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Lanesend Primary School

Curriculum Policy 2021 School Improvement Policy

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Trustees)

Review Date: June 2024 (Every 3 Years)

Reviewed By: Progression Team and Teaching and Learning Group

Lanesend Primary School **Curriculum Policy 2021**

Our Curriculum

Lanesend Primary believes that all children should have access to the whole curriculum including the National Curriculum and The Revised Early Years Foundation Stage. We believe that the personal, social, emotional, spiritual and moral development of the child should be given high priority and is viewed as an integral part of the whole curriculum experience. Extensive use is made of ICT to support children's learning and access to the curriculum.

Other areas of the curriculum are taught through subject-focused learning themes. Subjects such as music, art/design technology, drama and physical education are included in the timetable and usually taught by the class teacher, although the school does use on occasions some specialist teachers. Children are engaged in a learning programme that provides each child with opportunities to develop the skills they will need in everyday situations as well as a range of school based learning opportunities.

It is recognised that there is a small group of 'remarkable children' within our school community. To nurture the needs of these children we link them into appropriate activities in partnership with other schools and organisations, as well as challenging and deepening thinking in their learning. (See Remarkable Children Policy)

Our curriculum comprises the core subjects – English, Mathematics and Science and the foundation subjects – Computing (ICT), Design Technology, History, Geography, Art, Music, Religious Education, Languages and Physical Education. Personal, Social and Health Education is also taught through our assemblies and creative curriculum. Included within this Curriculum Policy, are details not only of our creative curriculum, but for specific curriculum areas too. Families are very welcome to read our policies, and ask for any further clarification.

We do our utmost to maximise success for all children by giving them the best teaching and learning experiences. We use a range of teaching methods to suit the needs of the children and the subjects being taught. The core subjects are taught both stand alone and as part of our creative curriculum in which the foundation subjects are taught as part of a subject focused learning theme. These themes are developed through events, both locally and globally, that the children will encounter both in and out of school. Skills and knowledge are sequential and progress learning through a skills and knowledge curriculum.

Curriculum Organisation

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom. Through planned activities and informal curriculum, opportunities exist to explore issues appropriate to

children's ages and stages of development. We also promote learning through a holistic curriculum which aims to develop community values, such as friendship, courage, peace, trust, thankfulness, British Values, etiquette and life skills. This is supported by our PSHE curriculum and our support programme, Trick Box. We see family involvement as a vital part of learning. Our school is proactive in its approach and welcomes opportunities to promote learning through the formal and informal curriculum.

Aims

The aims of our curriculum are:

- To promote teacher and child ownership of a skills-based thematic curriculum.
- To create and explore knowledge, skills and experiences that give purpose to writing.
- To give children opportunities to use literacy, numeracy and ICT basic skills in practical and meaningful situations.
- To excite learners through contextual, memorable and meaningful lessons and themes.
- To embed opportunities for high quality enrichment experiences including educational visits, themed days, workshops and visitors.
- To develop children's wider learning skills, such as independence, resilience, collaborative working and problem-solving through explicit teaching of the abilities of a standout learner.
- To develop children's metacognition and thinking skills.
- To develop children's understanding of equality and diversity, challenging stereotypes.
- To develop a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations and globally with other cultures.
- To allow National Curriculum coverage through a cross-curricular, thematic approach.
- To foster children's understanding of their lives in a global context.
- To make space for true depth of study through opportunities for a flexible timetabling approach.

Each child is regarded as an individual and an equal. Our curriculum consists of activities designed to develop the social, personal, intellectual and physical activities of the children.

The quality of the children's learning is enhanced across the curriculum through practical activities, educational visits linked to topic work and the use of computing. All work in the school is planned within the framework of the National Curriculum and the Early Years Foundation Stage (EYFS) Curriculum Guidance.

Creative Curriculum

At Lanesend Primary School, we aim to foster a life-long love of learning, through adopting a highly practical, skills, knowledge and cross curricular based approach to learning. We have created a breadth of opportunities which allocates the national curriculum objectives to the appropriate year groups. Skills and knowledge are sequential and progress learning through a skills and knowledge curriculum. These objectives are then used to create a learning jigsaw for each term. The subject focused learning themes for each term is decided on national events, historical anniversaries or local studies. We carefully select a study so that the children and families have opportunities learn both in school and the home environment and can access a range of media and learning information. Our Creative Curriculum aims to deliver a twenty first century education that will equip each of our children with the skills required to be an independent and responsible adult who will continue to love learning throughout their lives.

Learning and Teaching

We use a variety of teaching methods that accommodate the preferred learning styles of the children. We aim to ensure that all children are able to access the learning and make progress through quality first teaching.

Effective learning takes place when:

- Children know what they are going to learn and why (Learning Skill and Context).
- Children know what they need to do to be successful (Success Criteria).
- Tasks are sufficiently open ended to elicit a variety and depth of response to meet the needs and learning styles of all learners.
- Children are helped to assess their own learning and the learning of others (through self and peer evaluation and response partner work).
- Children receive positive feedback that helps them to identify what they need to do next (next step marking).
- Children have time to reflect and review their learning through metacognition and thinking skills.
- Children feel loved, cared for, happy, secure, motivated and challenged.
- Relationships are strong and meaningful.
- The learning environment is well-organised, attractive, stimulating, positive, bright, colourful, fun and optimistic.
- Displays show children's learning at all levels and their learning journey throughout the school.
- Children experience a variety of learning situations, both indoors and outdoors.
- Expectations are high.
- Children are encouraged to take responsibility for their own learning and progress.

Curriculum Planning

We aim to provide systems which enable:

- Full coverage of the National Curriculum, RE, MFL and Early Years Foundation Stage to be achieved throughout the school.

