read accurately, fluently and with understanding
- to foster a genuine love of reading as a basis for adult life
- respond sensitively and critically to a wide range of text;
- to begin to use reference materials from a range of sources, including the Internet with confidence, for a range of purposes

In Writing our intention is to teach children to:

- Write with growing confidence and precision in a widening variety of forms for different purposes, with both pencil, pen or paper methods and electronically
- Balance effective compositional skills (planning and developing ideas and communicating meaning in a lively appropriate style) with good presentation skills, learning to punctuate accurately and write in a legible hand.

Spelling, Punctuation and Grammar

In Phonics in the EYFS and Key Stage 1 we follow the Little Wandle Phonics programme, followed by Twinkl and Classroom Secrets Schemes from year 2 to year 6. Children are streamed for Phonics and Spelling.

Children requiring extra support with the acquisition of phonic skills will access other strategies eg word analogy, onset and rime activities, usually in 1: 1 or small group activities in withdrawal groups with a Senior Teaching Assistant.

From Year 1 onwards, children follow the Grammar scheme; aspects are explicitly taught and then teachers apply the objectives to other areas of literacy and across the curriculum.

In the course of their work children will also be involved in drama, role play and the study of other media. These elements of English will extend children's

ability to communicate and to understand the communication of others. Information technology will help to extend and enrich children's access to information and enable them to organise and present their thoughts more effectively.

Teaching and Learning

Elements of literacy are taught daily at Church Walk C.E. Primary School both as a discrete subject area and increasingly, through other curriculum areas with a strong emphasis on the import of content and export of literacy skills. To ensure consistent quality of children's writing across the curriculum, books are monitored and children are encouraged to write at the same standard.

Teaching should be:

- discursive- characterised by high quality oral work
- interactive- children's contributions are encouraged, expected and extended.
- well- paced- there is a sense of purpose, driven by the need to make progress and succeed
- confident- teachers and teaching assistants have a clear understanding of objectives and success criteria, and individual children's targets
- ambitious-there is optimism about, and high expectations of success

The National Curriculum objectives and the teaching sequences for different genres of writing give English teaching focus and direction, which should aim for high levels of motivation and active encouragement for pupils.

Children and their parents are aware of their targets for both reading and writing which are displayed on the inside cover of Writing Books and Guided Reading records. These are used as a basis for marking and feedback and adjusted whenever appropriate to ensure consolidation and progress.

Teachers will use a wide range of teaching strategies including

- direction
- demonstration
- modelling
- scaffolding
- explanation to clarify and discuss
- questioning- to probe children's understanding, to cause them to reflect on and develop their work and to extend their ideas
- initiating and guiding exploration
- investigating ideas
- discussing and arguing

Subject organisation

Staff teach elements of English, especially phonics, spelling, punctuation and grammar and reading, daily, both as discrete subject areas and through other curriculum areas.

Planning is based on National Curriculum Guidance, Little Wandle Phonics and Spelling and Grammar as well as the on-going assessment of the language needs of our children.

Key Stage One use the Pathways to Writing Scheme.

EYFS Early Learning Goals and National Curriculum objectives are covered within both medium term and weekly plans.

Within the school week, English may include:

- Talk for Writing for both narrative and non-fiction writing
- Circle Time
- Philosophy for Children (P4C)
- Show and Tell (FS)
- Story Time
- Extended Writing sessions
- Handwriting session (based on the Collins Primary Handwriting scheme)
- Internet based activities, DVDs and videos to support and promote further English skills

Children experience a variety of groupings dependent on the activities being undertaken. Guided reading, guided writing and phonics are generally grouped by ability, but groups remain fluid depending on the tasks set and the targets individual children are working on.

Role of Subject Leader

See Teaching and Learning policy

Assessment

As children move through the school they are taught to use language with care and enthusiasm to perform a range of tasks for a variety of purposes and audiences.

Teachers will use informal formative assessments and observation on a daily basis to determine what children can do independently and therefore what they need to move onto next in order to progress.

