

Curriculum Policy

Version 2

Mr S Cains

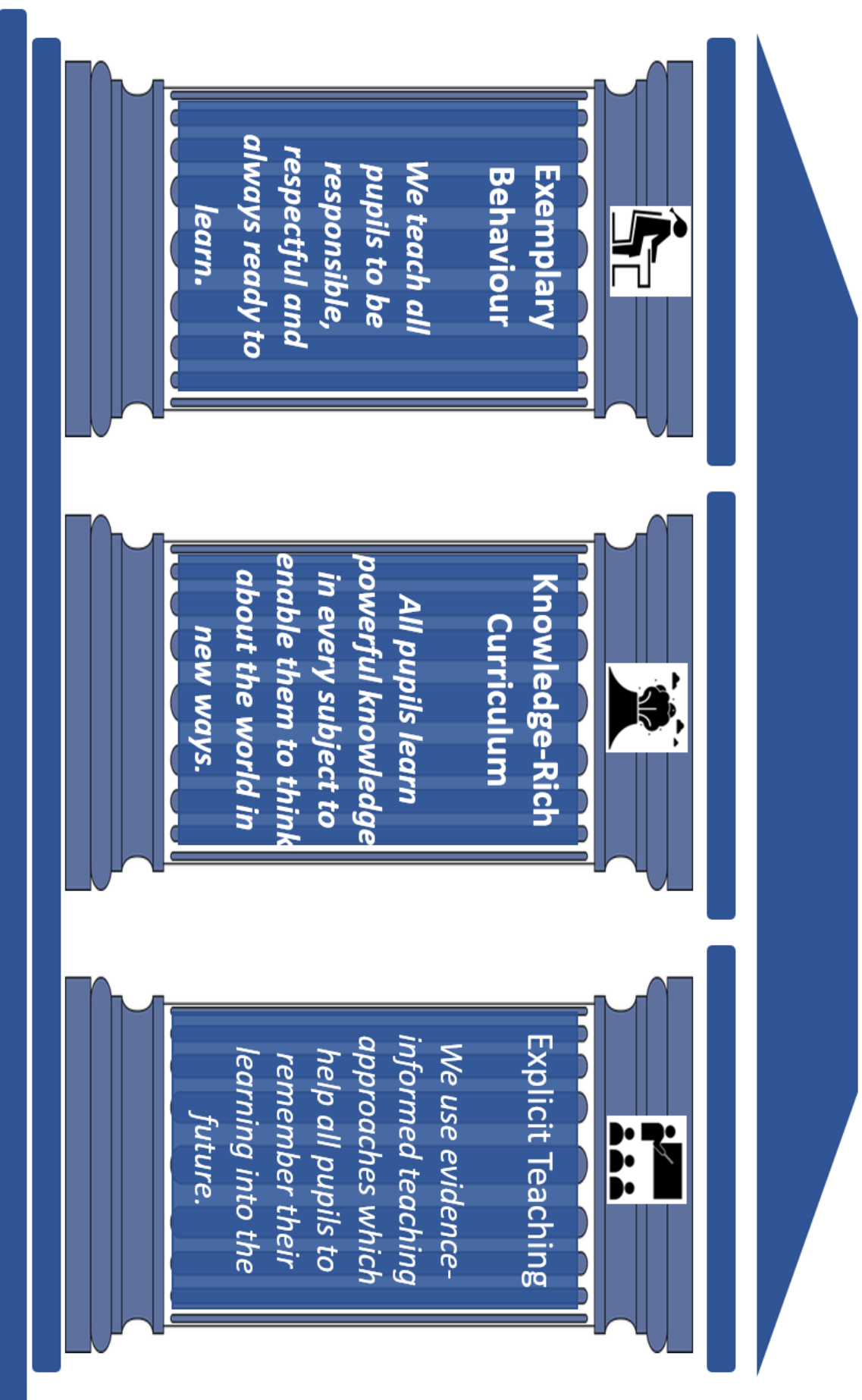
Policy confirmed by the Governing Body of Grace Mary Primary School on:

Date:

Signature: _____
(Chair of Governors)

Signature: _____
(Head Teacher)

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Curriculum rationale

Our school vision statement is ***'Learning and Growing Together, Hand in Hand!'***

Curriculum intent

Sandwell is an area of high deprivation and low aspiration:

- Sandwell is the 9th most income deprived local authority (out of 316)
- Sandwell's average deprivation score is ranked 12th most deprived.
- Just 68% of people in Sandwell are in employment compared to 78% nationally.

We do not want our children to fit in to this expected life model. We want our children to make a significant contribution to society.

At Grace Mary Primary, our overriding aim is to ensure that we improve the lives of the children by enabling them to enjoy learning and fulfil their potential by developing the resilience, curiosity, knowledge and skills required to be successful. There is a moral purpose and underlying rationale to all we do.

Curriculum Design

'Our aim is to pass on the discoveries and work of the previous generations to the next whilst empowering them to add to this body of knowledge in the future'.

Our curriculum is designed around a series of principles that reflect our school's values, pedagogical approaches and needs, which clarify the vision of our curriculum:

- **Challenging**- we teach 'powerful knowledge'; that which, as Professor Michael Young of the Institute of Education writes, "is powerful because it provides the best understanding of the natural and social worlds that we have and helps us go beyond our individual experiences"
- **Coherent**- explicit connections between subjects, units of work and experiences
- **Current**- children are taught the most up to date knowledge and content our world has to offer
- **Comprehensive**- we teach disciplinary knowledge as well as substantive knowledge. Explicit connections are made between each subject.

One of our main aims of our curriculum is to offer the children a window to see how the world works. We want our children to remember essential knowledge and receive the cultural capital that will help them make sense of the world around them. We also want our curriculum to be a mirror that enables children to see themselves in the curriculum. We want children to consider how they feel about what they are learning and begin to think about their own personal response to this.



Our curriculum teaches children how the world works.



Our curriculum encourages children to reflect on and think deeply about what they have learned about the world.

At Grace Mary, we refer to the 'Three Pillars' which form the basis of what we do. The three pillars are:

- ***Fantastic behaviour***
- ***Knowledge-rich curriculum***
- ***Explicit teaching***

Curriculum forms one of our pillars as we recognise that, while we may have fantastic behaviour and explicit teaching, without a well-sequenced curriculum, pupils will not develop their knowledge of the world systematically over time.

Our curriculum is built around quality fiction, and non-fiction texts. By increasing the amount of reading throughout the day, pupils develop a wider vocabulary and deeper knowledge. Research has shown that a students' background knowledge is the strongest factor that develops comprehension ability. By the end of year 6 pupils will have read a wide range of texts, with a wide range of structures and diverse language.