- The best possible progress and highest attainment for all children by ensuring that consideration is given to how skills and understanding are built up gradually.
- Teachers to provide for children's learning in a time-effective way.
- The quality of lesson preparation to be maintained through agreed procedures.

Long Term Planning – Curriculum Objective Jigsaws and Skills Progression Documents

- Breadth of Study for all subjects
- Objectives and key skills to be covered in each Year Group for English, Maths and Science
- Objectives and key skills to be covered in Foundation Areas in Year Groups.
- Each subject focused learning theme ensures the skills are progressive and not repeated, even dividing up the content to be studied by each year group during each topic to avoid repetition.
- Key skills to be covered during subject focused learning themes.
- We use White Rose as our base to ensure consistency and full coverage of the Maths curriculum throughout EYFS, Key Stage 1 and Key Stage 2 together with regular revisiting of basic skills and aspects of Singapore Maths adapting them where appropriate,
- We use Letters and Sounds as our base to ensure consistency and full coverage of Phonics from EYFS into Key Stage 2 where required.

Medium-Term Planning – Subject Focused Learning Theme Jigsaws

- A medium-term topic jigsaw for subject focused learning themes, covering all relevant areas of the Curriculum. Some subjects may be taught discretely.

Short-Term Planning

This will be undertaken on a weekly basis for Numeracy and Literacy, including Phonics, and a subject focused learning plan appropriate to each year group is produced. Weekly planning is to be annotated and adapted following assessment of the learning and the needs of the children. It will:

- set out Learning Skill, Context and Success Criteria;
- follow the school's planning format, which includes key questions, variation of task, key vocabulary and next steps

Abilities of a Standout Learner

Children will be encouraged to approach their work using the abilities of a standout learner so that the children are equipped with the skills required to be an independent and responsible adult, who will continue love learning throughout their lives.

Equal Opportunities

All children should be given the opportunity to learn in a creative and encouraging learning environment which embraces a range of teaching styles. This approach motivates and supports children's learning at all levels including Remarkable, EAL and those identified with an Additional Educational Need. The successes and achievements of all children are celebrated each week in our Celebration Assembly.

Additional Educational Needs

There are some occasions when many children will need additional and personalised help to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the Inclusion Officer, teachers and Learning Support Assistants support children in small groups or on a one-to-one basis as required.

Remarkable Children

The school is committed to making provision for children who achieve at an exceptionally high level. Opportunities are given for children to develop their talents right across the curriculum.

Resources

The class teacher is responsible for monitoring the resources used by their class. Should there be a need for additional resources or replacements, this should be discussed with the Headteacher.

Curriculum Leads manage resources by:

- Auditing current resources
- Measuring the impact of resources on children
- Ensuring all resources are made known to staff
- Ensuring that the storage of resources is conducive to use
- Ensuring resources offer value for money
- Ensuring resources allow for coverage of breadth of opportunity

Monitoring, Review and Support

This takes place through scrutiny of children's work, pupil discussion and questionnaires, discussions with staff, learning walks, lesson observations, including IRIS and pupil progress reviews. Coaching is used to effectively support progress, developing different ways of teaching and supporting the children. The Assistant Heads and Year Leads have a weekly programme of monitoring covering each year group, as well as specific groups of children within the school. Year leads monitoring planning, pupil voice, files and data within their own year groups and feed back to the Assistant Heads. Trustees are kept well informed of the developments and progress made through the Creative Curriculum. Families are kept informed of developments, through pupil progress days, reports, newsletters, Class Dojo, social media and celebration days.

Curriculum Leads need to:

- Attend relevant Compulsory Professional Development (CPD).
- Recognise the key strengths and areas for development within the subject
- Identify key priorities for the development of the subject
- Action plan and implement subject priorities

To monitor, review and support their subject areas, Curriculum Leads will:

- Create a Short Term Action Plan, which defines the priorities for the year.
- Monitor standards of children's work through learning scrutiny. This should include progression, ensuring high standards are maintained and subject coverage matches planning
- Assess, track and monitor progress of focus groups of learners eg gender, ethnic groups, Remarkable, AEN
- Feedback to staff
- Have knowledge of the progress children make in the subject area through effective assessment procedures
- Carry out child conferencing, observations and learning walks
- Analyse and evaluate data termly via FLiC
- Engage in deep dive analysis of the Curriculum area and report to Trustees and external professionals
- Monitor display of the subject throughout the school

Support

Curriculum Leads provide support, rigour and challenge by:

- Leading In-service Training (INSET)
- Team Teaching and Coaching
- Teaching model lessons
- Supporting planning
- Feeding back from courses and monitoring
- Providing resources
- Liaising with outside agencies

Curriculum Leads will support colleagues who are not maintaining the high standards of the subject.

Evidence

Curriculum Leads will need to be able to evidence:

- Curriculum Policy
- topic jigsaws and examples of planning
- action plans
- targets

- monitoring activities
- assessment data
- evidence
- CPD
- resources
- children's voice

- enrichment opportunities
- educational visits
- INSET
- Children's work examples
- visual examples of display
- school events

Reporting to Headteacher

- Curriculum Teams will be supported by the Assistant Headteachers
- Curriculum Teams will meet regularly
- The role of the Curriculum Team Lead will be discussed as a part of Performance Progress Reviews

The Role of Curriculum Team Leads

The primary role of any Curriculum Team Lead is to achieve excellence in their subject across the school. The Curriculum Team Leads is accountable for maintaining high standards in their subject area. This role will include:

- Collaboration with other Curriculum Leads regarding both core and Foundation Subjects covered through the Creative Curriculum.
- Ensuring progression, continuity and consistency throughout the school.
- Supporting colleagues in their development of work plans and in assessment.
- Reviewing the Curriculum Policy and advise aspects for the teaching of their subject.

