St. Andrew's
Church of England Primary School
ENRICHING LIVES

Curriculum Policy

Autumn 2019

1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the "hidden curriculum", or what the children learn from the way they are treated and expected to behave (see Behaviour Policy). We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2. Our Vision

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future." ..... JRR Tolkien.

3. Our Curriculum

At St Andrew's, we believe that our curriculum is not simply the learning that takes place in the classroom, it should be seen as the entire learning experience, including both formal and informal learning opportunities, those reflected openly in the curriculum as well as those values and beliefs embedded within the hidden curriculum; the events, routines and enrichment activities that take place outside the classroom.

3.1 Our curriculum in its entirety reflects our Christian values of:

- Generosity
- Compassion
- Courage
- Forgiveness
- Friendship
- Respect & Humility
- Thankfulness
- Trust
- Perseverance & Hope
- Justice
- Service & Responsibility
- Truthfulness

3.2 At St Andrew's, as part of our collective worship, we uphold and teach our children about the British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

3.3 **Our Curriculum Aims**

St Andrew's curriculum is structured to allow each one of our learners to:

- ask questions and seek the answers;
- have confidence, be unique, feel valued and important;
- be healthy and enjoy a wide range of sporting activities;
- become keen to learn and strive to achieve and exceed;
- care for other people;
- use their imagination freely and creatively;
- care for the school and the world in which they live and seek to make it a better place;
- be able to work and play on their own and with others;
- explore and challenge their own beliefs and respect other people's;
- enjoy music and the arts.

3.4 **Our Curriculum Driver**

Underpinning our 'curriculum design' is our key driver. This shapes our curriculum, brings about the aims and values of our school, and responds to the needs of the school community. Our curriculum driver at St Andrew's is:

'Enriching Lives'

3.5 **Our Curriculum Design**

With the following principles in mind we have designed our curriculum to offer:

- the 'cultural capital' children need to make aspirational choices and experience success throughout their life;
- the skills, knowledge and concepts that build learning over time;
- a love of learning;
- a breadth of learning enrichment;
- the opportunity to value their own self-worth and empathise with and understand others;
- a desire for global citizenship;
- an appreciation to meet the statutory requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum;

- experiential learning, through provision such as residential visits, extra-curricular sports, arts, music clubs, taking part in music and drama festivals, music lessons in school, Spanish lessons for all year groups, cooking.

3.6 Our school is in agreement with the National statement included in the revised curriculum framework. The aims of our school curriculum are to enable children to:

- provides pupils with an introduction to the essential knowledge that they need to be educated citizens
- introduces pupils to the best that has been thought and said
- engender an appreciation of human creativity and achievement.

4. Planning

4.1 All subject areas contribute to a child's progress. Our school believes that all children need to make good progress in all aspects in order to develop to their true potential.

4.2 Our curriculum, where possible, is planned on a subject skill basis and we do endeavour to identify links between individual subjects. Where evident this has been planned into our long term framework and is subsequently expanded upon within both medium and short term planning.

4.3 We plan our curriculum in three phases and utilise a wide range of strategies. We agree a long-term plan for each Key Stage department. This indicates what themes are to be taught in each term, and to which groups of children. We review our long-term plan regularly.

4.4 We use the National Curriculum for our school, we base our long and medium-term planning on this guidance. Our long term plan ensures that there is full coverage (see below). With our medium-term plans, we give clear guidance on the objectives, success criteria and progression that we use when teaching each theme. Our medium term planning provides a structure for each week. These plans set out the progression of the unit which includes the learning objectives and success criteria for each session. We plan our teaching so that for History, Geography, Science, Art, Design & Technology and Computing the individual sessions are taught in a continuous block rather than a single/dual session each week.

4.5 The Classteacher maintains weekly plans for all their teaching. These plans set out the learning objectives for each session, the success criteria along with the tasks to be taught, appropriate differentiation and assessment opportunities.

4.6 At specific times relating to monitoring of teaching and learning, additional planning may be requested as appropriate.