We have invested a significant amount of time in developing a knowledge-rich curriculum to give our pupils access to the very best curriculum content. This ensures that pupils secure a solid base to build on as they move through school and into Key Stage 3 and beyond. Our curriculum is ambitious and goes above and beyond the requirements laid out in the national curriculum.

The Grace Mary curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and an extensive understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. As pupils learn the content of the curriculum they are making progress. Learning at Grace Mary is defined as 'a change in long term memory'. We have developed a curriculum built on current research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember the curriculum content in future years.

We believe that knowledge breeds curiosity - as pupils learn more about the world they become more curious. It is very difficult to be curious about something that you don't know anything about. We understand that knowledge is 'sticky', in other words, the more pupils know, the easier it is for them to know more. As a result, we carefully check and activate prior knowledge to ensure our pupils are able to understand and remember new things they are learning.

This is why we place particular emphasis on children knowing by heart and building rich webs of knowledge as they progress through the curriculum.

Our knowledge -rich curriculum is built on the following five principles -

1. Acquisition of 'powerful knowledge' is at the heart of the curriculum

This means that pupils learn knowledge which empowers them to not only understand the world around them but to understand how each subject discipline works in order to extend this knowledge of the world.

2. Knowledge is specified in fine detail

This means that we set out very precisely what pupils will know and be able to do in each subject. This means that we don't leave anything to chance. If we want pupils to know a specific piece of knowledge we specify when and how this is learned over time.

3. Knowledge is acquired in long-term memory

This means that we expect all pupils to remember their learning into the future. We have planned the curriculum so that there are many chances for pupils to review what they have already learned and secure it in their memories.

4. Knowledge is carefully sequenced over time

This means that we have thought carefully about the most effective order to learn new curriculum content in. We have planned the curriculum so that each unit of work in a subject builds directly on what has been learned before. This helps pupils understand and remember their learning more effectively.

5. Knowledge is organised into subject disciplines and is derived from discourse within subject communities

We treat each subject separately so that pupils have a very clear understanding of what is important about each subject and that their knowledge and skills progress systematically over time in each area of the curriculum. We work closely with subject experts and subject associations to ensure that what we choose to include in our curriculum is the very best that it can be.

Our curriculum enables each child to:

- Achieve the best possible academic outcomes, whatever their starting point or ability and support them in achieving their goals.
- Have high levels of engagement, enjoyment and personal development
- Access a broad and balanced education for each pupil, that allows a high level of personalisation that plays to their strengths and develop specialisms
- Develop new and existing interests and achieve their personal best in all that they do
- Develop independent learning skills and resilience, to equip them for their future education and employment

Our School Core Values

At Grace Mary, our curriculum is underpinned by our values. We talk about our values all the time - they are purposefully over-communicated so they are entrenched in all that we do

Respect

- EVERYONE is important and special.
- Show PRIDE in our school.
- Consideration for each other's FEELINGS, RIGHTS and BELIEFS.

Aspiration

- AMBITION to achieve excellence.
- CHALLENGE and MOTIVATE self to be the best we can be.
- BELIEVE in ourselves.

Honesty

- COURAGE to tell the truth.
- Share honestly how you feel.
- voice our opinions in a THOUGHTFUL way.

Kindness

- Show COMPASSION and CARE towards others.
- Speak out and lend each other a helping hand, TRUST.
- To always show ACCEPTANCE and be FRIENDLY.

Determination

- Try your best and never give up, PERSEVERE.
- Always use a 'GROWTH MINDSET' anything is possible
- Be BRAVE and prepared to make mistakes

Healthy

- Be PATIENT, show self control.
- Be as PHYSICALLY fit as you can be.
- Lending each other a HELPING HAND.

Curriculum implementation

1. We want the children to remember the learning they are taught in their lessons
2. We aspire for the children to have experiences that will live with them for the rest of their lives.

The first part is achieved through explicit teaching, one of our three pillars. Our evidence informed approaches are outlined in our teaching and learning handbook and support teachers in delivering consistently high-quality lessons.

The second part is achieved through trips, experiences and role play. Woven into the curriculum are opportunities for children to learn through play. They get the chance to role play events and scenarios linked to their learning. The planned trips support the curriculum, but also allow children to experience things that all children should have the opportunity to experience, for example:

- Going to the beach
- Going on residential
- Going to the theatre, a place of worship, a museum

The curriculum will be taught with the consideration of the needs of all learners. Where necessary, it is adapted for children with specific needs but the expectation is that all children, with appropriate scaffolds in place, will access and make progress through our curriculum.

We deliver all National Curriculum subjects: English, Mathematics, Science, Computing, Physical Education, Personal, Social, Health and Citizenship Education (PSHCE), Art & Design, Design & Technology, Modern Foreign Languages (Yr 5 and 6) Latin, Religious Education, Music. A summary of each subject starts on 9.

Our curriculum promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Subject on a page

Reading

Our aims are that our reading curriculum will...

INTENT



Enable children to engage with a wide range of different text types.



Support all children to read accurately, fluently and with understanding.



Have high expectations of all children to be able to read with expression, clarity and confidence.



Ensure children develop a good linguistic knowledge of vocabulary and grammar.



Ensure children gain a life-long enjoyment of reading and books.



Encourage children to develop a deeper level of emotional intelligence and empathy.

Reading gives pupils access to the rest of the curriculum and therefore, reading is an essential foundation for success in all subjects and lays the necessities for future lines of study and employment. It is of vital importance in life.

IMPLEMENTATION

-How do we achieve our aims?

Reading is so much more than the gateway to success in other curriculum subjects. Through a high-quality reading curriculum and studying literature, pupils' eyes are opened to the human experience; they develop culturally, emotionally, intellectually, socially and spiritually- outside of their own experiences as well as exploring the beauty and power of language.

Early reading and phonics

We use a synthetic phonics programme called 'Read Write Inc'. We teach children the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Daily phonics sessions where children participate in speaking, listening, spelling, reading and writing activities which are matched to their current needs. Agreed progression for the teaching of new sounds, with the expectation of knowing all 44 phonemes that make up our language. Timely interventions are planned for with children who are working below expected levels as soon as their needs are identified.

Early reading and decodable books

Sharing of stories and rhymes are used to develop individual children's attention, understanding and spoken language with a strong emphasis on extending vocabulary. Reading Fluency is prioritised as lessons move towards whole class reading using decodable books. Children practise what they have been taught, in order to internalise new learning and to develop automaticity. Pupils are provided with an expert model, as teachers demonstrate how a text should be read and performed, encouraging all pupils to establish pace, accuracy, expression, tone, intonation and pitch when reading aloud.