The Role of the Teaching and Learning Commissioning Group

- To support the school in providing appropriate resources to ensure learning.
- To monitor and evaluate learning and progress.
- To ensure resources, teaching and learning are in accordance with the Equality and Inclusion guidance.
- To invite Curriculum Leads to present at Full Board of Trustees meetings

The Role of the Headteacher and Progression Team

- To ensure the Creative Curriculum is effective and has impact.

- To monitor learning and teaching.
- To support Curriculum Leaders in advising the purchase of resources
- To ensure staff training is updated in line with recent trends and developments and in line with school priorities.

The Role of the Class Teacher

- To ensure the Creative Curriculum is meaningful and taught holistically
- To ensure planning adopts appropriate learning styles ensuring that all children make progress.
- To take part in continued professional development.

The Role of the Assistant Head

- To oversee the progression of the Creative Curriculum throughout the school
- To ensure the Creative Curriculum is meaningful and taught holistically
- To support staff in planning and delivering a creative curriculum
- To monitor and evaluate its impact.

English

Aims

To ensure that all children:

- read easily, fluently and with good comprehension and inference
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic skills
- understand conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrate to others and participate in debates.
- develop a fully cursive handwriting style
- have a secure understanding of Phonics and spelling patterns to be able to read and spell accurately.

Reading

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

At Lanesend Primary School, we want our children to develop into happy, healthy and curious learners who read confidently and independently. We would like them to have a lifelong enjoyment and pleasure in reading. Reading enables our children to access all areas of the curriculum, understanding and managing information. We want our children to understand the meaning of what is read to them and what they read and respond with opinions and being able to say whether they like or don't like it and why. Reading stimulates feelings and imaginations and an understanding that this experience allows us to make connections with other people. Reading opens the doors to the past, to the future, and to other worlds both real and imagined. In every class we aim to have a rich and stimulating reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home. We learn to read and we read to learn.

As a community of readers we expect all adults to model and communicate their love of reading. These are just some of the ways we can share this:

- Story time
- Whole class reading
- Shared and guided reading
- Library time
- Reading with individual children
- Online reading through Reading Eggs, Epic Reading and Picture News

Aims

- To ensure children become enthusiastic, independent and reflective readers who are able to read with fluency, accuracy and understanding.
- To ensure children develop skills of inference and deduction as their competency and comprehension develops
- To ensure children are given opportunities to read good quality and interesting fiction and non-fiction texts in a stimulating learning environment.
- To establish a consistent whole school approach to the teaching of reading by promoting the teaching of synthetic phonics through Letters and Sounds
- To ensure that early readers have access to fully decodable texts at an appropriate level to support them.
- To engage with families in order for children to become confident readers.
- To share good practice within the school and with other schools.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of reading by:

Word reading skills and strategies

Every day each child will be engaged in

- Speaking, listening, reading and writing activities which allow them to explore and practise their phonic knowledge, blending and segmenting skills together and **independently**. When this is secure, a daily spelling patterns and irregular words will replace the phonic practise. often based upon No Nonsense Spelling and Pointless Spelling
- An interactive multisensory phonic or spelling session
- Shared reading and/or writing led by the teacher to **demonstrate** reading and writing strategies (**including phonics where appropriate**) in a meaningful way
- A rich and regular 'Read aloud' programme (story time)

Phonics and Spelling - all children will be taught phonics through dedicated and rigorous well organised phonics and spelling lessons – based on Letters and Sounds and No Nonsense Spelling and PAT for interventions.

Guided Reading - all children will have the opportunity to take part in a shared reading experience in small groups. A skilled adult works with the children who are able to read at a similar level on the same text. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities.

Shared Reading - the whole class share a text with specific reading skills or features of differing genre being taught. The reading process is modelled and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily word level work. The adult leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

Individual Reading - children read materials from home or school which interests them.

Reading Aloud - children are encouraged to read aloud to a variety of audiences.

Story Time - the teacher reads aloud reading material that is age appropriate and of interest to the children.

Reading Buddies - children from different year groups are encouraged to read with another pupil from a different year group.

Home-School Reading - Families are expected to hear their children read these several times a week with books sent home.

Classroom Reading Areas - all classrooms must have a well-resourced reading area where children can sit and read.

Reading Resources - reading resources will be updated every year in order to provide a language rich environment.

Assessment - children are assessed regularly and up to date progress is reported to families half termly. Assessment is also undertaken using PIRA, the National standardised Phonics Assessment and the National Governments standardised Reading Tests.

Author Study - Half-termly author studies to widen children's exposure to a range of quality reading books.

Range:

Children should be taught the knowledge, skills and understanding through the following ranges:

- Stories & poems with familiar settings and those based on imaginary or fantasy worlds
- Stories, plays & poems by significant children's authors
- Retellings of traditional folk & fairy stories
- Stories & poems from a range of cultures
- Stories, plays & poems with patterned & predictable language
- Stories & poems which are challenging, in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread

Texts:

- Big books – stored in library
- Reading Scheme books grouped by the sounds they contain
- Guided readers
- Library books organised into fiction and non-fiction
- Class library books
- Print & ICT-based information texts
- Dictionaries, encyclopaedias & other reference materials
- Newspapers and magazines
- Online reading resources
- Spelling Shed – all children have individual log ins

Writing

At Lanesend Primary School, we are passionate about giving the children the very best opportunities to develop their skills in writing. We understand how through writing they are able to further their learning, strengthen their relationships and make better sense of the world around them.

We recognise that children arrive at school with broad and diverse language experiences, including children with English as a second language. Through a rich and creative curriculum we aim to provide our learners with the best opportunities to become fluent, confident and skilled communicators in written English and develop a genuine love for writing.