Assessments during the school year (see Assessment calendar) will be used both for tracking and target setting for reading, writing, phonics. SPAG and speaking and listening.

Formal Records to monitor English include:

- In EYFS- Reading, Writing and the CLL strands throughout the school year
- ELGs in the above at the end of the EYFS

- Individual reading records
- Little Wandle Phonic records
- Phonics Screening for Year 1 children and Year 2 children who did not reach the required score, during the previous screen
- Termly assessed writing records using Brom com
- Reading colour bands
- High frequency words based on the Word lists of the National Curriculum for end of KS1, Years 3 and 4, Years 5 and 6.
In KS1 children learn words in appropriate Phonics phases.
 - Optional SATs Year 2
 - SATs Year 6

Monitoring and Evaluation

The monitoring and evaluation of Literacy is the responsibility of the English subject leader who is responsible to the head teacher and governing body for the development of English throughout the school. This will be achieved in a variety of ways.

- Half Termly discussions with the head and staff concerning the progress of groups and individuals
- Monitoring of long, medium and short term planning across the school in all strands of English
- Termly writing scrutinies to ensure progress and consistency across the school, and particularly where year groups are split between classes
- Regular monitoring of resources and needs, especially as the school moves in to teaching new year groups
- Reviewing of assessment outcomes and data to evaluate the quality of learning in literacy throughout school

There is an appointed Governor with a special responsibility for English who undertakes focussed visits to observe classroom activities and displays.

Access and differentiation

Our aim as a staff is to ensure that all children have equal access to a rich and rewarding curriculum for English and that they experience this curriculum in ways most appropriate to their needs.

Consequently, we will make use of a wide range of learning activities, teaching strategies, educational materials and technological aids to meet the needs of the individual learner. Every effort will be made to ensure that the methods and materials are free from prejudice or bias against particular groups.

Situations may arise in which individuals may need to work at a level either significantly above or below that of their peer group, or require additional assistance to accomplish certain tasks. These situations may form part of individual children's IPPs. Special focus will be placed on the achievement and focus of these children by teaching staff working with them to ensure they are making appropriate progress.

MATHEMATICS APPENDIX

What is Mathematics?

Mathematics equips children with a uniquely powerful set of tools which include logical reasoning, problem solving skills and the ability to think in abstract ways, in a broad range of contexts. Children need to explore, enjoy, learn, practise and talk about their developing understanding and then apply it in open ended situations

They must have opportunities to practise and extend their skills in these areas and to gain confidence and competence in these areas.

Aims

In teaching Mathematics we aim to:

- Ensure that children develop a positive, enthusiastic attitude towards the subject.
- Support children in using their skills with confidence, understanding and pleasure.
- Provide a stimulating environment and effective resources so that children can develop their Mathematical skills and understanding to their full potential.

Learning and Teaching

Mathematics teaching reflects the school's Learning and Teaching policy.

The following processes are particularly effective in developing pupils' knowledge, skills and understanding in Mathematics:

- Investigation
- Talking and discussion
- Asking questions
- Practical activities

- Interpreting data
- Visualising
- Repetition
- Problem solving
- Exploration
- Working together
- Practise in different situations

In Foundation Stage , Key Stages 1 and 2, lessons are planned using the Early Years Foundation Stage Curriculum Guidance and the National Curriculum 2014 and the White Rose Maths scheme of work. Children are introduced to the processes of calculation through concrete, pictorial and abstract models and activities. Children’s understanding of calculations is deepened through the use of conceptual variations so that they can apply their skills to a range of reasoning and problems solving situations. As children begin to understand the underlying ideas, they develop ways of recording to support their thinking and calculation methods. They use particular methods that apply to special cases, and learn to interpret the signs and symbols involved. (See Calculations Policy) There is a considerable emphasis on teaching mental calculation strategies. We do this through using Flashback 4 and arithmetic sessions. Informal written recording takes place regularly and is an important part of learning and understanding. More formal written methods follow only when the child is able to use a wide range of mental calculation strategies. As a child’s mental methods are strengthened and refined, so too are their informal written methods. Some recording takes the form of jottings, which are used to support children’s thinking. This may be done on scrap paper or whiteboards and is not always retained as is for the child’s own personal use. Mathematical concepts are regularly reviewed and reinforced, using ‘Flashback 4’.

