Curriculum Policy

Policy Monitoring, Evaluation and Review
This policy is effective for North Mead Primary Academy.

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0.1	September 2016	BB	Creation of Curriculum Policy to reflect new Academy status.
0.2	November 2018	BB	Updated due to Trust name change.
0.3	February 2020	BB	Updated to reflect change in curriculum.
0.4	March 2024	BB	Updated to reflect change in curriculum. To include all subjects in one policy.

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1. Introduction

The curriculum is the totality of pupils' learning experiences. At North Mead Primary Academy, we believe that our curriculum should be broad, balanced, and relevant, language rich and meet the needs of all children whatever their ability or needs. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum'; what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2. Vision and Values

Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are shown through our school's vision and values:

CARE CARE

- **Character** – development of the whole child, embedding character and resilience to support them in becoming lifelong learners.
- **Aspiration** – high expectations for all children and a determination that barriers to learning will be overcome.
- **Relationships** – positive and meaningful relationships are central to success.
- **Equity** – a personalised approach to our children and families, helping to meet their differing needs.

- **Community** – we welcome, include and value everyone in our diverse community.
- **Accessible** – we are always here to support our families.
- **Results and Outcomes** – determination for children to achieve at the highest level possible, ensuring they are secondary ready.
- **Enriched** – opportunities provided to increase our children's cultural capital.

3. Key skills/Drivers

The key skills identified in the National Curriculum of communication; application of number; information technology; working with others; improving own learning and performance and problem solving are taught through our four main curriculum drivers:

- **Character** – Nurturing positive character attributes such a cooperation, independence, problem solving and resilience.
- **Core Skills** – teaching the core skills of reading, writing, oracy, computing and maths across the curriculum
- **Cultural Capital** – Respecting and celebrating diversity and enabling children to participate in, and respond to, artistic and cultural experiences.
- **Citizenship** – the children to understand their place in the community and wider world and understanding of key concepts to enable them to be positive citizens.

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make progress in these skill areas in order to develop to their true potential.

4. Character

Our curriculum aims to develop caring and responsible citizens who demonstrate the following character traits:

Character

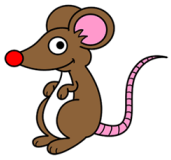
- Managing Impulsivity
- Respect
- Humility and Gratitude
- Integrity
- Peace
- Friendship
- Good Humour
- Kindness

- Concentration
- Independence
- Curiosity:
- Enthusiasm
- Self-Esteem
- Feeling Safe and Secure

- Imitation
- Listening/Communicating
- Questioning
- Co-operation
- Teamwork/Inclusiveness

- Making Links
- Reasoning
- Meta-cognition
- Empathy & Compassion

- Perseverance
- Revising/Improving
- Resilience
- Confidence
- Optimism
- Self-Efficacy



- Imagination/Creativity
- Problem Solving
- Perseverance.
- Courage
- Risk-Taking

5. Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

<u>Knowledgeable & Skilled</u>

- An ambitious curriculum designed to give all children, particularly disadvantaged pupil, and children with SEND the knowledge they need to succeed in life.
- A unique, broad curriculum that is planned and sequenced carefully in all subjects to ensure that all children learn more and remember more
- Novel rich immersive curriculum to enable children to make links between their learning and build effectively on prior knowledge
- Explicate teaching of knowledge and skills (what makes a good reader etc.)
  - Phonics, reading, writing, number facts, calculations, times tables
- Clear subject assessment criteria is in place for all subjects.
- Talking classrooms established and promoted
- Vocabulary developed through working walls/speaking opportunities (a lot of our children do not speak English at home)
- Language focus due to EAL needs and language deprivation.
- Every child supported to be a strong reader to enable them to access the wider curriculum with confidence through accurate assessment, careful book match, rapid and effective phonics, interventions where needed and opportunities to read across the school.
- Academic knowledge focus in each subject, with knowledge organisers attached to unit of work
- Challenge provided for all children
- Strong independent learning culture to be re-established supported by resources and activities
- Curriculum underpinned by the core British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs
- An important focus on being both physically and mentally healthy

<u>Enriched</u>

- Magic breakfast to be provided for all children – free of charge, everyday.
- Outdoor learning opportunities
- Wide range of fiction and non-fiction books
- Celebration events for cultural and religious holidays, allowing pupils to share their own knowledge and experience with their peers

- All children to complete Daily Boost.
- Enrichment to be provided for all children; free of charge for all. (North Mead Fantastic Fifty)
- Provide specialist music, sport and language instruction
- Opportunities to perform
- Opportunities to share children's successes with parents
- Well established participation in inter-house and inter-trust enrichment events

Character and Positive Contribution

- Character development is integral to school life and driven by our 6Rs and character muscles.
- Our children have a positive attitude towards learning, so that they enjoy coming to school
- PSHCE is woven throughout our curriculum
- Positive behaviour policy and systems (Dojo and Good to be Green)
- Adults are role models – showing care, compassion, consistency, and empathy
- Our ethos promotes opportunities for all to succeed - #TeamNorthMead
- Children's views are listened to and encouraged (PLT, Class Charters etc.)
- School provides support services for families to help them in times of need`
- Attendance initiatives and interventions
- Whole school assemblies with a focus on character, community, and empathy
- Pupils are empowered to take pride in their achievements and celebrate successes
- Pupils are taught how to keep themselves safe in various settings (online, at home, at school) with confidence
- Children to show respect and understanding for all

Ready for their next phase (For EYFS, for KS1, for KS2 and for KS3)

- Opportunities to increase aspirations are planned and sequenced including conversations and visits from local role models.
- Insistence on understanding and accepting all, regardless of belief, gender, age, sexuality, ethnic origin or disability
- School uniform for pupils, to make them feel part of our school community
- Strong parent/carer relationships established through Class Dojo, emails, and playground interactions.
- Carefully planned transitions from year to year and school to school, tailored to individual needs
- Encourage healthy eating and good sleep hygiene through assemblies and the wider curriculum
- Embed citizenship within the curriculum
- Work around transition, mental health and PSHCE
- Clear class timetables and routines are established to promote independence
- RSE is taught throughout the school, supporting their personal development and growing maturity

Subject overviews, knowledge organisers and where applicable, schemes of work, are carefully planned, sequenced, and structured to inform curriculum delivery.

6. Implementation

Our teachers:

- have a firm and common understanding of the school's curriculum intent and what it means for their practice.
- set work that is demanding and matches the aims of our curriculum.
- ensure that children's work across the curriculum is consistently of a high quality.
- ensure that our children consistently achieve highly, particularly our most vulnerable groups.
- good knowledge of the subjects they teach.
- present subject matter clearly, promoting discussion about the subject matter being taught.
- check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary.
- create an environment that focuses on pupils. Teaching materials that teachers select reflect the school's ambitious intentions for our curriculum.
- ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well.
- are well supported by the Wider Leadership Team to develop subject knowledge and teaching and learning skills.

Reading:

- Reading is prioritised across our curriculum so that all pupils access the full curriculum offer.

- We have a rigorous and sequential approach to the reading curriculum that develops children's fluency, confidence, and enjoyment in reading.
- Reading is assessed in all year groups; gaps are addressed quickly and effectively for all our children.
- Our reading books have been selected to closely match a child's reading level.
- We have a sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

7. Impact

- Our children develop knowledge and skills across our curriculum and, as a result, achieve well. This is reflected in the work our children produce. This is shown in our statutory tests.
- We equip our children to be ready for the next stage of their education. Our children have the knowledge and skills they need that allow them to go on to their next stages.
- All of our vulnerable groups achieve the best possible outcomes.
- Our children read widely and often, with fluency and comprehension appropriate to their age.
- Our children are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

8. Roles and Responsibilities

The Principal, Head of School, Curriculum Leader, subject leaders, class teachers and the Academy Council/Governing Body have responsibility for the curriculum. The Principal, Head of School, Curriculum Leader, and subject leaders are responsible for overseeing the delivery of the curriculum through:

- Regular formal and informal discussions with staff.
- Carrying out book looks to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the subject.
- Making changes where necessary.
- Formulating action plans to move the school forward where required.
- Speaking with the children about their learning.
- Sending out curriculum information to parents.

The Principal and the Head of School have the responsibility for the leadership of the curriculum and delegate responsibility to key staff:

- the Curriculum Leader co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage
- class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group
- the Curriculum Leader ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention
- the Academy Council monitors the success of the curriculum at Academy Council meetings through the termly Principal's report
- All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis.
- Staff make amendments to planning in order to optimise learning opportunities when they arise.
- Teaching staff are encouraged to enthuse the children and broaden their experiences through the enrichment activities.
- Each year group has a minimum of five enrichment trips each year linked to their learning.
- Children's' achievements are celebrated regularly in the school through displays in classrooms and shared areas.

9. The role of the subject Leader

The role of the Subject Leader is to:

- provide a strategic lead and direction for the subject.
- support and offer advice to colleagues on issues related to the subject.
- monitor pupil progress in that subject area.
- provide efficient resource management for the subject.

The school gives subject leader leadership and management time as part of the directed hours, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is

taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader ensures that there is full coverage of the school's curriculum, and that progression is planned.

10. Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, their teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. If a child's need is more severe, we, if necessary, use the support provided by Teaching Assistants, and we involve the appropriate external agencies.

11. Equal Opportunities

Access to the curriculum should be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion or socio-economic background by:

- Creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively difference in others.
- Ensuring all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately.
- The provision of up-to-date resources without stereotypical bias.
- The provision of differentiated activities and experiences to enhance and support the learning of children.
- Encouraging all children to answer questions and take part in discussions by creating an atmosphere in which they feel secure.

12. Planning

We do not require formal planning to be saved unless this is needed to support teachers. All lessons do however need to have a WALT and a WILF:

We Are Learning To WALT	This is the area that the children are learning about in the session e.g WALT write in complete sentences. This may span over a series of lessons.
What I'm Looking For WILF	This is how children show that they are have been successful in meeting the WALT. They record this in their books. When the teacher marks the work they are looking for examples of the WILF

13. Marking

Teachers will use the school's marking key and they will mark in **GREEN** pen and all teachers

Topic, Writing and Science			
	Good features in the work and to highlight WILF if met	⇨	Target and area for development
	Come and Talk (CAT)		Children's response to marking

Maths			
√	Correct answer		Highlighted lesson title if met
●	Incorrect answer		Children's response to marking
	Come and Talk (CAT)	⇨	Target and area for development

Teachers recognise that feedback is an essential element in helping pupils improve. When using assessment for learning strategies, teachers need to move away from comments that may not be related to the learning intention of the task (e.g., 'try harder' or 'join up your writing') and move towards giving feedback to help the pupil improve in the specific activity.

14. Marking and Feedback Guidelines

We believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions, enabling children to become reflective learners and helping them to close the gap between current and desired performance. All work should be aimed to be looked at, marked or given oral feedback before the child's next lesson in that subject, it is understood that this cannot always be possible.

Marking and Feedback should:

- relate to learning intentions (WALT/WILF), which need to be shared with children.
- involve all adults working with children in the classroom.
- give children opportunities to become aware of and reflect on their learning needs.
- give recognition and appropriate praise for achievement.
- give clear strategies for improvement.
- allow specific time for children to read, reflect and respond to marking.
- involve children in the same process (whether oral or written) to ensure equity in all subjects and for all abilities.
- respond to individual learning needs, marking face-to-face with some and at a distance with others.
- inform future planning and individual target setting.
- be accessible to children.
- be seen by children as positive in improving their learning.

15. Summative Assessment

There are three data drops across the year for reading, writing and mathematics. This is a time for teachers to make judgements on where the children are working at in relation to age related expectations and the child's end of year target. Age related expectations are:

	Data Drop 1	**Data Drop 2**	**Data Drop 3**
EXS	b	b+/w	w+
GDS	b+	w+	s

At North Mead, we understand that not all children will be working at age related expectations and that all children learn at different rates. Therefore, we set end of year targets for all of our children. The aim is for children to make four steps progress each year. This target is based on the child's previous statutory assessment point. This allows us to measure both how our children are doing in relations to progress as well as against age related expectations. Teachers also make summative assessments for the other subjects once a year.

Teachers use their professional judgements, knowledge of the child, the child's work, and assessment grids to make their final assessments on the children in their class. There are assessment for all subjects, which show the age-related expectations in each subject.

16. Statutory Assessment Points

<u>Early Years Foundation Stage</u>
The Early Years teaching staff will undertake a baseline assessment record their initial assessments of the children in a form of a baseline, observational assessment. These take into account all available information from parents and previous settings. Teachers continue to observe children and will regularly record their observations, particularly when they see 'wow' moments, which are often recorded on stickers or post-it notes.

Teachers analyse and review what they see or know about each child's development and learning, and then they make informed decisions about the child's progress. This enables them to plan appropriate next steps. Each child has their own Learning Journey, which documents their learning. This includes observations, photos

and examples of their work in school. Teachers assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, they also gather data at three other points in the academic year. Profiles are moderated within school and with other schools within TMET.

We formally report to parents three times a year, in October, February and July. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the areas of learning.

Year One phonics screening check

All children in Year 1 will participate in a phonics screening check. The Phase 2 Leader will administer this assessment. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half-real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child. Results are included within the Year 1 end of year report.

If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of year 1 teachers and the principal, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the principal.

Year Four multiplication check

All children in Year 4 will participate in a multiplication check. The maths coordinator will administer this assessment. The check is a short and simple assessment of multiplication. Results are included within the Year 4 end of year reports.

SATs

Children in Year 2 and Year 6 sit SATs (Standard Assessment Tests) during May each year. These tests cover the content taught by the National Curriculum. At the end of Key Stage 1 (Year 2), pupils will take SATs in reading, maths and grammar, punctuation and spelling (GPS). They will also be assessed by their teacher on writing, speaking and listening and science. At the end of Key Stage 2 (Year 6), pupils sit tests in reading, maths and GPS. Teachers are also required to submit their own teacher assessment for writing and science.

Children are expected to reach the national standard in both Year 2 and Year 6. This particular score reflects where the Department for Education thinks children should be by that stage of their education. The national standard score for KS1 SATs and KS2 SATs is 100. Towards the end of the summer term, year 6 parents are given a report stating each child's raw score (the actual number of marks they got in their SATs), their scaled score (a conversion score that allows results to be compared year on year) and whether or not they have achieved the national standard. Teacher assessments for writing will also be shared.

17. Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. They can do this via the school office, morning drop in or Class Dojo.

We offer parents the opportunity to meet their child's teacher three times a year. At the first meeting of the school year, we discuss the child's progress to date and explain the targets that have been set for their child and what can be done to help the child achieve them. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the end of the year, parents are given the opportunity to meet with their child's teacher to review their written report.

During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we provide information each year about how children have performed in relation to end of year national expectations. We write general comments on the child's character and learning behaviours.

18. Monitoring and evaluation

The aims and objectives outlined in this policy are evident in the day-to-day working of the school. This will be monitored through:

- classroom drop ins

- book looks
- pupil progress meetings
- moderation of assessments
- standardisation meetings
- the progress of the School Improvement Plan
- external inspection/review
- communication with children, parents and the rest of the school community
- staff professional reviews in line with the Performance Management policy

19. The Foundation Stage

Please see the EYFS policy for more information.

The curriculum that we teach in the foundation stage classes meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

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

20. Art and Design

School Drivers

Our four school drivers will be shown in our Art and Design curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary, they will discuss pieces of art, artists, and the artistic processes. They will give preferences and reasons for their choices.*
  - Writing: *the children will write about the art that they have learnt about.*
  - Reading: *the children will research art forms and artists to inform their learning.*
  - Maths: *the children will discuss shapes and prospective within artwork. In particular geometric and Islamic art.*
- Character
  The children will demonstrate all their character muscles throughout our art and design curriculum. The most prevalent ones being creativity, imagination, reflection, questioning, and communication.
- Cultural Capital
  The children will develop their cultural capital by learning about different art forms, and different art from around the world. They will reflect on the art and see why it was created and the impact that that can have on society. They will get the opportunity to go to an art gallery as well as display their work within school.
- Citizenship
  The children's citizenship will be developed in our art and design curriculum through understanding what art can represent. They will also develop their concept of global citizenships by learning about art from around the world.

Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

Art and Design stimulates creativity and imagination. It provides visual, tactile, and sensory experiences, and a unique way of understanding and responding to the world. It enables children to communicate what they see, feel, and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities and are given time to reflect on and talk about their work, making changes where necessary. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. The appreciation and enjoyment of the visual arts enrich all our lives.

We aim to ensure that all pupils are:

- are able to record from first-hand experience and from imagination, memory and experimentation and to select their own ideas to use in their work
- develop creativity and imagination through a range of complex activities
- develop their ability to control materials, tools and techniques
- develop increasing confidence in the use of visual and tactile elements and materials and to develop their own ideas through 2D and 3D work
- foster an enjoyment and appreciation of the visual arts, and a knowledge of artists
- able to develop their artistic skills and knowledge they need to develop creatively and prepare them for their secondary education, through out tailored, carefully planned and sequenced art and design curriculum.
- able to learn more and remember more, through our knowledge organisers and clear subject assessment criteria.
- empowered to take pride in their achievements and celebrate successes

Coverage

- Art and Design is to be taught across the curriculum linked to specific topics over the course of the year.
- Each year group has three topics each year with focus on art knowledge and skills.
- The range of artists and artistic styles is varied and reflects a variety of cultures.
- Skills in the Foundation Stage are planned through the objectives within the EYFS.

Art and Design			
Y1	The Gruffalo	Hassan and Aneesa	Stanley's Stick
	Site specific sculpture Goldsworthy	Body Art Mehndi	Seascapes Turner
Y2	The Baker's Boy	Found	Chopsticks
	Drawing Samuel Rolle	Religious Art Glass style painting	Sculpture Clay dragons
Y3	Stone Age Boy	Our House is on Fire	The Iron Man
	Natural Art Cave art	Protest art	Sculpture Gormley
Y4	The Butterfly Lion	Richard III	The Great Kapok Tree
	Geometric Art Kerby Rosanes	Illumination Letters	Collage Romero Britto
Y5	Illegal	One Plastic Bag	Percy Jackson
	Sketching Refugee Art – Omar Khalaf	Weaving Upcycled plastic bags	Sculpture Greek style vases
Y6	Planet Omar	Grandad's Island	The Red Pyramid
	Glass Painting Islamic Art	Fine Art Kinkade	Sculpture Death Masks

EYFS

In the Early Years, the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The children need the opportunity to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. In addition, they need to share their creations, explaining the process they have used.

Planning and Assessment

Teachers are not required to do any formal planning for Art and Design. They need to teach from the knowledge organisers which, for Art and Design, all include 5 key areas:

- Art Form
- Technique
- Materials
- Artist/Style
- Year Group Specific Skills

Teachers will ensure the content of the knowledge organisers are taught, this can be evidenced in topic books, sketch books, final pieces, photos etc. Teachers will have knowledge of what has come before so that the children will remember previous learning to support them in knowing more through each topic.

Teachers will assess once a year by the class teacher. This will involve observation, discussion and completed artwork as well as evidence created through sketch books.

Inclusion

All children are expected to be taught a high-quality art and design curriculum as part of the wider curriculum. Teachers are expected to use the knowledge organisers and adapt them for the SEND children in their class.

Monitoring and Reviewing

At regular times across the year, the Art and Design leader will undertake book looks; drop ins and discussions to monitor the effectiveness of our Art and Design provision.

The monitoring of the standards of children's work and the quality of teaching in Art and Design is the responsibility of the subject leader. The Curriculum Leader provides a strategic lead and direction for Art and Design in the school. The Art and Design leader is responsible for supporting colleagues in their teaching of art and design and for keeping them informed about current developments in the subject. The Art and Design leader gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Safety Guidance

General safety is the class teachers' responsibility. All teachers are responsible for the safety arrangements for their class and must demonstrate the safe use of equipment. When cooking in class, teachers should refer to the relevant risk assessment.

21. Computing

Aims

We aim for North Mead pupils to have the knowledge, skills and confidence to embrace the ever-expanding digital world. We want our pupils to be safe, responsible, effective, creative and vigilant users of technology in their next stages of education, in the future workplace and throughout their lives.

Our aims align with the computing national curriculum computing aims, to ensure that all pupils:

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

(Computing Programmes of study, National Curriculum in England, Dfe.)

The objectives of teaching computing are to enable children:

- to develop capability in finding, selecting and using information
- to use computing for effective and appropriate communication
- to monitor and control events, both real and imaginary
- to apply their computing skills and knowledge to their learning in other areas
- to explore their attitudes towards computing and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy (see e-safety policy)
- to develop their understanding of how digital systems work, and to become digitally literate individuals
- to become autonomous, independent users of computing and ICT, gaining confidence and enjoyment from their activities

Curriculum Drivers

Our computing curriculum is adapted to suit our four curriculum drivers: Character, Core Skills, Cultural Capital and Citizenship.

Character

We recognise that computing, in particular computational thinking, requires a resilient and reflective attitude. Our school journey, including our blended learning journey, has shown us that independence, co-operation, reasoning, integrity, self-efficacy, resilience and creativity are key to computing and the successful use of ICT.

Core Skills

Computing is a Core Skill in our curriculum. To fulfil our aims (above) we embed the following computing core skills through the Purple Mash curriculum and across our wider curriculum:

- evaluate – Does this fulfil it's purpose? How can it be better? Where is this information from?
- problem solve – How can I make this work? / What can I design? / What can I change?
- enquire – Hoes it work? / Why does this behave this way?
- select – If I choose this, what will the consequence be?
- sequence – Is this in the correct order? / If commands are changed, what effect will this have?
- reason – This outcome is due to… / This event has happened because…
- create – I can make this… / I can use this to…

Cultural capital

Our experience working with our school community has shown that home access to ICT is poor. We ensure that all North Mead pupils have the opportunity to use an ICT device on a one-to-one basis. All pupils have access to a Chromebook and ipad within school hours. These are also prepared for loan use in the event of a school closure. Furthermore, we provide access to cross curricular ICT experiences within our wider curriculum such as Lego WeDo.