Aims

- To develop a genuine love of writing, promoting positive attitudes.
- To develop confidence and fluency when writing.
- To encourage children to value their own writing and that of others.
- To equip our children with a range of strategies which will support their development and ability to spell correctly.
- To promote the correct use of Standard Written and Spoken English
- To encourage creativity and the use of more ambitious vocabulary in their writing
- To enable children to write coherently and independently for a range of purposes and audiences
- To enhance planning, drafting, editing and redrafting skills
- To appreciate the writing of others, including their peers and published authors and writers
- To help children recognise that writing is a powerful communication tool
- To continue to develop high standards of Written English across the curriculum and demonstrate a commitment to the development of skills
- To provide equal opportunities for all children to achieve success when writing
- To accurately use and understand grammar appropriate for their year/age group
- To develop their spelling skills via progression through the Pointless Spelling levels
- To ensure handwriting has consistent expectations across the school.
- To use Talk 4 Writing to develop the structure and vocabulary for writing
- To use No More Marking to compare our writing Nationally and to moderate teacher assessment across the school

Through purposeful activities we aim for the children to become confident and critical writers of different genres. They will be taught conventions of non-fiction writing as well as being helped to develop their creative skills in poetry and story writing. Through regular and exciting starting points, they will build up stamina, confidence and enthusiasm for writing. Writing activities are appropriately matched to individual children in the classroom with next steps identified and planned for. We will encourage our children to be critical writers, identifying their strengths in their own writing and that of others, whilst becoming aware of how it may be improved. Editing and redrafting skills are developed through the use of the purple pen.

We need to develop children' competence in Composition (articulating ideas and structuring them in speech and writing) and Transcription (spelling and handwriting) and

Composition will be developed by teaching children how to:

- plan, revise, and evaluate their writing;
- write down their ideas fluently by spelling quickly and accurately;
- articulate and communicate ideas;

- organise ideas coherently for a reader

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Composition by:

- Writing Checklist for each classroom, displayed and used by all children
- Writing Moderation tasks are set half termly and moderated by the teaching staff
- Talk 4 Writing
- No More Marking
- Staff use a consistent marking policy
- Children use purple pens to edit their work
- End of term celebration can be a family writing task, which is then shared
- Share open lessons in writing with families
- Writing task set every day in a range of subjects: Literacy, Numeracy, science, with consistent expectations
- 100 Word Challenge
- Guided Writing (Years 5 + 6)
- Writing Competitions
- Author visits and participation in Isle of Wight Literary Festival

Transcription will be developed by teaching children how to spell quickly and accurately by:

- knowing the relationship between sounds and letters (phonics)
- understanding word structure
- understanding the spelling structure of words
- learning irregular words that follow no phonic or spelling pattern

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Transcription by:

- Daily handwriting lessons with a focus on BBC – Bottom Back in Chair; TNT – Tummy Near Table; Six feet, two hands – chair and child feet plus one hand to write with and one hand to hold the page still.
- Discreet teaching of pen grip
- Gross and fine motor skills practice
- Development of core strength and pre-writing skills
- Write Dance
- Opportunities for writing across the curriculum
- High expectations with children re-writing if necessary
- Cursive style consistent across the school and used in displays
- National Curriculum followed with Phonological Awareness Training followed for children with specific difficulties.
- A specialist Dyslexia Teacher assesses children who are falling behind.

- Spelling taught as a discreet lesson across the school with a clear focus on common exception words appropriate for age.

Our children are encouraged to understand the wonderful rich nature of the English language and begin to use it to its full effect through writing. The development of grammar, punctuation and spelling as outlined in the 2014 National Curriculum ensures that basic writing skills are developed on a regular basis so that children are taught specific grammar terminology and application so that they develop competence and confidence.

Speaking and Listening

We believe that at Lanesend all children should be successful and confident in speaking and listening. We encourage our children to listen to and respond thoughtfully to the contribution of others, as well as becoming clear and fluent speakers themselves. Questioning is the core of our learning and we encourage our children to question and challenge in order to deepen their learning. We encourage our children to talk through their ideas in full and extended sentences, using correct Standard English. Storytelling, songs and rhymes are introduced in Reception and built upon throughout the school as we feel this will enable good oracy and enhance creative writing. (See Oracy Policy)

Aims

- To continue to develop children confidence and competence in spoken language;
- To enable children to talk about books and other reading material;
- To demonstrate to children how to prepare their ideas before they write;
- To explain to children ways of thinking clearly to themselves and to others;
- To develop children's confidence in using discussion and debate as a means to probing and remedying their misconceptions
- To listen and to hear others.
- To ask questions
- To express feelings
- To be able to talk to anybody in all kinds of situations, maintaining the interest of the listener, evaluating different viewpoints and building on the contributions of others.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Speaking and Listening by:

- Role Play areas and opportunities
- Staff model correct use of grammar and speech at all times
- Public Speaking competitions entered

- Speaking and Listening Presentations set as home learning and families invited as an audience
- Regular whole school productions with all children expected to participate
- Drama Clubs
- Debating assemblies
- Developing questioning skills
- Storytelling opportunities
- Working collaboratively
- Recognise that they have a voice in the community
- Annual Speech Day

Drama

“Acting is behaving truthfully under imaginary circumstances” – Sanford Meisner

Drama makes a unique and important contribution to our curriculum. It provides us with a means to enrich the children’s experiences and further their understanding of themselves and their world. We believe that role play has a significant impact on writing and spoken attainment within literacy and we encourage it in all year groups.

However, play and drama methods* in lessons are cross - curricular and enhance the learning across all subjects. Drama is a valuable tool. Drama fosters, creativity, empathy, confidence and leadership skills. It is multi-sensory. It is also fun and makes learning enjoyable and memorable. It is a time honoured way of learning, knowing and expressing. It provides a powerful opportunity for personal development and subject knowledge/skills.