Children are given frequent opportunities to apply and use Mathematics in real contexts and maths investigations are regularly planned.

We endeavour at all times to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing.

Cross-curricular links

It is important that children’s mathematical skills are developed across the curriculum when appropriate. Opportunities are planned in other subject areas to encourage the use of mathematics in real contexts.

Planning and Assessment (See Learning and Teaching Policy.)

The National Curriculum provides a basis for planning. Formative assessment is an everyday activity and is used to inform planning. Teachers record their assessments in an on-going way on record sheets which set out the yearly objectives in a wall format and termly in a Summative way, on class tracking sheets, which demonstrate expectations.

Summative assessment is through:

- Early Years profile at the end of Reception.
- (optional) SATS in Year 2 as from 2024
- SATS in Year 6

Monitoring and Evaluation

See Learning and Teaching Policy.

Role of the Mathematics Co-ordinator

See Learning and Teaching Policy.

Equal Opportunities

See Learning and Teaching Policy rationale.

Design Technology Policy

Design and Technology requires the application of skills and knowledge to solve practical problems in response to human needs. At Church Walk Primary School, we teach Design and Technology to equip our pupils with the understanding to enable them to become future citizens in an increasingly technological and complex world. Our curriculum offers the opportunity to experience the processes and materials of technology and to enable pupils to appreciate quality and gain insight into the technology which surrounds them. Pupils should be able to understand how to think and intervene creatively to improve the world, combining knowledge and understanding with aesthetics, social and environmental issues, function and practical skills.

Aims

- Develop children's creative, imaginative and evaluative thinking in constructive ways
- Enable children to experience technological capability in a wide range of materials
- Provide all pupils with equal access to the Design and Technology curriculum and to raise awareness of the technology of other cultures
- Promote good health and safety awareness and practices
- Foster independence, co-operation and collaboration

- Understand and apply the principles of nutrition and learn how to cook

Objectives

- For pupils to gain experience, knowledge and understanding of Design and Technology through designing, making, investigating, and evaluating, and through the practice and development skills.
- For pupils to experience a range of materials including stiff and flexible sheet materials, mouldable materials, textiles, food, and mechanical and electrical components.
- For pupils to develop their designing skills by drawing on their own experience and information sources to generate and present their ideas.
- For pupils to develop their making skills, by selecting appropriate tools and materials and developing increasing high standards of finish.
- For pupils to develop knowledge and understanding of mechanisms and materials and how they can be controlled and changed(including computing to programme, monitor and control their products), health and safety and the use of appropriate vocabulary.

Curriculum organisation

Types of activity

- activities in which children investigate and evaluate products- this means that children will examine and test the products of others (either commercial or their fellow class mates) to make judgements about the quality or the methods by which it was produced.
- focussed practical tasks in which children practice particular skills
- assignments in which children design and make products

Resources

Resources are kept on the DT trolley in the main corridor. Most materials are bought from each class teachers budget allocation. Church Walk C.E. Primary School has a functioning food preparation area with a sink and oven.

Cross curricular links

Design and Technology has close links with both art, science, maths and English.

Aspects of design assignments can include thinking about the needs of other people and can form part of the work in PSHE.

Health and Safety

- All children should be made aware of the need to use equipment safely and take responsibility for safe working, handling and storage of tools and equipment.
- Health and Safety Records and LEA guidelines are stored in the Staffroom

- Teachers need to be aware of children with specific allergies and should familiarise themselves with their children's medical records at the beginning of the academic year. Records are also kept on the notice board in the Staffroom.
- Special care needs to be taken when handling or consuming foodstuffs particularly foods such as nuts or foods high in colouring which might cause an adverse reaction. Staff should also be sensitive to any cultural food taboos of children within their class.

Equal opportunities

All pupils should have equal access to the design and technology curriculum irrespective of race, gender or ability. Examples of technology from other cultures can be a rich resource in the curriculum.