Citizenship

We recognise the importance of enabling North Mead pupils to become responsible digital citizens. Our curriculum ensures that pupils know how to:

- stay safe online
- evaluate and corroborate information
- monitor the effects of social media on their self-efficacy
- carefully consider the permanence of internet content
- use digital literacy, computational thinking and information technology creatively and responsibly

Coverage

At North Mead, we use the Purple Mash computing scheme of work. This scheme of work supports our teachers in delivering fun and engaging lessons which fulfil our aims and objectives, in line with our curriculum drivers.

Teachers deliver a weekly computing lesson using the Purple Mash scheme of work. Subject matter is presented clearly using discussion and collaborative thinking to solve problems. Teachers remind children of previous learning so that lessons build on previous learning and assist children in committing knowledge to their long-term memory.

Teachers plan lessons in line with the overview to ensure continuity and progression in all strands of the computing National Curriculum. This also ensures the full breadth of the computing curriculum is taught. Teachers develop their subject knowledge in advance of taught lessons and understand the knowledge and skills previously taught. A personalised curriculum is used to meet the needs of pupils with SEND, using Purple Mash as appropriate to develop their knowledge, skill and ability to apply what they know with increasing fluency and independence.

COMPUTING					
YEAR 1	YEAR 2	Year 3	Year 4	Year 5	Year 6
Unit 1.1 Online Safety	Unit 2.1 Coding	Unit 3.1 Coding	Unit 4.1 Coding	Unit 5.1 Coding	Unit 6.1 Coding
Unit 1.2 Grouping & Sorting	Unit 2.2 Online Safety	Unit 3.2 Online Safety	Unit 4.2 Online Safety	Unit 5.2 Online Safety	Unit 6.2 Online Safety
Unit 1.3 Pictograms	Unit 2.3 Spreadsheets	Unit 3.3 Spreadsheets	Unit 4.3 Spreadsheets	Unit 5.3 Spreadsheets	Unit 6.3 Spreadsheets
Unit 1.4 Lego Builders	Unit 2.4 Questioning	Unit 3.4 Touch Typing	Unit 4.4 Writing for different audiences	Unit 5.4 Databases	Unit 6.4 Blogging
Unit 1.5 Maze Explorers	Unit 2.5 Effective Searching	Unit 3.5 Email	Unit 4.5 Logo	Unit 5.5 Game Creator	Unit 6.5 Text Adventures
Unit 1.6 Animated Story Books	Unit 2.6 Creating Pictures	Unit 3.6 Branching Databases	Unit 4.6 Animation	Unit 5.6 3D Modelling	Unit 6.6 Networks
Unit 1.7 Coding	Unit 2.7 Making Music	Unit 3.7 Simulations	Unit 4.7 Effective Search	Unit 5.7 Concept Maps	Unit 6.7 Quizzing
Unit 1.8 Spreadsheets	Unit 2.8 Presenting Ideas	Unit 3.8 Graphing	Unit 4.8 Hardware Investigators		
Unit 1.9 Technology outside school					

EYFS

EYFS is centred around play-based activities that focus on building children's listening skills, curiosity and creativity and problem solving. Technology in the Early Years can come into play through taking a photograph with a camera or tablet, searching for information on the internet, playing games on the interactive whiteboard, exploring mechanical toys, using a Beebot, watching a video clip and listen to music. The children are given the opportunity to explore technology in this carefree and often child-led way, developing a familiarity with equipment and vocabulary.

Inclusion:

It is our policy to ensure that all children should have the opportunity to develop computing and ICT capability. We aim to respond to children's needs and overcome potential barriers for individuals and groups of children by:

- ensuring that all children follow the Purple Mash scheme
- providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased
- providing computers/internet access to all pupils on a one-to-one basis to develop independent learning

- providing a personalised curriculum to meet the needs of pupils with SEND, using Purple Mash as appropriate to develop their knowledge, skill and ability to apply what they know with increasing fluency and independence

Assessment

Pupil's work is of a high quality and is saved within the Purple Mash account system. Teachers review and feedback on work within lessons, or where appropriate, after lessons using the 2Do / Work element of Purple Mash. Pupils are assessed once a year against the national curriculum statements.

Monitoring and Reviewing

The quality of computing lessons, and children's computing outcomes are monitored by the Computing Leader. The Curriculum Leader provides a strategic lead and direction for computing in the school. The Computing Leader is responsible for supporting teachers in their teaching of computing and for keeping informed about current developments in the subject. The Computing Leader gives the Principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement.

Safety Guidance

Computing fosters curiosity and creativity amongst our children in line with our Character Curriculum Driver. Developing this curiosity in our children is vital to learning at Greater Depth and, through Computing, our children will grow up to become passionately curious problem solvers.

To prepare children for a successful future, our computing curriculum teaches our children to use the internet responsibly. Safety is paramount and we ensure that all children are aware of the potential dangers when using the internet in and out of school. Children are taught how to minimise the risk and adhere to the safety procedures that need to be followed. (see e-safety policy)

Maintenance

North Mead devices are maintained by the central TMET IT team. Any issues with hardware or software on devices are reported to the IT team who log issues and fix them in due course. Within school, it is the responsibility of class teachers to ensure that devices are put away, secured and put on charge correctly in school storage trolleys. Pupils have a number of user accounts for online resources including the school network, Microsoft Teams, Purple Mash, Accelerated Reader, MyOn, Lexia and Times Table Rock Stars. Pupil and staff passwords are maintained by the IT team.

Remote Learning

North Mead pupils are allocated a device per pupil in the event of a whole school, whole year group or whole class closure. They can use these devices to access the whole school Remote Learning Offer. Teachers can use the Purple Mash scheme to continue to teach our computing curriculum remotely.

22. Design and Technology

School Drivers

Our four school drivers will be shown in our Art and Design curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary, they will discuss pieces of design, designers, and the design processes. They will give preferences and reasons for their choices.*
  - Writing: *the children will write about the designs and designers that they have learnt about.*
  - Reading: *the children will research design forms and designers to inform their learning.*
  - Maths: *the children will discuss shapes and prospective within design work.*
- Character
  The children will demonstrate all their character muscles throughout our design and technology curriculum. The most prevalent ones being creativity, imagination, reflection, questioning, and communication.
- Cultural Capital
  The children will develop their cultural capital by learning about different design forms, and different designs from around the world. They will reflect on the design and see why it was created and the impact that that can have on society.
- Citizenship
  The children's citizenship will be developed in our design and technology curriculum through understanding what design can represent. They will also develop their concept of global citizenship by learning about design from around the world.

Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

Design & Technology enhances the curriculum by providing a practical emphasis and enables children to be creative and productive in a tangible way. Children engage in the investigating, designing, making and evaluating of products using a variety of appropriate skills and materials in different situations. Through Design & Technology activities, they will become more aware of the modern world and the impact technology has on everyday life.

Aims and Objectives

Design and Technology aims to ensure that all pupils:

- are motivated and inspired in order to raise standards, through purposeful activities which achieve success and a sense of satisfaction
- are taught the necessary progression of key skills to enable them to make and design quality products in all areas of Design & Technology
- are provided with opportunities to develop confidence and competence in identifying and solving practical problems, using a variety of approaches, materials and methods
- develop an understanding of the ways in which products and systems work and how they might be made to work more effectively
- are provided with learning opportunities which encourage enquiry and nurture the development of a questioning approach
- participate in group work, share and collaborate between peers in respect of ideas and resources
- demonstrate care and respect for equipment
- are encouraged to be flexible and open minded when faced with challenges and opportunities and appreciate the impact of Technology on everyday life and the environment
- understand and apply the principles of nutrition and learn how to cook.

Planning

- To ensure progression Design and Technology skills, coverage and vocabulary is planned across the year for each year group.
- Design and Technology is to be taught across the curriculum linked to specific topics over the course of the year.
- Each year group has three topics, which have a Design and Technology focus.
- Skills in the Foundation Stage are planned through the objectives within the EYF.

- A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.

Art and Design			
Y1	Peepo!	Rama and Sita	Stanley's Stick
	Construction Tic Tac Toe game	Textiles Puppets	Food Vegetable soup
Y2	The Darkest Dark	Macbeth	Chopsticks
	Construction Moveable toy space buggy	Textiles Royal Cloaks	Food Biscuits
Y3	Boudicca's Army	Escape from Pompeii	The Iron Man
	Construction Wooden catapults	Textiles Roman cincture belt	Food Curry
Y4	The Great Kapok Tree	Azzi in Between	The Great Kapok Tree
	Construction Diorama	Textiles Reusable Bag	Food Parathas
Y5	Stormbreaker	One Plastic Bag	Percy Jackson
	Construction Electrical wooden car	Textiles Plastic bag pencil case	Food Stew
Y6	War Horse	Windrush Child	The Red Pyramid
	Construction Programable Lego tank	Jamaican jewellery	Food Samosas

EYFS

In the Early Years, the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The children need the opportunity to explore a variety of materials, design, texture, form and function. Children need to use a range of small tools and techniques, including scissors and paintbrushes. In addition, they need to share their creations, explaining the process they have used.

Planning and Assessment

Teachers are not required to do any formal planning for Design and Technology. They need to teach from the knowledge organisers which, for Design and Technology, all include 5 key areas:

- Research
- Design
- Process
- Evaluation
- Year Group Specific Skills

Teachers will ensure the content of the knowledge organisers are taught, this can be evidenced in topic books, sketch books, final pieces, photos etc. Teachers will have knowledge of what has come before so that the children will remember previous learning to support them in knowing more through each topic.

Teachers will assess once a year by the class teacher. This will involve observation, discussion and completed design work as well as evidence created through sketch books.

Inclusion

All children are expected to be taught a high-quality design and technology curriculum as part of the wider curriculum. Teachers are expected to use the knowledge organisers and adapt them for the SEND children in their class.

Monitoring and Reviewing

At regular times across the year, the Design and Technology Leader will undertake book looks; drop ins and discussions to monitor the effectiveness of our Design and Technology provision.

The monitoring of the standards of children's work and the quality of teaching Design and Technology is the responsibility of the subject leader. The Curriculum Leader provides a strategic lead and direction for Design and Technology in the school. The Design and Technology leader is responsible for supporting colleagues in their teaching and for keeping them informed about current developments in the subject. The Design and

Technology leader gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Safety Guidance
General safety is the class teachers' responsibility. All teachers are responsible for the safety arrangements for their class and must demonstrate the safe use of equipment. When cooking in class, teachers should refer to the relevant risk assessment.

23. Educational Visits

Aims and purpose
At North Mead Primary Academy, we believe that:

Far from simply being an excuse to escape from school surroundings, well-planned and organised school trips or visits are an excellent way to expand on educational opportunities by taking learning beyond the classroom. They provide a variety of 'real-life' opportunities for our children enabling them to achieve a fuller understanding of the world around them through direct experience. Many pupils have had their horizons widened through being involved in all kinds of activities outside the school environment, particularly those children whose families aren't able to travel very far.

'Pupils can derive a good deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits in particular, encourage greater independence.'

(Health and Safety of Pupils on Educational Visits DFEE 1998)

In conjunction with LEA and DFES advice and guidelines on visits, North Mead Primary Academy adheres to the following procedures for all educational visits. The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

'No amount of planning can guarantee that a visit will be totally incident free, but good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen nonetheless.'

(Health and Safety of Pupils on Educational Visits DFEE 1998)

School Drivers
We have four school drivers that feed into educational visits.

- Core Skills
  - Oracy: *the children can articulate their learning via visits and gain spoken language from others on a visit.*
  - Writing: *the children will write about their visit.*
  - Reading: *the children will research around the topic the visit is planned for.*
  - Maths: the children may do some mathematical problem solving around the trip.
- Character
  The children will demonstrate all their character muscles throughout their visit.. The most prevalent ones being enthusiasm, imagination, reflection, questioning, and communication.
- Cultural Capital
  The children will develop their cultural capital by visiting or being visited by something that is relevant to their topic. Theatre trips, museum visits, safari parks are examples.
- Citizenship
  The children's citizenship will be developed by participating in visits because they will be able to understand travelling, respect for others and others things. They will also be able to put their learning in a real life setting.

Guidelines
The following guidelines support the planning and implementation of educational visits organised at North Mead Primary Academy.

Department for Education and Skills:

- Health and Safety of Pupils on Educational Visits: a Good Practice Guide 1988 (reprinted in 2001).
- Health and Safety: Responsibilities and Powers (DfES/0803/2001).

- Standards for LEAs in Overseeing Educational Visits. Part 1 of a 3 – Part Supplement to Health and Safety of Pupils on Educational Visits. (DfES/0564/2002)
- Standards for Adventure. Part 2 of a 3 - Part Supplement to Health and Safety of Pupils on Educational Visits. (DfES/0565/2002)
- A Handbook for Group Leaders. Part 3 of a 3 - Part Supplement to Health and Safety of Pupils on Educational Visits. (DfES/0566/2002) HSE

HSE

- Agricultural Information Sheet No 23 'Avoiding ill health at open farms: Advice to teachers'
- Five Steps to Risk Assessment INDG163

Responsibilities
In relation to all educational trips and visits, the Principal will endeavour to ensure that:

- All visits comply with regulations and guidelines provided by the LEA and the school's Health and Safety policy.
- A competent group leader has been appointed, who is able to monitor the risks throughout the visit.
- All necessary actions have been completed before the visit begins.
- Risk assessments are complete and appropriate safety measures are in place.
- Supervisors on the visit are capable people trained to supervise children and have appropriate clearance.
- Parents have signed consent forms.
- Arrangements have been made for the medical needs and special educational needs of all the children.
- The mode of travel is appropriate.
- Travel times including departure and arrival back at school are known to parents.
- There is adequate and relevant insurance cover.
- The address and phone number of the visit's venue as well as contact details are left in the office prior to departing school.
- Office staff have the names of all the adults and pupils in the travelling group.

In relation to an educational trip the Group leader is responsible for the overall organisation, supervision and conduct of the visit and should ensure that:

- The principal's prior agreement before any off-site visit takes place has been obtained.
- A deputy has been appointed in case of illness or incident requiring hospital treatment.
- The planning and preparation of the visit including the briefing of group members and parents has been completed.
- Comprehensive risk assessments have been completed and countersigned by the Educational Visits co-ordinator and Principal
- The ratio of supervisors to pupils is appropriate for the needs of the group and adheres to DFES guidelines.
- They have regard for the health and safety of the group at all times and consider stopping the visit if the risk to the health and safety of the pupils becomes unacceptable.
- All supervisors have details of the group leaders and school contact.

In relation to an educational trip other teachers and adults involved in a visit act as employees of the LEA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours and acting under an agreement with the school's Principal if some of their time on the visit falls outside normal hours. As such they should:

- Do their best to ensure the health and safety of everyone in the group.
- Care for each individual pupil as any reasonable parent would.
- Follow the instructions of the group leader and help with control and discipline.

In a briefing meeting prior to the visit the group leader should identify and discuss with the children expectations in relation to their behaviour and their responsibilities.

Children on the visit should:

- Follow the instructions of the leader and other adults.
- Dress and behave sensibly and responsibly.

- Look out for anything that might hurt anyone in the group and tell the group leader about it.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. **The curricular aims of the visit for these pupils should be fulfilled in other ways.**

The group leader should ensure that **parents** are given information about the purpose and details of the visit and are invited to any briefing sessions for residential visits. Special arrangements may be necessary for parents for whom English is a second language.

Responsibilities of the Educational Visits Co-ordinator:
The role and responsibilities of the Educational Visits Co-ordinator at North Mead Primary Academy include:

- To regularly visit The National Guidance for the Management of Outdoor Learning, Offsite Visits and Learning Outside the Classroom and Educational website.
- To keep an educational visits file containing risk assessments for each visit in the school office/S Drive.
- To regularly update the Educational Visits policy and save a copy of the 'Planning and Educational visit check list' on the school network.
- To ensure that group leaders and staff helping on trips are competent.
- To liaise with group leaders over completion of risk assessments.
- To approve visits, alongside Principal, and upload relevant copies to the LEA using EVOLVE if approval is required. The LEA require residential or dangerous pursuits risk assessment sheets uploaded and sent on EVOLVE, 20 working days before the visit. If they have any issues they will ask to see the proposed risk assessment forms and supporting documentation.
- Ensure Disclosure and Barring Service (DBS) checks are in place.
- Ensure the issues identified on the preliminary visit have been resolved within the risk assessment.
- Ensure accreditation / verification of providers has been checked.
- Ensure correct ratio of adults to children and first aid supervision in place.
- Ensure transport and accommodation arrangements meet standards required by the LEA.
- To keep copies of accident or incident reports.
- Review systems and, on occasion, monitor and evaluate practise.

Planning off-site visits
Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful and rigorous planning takes place. This involves considering the dangers and difficulties, which may arise and making plans to avoid them.

Exploratory visit:
Wherever possible the group leader should undertake an exploratory visit in order to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit.
- Assess potential areas and levels of risk.
- Ensure that the venue can cater for the needs of the staff and pupils in the group.
- Ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group, and to gather generic risk assessments.

Risk Assessment:
A comprehensive risk assessment should always be carried out before setting off on a visit. This should include the following considerations:

- What are the risks?
- Who will be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to children for this visit?

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:
- The type of activity and the level at which it is being undertaken.
- The location.

- The competence, experience and qualifications of supervisory staff.
- Pupils with special educational or medical needs.
- The quality and suitability of available equipment.
- Seasonal conditions such as weather
    - Peer on peer abuse
    - Terrorism

First Aid:
A qualified first-aider should be available and accessible at all times on an educational visit.

Supervision:
It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit.
The factors to take into consideration include:

- Gender, age and ability of group.
- Special educational needs pupils.
- Nature of activities.
- Type of any accommodation.

The general guide is,

- **1: 6 - For years 1-3**
- **1:10 -15 - For years 4 -6**
- (Under 5's Foundation classes should have a higher ratio)
- **There should always be enough supervisors to cope effectively with an emergency.**

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally, they should be well known to the school and the pupil group.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

Transport and pupils:
Pupils using transport on a visit should be made aware of basic safety rules including:

- Wear seatbelt and stay seated while travelling on transport.
- Never throw things out of the transport vehicle's windows.
- Stay clear of automatic doors / manual doors after boarding or leaving the transport.
- After leaving the vehicle, always wait for it to move off before crossing the road.

Pupils with special educational and medical needs:

- The principal will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures that need to be addressed at the planning stage.

Communicating with Parents / Guardians:
The following information on matters that might affect pupil's health and safety is useful to parents and should be included in letter to parents / guardians prior to a visit:

- Dates of the visit.
- Times of departure and return.
- Mode(s) of travel.
- Names of leader, or other staff and of other accompanying adults.
- Visit's objectives.
- Details of the activities planned.
- Money to be taken.
- Details of accommodation with security and supervisory arrangements on site.
- Clothing and equipment to be taken.

Parental consent:
North Mead Primary Academy will seek consent for all educational visits. If parents withhold consent absolutely the pupil will not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible.

Residential visits:
Approval and guidance for all residential visits must be obtained from the LEA.

In relation to hostels and hotels the following needs to be considered:

- The group leader should ideally have adjoining rooms with staff quarters next to the children's – Staff will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance.
- The immediate accommodation area should be exclusively for the use of the group.
- Access by staff to pupil rooms must be available at all times.
- Separate male and female sleeping areas for pupils and adults.
- Ensure that the whole party are aware of the layout of the accommodation its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel.
- Security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors.
- Ensure that locks / shutters etc. work on all the rooms used by the group.
- Storage of clothes, luggage, equipment etc., particularly safekeeping of valuables.
- Adequate lighting – it is advisable to take torches.
- Provision for sick, disabled pupils or those with special needs.
- Safety in rooms (electrical connections, secure balconies).

Coastal visits:
The group leader and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are many dangers on the coast and the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked.
- Ensure group members are aware of warning signs and flags.
- Look out for hazards such as glass, barbed wire and sewage outflows.
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds.
- The group should keep to designated pathways all times.

<u>Paddling in the sea or other natural waters are potentially dangerous activities for a school group. Advice should be sort from the LEA about any such activity.</u>

Farm visits:
Taking children to a farm should be very carefully planned, and the risks to be assessed include those arising from the misuse of farm machinery and the hazards associated with E coli food poisoning and other infections. The proposed farm needs to be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basic rules for a farm visit indicate that pupils should not:

- Place their faces against the animals or their hands in their mouths after feeding them.
- Sample any animal foodstuffs.
- Drink from farm taps (other than in designated public facilities)
- Ride on tractors or other machines.
- Play in the farm area.

Terrorism:

- Terrorism must be taken into account when completing the risk assessment for a trip that is based in a city.
- Staff to follow the instructions given by the authorities and emergency services and to stay in touch with SLT at school. Staff to call the crisis line: 0116 3737599
- Peer on Peer abuse:

- A DSL will be present on all school trips that are outside of Leicestershire and children involved are to be kept separated throughout the trip. The DSL will monitor the situation throughout the duration of the trip.
- If the trip is not in Leicestershire, a DSL will join and monitor the situation.