We value drama within all lessons and as an in/after school opportunity.

Visiting drama groups and regular visits to the theatre inspire children to appreciate performance and encourage them to participate in school performances themselves, raising self-worth, confidence and creativity. We provide these opportunities as often as we can.

Methods

- Play
- Games
- Story telling
- Role Play
- Teacher in role
- Mantle of the expert
- Improvisation
- Hot seating
- Forum Theatre
- Whoosh!

- Freeze frames/Tableau
- Soundscapes
- Physical Theatre/Mime/Dance
- Writing a script
- Monologues/Duologues
- Narration
- Performing a poem, speech, script

Spoken Language/Oracy

Through our planning and teaching we reflect the importance of the spoken word across the whole school. We maximise opportunities for this provision from Reception to Y6. The development of confident speakers is a whole school priority. We elevate the social significance of being a confident speaker. We promote success, self-belief and an open mindset through these life skills.

Drama in the Early Years Foundation Stage

Dramatic activity is part of every child's life before they start formal education - in the form of make believe play. The children are introduced to games, playing and role playing naturally as an extension of imaginative play -pretending to be others in imagined situations. Confidence and language develop alongside body language and generic communication skills. Children are encouraged to move, to speak, to interact with others. From reception the children perform in assemblies and other whole school events. They are encouraged to have their voices heard.

Drama in Key Stage 1

Children start to experience drama as a subject in its own right and within the broader curriculum.

Making. Performing. Responding.

Teachers should incorporate elements of these three activities regularly within their lessons, schemes of work/planning. Students should develop a capacity to appraise their own work and that of others using some basic drama terminology.

Making - process and activities concerned with exploring, interpreting, devising and refining/rehearsing. The preparing.

Performing – enacting, showing, sharing, presenting and producing. Including theatre technologies. The showing.

Responding – providing feedback – both emotional and intellectual. The reflecting.

Drama in Key Stage 2

A wider range of dramatic methods* are deployed within the curriculum. Children are more familiar with drama forms/constructs. They choose to include them in their work/responses more independently. Their improvisation skills should be developed. This is a continual process, of making, performing and responding. They can use drama as a tool to explore topics of moral complexity. When responding they can

demonstrate broader knowledge of methods and their appropriateness/effectiveness. They can make connections between the dramatic genre/tradition and their own work. They should be using a broad range of drama terminology consistently and accurately. They may also begin to experiment with more technical aspects of theatre.

Mathematics

Mathematics teaches children how to make sense of the world around them through developing their ability to use number, calculate, reason and solve problems. It helps children to understand relationships and patterns in both number and space in their everyday lives. The Mathematics curriculum should be bold, provide breadth and balance and be relevant and differentiated to suit the needs of all children in the modern world. It should be flexible, motivating all children, thus encouraging success at all levels.

Aims

- To ensure that all children become fluent in the fundamentals of mathematics following the agreed calculation policy progression, including varied and frequent practice with increasingly complex problems over time, so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To ensure that all children reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- To ensure that all children can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- To foster positive attitudes towards mathematics by developing children's confidence in using mathematical equipment and vocabulary, providing an enjoyable experience of mathematics which is accessible for all children.
- To develop the mathematical skills, attitudes, knowledge, understanding and language useful and necessary throughout their life.
- To encourage the development of a positive attitude towards mathematics, regarding it as an enjoyable and interesting subject.
- To have high but realistic expectations of each child's progress through personalised next steps.
- To develop in children personal qualities of perseverance, confidence, independence and co-operation with others.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Mathematics by:

- In the Early Years Foundation Stage, children are given the opportunity to develop their understanding of number, measurement, pattern and shape and space

through a combination of short, formal teaching as well as a range of planned structured play situations, where there is plenty of scope for exploration.

- Children will become very competent ‘counters’ so that their fluency with the number system provides a foundation for mathematical understanding. Counting forwards and backwards in many different sized steps as well as from different starting and ending points is essential.
- Maths learning builds from a concrete understanding of concepts where children are manipulating objects. When children are able to see concepts this way, they then need to understand the same concepts represented pictorially. Children are then ready for abstract representation before being able to apply their knowledge to different situations.
- Children should be encouraged at all times to communicate their understanding of maths so that it clarifies their thoughts.
- Children’s mental maths is of great importance, with number bonds, times tables facts and various strategies for calculation taught and practiced at school with support sought from families through home learning activities.
- A progression towards efficient written calculations should be developed and applied consistently in each year-group. The school Calculation Policy should be followed.
- Class next steps should be used to ensure areas where the majority of the class have not grasped a concept can be revisited and mastered.
- Though the nature of lessons will be very different depending on the needs of the class, children should be: active; practicing skills they haven’t yet mastered (perhaps recapping on class next steps); learning something new OR learning to apply their knowledge to different contexts. They should be: ‘doing’ very quickly; working at a good pace and being productive; sharing their thoughts and methods and being successful.
- When teaching problem solving skills across the curriculum time (and sometimes whole lessons) should be given to each aspect of problem solving ensuring children get thorough practice at: ‘preparing for problem solving’, ‘thinking through problems to establish what they know and don’t know so far’; actually ‘doing the problem solving’ effectively and ‘communicating the answer effectively through prove it’. They should evaluate the process too. Over time children will improve at each aspect.

Maths we hear and see around school:

- Daily Counting
- 99 Club/x tables
- Progression of mental and written calculation using conceptual and procedural variation

- Resources readily available
- Mastery Approach
- Assessment using FLIC
- Planning based on White Rose

Science

We aim to teach science through developing investigative skills, using practical approaches. This can be seen throughout all classrooms, with the development of scientific investigation areas designed to challenge children's understanding of different topics, through questions and practical use of scientific equipment.