Pupils with special needs should be considered when planning units of work and opportunities for differentiation should be considered for both more and less able pupils.

Design and Technology provides opportunities to address some of the gender stereotypes children may have.

Assessment

Teachers may use photos, ipad video evidence, designs, sketches, plans, notes, surveys and database work, models and artefacts.

Monitoring

Teachers' termly planning will be monitored by the co-ordinator and examples of work will be photocopied, children videoed working or photocopies of work made.

Science

Rationale

A child's interest in the world around them starts at birth. At Church Walk CE Primary School we aim to provide all of our pupils with exciting, stimulating, hands on science lessons that will enable this fascination and excitement to flourish and grow. Where possible we will make links with scientific industries

in the local area to highlight the application of science in the wider world and give the pupils the opportunity to meet scientists.

Aims

- To develop a natural curiosity about themselves and the world around them and to build on pupils' curiosity and sense of awe of the natural world
- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life
- to develop critical thinking
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to develop the skills of predicting, testing, recording, testing and making accurate and appropriate measurements through practical experiences
- to introduce pupils to the language and vocabulary of science
- to develop pupils' use of information and communication technology (ICT) to record and find information
- to promote a 'healthy lifestyle' in our pupils.

Curriculum

The science curriculum aims to develop pupils' natural curiosity about the world around them.

This begins in EYFS (Reception) where, through play and exploration of their immediate and wider environment, pupils are encouraged to ask questions, talk about changes and make links between their ideas and what they observe.

During Key Stage 1 the emphasis on the scientific knowledge and understanding is focussed on biology and some physical science. Pupils will learn about plants, animals including humans, everyday materials and their uses, and seasonal changes (Year 1 only).

Pupils' skills in working scientifically will be developed further through recognising questions can be answered in different ways (by observing closely, using simple equipment, perform simple tests and by identifying and classifying); using observations and ideas to suggest answers to questions and gathering and recording data to help answer questions.

During Key Stage 2 Pupils will continue to develop their knowledge and understanding of plants, animals including humans and living things and their habitats. They will also learn about evolution and inheritance. The chemistry and physics content increases in Key Stage 2. Pupils will learn about rocks, states of matter, properties and changes of materials; light, sound and forces, including magnets.

When working scientifically, pupils in Years 3 and 4 will further develop their skills by:

- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

During Years 5 and 6 pupils will be:

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

Throughout the school, aspects of working scientifically will be taught through the programmes of study content.

As the pupils in Key Stage 1 and 2 will be taught in mixed-aged classes, a two year teaching and learning cycle is currently under development to ensure that all scientific content and skills are covered.

Role of Subject Leader

See Teaching and Learning Policy.

Cross-Curricular links

Where possible, in EYFS and Key Stage 1, science is linked with other areas of the curriculum including, English, Mathematics and History.

Assessment

See Teaching and Learning Policy.

Monitoring and Evaluation

See Teaching and Learning Policy.

Access and Differentiation

See Teaching and Learning Policy.

Health and Safety

See Health and Safety Policy.

Staff will be made aware of the following website <http://www.cleapss.org.uk/> and the ASE Safety booklet in the resource room.

History

Children are interested in the world around them and its past. The study of history makes a valuable contribution towards understanding all aspects of life, giving a sense of identity and heritage. We value History both in its own right and for its cross curricular links.

Our aims

As a result of our history teaching we will encourage children to:

- Be interested and observant about the historical and social aspects of their local environment, British and world history.
- Help children develop chronological awareness when studying significant events and people.
- Compare and contrast the past with the present
- Ask questions, form hypotheses, form opinions and develop their own point of view.
- Collect and record evidence from a variety of sources.
- Respect the values and cultures of people represented in the past and present.
- Develop skills of enquiry, investigation, analysis, evaluation and presentation
- Work individually and co-operatively, listening to and valuing the ideas of others.