North Mead Primary Academy - Check list

- Prior to any educational visit seek permission from principal to send out a letter to parents containing approximate costing, in order to ascertain viability of visit.
- If there is sufficient interest in educational visit, ask office to gather exact costing.
- Seek permission from the principal to go ahead with trip, giving details of final costing and parental interest.
- Seek LEA permission for all residential visits. LEA advice and guidance can be obtained from Martyn Smith
- Once above has been collected send a letter home to parents with full details of visit e.g. date, time of departure and return, type of activities involved, pocket money and how and when to pay.
- Ensure that the trip is well planned and organised, including exploratory visit if required to make sure facilities are safe and adequate transport is arranged. (See Group leader and Exploratory visit)
- Ensure that all risk assessments are complete and passed on to Principal for approval one week prior to going on visit. (See Risk assessment and model 4 and 5)
- Ensure that there is a sufficient ratio of supervisors to pupils. (See supervision and HASPEV document pg 13)
- Ensure that parents have signed consent forms / medical forms.
- Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would.
- Maintain regular communication with the office about remittance in case a further letter giving payment deadline needs to be sent out.
- Have briefing meeting to ensure that group supervisors have details of the visit including group lists, itinerary and emergency contact numbers.
- Before leaving school make sure that the office has details of staff and their next of kin as well as list of children going on visit. If it is a residential visit also leave a set of photographs of the children going.
- Ensure that 'Procedure for Planning a School Trip' is complete.

Emergency Procedures Introduction:

Despite good planning and organisation there may be accidents and emergencies, which will require on the spot response by the group leaders. Adequate provision for minor first aid must be available when the party is `in the field' and the leader should ensure that the levels of supervision are sufficient to allow the group to be split where necessary. A mobile phone is to be used for communication amongst members of staff and for contacting school. Activity centres should have their own emergency procedures. Details of these must be obtained in advance of the visit and compared with the recommended guidelines contained in the HASPEV document. If there is any doubt about the safety of the arrangements the trip should not take place.
Procedures:

North Mead primary academy will appoint a member of the SLT as the emergency contact for each visit. All major incidents should immediately be relayed to the school office, the office will then relay the problem to the SLT, and especially those involving injury or that might attract media attention.
The Group Leader will leave full details of all students and accompanying adults on the visit with the office staff prior to leaving school premises, including the home contact details of parents/guardians and next-of-kin. The Group Leader will also keep this list with them at all times during the trip.
All incidents and accidents occurring on a visit will be reported back through the school's reporting systems.

The Group Leader should complete the following:

- Establish the nature and extent of the emergency.
- Make sure all other members of the party are accounted for and safe.
- If there are injuries immediately establish the names of the injured and their extent, so far as possible, and ring 999. Also inform on- site first aiders.
- Advise other party staff of the incident and that the emergency procedures are in operation.
- Ensure that an adult from the party accompanies the injured child/children to hospital.
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to school.
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all students and staff are accounted for.

- Control access to phones until contact is made with the principal, emergency contact point or designated senior member of SLT and he or she has had time to contact those directly involved.

Incident details:
Details of the incident to be given to the Head Principal or designated member of SLT include:

- Name.
- Nature, date and time of incident.
- Location of incident.
- Details of injuries.
- Names and telephone numbers of those involved.
- Action taken so far.
- Telephone number for further contact.

Serious Incidents:
For serious incidents where the media may be involved, the group leader or other party members must not discuss matters with the media. Under no circumstances should the name of any casualty be divulged to the media.

The principal or designated senior member of SLT should arrange to contact parents/carers of those involved.

The group leader should write down, as soon as practicable, all relevant details while they are still fresh in the memory. Other staff members might also be asked to do so.

A record should be kept of the names and addresses of any witnesses. Any associated equipment should be kept in its original condition. Legal liability should not be discussed or admitted.

All accident forms should be completed as soon as possible and Insurers, the Health and Safety Executive should be informed as appropriate.

24. Extended School Activities

This policy should be read in conjunction with North Mead Primary Academy's Health & Safety Policy, Safeguarding and Child Protection Policy, Behaviour Policy, and Visitors Code of Conduct.

Here at North Mead Primary Academy we offer a Breakfast Club and a number of Before and After School Clubs.

Covid 19

- All adults involved with clubs will follow whole school risk assessment to ensure government guidance is fully adhered to.
- Children to be reminded that bug busting classroom rules apply in clubs.

Admissions

- Only children attending North Mead Primary Academy are eligible to attend a club.
- All places are subject to availability.
- The registration process must be completed prior to the child's commencement at the club.
- All club staff are made aware of the details of a new child.
- Children's attendance is recorded in a register.

Arrival and Departure

- **Before School Club -8 am to 8.40 am**
  - All children are required to sign in with a member of staff.
  - Children go directly from breakfast club to their classroom at 8.40am.
- **After School Club -3.30 pm to 4.30 pm**

Collection of Children

- Children will be taken down to the Main Hall at the end of the school day to meet with Club Leader

- Club staff will take a register of all contracted children and will liaise with the teacher / school office to determine any reason why a child is not accounted for.

Departure

- The parent/carer or named collector must inform a member of staff that they are collecting if they are leaving early from a club.
- Parents/carers must ensure that any person who may collect their child is listed on the registration form and that it is kept fully up to date.
- Parents must inform club staff if their child is going to be absent from club.

Behaviour

Whilst attending clubs children are expected to:

- Use socially acceptable behaviour.
- Respect one another, accepting differences of race, gender, ability, age, and religion.
- Choose and participate in the range of activities.
- Ask for help if needed.
- Enjoy their time at the club.

Positive behaviour is encouraged by:

- Staff acting as positive role models, the curriculum being engaging and inclusive.
- Praising appropriate behaviour.
- Allocation of dojos.
- Informing parents about individual achievements.

Dealing with inappropriate behaviour:

- Behaviour Management strategies as laid out within the Academy Behaviour Policy will be followed.

First Aid

- All accidents will be recorded in the school accident book, accurately reported to the parents/carer upon collection and signed by a member of staff.
- Accident records must give details of; time, date and nature of the accident, details of the child involved, type and location of the injury, action taken, and by whom.
- All incidents are dealt with by a qualified first aider.

Parents of any child who become unwell during club will be contacted immediately. If a child is sent home during school hours, Club will be informed of their absence.

Missing children

In the event that a child goes missing, the following procedure will be undertaken:

- Senior school staff will be informed of the missing child.
- Club supervisor will search the inside of the building and delegate an outside search of the building to another member of staff. If the child remains missing, the emergency services will be contacted.

Uncollected children

If a child has not been collected by 4.40 pm parents will be contacted in the first instance by telephone. The additional contacts parents have provided will be telephoned in the second instance. If these contacts are unavailable after approximately one hour, the police and Social Services will be informed.

Cancelled Sessions

In the event of a session being cancelled the provider should inform the school as soon as possible. Where practical the school should contact Parents/Carers by letter, text message, dojo, email message

with notification of a cancelled session at least 48 hours prior. If this is not practical, due to an emergency cancellation, then telephone calls, text messages dojo and email messages will be made to parents/guardians during the day. Children attending a club, which is cancelled on the day, should be registered as a group as normal. They should be kept on school site by the school appointed adult until collected by a Parent/Carer.

Club numbers

Suitable ratios of adults to children should be maintained by the adult responsible for the club. From a learning perspective, the University of the First Age has reported that 15 to 20 pupils is the largest group in extended learning activities. Further guidelines regarding specific sports can be obtained from the appropriate governing body of sport. Any Parent/Carers supporting the delivery of this club must have an up to date CRB/DBS check.

25. French

Aims and Objectives

At North Mead we aim to offer a high-quality languages education to foster pupils' curiosity and deepen their understanding of the world. We want our pupils to express their ideas and thoughts in another language and to understand and respond to speakers, both in speech and in writing. We provide opportunities for them to communicate for practical purposes and learn new ways of thinking. We aim to provide the foundation for learning further languages in secondary school and beyond, and value the rich languages represented in our school.

Our aims align with the national curriculum aims, to ensure that all pupils:

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

The objectives of teaching languages are to enable children to:

- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases, and basic language structures.
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases, and simple writing.
- appreciate stories, songs, poems, and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things, and actions orally and in writing.
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or similar to English.

Curriculum Drivers

Our French curriculum is adapted to suit our four curriculum drivers: Character, Core Skills, Cultural Capital and Citizenship.

Character

We recognise that French, in particular language thinking, requires a resilient and reflective attitude. Independence, co-operation, reasoning, integrity, self-efficacy, resilience, and creativity are key to our French curriculum, and the successful use of languages.

Core Skills

French is a Core Skill in our curriculum. To fulfil our aims (above) we embed the following core language skills through a well thought through and designed curriculum: listening, speaking, reading and writing. These are taught, and all necessary grammar will be covered, in an age-appropriate way across the curriculum. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning, and also helping the children improve overall attainment in other subject areas.

Cultural capital

We ensure that Year 5 and 6 pupils at North Mead have the opportunity to access French, through a high-quality one-hour lesson per week. Learning is reinforced by class teachers throughout the week. Furthermore, we organise events throughout the year celebrating the rich variety of cultures and languages which are spoken within our school community. These include daily use of the language of the month, whole school celebration assemblies and our annual international day.

Citizenship
We recognise the importance of enabling North Mead pupils to become tolerant and unprejudiced citizens who value and embrace different cultures and languages. Our French curriculum uses a cultural studies approach which enhances how our pupils value diversity and citizenship. Children are encouraged to use their reflective character muscles to consider the impact languages have played in their personal journey.

Coverage
Our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. French is taught in year 5 and year 6. Our chosen themes introduce the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. The curriculum enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing.

There are 12 units across the two years, each with its own knowledge organiser. The knowledge organisers set out the knowledge the children will learn, and these are taught progressively. They give children a new perspective on the world, encouraging them to understand their own cultures and those of others. It extends their knowledge of how language works and helps them to develop communication skills, including the key skills of speaking and listening. Through our curriculum, we intend to inspire pupils to develop a love of culture and language and to expand pupils' horizons to other countries, cultures, and people. We aim to help children grow into curious, confident, and reflective language learners and to provide them with a foundation that will equip them for further language studies. The French units are:

Year 5	Year 6
Greetings, numbers and seasons	Greetings, numbers, seasons and weather
Family and celebrations	At the supermarket and celebrations
Shapes and body	Sports and weather
Hair and eyes description	Music
Breakfast	Food and drinks
Countries and basic geography	Francophonie, French revolution and the world

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in additional resources such as songs and stories, which teachers can access through the week, so that children have opportunities to repeat and revise their learning. All of our units of work contain adult guidance, accurate language, subject knowledge and accompanying audio materials. 'Les Planetes Phoniques' is available if teachers feel their pupils need further pronunciation practice.

Inclusion:
It is our policy to ensure that all children have the opportunity to develop language capability. We aim to respond to children's needs and overcome potential barriers for individuals and groups of children by:

- ensuring that all children follow the same scheme
- providing curriculum materials and programmes, which are in no way class, gender or racially prejudiced or biased
- providing language access to all pupils to develop independent learning
- providing a personalised curriculum to meet the needs of pupils with SEND, using our scheme of work and materials as appropriate to develop their knowledge, skill and ability to apply what they know with increasing fluency and independence

Assessment:
Teachers will assess once a year by the French teacher and class teacher. This will involve observation, discussion and completed work.

Monitoring and reviewing

The quality of French lessons, and children's French outcomes are monitored by the Curriculum Leader. The Curriculum Leader provides a strategic lead and direction for French in school with the aid of the specialist French Teacher. The Curriculum Leader is responsible for supporting colleagues in their teaching of French in the wider curriculum and for keeping informed about current developments in the subject. At regular times across the year, the Curriculum Leader and the specialist French teacher undertake joint book looks and discussions to monitor the effectiveness of the French curriculum. The Curriculum Leader gives the Principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Remote Learning

North Mead pupils are allocated a device per pupil in the event of a whole school, whole year group or whole class closure. They can use these devices to access the whole school Remote Learning Offer. French will be delivered using the same timetable via live lessons or pre-recorded lessons as appropriate for year 5 and 6.

26. Geography

School Drivers

Our four school drivers will be shown in our Art and Design curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary; they will discuss geographical locations/processes and issues.*
  - Writing: *the children will write about the geographical locations and issues – this forms part of our text type curriculum.*
  - Reading: *the children will research geographical locations and processes to inform their learning.*
  - Maths: *the children will discuss grid references, latitude etc.*
- Character
  The children will demonstrate all their character muscles throughout our geography curriculum. The most prevalent ones being curiosity, cooperation, self-efficacy, reasoning, questioning, and communication.
- Cultural Capital
  The children will develop their cultural capital by learning about different countries in the world and geographical processes such as volcanoes. They will reflect on the wider impact of geography. They will also go on geographical trips such as the local market, Think Tank, the botanical gardens and London.
- Citizenship
  The children's citizenship will be developed in our geography curriculum through understanding its wider impacts (sustainability, culture etc.). They will also develop their concept of global citizenship by learning about different parts of the world.

Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

Aims and Objectives

Through the teaching of geography, we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world
- Increase their knowledge and understanding of the different communities and cultures within Northfield, Leicester, Britain and the world - and how these relate to each other
- Increase their knowledge and understanding of the changing world
- Make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- Develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- Apply map-reading skills to globes and atlas maps and identify geographical features.
- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Coverage

Geography is to be taught across in KS1 and KS2 in book-based topics. Each year group has two 7-week topics, which have geography, has a key focus. The geographical knowledge is shown in the topic knowledge organisers. The knowledge is taught progressively with recall being an important part of the children's learning. Foundation Stage will follow the EYF and geography will be taught through Knowledge and Understanding of the World. The topics, which focus on geography in KS1 and KS2, are:

Geography			
Y1 The Gruffalo	Y1 George Saves the World	Y2 Macbeth	Y2 Chopsticks
Geography Woodlands and seasons in the UK	Geography Local area and sustainability	Geography Scottish landscape	Geography Hong Kong
Y3 Escape from Pompeii	Y3 The Iron Man	Y4 The Butterfly Lion	Y4 The Great Kapok Tree
Geography Volcanoes and Tectonic Plates	Geography Seaside and coastal geography	Geography Limpopo Province, South Africa	Geography The Amazon Rainforest
Y5 Illegal	Y5 Stormbreaker	Y6 Windrush Child	Y6 Seasons of Splendour

A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.

EYFS

In EYFS, Geography is linked to 'Understanding the world'. It involves describing their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children need to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Monitoring and Assessment

Assessment is to be informed using our geography assessment sheets, which are used to evaluate individual needs and to help with future planning. Assessment by the class teacher will involve observation, discussion and completed geography work. At the end of each academic year teachers assess and record levels for geography, where the language co-ordinator and all other members of staff can access them.

At regular times across the year, the curriculum leader and the geography coordinator will undertake book looks; drop ins and discussions so to monitor the effectiveness of our geography provision.

The monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of the geography coordinator. The curriculum leader provides a strategic lead and direction for geography in the school. The geography coordinator is responsible for supporting colleagues in their teaching of geography and for keeping informed about current developments in the subject. The geography coordinator gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Planning and Assessment

Teachers are not required to do any formal planning for geography. They need to teach from the knowledge organisers which, for Geography, all include 5 key areas:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Teachers will ensure the content of the knowledge organisers are taught, this can be evidenced in topic books, photos etc. Teachers will have knowledge of what has come before so that the children will remember previous learning to support them in knowing more through each topic.

Teachers will assess once a year by the class teacher. This will involve observation, discussion and completed work.

Inclusion

All children are expected to be taught a high-quality geography curriculum as part of the wider curriculum. Teachers are expected to use the knowledge organisers and adapt them for the SEND children in their class.

Monitoring and Reviewing

At regular times across the year, the geography leader will undertake book looks; drop ins and discussions to monitor the effectiveness of our geography provision.

The monitoring of the standards of children's work and the quality of teaching geography is the responsibility of the subject leader. The curriculum leader provides a strategic lead and direction for geography in the school. The geography leader is responsible for supporting colleagues in their teaching and for keeping them informed about current developments in the subject. The geography leader gives the principal and governors a summary reports each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

27. History

School Drivers

Our four school drivers will be shown in our Art and Design curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary; they will discuss historical periods and themes.*
  - Writing: *the children will write about the historical periods and themes – this forms part of our text type curriculum.*
  - Reading: *the children will research historical periods and themes to inform their learning.*
  - Maths: *the children will discuss timelines etc.*
- Character
  The children will demonstrate all their character muscles throughout our history curriculum. The most prevalent ones being curiosity, cooperation, self-efficacy, reasoning, questioning, and communication.
- Cultural Capital
  The children will develop their cultural capital by learning about different historical periods and themes. They will reflect on the wider impact of history. They will also go on historical trips such as local museums, Bosworth Field, Warwick Castle and the Jorvik centre.
- Citizenship
  The children's citizenship will be developed in our history curriculum through understanding its wider themes and its impact on society. They will also develop their concept of global citizenship by learning about history from different parts of the world.

Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

Aims and Objectives

History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms
- understand historical concepts
- understand the methods of historical enquiry
- gain historical perspective by placing their growing knowledge into different contexts

Coverage

History is to be taught across in KS1 and KS2 in book-based topics. Each year group has two 7-week topics, which have history as a key focus. The historical knowledge is shown in the topic knowledge organisers. The knowledge is taught progressively with recall being an important part of the children's learning. Foundation Stage will follow the EYF and history will be taught through Knowledge and Understanding of the World. The topics, which focus on history in KS1 and KS2, are:

History			
Y1 Peepo!	**Y1 Stanley's Stick**	**Y2 The Darkest Dark**	**Y2 The Baker's Boy**
History Compare toys past/preseny	History The British Seaside	History Moon Landings	History The Great Fire of London
Y3 Stone Age Boy	**Y3 Boudicca's Army**	**Y4 Richard III**	**Y4 The Chocolate Tree**
History Stone Age Britain	History Roman Invasion	History The Battle of Bosworth	History Mayan beliefs
Y5 The Last King of England	**Y5 Percy Jackson**	**Y6 The Red Pyramid**	**Y6 War Horse**
History Viking Invasion of England	History Ancient Greek gods and goddesses	History Rosetta stone and Tutankhamun	History Trenches, World War One

EYFS

In EYFS, History is linked to 'Understanding the world. It involves the lives of the people around them and their roles in society. Children need to gain the understanding of similarities and differences between things in the

past and now, drawing on their experiences and what has been read in class. They need to understand the past through settings, characters and events encountered in books read in class and through storytelling. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Monitoring and Assessment

Assessment is to be informed using our history knowledge organisers, which are used to evaluate individual needs and to help with future planning. Assessment by the class teacher will involve observation, discussion and completed history work. At the end of each academic year teachers assess and record levels for history, where the language co-ordinator and all other members of staff can access them.

At regular times across the year, the curriculum leader and the history coordinator will undertake book looks; drop ins and discussions so to monitor the effectiveness of our history provision.

The monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history coordinator. The curriculum leader provides a strategic lead and direction for history in the school. The history coordinator is responsible for supporting colleagues in their teaching of history and for keeping informed about current developments in the subject. The history coordinator gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Planning and Assessment

Teachers are not required to do any formal planning for history. They need to teach from the knowledge organisers which, for History, all include 5 key areas:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

Teachers will ensure the content of the knowledge organisers are taught, this can be evidenced in topic books, photos etc. Teachers will have knowledge of what has come before so that the children will remember previous learning to support them in knowing more through each topic.

Teachers will assess once a year by the class teacher. This will involve observation, discussion and completed work.

Inclusion

All children are expected to be taught a high-quality history curriculum as part of the wider curriculum. Teachers are expected to use the knowledge organisers and adapt them for the SEND children in their class.

Monitoring and Reviewing

At regular times across the year, the history leader will undertake book looks; drop ins and discussions to monitor the effectiveness of our history provision.

The monitoring of the standards of children's work and the quality of teaching history is the responsibility of the subject leader. The curriculum leader provides a strategic lead and direction for history in the school. The history leader is responsible for supporting colleagues in their teaching and for keeping them informed about current developments in the subject. The history leader gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

28. Homework

Introduction

- Every family in the school to be encouraged to appreciate that children's learning is happening ALL THE TIME: at home as well as at school
- Each family to be enabled to have the confidence to join in the homework programme
- Children and parents to be supported in their exploitation of all the resources available outside the school day and school environment which can enhance learning: visits to the library, museums parks, exhibitions, sports centres, TV and the Internet.
- That homework given will be manageable to allow families time for rest and recreation

Purposes (for pupils):

- To enhance the children's performance in, and understanding of, their classroom work
- To encourage children to take some responsibility for their own learning
- To develop children's understanding of their chance to enjoy life to the full through this extended learning
- To introduce the children to local resources which support their learning – local public library etc.

Guidelines:

Nursery	• Daily reading support
Reception	• Daily reading support • Sound books and word box work
Years 1-6	• Daily reading • Spelling: Word box work or look, cover, write check spelling sheet • All children will also have a half termly Topic grid to complete. Children can earn from 20 to 60 house points for completing different activities based around the topic that they are learning about.

29. Mathematics

Aims and Objectives

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

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

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

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on

Curriculum Drivers

Mathematics reflects our curriculum drivers, in particular:

- **Core Skills**
  The whole maths curriculum and:
  - Oracy: *the children will learn key mathematical vocabulary;*
  - Writing: *the children will reflect on their learning and write and explain their thinking;*
  - Reading: *the children will read and demonstrate understanding by solving mathematical problems*
- **Character**
  The children will demonstrate all their character muscles throughout their maths learning. The most prevalent ones are perseverance, reasoning, reflection, questioning, and problem solving.

Curriculum Intent

In Mathematics, we are committed to ensuring that ***children are knowledgeable, skilled and ready for the next phase of their education.*** We focus on procedural fluency alongside conceptual understanding to ensure that the children can continue to build new knowledge as they move through the next phase in their education.