Aims

- To ensure that all children are able to ask and answer scientific questions.
- To ensure that all children understand what a fair test is and use this knowledge to plan and carrying out practical experiments.
- To ensure that all children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- To ensure that all students have covered theory relating to life processes of living things.
- To ensure that all students have covered theory relating to physical processes of materials, electricity, light, sound and natural forces.
- To ensure that all students have covered theory relating to the solar system, including the earth.
- To ensure that all students are able to evaluate evidence and present their conclusions clearly and accurately, showing progression through the school.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Science by:

- Meeting the requirements of the national curriculum programs of study for Science at Key Stage 1 and 2.
- Making use of the outdoor school environment and the unique landscape of the Isle of Wight by carrying out surveys and school trips.
- Using a range of assessment with children and using FLiC to track progress of children ensuring that progression of skills is developed between year groups.
- Plan lessons that motivate and enthuse children so that they become immersed in Science and inspired to further investigate scientific phenomenon.
- All teachers will follow the objectives set out in the schemes of work provided. The content of delivery may be amended to meet the needs and skill level of individual classes.
- Topics will be taught across years with increasing detail to ensure a full grasp of key concepts is achieved.

- Lessons will encourage both scientific reasoning and develop practical skills through interesting and collaborative investigations.

Computing

The school has an extensive range of resources including laptops, iPads, classroom PCs, Beebots, voting handsets and video recording equipment. Each class has a weekly Computing session and a further range of computers within the classrooms extend the use of Computing across the curriculum.

Aims

- To provide a broad, balanced, challenging and enjoyable curriculum for all children.
- To ensure that all children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To ensure that all children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To ensure that all children evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To ensure that all children are responsible, competent, confident and creative users of information and communication technology.
- To develop the understanding of how to use computers and digital tools safely and responsibly.
- To respond to new developments in technology.
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Computing by:

- Meeting the requirements of the national curriculum programmes of study for computing at Key Stage 1 and 2.
- To promote coding for girls to help to close the STEM gap in education.
- Digital Citizenship is taught in the first term in all year groups.
- E-Safety is taught both discretely and throughout the curriculum. Training is offered to both staff and families.
- Using a range of assessment with children and using FliC to track progress of children.
- Plan lessons that motivate and enthuse children so that they are not just consumers of digital content but creators.
- When planning lessons make sure they have the flexibility to meet the needs and abilities of each pupil.

- Offer opportunities for communication and collaboration through group working both inside and out of school.
- Opportunities for using computing cross curricular must be integrated into other curriculum areas.

Religious Education (RE)

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA) and is taught in accordance with the Hampshire County Council's 'Living Difference 3' document. Children are given the opportunity to gain a deeper understanding of many different religions alongside Christianity. The acknowledgement of the different traditions and faiths represented within our school community and the wider world is an important element of the policy. It is important to us that children make reasoned and informed judgements about beliefs and values that they hold and we feel the spiritual, moral, social and cultural development of each student is key to this.

The school respects the legal right of any parent to withdraw his/her child with regard to RE.

Aims

- To develop an awareness of spiritual and moral issues in life experiences;
- To develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- To develop an understanding of what it means for people to be committed to a religious tradition;
- To be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- To develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- To develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- To have respect for other peoples' views and to celebrate the diversity in society.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of RE by:

- Celebrating traditional Christian festivals such as Harvest, Christmas and Easter.
- Sharing Christian bible stories weekly during 'Church' Assembly and presented by local church representatives.

- Sharing and developing our understanding of British values and Christian morals through whole school assemblies and class based discussions.
- Allowing time for reflection daily in line with the collective worship policy.
- Whole school debates linked to real life topics.
- Whole school RE days each half term to learn about the key concepts of major religions and reflecting on what these concepts mean to us.
- Using the expertise and experience of the local clergy and other religious groups.

Physical Education (PE)

Our PE curriculum is delivered by our class teachers, utilising the skills of specialist coaches in some areas. In EYFS and Key Stage one, our curriculum is based on the fundamental skills of agility, balance and co-ordination which we strive to maintain and further develop into and throughout Key Stage two. We provide opportunities to extend these skills across the year groups both within school and through extra-curricular activities. We believe that this forms the foundations for all skills needed to participate in team and individual sports. On the basis of the fundamental skills, we deliver opportunities to develop skills needed which will then lead onto successfully communicating, participating as a team and against an opposition. Team games and skills are taught that enable our children to communicate, collaborate and compete with each other. We develop an understanding of how to improve in different physical activities and sports and our children learn how to evaluate, recognise and build upon their own successes.

Aims

- To ensure that all children develop competence to excel in a broad range of physical activities.
- To ensure that all children are physically active for sustained periods of time.
- To ensure that all children engage in a range of competitive sports and activities to include individual, paired and team events.
- To encourage and dedicate specific opportunities to our children who show remarkable skills in different sporting areas and allow these children to excel and represent the school in competitions.
- To empower all our children and families to make informed decisions so that our children lead healthy, active lives both in school and in our community.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of PE by:

- All children will engage in a minimum of 2 hours Physical Education each week. This will include directed 'PE' lesson times, mile challenge, wake up shake up, other class-based exercise and outdoor fitness facilities.
- A bank of spare PE kit will be kept in the PE cupboard to ensure maximum participation.

