

Gamesley Primary School Teaching and Learning Policy



Version 9: Updated September 2023



Our Intent

At Gamesley Primary School we provide as many opportunities as possible for our children to develop as independent, confident, successful learners. We want our children to leave us not only with high aspirations for their own futures, but also knowing how to make a positive contribution to their community and the wider society. Our curriculum places a high focus on developing children's moral, spiritual, social and cultural understanding. We aim for every child to enjoy their education and make the best progress in all areas of learning.

Pupils at all levels are supported to achieve their full potential. Higher achieving pupils are challenged and supported through appropriate deepening and broadening activities. Those who struggle with aspects of their learning are encouraged and given targeted support to embed core skills while still accessing and enjoying the wider curriculum.

The school's focus on curriculum development has been carefully designed to ensure coverage and progression. We provide our pupils, many of whom have limited experiences at home, with a memorable and engaging curriculum which includes a wide range of opportunities through which they can learn and develop a range of core, transferable skills. We take the children out into their local and wider community as often as possible and invite visitors into school. We give them knowledge that is outside their immediate life experiences. Through our curriculum, we aim to create an interest and thirst for more knowledge, to raise aspirations, engender a sense of personal pride in achievement and provide a purpose and relevance for learning.

As the school population includes a very high percentage of disadvantaged pupils, we provide access to activities that children may not otherwise experience. We recognise that the children need support to develop self-value and aspirations for their future and for their community. At the same time, we maintain a strong focus on the precision teaching of the core skills of literacy and maths so that our children can leave us not only with a desire to learn, but also with the tools they need to access the curriculum at secondary school and beyond.

The curriculum is planned to ensure progression of knowledge and skills across school. Our curriculum design ensures that the needs of all children can be met through high quality first wave teaching, supported by targeted, proven interventions where appropriate.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. They collate evidence in subject leaders' files and regularly hold pupil interviews to check on their acquisition of knowledge and skills in their subjects.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. We encourage children to have a sense of pride in the presentation of their work. High quality visits and visitors enhance the curriculum and provide opportunities for writing for a purpose. To promote physical health and wellbeing, a range of extra-curricular clubs gives learners an opportunity to access a variety of sports after school hours.

Our PSHE scheme (Jigsaw) provides children with opportunities to discuss and learn about personal health, wellbeing, safety, relationships (including anti-bullying work), differences and aspirations. Values education is given a high profile throughout the school in weekly praise assemblies and class lessons based on the Cornerstones "Yoi Moji" materials. Our diversity work helps children to realise that everyone is special and unique and we should celebrate differences and different kinds of families.

In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is a priority. A range of programmes of support are provided for children where a need has been identified such as self-esteem, anger management and bereavement.

Challenge for All

At Gamesley school, our aim is to raise the achievement and outcomes for all our children through our 'challenge for all' approach. This approach recognises the importance of providing every child with cognitive challenge and encourages an ethos of high aspirations, resilience and achievement.

A challenge for all approach ensures that the most able pupils are challenged – teachers plan lessons based initially on the needs of the more able learners and on pedagogy which has challenge at its core; strategies and interventions are put into place to support those who need it, allowing every child to succeed.

Our challenge for all approach allows all our children to develop resilience and shows learners that there are no limits on what is possible for them in terms of their education. We do not group children according to perceived ability but instead give every child the opportunity to demonstrate their capabilities. Through providing every child with the appropriate levels of cognitive challenge, our children have increased levels of engagement, resilience and higher aspirations.

Identification of the More Able and Transition

Identifying the needs of all our children, including those who are more able, helps teachers to plan the appropriate level of challenge within each lesson.

To identify children who are more able, we encompass a range of methods which include:

- Nomination by self, staff, parents and peers
- Teacher observation and assessment
- Data and pupil tracking processes
- School intake and context, including social and economic factors
- Checklists of characteristics (general and subject-specific)
- Identification through classroom and extracurricular provision

We work alongside 'The Brilliant Club', an award-winning university charity whose aim it is to inspire young people and help pupils access the most competitive universities and succeed when they get there.

Children who have been identified as more able in Years 5 & 6 are selected to take part in the scholars programme which is run by The Brilliant Club. The scholars programme aims to give children an experience of university learning and helps our children to develop the knowledge, skills and confidence to progress to the most competitive universities.

Our School Improvement Priorities in 2023/24

1. **Quality of Education:** Develop Early Reading in EYFS and KS1 with support from Lacey Green Literacy Hub.
2. **Quality of Education:** Continue to refine curriculum to identify key knowledge and skills in each subject and develop assessments in Foundation Subjects.
3. **Quality of Education:** Develop and refine EYFS curriculum including for two-year olds with focus on language, knowledge and skills ready for KS1.
4. **Quality of Education:** Develop challenge for all learners in EYFS, KS1 and KS2.
5. **Behaviour and Attitudes:** Improve rates of attendance to 95% overall (93% for SEND pupils).
6. **Personal Development:** Trauma Informed practice
7. **Leadership and Management:** Raise the profile and reputation of both schools in the local community and beyond.

Timetables

All classes follow the same core timetable below, although there will be daily adaptations to accommodate brass, swimming and PE lessons.

	KS1	KS2
8.45	(Whole school assembly Monday 8.50am)	(Whole school assembly Monday 8.50am)
9.00	Basic Skills	English Focus
9.15	Literacy including RWI Lessons	
10.15	Morning Break	

10.30	Maths	Maths Focus
11.30	Talk through Stories	Reading Explorers
12.00	Lunch Break	
12.55	Wider Curriculum (Whole School Assembly Friday 2.30pm)	
3.15	End of School Day	

Fully completed timetables must be completed online via **Cornerstones** by 8.00am each Monday morning at the latest. There should be no blanks or unaccounted slots on timetables. Weekly teaching and therefore timetables must always include (adapt per Key Stage):

- Registrations
- Morning work (include details of work)
- Daily Worship
- Class Novel

- Values lessons

If the lesson is a Cornerstones lesson then the timetable should link back to the on-line planning

If the lesson is based on non-Cornerstones planning (*Power Maths / Twinkl French / Jigsaw PSHE / R-Time/ Project Evolve E-safety / Purple Mash Computing / Reading Explorers / Morning Work / discrete English skills if not included in adaptations on Cornerstones English planning etc.*) then there should be enough detail on the timetable to indicate what unit and lesson is going to be taught.

Discrete English skills (handwriting / grammar/ spellings) can be referenced within the English lessons through the adaptations section on the Cornerstones English planning (may be easier to include enough detail in this way) or be indicated separately on the timetable.

Starting points for Planning

Planning is completed in detail on line for cross-curricular English, Science, DT, History, Geography, Art, RE and some PSHE through **Cornerstones Maestro**.

We deliver the **Maestro Curriculum** with fidelity in that we aim for every child to achieve the intended learning outcomes. However, we will always adapt our teaching to enable all children, whatever their starting points to achieve this. In addition, we recognise that the **Cornerstones Maestro** materials are very detailed and at times teachers will need to make decisions about which elements they teach in depth. They are guided in making decisions about any necessary adaptations by:

1. Checking previous coverage of each learning objective created when teachers click “lesson taught” to support decisions about which, if any lessons can be omitted or taught in a “light touch” way
2. Reference to teacher assessments which are completed on line at the end of each project
3. Questioning, recall and retrieval activities at the start of each lesson to check understanding

These principles of checking coverage, referencing teacher assessments and building formative assessment opportunities into the start of each lesson also apply to subjects not planned and delivered through Cornerstones.

Maths planning from Year 1 upwards is based on **Power Maths**. Computing planning is based on the **Teach Computing** scheme, internet safety on **Project Evolve** and PSHE including RSE on the **Jigsaw** scheme. French planning is based on the **Twinkl Planit** materials and PE lessons are delivered using the **PE Passport** scheme of work.

English planning is based on the **RWI** programmes initially and then delivered through Cornerstones once children have graduated from the **RWI Comprehension** programme (usually during Year 2). Discrete skills in English are delivered through a range of resources as outlined in the English section of this document.

Yearly overviews are completed before the start of each academic year on Cornerstones ensuring that time is allocated for all PSHE, RE, PE, Music, Computing and Internet-safety lessons along with the Cornerstones curriculum.

More detailed medium-term plans are completed before the start of each term using the Cornerstones pacer. As much as possible teachers **interleave rather than block different subjects to support retrieval and spaced practice**.

Classroom Environments and Displays:

We believe that our children learn best in a calm, uncluttered and well-organised environment. Please ensure that you have a place to store everything and that you do not allow clutter to build up, either materially or visually on your displays. Shared areas should also be well-ordered and tidy spaces.

There is no need to put up displays unless they directly support the desired learning, ethos or behaviour of your classroom. All displays should be neat, fresh and relevant but do not need to be double (or even single!) mounted or laminated.

Some materials such as a RWI sounds poster or a behaviour consequences flow chart will be on permanent display in your classroom (but referred to often so children don't stop "seeing" them); others such as learning walls will be changed and updated frequently as the learning develops.

What should be displayed in my classroom?	
VIPERS reading display RWI sounds chart Class Novel	
Well stocked class library – focus on the books, not displays	
English working wall including key vocabulary	
Maths working wall including key vocabulary	
Science working wall / display including prior learning key vocabulary, 5 enquiry types, subject definition and Knowledge Organiser	
History / Geography working wall / display including key vocabulary and Knowledge Organiser / subject definitions / Timeline / World Maps	
School rules / behaviour consequences	
Yoi Moji Values / Star of week / Class "Values" reps / Jigsaw theme	
RE including key vocabulary / glossary	
French Vocabulary (Key Stage 2)	
School Council Board (Key Stage 2)	
Some children's work	

Homework

1. Daily reading
2. Weekly spellings or High Frequency words (list on class pages on website)
3. "Family Topic Learning", linked to Cornerstones Topics. This homework is shared at the start of each topic and is displayed on the class pages on the website. Families are encouraged to complete at least one of the suggested activities and the outcomes are shared in a celebration assembly.

Exercise Books

We have a zero-tolerance policy on children doodling or otherwise spoiling the covers of their workbooks. All books should have a neatly typed, simple name label on the front secured with tacky back (no surnames please – GDPR!)

<p>A4+ Purple Books (for all work in EYFS and English, History, Geography, PSHE in Key Stages 1 and 2. These books have purple covers (may still be some old stock with green covers – please use these up!). Children can move between the guideline books at a different pace to the suggestions below, depending on their handwriting skills, but all Year 3 children should use 8mm lined books. A presentation agreement is stick in the front of all project books</p>	
Reception	Book 1 – widest line guides
Reception or Year 1	Book 2 – medium line guides
Year 1 or Year 2	Book 3 – narrowest line guides
Year 3	8mm lined books
<p>A4+ Yellow Science, Technology and Computing Books (Medium line guides in Year 1)</p>	
<p>A4+ Blue Maths Books There is no set time for children to progress onto the smaller squared books, it will usually be at some point in Year 4 and depends on individual needs. All maths books have a “child’s marking template” stuck inside the front cover.</p>	
Younger children	1 cm squares
Older children	6mm squares
Other	
All Year groups	Mini Buff covered spelling / vocabulary book
All Year groups	A4 hard covered spiral bound “Art and Design” books
Year 3 Upwards	Tramline handwriting books
Year 3 Upwards	Red, white and blue French book
Year 2 Upwards	Red A4+ “Reading Explorers” book (after <i>RWI Comprehension</i> is completed)
Year 1 Upwards	Green A4+ RE books

Resources: *Cornerstones Maestro Curriculum 22, Art cupboard, Children's individual "Art and Design" books*

Intent

Our art curriculum is based not only on the acquisition of knowledge and skills but is also designed to provide rich experiences for the children. Some children who may struggle with the more academic aspects of school life can shine in art lessons. For others art and design can become a life-long interest, hobby or even the basis of a career. Art and design is valued in our school and is taught with enthusiasm.

Our art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. As with all aspects of our curriculum, we aim to use art as a medium to give children real life rich experiences and to develop their cultural capital. Enrichment activities linked to the art curriculum include visits to Forest school and an art gallery. This year we will also be inviting visitors to school including a local florist and a photographer.

Art projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, **Beautiful Botanicals** has been placed in the same teaching sequence as the science project **Plants**.

Implementation

We always start our Art and Design lessons by reminding the children about what they will be learning:

KS1 – This is an art (and design) lesson. In art (and design) lessons, we learn to draw, paint and sculpt using a range of materials and tools.