Whole class novels

Literature is mapped out, using a long-term overview, so that it is progressive, demanding and ensures that all children across school are exposed to high quality, challenging texts. These five types of text are complex beyond a lexical level and demand more from the reader than other types of books- Archaic Language, Non-Linear Time Sequence, Figurative/Symbolic text, Narratively Complex, Resistant Texts. Whole class reading takes place every day. Children should use their prior knowledge to help make sense of the text that is read to them. The variety of genres and authors allows for discussions on an author's choice of language, writing style, narrative skills and underlying themes within each and every book.

Vocabulary focussed

We develop vocabulary intentionally and pupils are explicitly taught both specific words and word-learning strategies linked to the text during every reading session. We teach specific words (rich, robust instruction) to support understanding of texts containing those words. The teaching of vocabulary builds on the knowledge of morphemes in English to help pupils to make informed guesses about the possible meanings of new words, linking new words with familiar ones. The knowledge of the history of words (etymology) and how this can affect meaning, also support pupils' vocabulary and reading comprehension.

IMPLEMENTATION

(continued)

Whole class reading sessions

Fluency reading Session

Once children are able to automatically recognise individual words, fluency reading is introduced and the fluent reading of strings of words. Reading fluency and stamina are of highest priority and we are committed to ensuring all children become fluent readers. Fluent word reading frees up children's working memory to focus on comprehension, which in turn increases children's confidence and their ability to access and enjoy books.

Extended reading session

During this session, the children are encouraged to read at length, increasing their fluency and enjoying what they read. As well as this, the children are reading primarily for the content with the intent of understanding what they have read, to build an extensive bank of vocabulary and to further promote their confidence in language.

Close reading session

Within these sessions, the skills of analysis, interpretation and literary critique where author's choice of language and use of thematic and dramatic techniques are discussed closely and form the basis of the comprehensive questions that children provide written/oral responses for.

IMPACT

-How will we know we have achieved our aims?



Children are able to read across all areas of the curriculum and can articulate their knowledge with a greater understanding of what has been read.



Children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment.



Children talk articulately using vocabulary from reading sessions and about the literature they have read and speak with enthusiasm.



Pupils utilise a wider vocabulary and apply this across the curriculum.



Pupils will develop a life-long enjoyment of reading books.



Children develop a deeper level of emotional intelligence and empathy and this is demonstrated during their day to day interactions..

Assessment

Formative Assessments

Formative assessment is the most important type of assessment that teachers carry out in reading. Teachers carry out formative assessment through AFL in each session and feedback is given verbally, through self-assessment or through intervention marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we endeavour to provide this in a timely manner.

Summative Assessments

- Yr 2 and Yr 6- end of year SATs paper; Yr 1/Yr 2 retake- end of year phonics assessment
School level
- Yr 1- termly PIRA; Yr 2-5- termly NTS Rising Stars reading; Yr 6- termly SATS practice papers;
Rec- Yr 2- half termly phonics assessment; Yr 1- Yr 6- half termly fluency (DIBBELS); Yr 1- Yr 6- half termly automaticity

Pupil Voice

The reading lead will carry out regular pupil voice sessions with the children. This is done for two reasons.

- Attitude towards reading- through discussion and feedback, children talk articulately about the books they have read and speak with enthusiasm about how they enjoy reading. They can talk about different literature they have been exposed to with confidence and relate this to real life.
- Identifying knowledge- children should show that they are able to read fluently, applying any necessary strategies they have mastered and also answer a range of questions, which focus on the various reading domains- vocabulary, inference, prediction, explanation and summarising/sequencing with confidence.

'English' has a pre-eminent place in education and in society. A high-quality education in English will teach our pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening allow others to communicate with them.

INTENT



Provide children with key, transferrable writing skills to build on 'year on year', that can be used throughout each phase of their education and prepare them for life beyond Grace Mary.

Provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.

Enable children to write in a range of subject areas (including Science, Humanities and RE) which will prepare our children for high school and the more in-depth approach to analysing, planning and innovating their writing.

Allow all learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

IMPLEMENTATION

-How do we achieve our aims?

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. Our writing curriculum at Grace Mary acknowledges that this requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Oracy

Oracy is prioritised in our writing sessions in order to build vocabulary for all learners and increase understanding of trickier texts used across our curriculum. Discussion, questioning and *learning* texts with actions all increase understanding and prepare our children with the tools they need in order to be successful in their writing.

Handwriting

A high standard of handwriting is modelled by all members of our school and children are encouraged to imitate this wherever possible. Handwriting is taught using the *Nelson Handwriting scheme* and practised regularly - integrated into our daily resources. High levels of presentation are expected to be evidenced throughout all work produced throughout every school day.

Spelling

We implement the 'Sounds & Syllables' programme, which is a programme that teaches all children in a simple but logical way how English spelling actually works. The founding concept behind this strategy is the understanding that every word in the English language, from the simplest to the most complex are constructed in exactly the same way. Each word is a collection of spellings, each of which represents a speech sound. These sound-spelling matches are clustered into syllables. It is from this founding concept that the logic of English spelling unfolds.

SPaG

SPaG tricks is a learning journey, a week-long teaching sequence designed at Grace Mary to submerge the pupils in a particular SPaG objective for their year group. Our weekly PaG sessions comprise of a build-up, that consists of carefully planned models and definitions that support and familiarise the children with SPaG expectations for their year group. To ensure frequent, timely introduction and revisiting of concepts, we expose the children to regular retrieval tasks (called blueys) which revise previously taught content - categorised under word level, sentence level, punctuation and grammar.

IMPLEMENTATION

(continued)

4As

Assess- This stage is where children will be exposed to a high-quality fiction or non-fiction text (WAGOLL). Teachers will use a range of activities during reading sessions to ensure that the children become familiar with the text on a deeper level.

Acquire- Throughout the 'Acquire' stage of our Writing journey, children follow a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing.

Apply- This stage is where the children apply all of the techniques, elements and skills acquired during the first two stages to initially draft and then publish a piece of writing. It will be expected that there is a heavy focus on the vocabulary that the children are using.

Advance- Peer and self-assessment strategies will be employed by the children at this stage in their learning. Children will be given a success criterion with relevant genre features to assess against.

IMPACT

-How will we know we have achieved our aims?



Children are able to apply their knowledge of the writing rainbow to all pieces of writing, composed with high expectations of presentation, spelling and sentence structure.



Children have the ability and confidence to use writing techniques independently and show resilience when applying elements of the writing rainbow.



Children hold high expectations of their writing across all areas of the curriculum and use writing as a key communication tool to demonstrate knowledge.



Our children enjoy writing and are engaged, with all pupils challenged to their full potential.