4.7 Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

5. Teaching and learning

5.1 The school uses a variety of teaching and learning styles in lessons. We do this through lessons that have a combination of whole-class, group-direct teaching and an enquiry-based research activity. During these lessons children are encouraged to ask and answer questions. They have the opportunity to use a variety of data and where it enhances their learning, the children are encouraged to use ICT. The children are encouraged to be active learners and when appropriate, they present reports to the rest of the class and engage in a wide variety of problem-solving and investigative activities.

5.2 It is appreciated that some staff may feel less comfortable or confident with specific areas of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

6. The National Curriculum

The Governors of St Andrew's C.E. Primary School have taken the decision to follow the National Curriculum and Lincolnshire Agreed Syllabus for Religious Education. In our school, this is a curriculum made up from the core subjects; English, Mathematics, Science and Computing, Art, Design Technology, Spanish, Geography, History, Music, PSHE and Physical Education.

7. St Andrew's C.E. Primary School's Curriculum

The acquisition of English and Maths skills is central to the curriculum as these are essential for academic success. They are developed through specific basic skills teaching and then applied across the entire curriculum. Where appropriate children are taught through a topic-based approach where first-hand experience puts learning into context. This engages and motivates children and ensures that their learning is embedded.

The programmes of study for Mathematics and English are set out year-by-year for Key Stages 1 and 2. As Schools are, however, only required to teach the relevant programme of study by the end of the key stage, within each key stage, we do have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, when appropriate we can introduce key stage content during an earlier key stage.

In Science we have developed a two year rolling programme for Key Stage 1, Lower Key stage 2 and Upper Key Stage 2. This is because we have a number of mixed classes and it is not possible to teach on a one year cycle. In all other subjects, we have implemented a rolling Keys Stage 1 and Key Stage 2 programme to ensure coverage as well as progression.

In our teaching we pride ourselves on learning through understanding and developing children's curiosity to learn through practical experiences in a real life context

All subjects, including Mathematics and English are taught in a meaningful and enjoyable way that links to the world around us and develops an enquiry approached curriculum. Within school, children are taught in ability and mixed ability groups so that we meet the needs of all children. We provide a systematic approach that builds, extends and challenges the skills, knowledge and understanding that children have.

Within our school there is a dedicated time to 'basic skills' teaching outside of the daily Mathematics and English lessons. Children work in groups each day where the focus is upon the key principles of children being 'numerate' or 'literate'.

Children work together and in different situations to apply their learning in problem-solving and other activities.

Assessment for learning is at the heart of the curriculum. Teachers have the autonomy to teach what children need and where it becomes clear that there are poor skills in a particular area, teachers, supported by the school are expected to rectify this quickly though whole class teaching or well-targeted interventions.

8. Early Years Foundation Stage Curriculum at St Andrew's C.E. Primary School

Learning in the Foundation Stage reflects the EYFS Statutory Framework and Early Years Outcome guidance. The curriculum is based around four principles:

- Every child is a unique individual who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Learning is categorised into seven areas: three prime and four specific. Prime areas are fundamental; work together and move through to support development in all other areas. The prime areas are:

- Personal, Social and Emotional development
- Physical Development
- Communication and Language

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. The specific areas are:

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

Underpinning the EYFS curriculum are the characteristics of effective learning. Children are given opportunities to play and explore, engage in active learning, and create and think critically.

During the children's first term in Nursery and Reception classes, their teacher completes a baseline assessment making observations and assessments of each child's achievements, interests and learning styles to identify where each child is in relation to the EYFS Curriculum. This assessment forms an important part of the future curriculum planning for each child and takes into account information from home and any other preschool settings.

We are well aware that all children need the support of parents, carers and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

9. English at St Andrew's C.E. Primary School

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

9.1 Spoken Language

What is Spoken Language?

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Through the eyes of our children, speaking is important because:

'It helps us to listen to the views of others and explain, in a clear and confident manner, what we think ourselves. '

Curriculum Intent

At St. Andrew's Church of England Primary School, we value Spoken Language as an important part of the children's entitlement to a broad and balanced curriculum. Spoken Language provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Our aim is to enable the children improve their levels of spoken language so that all pupils are able to communicate effectively and confidently in front of any type of audience. These skills are encouraged in every area of our curriculum as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

The National Curriculum for Spoken Language aims to ensure that all pupils: should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. There should be continual development of pupils' confidence and competence in spoken language and listening skills. The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the

continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

9.2 Reading

What is Reading?