Organisation

Our teaching is based on the National Curriculum programmes of study and is implemented through a cross-curricular themed approach. Themes are included in the long term planning for each year group. In the Foundation

Stage , teaching is based on the Early Years Foundation Stage and is implemented as part of Knowledge and Understanding of the World through themes.

Teaching and Learning

History teaching focuses on enabling children to think as historians. We use historical artefacts, primary and secondary sources, ICT, visits to sites of historical significance, inviting visitors in to school to talk about their experiences of historical events and occasional themed days. Wherever possible we use historical sources to stimulate interest in the past. To help children understand that historical events can be interpreted in different ways we ask children to ask searching questions. Pupils are given every opportunity to develop their ICT skills through history.

Inclusion

Children of all abilities can benefit from the study of history. Themed history lessons are differentiated to meet the needs of all children including those children with special educational needs. Health and safety checks and risk assessments are carried out routinely for any aspect of teaching and learning that takes place outside normal classroom based lessons.

Resources

Resources to support learning are stored either in the classroom or the Teacher Resource Room. We also borrow from local museums and other schools.

Assessment and Reporting

- Foundation subjects are assessed using ongoing teacher assessment and an end of year summative assessment
- Assessments are passed up to the next teacher at the end of the academic year

Geography

What is Geography?

Geography education inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will learn about a variety of places, people, natural and human environments together with the Earth's key physical and human processes. Their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our aims;

- To develop a natural curiosity about themselves and the world around them
- To develop the necessary skills of predicting, testing, recording and evaluating through practical experiences.
- To develop a sense of place through the study of both local places and the wider world
- To develop contextual knowledge of the location of globally significant places.
- To understand the processes that give rise to key physical and human geographical features of the world
- To develop the geographical skills, to collect, analyse and communicate data through, wherever possible, first hand experiences that deepen their understanding of geographical processes.
- To communicate geographical information in a variety of ways, through maps, numerical and quantitative skills and writing.

Organisation;

In both Foundation Stage and Key Stage 1, Geography is taught, wherever possible, through cross-curricular teaching and learning.

In Key Stage 2, Geography is taught both through a cross-curricular approach and, where applicable, discreetly. One term based topic will be predominantly geography based during a school year.

The objectives are derived from the school's key objectives coverage sheets (National Curriculum)

As with other areas there are strong links with literacy, where there is an export of skills and an import of content.

For more information see Planning and Assessment Cycle section of the L & T policy.

Personal, Social and Health Education and Citizenship

What is PSHE

At Church Walk C.E Primary School, we believe that the personal, social and emotional area of learning is at the core of our whole curriculum. For a child to be an effective learner they need to have good personal, social and emotional skills, underpinned by Christian Values and as a school we need to focus on these. Children need the knowledge, skills and understanding to lead confident, healthy, independent lives to become informed, active and responsible citizens. They will reflect on their experiences and understand how they are developing personally and socially using many of the spiritual, moral, social and cultural issues that are part of growing up. They need to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

As well as focusing on developing children's skills in these areas we will actively look for opportunities for them to be applied in a real social context e.g. electing class representatives to the school council.

Aims of PSHE at Church Walk C.E Primary School

PSHE has five broad themes and aims to support the personal, social and emotional development of children and young people.

- To develop good relationships and respect differences between people in line with our school's ethos and Christian Values.
- To understand their emotions and act upon them appropriately.
- To develop confidence and making the most of their abilities
- To develop a healthy, safer lifestyle
- To prepare to play an active role as citizens

Organisation

In Foundation Stage, PSHE is central to the whole curriculum; it is taught through all other areas of the curriculum and is implicit in good continuous provision.

PSHE themes run through the whole curriculum in both Key stage 1 and 2. Areas are delivered as an integral part of other curriculum areas, eg; Sex and Relationships and Drugs Education through Science, debating skills through Literacy.

PSHE can also be delivered as a separate curriculum area.

These include;

Relationships in School (including friendship, bullying, behaviour etc.)

Relationships at Home (including marriage, divorce, separation, step-siblings, birth, death etc.). Many aspects of PSHE are taught through the use of PSHE Association materials, KidSafe programmes, Rights Respecting Schools resources, through circle time and in school council activities.