- All teachers will follow the objectives set out in the schemes of work provided by the P.E. coordinator. The content of delivery may be amended to meet the needs and skill level of individual classes. In Upper Key Stage 2 (UKS2) lesson focus will be timetabled according to the Isle of Wight School Games Competition Calendar set at the beginning of each academic year by the IOW School Games Organisers.
- Teachers will consistently reflect and consider next steps and amend planning on the basis of lesson outcomes. Where schemes are followed and sited in weekly planning, these will be annotated to give a clear reflection of coverage and progression.
- All children will participate in the mile challenge on a daily basis. Individual distances achieved will be recorded and progress monitored throughout the year.
- All teachers will ensure the safety of all our children is maintained through checking that correct PE kit is worn (trainers to be different from daily school shoes) and all jewellery is removed. This will include watches, earrings etc. If a child is unable to remove jewellery – they should be given a supporting role in the lesson such as photographer (for dojo, blog, and class file evidence), teacher support or equipment supervisor. This safety rule also applies to after school clubs run by coaches and teachers directly on behalf of the school. Staff and coaches are responsible for checking that this rule has been followed.
- UKS2 children will be given the opportunity to utilise their skills by becoming 'Play Leaders'
- A School Sports Organising Crew (SSOC) will be represented as part of the school council. In addition to this a SSOC may also be called by the P.E. leaders at any time to support the organisation or running of an upcoming event.
- Assessment – alongside all other curriculum areas, teachers will use the FLIC assessment tool to monitor the attainment and progress of their children. This should be used as a formative tool, throughout the year and will be checked by the P.E. leads on a termly basis.
- All children will develop the skills, and understand the principles to be able to participate in individual, paired or team sports within through curricular, extra-curricular and inter school sports and events.
- A range of extra-curricular 'Sports Clubs' will be available throughout the year to support and prepare for competition calendar events, and to raise both interest in sport and levels of participation. In addition, 'Change for Life' clubs will be offered to those children where additional encouragement to engage in sport is required.
- The PE leads and Headteacher will continue to work with IOW School Games Organisers and 'Shift-it' to raise and maintain levels of participation.

Art

We believe art, craft and design embody some of the highest forms of human creativity. They are inspiring, rigorous and practical subjects. A high-quality Art and Design education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own

works. Art and design should ensure that children make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children should draw on a wide range of subject knowledge and disciplines. As children progress, they should be able to think critically and develop a more rigorous understanding of the subject. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

- To ensure that all children produce creative work, exploring their ideas and recording their experiences through a range of devices including sketch books.
- To ensure that all children explore different approaches to drawing, painting, sculpture, collage, textiles and printing in addition to other art, craft and design techniques.
- To ensure that all children evaluate and analyse creative works using the language of art, craft and design.
- To ensure that all children know about a range of contemporary and historic artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To ensure that all children critique, evaluate and test their ideas and products and the work of others.
- To ensure that children design purposeful, functional and appealing designs of the highest possible quality for themselves and other users based upon design criteria.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Art and Design by focusing on:

- Meeting the requirements of the national curriculum programmes of study for Art and Design at Key Stage 1 and 2.
- Observing detail
- Sensitive, analytical and critical responses
- Increasing confidence
- Striving for high standards
- Raising self-esteem
- Imagination and creative expression
- Investigative techniques
- The opportunity to compare, contrast and appreciate different cultures
- Be exposed to experiences that enrich and enhance Cultural Capital

All children should have an opportunity to:

- Use a range of materials creatively to design and make products

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.
- Be exposed to a wide range of artistic genres with an emphasis upon contemporary movements.
- Discuss and develop in collaborative projects.

Design and Technology

Design and Technology at Lanesend should provide children with a real life context for learning. Through our DT curriculum, children should be inspired by engineers and designers from the local community and have opportunities to develop their technical understanding by designing and creating a range of products for a purpose.

“Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation”

(National Curriculum Document 2014)

Aims

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

Whole School Approach

Children will undertake a one week block of work per term, at least. They will also have opportunities during Design and Technology lessons to develop their own ideas and generate designs independently.

Children in the Foundation Year will undertake investigative and skills based tasks during Discovery Time. Resources will be available to them on a daily basis and they will be encouraged to undertake focused practical tasks through directed and self-initiated stimuli. They will be design and develop ideas independently.

We believe it is essential to establish a consistent whole school approach to the teaching of Design and Technology by focusing on:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through discussion, drawing, templates, mock-ups, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics, functional properties and aesthetic qualities.

Evaluate

- Explore and evaluate a range of existing products.
- Investigate and analyse how key events and individuals in design and technology have helped shape the world.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

As part of their work with food, children should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in children will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life.

Children should be taught to:

- Understand where food comes from.
- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

History

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

Aims

- To ensure that all children develop an awareness of the past, using common words and phrases related to the passing of time.
- To ensure that all children develop a chronologically secure knowledge and understanding of British, local and world history.
- To ensure that all children can identify similarities and differences between ways of life in different periods, as well as noting connections, contrasts and trends over time.
- To ensure that all children can ask and answer questions choosing parts of stories and other sources to show they know and understand key features of events.

- To ensure that all children regularly address historically valid questions about change, cause, similarity and difference and significance.
- To ensure that all children understand some of the ways in which we find out about the past, using a range of different sources and being able to judge the value of these.
- To ensure that all children can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of History by:

- Meeting the requirements of the national curriculum programmes of study for History at Key Stage 1 and 2 through our whole school themes.
- Utilising opportunities to explore local history via visits outside of school and encouraging visitors with an expertise in a particular area of History to come into school.
- Assessing children's attainment throughout themes, against the skills detailed in the school's progression document. This is tracked through FLiC.
- Plan lessons that motivate and enthuse children so that they become immersed in History and inspired to further explore historical events that interest them.
- Ensure History is embedded through our creative curriculum and plan opportunities to link with a range of other curriculum areas.
- The use of artefacts and evidence enhances the History curriculum and interests our learners.

Languages

Lanesend children will develop an interest in learning languages in a way that is stimulating, inclusive and develops an awareness of other cultures.