At St. Andrew's, we believe that reading is a journey born out of curiosity for the world around us; leading to an understanding and enjoyment of texts, poetry and plays following a carefully structured path.

Through the eyes of our children, Reading is important because:

'Reading helps with all our learning. When you read you can find out information, go on adventures, animals may come alive, you can escape to other places and learn new things.'

Curriculum Intent

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. At St. Andrew's Primary School, we highly value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We encourage our children to read a wide range of texts for pleasure in order to develop culturally, emotionally, intellectually, socially and spiritually. Our aim is for them to communicate confidently and effectively, to allow them to become a global citizen. We believe that reading is the bedrock of success in education.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

A daily systematic synthetic Phonics lesson is taught for 20 minutes each day in Foundation Stage and Key Stage 1 classes. It also extends into Key Stage 2 where children have not gained a sound phonological understanding. The school phonics programme follows the 'Letters and Sounds' document which compliments the reading scheme.

Reading is given very high priority within school. All Key Stage 1 and 2 classes have regular, dedicated reading sessions where all children complete purposeful reading activities. Guided reading takes place with groups during this time.

All children are encouraged to take books to share at home. Foundation Stage is rich in quality books in all areas of learning. Throughout the school children follow the 'Oxford Reading Tree Scheme' which is backed up by a range of comprehension activities.

9.3 Writing

What is Writing?

Technically, writing aims to tell a story, describe, inform, entertain, to express ideas or persuade. At St. Andrew's, we believe that developing their writing skills helps children tremendously on their lifelong journey of learning. Writing skills are imperative to achieving success across the curriculum. Writing helps to organize thoughts and helps children to express themselves clearly. It is also essential as a creative outlet which supports the development of imagination and cognitive thinking.

Through the eyes of our children, writing is important because:

" It helps me to escape the real world and show my imagination in writing. It's like watching

a film but using words."

Curriculum Intent

At St. Andrew's Church of England Primary School, we view writing as an integral part of the curriculum. Writing empowers children. It enhances their problem solving and critical thinking, and helps develop organisational strategies depending on the form of the writing. It also increases decision making abilities and helps to develop research and enquiry skills. It is a creative outlet that allows children to use their imaginations – to go anywhere, to do anything.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

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 articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Children are given regular opportunities to write for a purpose, using the wider topic to give a context. Specific text types are taught, using quality text as a model to develop children's understanding of the genre; the structural and language features of the text are analysed and basic skills teaching of punctuation and grammar ensure that children are well prepared for their own composition. Extension of children's vocabulary is a key priority and every opportunity is taken to advance this important area. Detailed marking of extended writing with improvement prompts, support children in taking their learning forward.

As well as the main text type, children apply their understanding of previously taught genres during their topic work, thus ensuring text types are regularly revised.
Additional basic skills sessions, including spelling and handwriting, are planned. These are specific to the needs of classes, groups and individuals.

9.31 Spelling, vocabulary, grammar, punctuation and glossary

Pupils are taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

9.4 What is Phonics?

At St. Andrew's, we believe that Phonics is the process that is used to help children blend, segment and decode words to read and spell. It is having the ability to:

- Understand the alphabetic code
- Recognise phonemes that each individual letter makes;
- Identify phonemes that different combinations of letters make
- Understand that the same grapheme can make different phonemes and
- that different graphemes can make the same phoneme.
- Manipulate phonemes to read and spell new words.

Through the eyes of our children, Phonics is important because:

'It helps us to understand how to improve our reading and spelling.'

Curriculum Intent

At St. Andrew's Church of England Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that Phonics provides the foundations of learning to make the development into fluent reading and writing easier. As Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition, it can then enable children to use unknown words in the future.

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

- Read easily, fluently and with good understanding
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

10. Mathematics within St Andrew's C.E. Primary School

What is Mathematics?