In all key stages we can say that PSHE is taught both explicitly and implicitly.

Implicitly by

- Agreed rules and routines
- Learning environments
- Whole school ethos
- Parent partnerships
- Community involvement
- Church links

Specifically we teach PSHE skills through;

- Collective Worship, (whole school and class) through the Values for Life, units of work(Diocese of Gloucester).

- A scheme of work from the PSHE Association taught in a two year cycle.
- KidSafe Programme in Years 1 and 2 and then again in Year 4.
- UN Conventions for the Rights for the Child
- Identified in Medium Term plans
- Early Years and Key Stage 1 children have PSHE targets. Key Stage 2 children may also have a target, depending upon their stage of development in PSHE.

Additionally, we will use specific programmes for children who need further development of their PSHE skills, these include;

- Time to Talk programme
- Socially Speaking programmes
- Rights Respecting Schools resources

Role of PSHE leader

See Teaching and Learning Policy

Evaluation of PSHE

1. Staff understand 'wellbeing' indicators and know when to intervene.
2. Personal Development is evident throughout school
3. Children have the language to talk about managing their own feeling.

See also, Healthy Schools Policy , RHE Policy,

Art and Design appendix

Rationale

At Church Walk C.E. Primary we are committed to introducing and involving all children in expressive art. We understand children's desire to express themselves creatively and the importance of this as a form of communication.

Artistic Development

Through art we aim to inspire children's creativity by enriching and expanding their horizons, introducing them to new concepts and equipping them with the necessary skills to progress and enjoy art and design. Children will have the opportunity to;

- Learn how to make informed judgements about how to shape their environment.
- Produce individual creative work, exploring and recording their thoughts, feelings and experiences.
- Use and combine a wide range of media to develop and share ideas.
- Learn about different artists, designers, sculptors and craftspeople.
- Experience a range of design techniques using colour, pattern, texture, line, shape, space and form.
- Understand the diverse roles of art and design throughout different cultures and link similarities, differences and meanings to their own practice.

Our Aims

- To Inspire and challenge conceptions of art and design.
- To help children explore their own creativity to produce imaginative and original compositions.
- To provide a wide and varied introduction to art, design and other craft techniques.
- To understand and appreciate different media appropriate to their key stage.
- To use topics to link and explore knowledge of artists and designers.
- To inform and develop their understanding of great artists and art history. Children will have the opportunity to expand and develop this knowledge throughout key stage 1 and 2 by learning about different cultural forms of art and the works of different architects and designers.
- To expand and develop their skills using sketch books to observe, record and revisit ideas.

Learning and teaching

Teachers teach art and design as part of the creative curriculum throughout the year. The curriculum follows the aims of the Early Years Foundation Stage and Key stage 1 and 2 National Curriculum programmes of study 2014.

Planning and Assessment

- We plan in a cross curricular way based around half termly themes. We base our curriculum on the acquisition of skills and ensure children learn in a real context.

- Assessment is formative and is carried out through observation.

The role of Art and Design subject leaders

Please refer to the Teaching and Learning Policy

Cross curricular links

Art and Design is often effectively linked in terms of skills and knowledge to other curricular areas.

Health and Safety

Children are taught to use equipment safely and at an appropriate level according to age and ability.

Monitoring and Evaluation

Subject leaders will evaluate medium term planning. Questionnaires may be undertaken with a selection of children throughout the year. Annotated photographs may be gathered and videos may be used to record experiences.

Resources

- A variety of paper and card is stored in the resources room
- Staff order and keep resources within individual year groups
- A small library of books, information and prints by various artists and designers is available for whole school use.

Community Links

Crafts people, artists and designers will be invited in to school to share their skills with children when funding allows.

Special Educational Needs

In creative activities differentiation is mainly by outcome though there may be differentiation by task.

MUSIC APPENDIX

Rationale

The teaching of music in this school is concerned with giving children the opportunity to express themselves imaginatively and musically in an enjoyable manner.