Cross- Curricular Writing

We intend to develop writing as a transferrable skill across all subjects taught in the curriculum and therefore immerse children in learning across our foundation subjects and encourage cross-curricular links. Our aim is to provide engaging writing hooks that are linked to each termly topic to give children an audience and purpose for writing. Pupils are expected to transfer their key topic knowledge and vocabulary into their writing.

Early writing

In Early Years, a strategy to develop physical skills has been integrated into our daily practices in order to begin the process of 'learning to write'. Pupils are supported whilst writing sentences, completing our RWI Phonics programme, where they progress from word level to composing short sentences using their RWI text as a guide and/or stimulus.

Upon completion of our RWI phonics programme, the children then begin to write short compositions, supported by Talk for Writing.

Assessment

At the end of each half term, our staff members perform comparative judgements on either each class's most recent piece of writing, or at the end of each term, a stand-alone piece inspired by or closely linked to their wider-curriculum topic.

These comparative judgements offer a way of assessing writing which, as its name suggests, does not involve difficult absolute judgements, and which also reduces reliance on prose descriptors. Instead of markers grading one essay at a time, comparative judgement requires the teacher to look at a pair of writes, and to judge which one is better. The judgement they make is a holistic one about the overall quality of the writing. It is not guided by a rubric and can be completed fairly quickly.

INTENT

-We aim to...



Deliver mastery curriculum- children deepen understanding through reasoning and problem solving.



Provide children with essential number skills to help them succeed in the world.



Allow children to see significance of maths.



Have high expectations of all children and support those who need with scaffolds to grasp key learning.



Create a can do culture.



Develop children's positive attitudes.

IMPLEMENTATION

-How do we achieve our aims?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy. Crucially, a sound knowledge of mathematics is vital for young people seeking employment, and securing a qualification in mathematics is a fundamental requirement for the majority of employers.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Clearly structured learning

To learn maths effectively, some aspects have to be learned before others. Long term overviews are mapped out and medium term plans are produced by maths leader and class teacher every half term.

Mathematical vocabulary

Explicit vocabulary and sentence stems are used as a scaffold for allowing children to communicate their ideas. They provide a framework to embed conceptual knowledge and build understanding. Mathematical vocabulary booklet written.

Interleaved learning

Maths no Problem is a blocked learning scheme. To ensure frequent timely introduction and revisiting of concepts, we plan and deliver daily 'fluent in five' and 'blueys'.

Representations/CPA

Concrete-pictorial-abstract. Concrete and pictorial scaffold and strengthen conceptual understanding. Used from foundation stage to year 6.

IMPLEMENTATION (continued)

Fluency

Commitment to learn addition and subtraction facts to 20 by the end of year 2. We are also committed to ensuring children their times tables up to 12 x 12 by the end of year 4. Structured mental maths policy teaches a range of strategies. Practise and consolidation built in with carefully designed variation.

Reasoning and problem solving

This is embedded in every lesson. Support pupils to be systematic, to generalise, to make conjectures and seek out patterns. Applying maths to a variety of problems with increasing sophistication.

CPD

Ongoing, sustained and subject specific- internally and externally. Continue to develop and build mental models.

Questioning

Used to check on conceptual and procedural knowledge. AFL diagnostic tool to enable teachers to plan next steps. Children encouraged to use correct mathematical language.

Differentiation

Emphasising deep knowledge and through scaffolded support and intervention (maths surgeries). Concrete resources- representations and structures. Deeper understanding of a task achieved through additional reasoning and problem solving tasks.

Online maths tools

TTRockstars and Numbots for fluency. Maths.co.uk for consolidation of learning.

IMPACT



Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.



Children demonstrate a quick recall of facts and procedures. This includes the recollection of times tables.



Pupils know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential.



Consistent teaching practices drawing on evidence that is known to be effective for pupil progress long term is evident across school. And for all children.



Children show resilience when tackling problems and the flexibility and fluidity to move between different contexts and representations of maths.



Children talk articulately using mathematical vocabulary about their maths lessons and speak with enthusiasm about how they love learning about maths.

Subject on a page

SCIENCE

Our aims are that our science curriculum will...

INTENT



inspire children to want to know more about their understanding of the world through Scientific disciplines of Biology, Chemistry and Physics.



enable children to understand how science has already changed their lives and how it may shape their future.



provide children with scientific knowledge and processes but also offer the children examples of the uses of this science within the real world.



encourage children to recognise the power of rational explanation through exciting investigations, which build upon their natural curiosity.



encourage children to apply their mathematical knowledge to support their understanding of science, including: collecting, presenting, and analysing data.



enable children to explain scientific enquiry coherently and with a critical mind to someone else.

At Grace Mary, At Grace Mary Primary School, we believe that a high-quality science education provides the foundations for understanding the world through biology, chemistry and physics.

IMPLEMENTATION

-How do we achieve our aims?

Science has changed our lives and is vital to the world's future. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building on foundational knowledge and concepts, children are encouraged to explain and develop a sense of excitement and curiosity about the world around them. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. It aims to build knowledge about the natural world. This knowledge is open to question and revision as we develop new ideas and discover new evidence.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our science curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequential and coherent way.

We identify key concepts within our science curriculum that we consider are important for children to have a secure understanding of. These are clearly outlined on long term planning and children visit before revisiting these concepts regularly throughout their time at Grace Mary.

EYFS/KS1/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Big ideas

Biology: Structure and functions of living organism; genetics and evolution and interactions and interdependencies

Physics: Energy, motion and forces, waves, electricity and matter.
Chemistry: Particle nature of matter, chemical reactions, materials and the Earth and atmosphere

IMPLEMENTATION

(continued)

Work booklets

Science from year 2 – year 6 is delivered through the use of work booklets. The benefits of work booklets are outlined below:

- All children are given the opportunity to read academically from an early age.
- The children acquire knowledge and skills in a sequential, progressive manner.
- Children are given regular opportunities to retrieve taught knowledge.
- Children learn fascinating knowledge that will hopefully inspire them to pursue the subject in the future.
- The booklets are challenging and all children are expected to achieve.

We believe that one of the most effective way to demonstrate scientific understanding is orally and through writing. Therefore, meaningful writing and oral opportunities are given for pupils to showcase their scientific vocabulary, knowledge and skills including writing essays.

IMPACT

-How will we know we have achieved our aims?



Children demonstrate a love of science work and an interest in further study and work in this field



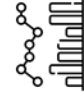
Children are able to question and consider scientific ideas that already exist and reflect on this knowledge.



Children retain knowledge that is pertinent to Science with a real-life context.



Children work collaboratively and practically to investigate and experiment.



Children are able to demonstrate a high love of mathematical skills through their work, organising, recording and interpreting results.



Children are able to articulate their understanding of scientific concepts and be able to reason scientifically using rich language linked to science.