At St. Andrew's, we believe that 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. Mathematics provides children with a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

Through the eyes of our children, Mathematics is important because:

'It helps us to use skills and knowledge we have already developed, to think deeply and solve problems.'

Curriculum Intent

At St. Andrew's Church of England Primary School, we strive for our children to be successful and proficient mathematicians who can solve problems, fluently recall facts rapidly and reason mathematically while justifying their reasoning. This will allow them to create solutions to problems in a range of settings. To be successful, children should display the following attributes: curiosity, resourcefulness, determination, flexibility and bravery.

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

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

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 and most forms of employment. 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.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based

on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

10.1 Information and communication technology (ICT)

Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced near the end of key stage 2 to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure. Teachers should use their judgement about when ICT tools should be used.

10.2 Spoken language

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

11. Science at St Andrew's C.E. Primary School

What is Science?

Science is having knowledge and understanding of our world, whilst having the skills associated with Science as a process of enquiry. It develops the natural curiosity of the child, encourages respect for living organisms and the physical environment and provides opportunities for critical evaluation of evidence.

Through the eyes of our children, Science is important because:

'It helps us to develop our knowledge that we can learn and decide how to solve problems and understand how things work.'

Intent

At St. Andrew's, Church of England Primary School, we aim for our children to be inquisitive throughout their time at the school and beyond. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, the children we aim for our children to acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We ensure that the Working Scientifically skills are built on and developed

throughout children's time at the school, so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

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

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

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

11.1 Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

11.2 The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.

11.3 Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

12. Geography at St Andrew's C.E. Primary School

What is Geography?

At St. Andrew's, we believe that Geography is the development our children's knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key processes.

Through the eyes of our children, Geography is important because:

'It helps us to know about the world locally and beyond and our place within it. Geography helps us to deepen our understanding of the links between physical and human features.'

Intent

At St. Andrew's Church of England Primary School, we aim for our children to develop curiosity and be fascinated about the world and the people in it. We want to equip children with knowledge about diverse places, people, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics

and how these provide a geographical context for understanding the actions of processes

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

13. History at St Andrew's C.E. Primary School

What is History?

At St. Andrew's, we believe that History helps our children to understand the complexity of people's lives, the process of change, the diversity of societies and their own identity, during the challenges of their time.

Through the eyes of our children, History is important because:

'It helps us to understand Britain's past and the history of the wider world, as well as develop our understanding of key events in history.'

Intent

At St. Andrew's Church of England Primary School, we aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should encourage pupils to ask questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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

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

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

14. Music within St Andrew's C.E. Primary School

What is Music?

Music is a creative art form; a universal language to express emotions through a collection of coordinated sounds.

Through the eyes of our children, Music is important because:

'It helps us to develop our confidence by allowing us to express our feelings through sounds. Music gives us freedom with no limits.'

Intent

At St. Andrew's Church of England Primary School, we aim for music to be an enjoyable learning experience where our children participate in a variety of musical experiences to build confidence. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children

develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

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

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. 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.

Peripatetic teachers visit the school to teach a wide variety of instruments.

15. Art within St Andrew's C.E. Primary School

What is Art and Design?

At St. Andrew's, we believe that Art and Design is the freedom to express interests, feelings and emotions using our imagination. It is also where our children take inspiration from masters of art and explore a range of media to experiment, invent and create their own works of art, craft and design.

Through the eyes of our children, Art and Design is important because:

'It helps us to understand how to observe and look closer at images, develop empathy and make connections between artists.'

Curriculum Intent

At St. Andrew's Church of England Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art, craft and design embody some of the highest forms of human creativity. 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

16. Design Technology at St Andrew's C.E. Primary School

What is Design and Technology?

At St. Andrew's, we believe that Design and Technology is when we combine practical skills with an understanding of designing, exploring, creating and evaluating products in real life contexts.

Through the eyes of our children, Design and Technology is important because:

'It helps us to become independent, creative problem solvers and thinkers as individuals and as part of a team..'