Our method

We follow the 'Power Maths' scheme which is a whole-class mastery programme designed to spark curiosity and excitement to help nurture confidence in maths. The scheme helps to build progression across the school, and consistency of images, models and language. It is an enriched approach that combines interactive teaching tools and high-quality textbooks. It is written by leading mastery experts, and is recommended by the DFE.

The expectation is that the majority of children will move through the scheme at around the same pace. Pupils who grasp concepts rapidly are challenged through deepening activities. Those who are not sufficiently fluent with the the materials taught are supported during to consolidate their understanding through strenghthening activities and additional practice. Lessons are adapted for SEND/children working out of year group. They complete work set in their yellow maths books guided by concepts in 'Power Maths' and 'Ready to progress guidance' to allow for more procedural practice.

Alongside 'Power maths', we do regular 'Assertive Mentoring' skills checks. These help to identify what a child can do, and what they need to do to make progress. This helps to develop procedural fluency and enable

concepts and knowledge to be stored in the long-term memory (know more, remember more). The low stakes testing element also supports progress.

We provide opportunities for children to develop their recall of number / multiplication / division facts through subscriptions to TT Rockstars and Numbots.

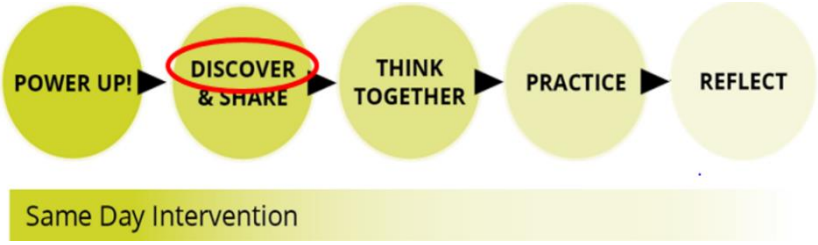
Structure & Progression

The Power Maths framework has six main areas of study:

- Numbers (including place value, addition, subtraction, multiplication, division, fractions, decimals and percentages)
- Ratio and Proportion
- Algebra
- Measurement
- Geometry
- Statistics

Please see **Appendix 1** for detail around progression in calculation. This document shows how the consistent use of the CPA (concrete, pictorial, abstract) approach across Power Maths helps children develop mastery in both written and mental methods across all the operations in an efficient and reliable way.

Ongoing, formative assessment and quick intervention in the lesson is key. Teachers will also use a range of other methods to assess children termly, including Assertive Mentoring skills checks, end of unit assessments, independent work and expectation overviews for each year group (**see Appendix 2).**



Unit Starter

(Each unit begins with a unit starter, which introduces the learning context along with key mathematical vocabulary, structures, and representations.

Power Up activity

(Each lesson **begins** with a Power Up activity)

Discover

(A practical, real-life problem)

Share

(Highlights the variety of methods that can be used to solve a single problem. Use of online **'toolkit'** to support teaching. Ideal opportunity for **talk partners** and **sharing ideas**)

Think Together

(Children work in groups, on the carpet or at tables, using their textbooks)

Practice

(Using their Practice Books, children work independently)

Reflect

(Opportunity to check how deeply children understand the target concept)

Inclusion

All children are expected to be taught a high-quality maths curriculum. Lessons are adapted for children working out of year group or those with SEND. Where appropriate, they complete work set in their yellow maths books guided by concepts in 'Power Maths' and the 'Ready to progress guidance.'

Monitoring and Reviewing

The maths leader, supported by the principal, provides a strategic lead and direction for maths in the school. The monitoring of the standards of children's work, outcomes and the quality of teaching is the responsibility of the subject leader. A system of lesson drop-ins, work scrutiny, moderation and pupil interview are used in the monitoring and evaluation process.

The maths leader is responsible for supporting colleagues in their teaching of maths and for keeping them informed about current developments in the subject. Reports are provided to the principal and Academy Councillors each term, in which they provide updates on actions taken, impact and areas for further improvement.

30. Music

Aims and Objectives

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 of people. 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 plays an important part in helping children feel part of a community. It also has the capacity to breach all cultures and is an international language in its own right. 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 judgments about the quality of music.

Our aims align with the music national curriculum aims, to ensure that all pupils:

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

The objectives of teaching music are to enable children to:

- know and understand how sounds are made and then organised into musical structures
- know how music is made through a variety of instruments
- know how music is composed and written down
- know how music is influenced by the time, place culture and purpose for which it was written
- Develop the interrelated skills of performing, composing, appraising and appreciating music.

Curriculum Drivers
Our music curriculum is adapted to suit our four curriculum drivers: Character, Core Skills, Cultural Capital and Citizenship.

Character
We recognise that music, requires a resilient and reflective attitude. Our school journey has shown us that independence, co-operation, self-efficacy, resilience and creativity are a key part to being a successful musician.

Core Skills
To fulfil our aims (above) we embed the following musical core skills in our curriculum and across our wider curriculum:
Performing Skills - developing technical control in playing an instrument and/or singing & to be able to perform musically with authenticity
Composing Skills - improvising, creating, organising, and refining rhythmic and melodic patterns and harmonies, using textures and structures as appropriate & to be able to create own original music
Listening and Appraising Skills - aural development by responding to music and by recognising features in music and to be able to use and exploit appropriate musical features when performing and composing
Notation Skills - understanding the vocabularies and grammars of a range of different types of music, their notations and theoretical ideas & to be able to realise musical intentions from a range of notations and to be able to notate musical intentions in a variety of ways
Evaluation - understanding the nature, context and purpose of the creation and performance of music & to be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice

Cultural capital
Music adds to our pupils' cultural capital by providing a wonderful platform to learn about cultures around the world including learning about great composers and musicians. Our bespoke curriculum and knowledge organisers use a wealth of world music which provides opportunities to recognise and explore many world cultures. Our pupils learn that music is used to express ideas and provide entertainment.

Citizenship

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at North Mead have the opportunity to encounter music during the whole school year from many cultures and through their growing knowledge and understanding of the music they can develop more positive attitudes towards other cultures and societies therefore being an excellent global citizen.

Music

At North Mead, music has a strong presence with a living musical culture. To ensure that music is an enjoyable experience, children to learn in, through and about music. Through regular music lessons and musical activities, children gain a firm understanding of what music is through listening, appraising, understanding notation, composing and performing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at North Mead is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. In addition, our objective is to develop pupils' unbiased respect for the way music can be expressed in any person's life. We want music to inspire self-confidence in our children through the development of a fun and safe learning atmosphere and encourage a feeling of fellowship through shared creation and appreciation of music. We develop hidden talents and passions from an early age and ensure all our pupils reach their full potential within our curriculum. Music teaching will help children to gain an appreciation of life in other cultures and promote key British Values.

Coverage

At North Mead, we use a bespoke music curriculum, designed by our Music Leader and Specialist Music Teachers. Our music curriculum develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music as listeners, creators and performers. They develop skills progressively.

MUSIC LTP						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	Hey You! Rhythm in the way we walk/ Banana Rap	In the Groove and Your Imagination	Holst – Mars-Planets	Drumming	Glockenspiel 1	Glockenspiel 2
Year 2	London's Burning/ Frere Jaques	Row row row your boat/ 3 Blind mice	Vaughan Williams - Lark Ascending	Drumming	Glockenspiel 1	Glockenspiel 2
Year 3	Stop!	3 Little birds	Mason Bates – Anthology of Fantastic Zoology	Drumming	Glockenspiel 1	Glockenspiel 2
Year 4	Let me love you vs Tum hi ho (Vidya Vox)	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)	Vivaldi The Four Seasons. 1ST Movement	Drumming	Glockenspiel 1	Glockenspiel 2
Year 5	Dynamite (including 4 part round)	Happy	Ravi Shankar Symphony	Drumming	Glockenspiel 1	Glockenspiel 2
Year 6	Ain't no mountain	Lean on me	John Williams (Star Wars/ Harry Potter	Drumming	Glockenspiel 1	Glockenspiel 2

EYFS

In EYFS, music is linked to 'Expressive Art and Design', the quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the music. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. The children have weekly Music lessons aswell as daily musical inputs across the curriculum. Children learn to sing a range of well-known nursery rhymes and songs. In addition, they perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Implementation:

The music curriculum ensures students listen, appraise, understand notation, compose, and perform (sing, play untuned instruments and tuned instruments). These skills are embedded in our knowledge organisers and lesson activities. Children

are taught a weekly music lesson in accordance with the Long Term Plan (see above). In lessons, children focus on the different dimensions of music: timbre, pitch, texture, tempo, duration, structure, dynamics. In turn, these feed children's musical understanding.

Inclusion:
It is our policy to ensure that all children should have the opportunity to develop musical capability. We aim to respond to children's needs and overcome potential barriers for individuals and groups of children by:

• Setting open ended tasks
• Incorporating gradual increases in difficulty of tasks cross the curriculum
• Taking into account when grouping children for activities- either setting mixed ability groups or assigning different tasks to different groups
• Providing resources of different complexity
• Delivering a multi-faceted curriculum that allows students to access music in the most preferable or suitable way for each individual.

Assessment
Children demonstrate their ability in music in a variety of different ways. Our specialist music teacher assesses children's work during lessons. Oral feedback is given as necessary. Older pupils are encouraged to make judgements about how they can improve their own work.

The class teacher and music teacher will assess once a year by the class teacher. This will involve observation, discussion and completed work.

Monitoring and Reviewing
The quality of music lessons, and children's outcomes are monitored by the Music Leader. A system of lesson drop ins, checking assessment and pupil interview are used to judge the quality of lessons. The Music Leader provides a strategic lead and direction for music in the school. The Music Leader is responsible for supporting teachers in their teaching of music across the curriculum and for keeping informed about current developments in the subject. The Computing Leader gives the Principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement.

Safety Guidance
- Instruments are put away carefully after each session unless on display or in use the music area.
- Instruments are stored appropriately according to size, weight, and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.
- North Mead are constantly informed by government guidance in relation to teaching music safely during the Covid19 Pandemic. Special considerations are given when singing and playing wind instruments in the classrooms.

Remote Learning
North Mead pupils are allocated a device per pupil in the event of a whole school, whole year group or whole class closure. They can use these devices to access the whole school Remote Learning Offer. Music will be delivered using the same timetable via live lessons or pre-recorded lessons as appropriate.

31. Oracy

School Drivers

Our four school drivers will be shown in our Art and Design curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary, they will discuss pieces of art, artists, and the artistic processes. They will give preferences and reasons for their choices.*
  - Writing: *the children will write about the art that they have learnt about.*
  - Reading: *the children will research art forms and artists to inform their learning.*
  - Maths: *the children will discuss shapes and prospective within artwork. In particular geometric and Islamic art.*
- Character
  The children will demonstrate all their character muscles throughout our art and design curriculum. The most prevalent ones being creativity, imagination, reflection, questioning, and communication.
- Cultural Capital
  The children will develop their cultural capital by learning about different art forms, and different art from around the world. They will reflect on the art and see why it was created and the impact that that can have on society. They will get the opportunity to go to an art gallery as well as display their work within school.
- Citizenship
  The children's citizenship will be developed in our art and design curriculum through understanding what art can represent. They will also develop their concept of global citizenships by learning about art from around the world.

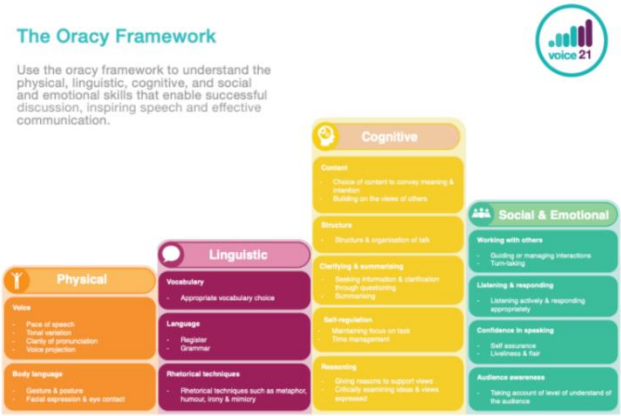
Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

Speaking and listening underpin everything we do, in every subject of the curriculum. Oracy enables children to express their thoughts, feelings, understanding and ideas fluently. It also helps them to clarify their thinking and to understand new concepts. Talk is essential to children's thinking and learning and to their productive engagement in the classroom, especially in the early and primary years. We believe spoken language to be fundamental to the achievement of the children at North Mead Primary Academy. At North Mead we believe:

- Oracy is the capacity to use speech to express our thoughts and communicate with others.
- Effective Oracy teaching and learning is purposeful, scaffolded and structured to deepen understanding and develop critical thinking.
- Children and young people should become agile communicators who learn to navigate the expectations for Oracy in different contexts through the provision of a broad, relevant, and enriched curriculum.
- Oracy is the responsibility of every teacher and the entitlement of every child.

Implementation



Oracy lessons are taught in a cross-curricular method (Phonics, Reading, English, Mathematics, Science, History, Geography, Religious Education, PSHCE). Our Topic based learning and Votes for Schools lessons also support pupils in their efforts in learning to talk and talking to learn. This is the first year implementing Voice 21's systematic of teaching Oracy: The Four Strands. We use this Oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Cognitive – The deliberate application of thought to what you're saying
Linguistic – Knowing which words and phrases to use and using them
Physical – Making yourself heard, using your voice and body to express yourself
Social – Engaging with the people around you; knowing you have the right to speak.

We plan talk for a range of purposes, consider its structure, implement necessary scaffolds and reflect throughout the process. We use the six talk tactics to encourage pupils to think strategically about their input in group talk:

Instigate – present an idea or open up a new line of enquiry.
Probe – dig deeper or ask for evidence or justification of ideas.
Challenge – disagree or present an alternative argument.
Clarify – asking questions to make things clearer and check your understanding.
Summarise – Identify and recap the main ideas
Build – develop, add or elaborate on an idea.

Impact

Children enjoy taking part in class discussions and debates and can articulate their point of view effectively. Children are making good progress in Oracy and perform confidently in class assemblies and seasonal productions. Children read expressively in whole class reading sessions and know how to use their voice to express emotion. Class assemblies are well attended by parents, who enjoy the assemblies and always provide positive feedback to class teachers and school governors (due to COVID-19, this has not happened this year). Children can recite poetry by heart and enjoy learning poems both at school and at home. The Oracy scheme has many links to our North Mead character muscles that allow children to relate and respond appropriately. Teachers use these characters muscles to praise children at their best and as a way to encourage:

- Concentration
- Listening
- Respect
- Managing
- Impulsivity
- Imitation
- Questioning
- Corporation
- Reasoning
- Making Links

Teaching and Learning

EYFS
Oracy is at the heart of teaching and learning in EYFS. Pupils are expected to speak to a partner during whole class teaching. Pupils are provided with opportunities to speak for an extended period about something they are interested in, for example a favourite toy or what they did at the weekend.

Pupils are given opportunities to take on different roles in our classroom provision, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer, a parent speaking to their child or doctor speaking to their patient and vice versa. We ensure that pupils are given specific praise (refer to character muscles) when they adopt a role and use language appropriately. Teachers support pupils' understanding of turn-taking in talk by using lolly sticks to signify whose turn it is to speak. Teachers also support pupils' understanding of listening through partner conversations. New language and sentence stems are introduced through call and repeat, 'my turn, your turn' or 'I say, you say'. Pupils are encouraged to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels.

KS1 & KS2
Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Planning and Assessment
Oracy teaching requires teachers to continually formatively assess what their pupils have learned and use this to judge what to teach next. To do this, the teacher must have a strong understanding of which area of oracy they are developing and how they will know when their pupils have mastered it and apply it daily. The teacher has a central role in providing and promoting feedback, building up their pupils' metacognitive understanding of oracy. They must create tasks which support pupils to analyse and evaluate speaking and listening, teaching them the vocabulary needed to do this with precision. As a result, it should not only be the teacher, but also pupils, who are able to provide meaningful and useful feedback which supports them and their peers to make progress in oracy. Teachers must be attentive listeners and strong observers, building up an understanding of their pupils' oracy skills across a range of contexts.

Inclusion
The teacher appreciates the diversity of communication and language, listening meaningfully and supporting all pupils to develop, expand and extend their ideas and their verbal and linguistic range. Pupils are taught how to listen to each other with courtesy and respect so that they all feel confident to contribute. All children have equal opportunities to reach their full potential across the Oracy curriculum.

SEND
All pupils can and should benefit from a focus on oracy in the classroom. However, as in most areas of learning, the teacher must be aware of the individual needs of their pupils, ensuring that they are supported to access the full breadth of the curriculum. To do this, teachers will,

- consider how they group pupils
- provide prompts for speaking and listening or resources for nonverbal/EAL pupils to contribute, or pre-teach key vocabulary

- teachers should liaise with specialists to inform teaching strategies and ensure their approaches complement and reinforce their work.

High quality oracy teaching demands that all pupils are explicitly taught the speaking and listening skills first using the talk tactics and the Oracy framework. An inclusive, talk-rich classroom should therefore benefit all pupils, including those with speech, language and communication needs and other specific learning needs. Alongside this, when needed, teachers would put in place small group interventions including Play Interaction, Fun Time and use the recommendations from the Speech and Language Team and Early Years Practitioners.

Monitoring and Reviewing

The role of the subject leader in Oracy is to coordinate the speaking and listening opportunities across all phases of the school. This is to secure high-quality speaking and listening provision for every child, including outstanding teaching and learning, effective use of resources and the highest standards of achievement for all. Some key duties that the Oracy subject leader should undertake over the course of the year include:

- Learning walks and other drop in observations where necessary
- Planning and organising speaking and listening enrichment opportunities
- Helping identify and facilitate the professional development needs of staff
- Liaising with SLT to help implement school improvement priorities
- Liaising with the school SENDCO to best support children with speech and language/listening difficulties
- Organising and maintaining resources
- Keeping updates of new initiatives in the teaching of Oracy

32. Personal, Social, Health Citizenship and Economic Education

School Drivers

Our four school drivers will be shown in our PSHCE curriculum by:

- Core Skills
  - Oracy: *the children will discuss relevant key issues where they will focus, reflect and develop their emotional literacy skills. These social and employability skills will equip them for the real world.*
- Character
  The children will demonstrate all their character muscles throughout our PSHCE curriculum. The most prevalent ones being respect, peace, listening/ communicating, humility and gratitude.
- Cultural Capital
  The children will develop their cultural capital by respecting and celebrating diversity and enabling participation in cultural experiences.
- Citizenship
  The children's citizenship will be developed in our PSHCE curriculum through understanding their place in community.

Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

Aims and Objectives

The PSCHE curriculum's core themes are:

- Health and Well-being
- Relationships
- Living in the Wider World

With the aim to provide children with:

- accurate and relevant knowledge
- opportunities to create personal understanding
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

These themes broadly overlap, reflect the rapidly changing world in which our pupils live and learn and fundamentally fulfils the school's responsibility to support pupil's social, moral, spiritual and cultural (SMSC) development.

As a school, we equip pupils with the necessary skills to apply their learning within the curriculum and beyond through enrichment opportunities that naturally shapes their character muscles and prepares our pupils to play active roles as citizens now and in the future.

We believe that all children are individuals; therefore, we aim to encourage our pupils to act responsibly with high expectations of attitudes and behaviour where individual successes are rewarded and celebrated.

Coverage

- A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.
- Elements of PSCHE and Citizenship are taught and reinforced across the curriculum, assemblies, Primary Leadership Team, Health and Well-being Surveys, enrichment days, charity fundraising and all aspects of school life.
- Sex and Relationship Education is taught discretely using the Cambridge SOW.

We have created a tailored made PSHCE curriculum that focuses on different aspects of safeguarding, this is because we want our children:

- to develop positive relationships and identify when relationships are not positive.
- to develop have high self-esteem, both physically and mentally.
- to understand equity, through things such as charity work.
- to understand and accept differences – particularly those identified in the Equality Act.

- to understand what discrimination is and to understand its impact.
- to understand and live the core British values.
- to be able to identify risks and be able to manage them.
- to know how to keep themselves healthy – both physically and mentally.
- to be able to spot the signs of such things as FGM, grooming, radicalisation and what they should do if they notice the signs.
- to develop the character to be positive citizens.
- to confidently talk about topics.