Assessment

Formative

- Teachers frequently check pupils' understanding to identify 'gaps' and misconceptions.
- Ongoing daily assessment of key knowledge/skills outlined on planning through collecting feedback from the whole class and then giving subject specific feedback.
- Multiple choice quizzes that presents the scientific concept and misconceptions.
- Using results from children's feedback to adapt teaching- both in the moment and long term.

Summative

- Rec- Yr 6- half termly pupil book study sessions carried out by science leader and phase leader which focuses on substantive and disciplinary knowledge.
- Yr 1- Yr 6- end of unit quizzes which test substantive and disciplinary knowledge. Testing effect- recalling knowledge from previous units of work followed by immediate feedback.
- Yr 1- Yr 6- assessing pupils' ability to carry out specific practical procedures and investigations.
- Yr 2- Yr 6- essays (once per year) which can be used to add to teacher's knowledge of children's substantive and disciplinary knowledge.

INTENT

-We aim to...



Develop in children a sense of curiosity about the past and how and why people interpret it in different ways.



Develop in children a wide knowledge and understanding of people, events and contexts from a range of historical periods.



Allow children to think critically and communicate their ideas confidently in a range of ways and to different audiences.



Encourage children to develop a passion for the subject.



Develop children's ability to think, reflect on, debate, discuss and evaluate the past by forming perceptive questions and lines of enquiry.



Ensure children develop a respect for historical evidence and the ability to make use of it to support their learning.

IMPLEMENTATION

-How do we achieve our aims?

At Grace Mary we believe that high-quality history lessons inspire children to want to know more about the past, and to think and act as historians. Children have opportunities to investigate and interpret the past, develop their chronological understanding, and build an overview of their local area's history, Britain's past as well as that of the wider world, and to be able to communicate historically.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

EYFS/KS1/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Elements of history

Chronological understanding, historical understanding, historical enquiry, interpretations of history, organisation and communication and local history knowledge are all mapped out to ensure that pupils build on secure prior knowledge.

Concepts

Concepts lend coherence to our curriculum. Pupils are supported to learn new content by meaningful examples and understanding of the specific historical context that makes ideas and concepts more familiar. Pupils have repeated encounters with a wide range of important concepts in a number of different contexts.

IMPLEMENTATION

(continued)

Work booklets

- All children are given the opportunity to read academically from an early age.
- The children acquire knowledge and skills in a sequential, progressive manner.
- Children are given regular opportunities to retrieve taught knowledge.
- Children learn fascinating knowledge that will hopefully inspire them to pursue the subject in the future.
- The booklets are challenging and all children are expected to achieve.
- We believe that the most effective way to demonstrate historical understanding is orally and through writing. Therefore, meaningful writing and oral opportunities are given for pupils to showcase their historical vocabulary, knowledge and skills including writing essays.

Assessment

Formative

- Teachers frequently check pupils' understanding to identify 'gaps' and misconceptions.
- Ongoing daily assessment of key knowledge/skills outlined on planning through collecting feedback from the whole class and then giving subject specific feedback.
- Multiple choice quizzes that presents the scientific conception and misconception.
- Using results from children's feedback to adapt teaching- both in the moment and long term.

Summative

- Rec- Yr 6- half termly pupil book study sessions carried out by history leader and phase leader which focuses on substantive and disciplinary knowledge.
- Yr 1- Yr 6- end of unit quizzes which test substantive and disciplinary knowledge. Testing effect- recalling knowledge from previous units of work followed by immediate feedback.
- Yr 2- Yr 6- essays (x3 times) which can be used to add to teacher's knowledge of children's substantive and disciplinary knowledge.

IMPACT

-How will we know we have achieved our aims?



Children enjoy learning the subject and are curious to find out more as they leave for KS3.



By the end of Year 6, children will have a chronological understanding of British History from the Stone Age to the present day and the wider world.



Children communicate through a variety of forms work booklets, essays, quizzes and pupil voice and this shows a wide acquisition of identified key knowledge.



Children enjoy learning about history, therefore encouraging them to undertake new life experiences now and in the future.



Children think critically about the past and begin to ask their own questions and develop own lines of enquiry.



Children evaluate historical evidence and develop their own perspectives and judgements.

Subject on a page

Geography

At Grace Mary Primary, we believe that geography helps children to make sense of the world around them and piques their curiosity in places and people. It engages pupils in their world, often spurring them into action, and is fun!

INTENT

-We aim to...



Inspire a lifelong curiosity and fascination about our world and our role in sustaining it.



Provide our children with the foundations and knowledge for understanding the world so that they become confident global citizens.



Provide opportunities for geographical enquiry and engagement with the local environment to ensure that children learn through varied and first-hand experiences of the world around them.



Develop an understanding of the impact of human development on the natural and physical world around them.



Capture children's natural curiosity about the world and what they observe, to promote respect for the environment, cultures different to their own, living things and processes and their own and other's health and safety.



Offer our children the opportunity to develop geographical skills through practical and engaging lessons, with identified key knowledge, technical vocabulary and skills that build on previous learning.

IMPLEMENTATION

-How do we achieve our aims?

Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

EYFS/KS1/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Concepts

Concepts are important in geography as they draw out the links between processes and ideas. To develop their understanding of each of these concepts, pupils learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. 9 concepts of geography repeat throughout the curriculum.

1. Boundaries
2. Cartography
3. Change
4. Climate
5. Interdependence
6. Movement
7. Physical geography
8. Resources
9. Settlements

Workbooks

- All children are given the opportunity to read academically from an early age.
- The children acquire knowledge and skills in a sequential, progressive manner.
- Children are given regular opportunities to retrieve taught knowledge.
- Children learn fascinating knowledge that will hopefully inspire them to pursue the subject in the future.
- The booklets are challenging and all children are expected to achieve.
- We believe that the most effective way to demonstrate geographical understanding is orally and through writing. Therefore, meaningful writing and oral opportunities are given for pupils to showcase their geographical vocabulary, knowledge and skills including writing essays.

Assessment

Formative

- Teachers frequently check pupils' understanding to identify 'gaps' and misconceptions.
- Ongoing daily assessment of key knowledge/skills outlined on planning through collecting feedback from the whole class and then giving subject specific feedback.
- Multiple choice quizzes that presents the scientific conception and misconception.
- Using results from children's feedback to adapt teaching- both in the moment and long term.

Summative

- Rec- Yr 6- half termly pupil book study sessions carried out by geography leader and phase leader which focuses on substantive and disciplinary knowledge.
- Yr 1- Yr 6- end of unit quizzes which test substantive and disciplinary knowledge. Testing effect- recalling knowledge from previous units of work followed by immediate feedback.
- Yr 2- Yr 6- essays which can be used to add to teacher's knowledge of children's substantive and disciplinary knowledge.