Curriculum Intent

At St. Andrew's Church of England Primary School, our children use their creativity and imagination to design and make products that solve problems in real life contents. They draw on the disciplines of other subjects such as: Mathematics, Science, Computing and Art. Evaluations of designers and existing products takes place to inspire our children to create their own ideas and designs. Our children learn how to take risks, while becoming resourceful, innovative and capable citizens.

Our Curriculum for design and technology aims to ensure that all pupils:

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

We follow the Key objectives of intent within the Design Technology Curriculum based on the National Curriculum 2014 guidance:

- Products are to be made for a purpose
- Individuality should be ensured in children's design and construction of products
- Delivery of the two strands: Designing and Making and Cooking and Nutrition
- More emphasis to be given on creating 'innovative' products in KS2
- Teaching the importance of making on-going changes and improvements during making stages
- Looking into seasonality of ingredients and how they are grown, caught or reared
- The introduction of computing and coding of products in KS2
- Researching key events and individual designers in the History of Technology in KS2.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. 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. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

17. Computing within St Andrew's C.E. Primary School

What is Computing?

At St. Andrew's, we believe that Computing at is the understanding of information and computation, how digital systems work, and how to put this knowledge to use through programming and systems.

Through the eyes of our children, Computing is important because:

'It helps us to express ourselves and develop our ideas through, information and communication technology so that when we become adults, we can use our computing skills to successfully live, learn and work.'

Curriculum Intent

At St. Andrew's Church of England Primary School, we aim to provide our children with the skills and creativity to understand and change the world. Our children make links with Mathematics, Science and Design and Technology to support them in understanding computer systems. We aim for our children to be digitally literate on a range of digital systems so they can be active participants for their future workplace and as active participants in the digital world.

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

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

A high-quality computing education equips pupils to understand and change the world through logical thinking and creativity, including by making links with mathematics, science, and design and technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, and how digital systems work. Computing equips pupils to use information technology to create programs, systems and a range of media. It 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.

18. Spanish at St Andrew's C.E. Primary School

What is Modern Foreign Languages?

We believe that Modern Foreign Languages are a necessary part of being a member of a multi-lingual society and that they provide valuable skills to be able to communicate effectively with others in another language.

Through the eyes of our children, History is important because:

'Learning different languages gives us the chance to share our ideas and thoughts through speaking, reading and writing in another language.'

Intent

At St. Andrew's Church of England Primary School, we provide our pupils with a high quality Spanish provision in order to foster their curiosity of different cultures from around the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

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

- 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.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

19. Physical Education at St Andrew's C.E. Primary School

What is Physical Education?

Physical Education (PE) is described "as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, [which] provides a learning gateway to grow the skills required for success in the 21st Century" - UNESCO, 2015

Through the eyes of our children, Physical Education is important because:

'It helps us to understand why it is important o keep fit and active. It is important as it helps us to be creative when we think of new games and develop our skills.'

Curriculum Intent

At St. Andrew's we believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim for PE to provide opportunities for our pupils to become physically confident in a way which supports their health and fitness. We recognise that being physically active encourages them to become physically confident and develop a positive healthy lifestyle. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect .

The national curriculum for art and design aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

In this area children develop mobility, co-ordination and control through a variety of skills in Dance, Gymnastics, Games and Swimming. The school has a regular swimming session where tuition is given to pupils ranging from non-swimmers to more able pupils. All children are expected to be able to swim 25 metres by the end of Key Stage 2.

Individual confidence is built up, together with attitudes required to work as a team. This section of the curriculum is concerned also with the children's awareness and knowledge of their own bodies and how to promote their well-being.
St Andrew's currently operates within the successful Greendale Sports Partnership which allows us to extend and broaden children's sporting participation, as well as allow our children to compete more widely in a range of sporting events.

20. Religious Education and Collective Worship at St Andrew's C.E. Primary School

What is Religious Education?

At St. Andrew's, we believe that Religious Education (RE) is about learning about religions, and learning from religions. RE encourages pupils to learn about and develop their own beliefs as well as learn about the beliefs and practices of others, whilst learning to respect those who hold beliefs different to their own. RE promotes an awareness of British values, tolerance of others and supports children in gaining knowledge of their own society and the wider world.