Music at Church Walk C.E. Primary School incorporates the teaching and learning of music, imagination and creative thinking.

What is Music?

Understanding, appreciation and enjoyment of music can enrich our lives.

- They learn about the diverse roles and functions of music, in their own lives and in the lives of people from different times and cultures
- Children will be given opportunities to listen carefully and respond physically to a wide range of different kinds of music.
- They will play musical instruments and sing a variety of songs from memory.

Our Aims

- To stimulate individual creativity and imagination
- To encourage a unique way of understanding and responding to the world
- To develop children's understanding and appreciation of a wide variety of different kinds of music
- To acquire the knowledge skills and understanding needed to make music
- To develop listening skills needed to enhance creative learning

Learning and teaching

Music is taught using the Charanga scheme for all year groups. We also use elements of the Manchester Scheme for Key Stage 2 and the BBC Ten Pieces programme. They all closely follow the National Curriculum expectations.

Music skills are taught as a discreet half hour session. We also have whole school singing of a more secular nature in addition to regular singing practice. Children are taught to play the recorder or another instrument during Key Stage 1 or 2 as part of the music curriculum.

Peripatetic music teachers also visit school and provide piano and guitar, violin, clarinet and flute lessons for children who would like to learn.

Planning and Assessment

- We plan in a cross curricular way based around half termly themes. We base our curriculum on acquisition of skills and ensure children learn in a real context.
- Assessment is formative and is carried out through observation, discussion and on occasion performing and recording the finished piece of work.

The role of the Music subject leader.

Please refer to the Teaching and Learning Policy

Cross curricular links

Music is often effectively linked in terms of both skills and knowledge to other curricular areas.

Health and safety

Children are taught to use musical instruments safely and at an appropriate level according to their age and ability

Monitoring and Evaluation

The subject leader will evaluate medium term planning. Questionnaires may be undertaken with a selection of children throughout the year.

Annotated photographs and recordings may be gathered, based on the medium term plans to illustrate the breadth of the curriculum.

Resources

There is a good stock of untuned and tuned percussion instruments in the hall.

Computers and i-pads are also used to create and listen to music and record performances.

Community links

Musicians are invited into school to share their skills with children, when funding allows.

Special Educational Needs

In creative activities differentiation is mainly by outcome though there may be differentiation by task.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Although not a clearly defined subject in its own right the principles and values of S.M.S.C. permeate all areas of the curriculum and the well-being of everyone in school and therefore the development of S.M.S.C. should be acknowledged as being one of our principle aims.

Spiritual Development (See also R.E. and Collective Worship)

Children are encouraged to develop a capacity to reflect on experiences of life. It is fostered particularly in Collective Worship when we plan to ask children 'the big questions', even those with no specific answers. It is underpinned by Christian Values and the school ethos. Other areas of the curriculum help support this development, including music, art, science and through literature. When possible we arrange visits to the Parish Church and other centres of worship as well as visitors from the Anglican clergy. All adults encourage spiritual development by positively receiving and valuing children's ideas across the curriculum.

Moral Development (See also Behaviour Policy and Anti-Bullying Appendix)

We have a clear moral code of conduct developed at the start of each year with the whole school, based upon the British values of tolerance of others and their beliefs, liberty and democracy; this is the basis for behaviour and is promoted through the life of the school. Our Whole School Behaviour Policy and Anti-bullying appendix were developed in conjunction with the children, staff and the governors. They were then shared with parents. Class charters are displayed in each classroom and in shared areas. Frequent assemblies and planned activities support this development and stories are particularly chosen to help the children develop an understanding of right and wrong.

Social and Personal Development (See also Behaviour and Anti-Bullying Appendix and PSHE planning)

The children are encouraged at all times to behave in a responsible way towards each other. They are taught to take responsibility for books and resources from the start and given responsibilities appropriate to their ages. We have monitors whenever possible, particularly at playtimes. The curriculum is planned in such a way as to encourage initiative and independent learning and there are many opportunities for children to work collaboratively.

We follow the PHSE Association programme to encourage the development of skills and attitudes and incorporate circle time into our work.