KS2 – This is an art (and design) lesson. In art (and design) lessons, we learn to draw, paint and sculpt using a range of materials and tools (and find out about famous artists and designers in history).

Art and Design lessons are planned for and adapted online via the **Cornerstones** website. Our art and design curriculum is delivered with integrity ensuring complete coverage of the National Curriculum programmes of study for Art.

All Art and Design work, from first sketches to the final evaluation stage is recorded in the children's individual art books. Key vocabulary for Art is displayed in the classroom and taught directly.

All art-based Knowledge Rich Projects allocated to each year group are taught with fidelity and in the planned sequence, to ensure coverage and the development of skills throughout school. The focus is always on the teaching of key skills, which are developed and built upon each year.

Year	Term 1	Term 2	Term 3
1	Mix It (Y1) Funny Faces and Fabulous Features	Rain and Sunrays	Street View
2	Mix It (Y2) Still Life	Flower Head	Portraits and Poses
3	Contrast and Complement (Y3)	Ammonite	Beautiful Botanicals

	Prehistoric Pots	People and Places	Mosaic Masters
4	Contrast and Complement (Y4) Warp and Weft	Vista Animal	Statues, Statuettes and Figurines Islamic Art
5	Tints, Tones and Shades (Y5) Taotie	Line, Light and Shadows Nature's Art	Mix Media Figures and Forms
6	Tints, Tones and Shades (Y6) Trailblazers, Barrier Breakers	Inuit Environmental Artists	Distortion and Abstraction Bees, Beetles and Butterflies

In our curriculum, where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms. Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

Key Stage 1

In Key Stage 1, each autumn term begins with the colour project **Mix It**. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours. Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with the colour project **Contrast and Complement**. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory. In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles. In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

Upper Key Stage 2

In Upper Key Stage 2, each autumn term begins with the colour project **Tints, Tones and Shades**. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts. In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement. In Year 6, children are encouraged to work more independently in projects like **Environmental Artists** and **Distortion and Abstraction**. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects **Inuit** and **Trailblazers, Barrier Breakers**.

Our curriculum provides detailed, interesting and challenging lessons and as a result the children are enthusiastic about their art work. We measure impact in art and design lessons through classroom displays, the development of skills in children's Art and Design books and by talking to children. Art is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Children assess their own learning against shared objectives at the end of each lesson. End of unit quizzes are used to inform teachers when the complete simple summative assessments on the Curriculum Maestro on-line platform.

Lesson objectives are clearly displayed and discussed at the start of each lesson. For example, 'As an artist, I can mix colours to create tints, tones and shades.'

Computing and On-Line Safety: Subject Manager: Deborah Meredith

Resources: *Teach Computing / Barefoot Computing (EYFS) / Project Evolve/ Individual Chromebooks / I pads*

Intent

In a rapidly changing world where computing skills and knowledge are essential in day to day living and to succeed in the work place, our aim is to provide our children with the skills and knowledge they need to develop their computational knowledge. Through a carefully planned, progressive, skill-based curriculum we teach the children to secure and then build upon their knowledge and understanding. We also aim to develop their interest and curiosity so they want to continue to learn more about this essential science.

Implementation

We always start our computing lessons by reminding the children about what they will be learning:

This is a Computing Lesson. Today we are learning about

KS1:(Coding) –Coding is a way to explain and organise sets of instructions which are called algorithms / (Spreadsheets) - We use spreadsheets to display information / (Searches) – We will be learning how to use a search engine to find answers to questions

KS2:(Coding) – Coding is the skill of creating, explaining and debugging algorithms / Spreadsheets) – We use spreadsheets to display, explore and interpret data / (Blogging) – Blogs are an informative text aimed at an audience

The starting points for our planning the **Teach Computing**, **Barefoot** and **Project Evolve** resources. We chose to use these materials scheme as the basis of our teaching as they fulfil all the requirement of the Primary School National Curriculum 2014, are progressive and engaging and continually updated.

In addition, we recognise that computing is a specialist subject and the **Teach Computing** resources not only support our pupils but also provide CPD for teachers through the detailed lesson plans, videos and knowledge organisers provided.

Our pupils are also encouraged to engage with computing activities outside school. They can use their own log-ins to access their saved work and continue using the materials at home.

Reception children follow the learning objectives from their **Curriculum Maestro** projects. The Marvellous Machines project focuses on many of the skills and concepts the children need to form the foundations for computing which progress through the rest of school.

Our Teach Computing Curriculum Overview

	Autumn 1 - Systems and Networks	Autumn 2 - Creating Media	Spring 3 - Programming A	Spring 4 - Data and Information	Summer 5 - Creating Media	Summer 6 - Programming B
Y1	Technology around us	Digital Painting	Moving a Robot	Grouping data	Digital Writing	Programming animations

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Y2	Information technology around us	Digital Photography	Robot algorithms	Pictograms	Making music	Programming Quizzes
Y3	Connecting computers	Stop-frame Animation	Sequencing sounds	Branching Databases	Desktop Publishing	Events and actions in programs
Y4	The Internet	Audio editing	Basic Skills - PowerPoints	Repetition in shapes	Photo Editing	Repetition in games
Y5	Sharing Information	Video Editing	Selection in physical computing	Flat-file databases	Vector drawing	Selection in quizzes
Y6	Internet communication	Webpage creation	Variables in games	Introduction to spreadsheets	3D modelling	Sensing

Impact (Outcomes and Assessment)

Ongoing formative assessment is through targeted questions within lessons. Clear learning objectives are shared at the start of every lessons and these are revisited at the end of lessons with children encouraged to self-assess their own progress. There is a mixture of digital and paper outcomes within each unit enabling children to see progress towards objectives.

For specific units, children will answer a set of summative assessment questions. These questions help to consolidate learning from the unit.

Online Safety

The objectives from the *Education for a Connected World Framework* are delivered through a carefully designed curriculum using materials from *Teach Computing*, *Project Evolve* and *Jigsaw PSHE*. Teachers print a copy of the objective breakdown document at the start of each academic year and tick off lessons as they are taught to ensure coverage.

Resources: *Cornerstones Maestro. DT resources cupboard.*

Intent

In Design and Technology, we follow Cornerstones Curriculum 22. This provides a consistent structure to suit the needs of our children and ensures coverage of the national curriculum. The design and technology projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills. Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. The design and technology curriculum's electronic systems and IT monitoring and control elements are explicitly taught in our science projects to ensure the links between the subjects are highlighted.

Where possible, meaningful links to other areas of the curriculum have been made. For example, the cooking and nutrition project **Eat the Seasons** is taught alongside the geography project **Sow, Grow and Farm**. All the projects follow a structure where children are introduced to key concepts and build up knowledge and skills over time, using a more comprehensive range of equipment and building, cutting, joining, finishing and cooking techniques as they progress through school. All projects contain focused, practical tasks in the "develop" stage to help children gain the knowledge and skills needed to complete their Innovate tasks independently.

Throughout Key Stages 1 and 2, children build up their knowledge and understanding of the iterative design process. They design, make, test and evaluate their products to match specific design criteria and ensure they fit their purpose. Throughout the projects, children are taught to work hygienically and safely.

Implementation

We start each design and technology lesson by reminding the children about what they will be learning: *This is a Design and Technology Lesson. In Design and technology lessons, we learn how to plan, design and create things (called "products") which people use.*

Key Stage 1

In the autumn term of Year 1, children begin to learn about structures in the project **Shade and Shelter** before designing and making a shelter. In the spring term project **Taxi!**, they learn the term 'mechanism' and assemble and test wheels and axles. In the summer term, children begin to learn about food sources in the project **Chop, Slice and Mash** and use simple preparation techniques to create a supermarket sandwich.

In the autumn term of Year 2, children learn more about food in the project **Remarkable Recipes**, where they find out about food sources, follow recipes and learn simple cooking techniques. In the spring term project **Beach Hut**, children develop their knowledge of structures further, learning to cut, join and strengthen wood for the first time. In the summer term, children begin to develop their understanding of textiles in **Cut, Stitch and Join**. They learn to sew a simple running stitch, use pattern pieces and add simple embellishments. They also continue to learn about mechanisms in the project **Push and Pull** by using sliders, levers and linkages in products.

Lower Key Stage 2

In the autumn term of Year 3, children continue to learn about food, understanding the concept of a balanced diet and making healthy meals in the project **Cook Well, Eat Well**. In the spring term project **Making it Move**, children extend their understanding of mechanisms by exploring cams and using joining and finishing techniques to make automaton toys. In the summer term project **Greenhouse**, they continue to develop their knowledge of structures, using triangles and braces for strength. They design and build a greenhouse, using their understanding of opacity and transparency and the needs of plants from science learning to inform their design. In the autumn term of Year 4, children continue to develop their understanding of food in the project **Fresh Food, Good Food**. They learn about food safety and preservation technologies before designing and making packaging for a healthy snack. During the spring term project **Functional and Fancy Fabrics**, children continue to explore textiles, learning about the work of William Morris before designing, embellishing and finishing a fabric sample. In the summer term project **Tomb Builders**, they build on their knowledge of mechanisms, learning about six simple machines and using their knowledge to create a lifting or moving device prototype. They also explore and use electrical systems and IT monitoring and control in the science project **Electricity** for the first time.

Upper Key Stage 2

In the autumn term of Year 5, children deepen their understanding of mechanisms by studying pneumatic systems in the project **Moving Mechanisms**. They learn about the forces at play and create a prototype for a functional, pneumatic machine. In the spring term project **Eat the Seasons**, children continue to explore food and nutrition, learning about seasonal foods and the benefits of eating seasonally. In the summer term, they learn more about structures in the project **Architecture**, studying the history of architecture and developing new ways to create structural strength and stability. They use computer-aided design and consolidate their making skills to produce scale models. They also explore the electrical conductivity of materials before making products incorporating circuits in the science project **Properties and changes of materials**. In the autumn term of Year 6, children learn about processed and whole foods in the project **Food for Life**, creating healthy menus from unprocessed foods. In the spring term project **Engineer**, children consolidate their knowledge of structures, joining and strengthening techniques and electrical systems by completing a bridge-building challenge. In the summer term project **Make Do and Mend**, they extend their knowledge of textiles by learning new stitches to join fabrics and using pattern pieces to create a range of products.

Throughout the design and technology scheme, there is complete coverage of all national curriculum programmes of study. CurriculumPRO allows you to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the design and technology scheme with other curriculum subjects.

Year	Term 1	Term 2	Term 3
1	Shade and Shelter	Taxi	Chop, Slice and Mash
2	Remarkable Recipes	Beach Hut	Cut, Stitch and Join/ Making it Move
3	Cook Well, Eat Well	Push and Pull	Greenhouse
4	Fresh Food, Good Food	Functional and Fancy Fabrics	Tomb Builders
5	Moving Mechanisms	Eat the Seasons	Architecture
6	Food for Life	Engineer	Make Do and Mend

Impact: **Assessment in DT**

Design Technology is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Children assess their own learning against shared objectives at the end of each lesson. End of unit quizzes are used to inform teachers when the complete simple summative assessments on the Curriculum Maestro on-line platform.

Detailed Intent Statement for English:

Our English Curriculum in the Early Years and Key Stage 1 is consistent and repetitive. Our children typically enter Reception with very low baselines in early literacy and language skills. The familiar structure to the daily lessons supports our children's learning needs and allows them to focus on the content of the teaching rather than coping with changes to structure and organisation.

Read, Write Inc Phonics and RWI Comprehension in particular continually recap prior learning and then build on it in small incremental steps enabling the children to embed their skills with confidence. The reading materials we share with home are also based on the structured RWI scheme and support parents in helping to develop their children's reading and writing skills at home.

RWI also offers many opportunities for affirmation and praise, which supports our children's confidence, self-esteem and resilience.

As children progress, the curriculum widens somewhat, but structure remains, especially in our approach to reading which is taught using a familiar model using the **Reading Explorers** materials which are introduced during Year 2 (depending on the needs of each cohort) in discussion and agreement with the English Leader. **Reading Explorers** follows the same structured weekly timetable in all year groups. It includes a strong focus on vocabulary, which is an area of weakness for many of our children. The scheme introduces the children to a wide range of texts, including extracts from the classics, thus providing exposure to high quality cultural reading experiences. The scheme also gives children what they need to access tests. Our children can struggle to find the resilience they need in test situations and so this familiarity provided by the scheme is supportive.