Our PSHCE overview:

	Character/Theme	Assembly	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Welcome Back	Alex	Transition	Transition	Transition	Transition	Transition	Transition	Transition
	Teamwork	Ben	All about me	Diverse Britain	Aiming High	Diverse Britain	Aiming High	Diverse Britain	Aiming High
	Reasoning	Stanger Danger							
	Self-efficacy	6H							
	Metacognition	6M							
	Listening	6WS							
	Integrity	Homelessness		Expect Respect	Living with disabilities	Expect Respect	Living with disabilities	Living with disabilities	Expect Respect
	CELEBRATION	Harvest							
	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM
	Imitation	Firework Safety	Following rules	Fire Safety	Fire Safety	Fire Safety	Fire Safety	Fire Safety	Fire Safety
	CELEBRATION	Diwali		Firework Safety	Firework Safety	Firework Safety	Firework Safety	Firework Safety	Firework Safety
	Peace	Remembrance	No Outsiders	No Outsiders	No Outsiders	No Outsiders	No Outsiders	No Outsiders	No Outsiders
	Respect	Anti-Bullying Week							
	Questioning	5J							
	Resilience	5T							
	Perseverance	Refugees							
	CELEBRATION	R Nativity							
	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS
Spring Term	Safe & Secure	NSPCC	Friendships	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy
	Concentration	Fire Safety							
	Problem Solving	4S							
	Courage	4T							
	Empathy	3A	What will I be?						
	CELEBRATION	Chinese New Year							
	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM
	Curiosity	e Safety	Emotions	It's my body	Healthy Relationships – appropriate and inappropriate touching (p12)	It's my body	Healthy Relationships – appropriate and inappropriate touching (p17)	It's my body	Healthy Relationships – appropriate and inappropriate touching (p23)
	Humility	3HW							
	Optimism	2E							
	Enthusiasm	Comic Relief							
	Confidence	2R							
	CELEBRATION	Vaisakhi	NSPCC Pants	SRE NSPCC pants	SRE NSPCC pants	SRE	SRE	SRE	SRE
	CELEBRATION	Easter							
	EASTER	EASTER	EASTER	EASTER	EASTER	EASTER	EASTER	EASTER	EASTER
Summer Term	Managing impulsivity	Water Safety	Healthy Choices	Clever never goes	Clever never goes	Clever never goes	Clever never goes	Clever never goes	Clever never goes
	Independence	Race for Life		First Aid	Drugs and Alcohol (p3 onwards)	First Aid	Drugs and Alcohol (p17 onwards)	First Aid	Drugs and Alcohol (p28 onwards)
	CELEBRATION	Eid							
	Cooperation	1N		Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health
	Inclusiveness	1S	Sun Safety						
	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM
	Making links	Sun Safety	Road Safety	Road Safety	Road Safety	Road Safety	Road Safety	Bikability	Prevent
	Friendship	RBD							
	Kindness	RP	Confidence and Independence	Money Matters	Money Matters	Money Matters	Money Matters	Money Matters	Money Matters
	Good humour	Play Barn							
	CELEBRATION	Y6 Performance							

Workshops	Charities	Festivals	Character and Behaviour
• Teeth Brushing • Police Workshops • Hate Crimes • Street Awareness and Knife Crime	• Help the Homeless • Race for Life • Children in Need • Comic Relief	• Harvest • Diwali • Christmas • Chinese New Year • Easter • Vaisakhi • Eid	• Clear and consistent behaviour policy • Character Muscles • Equitable approach • Clear SEND approach • PLT • Sports Champions • Family Support Worker

EYFS

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Monitoring and Assessment

Assessment by the class teacher will involve observation, discussion and completed PSHCE work. At the end of each academic year teachers assess and record levels for PSHCE, where the PSHCE leader and all other members of staff can access them. This our based on our end of year expectations.

At regular times across the year, the Curriculum Leader and the PSHCE leader will undertake book looks; drop ins and discussions so to monitor the effectiveness of our PSHCE provision.

The monitoring of the standards of children's work and the quality of teaching in PSHCE is the responsibility of the PSHCE leader. The Curriculum Leader provides a strategic lead and direction for PSHCE in the school. The PSHCE leader is responsible for supporting colleagues in their teaching of PSHCE and for keeping informed about current developments in the subject. The PSHCE leader gives the Principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

33. Personal, Social, Health Citizenship and Economic Education – Relationships and Sex Education

Introduction

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements - Primary:

- As a primary school, we must provide relationships and sex education (RSE) to all pupils as per section 34 of the Children and Social Work Act 2017.
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- The Trust's funding agreements require it to have regard to RSE guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996, when teaching RSE.

Policy development

- This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE (only where this was deemed age appropriate and beneficial).
- Ratification – once amendments were made, the policy was shared with Trustees and ratified

Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Curriculum

- Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.
- The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.
- Primary sex education will focus on:
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Pupils also receive stand-alone sex education sessions.
- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  - Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Board of Trustees
The Board will approve the RSE policy and hold the Principal to account for its implementation.

The Principal
The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

Staff
Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.
- All staff will receive training on delivering RSE to ensure that they are fully equipped to teach this subject. The responsibility for teaching this is shared.

Pupils

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.
- Requests for withdrawal should be made by using the form found in Appendix 3 of this policy and addressed to the Principal.
- Alternative work will be given to pupils who are withdrawn from sex education.

Training

- Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

- The delivery of RSE at North Mead Primary Academy is monitored by Sian Buxton, PSHCE Coordinator through:
  - Yearly updates, book looks, pupil voice and policy checks.
  - Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Relationship education curriculum map

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Synopsis

In Year 1 and 2, children will learn about and be able to describe what a friend is and does, recognising the diversity in friendship and that friendship patterns change. They will address strategies for coping with difficult situations in friendships and ways to self-regulate these relationships. They will also focus on family relationships, identifying who is in their own family and what is special about them; alongside what they and other family members do to care for one another. They will revisit the concept of the safety circle, identifying a range of trusted adults at home and at school whom they can talk to if they are worried or upset. They will also learn how and when to approach people for support.

The Year 3 and 4 units looks at the importance of relationships and friendships and develops children's awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will learn about the importance of recognising and valuing both similarities and differences between themselves and other children; including understanding that people live in different family arrangements. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships.

In Year 5 and 6, children will consider their networks of people who are special to them, and how they are changing and developing as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will also consider the value of diversity within friendships, and understand that there is a wide range of different family situations in which people live. The role of groups in friendship will be considered, including both the benefits and pressures that they can bring. They will explore why and how to seek support from people they trust, and how they themselves can and do support other

s and sex

Year group	LEARNING WITHIN **CAMBRIDGESHIRE SCHEME** THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN **CAMBRIDESHIRE SCHEME** THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY **SCIENCE** CURRICULUM	LEARNING WITHIN STATUTORY **R.E** CURRICULUM
Year 1	• **Myself and my relationships** – Beginning and belonging – sources of support **R6, R12, R30, R31, R32, R33** • **Healthy and safer lifestyles** – Safety contexts **R12, R29, R30, R31, R32,** • **Myself and my relationships** – Family and friends – developing friendship skills, Valuing difference, Families and other special people, getting support **R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33** • **Citizenship** – Diversity and communities – Exploring my identity, Valuing difference, Exploring my community **R3, R4, R10, R13, R14, R15, R16, R17, R18, R19, R22** • **Myself and my relationships** – My emotions – Getting support – **R30, R31, R32, R33**	• **Section A – Body Knowledge** To recognise the main external parts of the bodies of humans • **Section B – Body Functions and Changes** To describe what their bodies can do • **Section C – Body Awareness and Image** To understand that they have responsibility for their body's actions and that their body belongs to them. To appreciate how amazing their body is • **Section D – Personal Hygiene** To know how to keep themselves clean • **Section E– Illness/Disease Prevention** To understand the importance of basic hygiene, e.g. washing hands, using a tissue, and how these prevent the spread of disease	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Year 1/2 • Look at how values affect a community and individuals • Explain how actions can affect other people • Understand that they have their own choices to make and begin to understand the concept of morals. **R13, R14, R15, R16, R17**

Year group	LEARNING WITHIN **CAMBRIDGESHIRE SCHEME** THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN **CAMBRIDESHIRE SCHEME** THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY SCIENCE CURRICULUM	LEARNING WITHIN STATUTORY **R.E** CURRICULUM
Year 2	• **Myself and relationships** – Anti bullying – Defining bullying, causes and types of bullying, how bullying makes us feel, responding to bullying, supporting others, creating safe environments **R9, R10, R11, R12, R13, R14, R17, R18, R19, R21, R22, R24, R26, R27, R28, R30, R31, R32, R33** • **Healthy & Safer Lifestyles** - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, Assessing risk, assertiveness, What, When, Who and How to Tell – **R2, R6, R7, R12, R18, R20, R21, R23, R24, R26, R27, R28, R29, R30, R31, R32, R33** • **Myself & My Relationships -** Managing Change – Recognising and Understanding Change – **R4, R7, R11, R30, R31, R33** • **Citizenship –** Rights, rules and responsibilities – responsibilities, democracy and decision making – **R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20**	**Section A – The Human Life Cycle** 1. To know that humans produce babies that grow into children and then into adults. **Section B – Growing Up** 2. To consider the ways they have changed physically since they were born. **Section C – Personal Responsibilities** 3. To consider their responsibilities now and compare these with when they were younger. **Section D – Parents, Carers, Families** 4. To understand the needs of babies and young children. **Section E – Processing the Learning** 5. To understand what they have learned and be able to share it with others.	• Notice that animals, including humans, have offspring which grow into adults	Year 1/2 • Look at how values affect a community and individuals; • Explain how actions can affect other people; • Understand that they have their own choices to make and begin to understand the concept of morals. **R13, R14, R15, R17**

Year group	LEARNING WITHIN **CAMBRIDGESHIRE SCHEME** THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN **CAMBRIDESHIRE SCHEME** THAT HAPPENS WITHIN RSE UNIT		LEARNING WITHIN STATUTORY **R.E** CURRICULUM
Year 3	• **Healthy and safer lifestyles** – managing risk – risky situations, receiving and giving help **R12, R6, R16,R18, R20, R26, R27, R29, R30, R31, R32, R33** • **Myself and my relationships** – beginning and belonging -making the classroom safe, building relationships, coping with new situations, sources of support **R6, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R26, R30, R31, R32, R33** • **Citizenship** – Diversity and communities – Exploring my identity, valuing difference, exploring my community- **R3, R4, R10, R13, R14, R15, R16, R17, R18, R19, R22** • **Myself and relationships** – My emotions – Understanding and managing feelings , getting support **R30, R31, R32, R33** • **Citizenship** – Rules, rights and responsibility – rights and responsibilities, understanding and developing rules, democracy and decision making **R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20**	**Section A – Body Knowledge** 1. To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. **Section B – Body Functions and Changes** 2. To understand the physical differences between males and females. **Section C – Body Awareness and Image** 3. To value their own body recognise and its uniqueness. **Section D – Personal Hygiene** 4. To understand the benefits of carrying regular personal hygiene routines. 5. To consider who is responsible for their personal hygiene now, and how this will change the future. **Section E – Illness/Disease Prevention** 6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. **Section F – Processing the Learning** 7. To understand what I have learned and be able to share it with others.		**Year 3/4** • Make informed choices and understand the consequences of choices • Describe how shared values in a community can affect behaviour and outcomes • Discuss and give opinions on morals and values, including their own. **R13, R14, R15, R17**

Year group	LEARNING WITHIN **CAMBRIDGESHIRE SCHEME** THAT HAPPENS WITIHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN **CAMBRIDESHIRE SCHEME** THAT HAPPENS WITHIN RSE UNIT		LEARNING WITHIN STATUTORY **R.E** CURRICULUM
Year 4	• **Healthy and safer lifestyles** – Drug education – Risk, influences and support **R12, R16, R18, R20, R26, R27, R28, R29, R30, R31, R32, R33** • **Myself and my relationships** – family and friends – developing friendship skills, valuing difference, families and other special people, getting support **R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33** • **Myself and my relationships** – anti-bullying – defining bullying, causes and types of bullying, how bullying affects us, supporting others, creating safe environments – **R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, R33** • **Myself & My Relationships** - Managing Change – Recognising and Understanding Change – **R11** • **Healthy & Safer Lifestyles** - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, assessing risk, assertiveness, What, When, Who and How to Tell – **R2, R6, R7, R12, R18, R21, R23, R26, R27, R28, R29, R30, R31, R32, R33**	**Section A – The Human Life Cycle** 1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. **Section B – Growing Up** 2. To investigate perceptions of being 'grown up'. **Section C – Personal responsibilities** 3. To consider their responsibilities and how these have changed and how they will change in the future. **Section D – Parents, Carers and Families** 4. To consider the responsibilities that parents and carers have for babies and children. **Section E – Processing the Learning** 5. To understand what I have learned and be able to share it with others.		**Year 3/4** • Make informed choices and understand the consequences of choices • Describe how shared values in a community can affect behaviour and outcomes; • Discuss and give opinions on morals and values, including their own. **R13, R14, R15, R17**

Year group	LEARNING WITHIN **CAMBRIDGESHIRE SCHEME** THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN **CAMBRIDESHIRE SCHEME** THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY SCIENCE CURRICULUM	LEARNING WITHIN STATUTORY **R.E** CURRICULUM
Year 5	• **Myself and relationships** – beginning and belonging – making the classroom safe, building relationships, coping with new situations, sources of support **R6, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R19, R26, R30, R31, R32, R33** • **Healthy and safer lifestyles** – managing risk – risky situations, reactions to risk strategies in risky situations, receiving and giving help **R12, R6, R16, R18, R20, R26, R27, R29, R30, R31, R32, R33** • **Myself and my relationships** – my emotions - Understanding and managing feelings and the impact they can have, getting support **R30, R31, R32, R33** • **Citizenship** – diversity and communities - valuing difference, exploring my community **R3, R4, R10, R13, R14, R15, R17, R22,** • **Myself and relationships** – family and friends - Networks of special people, understanding and valuing difference, coping with relationship issues, giving and receiving support **R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R33**	• **Section A - Body Knowledge** 1. To identify male and female sexual parts and describe their functions. 2. To know appropriate terminology for use in different situations. • **Section B - Body Functions and Changes** 3. To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. 4. To understand that physical change happens at different rates for different people. • **Section C - Body Awareness/Images** 5. To understand how the media, families and friends can influence attitudes to their bodies. • **Section D - Personal Hygiene** 6. To know about new aspects of personal hygiene relevant to puberty. • **Section E - Illness/Disease Prevention** 7. To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • **Section F - Processing the Learning** 8. To understand what they have learned and be able to share it with others.	• Describe the changes as humans develop to old age. • Describe the life process of reproduction in some plants and animals.	**Year 5/6** • Explain why individuals and communities may have similar and differing values • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences • Express their own values while respecting the values of others. **R13, R14, R15, R17**

Year group	LEARNING WITHIN **CAMBRIDGESHIRE SCHEME** THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN **CAMBRIDESHIRE SCHEME** THAT HAPPENS WITHIN RSE UNIT	RSE	LEARNING WITHIN STATUTORY **R.E** CURRICULUM
Year 6	• **Myself and my relationships** – anti bullying – Defining bullying, causes and types of bullying how bullying affects us, supporting others, cyberbullying, creating safe environments R**8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, R33** • **Citizenship** – rules, rights and responsibilities - rights and responsibilities, understanding and developing rules, democracy and decision making **R1, R2, R3, R4, R7, R8, R9, R10, R11, R12, R13, R14, R15, R17, R18, R20** • **Myself and my relationships** – managing change - Recognising and Understanding Change – **R11** • **Healthy and safer lifestyles** - Personal Safety- safety rules, bodies, touches, secrets, assessing risk, assertiveness, what, when, who and how to tell **R2, R6, R7, R12, R18, R21, R23, R26, R27, R28, R29, R30, R31, R32, R33**	• **Section A - The Human Lifecycle** 1. To know about the facts of the human lifecycle, including sexual intercourse. • **Section B – Growing Up** 2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • **Section C – Personal responsibilities** 3. To consider how they have some responsibility for the feelings and well-being of others. • **Section D – Parents, Carers and Families** 4. To consider the need for trust and love in marriage and established relationships. 5. To have a basic awareness of responsible parenting choices. 6. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.	**Sex education sessions**	**Year 5/6** • Explain why individuals and communities may have similar and differing values. • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. • Express their own values while respecting the values of others. **R13, R14, R15, R17**

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

34. Physical Education

At North Mead Primary Academy, we intend to develop children's knowledge, skills and understanding of Physical Education, so that they can perform with increasing competence and confidence in a range of physical activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

School Drivers

Our four school drivers will be shown in our Physical Education curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary, they will discuss sports personalities. They will give preferences and reasons for their choices. Children will take part in team building activities involving oracy.*
  - Reading: *the children will read instructions.*
  - Maths: *the children will discuss problem solving.*
- Character
  The children will demonstrate all their character muscles throughout our Physical Education curriculum. The most prevalent ones being cooperation, perseverance, enthusiasm, integrity, and communication.
- Cultural Capital
  The children will develop their cultural capital by taking part in different competitive activities within school, the trust and other schools. They will take part in charity runs. The children will also take part in outdoor trips which involve being physical. The children will take part in activity sessions run by experts exposing them to skills and activities they may not have access to.
- Citizenship
  The children's citizenship will be developed in our Physical Education curriculum through developing their concept of global citizenships by being made aware of those less fortunate and taking part in charity events. They will learn how being physical will enrich their lives, be fitter and in turn could help others.

Aim:

- To enable children to develop and explore physical skills with increasing control and coordination
- To encourage children to work and play with others in a range of group situations
- To develop the way in which children perform skills, and apply rules and conventions, for different activities
- To show children how to improve the quality and control of their performance
- To teach children to recognise and describe how their bodies feel during exercise
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities.
- To teach the children how to evaluate their own success; providing specialist support where individual children have particular gifts or talents.

Coverage

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as balancing on one leg)
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- Grouping children by ability, and setting different tasks for each group (e.g. different games);
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

At North Mead, we use the National Curriculum Programme of Study in conjunction with the Get Set 4 PE scheme of work.

The PE topics are:

PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Time	6 weeks	8 weeks	6 weeks	6 weeks	5 weeks	5 weeks
Year 1	Team Building (Hall)	Fundamentals (Hall)	Gymnastics (Hall)	Sending and Receiving (Outside)	Net and Wall (Outside)	Athletics (Outside)
Year 2	Team Building (Hall)	Fundamentals (Hall)	Gymnastics (Hall)	Invasion (Outside)	Striking & Fielding (Outside)	Athletics (Outside)
Year 3	Outdoor & Adventurous Activity (Outside)	Gymnastics (Hall)	Hockey (Outside)	Netball (Hall)	Tennis (Outside)	Athletics (Outside)
Year 4	Outdoor & Adventurous Activity (Outside)	Gymnastics (Hall)	Tag Rugby (Outside)	Netball (Outside)	Tennis (Outside)	Athletics (Outside)
Year 5	Outdoor & Adventurous Activity (Outside)	Gymnastics (Hall)	Basketball (Outside)	Hockey (Outside)	Cricket (Outside)	Athletics (Outside)
Year 6	Athletics (Outside)	Gymnastics (Hall)	Basketball (Outside)	Hockey (Outside)	Gymnastics (Outside)	Athletics (Outside)
	In addition Year 6 will have swimming.					

EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Daily Boost

Each class has 20 minutes allocated for a physical activity every day. Examples of this can be walk/run (daily mile), circuits, or skipping.

This Get Set 4 PE scheme gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance, distribution and progression of work across each term.

PE activities are built upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

In the Foundation Stage, we encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursery and reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills; both gross and fine motor.

Inclusion
All children are expected to be taught a high-quality Physical Education curriculum as part of the wider curriculum. Teachers are expected to use the GetSet4PE lesson plans and adapt them for the SEND children in their class.

Monitoring and Assessment
Teachers assess children's abilities in PE using the assessment and progression grids, which are part of the Get Set 4 PE scheme of work. These are used to evaluate individual needs and to help with future planning. Assessment by the teacher will involve observation, discussion and completed PE work. At the end of each academic year teachers assess and record levels for PE, where the PE Lead/Champion and all other members of staff can access them.

At regular times across the year, the Curriculum Leader and the PE Lead will undertake drop ins and discussions to monitor the effectiveness of our PE provision.

The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE Lead. The Curriculum Leader provides a strategic lead and direction for PE in the school. The PE Lead is responsible for supporting colleagues in their teaching of PE and for keeping informed about current developments in the subject. The PE Lead gives the Principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Resources
There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the internal and external PE cupboards. The hall also contains a range of large apparatus for example benches which we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons.

PE Kits
Teachers should also wear appropriate clothing. Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery. Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern is non-participation is established for a variety of reasons (including child protection issues). Children not going swimming through illness or injury are still required to go swimming for the theoretical aspect. In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children without Kit
At the beginning of each year, parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Principal. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem, an informal conversation with the parents would be appropriate.

Accidents
For minor injuries (bruises and bumps), children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes, a qualified first aider should accompany the child to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a TA or two responsible children to inform the school office. After the incident, the teacher must complete an accident report form, which is available in the office.

Health and safety
Children should only refrain from physical activity during a PE lessons on health grounds, if their parents/carers request this, either by direct contact with the school or in a note to their teacher. However, if the teacher deems their health to have changed from the beginning of the day they may grant them permission to be included in a different role during the lesson. Nonparticipating pupils should take the role of an evaluator, scorer, coach etc.

In this particular subject, we place particular emphasis on health and safety. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. There is no jewellery is to be worn for any physical activity and appropriate footwear must be worn. In the event of no kit, children will be given a spare school PE Kit and it will be at the teacher's discretion to determine whether the child's school shoes are suitable for physical activity.

Maintenance

- GM Services and Sports Safe UK annually inspect gymnastics Equipment. This includes all fixed and movable apparatus.

- Teachers check equipment before its use for wear and tear, and discard unsuitable equipment.

35. Physical Education - Swimming

At North Mead Primary Academy, we believe that all children should have the opportunity to meet the requirements of the National Curriculum for Physical Education related to swimming.

Swimming Coordinator: Miss Maria Taylor

1.2 Aims

In order to meet the statutory requirement the following aims have been identified:
To provide a safe and caring environment for pupils to learn to swim;
To teach pupils to appreciate what is good practice in relation to the safety of themselves and others;
To develop pupils confidence in aquatic activities;

1.3 Objectives

Our objective is for pupils to be able to:
swim competently, confidently and proficiently over a distance of at least 25 metres
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situations

2.0 Basic Arrangements

2.1 General

2.1.1 The School Swimming Policy applies to all pupils swimming at North Mead Primary Academy.

2.1.2 It is an essential requirement that all school staff accompanying pupils to swimming lessons have undergone Swim Test and Induction training. This training covers key elements of the relevant swimming pool's Normal Operating Procedures (NOP).