We have many links with the local community, support local and national charities and enjoy a two-way relationship with many organisations in order to develop the skills of citizenship.

Cultural Development

We aim to provide children with an understanding of their own and other people's cultures. To understand that there are differences and to value those differences. We will invite external artists, dancers and musicians into school whenever possible to extend staff skills in these areas and to broaden the children's expose to different forms of our own and other's culture.

Foreign Languages Policy

At Church Walk C.E Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Church Walk C.E Primary provides age-appropriate Primary Language learning opportunities for all children in Years 3 – 6. The language taught in our school is French. It is delivered on a weekly basis.

Aims and objectives of Foreign Languages

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;

We use various schemes to deliver the content including CGP, Twinkl and BBC resources. The foreign languages curriculum covers numbers and objects, ourselves, families, animals, birthdays and the world. There is provision within the scheme for extending any pupils that are gifted and talented. The main focus, approximately 80%, is on developing the pupils speaking and listening skills. The rest of the learning encompasses reading and writing skills.

In French, learning is very interactive and is delivered through songs, games, role play and listening tasks.

Computing Policy **Church Walk C.E. Primary School**

Introduction

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

The Online Safety Policy should also be read in conjunction with this policy.

The Nature of Computing

The National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

The introduction makes clear the three aspects of the computing curriculum: computer science (CS), information technology (IT) and digital literacy (DL). The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this

knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate– able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world (see new NC for computing for further detail). In the Foundation Stage, the Information Communication Technology requirements, as with the other strands of Understanding the World, is taught in a cross curricular way, involving not only computers, but other electronic devices including programmable toys, tablets, digital cameras and listening centres.

Implementation

At Church Walk C.E. Primary School, computing will be taught both as a discrete subject, and in a cross-curricular way when the opportunity presents itself.

The PCs and laptops distributed around the school will be used to help pupils access the Computing curriculum, along with a range of other resources such as tablets and programmable toys.

The Computing subject leader and the head teacher will continually monitor the resources required to deliver the Computing element of the new National Curriculum.

Health and Safety

To avoid continuous focus on the screen, teachers should model at regular intervals.

Staff and pupils should avoid standing directly in front of the whiteboard projector.

The projector beam should not be looked at directly.

Assessment

Assessment of children’s skills and abilities in Computing is ongoing.

Achievement is reported to parents at the end of each academic year.

Children’s work is saved to the server for reference throughout the year.

Review

The head teacher and staff will review this policy in accordance with the development priorities stated in the School Improvement Plan. Any suggested amendments will be presented to the governing body for discussion.

PUPIL ACCEPTABLE USE POLICY

These rules will help us to be fair to others and keep everyone safe.

- ★ I will only use ICT in school for school purposes.
- ★ I will only use my class e-mail address or my own school e-mail address when e-mailing.
- ★ I will only open e-mail attachments from people I know, or who my teacher has approved.
- ★ I will not tell other people my ICT passwords.
- ★ I will only open/delete my own files.
- ★ I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- ★ I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- ★ I will not give out my own details such as my name, phone number or home address. I will not arrange to meet someone unless this is part of a school project approved by my teacher and a responsible adult comes with me.
- ★ I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- ★ I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of the school community.
- ★ I know that my use of ICT can be checked and that my parent/carer contacted if a member of school staff is concerned about my e-Safety.



Church Walk CE Primary School

Pupil Acceptable Use – Pupil and Parent/Carer Agreement

Dear Parent/ Carer

ICT including the internet, e-mail and mobile technologies, etc. has become an important part of learning in our school. We expect all children to be safe and responsible when using any ICT.

Please read and discuss these e-Safety rules with your child and return the slip at the bottom of this page. If you have any concerns or would like some explanation please contact **S Davies**

Parent/Carer signature

We have discussed this and (child name) agrees to follow the e-Safety rules and to support the safe use of ICT at **Church Walk C.E. Primary** School.

Parent/Carers Name		Pupil Class	
Signed (Parent/Carer)		Date	

Signed (<i>Pupil</i>)		Date	
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