Through the eyes of our children, Religious Education is important because:

'It helps us to think about and understand other people's beliefs. If everybody could do this the world would be a better place. RE also gives us time to think about God and make our own decisions about what we believe.

Curriculum Intent

A high quality RE curriculum is essential to meet the statutory requirement to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views and fostering respect for them.

At St Andrew's the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. We will provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.
We will use an enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy as well as aim to develop our children's understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners.

The aims of Religious Education are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views*, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

The religious education curriculum is taken from Lincolnshire's 'Agreed Syllabus'. Although Christian based, it also ensures that our pupils gain respect, awareness and understanding of other world religions. There are varied arrangements for daily worship, including class and whole-school assemblies.

All parents/carers have a right to withdraw their child from the school's daily act of worship, and/or religious education. If you want to withdraw your child from these parts of school life please arrange a meeting with the headteacher.

21. Personal, Social, Citizenship and Health Education (PSCHE) at St Andrew C.E. Primary School

What is PSHE and RSE?

PSHE and RSE education allows pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, to establish positive relationships and prepare for life and work. It encouraged children to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Through the eyes of our children, PSHE is important because:

'It helps us to get ready for our future by making sure that we are safe. It also helps us understand that it is important to be respectful to others which helps us to develop positive relationships.'

Intent

At St Andrew's RSE is embedded within our PSHE curriculum and as such when reference is made to PSHE we include those elements identified within RSE.

At St. Andrew's Church of England Primary School, we aim to deliver a PSHE curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this we aim for them to become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We are dedicated to ensuring that St. Andrew's is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values that are taught through PSHE lessons, making it integral to the success of the whole school. PSHE is at the heart of our school ethos.

This arises during 'Circle Time' (class discussion) when children along with their class &/or support teacher discuss issues that may affect them in a variety of ways. It involves how children interact with one another, their family, friends and others. Depending on the age of the child issues could involve bullying, bereavement, separation, secondary school transfer and aspects of their everyday lives. Such sessions are conducted in a sensitive and positive way although children are encouraged to participate. In doing so they are able to express their feelings, concerns and aspirations with their peers.

21.1. Sex and Relationship Education at St Andrew's C.E. Primary School

Contributing to the foundation of PSHE, the school's RSE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During RSE children will 'develop personal and social skills and a positive attitude to growing up'.

The school aims to provide a graduated, age-appropriate RSE programme emphasising the social and emotional aspects of relationships.

This is outlined in our PSHE Policy and programme of study..

At St Andrew's, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RSE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development

22. Equal Opportunities at St Andrew's C.E. Primary School

St Andrew's C.E. Primary School is a non-selective academy. The admissions policy for the academy will remain the same as the predecessor school and reflect the Local Authority policy. We believe that every child should reach their full potential. Learning should be suitably challenging for all so that it constantly moves children forward in their learning journey. Teachers are expected to have high expectations of all children and a belief that all children can make good progress.

There are children of different abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity, matched to the ability of the child
- using classroom assistants to support the work of individual children or groups of children
- setting common tasks which are performed with varying degrees of independence

Where children have Special Educational Needs, individual education plans are produced which specifically address their needs. These are often based on the advice received from outside agencies who have conducted specific assessments on the child's area of difficulty. Often additional resources are deployed to ensure that children with special needs are supported in reaching their challenging targets; they are expected to progress at the same rate as other children.

Where children are gifted or talented, it is every teacher's responsibility to ensure that their needs are met within each lesson. Often a child can be challenged through applying their understanding to different contexts. The curriculum does not put a cap on children's progress; they will be taught at their level of attainment

23. Respecting Rights

The RRSA (Rights Respecting Schools Award) is given by a charity called UNICEF (United Nations International Children's Emergency Fund) . UNICEF works hard to help children and families all over the world. It works hard to ensure that all children can enjoy their rights by upholding the UNCRC. We all have rights and they cannot be taken away from us.