2.1.3 Swimming is regarded as an integral part of the National Curriculum for Physical Education and, as such, subject to appropriate monitoring and assessment procedures.

2.1.4 Swimming instruction will be provided in Year 6 covering a period of 18 swim sessions for each year 6 class. This will take place at Evington Leisure Centre's swimming pool and will be carried out in line with the Safe Swimming Practice in Schools and Other Settings document (revised June 2018)

2.1.5 Families will be written to for permission for their child to go swimming.

2.1.6 Swimming instructors provided by Evington Leisure Centre will assess the ability of each child and place them in a teaching group to extend their skills in all areas of water confidence and swimming.

3.0 Safe Practice in School Swimming and Water Safety

Although swimming is an enjoyable and important life skill, it carries with it a degree of danger and requires utmost care by all concerned. This document is a summary of the important procedures which are considered and complied with in order to promote the safety of pupils at Northfield House Primary Academy.

Prior to the commencement of swimming activities, the following actions are taken:
Thorough risk assessment of the pool facilities and activity. Consideration of individual pupils needs (SEND and medical needs)
Adherence and understanding of the pool's Normal Operating Procedure (Copy retained by the school).
Adherence and understanding of the pool's Emergency Action Plan (Copy retained by the school).
Retention of the conditions of hire and arrangements
Familiarisation with pool rules and facilities
All staff who attend swimming activities are (DBS vetted)

Further details can be found within our comprehensive swimming risk assessment

During the visit:
Teaching staff (i.e. swimming coordinator, class teacher, TAs and wider staff) have a duty of care whilst on the visit. This relates to supervising children whilst changing, that pupils are under control at all times, headcounts, normal and emergency procedures enforced and teachers have an overview of teaching of their children and conduct of the class.
There must be a qualified pool lifeguard present during the session. Teachers must work with the lifeguard to ensure safe conduct at all times and inform them of any additional needs.
The school always provides at least two first aiders.
Teacher / pupil ratios meet the requirements of swimming activity and are reduced based upon the needs, confidence, capability and age of the pupils (1:1 ratio for those needing constant support / disabilities).

Following the visit:
Evaluation of swimming activity takes place after each session, noting any incidents or amendments which need to be made
Any issues with the facility are followed up immediately and swimming activity suspended until necessary changes/repairs are made

Changing

Whilst using the changing facilities, pupils are supervised by school staff. Pupils use single gender changing facilities at Evington Leisure Centre. Members of staff supervising will be DBS checked, have safeguarding training and understand how to safeguard themselves.
Northfield House have sole use of a group changing room in both the male and female changing areas, however there may be some special instances of children requiring individual changing facilities. Where this is the case, in order to protect themselves, two members of staff operate together in both the group changing area and the individual cubicle area.

Qualifications

School teachers alongside adequately qualified pool teachers will provide swimming instruction. In addition, lifeguards are present who have specific and relevant qualifications to safeguard children.

Swimming Attire

Pupils should wear appropriate swimming costumes; avoiding loosely fitting clothes which could cause restriction of movement. Girls should wear one piece swimming costumes.
Teachers should wear suitable indoor footwear and clothes suitable for humidity.
Verruca socks should be worn if a child has a foot infection.
The use of goggles is generally to be discouraged, but some children who swim frequently or whose eyes are susceptible to irritation may ask to use goggles for swimming. Parents should be informed of their responsibility to teach their child to put on and take off goggles in the correct and safe fashion.
Long hair should be tied back prior to swimming lessons to ensure it does not become entangled and the wearing of a swimming cap is encouraged.
The wearing of jewellery whilst swimming is hazardous and must not be allowed, except where they cannot be removed for health, safety or religious reasons, when they must be made safe. This may mean taping over (for example) newly-fitted ear studs, medical bracelets or religious symbols, but staff must be aware that the usual tapes used for this purpose in PE lessons may come loose in water and a stronger, waterproof adhesive will be needed. If this cannot be achieved, the child may not be allowed to participate in swimming activities and may need to be given an alternative activity such as helping to evaluate the performance of other pupils.

Ratios
Recommended ratios are never surpassed and are often lowered due to the increased capacity and importance placed upon swimming by the academy

Non-swimmers and beginners: 12:1
Young children, normally primary school age, or adults being introduced to swimming who are unable to swim 10 metres unaided on back and front.

Improving swimmers: 20:1

Swimmers of a similar ability to each other who can swim at least 10 metres competently and unaided on their back and on their front. It is recommended that the lesson be confined to an area in which the children are not out of their depth.

Mixed ability groups: 20:1
Pupils with a range of ability (from improving to competent) where the least able and least confident are working well within their depth. Swimmers' techniques, stamina and deep water experience should be considered.

Competent swimmers: 20:1
Those swimmers who can swim at least 25 metres competently and unaided on front and back, and can tread water for two minutes.

Swimmers with disabilities: 1:1 – 8:1 (with an appropriate number of helpers)
Each situation must be considered individually as people with disabilities are not a homogeneous group. Care must be taken to ensure that there are sufficient helpers in the water to provide a 1:1 ratio for those needing constant support and a sufficient number of other helpers to provide the degree of support required by the range of disabilities within the group. The individual needs of pupils are considered before the activity and pupils with a heightened risk are catered for and included in the risk assessment. This is shared with all school and pool staff to ensure they are aware of the particular needs of each child.

Monitoring & Evaluation
Procedures and practice are reviewed weekly so as to make necessary changes to improve outcomes and safety of pupils
Sessional registers are taken weekly and recorded in the Academy's Swim folder
Risk assessments are reviewed and amended termly, or more often where necessary, to take account of pupils developing and changing needs.
The Physical Education Lead gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

36. Reading

School Drivers

Our four school drivers will be shown in our Reading curriculum by:

- Core Skills
  - Phonics: children learn all grapheme, phoneme correspondences and are taught to decode text
  - Phonetic awareness: children learn how individual phonemes are manipulated and arranged to create words and learn alternative phonemes for spelt words in the alphabetic system
  - Vocabulary: children are explicitly taught vocabulary, from the earliest age to the oldest in school to enhance reading ability. Children are explicitly taught
  - Fluency: children are coached to read with speed, understanding and accuracy to follow a text, picture its descriptions and hear the auditory expression of words, internally and out loud.
  - Comprehension: children are explicitly taught reading comprehension to enable them to draw meaning from written text. Within the core skill of reading comprehension, children are taught to unpick further vocabulary, infer, predict, explain (and justify), retrieve and summarise
- Character
  - We recognise that reading requires a ready and risk-taking attitude. For our pupils, we understand that their independence, curiosity, listening, questioning, making-links, imagination, resilience and peace character muscles are particularly important in their reading journey.
- Cultural Capital
  - For many reasons, we are aware that many of our children do not hear stories in English at home. It is estimated that, based the following frequencies, children would have heard a set number of English words by the age of 5: "never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words." Our reading curriculum offers all children a language rich, immersive experience in which they read and are read to widely and often. We incorporate cultural capital through our Novel Led Curriculum which includes stories from around the world written by a diverse range of authors of many different heritages, immersive experiences, educational visits, class working walls, free access to our school library including books from a range of BAME authors and access to ebooks at all times.
- Citizenship
  - The children's citizenship will be developed through our reading curriculum as children develop their understanding of personal responsibility to others. Our Novel Led curriculum and library stock develop children's concepts of global citizenship by learning about different cultures, settings, migration, civilisations and religions.

Intent

North Mead Primary Academy is situated in the Northfield area of Leicester. The school community we serve has a high level of deprivation (39.5% FSM 2019), a high proportion of children and families who speak English as an additional Language (75.3% EAL 2019) and a high mobility. We are proud of our school and the families we serve.

Research shows that reading for pleasure is more important for a child's cognitive development than parents' level of education and is a more powerful factor in life achievement than socio-economic background.[1] At North Mead, we do not believe any barriers should hold our children back and strive to do whatever it takes to remove barriers to children's enjoyment of reading.

Low levels of literacy cost the UK an estimated £80 billion a year in lost earnings and increased welfare spending, impacting on 'the success of the economy as a whole.[2] Adults with lover levels of literacy are more likely to believe that they have little impact on political processes.[3]

[1] [Sullivan and Brown (2013) Social inequalities in cognitive scores at age 16: The role of reading]
[2] [World Literacy Foundation (2018) The Economic and Social Cost of Illiteracy p. 1]
[3] [OECD (2013) England & Northern Ireland (UK) - Country Note -Survey of Adult Skills first results p. 3]

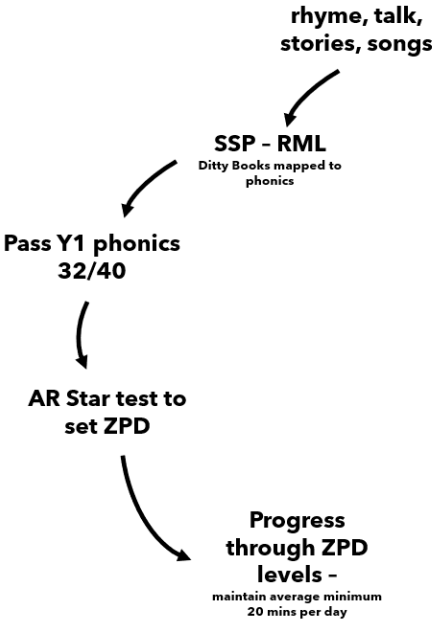
At North Mead, we believe every child has the right to access their full potential. We strive to provide a broad and rich reading curriculum which will raise aspirations and provide cultural capital for our children and their families. We endeavour to ensure every child has a love of reading and every barrier to this is removed. We aim for every child to be a lifelong reader: able to enjoy and access learning and life, in and beyond the school curriculum.

The North Mead Reading Journey

At North Mead, we consider each child individually, as being on our reading journey. In the earliest stages of reading, children develop spoken language, learn text conventions, rhyme and listen to stories. They then use the Ruth Miskin Literacy (RML) systematic synthetic phonics (SSP) scheme to learn the 44 sounds in the English language and the associated phonological awareness. After passing the Year 1 Phonics screening, children read carefully matched books using Accelerated Reader (AR), progressing through ZPD levels. Were children fall behind on this journey, or are new to the journey (for example new arrivals with limited or no English), they are assessed and the most appropriate interventions are put in place to help. For more information, please see the following sections:

5.0 Reading interventions

12.0 Appendix 10: The North Mead Reading Journey



Coverage

At North Mead, we are readers. Opportunities are planned for pupils to read and experience books using a variety of Quality First Teaching (QFT) methods including:

Daily	Weekly	Termly
- Whole class reading: Novel led curriculum - Texts read aloud - Access to an individual copy of the class novel - Independent reading - Access to Accelerated Reader quizzes (Yr 3-6) - Access the school library - Cross curricular reading - Explicit questioning from adults during reading times: VIPERS - Feedback from adults - Nusery, Reception and KS1 Daily phonics	- Reading comprehension lessons *(VIPERS taught skills)* - Stories in assembly	- Accelerated Reader Star Reading Test and feedback - Teacher assessment - Visits to the local library (RML)

Reading for Pleasure

In light of the research, we believe in a robust reading for pleasure (RfP) pedagogy encompassed four specific practices: reading aloud, informal book talk and recommendations, and independent reading time within a highly social reading environment (Cremin 2014). We aim to build an immersive reading ethos and environment: one which creates, develops and nurtures a robust and sustained RfP pedagogy for our children. We aim to:

- upskill teachers' knowledge of children's literature and other texts
- upskill teacher's knowledge of children's reading practices
- embody a robust reading for pleasure pedagogy
- become teachers who read and readers who teach
- develop reading communities within and beyond our school grounds

Novel led curriculum

Books are at the heart of our curriculum from EYFS to year 6. We use a novel led curriculum in which a wide and broad range of high quality, well researched and carefully chosen books are used as the stimulus for each topic. Our chosen books have been selected to ensure appropriate challenge and progression across the school, to foster a love of reading and to represent a diverse range of authors, characters and experiences to enrich cultural capital. *(See*

appendix 1: North Mead Novel Progression for further information.) / (See appendix 2: North Mead EYFS Progress Overview)

Cross curricular reading:
Each topic has a Knowledge Organiser detailing cross curricular knowledge to be taught through the novel / picture book. The books are the basis of English lessons as well as a combination of geography, history, art and design technology: reading is at the heart of every topic. Our Novel led curriculum has also been chronologically mapped to ensure teachers and children make links between topics, themes, vocabulary and subject knowledge. Teachers also provide a range of other cross curricular books using their own subject knowledge and knowledge of literature. This immersive approach to topic work compliments children's vocabulary and reading development.

Teachers reading aloud:
At North Mead, staff read aloud to children daily. Research has shown that reading challenging novels aloud to children, giving them a more engaged uninterrupted reading experience over a sustained period, repositions 'poorer readers' as 'good readers'.[4] We have invested a significant amount of money in class sets of novels: children follow in their own copies of the books to encourage engagement and love of reading.
[4] [Westbrook, Sutherland, Oakhill, Sullivan (2019) 'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms.]

VIPERS:
Based on the 2016 assessment content domains, VIPERS is a framework which teachers use teach reading comprehension and question children after (and if necessary during – but with care not to interrupt sustained reading) whole class reading sessions. It is used to promote active reading. VIPERS is an acronym for:
V: Vocabulary
I: Infer
P: Predict
E: Explain
R: Retrieve
S: Sequence or Summarise
Teachers use the North Mead Reading Skills Progression *(See Appendix 6)* to ask questions and have children pose questions to one another after reading.

Independent reading
Children read individually every day. Time is set aside in the daily timetable for 1:1 reading. Teachers use this time to listen to readers, question and teach children on a 1:1 basis and recommend next reads for children. Teachers make sure that children's book match is correct. This is done using a variety of assessment techniques: see section 9.0 Assessment. On the North Mead Reading Journey (*see 12.0 Appendix 10: The North Mead Reading Journey)*, we ensure that Children read books with are either phonetically matched to their progression in phonics OR select their own books which are carefully matched to their reading ability using their Zone of Proximal Development (ZPD). On some occasions, teachers use Reading Recovery (RR) Benchmark levels. This ensures children both enjoy the books they read and make progress through fine levels. The ZPD was developed by Russian psychologist Lev Vygotsky, and represents the level of difficulty that is neither too hard nor too easy, and is the level at which optimal learning takes place.

Reading Recovery: levelled books
In the 2021-22 academic year, we are currently in a transitional period, developing our book match system. We are aiming to adapt to better meet the needs of our children: children who pass the Year 1 phonics check, or children who are in Year 2 and KS2 who pass our RML phonics check demonstrating phonetic knowledge and phonological awareness, will move to the AR ZPD system to accurately match books to their reading ability. Previously, we only used the PM benchmark running records to do this and children were allocated finely levelled RR books from 1 – 30. Year 1 and Year 2 teachers in particular, still use the PM Benchmark running record system to analyse children's reading behaviours and check book match as they see appropriate. KS2 teachers may also use PM Benchmark running records to check book match.

Accelerated Reader
Accelerated Reader (AR) is a computer program that helps teachers at North Mead manage and monitor children's independent reading practice. Termly, teachers perform a STAR reading test. STAR reading is a computer-based reading assessment program that uses computer-adaptive technology: a series of multiple-choice questions continually adjust to a child's responses. If correct, the difficulty level is increased; if incorrect, the difficulty level is reduced. STAR reading assigns children a ZPD (Zone of Proximal Development) range.

Children at North Mead then pick books from the library within their own ZPD range and read them at their own pace. When finished, children take a short quiz on the computer: passing the quiz is an indication that they have understood what has been read. AR gives both children and teachers feedback based on the quiz results which the teacher then uses to help the child choose appropriate books. Through teacher leadership, AR assists with the nurture of a love of reading: both as a hook to keep children interested and by making sure children access books they can enjoy. Children using AR have a free choice of the books they read, rather than having one assigned to them: this makes reading an enjoyable experience as children can choose books based on authors they like or subjects that interest them. According to Renaissance Learning's research, children who read at least 20 minutes a day with a 90% comprehension rate on AR quizzes see the greatest gains. For this reason, children at North Mead have a minimum timetabled 20 minutes individual reading time daily.

We aim for all children to pass their Year 1 phonics check and move to an AR account. These children in will have an AR book at all times. We aim for children who have not yet passed their Year 1 phonics check, to quickly catch up on Phonics and enter into the North Mead Reading Journey. (*see 12.0 Appendix 10: The North Mead Reading Journey)*

Further, we believe in rewarding reading effort and progress. Children are rewarded according to words read measured in Accelerated Reader. Please see Appendix 8: North Mead Progression Drive for rewards given.

Reading comprehension lessons:
Teachers deliver a weekly reading comprehension lesson from the Brilliant Activities for Reading Comprehension series. The scheme addresses the Programmes of Study for reading comprehension in the 2014 National Curriculum for England for primary schools. (See 12.0 Appendix 5: National Curriculum objectives) At North Mead, teachers know it is vital that children understand what they are reading yet, it is also fundamental that they enjoy what they are reading, so that they grow up to become lifelong readers. We chose this series as we know it provides children with a variety of engaging, enjoyable texts, including a range of text types, that will grab their attention and promote a love of reading.

Teachers use the scheme to teach reading comprehension, drawing on teaching strategies from the variety of techniques used at North Mead. The goal of reading comprehension lessons is for children to complete activities independently when faced with an unfamiliar text. However, Teachers focus on a specific reading comprehension skill during the sessions for example: understanding vocabulary in context. This may be with individual children, a small group or whole class depending on teacher assessment of children's needs. To ensure this is finely focused, a VIPERs skill is referred to. (see 3.4.3 above)

Early reading in the EYFS and into KS1
At North Mead we follow the Ruth Miskin Literacy (RML) programme which develops communication, language and literacy skills in a systematic and structured way. We believe that teaching phonics is the best way for children to become confident readers and writers. During Foundation and Year 1, pupils receive a phonics lesson every day where they learn which sound each letter makes and how to build these into words. *(See appendix 3- North Mead Phonics Scheme: showing our long-term plan).* Although the plan sets out an ambitious timescale, graphemes and associated sounds are often taught at a faster pace in line with children's readiness to learn. Pupils are taught to write unknown words: pupils stretch out the word (segmenting) so they can write a letter for each sound. To read unknown words, children learn to say each sound they can see and then blend them together (blending) to read to whole word. High frequency words are taught in the order on the long-term plan and have been carefully sequenced to allow maximum impact on children's reading and give children quick success in Ditty Books and Reading Recovery levelled books.

To encourage a love of books in EYFS, teachers use a book rich curriculum. Texts have been carefully chosen based on children's needs. *(See appendix 2 – North Mead EYFS Progress Overview)* Children also access a wide range of high-quality books to take home and read with families. The EYFS learning environment is book rich to foster a love of reading: books are out at the beginning of every day in class and are accessible throughout the day.

Our aims:
Our aim at North Mead Primary Academy, is to ensure that all children leave us as life-long readers. To enable this to happen, we work on two core areas of reading: word reading and decoding, and language comprehension. (For further information, see the The reading framework: Teaching the foundations of literacy 2021 *Ofsted* and The Rose Report 2006).

Phonics in nursery:

Children in the nursery focus on listening and attention, language and vocabulary development and hearing sounds. Once the children are secure in these areas (usually in the spring term), learning is moved on to Set 1 sounds from RWI.

Phonics in the foundation stage:
The majority of the children in the foundation stage will work through set 1 to 3 sounds from the RWI scheme. Phonics is a core element of the teaching of reading in EYFS and is therefore taught daily. Children are provided with a reading book that is compatible with the phonics sounds they have learnt and they are encouraged to read this both in school and at home with their adult.

Phonics in KS1:
By the end of year 1, it is expected that the vast majority of pupils will be secure in all three sets of sounds from the RWI scheme and will have worked their way through the progression of RWI Ditty Books. Teachers will also incorporate 'real and alien' words as is required for the end of year 1 phonics screening check. During the autumn term of year 2, teachers recap the sounds before moving on to spelling rules and application of sounds activities.

Organisation and planning:
Children are grouped by ability to ensure that they are being taught the appropriate sounds. Regular assessments, by both the class teacher, as well as specially trained TAs ensure that these groupings remain accurate.

Interventions:
At North Mead, teachers use high quality teaching of phonics, the novel led curriculum (including cross curricular reading, reading out loud and VIPERS), independent reading (including RR and AR) and reading comprehension lessons as the primary strategies for the QFT of reading. We are driven to ensure that all children in our school become readers and read for pleasure. Therefore, we recognise that for some children, barriers to reading need to be tackled through intervention. We use the following reading menu for pupils who are identifies as falling behind (or who are new arrivals – see section 7.0 new arrivals):

Reading Menu:

	Delivered by:	Limitations
Lexia	Class teacher initially / children work independently	
Inference training	Class teacher / TAs	Recommended for fluent decoders (texts can be matched by age)
Reciprocal Reading	Class teacher / TAs	Recommended for children 2W and above (use RR and ZPD levels to select texts)
10-minute reading	Class teacher	
Phonics	Class teacher / TAs	
Phonics 1:1	Specialist TA	For children in KS2 who have not yet passed their Year 1 phonics check or Year 2 Retest.
Pre and Post Teach novels	Class teacher / TAs	

Lexia:
Students use Lexia to work independently at their own pace through individualised learning paths to develop fundamental reading skills in a structured, sequential manner. At North Mead, teachers supervise initial assessments by the programme before allowing pupils to work on the intervention independently, daily for a set time period. Lexia is used primarily by pupils who have not yet passed their Year 2 phonics retest or by new arrivals for whom the interventions is appropriate.