Through the "Talk through Stories" approach in Key Stage 1 and class novels in Key Stage 2, we give our children the opportunity to immerse themselves in high quality texts. Some of these books may be pitched above the children's individual fluency levels, but this approach supports their comprehension skills, introduces new vocabulary and goes some way towards compensating for the lack of quality books available in many of our children's homes.

Children are also able to choose from an extensive range of scheme and "real" books to borrow and read at home. This is also the rationale behind our reading rewards scheme where children can choose a new book from the school bookshop each time they accumulate "50 reads" at home. They can also purchase books for the nominal cost of £2.00.

The **RWI Phonics and Comprehension** programmes provide the direct, explicit teaching of writing skills throughout Reception, Key Stage 1 and where necessary into Year 3. While the wider curriculum also provides opportunities for them to apply these skills, we believe the overriding priority for our younger children is to ensure that they have the tools they need to write securely and accurately in a range of contexts in Key Stage 2. Throughout the school, a "Writer's Toolkit", which includes details about organisational and grammatical features, supports and structures the children's writing which frees them up to focus on the content and their own creativity.

Both **RWI** and the wider **Cornerstones** Curriculum offer many opportunities for purposeful speaking and listening through “Hold a sentence” work, retelling stories, answering questions, debates, performances and presentations of work. Opportunities also spring from maths lessons when children reason and explain their thinking.

We teach new vocabulary explicitly and in a structured way because so many of our children are not exposed to high quality vocabulary at home. Some of our children are not read to or even spoken to regularly in a meaningful way. We aim to teach them to use the vocabulary they need to access the curriculum, to widen their thinking skills and to express their thoughts, ideas and feelings. They won’t be able to think deeply about something unless they have the language to express those thoughts.

Through our focus on Speaking and Listening and vocabulary acquisition we aim to ensure that our children have the skills they need to become reflective, empathetic and purposeful member of their communities and to have the skills, self esteem and confidence to be able to succeed in the wider world.

Implementation:

Resources: *Cornerstones / RWI phonics / RWI Talk Through Stories / RWI Comprehension / RWI Spelling / Nelson Handwriting / Nelson Grammar / TWINKL/ Reading Explorers/ Lexia/ NELI (Elklan)*

We always start our English lessons by reminding the children about what they will be learning:

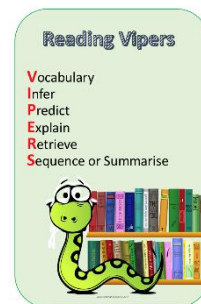
KS1 – This is a Reading and Writing Lesson.

KS2 – This is an English lesson. English is the language we use in our school. In English lessons, we learn how to speak, read and write effectively so we can express our ideas and find out new things.

Reading at School

- The **Read Write Inc (RWI)** phonics scheme is used for pupils in Reception, Year 1 and for some in Year 2, and also for those pupils still requiring a phonics intervention on a 1 to 1 or small group basis beyond Year 2.
- All elements of the **RWI phonics** scheme are taught with fidelity, including writing other than handwriting which is taught discretely outside the **RWI** lessons
- Once children have completed the **RWI phonics** programme, they move onto the **RWI Comprehension** programme.
- At some point in Year 3, once children have graduated from **RWI Comprehension**: reading, writing and speaking and opportunities spring from the wider curriculum based on **Cornerstones**.
- Once the **RWI Comprehension** scheme is completed, guided reading is taught daily using the **Reading Explorers** scheme.
- Teachers may plan additional questions to target those skills that require additional practice using the reading domains.

- The **“VIPERS”** reading domains are on display and referred to in every classroom where children are following the **Reading Explorers** programme.
- KS2 children who are not yet fluent readers are additionally supported through daily interventions.
- All children from Year 1 upwards access **Lexia** at least 3 times each week and are encouraged to do so at home as well.
- Class novels have a high profile and value in all KS2 classes. Class novels are not used for guided reading lessons. Instead, children are immersed in listening to high quality and sometimes challenging literature each day. Teachers read fluently and expressively, with only a few pauses to check pupils are following and understanding the plot.
- High quality picture books, short stories, poems and nursery rhymes are shared with children in Reception and Year 1 each day, usually but not exclusively using the **RWI “Talk through Stories”** and **“Poetry Time”** programmes.



Planning for reading

- **Cornerstones** reading lessons are planned for and adapted online via the **Cornerstones** website.
- Guided reading planning is based on the **Reading Explorers** scheme and is indicated on the weekly Cornerstones timetable. Additional information regarding the chosen text, or any adaptations are recorded on the notes facility within the timetable

Reading at Home

- Until they are able to read and blend the RWI Set One Speed Sounds, children take home a ‘share a story’ picture book each day. These books are changed whenever children request that we do so and children are encouraged to select their own books.
- Children accessing the RWI phonics scheme, take home a **RWI Book Bag book** or other decodable phonics reading book matched to their phonics’ group. Parents are asked to share these books with their children daily following the programme below. Phonics based books are changed every Monday and Thursday but should be sent back into school each day so reading diaries can be checked, children read with etc. Children continue to select story books to share at home as well. **Fluent readers may also be directed to banded reading books at this stage in addition to their phonically decodable books. This must only be after discussion with the reading leader.**

Monday Book	Monday	Read 1: Adults reads book to child
	Tuesday	Read 2: Child decodes with support of adult, spelling out each word
	Wednesday	Read 3. Child reads books to an adult with some level of fluency and they discuss the book together.
Thursday Book	Thursday	Read 1: Adults reads book to child
	Friday	Read 2: Child decodes with support of adult, spelling out each word
	Weekend	Read 3. Child reads books to an adult with some level of fluency and they discuss the book together.

- Once children have completed the **RWI Phonics** scheme, they move onto banded reading books. These books should also be sent back into school each day and are changed as and when then children have finished them.

- Children who read on 50 different days at home, (cumulatively, not necessarily consecutively), are rewarded with a free book from the school bookshop.
- Letters explaining how parents can support reading at home are sent home as children move through the home reading programme; i.e. sharing books when joining school / phonics readers when starting RWI / banded readers when moving off the RWI programme
- Our priority is for children to develop fluency, stamina and a love of reading. All children are supported in choosing reading materials other than scheme books – the priority of to encourage children to read. Book corner books are all coded using books band stickers to support children in choosing appropriate reading material outside the scheme.
- KS2 pupils who are assessed as exceeding the expected Year Group Standard should read books outside the scheme until the following year as the content of higher scheme books may not be appropriate and could adversely affect their enjoyment of reading. They can however, choose “free reading” books in line with their reading ability and should be encouraged to do so.

Reading assessments

Formative reading assessments take place daily within both *Read Write Inc.* and *Reading Explorers* Lessons. Children following the *RWI Phonics* programme are assessed every 6 weeks and groups are reorganised as result.

Once children graduate from *RWI Phonics*, at least 3 reading interviews take place each year using the school portfolio of levelled assessments and agreed questions based on extracts from the *Oxford Reading Tree* and *Oxford Treetops* reading books. (Assessment templates on Staff Hub/ documents / Reading Interviews). Children’s reading levels are recorded on the whole school reading spreadsheet.

Information from *Lexia* is used to inform assessments for those children on the programs. NTS reading tests are administered in December, March and July each year in Years 2 to 6, and NTS English tests in Year 1. Results are entered into the online *Rising Stars MARK analysis tool* and pulled over to reports on *Arbor*. Teacher assessments are updated on Arbor three times each year, in line with the agreed Trust timetable.

Writing

In Reception and Key Stage 1, children are primarily taught to write through their daily *RWI Phonics* and *RWI Comprehension* lessons. Meaningful, extended writing opportunities are also planned through the wider curriculum i.e. the *Cornerstones* KRPs, *Love to Celebrate* etc. Written work is completed in the children’s cross-curricular “Learning Books”.

The Cornerstones Curriculum provides detailed writing lessons linked to the wider curriculum which teachers use as their basis for planning writing opportunities once children have moved away from the *RWI* curriculum (at some point in Year 3 in discussion and agreement with the English Leader). Some of these writing opportunities may also occasionally be used as the basis for lessons in Years 1, 2, and 3 in addition to the RWI programmes (for example for assessed writing pieces).

	Term 1	Term 2	Term 3
Year 1	Autobiographies Non- chronological reports Riddles	Information Posters Directions Narratives	List Poems Diaries Letters

Year 2	Biographies Instructional Writing Posters Speeches	Descriptions Adventure narratives Non-chronological reports Persuasive writing	Information leaflets Kennings poems Comic strips
Year 3	Narratives Instructions Cinquains Chronological reports	Non-chronological reports Shape poems Newspaper reports Diaries	Biographies Letters Myths Poems
Year 4	Anglo-Saxon poems Playscripts Norse myths Non-chronological reports	Diaries Leaflets Explanations Narrative poems	Free verse poems Instructions Stories from other cultures
Year 5	Narrative poems Biographies Stories from other cultures	Non-chronological reports Diaries Leaflets Balanced arguments	Greek myths Balanced arguments Playscripts Odes
Year 6	Newspaper reports Persuasive letters Non-chronological reports Acrostic poems	Non-chronological reports Haikus Newspaper reports Adventure narratives	Persuasive posters Historical narratives Nonets

Teachers create writers' toolkits to support children in understanding the success criteria for their extended written work as below:

Non negotiables					
<ul style="list-style-type: none"> Write in full sentences using capital letters and full stops correctly Neat, joined handwriting 					
Organisation Toolkit		Language Toolkit		Content Toolkit	
Title		Past tense			
Introduction		Time connecting phrases			
Paragraphs in Chronological Order		Names, topic words, technical language			
Conclusion		Accurate descriptions			
Challenge					

- Differentiated versions of the toolkit may be provided in order to support the needs of different learners
- Teachers refer to the appropriate year group ***Cornerstones assessment grids*** when planning for writing and a copy is kept in teachers' files for reference.
- Staff should also refer to the ***Sue Palmer "How to Teach Writing"*** handbooks which are stored in the PPA room for more information about different text types. Similar resources can be found at <https://www.twinkl.co.uk/resource/t2-e-320-genre-writing-checklist-pack>.
- Teachers adapt and plan writing opportunities using the ***Cornerstones curriculum***.
- Linked and /or discrete lessons of grammar, punctuation, vocabulary and spelling are planned to support the intended writing outcome, and noted on the ***Cornerstones on-line planning tool***.

Writing assessments

- At least one piece of significant writing is completed each fortnight, often more frequently, and is marked in detail against a writer's toolkit as above that has been shared with the children. This toolkit serves a marking rubric for feedback.
- 6 pieces of writing are assessed against the agreed Trust Year Group writing assessments each year. These pieces of writing, which also include a marking rubric, are completed on paper. They are marked in detail and responded to and up levelled by pupils. The original is stuck in the pupils' learning books and a colour copy placed in their writing portfolios along with a completed assessment template.
- For younger children, writing assessments are made against the work generated in RWI lessons. Six pieces of work are photocopied from the children's RWI books and filed in writing portfolios.
- Teacher assessments for writing are updated on **Arbor** three times each year in line with the agreed Trust timetable.

Vocabulary

- Vocabulary is taught in a structured way and has a high profile in displays in the classroom.
- In **RWI** lessons, vocabulary is given a high profile in reading and writing lessons.
- Topic Vocabulary is shared with parents through "Knowledge Organisers" which are posted on class pages on the school website and through Dojo messages.

Grammar and Spelling

- Children accessing **RWI Phonics** are taught grammar and spelling as part of their daily lessons.
- From Year 2 onwards, the **RWI Spelling** programme is used as the basis of spelling lessons and to generate weekly spelling tests
- Once the **RWI Phonics and Comprehension** programmes are completed, grammar is taught both in context linked to the **Cornerstones** writing opportunities and discretely using the **Nelson Grammar** materials.

Handwriting

- In EYFS, children develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- Teachers follow the **Nelson Handwriting** scheme from Reception to Y6.
- Handwriting is taught daily during **RWI** lessons and additionally as discreet lessons at least twice weekly throughout school.

Intent

We recognise the importance in learning a second language in Key Stage 2, a stage when children's brains are receptive and less inhibited. The listening ear is well developed and they can tune into a new language easily. As MFL is no longer statutory in Key Stage 4, we aim to provide the most positive experience possible, in the hope that children choose to continue with their language studies.

Using the *Twinkl Planit* resources as a starting point, a linear curriculum ensures a progressive coverage of key skills and concepts and supports children in gradually building on their skills. Lessons foster a curiosity about the culture of French speaking communities and deepen the children's understanding of the world, gaining cultural capital; particularly important for children in an area of significant deprivation.