UNCRC stands for the *United Nations Convention on the Rights of a Child.* It was created by

UNICEF and it has 54 articles which outline all the rights a child has. It builds on the basic rights a child has.

There are four main core principals to our work.

- Non discrimination
- Devotion to the best interests of the child
- A right to life, survival and development
- Respect for the views of children

We want St Andrew's to become better places for everyone. We want to teach children about their rights and we want them to understand how to respect each other's rights and develop the responsibilities they have towards each other. Rights Respecting Learning makes us think more about other people and how our actions and words affect them.

We would like children and adults to look at their own behaviours and see how it affects other people and how they would feel if they were treated in a similar way. We believe this is a very important skill for children to succeed in life and be happy.

As such the school would seek to comply with all appropriate articles and in particular recognise:

Article 28: Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures and the environment.

24. Enrichment Programmes at St Andrew's C.E. Primary School

We recognise that all children have their own unique characters and talents. Opportunities for individual development though a range of activities within and outside of school are provided. A wide range of sports opportunities are made available; musical skills are taught; regular 'performances' to parents; and many after school activities will add to the school experience. Educational visits both local and further afield are also a regular part of the Academies curriculum.

25. Health and Safety

All staff will pay due regard to aspects of health and safety and where appropriate specific attention to national guidance will be made (eg PE, Art, DT). Where necessary this will be identified within the medium term planning. This includes aspects relating to personal safety and general safeguarding.

(See H & S Policy and Appropriate Risk Assessments

26. Resources

There is a wide range of resources to support the curriculum the school. This is stored either in specific locations or within the classroom. Some equipment is kept in an outside store and this is accessible to children only under adult supervision. We expect, where possible, the children to help set up and put away equipment as part of their work. By so doing, the children learn to handle equipment safely.

27. Assessment and Recording

We believe that effective assessment is the only certain guarantee to ensure a child's progress and development. In our school a range of different strategies are involved to reflects our beliefs and aims for everyone to achieve.

Assessment consists of two main areas: formative and summative.

- Formative assessment being day to day, ongoing assessment, based on how well children fulfill learning intentions, providing feedback and involving children in improving their learning.
- Summative assessment being testing which establishes what a child can do at that time

(see Assessment for Learning Policy and Marking Policy)

We assess children's work from three aspects (long-term, medium-term and short-term). We make short-term assessments which we use to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.

In all non-core subjects, we make medium-term assessments to measure progress against the key objectives and success criteria, and to help us plan the next unit of work. We use the class evaluation sheet to record these assessments. The Development Groups monitor these evaluations.

In the core subjects we use assessment statements as part of our medium term assessments and we measure children's progress against these. These are updated at least three time and in specific areas six times times per year either through teacher assessment or formal testing. We also use these statements as individual progress targets in reading, writing and mathematics.

For those children in EYFS we use the EYFS Profile which is updated as required to reflect the children's progress. This is evidenced in the children's "Learning Journeys".

We make a summary of each child's progress which is available in the form of an annual report. Parents are made aware of this and have the opportunity to discuss it. This information is available to the next teacher at the end of the year, so that s/he can plan for the new school year.

28. Parent Involvement

Two parental consultations are held each year long with one annual report. Class newsletters, e-mails and the school web site provide an important means of communication.

When significant changes have been/are made to the curriculum parents are invited to a meeting or sent information via the half termly newsletter.

29. Development, Monitoring and Review

The role of the Key Stage Leaders and Subject leaders is to:

- Keep abreast of current developments
- Implement the agreed direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

The school gives designated time to staff, so that they can carry out the necessary duties involved with their role. It is the role of each group to keep up-to-date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each group reviews the curriculum plans for their subject, ensures that there is full coverage of the curriculum and that progression is planned into programmes of study.

We have identified Governors who attend relevant Key Stage Development Group meetings or Subject meetings, when possible attend school INSET and discuss policy changes. Along with the school staff they participate in the drawing up of an agreed development plan

The Governor reports back to the curriculum committee on a regular basis.

The SLT is responsible for the day-to-day organisation of the curriculum and with the MLT they monitor the work of the Key Stage.