Inference training
Evidence shows one in ten pupils who decode satisfactorily, fail to get full meaning and enjoyment from reading.[5] Inference training is a group or part class intervention, used at North Mead for pupils in KS2 who decode adequately but fail to get full meaning and enjoyment from their reading. All staff are trained to deliver Inference training. Inference focuses on the VIPERS skills and is split into 5 minute sections:
1. Background knowledge (P: Predict)
2. Spotting meaning breakdown and repair (V: Vocabulary)
3. Asking questions as an active reader (I: Infer / R: Retrieving)
4. Adding sentences
5. Getting visual (E: Explain)

6. Summarising. (S: Sequence or Summarise)
[5.] [Nation & Snowling (1997) and Cain and Oakhill (2007)]

Reciprocal Reading
Reciprocal Reading is a Fisher Family Trust (FFT), Education Endowment Foundation (EEF) Toolkit endorsed, well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to the curriculum for all learners.

Reciprocal Reading is most appropriate for children at an assessment level of a 2W or more. When used as an intervention, Reciprocal Reading works best when delivered as frequently as possible. The text/book used for the session needs to be at a reading level the children in the group can read independently: not too easy or too difficult. Children's ZPD or RR level should be used. A variety of text types can be used however, all children in the group need an individual copy. Children can be trained to lead and run sessions independently, initially using connectors books.

Reciprocal Reading Session

1. Each child in the reading group needs to be assigned a role either predictor, questioner, clarifier, questioner or summariser. The roles need to be recapped briefly each session so that children are clear what is expected of them. The children should only read a small section of a text before pausing and going through each role.
2. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
3. At the given stopping point, the Summariser will highlight the key ideas up to this point in the reading.
4. The Questioner will then pose questions about the selection: Unclear parts, puzzling information, Connections to other concepts already learned etc.
5. The Clarifier will address confusing parts and attempt to answer the questions that were just posed or check the definition of certain words.
6. The Predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
7. The roles in the group then switch and the next selection is read. Students repeat the process using their new roles.
8. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill

10-minute Reading
At North Mead, teachers use 10-minute tests as an additional reading strategy to help children struggling with fluency or speed. Tests should be completed independently first. After this, teachers instructional teaching to enable children to reflect on their answers. Learning takes place in oral discussions, not necessarily the 10-minute test period. It is vital that children have the chance to edit their answers after discussion.

Phonics in KS2 (and Phonics 1:1)
Additional phonic interventions may be needed by pupils falling behind. Teachers at North Mead assess pupils' phonic knowledge, segmenting and blending ability to determine the most appropriate starting point for a phonics intervention. Phonics interventions follow the RML scheme. These may be completed by a specialist TA on a 1:1 basis over a 7 week period with entry and exit criteria OR by class teachers.

Pre and post teach
At North Mead, we have deliberately selected a broad and challenging set of texts as the basis for our curriculum. If children are identified as struggling to access novels, pre and or post-teaching vocabulary is completed by teachers / TAs.

Reading Incentives and Celebrations
We believe in rewarding reading as one of many motivators to encourage children to read for pleasure. Children are rewarded through Accelerated Reader within the programme and in whole school assemblies when they reach set amounts of words read. We hold reading incentives throughout the year to encourage children to read more rewarding them with events, new books or book vouchers. We search for opportunities offered to schools to incentivise reading such as volunteer readers, author visits and free book offers. We work with the local library (Rushey Mead Library) to make sure every child in Year 1 – 3 is a member of the library. We celebrate national events such as World Book Day across the school: recent events have included making costumes and having a parade, being sorted into houses by The Sorting Hat from the Harry Potter series and a poetry competition.

New arrivals
North Mead has a high pupil mobility. Within an academic year, many new pupils arrive who are new to the area and often new to the country. Children are welcomed by our EAL leader. Teachers at North Mead use the DfE Proficiency in English assessment tool to track English development and to consider the needs of individual children, including their reading needs. Teachers are then able to choose appropriate teaching strategies or interventions (see section 5.0 Interventions). We seek out any previous statutory assessment information to establish a child's entry point into the North Mead Reading Journey. See 3.1 The North Mead Reading Journey / 12.0 *Appendix 10: The North Mead Reading Journey*

Remote Learning
Having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers. [6]

To develop a love for reading and reading for pleasure, we encourage our children to take books home and read. We encourage our children to care for books and return them. We recognise that many of our families have little or no books at home and so do not track or record what 'goes home' beyond recording what children are currently reading and tracking their reading through Accelerated Reader. We always send children home with books for school holidays and search out opportunities to access free books for children.

After passing the Year 1 phonics check, children have access to Accelerated Reader and MyOn accounts which they can access at home. This enables children to take book quizzes on real books in their own time. Scores are shared with parents via teacher dojo accounts.

ebooks
Our school subscription to MyOn allows children to access a library of over 5000 e-books which are filtered and selected for the children according to their ZPD and their reading interests encouraging them to read for pleasure.

To increase access to reading books at home, and ensure that children who have not yet passed their Year 1 phonics check have access to ebooks, we use Get Epic, Oxford Owls and Purple Mash. Parents and children are sign-posted to these reading resources through our website and on Class Dojo in the North Mead Remote Learning Reading Offer (see Appendix 9).

During the event of a school closure, or national lockdown forcing school closures, we have put in place a strategic plan to provide every child with an electronic device. This allows every child access to our North Mead Remote Learning Reading Offer and access to daily live lessons. Part of the planned live lesson timetable includes daily phonics for Reception and Year 1, and weekly reading comprehension lessons in Year 2 – 6. Children's reading minutes are tracked in the event of a closure to report to class teachers, and to reward the children.

[6.] [McGrane (2017) Progress in International Reading Literacy Study (PIRLS): National Report for England p. 16]

Assessment
Assessment of reading forms part of our intent to ensure every child has a love of reading. Although we have three data drops per year at North Mead, reading assessment is ongoing. It is expected that teachers continually assess children's reading to ensure progress and book match using a combination of the following:

1. Outcomes from reading comprehension lessons
2. Running records - PM Benchmark resources OR photocopies of ability appropriate texts can be used to unpick reading behaviours e.g. books within the child's ZPD.
3. Outcomes from Accelerated Reader: both book quizzes and STAR tests – scaled scored and ZPD
4. Participation and understanding in class novel reading sessions including VIPERS
5. Teacher assessment and entry / exit criteria from interventions

Staff may use the North Mead Reading Assessment Grids *(See appendix 4: North Mead Reading Assessment Grids)* to guide assessment based on reading behaviours if needed. Children are individually tracked by Phase Leaders and the Reading Lead and actions are taken to ensure progress is make for all pupils including DA and SEND pupils.

Reading progress and levels are moderated three times a year by the reading leader using triangulation between drop ins on classroom practice, individual assessment (these may be phonics assessments / benchmarking / AR ZPD, AR scaled scores), work scrutiny and 1:1 reading.

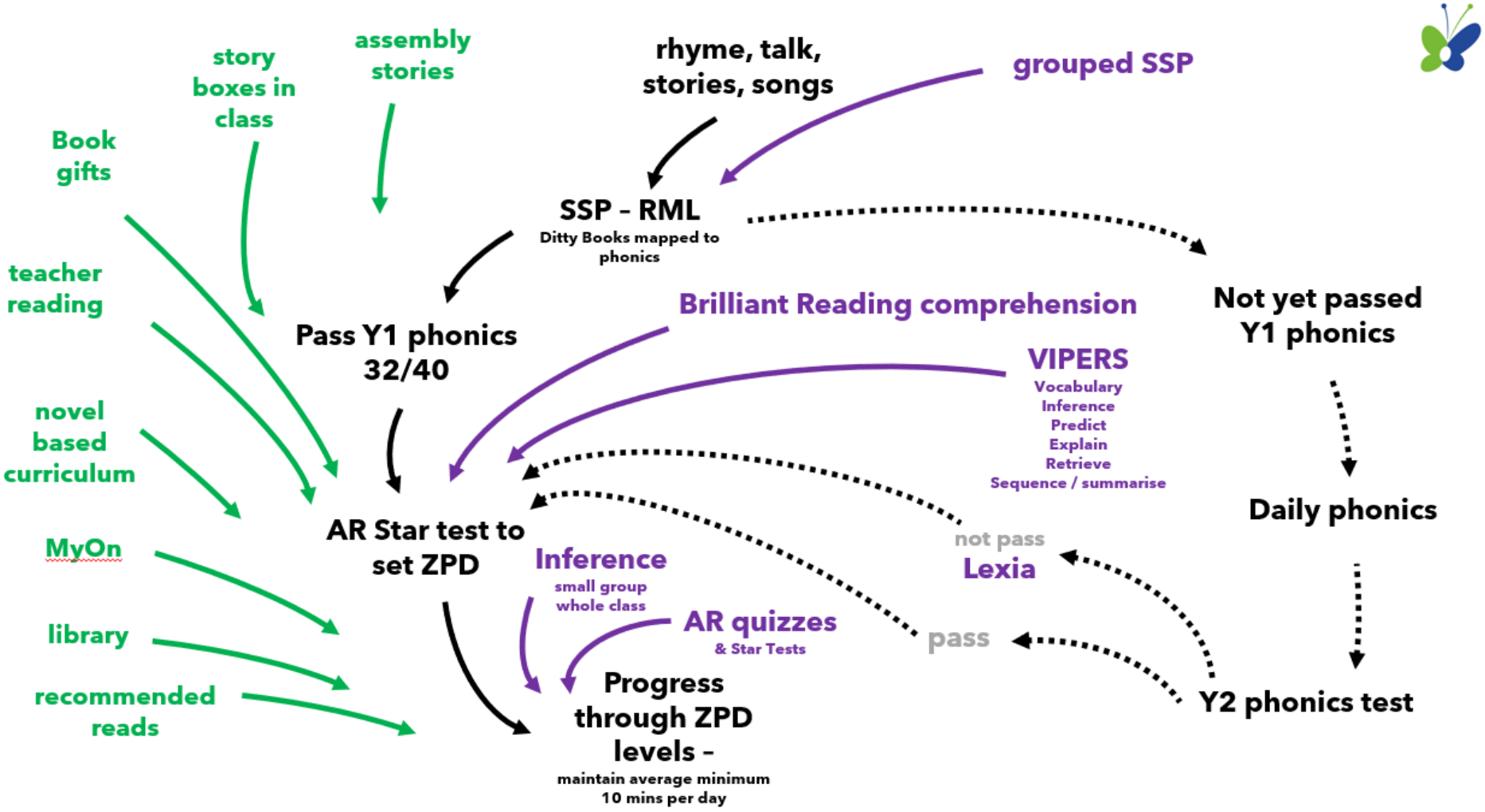
Inclusion

All children are expected to be taught a high-quality reading curriculum as part of the wider curriculum. The Novel led curriculum will always be adapted to suit SEND learners to enable them to access the same cross curricular content. For example, a picture book may be used to convey immersive vocabulary. Where appropriate, children with SEND needs will follow a personalised curriculum for example, those with an EHCP. These children will always follow the advice of experts stated within their EHCP.

Monitoring and Reviewing

At regular times across the year, the reading leader will undertake book looks; drop ins and discussions (pupil interview and professional staff discussion) to monitor the effectiveness of our reading provision.

The monitoring of the standards of children's work and the quality of teaching in reading is the responsibility of the reading leader. The reading leader is responsible for supporting colleagues in their teaching of reading and for keeping them informed about current developments in the subject. The reading leader gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.


Book gifts
story boxes in class
assembly stories
rhyme, talk, stories, songs
grouped SSP
SSP – RML
Ditty Books mapped to phonics
teacher reading
Pass Y1 phonics 32/40
Brilliant Reading comprehension
Not yet passed Y1 phonics
VIPERS
Vocabulary
Inference
Predict
Explain
Retrieve
Sequence / summarise
novel based curriculum
AR Star test to set ZPD
Daily phonics
not pass
Lexia
MyOn
Inference
small group
whole class
AR quizzes
& Star Tests
pass
library
Y2 phonics test
recommended reads
Progress through ZPD levels –
maintain average minimum 10 mins per day

North Mead EYFS Progress Overview

Nursery

	Books/Texts Used	Genre/Purpose	Form/Outcome
Autumn 1	How do you Feel? Oliver's Vegetables Oliver's Fruit salad Tizzy 1 'Head, shoulders, knees and toes' Monkey Puzzle Tizzy 2 'I've got a body'	Narrative Orally retell the story	Discuss different feelings and when we might feel them. Overlearn the story (Orally) Talk about favourite characters. (Adults to record) Sensory play Talk about key characters and what happened? Motor skills practice Mark making
Autumn 2	Tizzy 3 Meg & Mog The Gingerbread Man Dream Snow Father Christmas needs a wee The Snowman '5 little ducks' Tizzy 4 'We wish you a merry Christmas'	Narrative Orally retell the story	Overlearn the story with some actions Sequence the story with pictures, what happened next? Mark making Emergent writing
		Recount	Sequence the story and label pictures with initial sounds. Order the sequence of events Emergent writing
Spring 1	Tizzy 5 'Twinkle, twinkle little star' Tizzy 6 '5 speckled frogs' The Very Hungry Caterpillar The Very Busy Spider	Narrative Innovate the story Character description	Describe story setting, character and main events. Re-tell story. Group write a character description of the greedy caterpillar.
		Recount	Group write a diary of what he ate, when. Independently draw on a storyboard focus who, what, when and where.

	Norman the Slug	Explain	Label the life cycle of the butterfly. The life cycle of a frog.
Spring 2	Tizzy 7 Dingle Dangle Scarecrow Tizzy 8 '5 naughty monkeys' The 3 Little Pigs We're going on a Bear Hunt The Gruffalo' Child 'Old MacDonald had a farm'	Narrative Innovate the story	Rhyming words with pig etc Label a picture from the text using initial sounds. Setting description – 'we can't go over it, we can't go under it…'
		Non fictions	Retell the story using pictures form the story
		Recount Retell the story	Group write the order of events, sticks, straw then brick house. Children to fred talk the key words h-ou-se. b-r-i-ck. P-i-g
		Instruct (discuss)	Group discussion, how to build a strong house
Summer 1	Dear Zoo Tizzy 9 Mr Wolf and the Enormous Turnip The 3 Billy Goats Gruff Elmer	Recount To retell To describe	Retell the story using actions 'it's too big' Describe your favourite animal
			Draw favourite animal and write a simple caption Sequence pictures and write a simple caption – using initial sounds Character diary – I am Elmer, I am sad because
		Non fiction	Where do animals live?
		Narrative	Alternative ending – discussion point, group write listening for initial sounds
Summer 2	Aliens love underpants '5 Little men in a flying saucer' Whatever Next Q Pootle	Narrative – retell Setting, character development	Retell the story orally – adult to record, listening for initial sounds. Adult to model cursive letter formation. Children to copy. Order story board (Alan Peat story board) and label where appropriate.
		Non-fiction	Compare fiction and non-fiction real life Space books, compare planets and discuss what life is like in space.

Reception

	Books/Texts Used	Genre/Purpose	Form/Outcome
Autumn 1	Starting School There's a house inside my Mummy Owl Babies' 'Dingle Dangle scarecrow' Eid Mubarak Conkers (Assembly song)	Narrative Retell	Overlearn the story and (Orally) Draw and label a picture of yourself Draw and label your family Adult to model cursive letter formation. Children to copy.
		Recount	Overlearn the story(Orally) Sequence getting ready for school – group write Diary – I like school because, using initial sounds that they hear
Autumn 2	Funnybones 'Diwali Festival of Light' (Song) The Gingerbread Man Stick Man The Jolly Christmas Postman Santa is coming to Leicester 'It was on a starry night' Nativity	Narrative Retell the story Recount	The Gingerbread man, what do you think might happen next? Overlearn the story Character description, what is the fox like? What does the old man look like? Alternative ending, what would happen if? Children to write key words from the story, using robot arms to segment the words.
		Non-fiction The Christmas story	Label the photo of the nativity – "I was Joseph" – "I was an angel." Overlearn the Nativity story (Orally) Christmas cards - write names of familiar people
		Non fiction	Label skeleton Pumpkin Party write up. Use sounds to form a simple sentence, using some HFW learnt.
Spring 1	'Together' (assembly song) '1, 2, 3 Its good to be me'	Non-fiction	The easter story

	What the ladybird heard The Bad Tempered Ladybird Super Worm Enrichment – The Botanical Gardens The Easter Story	To retell the story To create a character description	Retelling the story using puppets, then turning speech into words to write down. Use Vocabulary and forms of speech that are influenced by their experiences of books. Enjoys an increasing range of books. Character speech/ thought bubbles
		Recount	A recount of what they did on the trip - Use sounds to form a simple sentence, using some HFW learnt.
Spring 2	Handa's Surprise Dear Zoo The Little Red Hen Enrichment – Chick eggs	Narrative	Various writing opportunities based on traditional well known stories, .e.g, what fruit do we prefer to eat? Use HFW to write own sentences. Alternative ending. Act out the story and change what was stolen . Diary of a chick - Chicks speech bubbles
		Explain	Chick experience. "it was an egg, it was in an incubator." Writing rules for looking after the chicks/rabbits How do you look after a dog?
		Instruct	How do we look after eggs so that they hatch? Group write and model. Children to write their own sentence of what chicks need.
Summer 1	Old MacDonald had a farm	Narrative	Character description, what is the giant like? What does he look like?
		Discuss	Was it right of Goldilocks to go into the bears' house? Why?

	Jack and the Bean Stalk Goldilocks and the Three Bears Little Red Riding Hood Enrichment - the animal experience	Recount	Various writing opportunities based on traditional well known stories, .e.g, what else could jack have found at the top of the beanstalk? What else could she have eaten at the 3 bears' house? Use HFW to write own sentences. Alternative ending. Act out the story and change what was found. Diary from characters in the story – goldilocks apologising Animal experience write-up What's your favourite animal?
		Non-fiction Instruction	Write letter to Zoo Life-cycle of Butterfly Grown own bean plants - Label beanstalk
Summer 2	Pirates love Underpants The Gruffalo Peace at last Whatever Next	Narrative To create a character, setting and ending	Overlearn the story (Orally) Sequence the story and write a caption Message in bottle Character description Innovated the characters, setting, what they ate

North Mead Primary Academy Phonic Scheme
Nursery

Year Group & Duration/ Frequency	Pre reading skills	Read Write Inc Set	Phonics	Spelling/robot arms blending/caption reading	High Frequency words
Nursery Autumn Term	• Aspect 1: General sound discrimination – environmental sounds • Aspect 2: General sound discrimination – instrumental sounds • Aspect 3: General sound discrimination – body percussion • Aspect 4: Rhythm and rhyme • Aspect 5: Alliteration • Aspect 6: Voice sounds • Aspect 7: Oral blending and segmenting		• listening activities: • Including songs, stories and rhymes. • Distinguish between speech • Sounds. • Blend and segment words orally. • Recognise spoken words that rhyme. • Provide a string of rhyming • Words.		
Nursery Spring and Summer	m, a, s, d, t			Writing single graphemes as they are taught in order of the scheme	

Reception

Year Group & Duration/ Frequency	Read Write Inc Set	Phonics	Spelling/blending/caption reading	High Frequency words		Books
2 weeks	1	m, a, s, d, t	• Man mum mad mud jam • Man mad ham jam sam • Sad Sam sat sit • Dad did doll dig • Tom cot got tap top	• a • me • at • is • if		Ditty Red RWI
F S 2 2 weeks (4)	1	i, n, p, g, o	• In sit pin tip • In on and pin nap • Pin pop pat pan • Pig gap dig got dog • On not top got dog	• it • I • little • the • look		Ditty Red RWI
2 weeks (6)	1	c, k, u, b	• Cat cot can cap top gap top gap • Kit back key sack • Mud cup cut jug tug dut tup • Bin bad bed lob pod dob	• on • see • we • go • an		Ditty Green RWI
2 weeks (8)	1	f, e, l, h, sh	• fun fat fit fan fab • hen met get jet red pen • lip log let sell bell well • hen hit hop hat hand hod • Ship shop fish shed shin	• you • dad • mum • are • said		Ditty Green RWI
2 weeks (10)	1	r, j, v, y, w	• red run rat rag rip • Jet job jog jam jop jof • Vet van vop vaf • Yak yes yet yum yup yuf • Win wish web wig wom wib	• here • come • and • to • up		Ditty Purple RWI
3 weeks (13)	1	th, z, ch, qu, x, ng, nk	• Thin thick this thumb three thif thop • Zip zig zog zoo zap • Choc chop chin chat chon chib • Queen quit quick quig quib • Fox box mox hox • Thing sing wing king bring kang wong • Think sink rink wink link stink yonk	• in • big • too • for • no	• so • looked • was • can • my	Ditty Purple RWI