Children make links between grammar and vocabulary in French and English, deepening their understanding of both languages, and developing a firm foundation for further language studies.

Children are exposed to authentic French speakers through audio files and films.

In Lower Key Stage 2, children develop their basic skills and understanding with an emphasis on Speaking and Listening skills.

In Upper Key Stage 2, skills are developed alongside reading and writing, progressing to more complex concepts and greater learner autonomy. Children are taught to express their ideas and thoughts both in speech and in writing.

Importantly, it is our intent that children enjoy learning a new language, and are engaged by the variety of approaches including singing and story books. We want them to feel inspired and grow into curious, confident and reflective language learners.

Implementation

We always start our French lessons by reminding the children about what they will be learning:

This is a French lesson. French is a modern foreign language that can be spoken, read and written.

During French lessons, we learn about French speaking communities and their culture.

We learn to speak, read and write in French so that we can find out more about the world, and clearly express our ideas.

Sequenced lessons linked to six themes in each year group from Year 3 up, provide the opportunity to introduce and revise key language and grammar. Each lesson builds on prior knowledge and introduces new skills. Lessons offer structure and context and an insight into the culture of French speaking communities. Key vocabulary is built upon and included in additional resources so that children can revisit and revise their learning.

Lessons are designed for non-specialist teachers and provide detailed guidance necessary to ensure that teachers feel confident and supported.

Impact

The profile of French is increased through the use of the full range of resources available. Each classroom is consistent with key French vocabulary displayed, spoken and used by all learners. Parental engagement is

encouraged through access to the home learning tasks and opportunities suggested in class for wider learning.

Impact is measure through key questioning within lessons and through child led assessment using the jigsaw targets. Pupil questionnaires give further insight into attitudes and engagement.

Resources: *Twinkl Planit French*

- French is planned and taught using materials from the “*Twinkl Planit*” on-line resource as a starting point. These are adapted as necessary to support pupil progress.
- Plans are printed off and kept in teachers planning files, with annotations as needed.
- The *Twinkl* scheme is linear and designed to be taught in order. Language points already taught are referenced, reinforced and revisited.
- The scheme is differentiated and can meet the needs of more-able pupils and those needing a higher level of support through a range of supplementary resources and through levels of support within each lesson.
- We teach French at least once each week for 30 minutes and integrate French vocabulary into our day to day classroom routines, making cross curricular links where appropriate.
- Every classroom has a dedicated French working wall / display board, which includes key vocabulary and pupils’ work, and is updated as the topics change.
- French storybooks and dictionaries are included in class book corners.

Assessment in French

- Formative assessment is supported through targeted questioning within lessons, through child led assessment using knowledge organisers which are annotated by the children, and through a quiz at the end of each unit. Knowledge organisers are stuck into books at the beginning of each unit and completed quizzes at the end.

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Year	Unit	Coverage
3	Getting to Know You	Greetings / Introducing yourself / Feelings / Asking and answering questions Numbers 0-10 / Ages
3	All About Me	Following instructions / Body Actions / Colours / Clothing
3	Food Glorious Food	Following a story / Requesting & ordering / Preferences / Description by colour / Describing by size / Asking and answering questions
3	Family and Friends	Family / Pets / Alphabet / Spelling of words / Home
3	Our School	Classroom items / Stationery / School subjects / PE instructions / Around school / Likes
3	Time	Counting 11-31 / Days of the week / Months / Birthdays / Dates Past and future (grammar)
4	All Around Town	Where you live / Towns / Counting in tens / Counting to 100 / Addresses / Using dictionaries
4	On the Move	Transport / Getting to school / Directions / Describing directions / How to get to places / Building sentences about travel (grammar)
4	Gone Shopping	Fruit / Vegetables / Clothes / Where can I buy certain items? / Money Going shopping
4	Where in the World?	The UK / Where do they speak French? / The equator / Continents / Animals Where are they from? (grammar)
4	What's the time?	O'clock and half past / My day / Television / Quarter past and to / The school day / Maths lesson on time
4	Holidays and Hobbies	Seasons / Weather / World weather / Holidays / Sports / Hobbies
5	Getting to Know You	What can I do? / Growing up / Spelling / Feelings / Following stories / Writing phrases
5	All About Ourselves	Body / Describing people / Actions / Fashion / Feelings / What's wrong?
5	That's Tasty	Drink choices / Interpreting hours of opening / Breakfast / Sandwiches / Likes/dislikes / Pizza ordering
5	Family and Friends	Meeting the family / Farm / I live in .. / My house / Animals / Describing places, things and objects
5	School Life	Where in the classroom? /Where are the objects? /School subjects /Lessons Asking questions /Taking part in conversations
5	Time Travelling	Counting / Building sentences / French history / What year? / I was born / Famous people
6	Let's Visit a French Town	Who lives where? / Learning / Exploring / Maths / Welcome to my home Ordinal numbers
6	Let's Go Shopping	Conversations / At the shops / Clothes / Money / Shopping lists Shopping experience
6	This is France	Neighbours / Distances / Directions / Paris / Famous people /Nationalities
6	All in a Day	Time / am and pm / 5 minute intervals / 24 hour times / At the airport The school week
6	Our Precious Planet	Sustainability / Our Local Environment / Pledges for the Future

Geography: Subject Manager Jen Parker

The humanities cupboard is located on the Year 4 bay where resources are organised into project boxes. These also include an OS maps on line subscription and local area resources on memory stick.

Intent

In geography we follow Cornerstones Curriculum 22. This provides a consistent structure to suit the needs of our children and ensures coverage of the national curriculum.

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. These can be seen in more detail using CurriculumPRO. Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project **School Days** after studying types of settlements in the geography project **Bright Lights, Big City**. All geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term.

Implementation

We start every geography lesson by explain what the children will be learning:

This is a geography lesson. In geography lessons we learn:

(lower school) about the world and the people in it.

(upper school) about the features of the world and how people interact with the world.

The children then engage in a retrieval practice activity before moving on to new learning in that lesson.

Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (**Our Wonderful World** in Year 1 and **Let's Explore the World** in Year 2). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term. In the spring term of Year 1, children study the project **Bright Lights, Big City**. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom. In contrast, in the spring term of Year 2, children carry out a detailed study of coastal geography in the project **Coastline**. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

Lower Key Stage 2

In Lower Key Stage 2, children begin with essential skills and knowledge projects (**One Planet, Our World** in Year 3 and **Interconnected World** in Year 4). Teaching these projects in Years 3 and 4 enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 3, children study the project **Rocks, Relics and Rumbles**, which explores physical features and geographical phenomena, including earthquakes and volcanoes. In contrast, in the spring term of Year 4, children carry out a detailed study of the physical features of mountains and rivers through the project **Misty Mountain, Winding River**, which includes opportunities for in-depth fieldwork.

Upper Key Stage 2

In Upper Key Stage 2, children again begin with essential skills and knowledge projects (**Investigating Our World** in Year 5 and **Our Changing World** in Year 6). Teaching these projects in Years 5 and 6 enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 5, children study the seasonal project **Sow, Grow and Farm**, which explores farming, agriculture and rural land use. In the spring term of Year 6, children study the polar regions in the project **Frozen Kingdoms**. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.

Year	Term 1 (mini projects)	Term 2 (main projects)
1	Our Wonderful World	Bright Lights, Big City: The physical and human characteristics of London
2	Let's Explore the World	Coastline: The physical and human features of coastal regions across the United Kingdom including a detailed exploration of Whitby.
3	Our Planet, Our World	Rocks, Relics and Rumbles: The features and characteristics of Earth's layers including a detailed exploration of volcanic, tectonic and seismic activity.
4	Interconnected World	Misty Mountain, Winding River: The characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.
5	Investigating our World	Sow, Grow and Farm: The features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.
6	Our Changing World	Frozen Kingdom: The characteristics and features of polar regions including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.

- **Cornerstones** geography lessons are planned for and adapted online via the **Cornerstones** website.
- All geography allocated to each year group must be taught with fidelity to ensure coverage. The focus is always on the teaching of key skills, which are developed and built upon each year.
- Geography work is recorded in the children's cross curricular "Learning Books".
- Knowledge Organisers for the geography KRPs are displayed on classroom working walls. They are also used to support direct teaching, shared via class pages on the school website and stuck in the children's Learning Books.
- When projects are being taught, every classroom has a geography display, which includes key vocabulary and pupils' work, and which is updated when the projects change.
- Key vocabulary for geography is also taught directly at the start of each project during the background knowledge lesson and then continuously used and referred to.
- Lesson objectives are clearly displayed and discussed at the start of each lesson. For example, 'As a geographer, I can explain the effect of sea ice on the polar oceans.'

Impact

Geography is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Children assess their own learning against shared objectives at the end of each lesson. End of unit quizzes are used to inform teachers when the complete simple summative assessments on the Curriculum Maestro on-line platform.

History: Subject Manager Clare Dangerfield

Resources: *The humanities cupboard is located on the Year 4 bay where resources are organised into topic boxes.*

Intent

In History we follow Cornerstones Curriculum22. This provides coverage across the National Curriculum and meets the needs of the children.

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project **Dynamic Dynasties** is taught alongside the art and design project **Taotie** to give children a better all-round understanding of ancient Chinese arts and culture.

All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

Implementation

We always start our History lessons by reminding the children about what they will be learning:

This is a history lesson. In history lessons we learn...

(Y1 and 2) about people and events in the past.

(Y3 and 4) about people and events in the past and identify similarities and differences between the ways of life in different time periods.

(Y5 and 6) about people and events in the past and identify connections, causes, similarities and differences and significance over time.

The children then engage in a retrieval practice activity before moving on to new learning in that lesson.

Key Stage 1

In Year 1, children begin the autumn term by studying the project **Childhood**. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project **School Days**. This project enables children to learn the history of their school and compare schooling in the Victorian period.

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project **Movers and Shakers**. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project **Magnificent Monarchs**. This

project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project **Through the Ages**. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project **Emperors and Empires**. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of Year 4, children resume their learning about British history in the project **Invasion**. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project **Ancient Civilisations**. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project **Dynamic Dynasties**. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project **Groundbreaking Greeks**. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project **Maafa**. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project **Britain at War**. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. Throughout the history scheme, there is complete coverage of all national curriculum programmes of study.

Year	Term 1	Term 3
1	Childhood Everyday life and families today, comparisons to the 1950s using artefacts and a range of historical sources	School Days The chronology and significant events of our school's history plus comparisons between modern schools and of the Victorian era.
2	Movers and Shakers Focus on historically significant people who have had a major impact on the world, using historical models and a ranges of historical source materials to explore their significance	Magnificent Monarchs Significant British monarchs, important events of their reigns and their impact on the everyday lives of Britain and the wider world
3	Through the Ages	Emperors and Empires

	The chronology, duration and impact of the prehistoric periods, why and how lives changed due to human invention and innovation	Rise and fall of the Roman Empire, impact of the Roman invasion on life in Britain, consequences of the decline of the Roman Empire
4	Invasion The causes and consequences of major British invasions by the Anglo-Saxons, Vikings and Normans	Ancient Civilisations Egypt, Sumer and the Indus Valley; when and where they developed, similarities between them, how they grew and declined over time.
5	Dynamic Dynasties The Shang Dynasty, including how innovation in mathematics, astronomy, artwork and military technology helped the dynasty to prosper and grow.	Ground Breaking Greeks The civilisation of Ancient Greece including significant achievements on democracy, philosophy, mathematics and architecture and their wider influence in the western world.
6	Maafa Black history: the ancient beginnings of the great African kingdoms, the capture, enslavement and resistance of African people, Britain's role, the colonisation of Africa and significant black Britons who inspired change.	Britain at War The cause, consequences and impacts of war in Britain up to the 20 th century, key turning points and significant world leaders that changed the course of history.

- **Cornerstones** history lessons are planned for and adapted online via the **Cornerstones** website.
- All history allocated to each year group must be taught with fidelity to ensure coverage. The focus is always on the teaching of key skills, which are developed and built upon each year.
- History work is recorded in the children's cross curricular "Learning Books".
- Knowledge Organisers for the history KRPs are displayed on classroom working walls. They are also used to support direct teaching, shared via class pages on the school website and stuck in the children's Learning Books.
- When topics are being taught, every classroom has a dedicated history working wall / display board, which includes key vocabulary and pupils' work, and which is updated when the topics change.
- Key vocabulary for history is also taught directly.
- **CurriculumPRO** allows you to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the history scheme with other curriculum subjects.
- Lesson objectives are clearly displayed and discussed at the start of each lesson. For example, 'As a historian, I can explain the impact the Roman withdrawal had on Great Britain'.