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Aims

- To ensure that all children understand and respond to spoken and written language from a variety of authentic sources.
- To ensure that all children speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including

through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

- To start noticing links and connections between ancient and modern primary languages.
- To ensure that all children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To ensure that all children discover and develop an appreciation of a range of writing in the language studied.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Languages by:

- **Common language:** In the teaching of Languages at Lanesend Primary School, Latin will be taught across Key Stage 2.
- **Scheme of Work:** A scheme of work for Languages is in place for children starting in the Early Years Foundation Stage, and is carried on into Key Stage 1 and Key Stage 2. To ensure that there is a consistent and continuous progression across the key stages, the scheme of work is broken down into Year groups to allow children to continue to use skills already acquired, whilst also building upon new skills. These skills are:

Speaking and Listening

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- Understand and respond with increasing competence, accuracy and confidence in a range of situations.
- Join in songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable way.
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.

Reading and Writing

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities.
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.
- Read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date.
- Notice similarities and differences in grammar such as verb endings or prefixes and suffixes.
- Write sentences and short texts independently and from memory.

Intercultural Understanding

- Describe the life of children in the countries where the language is spoken.
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

Children with English as an Additional Language

It is ensured that children who speak English as an additional language have their first language recognised and valued within their classroom and around school. Children will be encouraged to use their first language alongside English to ensure that they are proud and confident in speaking their native language around school.

Displays

Displays in different languages can be found around school. Rooms are labelled in the targeted language so that children become familiar with seeing the language in the environment and apply what they have covered in lessons to a context. Languages will appear in topic displays such as art or history too. In addition, classrooms with children with English as an additional language will also include key words from their language wherever possible, e.g. a welcome sign, multi-lingual books, etc.

Geography

We believe that a high-quality geography education should inspire in children a curiosity and fascination about the world and its people. Teaching should equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

- To ensure that all children develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To ensure that all children understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To ensure that all children are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Geography by:

- Meeting the requirements of the national curriculum programmes of study for geography at Key Stage 1 and 2.
- Utilising opportunities to explore local geography via visits outside of school and encouraging visitors with an expertise in a particular area of geography to come into school.
- Using a range of assessment with children and using FliC to track progress of children.
- Plan lessons that motivate and enthuse children so that they become immersed in geography and inspired to further explore the environment around them with a sense of renewed understanding of what they observe.
- Ensure geography is embedded through our creative curriculum and plan opportunities to link with a range of other curriculum areas.

Music

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development confidence and self-esteem of our learners. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Aims

- To promote positive attitudes and enthusiasm for music.
- To ensure the children progress and develop their musical understanding.
- To provide children with the opportunity to play untuned instruments.
- To provide whole class opportunities to play tuned instruments such as xylophones and PBuzzes

- To encourage children to perform solos or as part of an ensemble.
- To encourage children to use their voices expressively when singing.
- To provide opportunities to listen and appraise different pieces of music.
- To enable children to use instruments and computing for example garageband to compose their own music either for its own separate purpose or to combine with other aspects of the curriculum.
- To appreciate how music has developed and changed over the course of history.
- To begin to understand basic music notations and what they represent.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Music by making music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach singing through purpose offering performances through carol singing and competition through the Isle of Wight Speech and Drama Festival. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

Music throughout the school is mainly taught from Scholastic, a scheme which supports the new National Curriculum. The topics chosen are generally linked to the theme the particular class is working on for that half term and build upon prior learning. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the School. This service is

provided free of charge or at a small cost depending on the lesson. These lessons are normally taught to small groups of children or one to one, who have chosen to learn an instrument.

Citizenship/PSHE

Citizenship/PSHE enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the pupil council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aims

- To ensure that all children acquire a knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate in a democracy.
- To ensure that all children develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- To ensure that all children are equipped with the skills to think critically and debate questions.
- To help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- To help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- To encourage children to develop creativity and expression.
- To encourage children to take an active and responsible role in their learning.
- To help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- To support children in developing a growth mind-set for all aspects of their life and to be able to use this mind-set when faced with challenges.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of Citizenship/PSHE by:

- Meeting the requirements of the national curriculum programmes of study for Citizenship at Key Stage 1 and 2.
- **Flic:** All year groups to complete and update 'Personal, Social and Emotional Development' aspect of Flic for their class on a termly basis.
- **Good to be Green:** All staff throughout the school to follow the 'Good to be Green' system. Teachers to make sure that all children are aware of the system and ensure it is consistently implemented.

- **Buddy classes:** Each class to buddy up with another class in the school and meet at least once a term.
- **Lanesend Worry Tree:** Lanesend Worry Tree to be displayed in every classroom and teachers to take time to explain the worry tree to their class in
- **Circle Time:** Circle Time takes place in each class, both on planned occasions and as and when a need arises.
- **Celebrations:** All children to be recognised for their individual achievements in celebration assembly and within their class or year group. Certificates to support 'Qualities of a Stand out Learner' e.g. stick-ability, bounce-ability, build-ability etc.
- **Feeling check-ins:** Having a system appropriate for the age of the children to express how they are feeling, e.g. fist of five, Inside/Out feelings chart
- **News board:** Consisting of local news, national news and international news; a news board is to be displayed and updated regularly in every classroom.
- **Anti-bullying Ambassador:** In Years 2-6, an anti-bullying ambassador is to be nominated by class peers.
- **Pupil Council:** A Pupil Council representative and deputy is to be nominated by class peers.
- **Debate:** A weekly debate introduced in an assembly to be taken back to each class to discuss and vote on.
- **Trick Box:** A programme designed to support children to independently manage their feelings and self-regulate their emotions.
- **SCARF:** A programme used to teach each year group the key units and themes progressively from the PSHE Association's Programme of Study, Relationships Education and Health the National Curriculum.