2 weeks (15)	2	ay, ee, igh, ow	• Play day may way say spray • See three been green seen sleep • High night light fright bright might • Blow snow low show know slow	• by • off • down • there • went		Ditty Pink RWI
2 weeks (17)	2	Oo, oo, ar, or	• Too zoo food pool moon spoon • Took look book shook cook foot • Car start part star hard sharp • Sort short horse sport fork snort	• he • she • be • into • help		Ditty Pink RWI
2 weeks (19)	2	air, ir, ou, oy	• Fair stair hair air chair lair • Girl bird third whirl twirl dirt • Out shout loud mouth round found • Toy boy enjoy	• they • like • all • his • this		Ditty Orange RWI
1 week (23)	1 & 2	Practise recognition and recall of RWI set 1 & 2	• bend, mend, hump, bent, damp. •	• some • got • with • came • your		Ditty Orange RWI
2-3 weeks (22)	1, 2 & 3	Consolidate previously learned digraphs in RWI set 2 ea, oi, a-e	• spin, speck, stop • track, twin, clap, glad, gran, glass	• I'm • very • it's • what • will	• not • had • out • as • when	Ditty Orange RWI
F S 2 1 week (24)	1, 2 & 3	Practise recognition and recall of graphemes in RWI set 1 & 2 i-e, o-e,	• nice, time, ride, pipe, mice, kite • smile, invite, slide, inside, • shine, bride • rope, hope, note, poke, hose, • broke, phone, alone, globe, remote, throne	• could • her • saw • now • have		Ditty Yellow RWI
1 week (25)	1, 2 & 3	Practise recognition and recall of graphemes in RWI set 1 & 2	• cube, tube, tune, June, rude, rule, cute, dude, mule, • flute, prune, brute, salute • saw, paw, raw • claw, fawn, draw, lawn	• back • do • him • day • oh		

		u-e, aw				
2 weeks (27)	1, 2 & 3	Practise recognition and recall of graphemes in RWI set 1 & 2 are ur, er, ow	• care, bare, dare, fare, hare, mare, rare, • glare, stare, scare, snare, spare, aware • burn turn, lurk, curl, surf, hurt, fur • burger • her • nerd • after, bigger, butter, faster, slower, • different • cow, how, now, wow • howl, gown • growl, clown, frown	• then • were • them • don't • from		Ditty Yellow RWI
F S 2 11 weeks (38)	1, 2 & 3	Consolidation and application	Consolidation, revision and application of blending ccvc, cvvc and two syllable words linked to spelling scheme week 27 - 38	• Mr • Mrs • make • that • called • about • made • time	• asked • children • people • house • old • their • just	Ditty Yellow RWI

KS1 – Typically Y1

Year Group & Duration/ Frequency	Read Write Inc Set	Phonics	Spelling/Freddy Words blending/caption reading	High Frequency words	
4 weeks	3	ee, ea, oy, oi ay a_i igh, i_e	• See three been green seen sleep • Clean dream seat scream real • Toy boy enjoy • Join voice coin • Play day may way say spray • Make cake name same late date • High night light fright bright might • Smile white nice like time hide	• Teach Letter names throughout the year • Sing alphabet songs throughout the year • Teach reading the words • oh, their, people, Mr, Mrs, looked, • called, asked • Teach spelling the words said, so, have, like, some, come, were, • there	Ditty Blue RWI
4 weeks (8)	3	ow, o_e oo, u_e or, aw air, are	• Blow snow low show know slow • Home hope spoke note broke phone • Too zoo food pool moon spoon • Tune rude huge brute use June • Sort short horse sport fork snort • Saw law dawn crawl paw yawn • Fair stair hair air chair lair • Share dare scare square bare	• Practise reading and spelling words with adjacent consonants • and words with newly learned graphemes • Teach reading the words water, where, who, again, thought, • through, work, mouse, many, laughed, because, different, • any, eyes, friends, once, please • Teach spelling the words little, one, do, when, what, out	Ditty Blue RWI
4 weeks (12)	3	ir, ur, er ou, ow, ay,ai,a_e ow, o_e, oa	• Girl bird third whirl twirl dirt • Burn turn spurt nurse purse hurt • Never better weather after proper corner • Out shout loud mouth round found • How down brown cow town now • Play day may way say spray	• Practise reading and spelling words with adjacent consonants and • words with newly learned graphemes. • Teach HFW's: • don't, day, here, old, house, made, saw, • I'm, about, came, very, by, your, make, put and time	Ditty Grey RWI

			• Make cake name same late date • Snail paid tail train paint rain • Blow snow low show know slow • Home hope spoke note broke phone • Goat boat road throat toast coat	• Teach spelling the words oh, their, people, Mr, Mrs, looked, • called, asked	
2-3 weeks (15)	3	ew, oo, u_e ire ear ure	• Too zoo food pool moon spoon • Tune rude huge brute use June • Chew new blew flew drew grew • Fire hire wire bon/fire in/spire con/spire • Hear dear fear near year ear • Pure sure cure pic/ture mix/ture crea/ture fu/ture ad/ven/ture temp/er/a/ture	• Revise reading and spelling high-frequency words – first 100 in order of frequency • Practise reading and spelling polysyllabic words	Ditty Grey RWI
1 week (16)		Ph, e_e zh in words such as treasure	• photo, phonics, phase • these, even, theme, complete • treasure, vision, measure, pleasure	• Numbers: one, two, three, four, five	Expectation that all ch. on RR levelled books
4 weeks (20)		Alternative pronunciations of graphemes: ch, c, g, er, a, y, ou, ey	• chin, school, chef • cat, cent, cell • got, giant, gym, magic • farmer, her, stern, herbs • hat, what, • yes, by, very • out, shoulder, could, you • money, they, grey, obey	• Numbers: six, seven, eight, nine, ten • Eleven, twelve, thirteen, fourteen, fifteen • Sixteen, seventeen, eighteen, nineteen, twenty • Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Expectation that all ch. on RR levelled books
2 weeks (22)		Alternative pronunciations of graphemes: a, e, i,, o, u	• hat, acorn, fast, was, bacon, path • bed, he, me, the, recent • tin, find, mind, mild, behind • hot, no, so, old, cold, both • but, unit, music, duty, unicorn	• Months of the year	Expectation that all ch. on RR levelled books

2 weeks (24)		Alternative spellings for Phonemes: ch, j, m, n, r	• Picture, adventure, creature • Fudge, hedge, bridge • Lamb, comb, thumb • Knock, know, knee • Wrap, wrong, write	Revise reading and spelling all Year 1 Tricky Words to date over the next 4 weeks	Expectation that all ch. on RR levelled books
2 weeks (26)		Alternative spellings for Phonemes: z, u, i, ear	• Please, cheese, noise • Some, done, son • Happy, sunny, monkey • Cheer, deer, here		Expectation that all ch. on RR levelled books
2 weeks (28)		Homographs	• Wind the bobbin up! • She will read it to her little brother. • The wind blew the leaves off the trees. • You have to bow when you meet the queen. • He read about the frightening monster. • Robin Hood used a bow and arrows.	Over the next 12 + weeks practise reading high-frequency words – next 100 + (from 200 list) in order of frequency up to 10 per week.	Expectation that all ch. on RR levelled books
10 weeks – can be taken as necessary throughout the year and/or as a block at the end of the year			Consolidation of all year one work	Over the next 10 weeks teach spelling HFW's from next 200 list – 10 per week	Expectation that all ch. on RR levelled books
2 weeks		• ed suffix • ing suffix	Teaching past tense: • rounded, helped, turned, begged, hissed, wanted, sorted, hummed, waded, washed, hated, greased, lived, robbed, rocked, laughed, called, roasted, jumped • helping, sorting, washing, laughing		Expectation that all ch. on RR levelled books

3 weeks (5)		• er suffix • est suffix • ful suffix • ck suffix • ke suffix	• better, colder, longer, stronger • coldest, longest, strongest • playful, hopeful, wishful, restful • back, lock, chick, lick, stuck • take, bake, smoke, like, brake		Expectation that all ch. on RR levelled books
2 weeks (7)		• ly suffix • Y suffix	• suddenly, happily, sadly, lately • funny, smoky, sandy		
3 weeks (10)		• s • es • ment • ness • ves	• cats, runs, dogs, sweets • catches, bushes, passes, benches • payment, development • darkness, happiness • knives, leaves, loaves		Expectation that all ch. on RR levelled books

North Mead Reading Skills Progression

Phase	Reading Skill	Sentence Stems
KS1 & KS2	V: Vocabulary	This word means… From using the text, I think that this means… I have read around this word and I now think it means…
KS1 & KS2	I: Inference	I think… Because of this, I think… This tells me…
KS1 & KS2	P: Predicting	Who, what, where, when
KS1 & KS2	E: Explaining	Why did they do this? What does this tell you?
KS1 & KS2	R: Retrieving	Is it a fact or opinion?
KS1 & KS2	S: Sequence / summarise	Is this true or false?
KS2	Reading for Knowledge	I have read this and I know… This text tells me about…
KS2	Skimming and scanning	I have found… I have read around this work and no know…
KS2	Making links	Earlier I found out… Now I know… I think…
KS2	Changing your mind	Because of this, I now think… Before I thought… But now I think…
KS2	Themes	This text has a them of… I think the themes in this text are… because… This makes me feel…
KS2	Pronoun tracing	This pronoun is talking about… This part of the text refers to…

VIPERS

 Vocabulary Vicky	 **Inferencing Iram**	 **Predicting Peter**
She is there to help you to work out the meaning of words you don't know. **She helps you to do this by looking at the words or phrases you're unsure of in context.** This means using the story so far, the sentences around the words and what you already know about the plot to figure out what the words must mean.	**She is there to help you to pick up ideas from the text that are not always written in the text itself.** **Shee helps you to do this by getting you to read the text as if you are a detective. You're not looking for what is there – you're looking for what is meant by it.** For example, if the text says 'Jenni's face was red – she wrinkled her brow and began to shout', what could you **infer** about how Jenni feels?	**He is there to help you to try to make a logical and reasonable guess about what could happen next.** **He helps you to do this by getting you to look at what has already happened, what the characters may have hinted is coming up or what has been implied by the author's use of language.** If someone brought a cake lit with candles into a party, what would logically happen next?
• What does this word tell us about the character/setting/atmosphere? • Look at the sentence/passage and circle a word/phrase that means the same as… • Which word/phrase gives us the impression that the main character is…? • Why did the author use this word to describe…? • What might that mean? • What do you think the author is saying when they write…?	• Why did the character behave like this? • What makes you think…? Give evidence to support your answer. • What impression are we given about…? Why? • How does this character feel about the situation? How do you know? • Which character would you most like to meet? Explain why. • Why is… important? Explain your answer.	• How do you think this story might end? • Based on what you've read, what do you think might happen next? • What clues does the front cover give us about the contents of this book? • How would someone you know react if they were in this situation? • Do you think that this character will change their behaviour in future? Why? • What do you think is likely to happen when…?

 Explaining Eddie	 **Retrieving Ramiz**	 **Summarising Sunita**
He is there to help you to do two things: • explain how certain parts of a text build or change an overall message or meaning; • say how characters or events within the story are similar to or different from each other or how a single character changes over the course of a story.	**He is there to help you to find key pieces of information within the text you are reading.** **He helps you to do this by looking through the text for a specific answer.** With Retrieving Ramiz questions, the answer you are looking for is always in the text somewhere… you just have to find and **retrieve** it!	**This means that she is there to help you to sum up what you've read.** **She helps you to do this by reading the text, picking out the key points that are really important and giving a quick run down of the text's main ideas.** Imagine that you've read a book and have to send your friend a message about the plot – which key points would you tell them and which would you leave out?
• Compare one character to another. How are they different or similar? • How are the settings within the story similar or different? • Who has the author written this text for? Why? • How has this character changed during the text? • Compare how the characters react to this situation. Who deals with it best? • What is the most thought-provoking moment of the story?	• What is the name of the main character? • Which part of the text tells you…? • Where/when is this story set? How do you know? • How does the main character behave/speak/look? • What do you think is happening in this part of the story? • Who is telling this story? How do you know?	• How would you sum up…? • Can you describe what happened in this chapter? • What is the main theme/argument/message of this paragraph? • Write a new blurb for this story using 20 words or fewer. • Can you describe what happened in three short sentences? • What is the most important message in this book?

37. Science

School Drivers

Our four school drivers will be shown in our Science curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary, they will discuss their observations, reasons for classifications and results of their tests.*
  - Writing: *the children will write about their findings from research and experiments.*
  - Reading: *the children will research scientific findings and scientists to inform their learning.*
  - Maths: *the children will discuss measurements and findings from experiments.*
- Character
  The children will demonstrate all their character muscles throughout our science curriculum. The most prevalent ones being questioning, curiosity, enthusiasm and communication.
- Cultural Capital
  The children will develop their cultural capital by learning about different scientists, and scientific findings. They will get the opportunity to take part in enrichment activities with an emphasis on science including the trip to the Think Tank.
- Citizenship
  The children's citizenship will be developed in our science curriculum through understanding what impact scientific discoveries have on society. They will also develop their concept of global citizenships by learning about scientists from around the world.

Intent

"We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education."

Science stimulates enquiry and problem solving. It provides practical experiences, and a unique way of understanding and responding to the world. It enables children to understand how the world around them works. Children have the opportunity to classify and observe the natural world. They learn to ask questions, test hypothesis and control variables in practical experiments.

We aim to ensure that all pupils are:

- are able to record from first-hand experience and observations
- ask questions about the world around them
- to select their own ideas to test
- develop their ability to control materials, tools and techniques
- develop increasing confidence to conduct scientific research
- foster an enjoyment and appreciation of scientific study
- develop an understanding of the work of some leading scientists

- Able to develop the scientific skills and knowledge they need to develop scientific thinking and prepare them for their secondary education, through tailored, carefully planned and sequenced scientifc curriculum.
- Able to learn more and remember more, through our knowledge organisers, learning challenges and clear subject assessment criteria.
- empowered to take pride in their achievements and celebrate successes

Coverage

- Science is to be taught through the North Mead Learning Challenges.
- Year 1 and Year 2 have 4 topics, Year 3, Year 4, Year 5 and Year 6 each have 5 topics.
- Scientific skills and knowledge progress and build throughout the scientific curriculum.
- Skills in the Foundation Stage are planned through the objectives within the EYFS.

North Mead Science Learning Challenge Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why are humans not like tigers? (Animals including humans) Biology		What do Aliens think of life on planet Earth? (Materials) Chemistry		What plants grow in North Mead? (Plants) Biology	What happens when the seasons change? (Seasonal Change) Physics
Year 2	How can I keep myself healthy? (Animals including humans) Biology	What are materials and why are they so useful? (Materials) Chemistry	Why are the living things near and around our school suited to their environment? (Living things and their habitats) Biology	Which material is the strongest? (Materials) Chemistry	What do plants need to grow? (Plants) Biology	What is a lifecycle? (Plants) (Animals including humans) Biology
Year 3	What is underneath the ground? (Rocks) Chemistry	Why are magnets so attractive? (Forces) Physics	What makes humans so amazing? (Animals including humans) Biology		Why do we have a shadow? (Light) Physics	What makes your garden grow? (Plants) Biology
Year 4	What happens to the food we eat? (Animals including humans) Biology	How do we organise living things? (Living things and their habitats) Biology	What is sound and how can it move? (Sound) Physics	How can electricity move and what can stop it? (Electricity) Physics	What are the different states of matter and can they change from one state to the other? (States of Matter) Chemistry	
Year 5	Do all plants and animals start life as an egg? (Living things and their habitats & Animals including humans) Biology	How do forces affect us? (Forces and Magnets) Physics	Will we ever send another human to the moon? (Earth and Space) Physics		Do all materials share the same properties? (Properties and Change of Materials) Chemistry	Can all changes to materials be reversed? (Properties and Change of Materials) Chemistry
Year 6	Have we always looked like this? (Evolution and Inheritance) Biology	How can we classify plants and animals? (Living things and their habitats) Biology	What would a journey through your body look like? (Animals including humans) Biology		Can you light up my life? (Electricity) Physics	Why is light essential in our lives? (Light) Physics

EYFS

In EYFS, Science is linked to the area 'Understanding the World'. It involves exploring the natural world around them, understanding the similarities and differences and contrasting environments, drawing on their experiences and what has been read in class. In addition, children need to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Planning and Assessment

Teachers plan weekly lessons from the knowledge organisers and the North Mead Learning challenges. Assessment is based on observation of children in lessons and through the evidence in their books. Assessment is based on:

- Scientific knowledge
- Scientific skills

Teachers will ensure the content of the knowledge organisers is taught, this can be evidenced in science books. Teachers will have knowledge of what has come before so that the children will remember previous learning to support them in knowing more through each topic.

Teachers will use the knowledge organisers to assess the children at the end of each topic. The children will be levelled BLW, WTS, EXS or GDS. Assessment by the class teacher will involve observation, discussion and completed work.

Inclusion

All children are expected to be taught a high-quality science curriculum as part of the wider curriculum. Teachers are expected to use the knowledge organisers and adapt them for the SEND children in their class.

Monitoring and Reviewing

At regular times across the year, the Science Leader will undertake book looks; drop ins and discussions to monitor the effectiveness of our science provision.

The monitoring of the standards of children's work and the quality of teaching in science is the responsibility of the subject leader. The Curriculum Leader provides a strategic lead and direction for science in the school. The science leader is responsible for supporting colleagues in their teaching of science and for keeping them informed about current developments in the subject. The science leader gives the principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Safety Guidance

General safety is the class teachers' responsibility. All teachers are responsible for the safety arrangements for their class and must demonstrate the safe use of equipment.

38. Writing

Vision and Values

North Mead's visions and values are found in everything that we do:

CARE CARE

- **Character** – development of the whole child, embedding character and resilience to support them in becoming lifelong learners.
- **Aspiration** – high expectations for all children and a determination that barriers to learning will be overcome.
- **Relationships** – positive and meaningful relationships are central to success.
- **Equity** – a personalised approach to our children and families, helping to meet their differing needs.

- **Community** – we welcome, include and value everyone in our diverse community.
- **Accessible** – we are always here to support our families.
- **Results and Outcomes** – determination for children to achieve at the highest level possible, ensuring they are secondary ready.
- **Enriched** – opportunities provided to increase our children's cultural capital.

School Drivers

Our four school drivers will be shown in our Art and Design curriculum by:

- Core Skills
  - Oracy: *the children will learn key technical vocabulary; they will discuss the books they read and the writing outcomes. There will be opportunities for talk to inform writing in every writing lesson.*
  - Writing: *the children will write a range of text types and for a range of purposes.*
  - Reading: *the children will us their independent and shared reading to inform their writing.*
- Character
  The children will demonstrate all their character muscles throughout our writing curriculum. The most prevalent ones being readiness, reflection, questioning, confidence, independence and communication.
- Cultural Capital
  The children will develop their cultural capital by learning reading a wide range of diverse books. They will also go on trips such as to the theatre.
- Citizenship
  The children's citizenship will be developed in our writing curriculum through understanding its impact on society and what it tells them about the wider world.

Aims

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and listening across a range of different situations.

- to enable children to speak clearly and audibly, and to take account of their listeners
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal through a variety of drama activities
- to help them to become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge
- to develop enthusiastic and reflective readers through contact with challenging and substantial texts
- to foster enjoyment of writing, and a recognition of its value
- to encourage accurate and meaningful writing, be it narrative or non-fiction
- to improve the planning, drafting and editing of their written work.

Teaching and learning style

At North Mead Primary Academy, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills and understanding. We do this through lessons in which children experience phonics/spelling, grammar, reading, writing, a guided or independent activity and time to review progress and learning. Children will experience a balanced amount of each activity during a block of work. They have an opportunity to experience a wide range of texts, and to support their work with a variety of resources. Children use ICT in English lessons. Our children are given opportunities to apply their learning in other areas of the curriculum.

In all classes, children have a wide range of abilities; 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 through a range of strategies. In some lessons, we do it through differentiated group work, while in others we ask the children to work from the same starting point before moving on to develop their ideas.

Planning

- English is a core subject in the National Curriculum. We use the statutory requirements to support planning.
- Books are at the basis of our whole school curriculum. There are writing knowledge organisers for each of the main topics, these outline the expectation for each year group as well as the text types that need to be covered.
- Our assessment grids and the English Programmes of Study, inform planning. Grammar is taught through the wider English curriculum. Spelling is planned and taught through the curriculum spelling rules found in the English Programmes of study.
- Teachers use school created documents to support them with their planning e.g., knowledge organisers, spelling progression document and reading progression document. All of these documents can be found on the school's website.
- Curriculum coverage and text types are built on year on year
- The curriculum for each year group is shared on the school's website.

EYFS

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing. In EYFS, using Read Write Inc phonics the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put their energy into composing what they write. Children need to aim to be able to write simple phrases and sentences that can be read by others.

Inclusion

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all responsible steps to achieve this.

Assessment

Teachers are constantly assessing writing lessons, giving meaningful verbal feedback and addressing misconceptions. Each writing outcome is then marked by the teacher and self-edited by the child. The outcome is then levelled using the school's assessment grids. Writing is standardised with other TMET primaries three times a year and is moderated by the writing subject leader three times a year.

Resources

There is a range of resources to support the teaching of English across the school. Classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet either through their classroom computer, the laptops or iPads. The library contains a range of books to support children's individual research. Resources are reviewed regularly, and new material purchased when needed.

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in writing is the responsibility of the writing leader. The work of the writing leader also involves supporting colleagues in their teaching and being informed about current developments in the subject. The writing leader provides a strategic lead and direction for writing in the school.

The writing leader gives the principal and senior leadership team feedback, evaluating the strengths and weaknesses in the subject, and indicating areas for further development and improvement. Time is allocated in which to review samples of children's work and to undertake lesson observations of writing teaching across the school. Teachers also take part in cross trust standardisation to ensure judgements made are accurate.

Book Overview

	Topic Books					
Y1	The Gruffalo	Peepo!	Hassan and Aneesa	George Saves the World	Rama and Sita	Stanley's Stick
Y2	The Darkest Dark	The Baker's Boy	Found	Macbeth	Festival and Celebrations	Chopsticks
Y3	Stone Age Boy	Escape from Pompeii	Hindu Stories	The Iron Man	Our House is on Fire	Boudicca's Army
Y4	The Butterfly Lion	Richard III	Vaisakhi	Azzi In Between	The Great Kapok Tree	The Chocolate Tree
Y5	The First King of England	Illegal	The Good Samaritan	One Plastic Bag	Percy Jackson	Stormbreaker
Y6	War Horse	Windrush Child	Planet Omar	Badger's Parting Gifts	The Red Pyramid	Seasons of Splendour