Impact

Assessment in history

History is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Children assess their own learning against shared objectives at the end of each lesson. End of unit quizzes are used to inform teachers when the complete simple summative assessments on the Curriculum Maestro on-line platform.

Lesson objectives are clearly displayed and discussed at the start of each lesson. For example, 'As a historian, I can explain the impact the Roman withdrawal had on Great Britain'.

Resources: **Power Maths** (online and workbooks), **Mastering Number**, **NCETM**, **White Rose**, **Cornerstones**.
The Maths resource cupboards are located on the Year 5 and Year 2 bays.

Detailed Intent for Maths:

At Gamesley School, we understand “**Mastery**” to be the ability to fully grasp mathematical knowledge and understanding and be able to apply this confidently in different contexts. Pupils who have achieved “mastery” of a mathematical concept have not simply learned procedures. They

“know why, know that, know how”

We decided to use published maths schemes as the basis of our teaching because our children make the best progress when there is consistency of approach. The updated **White Rose Power Maths** scheme not only offer this consistency, but also many opportunities for varied fluency. This ensures that children fully understand what they have been taught. We want our children to develop an understanding and sense of number, be able to select the most appropriate method for each task and to apply skills to multiple contexts. **Power Maths** also provides inbuilt differentiation with no “glass ceiling”, thus giving all children the opportunity to progress as far as they are able within any given lesson.

We teach mathematical vocabulary explicitly. Without a secure grasp of the correct mathematical language, children cannot understand what is being asked of them or explain their methods. All vocabulary for each unit is displayed in each room and is referred to.

In EYFS, the **Mastering Number** and **White Rose** materials provide lots of structured and guided practice as our children are still in the early stages of thinking and working independently. At this stage, our priority is to embed sound understanding of number concepts and develop some fluency. In Key Stages 1 and 2, through the **Power Maths** resources, we continue to provide lots of structured and guided practice and increasingly offer the children many more opportunities to reason, explain and reflect on their learning. **Mastering Number** materials are also used in Years 1 and 2 to ensure children have a deep and secure understanding of the number system.

Assessment within lessons leads to “same day interventions” to enable children to “keep up” rather than “catch up” with their peers.

Implementation

We always start our Maths lessons by reminding the children about what they will be learning:

This is a maths lesson. Maths is an abbreviation of the word mathematics.

(Lower School) - In maths lessons, we learn to recognise and work with numbers, shapes and measurements.

(Upper School) - Mathematics is the science that deals with the logic of shape, quantity and arrangement.

- In EYFS, maths is planned and delivered using the **Mastering Number** materials supported by **White Rose** materials for the non-number aspect of the curriculum.
- From Year 1 upwards, year groups follow the content and daily plans of the **White Rose Power Maths** scheme supported by **Mastering Number** in Years 1 and 2 to ensure there are no gaps in the children’s basic skills.

- Same day interventions are used to support children in Key Stage 2 who do not achieve the learning objective each day
- It is essential that KS2 teachers watch the relevant **Power Maths** subject knowledge videos on line before planning each unit to ensure they fully understand the concepts and the teaching approach. This also ensures that teachers are fully aware of common misconceptions that may arise within each unit.
- If the content of the **Power Maths** programme is completed before the end of the term, teachers analyse data from the termly NTS tests and use their own assessments to identify gaps and revisit aspects as needed. This is usually achieved by adapting and repeating **Power Maths** units rather than by using different resources.
- Maths Working Walls are kept up to date in every classroom. They show concrete, pictorial and abstract variations for each topic block and include all key vocabulary. Walls are referred to during lessons.
- In every classroom, concrete materials are stored in a way that makes them available to pupils to support their learning
- In KS2, **NCETM** and **White Rose Fast Finishers** resources are used by teachers to provide additional challenge for higher achieving pupils
- Weekly “Maths meetings” are held in Upper School classes (Years 4, 5, 6). These are based around fluency, problem solving, reasoning and times table group activities, organised in a carousel to promote discussion and deepen the thinking of all pupils including HA, as well as recapping basic skills.
- **Numbots**, **Times Table Rock Stars**, **Doodle and Dynamo maths** are used in class, and promoted at home.
- The **Cornerstones** curriculum includes opportunities for pupils to apply maths skills in wider contexts

Impact: Assessment in Maths

- Teachers assess pupil progress daily within lessons.
- Same day interventions support children who are not confident with the concepts taught that day.
- Pre-teaching through a guided approach supports lower attaining children in being able to access the lesson with their peers.
- Children who independently complete only the first page of each **Power Maths** lesson (with or without concrete or pictorial support) are likely to be working towards the learning objectives *within that lesson*, and so will benefit from a same day intervention.
- Children who complete both the first and second pages of a lesson with little concrete or pictorial support are likely to be achieving the learning objectives *for that lesson*.
- Children who complete the challenge examples on page 3 of a lesson may be working at greater depth *within that unit*.
- The “Reflect” questions are used as plenaries at the end of each lesson and the children’s responses will support the teachers’ formative assessments of their progress within that lesson.
- End of unit assessments within the **Power Maths** scheme are always completed and the outcomes are used to inform teacher assessment at the end of each term.
- **NTS maths tests** are administered in December, March and July each year in Years 1 to 6. Outcomes are entered into online **Rising Stars MARK analysis tool** and raw scores into **Arbor**.
- Maths assessment outcomes and teacher assessments are updated on **Arbor** three times each year in line with the agreed Trust timetable.

Music. Subject Manager: Cath Priestley

Resources: *Charanga, Derbyshire Music Service, Music cupboard on the Year 5 bay (Glockenspiels, recorders, percussion, handbells, keyboards, music stands)*

Intent

Music is an international language that represents one of the highest forms of human creativity. We are committed to supporting all our children to understand the value of music and to provide rich, musical experiences for all. We believe that high quality music education supports children's self-confidence and creativity and instils a sense of achievement.

Music is valued in our school and is taught with enthusiasm. Some children who may struggle with the more academic aspects of school life can shine in instrumental and singing lessons. For others music can become a life-long interest, hobby or even the basis of a career. As pupils progress through school we support them in developing a critical engagement with music, allowing them to perform, and appreciate a wide range of music from their own cultural heritage and from other cultures. Experiencing a range of music develops children's wellbeing and cultural capital and we strive for all children to have access to a range of musical opportunities.

Implementation

We share a definition of the subject at the start of each music lesson, for example:

This is a music lesson. In music lessons we:

(Lower School) Listen to or create sounds sung by voices or played on musical instruments.

(Upper School) Create sounds by arranging the elements of melody, harmony, rhythm and timbre through time OR Listen to music that has been created by arranging the elements of melody, harmony, rhythm and timbre through time.

We currently use the online "Charanga" scheme to support our teachers, many of whom are non-specialists, to plan and deliver a broad and balanced music curriculum in Years 1,2, 5 and 6. The scheme includes exposure to music from different time-periods, cultures and traditions as well as teaching the key elements for music notation and opportunities to sing and perform. Children in Years 4 and 5 have weekly brass lesson delivered by a specialist music teacher who includes all the elements of the wider music curriculum in his teaching. Children in Year 2 children learn to play the glockenspiel and there are weekly recorder lessons in Year 3.

We are in the process of developing our own music curriculum, still based on core elements from the Charanga scheme, but with singing and instrumental tuition at its heart.

Impact

Music is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. We can measure impact through the engagement of children in music and tuition lessons and in enrichment activities such as our school choir and brass band.

Resources: *PE Passport*

Intent:

PE and sport is valued in our school and is taught with enthusiasm. Some children who may struggle with the more academic aspects of school life can shine in sporting activities. For others sport, dance, swimming or other forms of physical activity can become a life-long interest, hobby or even the basis of a career. For many, sport and exercise can support good mental health and well-being.

Our intent is for all our children to enjoy their PE lessons and to understand that exercise and sport support both their physical and their mental well-being. We also want students to leave our school excited and enthusiastic about PE and Sport.

Our PE curriculum is skills based taught within the context of different sports. We want to increase the children's awareness of different competitive and non-competitive sports, especially those which they can continue to access in the local area so that our lesson can become a route to life-long interest and enjoyment. This exposure to a wide range of sporting activities and skills also in turn increase the children's cultural capital.

We also aim to educate our children about the links between Sports and PE and physical health, mental wellbeing and developing a healthy relationship between ourselves and others.

Implementation

We share a definition of the subject at the start of each lesson, for example:

*This is a PE lesson. PE is an abbreviation for **Physical Education**. In PE lessons we (Lower School): Learn how to move our bodies to stay fit and healthy.*

(Upper School): Learn physical skills and take part in both competitive and non-competitive sports to develop our own health and fitness.

Football

Football is a team game that involves kicking, dribbling and passing a football. The aim of the game is to score as many goals as possible in order to win the game.

Netball

Netball is a team game. We use a netball to score goals in the opposing teams' net. In contrast to basketball a player receiving a ball must stand still until they have passed it to another player on your team.

Dance

Dance is moving rhythmically to music; we follow a set sequence of dance steps. You can dance solo (alone) or with other people in either a partnership or group.

Gymnastics

In Gymnastics we develop agility (moving quickly, but in a controlled manner) and coordination. We can use different pieces of equipment such as bars, beam, floor and vault.

Tag Rugby

Tag Rugby is a 'defend and attack' styled sport. One team (attack) dodge, evade and pass the rugby ball in order to score. Whilst the other team (defence) prevent the attackers from scoring, by pulling off the Velcro tags on their belts.

Cricket

Cricket is an 11-a-side sport. One team will score runs, by hitting the ball and running to the stumps and back. The other team attempts to stop this by bowling, catching and running them out.

Rounders

Rounders is a striking and fielding game. There are two teams. Using a rounders bat, one team hits the ball and runs around the four bases. The other team attempt to catch the ball and touch the batter with it, to get them out. The teams are called the batters and the fielders.

Athletics

Athletics includes track and field events. This includes skills such as running races, jumping and throwing.

Our PE and Sports lessons are based around a skills based outcome linked to the National Curriculum:

- Attacking and defending
- Invasion games
- Running, jumping and throwing (Athletics)
- Sending and receiving skills
- Fundamental moving skills (focus for KS1)
- Creative movements (Gymnastics)

These skills are taught to Year 1 and 2 through a multi-sports approach and in In Key Stage 2 through the following sports:

Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Football	Netball	Dance Gymnastics	Tag Rugby	Cricket Rounders	Athletics Sports Day

Outdoor and Adventurous Activity

Orienteering is delivered through the Geography curriculum including field trips. Our EYFS and KS1 children take part in Forest School days. Our Year 6 children go on a countryside hike and take part in a three-day residential at a local outdoor adventure centre.

Swimming

Year 4 pupils attend weekly swimming lessons with the objective that they learn to swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes.

Bikeability

Year 5 and 6 pupils are offered the opportunity to take part in the national Bikeability training programme through which they receive coaching up to the national Stage 2 standard.

Orchard SEND Base

The Orchard children receive 'Sensory Circuits' each morning, these focuses on the skills of alertness and

learning behaviours through physical activity. The children also engage with 'Active for 15' each day on the school field.

Impact

Assessment in PE

PE is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. We measure impact through the engagement of children in lessons and in participation in extracurricular activities. Teachers also undertakes summative assessments all children six times each year, both in terms of the acquisition of PE skills and their developing fitness levels. Outcomes of these assessments inform provision for those children identified as having gaps in fundamental skills.

Resources: *Jigsaw Scheme of Work, Yoi Moji Values Lessons*

Intent

Our aim through our PSHE lessons is to provide a whole school curriculum which builds social skills, grows emotional literacy, enables mental health and nurtures children's positive relationships with themselves and with others. Many of our children live in homes, which are impacted by poverty or abuse, many have been exposed to multiple Adverse Childhood Experiences. It is not enough for us to depend on nurturing the skills and values they need implicitly; we believe we must build our children's self-esteem, resilience and confidence explicitly. We believe that when taught well, PSHE lessons can improve our pupil's capacity to learn, their resilience and emotional well-being and mental health and ultimately to improve their life chances. We have chosen to adopt the "Jigsaw" PSHE programme because not only does it deliver the PSHE curriculum; it also includes emotional literacy, social skills and spiritual development.