IMPACT



Children have an excellent knowledge of where places are and what they are like and what they can do to contribute to sustaining these places.



Children have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.



Children develop a good understanding of their local area and the issues that it faces. The children are proud of the area they come from.



Children have an excellent understanding of the ways in which places are interconnected and how much human and physical environments are interrelated.



Children have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.



Children have an extensive base of geographical knowledge and vocabulary.

INTENT

- We aim to develop pupils who...



Participate and develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk.

Build confidence and resilience to try hard and make progress across all activities.

Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school.

Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them.

Develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis.

Be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

IMPLEMENTATION

-How do we achieve our aims?

Through Grace Mary's high-quality physical education programme, our students will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Curriculum

Provides activities to promote a broad base of movement knowledge and skills, placing students in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every student.

Our curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance (England). It is inclusive, and every Student has equal access irrespective of their age, gender and cultural or ethnic background.

Health

Students are encouraged to appreciate the importance of having a healthy body and the factors that affect health and wellbeing.

Out of school learning

Extend and enrich the work being done during curriculum PE and to provide some students with opportunities to enable them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

IMPLEMENTATION (continued)

Out of school learning continued

The OSHL programme will:

- provide a balance of competitive and non-competitive activities through intra and inter school events
- provide specific movement/general physical activity clubs, which develop health and fitness ensure that every student is offered the opportunity to attend a after school activity each term
- ensure that the school regularly participates in school sport partnership (SSP) and county-wide events that promote competitive opportunities and physical activity.

Planning

In the planning stage, we think through the following process:

"This is what I want students to learn. This is how I plan for learning to take place, and ask, 'Is the learning experience safe?'"

Our long-medium and short-term plans, plus other useful PE resources, are stored on share point, and these are regularly updated by the PE subject leader.

Each lesson should include a warm up and cool-down relevant to the main activity and learning environment/ weather conditions. All students should be physically active for sustained periods of time in every lesson. Progressively, they should learn about the components of fitness and how to perform warm -up and cool-down exercises, paying attention to the principles of safe exercise practice.

Assessment

Students' work will be assessed throughout each unit of work using formative and summative assessment methods. Students' progress will be monitored by the individual class teacher who will use these methods to set realistic targets for individual students, based on their strengths and weaknesses. At the end of each unit, an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over the academic year. The attainment target for PE sets out the knowledge, skills and understanding that students of different abilities and maturities are expected to have by the end of each key stage.

At Grace Mary Primary School, we also assess the children by:

- watching them work, talking to them about what they are doing and listening to them describe their work
- gathering feedback from students to inform teachers and students of what has been successful and allowing them to set their own future targets

IMPACT

-How will we know we have achieved our aims?



Children have a willingness to practice skills in a wide range of different activities and situations alone, in small groups and in teams and apply these skills in chosen activities to achieve exceptionally high levels of performance.



Children have a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.



Children have exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance and support.



Children have the ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, motivating and instilling excellent sporting attitudes in others.



Children have the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.



Children are confident with what risks they should and should not be taking and understand their responsibility in this.

Subject on a page

ART

Our aims are that our art curriculum will...

INTENT



Enable children to appreciate a wide range of artists and art works, contributing to cultural and contextual understanding.



Enable key drawing, painting and sculptural skills and techniques to be taught explicitly and built upon within each year group, encouraging pupils to experiment with a range of media and providing them with the tools and knowledge to use a range of materials and techniques competently.



Develop observation and description skills through their understanding of the seven elements of art and guide children to apply and consider these elements within the choices that they make as an artist.



Enable pupils to create artwork with a real purpose by displaying and sharing the work they create through exhibitions and class galleries.



Encourage pupils to discuss their work using appropriate vocabulary linked to the seven elements, and to value and respect their work and the work of others.



Provide our students with the opportunity to: express themselves within a safe and supportive learning environment that promotes a positive space for pupil health and well-being.

IMPLEMENTATION

-How do we achieve our aims?

Art, craft and design embody some of the highest forms of human creativity. Art is inclusive and accessible to all. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art is a way of exploring and responding to the world, its key historical and political events and a way of communicating feelings and emotions through visual literacy. As such art provides transferrable knowledge and skills that are relevant to other subjects in the curriculum and their life outside of the classroom.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our art curriculum is planned and organised into a progression document that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Each unit of work is designed to expose children to a range of artists and artworks from a range of historical periods (including modern day) and artists from around the world.

Concepts

We identify key concepts within our art curriculum that we feel are important for children to have a secure understanding of. The art leader uses formative assessment through observations of sketchbook work to focus on, and alter the curriculum design to support the delivery of subsequent art lessons and to target common areas for development for pupils to refine their practice further. The seven concepts are: line, colour, shape, texture, form, pattern and tone.

At Grace Mary, we provide a safe and nurturing space for children to develop the confidence to explore, create and experiment with a range of materials, with access and provision to high quality art and design.

IMPLEMENTATION

(continued)

Sketchbooks

In years 1-6 individual creativity and opportunities for exploration of media is supported by the use of sketchbooks. The benefits of sketchbooks are outlined below:

- Sketchbooks provide a safe, non-judgemental space where children are given regular opportunities to practise and experiment with new media and techniques with the freedom to explore.
- Children understand that their sketchbooks are not marked, which removes pressure that might limit creativity.
- Sketchbooks are used to enhance and encourage freedom of creativity.
- Sketchbooks provide pupils with the opportunity to practise and refine skills and techniques before applying them to their final piece.

IMPACT

-How will we know we have achieved our aims?



Children have an extensive base of knowledge, and can talk about a range of artists and art styles across history.



Children can make their own choices on what tools and media to use within their artwork and justify their decisions.



Children have an excellent knowledge of key artists, making links between art styles and can discuss the seven elements of art in relation to their own work and the work of others.



Student outcomes show a refinement of technical skills as they progress throughout the year groups.



Children can critically evaluate their work and the work of others using key artistic vocabulary.



Children can articulate their thoughts and emotions through visual communication and consider their composition for it to be the most effective.

Assessments

Art does not always fit neatly into tangible strands that have linear progression inherent in them. This makes assessment for progress more challenging and therefore a range of assessment tools are used.

Formative

- Children's knowledge, understanding and skills in art are assessed by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments.
- Feedback is given to children by their teacher or peers which is linked to outcomes identified in the curriculum planning.
- Children are also encouraged to be critical of their own work, highlighting their own next steps.

Summative

- Twice a year, the art leader, and a member of SLT will carry out comparative judgements on pupils' final piece of artwork (observational sketches). This will allow the art leader to scale pupils' work according to its quality. It will also allow the art leader to make curriculum adjustments if common issues arise.
- Evidence in pupil voice- Through discussion and feedback, children talk articulately using key artistic vocabulary to describe their work and the work of others. They can talk about the decisions made during their work in relation to the seven elements of art.