Implementation

*This is a PSHE lesson. PSHE is an abbreviation for **Personal, Social and Health Education**. In PSHE lessons we learn*

(Lower School) ...how to be healthy and confident.

(Upper School) ...the knowledge, skills and understanding we need to lead confident, healthy and independent lives.

The Jigsaw scheme of work covers all aspects of personal, social and health education including the new requirements for the teaching of RSE in Primary Schools. All the Jigsaw lesson plans and materials can be found on the teachers drive on the school server and on the staff hub. It can also be accessed on-line through the Jigsaw website.

Our PSHE programme also includes a strong safeguarding focus through developing resilience, positive self-esteem and confidence. Our aim is to help our children recognise when they feel uncomfortable in a situation and to know who to trust and to speak up to for help. We want all our children to respect themselves and their bodies and to know what healthy relationships feel like. While the DfE statutory guidance expects schools to deliver work on puberty as a statutory expectation, lessons on human reproduction are left to the discretion of the school. At Gamesley we believe that children need to understand this before they leave primary school so that they understand that puberty has to happen to enable them to have babies in adulthood and also so that this knowledge safeguards them in the future.

Parents are informed about their right to withdraw children from the non-statutory SRE lessons, which are delivered in Years 4, 5 and 6. Teachers are expected to check with the school office before they teach these lessons to their classes.

Jigsaw is taught as weekly lessons in all year groups in the order below.

Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 3 Dreams and Goals	Spring 4 Healthy Me	Summer 5 Relationships	Summer 6 Changing Me
Personal Goals Citizenship Rights and Responsibilities	Challenging stereotypes Racism Gender	Setting Goals Resilience Careers Finance	Exercise Healthy Eating Medicines Drugs and Alcohol	Families Friendships Citizenship Loss	Life Cycles Babies Ageing Puberty

<i>Democracy</i>	<i>Disability Bullying Addressing prejudice</i>		<i>First Aid Mental Health Exploitation</i>	<i>Technology Mental Health</i>	<i>Self Image</i>
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The Jigsaw scheme is complimented by our Values education programme, which is delivered through Cornerstones YoiMoji. The school understands its duty to promote the fundamental British Values (FBVs) as defined by Ofsted, which are

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Through our core values of kindness, bravery, honesty, patience, curiosity and independence, we give our children the basis on which they can understand the FBVs. In addition, we teach the full range of Yoi Moji Values. Each week there is a value in focus which is taught explicitly in one of the class based Acts of Worship, and our values based “Stars of the Week” awards are presented in our weekly praise assemblies. Class Dojo rewards are linked to the Yoi Moji values.

Occasionally individual PSHE work is recorded in children’s Purple “Learning Books” but more usually examples of whole class learning are kept as evidence in the class values books.

Yoi Moji Values Timetable 2023/24				
Week	Early Years	Year 1/2	Year 3/4	Year 5/6
11 th Sep	Kind	Kind	Kind	Kind
18 th Sep	Brave	Brave	Brave	Brave
26 th Sep	Honest	Honest	Honest	Honest
2 nd Oct	Patient	Patient	Patient	Patient
9 th October	Curious	Curious	Curious	Curious
16 th October	Independent	Independent	Independent	Independent
23 rd October	Kind	Resilient	Democracy	Democracy
6 th November	Brave	Creative	Individual Liberty	Individual Liberty
13 th November	Honest	Confident	Rule of Law	Rule of Law
20 th November	Patient	Thoughtful	Respect	Respect
27 th November	Curious	Enthusiastic	Resilient	Resilient
4 th December	Independent	Motivated	Creative	Creative
11 th December	Kind	Kind	Confident	Confident
18 th December	Brave	Brave	Thoughtful	Thoughtful
8 th January	Honest	Honest	Enthusiastic	Enthusiastic
15 th January	Patient	Patient	Motivated	Motivated
22 nd January	Curious	Curious	Grateful	Grateful
29 th January	Independent	Independent	Responsible	Responsible
5 th February	Kind	Resilient	Articulate	Articulate
12 th February	Brave	Creative	Collaborative	Collaborative
26 th February	Honest	Confident	Kind	Tolerant
4 th March	Patient	Thoughtful	Brave	Empathetic
11 th March	Curious	Enthusiastic	Honest	Reflective
18 th March	Independent	Motivated	Patient	Resourceful
25 th March	Kind	Kind	Curious	Democratic
15 th April	Brave	Brave	Independent	Moral
22 nd April	Honest	Honest	Resilient	Spiritual
29 th April	Patient	Patient	Creative	Mindful
6 th May	Curious	Curious	Confident	Kind
13 th May	Independent	Independent	Thoughtful	Brave
20 th May	Kind	Resilient	Enthusiastic	Honest
3 rd June	Brave	Creative	Motivated	Patient
10 th June	Honest	Confident	Grateful	Curious
17 th June	Patient	Thoughtful	Responsible	Independent
24 th June	Curious	Enthusiastic	Articulate	Honest
1 st July	Independent	Motivated	Collaborative	Brave
8 th July	Kind	Kind	Kind	Kind
15 th July	Brave	Brave	Brave	Brave

Resources: *Cornerstones “Love to Celebrate”*. Other resources can be found in the humanities cupboard which is located on the Year 4 bay where resources are organised into project boxes.

Intent:

Through our RE curriculum, we aim to foster an awareness of British Values, tolerance of others and knowledge of our own society and the wider world. Our school serves a very homogenous and somewhat insular community with over 95% of children from a “White British” background. In order to support our children in developing their social and cultural capital we need to expose them to the wider world outside their immediate community. Good quality RE lessons support children in reflecting on their own beliefs and respecting and learning about the beliefs of others.

Implementation:

*This is an RE lesson. RE is an abbreviation for **Religious Education**. A religion is a set of beliefs that is held by a group of people. In Religious Education lessons we:*

(Lower School) learn about different world religions.

(Upper School) learn about different world religions and their associated traditions and practices.

We follow the *Derbyshire Agree Syllabus for RE* and deliver it using the *Cornerstones “Love to Celebrate”* lessons. In Key Stage 1 the children learn about Christianity and Islam and in Key Stage 2, Christianity, Islam, Judaism and Hinduism.

Class	Autumn	Spring	Summer
Y1	Harvest	Milad un Nabi	
Y2	Christmas		Jumu’ah
Y3	Ganesh Chaturthi	Lent	Shavuot
		The Hajj	
Y4	Shabbat	Holy Week	Eid ul-Adha
			Janmashtami
Y5	Pentecost	Ramadan and Eid al-Fir	Passover
			Holi
Y6	Sunday	Lailat al Miraj	Rosh Hashanah and Yom Kippur
			Kumbh Mela

Enrichment and engagement around RE is promoted through on line clips and pictures, music, visitors and story books from different faiths. RE work is recorded in children’s individual green RE books. When RE projects are being taught, every classroom has a dedicated RE working wall which includes key vocabulary and children’s work which is updated as the topics change. Key vocabulary for RE is also taught directly.

Lesson objectives are clearly displayed and discussed at the start of each lesson. For example, ‘As a theologian, I can explain why Holi is such an important festival for Hindus’.

Impact: Assessment in RE

RE is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Children assess their own learning against shared objectives at the end of each lesson. End of unit quizzes are used to inform teachers when the complete simple summative assessments on the Curriculum Maestro on-line platform.

Resources: *Cornerstones Maestro. The Science cupboard is located on the Year 4 bay where resources are organised by aspect area e.g. Animals Inc. Humans, Electricity, Sound and based on the Cornerstones Science resource lists.*

Intent

In planning our school science curriculum, we recognise that Science programmes of study in the national curriculum are assigned to year groups but that this is not compulsory if they are covered before the end of the phase. We have adopted In Curriculum 22 as the basis of our science teaching as the science projects are sequenced to develop both children's substantive and declarative knowledge, and if possible, make meaningful links to other projects. For example, in Year 3, the projects **Plants and Light** are taught alongside the design and technology project **Greenhouse** and the art and design project **Beautiful Botanicals**. These links allow children to embed their substantive knowledge in new and often real-life contexts.

The sequencing of projects ensures that children have the substantive knowledge and vocabulary to comprehend subsequent projects fully. Each project's place in the year has also been carefully considered. For example, projects that involve growing plants or observing animals are positioned at a suitable time of year to give children the best possible opportunity to make first-hand observations. Within all the science projects, disciplinary knowledge is embedded within substantive content.

Implementation

We share a definition at the start of each science lesson, for example:

This is a Science Lesson. In science lessons, we explore the world around us, and test and develop ideas about the world.

The children then engage in a retrieval practice activity before moving on to new learning in that lesson.

All science content allocated to each year group is taught with fidelity to ensure coverage. The focus is not only on scientific knowledge but also on strand 1: **"Working Scientifically"**. Science work is recorded in yellow 'Science and Technology' books. Each Science project will begin with a focus on subject-specific vocabulary, found in Curriculum PRO. This is taught directly.

Science KRP Knowledge Organisers are also used to support direct teaching, shared via class pages on the school website and stuck in the children's Yellow Science and Technology Books. Each classroom has a dedicated science working wall / display board. These should include key vocabulary, large versions of Knowledge Organisers and key ideas, children's questions, the 5 enquiry types and some children's work and should be updated as the projects change.

Year	Term 1	Term 2	Term 3
1	Everyday Materials Human Senses	Seasonal Changes	Plant Parts Animal Parts
2	Human Survival Living Things and their Habitats	Uses of Materials Plant Survival	Animal Survival
3	Skeletal and Muscular System	Forces and Magnets	Plant Nutrition and Reproduction

			Light and Shadows
4	Digestive System Sound	States of Matter Grouping and Classifying	Electrical Circuits and Conductors
5	Forces and Mechanisms Earth and Space	Animals Reproduction and Ageing	Properties and Changes of Materials
6	Circulatory System	Electrical Circuits and Components	Light Theory Evolution and Inheritance

Key Stage 1

In Year 1, children start the autumn term with **Everyday materials**, linking this learning to the design and technology project **Shade and Shelter**. In the **Humans** project, they learn about parts of the human body and those associated with the senses. In the spring project **Seasonal changes**, they learn broadly about seasonal changes linked to weather, living things and day length. They revisit some of this learning in the following summer term project **Plants**. They finish with the project **Animals**, linking back to their knowledge about body parts and senses and identifying commonalities.

In Year 2, children begin the autumn term with the project **Humans**, learning about the survival needs of humans, before expanding to study animals within their habitats in the project **Living things and their habitats**. Building on learning from Year 1, children learn about the uses of materials in the spring project **Uses of everyday materials** and begin to understand changes of materials through simple physical manipulation, such as bending and twisting. The spring **Plants** project also explores survival, with children observing what plants need to grow and stay healthy. Finally, in the project **Animals**, children bring together learning from the autumn term, thinking about what animals need to survive.

Lower Key Stage 2

Having learned about human body parts, the senses and survival in Key Stage 1, children now focus on specific body systems and nutrition in Key Stage 2. In the autumn term of Year 3, they learn about the skeletal and muscular system in the project **Animals, including humans**. This learning again links to other animals, with children identifying similarities and differences. Children also learn about healthy diets alongside the autumn term design and technology project **Cook Well, Eat Well**. In the spring term, properties of materials are revisited in the project **Forces and magnets**, with children identifying magnetic materials and learning about the non-contact force of magnetism. They also begin to learn about contact forces, investigating how things move over surfaces. Science learning about rocks and soils is delivered through the geography project **Rocks, Relics and Rumbles**. Children begin to link structure to function in the summer **Plants** project, identifying the plant parts associated with reproduction and water transport. Children finish the year with the project **Light**, where they are explicitly introduced to the subject of light, with children learning about shadows and reflections, revisiting language from Key Stage 1, including opaque and transparent.

In the autumn term of Year 4, children learn about the digestive system, again making comparisons to other animals, in the project **Animals, including humans**. The second autumn term project **Sound** introduces the concept of sound, with children identifying how sounds are made and travel. They learn and use new vocabulary, such as pitch and volume, and identify properties of materials associated with these concepts. In the spring term project **States of matter**, children learn about solids, liquids and gases and their characteristics. They understand how temperature drives change of state and link this learning to the

project **Misty Mountain, Winding River**, in which children learn about the water cycle. Up to this point, children have had many opportunities for grouping and sorting living things. In the spring project **Living things and their habitats**, children recognise this as 'classification' and explore classification keys. Finally, in the summer term, children study electricity by creating and recording simple circuits in the project **Electricity**. They also build on their knowledge of the properties of materials, identifying electrical conductors and insulators.

Upper Key Stage 2

In the autumn term of Year 5, children broaden their knowledge of forces, including gravity and air and water resistance, in the project **Forces**. They revisit learning from design and technology projects, including **Making it Move** and **Moving Mechanisms**, to explore various mechanisms and their uses. Their knowledge of gravity supports the autumn term project **Earth and space**, so they can understand the forces that shape planets and our solar system. They also develop their understanding of day and night, first explored in the Year 1 project **Seasonal changes**. Having learned that animals and plants produce offspring in earlier projects and studied plant and animal life cycles in **Sow, Grow and Farm**, children now focus on the human life cycle and sexual reproduction in the spring term project **Animals, including humans**. In the summer term project **Properties and changes of materials**, children revisit much of their prior learning about materials' properties and learn new properties, including thermal conductivity and solubility. To this point, children have learned much about reversible changes, such as melting and freezing, but now extend their learning to irreversible changes, including chemical changes.

In Year 6, the final body system children learn about is the circulatory system and its roles in transporting water, nutrients and gases in the autumn term project **Animals, including humans**. Science learning about classification is delivered through the spring term geography project **Frozen Kingdoms**. In the spring term, children also build on their knowledge about electrical circuits from Year 4, now learning and recording standard symbols for circuit components and investigating the function of components and the effects of voltage on a circuit in the project **Electricity**. In the summer project **Light**, children recognise that light travels in straight lines from a source or reflector to the eye and explain the shape of shadows. Finally, in the project **Evolution and inheritance**, children learn about inheritance and understand why offspring are not identical to their parents. They also learn about natural selection and how this can lead to the evolution of a species.

Throughout the science scheme, there is complete coverage of all national curriculum programmes of study.

Impact Assessment in Science

Science is assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Formative assessment will be carried out through recapping on prior learning at the beginning of each lesson, addressing misconceptions and using Concept Cartoons and informal 'quizzes' to assess within lessons. Children assess their own learning against shared objectives at the end of each lesson. End of unit quizzes are used to inform teachers when the complete simple summative assessments on the Curriculum Maestro on-line platform.

Gamesley Primary School Assessment and Feedback Policy for Key Stages 1 and 2. V6 January 2023

At Gamesley Primary School, we believe that effective assessment and feedback forms a crucial part of the implementation and impact of our curriculum.

We use formative assessment techniques to help us

- Find out what children already know so we can build on this
- Identify and unpick any misconceptions
- Check learning both within and towards the end of lessons
- Provide effective feedback to move learning forwards
- Evaluate whether children are where they should be in their learning journey through our whole school curriculum

We do track children's progress in detail over time in **reading, writing and maths**. This information is used in a purposeful way to drive our practice and inform our termly detailed pupil progress meetings and is recorded on our provision maps.

We begin and end each unit of work by gauging children's understanding of subject content using techniques including

- Knowledge organisers
- KWL grids
- Wonder walls
- Quizzes
- Mind Maps
- Concept Cartons

Cornerstones Projects end with an "Express" week of lessons, which in themselves give children an opportunity to demonstrate their learning.

We also start each individual lesson with a recall or recap of previous learning with between two and four questions to allow children to show what they already know. Increasingly teachers also use low stakes retrieval activities to aid recall and develop children's long term memory.

We share the learning objective very clearly with the children at the start of each lesson so they can assess their own progress within at the end of the lesson.

In Upper School (Years 4, 5 and 6) children, write the desired learning outcome as an "I can" statement instead of a title, for example:

"As a Historian I can explain why the people in the Shang Dynasty were such successful warriors"

"As a Scientist I understand how blood carries oxygen, water, nutrients and waste products around the body."

"As a Writer I can..."

"As an Artist I can...."

Gamesley Primary School Teaching and Learning Policy V9 September 23

In Lower School, the learning objective is shared orally, although in some cases children may write a title that reflects the learning objective. Teachers also ensure children are aware what subject they are studying in each lesson.

Each lesson ends with a mini reflection or plenary on the learning achieved. In Upper School children will also use green pen to tick or write **TM** (Target Met) next to their learning objective. Some children may also wish to or be encouraged to write a reflection on their learning in green pen underneath their work. Lower School children will reflect on their learning verbally at the end of each lesson.

Marking and feedback is integral to how we assess children's learning.

- All children's work is acknowledged either through verbal feedback (**V**) or at least *light marked* by the teacher or a member of the support team or self-marked by the children.
- As much marking as possible is done during the lesson with children present.
- Teachers do not accept work from children that does not meet the basic requirements of punctuation, spelling and presentation.
- Distance marked work is given back to the children at the earliest opportunity in order for corrections or changes to be made;
- **Pink** pen is used to identify features that are particularly successful (**tickled pink**) and aspects which require improvement are indicated in **blue (something to do)**; **purple** pen may be used for quick marking (i.e. in maths) or for general comments
- Marking is against evaluation criteria when this has been shared with the children;
- Corrections or same day interventions (**INT**) address spelling, grammar and punctuation mistakes, and mathematical misconceptions.
- Marking is done in a clear legible hand
- Children's to basic spelling, punctuation and grammar errors, to developmental marking and to progress against learning objectives are in **green** pen.

In developmental marking for writing

Non negotiables					
Write in full sentences using capital letters and full stops					
Neat, joined handwriting					
Organisation Toolkit		Language Toolkit		Content Toolkit	
Title		Past tense			
Introduction		Time connecting phrases			
Paragraphs in Chronological Order		Names, topic words, technical language			
Conclusion		Accurate descriptions			
Challenge					

- At least one piece of writing for each child, each fortnight will be developmentally marked. Feedback comments are designed to elicit responses from the child at an appropriate level of challenge
- Success criteria or targets are set for each piece of extended writing using a marking rubric as above
- There will be a maximum of 2 specific areas for improvement or to extend thinking. This improvement may be supported with some scaffolding, a question or a suggestion using Bloom's Taxonomy question stems as a starting point.
- A maximum of 5 target errors with spelling, punctuation and grammar are identified in **blue** pen and children are given the opportunity to check, look up correct spellings and make corrections. No more than 3 spelling errors will be identified.
- To manage marking, post-it notes may be used to identify where response is required, or to enable the child to transfer a comment forwards to the next piece of work.

Marking in maths

- Feedback will be immediate and over the shoulder when possible.
- Corrections will be completed as soon as possible, with scaffolding where necessary;
- Post-it notes may be used to identify where a response is needed
- **HMI** (High, Middle or Independent), **GP** (Guided Practice), **FG** (Focus Group), **HQ** (Hinge Question), **GD** (Greater Depth), **INT** (Intervention) are used to indicate the child's level of independence and progress within a lesson.

Marking and Self-assessment

- Children have the opportunity to edit and review their work. This sometimes happen at points during the production of a piece of work or as an edit and review lesson at the end of a unit.
(If a Learning Objective refers to Evaluation Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the book so the child can self-assess against all aspects.)
- Children's response to comments are made in **green** as soon as reasonably possible in order to support pupils effectively.

Reading assessments

- Formative reading assessments take place daily within both Read Write Inc. and Reading Explorers Lessons.
- When children are on the RWI scheme, 6 weekly assessment take place to inform placement and progress within the groups.
- Once children have graduated from the RWI Scheme, at least 3 reading interview take place each year using the school portfolio of levelled assessments and agreed questions based on extracts from ORT and Treetops reading books.
- Information from Lexia is used to inform assessments for those children on the programmes.
- NTS reading tests are administered in November, March and July each year in Years 1 to 6 Results are entered into the online MARK analysis tool and raw scores onto Arbor.
- Reading test outcomes and teacher assessments are updated on Arbor three times each year in line with the agreed Trust timetable.

Writing assessments

- At least one piece of significant writing is completed each fortnight and is marked in detail against a marking rubric that has been shared with the children.
- 6 pieces of writing are assessed against the agreed Trust writing assessments each year. These pieces of writing also include a marking rubric. They are completed, marked in detail and edited / up-levelled on paper so a copy can be kept in both the learning books (original) and the writing portfolio (colour photocopy).
- For younger children, writing assessments are made against the work generated in RWI lessons. Six pieces of work are photocopied from the children's RWI books and filed in writing portfolios.
- Teacher assessments for writing are updated on Arbor three times each year in line with the agreed Trust timetable.

Spelling, Punctuation and Grammar assessments

Weekly spellings from the National Curriculum are set and tested each week. Formative assessment based on the children's work and misconceptions inform additional words to be practised and tested.

Rising Stars GAPS tests are administered each December and July and results entered into the Mark analysis tool and raw scores onto Arbor.

Maths assessments

- Teachers assess pupil progress daily within lessons. In Power Maths Lessons:
Children who independently complete only the first page of each Power Maths lesson (with or without concrete or pictorial support) are likely to be working towards the learning objectives *within that lesson*. They will benefit from a same day intervention.
- 1. Children who complete both the first and second pages with little concrete or pictorial support are likely to be achieving the learning objectives *for that lesson*.
- 2. Children who complete the challenge examples on page 3 of a lesson may be working at greater depth *within that unit*.
- The "Reflect" questions are used as plenaries at the end of each lesson and the children's responses will support the teachers' formative assessments of their progress within that lesson.
- End of unit assessments within the Power Maths scheme are always completed and the outcomes used to inform teacher assessment at the end of each term.
- Same day interventions support children who are not confident with the concepts taught that day.
- NTS maths tests are administered in November, March and July each year in Years 1 to 6. Outcomes entered into online MARK analysis tool and raw scores into Arbor.
- Maths assessment outcomes and teacher assessments are updated on Arbor three times each year in line with the agreed Trust timetable.

Wider Curriculum

All foundation subjects are assessed in a formative way at the beginning and end of each lesson, which informs planning of further lessons. Children assess their own learning against shared learning objectives at the end of each lesson. End of unit quizzes are used in history, geography, science, DT, art and RE to inform

teachers when they complete simple summative assessments on the Curriculum Maestro on-line platform at the end of each .project

Individual child led assessments are also used in computing and in some French lessons although these are gradually being replaced by end of unit quizzes. In PE summative assessments are completed by the class teacher at the end of each unit. We are planning to develop assessment in music next year.

Assessment Timetable		
Reading	Formative Assessment: Updating of individual assessment grids and whole school reading tracker	Regularly through 6-weekly RWI assessments in R, Y1 and Y2, and then through daily guided reading lessons (Reading Explorers) At least 3 reading interviews each year using the school portfolio of levelled extracts and agreed questions. Information from Lexia
	Summative Assessment: Arbor updated	NTS reading assessments (Year 2 to 6) and NTS English assessments (Year 1) administered in November, March and July each year. Teacher assessments based on evidence as above.
Writing	Formative Assessment	Use Cornerstones "Lesson Taught" assessments after every writing lesson to build up assessment over time for each child Weekly extended writing opportunity, marked against the evaluation criteria. Minimum of 6 pieces of assessed writing (in individual children's writing portfolios). Rising Stars GAPS test completed each December and July. Information from progress through Spelling Scheme
	Summative assessment / Arbor updated	3 x each year in November, March and July in line with Trust agreed deadlines.
Maths	Formative assessment	Daily within lessons using progress through each lesson and unit as a guide. "Reflect" plenary questions at the end of each lesson Power Maths end of unit assessments Information from Doodle Maths / Numbots / TTTRS /
	Summative Assessment / Arbor updated	NTS maths assessments (administered in December, March and July each year). Teacher assessments based on evidence as above.

Appendix 2

Reading Levels and Assessments

Reading Write Inc Groups and Home reading in Key Stage 1			
Read Write Inc Group	Teach	Take Home	Year Group Standard
Speed Sounds	Set 1 sounds	Share a story	
Paper Ditties	Set 1 and blending	Lilac	
Red Book Ditties	Set 1 and blending	Red	
Green	Set 2 sounds	Green	
Purple	Set 2 sounds	Purple	Year 1 WT
Pink	Review set 1 and 2	Pink	Year 1 WT
Orange	Set 3	Orange	Year 1 EXP
Yellow	Review set 1,2 and 3	Yellow	Year 1 EXP
Blue	Review set 2 and 3	Blue phonics	Year 1 GD / Year 2 WT
Grey	Y2 NC spelling	Grey phonics Gold readers	Year 2 EXP
	Y2 class curriculum	White readers	Year 2 EXP
	Y2 class curriculum	Lime readers	Year 2 GD

Key Stage 2 (Mix of Tree Tops and classroom books)		
Tree Tops Stage	Year Group Standard	Book Band
8	Year 2 WT (Y3 WT)	Bronze
9	Year 2 EXP (Y3 WT)	Bronze
10	Year 2 EXP (Y3 WT)	Bronze
11	Year 3 WT	Bronze
12	Year 3 WT	Silver
13	Year 3 EXP	Silver
14	Year 4 WT	Silver
15	Year 4 EXP	Blue
16	Year 4 EXP	Blue
17	Year 5 WT	Red
18	Year 5 EXP	Red
19	Year 6 WT	Red
20	Year 6 EXP	Red

	Autumn	Spring	Summer
Year 2	7	8	9/10
Year 3	11	12	13
Year 4	14	14	15/16
Year 5	17	17	18
Year 6	19	19	20

Children following the RWI programme are assessed 6 times each year.