Subject on a page

Music

We aim to develop pupils who...

INTENT



Enjoy and have an appreciation for music.

Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.

Can sing and use their voices to create different effects.

Create and compose music, both on their own and with others.
Take part in performances with an awareness of audience.

Use a range of musical language.

Make judgements and express personal preferences about the quality and style of music.

IMPLEMENTATION

-How do we achieve our aims?

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The value of music as an academic subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun. High quality music education enables lifelong participation in, and enjoyment of, music, as well as underpinning excellence and professionalism for those who choose not to pursue a career in music.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our music curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. expose children to a range of musicians and musical styles from a range of historical periods (including modern day) and musicians from around the world. Pupils are encouraged to create links between musicians who they have studied previously to contribute towards cultural and contextual understanding.

Instrument instruction

Year 3	Ukulele
Year 4	Drum Kit
Year 5	Ukulele
Year 6	Drum Kit

Units of work

Each year group will participate in 6 music topics per year. Documented on a long-term curriculum map. Include specific instrument instruction for the drums and ukulele. Each year group is provided with overviews that outline the music skills and techniques that are going to be covered within each unit of work. Each overview links to the progression of skills document to ensure that children are building upon previously learnt skills as they progress through the school.

Performances

Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

At Grace Mary, we provide a safe and nurturing space for children to develop the confidence to explore, create and experiment with music, with access and provision to high quality musical instruction for all children.

Concepts

We identify key concepts within our music curriculum that we feel are important for children to have a secure understanding of. These are clearly outlined on long term planning and children visit these regularly throughout their time at Grace Mary. The music leader uses formative assessment strategies to focus on, and alter the curriculum design to support the delivery of subsequent music lessons and to target common areas for development for pupils to refine their practice further.

1. Pulse
2. Rhythm

3. Melody
4. Active listening

5. Composing and improvising
6. Performing
7. Singing

EYFS/KS1/KS2

In EYFS, guidance from 'Development matters' is used to map a curriculum that introduces pupils to the early stages of the inter-related dimensions of music; pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

In KS1, pupils develop their skills further through increasing their exposure to and knowledge of the inter-related dimensions of music. Pupils will develop more confidence and begin to play instruments with increasing control. At this stage pupils use stick notation more confidently and then apply this to standard musical notations.

In KS2, pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will focus on whole class instrument tuition to improve their skills on two instruments.

Assessment

Formative

- Children's knowledge, understanding and skills in music are assessed by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments.
- Regular recapping and testing of previous content is evident in all lessons. This testing of pupils is a learning activity in and of itself. Testing supports pupils in retaining knowledge in long-term memory
- Feedback is given to children by their teacher or peers which is linked to outcomes identified in the curriculum planning.
- Children are also encouraged to be critical of their own work, highlighting their own next steps.

Summative

- End of year assessments are carried out 1:1 to assess the three pillars of music progression. These assessments are used to identify which children are working at the expected standard and also allow the music leader to make curriculum adjustments.
- Regular opportunities for pupil voice are built in so that the music leader can judge the effectiveness of the curriculum.

IMPACT

-How will we know we have achieved our aims?



Children enjoy and have an appreciation for a range of music.

Children show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.

Children will be confident using their voice in different ways to perform an array of songs.

Children will be confident performers, composers, listeners and will be able to express themselves musically at and beyond school.

Children understand the ways in which music can be written down to support performing and composing activities.

Children demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preference.



Subject on a page

DT

We aim to develop pupils who...

INTENT



Inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation.



Build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.



Inspire pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others.



To encourage our pupils to be resourceful whilst developing skills that contribute to future design advancements.



To equip them with not only the minimum statutory requirements of the Design and Technology National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

At Grace Mary, we are DESIGNERS and TECHNOLOGISTS! We want our children to love Design and Technology. We want them to have no limits to what their ambitions are and grow up wanting to be architects, graphic designers, chefs or carpenters.

IMPLEMENTATION

-How do we achieve our aims?

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, our pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Design and Technology at Grace Mary instils qualities such as curiosity, enquiry and determination. Our pupils are inspired, engaged and excited as they carry out a range of effective research, design and make tasks. Our children thrive in learning how to work independently and collaboratively to gain an in-depth understanding of the creative and problem-solving process.

Progression model

DT is taught within 4/5 mini blocks outlined on the long-term overview and there are 3-4 lessons within each unit. To ensure that pupils develop a secure knowledge that they can build on, our DT curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. We use and adapt the Kapow scheme of work for DT.

Design Process

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand.

Cooking and nutrition

Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality

IMPLEMENTATION

(continued)

Assessment

Formative

- Children's knowledge, understanding and skills in DT are assessed by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments.
- Regular recapping and testing of previous content is evident in all lessons. This testing of pupils is a learning activity in and of itself. Testing supports pupils in retaining knowledge in long-term memory
- Feedback is given to children by their teacher or peers which is linked to outcomes identified in the curriculum planning.
- Children are also encouraged to be critical of their own work, highlighting their own next steps.

Summative

- End of unit assessments are carried out 1:1 to assess the knowledge and skills outlined in each unit. These assessments are used to identify which children are working at the expected standard and also allow the DT leader to make curriculum adjustments.
- Regular opportunities for pupil voice are built in so that the DT leader can judge the effectiveness of the curriculum.

IMPACT

-How will we know we have achieved our aims?



Pupils build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.



Pupils recognise where our decisions can impact the wider world in terms of community, social and environmental issues.



Pupils self-evaluate and reflect on learning at different stages and identify areas to improve.



Pupils are resourceful whilst developing skills and become more creative and independent thinkers that contribute to future design advancements.



Pupils meet the end of key stage expectations outlined in the National curriculum for Design and technology.

KAPOW

Through Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles
- Food
- Electrical Systems (KS2)
- Digital World (KS2)

Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Our scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

INTENT

- We aim to develop pupils who...



Are responsible, competent, confident and creative users of information and communication technology.



Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.



Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.



Become digitally literate and are active participants in a digital world.



Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.



Are equipped with the capability to use technology throughout their lives.

IMPLEMENTATION

-How do we achieve our aims?

The society and world that is developing in front of us is increasingly reliant on humans being comfortable with the use and understanding of computers. Not every single person will work in a related field but it can be argued they will be in contact with someone that is. If we do not teach young people to be digitally literate, and prepared for the future, then society will suffer.

Progression model

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy.

- Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking.
- Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling.
- Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered weather combined or discreetly.

EYFS/KS1/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Purple Mash

The Purple Mash scheme of work enables clear coverage of the computing curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. Lessons are broken down into weekly units. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety

IMPLEMENTATION

(continued)

Staying Safe

Computing and safeguarding go hand in hand and as we provide a huge focus on internet safety inside and outside of the classroom. Additional to all pupils studying an online safety unit through their computing lessons, every year we also take part in National Safer Internet Day in February. The Computing co-ordinator alongside class teachers will plan additional internet safety lessons and activities to take part in following a specific yearly theme. Internet Safety assemblies are also held as well as parent internet safety workshops and parent home activities. As well as this, e-safety modules are woven into our HMHM curriculum which are delivered by our highly trained nurture team.

Assessment

Formative

Well designed multiple-choice questions are used to check pupils' understanding and identify misconceptions. The quizzes help pupils remember important subject content and the use of technology (e.g. Kahoot) gives the teacher immediate feedback. <https://diagnosticquestions.com/Quantum>

Working with children and groups of children during lessons to provide ongoing assessment information and then providing feedback through live modelling and questioning.

Summative

End of unit assessment tasks allows the teacher to track which children can apply the knowledge and skills learnt to an independent task.

IMPACT



Children's personal development in creativity, independence, judgement and self-reflection will grow.



Children will understand and appreciate the value of Computing in the context of their personal wellbeing and in particular how to stay safe.



Can be increasingly confident in evaluating and applying information technology, including new or unfamiliar technologies, analytically to solve problems.



Our children enjoy and value Computing and know why they are doing things, not just how.



Children have an increasingly sophisticated knowledge of how to analyse problems in computational terms, and writing computer programs in order to solve problems.



Children will understand and appreciate the technological, creative and cultural industries and their many career opportunities.

-How will we know we have achieved our aims?

Subject on a page

MFL

We aim to develop pupils who...

INTENT

LAT

Understand and respond to spoken and written language from a variety of authentic sources.

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Discover and develop an appreciation of a range of writing in the language studied.



Even a brief encounter with the ancient world fires the imagination of the young and sheds a dazzling light on why we in the West are as we are, with all our massive strengths and disastrous failings. For generations a classical education was considered a privilege for the few, not the many, but now its revival in primary schools is underway.

IMPLEMENTATION

-How do we achieve our aims?

There is increasing evidence that the study of a classical language, such as Latin, has many benefits:

- It offers the opportunity to reinforce the teaching of English vocabulary and grammar
- It lends itself to a systematic and effective style of teaching language
- Latin is a logical step after phonics, reinforcing the notion of structure and pattern in language
- it provides a paradigm for language learning in KS3 and beyond, and enables the learning of other romance languages such as Spanish and French
- teaching the subject allows insights into myth and other cultural aspects that form the basis of modern Western culture

Progression model

Teachers plan Latin using progression maps and the Maximum Classics scheme of work. Curriculum is designed to deliver sequences of lessons which build pupils' understanding of Latin vocabulary and sentence structure over time, alongside developing pupils' knowledge and appreciation of classical civilisation.

Retrieval practice

Retrieval practice is a fundamental part of our Latin curriculum as it is proven to strengthen memory and make it easier to retrieve the information later. Opportunities for retrieval practice occur in a number of ways:

- The first lesson of each unit focuses on retrieving key knowledge and language from the previous unit of work.
- Weekly review to activate prior learning forms the start of most lessons.

IMPLEMENTATION (continued)

KS2

The teaching of KS2 Latin will occur once weekly in an approximate block of 60 minutes, in years 5 and 6. Over the course of a term, one unit of Latin will be taught.

Latin will be planned to build on prior learning and supplement the teaching of reading and writing.

Each unit of work will provide a foundation for the next unit. As an example, Unit 1 will begin with the origins of language and units will progress through to writing complex sentences and reading stories in Latin.

English grammar and vocabulary

One of the main benefits of teaching Latin as a KS2 language is its useful interplay with English grammar and vocabulary.

Vocabulary used on the course is selected to facilitate the exploration of interplay between Latin and English vocabulary and every lesson incorporates games or activities drawing on this. The course also tracks KS2 elements such as word class, tense and auxiliary verbs using the same terminology used in English SPaG teaching.

Assessment

Summative

- End of unit quizzes. These are carefully designed so that they are valid and aligned to a clearly structured and sequenced curriculum
- Pupil conferencing carried out x2 times per year to check what the children have learned against the planned curriculum.

Impact

- Teachers have a strong subject knowledge and teach the mapped curriculum using evidenced informed teaching techniques.
- Children can understand and respond to spoken and written language from a variety of authentic sources.
- Children can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their spoken Latin pronunciation and intonation.
- Children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Children discover and develop an appreciation of a range of writing in the language studied.

IMPACT -How will we know we have achieved our aims?



Children can understand and respond to spoken and written language from a variety of authentic sources.



Children can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their spoken Latin pronunciation and intonation.



Children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.



Children discover and develop an appreciation of a range of writing in the language studied.

Roles and responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Headteacher and Deputy Headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Headteacher

The Headteacher (alongside the Deputy Headteacher) is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject leaders

- Promote the subject, its importance, and the value it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Develop and review regularly the vision, aims and purpose for the subject area

- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area

All other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

At Grace Mary Primary, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school.

When planning for teaching and learning, we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers ensure that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Extra support is given and the curriculum is adapted, scaffolded or differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum.

Teachers will also take account of the needs of pupils whose first language is not English

Equality Statement

At Grace Mary Primary School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

Curriculum impact

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting point, over time. The curriculum is the progress model – if children are keeping up with the curriculum then they are making good progress. Progress means knowing more and remembering more. We ask:

- Has the child gained the knowledge to understand the key concepts and ideas?
- Is this enabling them to develop the skills they need to master?

We check this by:

- Setting regular low stakes quizzes
- Setting cumulative quizzes on old topics.
- End of unit written tasks where children demonstrate their knowledge gained by communicating in the language patterns that they have been taught.
- Carrying out pupil book study which enables subject leaders to make curriculum adaptations where necessary.

Teacher assessment will be used by staff and children to reflect on the progress made over time. Senior leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

Outcomes/standards	Wellbeing	Personal Development
Children at GM make expected or greater than expected progress compared to children locally and nationally. Children become confident readers, writers, mathematicians, artists, scientists, geographers, historians, designers. They are fully prepared for the high school curriculum that awaits them. - R, W, M data - Wider curriculum judgements - Comparative judgements - Pupil Discussions - Staff Discussions	Children enjoy learning and coming to school. Their mental health and wellbeing are tracked. They are confident and successful learners. - Pupil surveys - Pupil discussions - Parent Surveys/discussions	Children display outstanding behaviour and learning behaviour during their school life. They learn to make the right choices for their safety. - Boxall profiles - Social skills data (red/yellow cards etc) - Parent Surveys/discussions

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