Once children complete the RWI programme at least 3 reading interviews should take place each year and always when considering moving the child to a different reading stage. These should be carried out ***using one of the agreed reading extracts and set question for children reading at stage 9 and beyond***. We would expect >90% fluency excluding technical vocabulary or unfamiliar names which can be given.

Children in KS2 should not continue to read “scheme books” beyond their Year group expected level as the content might not be of interest to them.

Children do not need to read all the scheme books at a given stage.

All children should read a mixture of “real” and scheme books using the “bronze, silver, blue, red” sticker system to ensure they are picking books at the correct level or one level either side. So a child assessed at Stage 17, red can still read blue sticker books too or a child assessed at Stage 11 might want to begin to try some silver sticker books.

Appendix 3: Reception and Key Stage 1 *“Talk though Stories”* and **Focus Storytime Books**

Reception	
Can't You Sleep little Bear	Martin Waddell
A Little Bit Brave	Nicola Kinnear
Aliens Love Underpants	Claire Freedman
Anna Hibiscus Song	Antinuke
Billy's Bucket	Kes Gray
Dogger	Shirley Hughes
Elmer	David McKee
Farmer Duck	Martin Waddell
5 Minutes Peace	Jill Murphy
Gecko's Echo	Lucy Rowland
Handa's Hen	Eileen Brown
Hugless Douglas	David Melling
I'm in Charge	Jeanne Willis
Lost and Found	Oliver Jeffries
Mog the Forgetful Cat	Judith Kerr
My Monster and Me	Nadya Hussein
Room on the Broom	Julia Donaldson
Sonya's Chickens	Phoebe Wall
Owl Babies	Martin Waddell
Supertato	Sue Hendra
The Rainbow Fish	Marcus Pfister
Where the Wild Things Are	Maurice Sendak
Winnie the Witch	Valerie Thomas
The Little Red Hen	Paul Galdone
The Three Little Pigs	Vera Southgate
The Gingerbread Man	Lesley Sims
Goldilocks and the Three Bears	Maura Alperin and Kate Daubney
The Enormous Turnip	Alexie Tolstoy and Niamh Sharkey
The Three Billy Goats Gruff	Stephen Carpenter
Puffin Book of Nursery Rhymes	Raymond Briggs
Puffin Book of Fantastic First Poems	June Crebbin
Year 1	
Tiddler	Julia Donaldson
There's a Snake in my School	David Walliams
The Wonky Donkey	Craig Smith
Cotton Wool Collin	Jeanne Willis
Perfectly Norman	Tom Percival
After the Fall	Dan Santal
Billy and the Dragon	Nadia Shireen
Click, Clack, Moo: Cows That Type	Doreen Cronin
Cops and Robbers	Ahlbergs
George and the Dragon	Christopher Worrall
How to be a Viking	Cressida Cowell
Ruby's Worry	Tom Percival
Six Dinner Sid	Inga Moore
Slow Sampson	Bethany Christou
On My Way Home	Jill Murphy
One Snowy Night	Nick Butterworth

Ravi's Roar	Tom Percival
Stickman	Julia Donaldson
The Bear and the Piano	David Litchfield
The Giant Jam Sandwich	Janet Burroway
The Owl Who Was Afraid of the Dark (picture book)	Jill Tomlinson
The Scarecrow's Wedding	Julia Donaldson
The Slightly Annoying Elephant	David Walliams
Grimm's Fairy Tales	Val Biro
Hans Christian Anderson's Fairy Tales	Val Biro
Mother Goose Fairy Tales	Val Biro
Little Red Riding Hood	Beatrix Potter and Helen Oxenbury
Jack and the Beanstalk	Richard Walker and Niamh Sharkey
Cinderella	Ulrike Haseloff
Mother Goose's Nursery Rhymes	Axel Scheffer
Puffin Book of Fantastic First Poems	June Crebbin

Year 2	
Amazing Grace	Mary Hoffman
The Enormous Crocodile	Roald Dahl
Beegu	Alexis Deacon
The Troll	Julia Donaldson
The Three Little Wolves and the Big Bad Pig	Eugene Trivizas
Hansel and Gretel	Anthony Brown
The Pied Piper of Hamelin	Michael Morpurgo
Malala's Magic Pencil	Malala Yousafzai
Gregory Cool	Caroline Binch
A Necklace of Raindrops	Joan Aiken
A World Full of Animal Stories	Angela McAllister
A Year Full of Stories	Angela McAllister
Greatest Animal Stories	Michael Morpurgo
Aesop's Fables	Michael Morpurgo
Greatest Magical Stories	Michael Morpurgo
Puffin Book of Fantastic First Poems	June Crebbin

Appendix 4: Class Stories and Novels

(Poetry is read regularly in all classes. There are teacher copies of the *Puffin Book of Fantastic First Poems* in Year 3 and of the *Puffin Book of Utterly Brilliant Poems* in Years 4, 5, and 6)

Y2	Picture books and short stories	<i>The Hodgeheg</i> Dick King Smith	<i>Flat Stanley</i> Jeff Brown	Picture books and short stories	<i>The Diary of a Killer Cat</i> Anne Fine	<i>The Magic Finger</i> Roald Dahl
Y3	<i>Dear Hound</i> Jill Murphy	<i>Coming to England</i> Floella Benjamin	<i>The Fire Maker's Daughter</i> Phillip Pullman	<i>The Iron Man</i> Ted Hughes	<i>Roman Tales: The Goose Guards</i> Terry Deary	<i>Matilda</i> Roald Dahl
Y4	<i>Beowulf, Grendel and the Dragon</i> Michael Morpurgo	<i>Operation Gadgetman</i> Malorie Blackman	<i>The Lion, the With and the Wardrobe</i> CS Lewis	<i>The Incredible Journey</i> Sheila Burnford	<i>Secrets of a Sun King</i> Emma Carroll	
Y5	<i>Bronze and Sunflower</i> Cao Wenxuan	<i>Dragon Rider</i> Cornelia Funke	<i>Charlotte's Web</i> E.B. White	<i>Bright Storm</i> Vashti Hardy	<i>Who Let the Gods Out?</i> Max Evans	<i>The Boy at the Back of the Class</i> Onjali Q. Rauf
Y6	<i>Freedom</i> Catherine Johnson	<i>Alex Rider, Storm Breaker</i> Anthony Horowitz	<i>The Last Wild</i> Piers Torday	<i>The Wolves of Willoughby Chase</i> Joan Aiken	<i>Goodnight Mr Tom</i> Michelle Magorian	

Appendix 5: Progress through Lexia

Year Group	Starting Level	Pause Level
1	Level 1	End of Level 5
2	Level 6	End of Level 9
3	Level 10	End of Level 12
4	Level 13	End of Level 15
5	Level 16	End of Level 18
6	Level 19	

Once children reach the “pause level” of Lexia, they stop accessing the programme until the start of the next academic year. They use Lexia time instead for extension group work, reading club or other deepening and enriching activities. Children working below the expected year group level need to access the programme regularly to support their basic literacy skills.

Appendix 6 – Enrichment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Orchard	Forest School	Pantomime	Dinting Church	Garden Centre and Pony Patch Easter Experience	Peak Wildlife Park	Manor Park
Acorns	Forest School	Pantomime	Dinting Church	Garden Centre and Pony Patch Easter Experience	Peak Wildlife Park Animal Safari	Formby Beach On the Beach
Year 1	Macclesfield Silk Museum Childhood	Pantomime	Manchester Bus Tour Bright Lights, Big City	Forest School	Portland Basin School Days	Canal Boat Trip
Year 2	Manchester Art Gallery Still Life	Pantomime	Flower Arranging Workshop Flower Head	Saint Anne's Beach Coastline	Forest School	Skipton Castle Magnificent Monarchs
Year 3	Sheffield Manor Lodge Prehistory	Pantomime	Poole's Cavern Rocks, Relics and Rumbles	Easter Experience	Synagogue Shabbat	Crocky Trail
Year 4	Tatton Park Vikings	Pantomime	Manor Park River Study Misty Mountain, Winding River	Glossop Mountain Rescue Team Misty Mountain, Winding River	Ancient Egypt Workshop Ancient Civilisations	Come and Play with the Halle
Year 5	Shang Dynasty Workshop Dynamic Dynasties	Pantomime	Young Voices	First Aid Workshop PSHE	Ancient Greece Workshop Ground Breaking Greeks	Alton Towers
Year 6	Liverpool Slavery Museum Maafa	Pantomime	Ashton Central Mosque Lailat al Miraj	No visit this term (three in Summer term)	Stockport Air Raid Shelters Britain at War	Kingswood 07 to 09. 06.23 Hill walking, sketching and picnic day out July 23 TBC

Appendix 7: Child's Marking Template (in front of all maths books please)

Which symbol should I write in my margin?

GP - I am participating in whole class teaching activities

H - I have had a lot of support from my teacher/teaching assistant

M - I have had some support from my teacher/teacher assistant

I - I have worked independently

FG - I have worked in the focus group for some extra support

HQ - I have completed a question to check my understanding

GD - I have moved on to greater depth activities

INT - I have received an intervention

Appendix 6: Child's Presentation Agreement

(overleaf - signed and currently in front of all Purple Learning Books Year 1 upwards. Going forward, please add to front of all new exercise books other than maths)

Gamesley Primary School Pupil Presentation Promise

I promise to:

- Write in pencil, unless the teacher says I can use a pen.
- Draw all sketches and diagrams using a pencil.
- Only use pencil crayons to colour in my work books
- Always make sure that I write on the line, starting at the margin and continuing to the end of each line, leaving a finger space between words.
- Never use rubbers for written work but instead neatly cross-out any mistakes using a single line drawn with a ruler.
- Start new pieces of work by leaving a single line space between the new work and the last piece of work – separating the two with a straight line drawn with a ruler.
- Write the date in its long form in learning books: for example, Wednesday 11th January 2023, and in short form in maths and Read, Write, Inc. books: for example, 11.01.23
- Always write the date on the left side of the page, one line down from the top of the page or ruler line, and underline it using a ruler.
- Write out the lesson title on the left hand side of the page under the date, leaving a single line space in between the title and the date and underline it using a ruler.
- Leave a line between the title and the start of my work.
- Leave a line when I start a new paragraph in my written work
- Never doodle or scribble in or on the cover of any of my workbooks.
- Always use a ruler when underlining or drawing diagrams and graphs.
- Always be tidy when cutting and sticking is needed, making sure things are cut straight and stuck into exercise books neatly.
- Always try to present my work as well as possible.

Signed

Appendix 7 Key Stage 1 on-line agreement. To be stuck in the back of Yellow Technology Books and referenced regularly

This is how we stay safe when we use computers:

- I will ask a grown up if I want to use the Chromebooks or I-pads
- I will only use activities that a grown-up has told or allowed me to use
- I will take care of the Chromebooks and other equipment
- I will ask for help from a grown up if I am not sure what to do or if I think I have done something wrong
- I will tell a grown up if I see something that upsets me on the screen
- I know that if I break the rules I might not be allowed to use a Chromebook or I-pad

Signed _____

Appendix 8 Key Stage 2 on-line agreement overleaf. To be stuck in the back of Yellow Technology Books and referenced regularly

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of the systems, devices and digital communications.
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc)
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I will only use my own personal devices (mobile phones / USB devices etc) in school if I have permission. I understand that, if I do use my own devices in the school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or store programmes of any type on any school device or try to alter computer settings.
- I will only use social media sites with permission and at the times that are allowed

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to act against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, suspensions, contact with parents and in the event of illegal activities, involvement of the police.

Signed:

Date:

