



# Hamilton Academy Teaching, Learning and Assessment Policy

<b>Committee</b>	
<b>Approved on</b>	
<b>Next review date</b>	
<b>Updated reviewed on:</b>	

**Hamilton Academy Teaching, Learning and Assessment  
Policy  
'Where magic learning achieves dreams'**

At Hamilton Academy, we aim for every child to experience the very best, broadest education, so that regardless of background they excel academically, develop as a whole person socially and have magical experiences to enjoy every opportunity in life.

### **Ethos**

We aim for our teachers to create an environment that focuses on children and embeds character education, through Disney, to ensure important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others is developed. We want our children to 'live' the academy's MAGIC learning behaviours, **M**otivation, positive **A**ttitude, **G**umption, **I**ndependence and **C**ommunication, which are intertwined within our MAGICal curriculum. We want our children to demonstrate a love of learning and ensure they are eager to contribute to all aspects of school life.

### **Aims and Objectives**

#### **We Will:**

- Promote our ethos to ensure high standards of academic success, by ensuring our teaching is such that it challenges every child to reach their full potential
- Ensure consistency across year groups, key stages and subjects to enable the children to successfully build on their prior learning
- Ensure all children are inspired, to use their **M**otivation, positive **A**ttitude, **G**umption, **I**ndependence and **C**ommunication in their learning
- Not accept the children's background as a limiting factor on their potential
- Ensure that pupils receive high quality first teaching, ample time to consolidate key skills and develop secure knowledge
- Ensure that there is high quality feedback from all staff to ensure learning progresses, allowing pupils to self-correct their work and deepen their learning
- Achieve all the aims above in a passionate and caring way that celebrates the joy of childhood.

#### **We want children to:**

1. **Be MAGIC learners** by receiving a curriculum that enables them to become motivated, independent learners who risk take and aspire to achieve their dreams.
2. **Be secure in their learning environment** through resources, work and assessment in order to ensure they all make accelerated progress.
3. **Have ample opportunities to deepen learning** through time to practice whilst having the confidence to self-correct, enabling knowledge to move to their long-term memory.
4. **Excel through high quality feedback from staff, peers as well as themselves** in order to accelerate their learning and achieve success.
5. **Above all we want children to be able to read well**, decode and understand what they have read.

### **Learning Motivation**

As a trust, serving a disadvantaged community in Stoke on Trent, central to the ethos of Esprit MAT is the idea that children from this area need MAGIC in their lives. We believe that the provision of magical, inspiring and/or life changing experiences is both a motivation for deep practice as suggested by professor Anders Ericsson and also a crucial method for bridging the gap in cultural capital for our children in comparison to the more affluent peers. Our MAGIC days are our way of introducing, knowledge and vocabulary in an exciting, memorable way. We believe that, by making the children's experiences and their curriculum magical on a daily basis, they want to learn more, attend more and concentrate more. Further, by bringing a MAGICal approach to learning, we develop staff as professionals and ensure extremely high levels of morale and pride. We want the school to be known locally as a place where magical things happen.

### **Effective teaching**

When teaching we focus on supporting children to develop 'MAGIC' learning behaviours (Motivation, Attitude, Gumption, Independence and Communication) and ensure they build on their prior knowledge and skills, enabling them to reach their potential in learning and personal development.

1. Magic learning behaviours are reinforced through every lesson
2. Overlearning underpins every lesson
3. Knowledge underpins every lesson and sequence of lessons
4. Each lesson is focussed on teaching the children a new piece of knowledge, vocabulary and or a skill

### **Planning**

The senior leadership team have developed learning sequences for all subjects based on Power Maths, RWI, Focus curriculum and others, which teachers are expected to follow. Teachers are expected to plan inspiring, motivational lessons that ensure that children learn and know a new piece of knowledge and vocabulary every lesson. Teachers are expected to plan high quality lessons that make learning memorable by creating links between texts and subjects.

### **Curriculum**

*Teach to the top, curriculum planning from Walk Thrus 2 page 68*

Hamilton Academy offer an inclusive, skills based, integrated curriculum, which aims to give EVERY child the opportunity to fulfil their potential, remaining focused on quality first teaching as a basic entitlement for all pupils. Our innovative and MAGICAL curriculum complies with The National Curriculum (2014), the Statutory Framework for the Early Years Foundation Stage (2021) and offers much more too. Our school curriculum motivates, excites and enthuses our children because it is broad, balanced and linked to their interests. They are taught and learn to work collaboratively, alongside others and independently. They are taught and encouraged to explore, think, predict, question, enquire, explain, debate and challenge. (Also see our curriculum intent statements on our Academy website).

Our curriculum is organised into exciting themes. We researched a number of schemes and adopted the Focus approach to curriculum planning to ensure progression and knowledge. This forms the backbone of our curriculum; however, we adapt this accordingly to meet the needs of the children within our academies and our community. We use film/media and quality, engaging books to contextualise, stimulate and enthuse the children's curiosity for learning. These themes are underpinned by a rigorous approach to the teaching and learning of essential basic and technical skills. The curriculum is supplemented by additional schemes of work for specialist areas including Charanga for Music, The Power of PE and 3D PSHE. For more information, see our Academy website.

### **Mathematics**

#### **Intent**

At Hamilton we follow a CPA (Concrete, Pictorial, Abstract) approach to ensure all children have a solid understanding of Mathematical concepts. Through using concrete, pictorial and abstract methods, children are provided with a range of strategies to embed mathematical skills and equip them with a deep and long lasting understanding.

Across Reception and Key Stage One we use Power Maths (supplemented by White Rose Maths) to teach and embed mathematical skills. This whole class approach to Maths empowers all children to understand and succeed in Mathematical concepts. It develops growth mindsets and encourages hard work, practice and a willingness to see mistakes as learning tools. This specifically developed resource ensures that all children are taught in small, cumulative steps that build on prior learning and a solid foundation of deep mathematical understanding.

#### **Long term**

The senior leadership team took the curriculum objectives from the National Curriculum 2014 and those within Power Maths and developed a set of objectives for each year. It is the expectation that every teacher covers all of the objectives. The subject leader and SLT have cross referenced the programs of study to ensure they comply with the National Curriculum 2014. SLT and subject leaders monitor curriculum coverage, pitch and challenge.

#### **Medium Term**

Teachers medium term planning follows the Power Maths objectives that are set out in the scheme and it is an expectation that every teacher covers all of the objectives. Within each unit, the objectives are sequenced and build upon prior knowledge and skills. SLT and the Mathematics subject leader ensures; through twice half termly monitoring, that the expectations are high to match the curriculum; use the appropriate methods detailed in the calculation policy and ensure the depth and breadth are evident in the children's work. Each unit begins with a unit starter, which introduces the learning context along with key mathematical vocabulary, structures and representations.

### **Short Term**

Every daily mathematics lesson ensures that concepts build upon small, progressive steps through an interactive, whole class teaching approach with a focus on high level questioning.

Our daily mathematics lessons are structured as follows:

#### **Times tables (5-10 minutes)**

- Times tables to promote fast recall of multiplication

#### **Overlearning (5-10 minutes)**

*Retrieval practice from the learning scientist six strategies walk thru 2 page 22*

*Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116*

- Each lesson begins with a Power Up activity which supports fluency and key number facts
- Recorded on individual white boards and captured via iPad if necessary

#### **Discover & Share (10 minutes)**

*Motivate stimulate curiosity and frame learning from Shimamura's Marge model Walk thru 1 page 26*

- A practical real life problem arouses curiosity
- Concrete apparatus is used for this part of the lesson
- Build up mathematical vocabulary
- Teacher led, interactive activity that highlights the variety of methods that can be used to solve the discover problem

#### **Think together (10 minutes)**

*Present new material using small steps/ provide models/provide scaffolds from Rosenshine's principles Walk thru 1 page 20*

- Whole class teaching, children work in groups/pairs with mini whiteboards and concrete apparatus
- Class teacher models question 1
- Children respond on whiteboard and teacher assesses using AFL for whole class/group misconceptions
- If there are whole class or group misconceptions, teacher remodels question 1. If individual misconception support is provided by the model.

#### **Guided practice**

*Scaffolding/questioning/guided practice from Rosenshine's Walk Thru 1 page 20*

- Question 2 is less structured (scaffolding is gradually removed), children think together in their groups/pairs, discuss their methods and solutions as a class. Present on whiteboards so teachers can AFL and address misconceptions
- Question 3 and 4 children work out the answer independently (scaffolding is largely removed) and record on their whiteboards
- During the teacher exposition teachers ask questions to explain their working and for children's understanding (e.g. Why is it this?)

#### **Independent practice (20 minutes)**

*Independent practice from Rosenshine's Walk Thru 1 page 22*

- Children work independently from the Power Maths text books
- Teacher circulates the class providing effective feedback with a continual focus on high level questioning

- Questions follow small steps of progression to deepen learning and challenge thinking

### **Refection (5 minutes)**

#### ***Daily review from Rosenshine's Walk Thru 1 page 23***

- Whole class reflection
- Teacher uses a spot the mistake question on whiteboards for AFL to check misconceptions
- Remodel if necessary
- An opportunity to check how deeply children understand the target concept

### **Outcomes**

- During each mathematics lesson pupils will record
  - In books
  - The date and learning objective on a sticker placed in the top left hand side of the page (taken from Power Maths and sequenced to build on prior knowledge)
  - There will be an emphasis on high quality presentation (including one digit per square, numbering each question, miss a line between each question, use a ruler to draw a line, correct number formation, accurate layout of efficient written method)
  - Children are expected to record answers in a sentence where appropriate and basic literacy skills are corrected as needed (including spellings)

### **Assessment**

We aim to feedback to children at the point of learning through same day intervention/live marking

- Teachers feedback to the majority of children directly, verbally and into books so that children can respond to feedback instantly in their books during the lesson
- The remaining books are marked by the teacher outside the lesson
- As a result of the marking, children with misconceptions receive same day intervention in the afternoon
- End of unit check is expected to be carried out to provide a summative assessment that reveals essential information on each child's understanding. This informs which children have mastered the key concepts, which children have not and where their misconceptions lie
- The mathematics teaching sequence from Power Maths includes time set aside to address misconceptions after each unit before moving on to a new unit

### **Reading**

#### **Intent**

#### ***Alex Quigley, Developing reading fluency in Walk Thrus 2 page 80***

At Hamilton, we believe that every child deserves the right to read and that reading is the key to unlocking success. The ability is within the reach of every child. When teaching children to read we concentrate on developing children's competence in both word reading and comprehension. The teaching of reading focuses on developing skilled word reading which involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

#### **Implementation**

Across Early Years and Key Stage One we use a 'Phonics first' approach to teaching reading through Read Write Inc. This systematic approach reinforces a consistent, high quality method to the teaching of phonics and reading, which can continue into Key Stage Two for children who still need further support.

#### **Long term**

#### ***Coherent Mapping, Curriculum planning from Walk Thrus 1 page 54***

We follow the Read Write Inc programme for the sequencing of sounds and reading rigorously without deviation.

#### **Medium Term/short Term**

## **Sequence concepts in small steps, curriculum planning from Walk Thrus 1 page 52**

A week of teaching Read Write inc is organised in the following way:

Teachers are expected to follow the correct RWI timetable for their group (3 day rotation for teaching green, purple, pink, orange, yellow, blue and grey) which is found in the reading leader and teachers handbooks.

Day 1	Day 2	Day 3
Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sound lesson
Speed sounds from the story book	Speedy green words	Think about the story
Story green words	Red word cards	Third read - children
Speedy green words	Partner practice – speedy green words and red words	Questions to talk about
Red words	Second read - children	Linked text
Partner practice - Story green words Speedy green words Red words	Hold a sentence	Story is taken home at the end of day three
Story introduction		
First read - children		
Read aloud by the teacher		

### **Reading at home**

Children take a familiar phonetically decodable book home to read independently to an adult as well as a library book to share to promote reading for pleasure. Children are expected to read to an adult at least 3 times a week, which is tracked through reading diaries and promoted through the whole school star readers. Whole class home reading is celebrated in the celebration assembly each week. The winning class is rewarded with an extra 5 minutes playtime on a Friday.

### **Reading in the EYFS environment**

- In the EYFS reading is high profile, we provide:
  - a dedicated reading area
  - whole class weekly library sessions
  - story trays (including props and resources to enable independent story telling)
  - talk through stories
  - talk for writing (including a story map)
  - daily story time

### **Reading in the Key Stage One environment**

- In key stage one we provide:
  - whole class weekly library sessions
  - daily dedicated story time
  - reading week/activities intertwined within the English sequence
  - foundation subjects are linked to a high quality key text
  - a dedicated reading area
  - talk for writing oral story telling (including a story map)

### **Impact**

#### **Nursery**

- End of autumn 1 exposed to daily quality stories and rhymes
- End of autumn 2 children use a range of words and phrases, respond to forced alternatives, respond to Fred talk games and use pure sounds
- End of spring 1 children begin to name the phonic pictures
- End of spring 2 children can name all the phonic pictures
- End of Summer 1 children begin to know some phonic sounds

- End of summer 2 children are beginning to blend

### **Reception**

- End of autumn 1 read single letter set 1 sounds
- End of autumn 2 read all set 1 sounds and blend sounds into words orally
- End of spring 1 blend sounds to read words and read short ditty stories
- End of spring 2 read red story books
- End of summer 1 read green story books and read some set 2 sounds
- End of summer 2 read green or purple story books

### **Year One**

- End of autumn 1 read purple story books and read some set 2 sounds
- End of autumn 2 read pink story books and read all set 2 sounds
- End of spring 1 read orange story books and read some set 3 sounds
- End of spring 2 read yellow story books and some set 3 sounds
- End of summer 1 read yellow story books and read all set 3 sounds
- End of summer 2 read blue story books

### **Year Two**

- End of autumn 1 read blue story books
- End of autumn 2 read blue story books with increasing fluency and comprehension
- End of spring 1 read grey story books
- End of spring 2 read grey story books with fluency and comprehension (children are confident, competent readers)
- End of summer 1 access RWI comprehension and spelling program
- End of summer 2 access RWI compression and spelling program

### **Inclusion**

#### ***SEND aim high plan support, curriculum planning from Walk Thrus 2 pg 70***

- Reception and Key Stage One RWI groups are organised into different abilities following half termly assessments.
- For the children who are in the lowest 20%, and indeed for all children who are below the expected standard on the progression tracker, we provide:
  - Daily 1-1 tutoring tailored to meet their gaps identified by the assessment in order for them to accelerate their progress and catch up
  - Extra library session
  - Booster club after school
  - Extra pinny time
  - Extra Fred talk games
  - Target Read Write Inc staff videos for homework
- PP children are also targeted for an extra session each week after school to close the gap in learning and instill a love of reading
- Children who are not reading at home are listened to read by an adult in school
- For significant SEND children the small steps tracker is used to identify small steps in learning and plan more targeted support

### **Writing**

At Hamilton, writing is taught through exciting, high quality, enriching stories. Teachers use Talk for Writing as the basis for generating ideas and equipping children with the vocabulary and oral rehearsal, which is required to allow them to become successful writers. Differentiated texts are also used within Key Stage One, when the children are ready, to ensure skills teaching meets the needs of all children.

### **Implementation**

#### **Long term**

- Both fiction and non-fiction are planned for throughout the year with roughly 70% narrative and 30% non-fiction. These can be found on the annual planners on the website
- The teaching sequences for writing can be found on the website under the curriculum page, progression and coverage documents, which cross reference the objectives set out in the National Curriculum 2014 programmes of study for English
- Genres link closely to history, geography and science units throughout the year

**Medium Term**

- Each genre has a 2 week cycle following the following format:

**Narrative**

Day 1 Magical book day an experience lesson which introduces the text and excites and inspires children to learn and introduces all of the new vocabulary to level the playing field. Story mapping	Day 2 Oral rehearsal 1 <sup>st</sup> part of story - Setting Editing incorporated	Day 3 Oral rehearsal 2 <sup>nd</sup> part of story - Characters Editing incorporated	Day 4 Oral rehearsal 3 <sup>rd</sup> part of story - Problem Editing incorporated	Day 5 Oral rehearsal 4 <sup>th</sup> part of story - Resolution Editing incorporated
Day 6 Oral rehearsal Planning lesson innovation. Story mapping innovation.	Day 7 Oral rehearsal 1 <sup>st</sup> part of story - Setting Editing incorporated	Day 8 Oral rehearsal 2 <sup>nd</sup> part of story - Characters Editing incorporated	Day 9 Oral rehearsal 3 <sup>rd</sup> part of story - Problem Editing incorporated	Day 10 Oral rehearsal 4 <sup>th</sup> part of story - Resolution Editing incorporated

**Non-Fiction**

Day 1 Magical experience lesson which introduces the vocabulary, excites and inspires children to learn. Story mapping.	Day 2 Oral rehearsal 1 <sup>st</sup> Section	Day 3 Oral rehearsal 2 <sup>nd</sup> Section	Day 4 Oral rehearsal 3 <sup>rd</sup> Section	Day 5 Oral rehearsal 4 <sup>th</sup> Section
--	---	---	---	---

**Short Term**

- Oral retell story through the story map with actions every day as a starter (Days 1-10 narrative, 1-5 Non fiction)
- Handwriting and spelling to be incorporated into English lessons.

**Wow introduction**

***Motivate from Shimamura’s Marge model Walk Thru 1 page 26***

At Northwood Broom we believe every new genre should start with a MAGICal experience to help engage the children and create a stimulus for writing.

Our staff work hard to create exciting activities to engage the children in writing, such as:

- Creating a crime scene within the school grounds
- Hot seating/real world scenarios
- Theme dressing up and drama lessons
- Having props such as mystery boxes and suitcases full of artefacts



- Letter from real or imaginary famous people
- Special visitors

### **Writing practice lessons**

#### ***Independent practice from Rosenshine's Walk Thru 1 page 22***

Each writing lesson includes:

- Learning objective and success criteria are on a sticker in the top left hand corner of the page
  - Beautiful presentation is expected at all times
  - Best handwriting
  - Children need to be given a significant amount of time to practice their writing
  - High expectations of the quantity children produce in a writing lesson
  - Children learn key spellings
  - Oral rehearsal of the text they are learning using a story map for stimulus based on Talk for Writing
  - Teacher modelling
- The learning objective and success criteria will be shared with the children so they know what they are learning and how to achieve this.
  - Success criteria will be stuck in the children's book with the expectation that children self-assess against their success criteria to support their learning. Success criteria will be adapted based on the children's ability and challenge, with some personalised criteria and work for significant SEND children as appropriate.
  - The teacher will model the writing activity to the children against the success criteria, so the children can see the way the teacher overcomes difficulties and so that children can contribute to ideas. The teacher modelling must ensure it is high quality, with challenging vocabulary, so that children can aspire to it.
  - The children will then be given an opportunity to write for an age appropriate length of time whilst the teacher circulates the class giving 'live' feedback to the children to support and develop their writing.
  - Teacher will work with guided groups for a short time each day for extra support to address gaps or challenge children.

### **Editing and improving**

#### ***Redrafting from Questioning and Feedback section Walk Thrus 2 Page 106***

We believe that the editing of writing is an important skill that should be incorporated into every English writing lesson. Editing improves not just the piece of writing that is being edited, but also future writing, by embedding good practice and providing strong self-feedback.

Editing:

- Pupils will edit directly against their success criteria
- Pupils will improve their work (vocabulary choices/grammar/spelling and add passages to improve their content)
- Pupils will share their work and improve it as a result

## **FOUNDATION SUBJECTS**

### **Science**

#### **Intent**

At Hamilton we want children to be excited about science and consider themselves as mini scientists, well equipped with knowledge, skills and in particular scientific vocabulary. We use Focus curriculum to sequence the learning in science, which links to a high quality text in order to bring the learning to life. Science lessons always include overlearning to embed their learning and include a mixture of experimentation, investigation, recording and analysis. As much as possible we try to ensure scientific teaching is practical and utilises school facilities outside and the local community through trips and visits.

### **EYFS**

In the Early Years Foundation stage science comes under the umbrella of 'Understanding the world'. Within the learning strand 'The natural world', children are encouraged to notice, explore and talk about growth and change as well as features of the natural environment around them such as the weather and materials. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

### Key Stage One

Our science curriculum is delivered through a sequence of lessons based on Focus Education. The school has created its own knowledge organisers based on the Focus curriculum sequence, selecting core knowledge for children to learn and retain and these form the basis for planning, teaching and learning. Our teaching inputs are enriched with scientific language and facts, which are detailed on the subject knowledge mats. Every sequence of lessons begin with a pre assessment to find out what children already know so lessons can be sequenced effectively to build upon prior knowledge. They always end with a post assessment so teachers can assess any gaps in learning and address these.

Every lessons includes:

- Over learning of scientific vocabulary and key facts ***Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116***
- New fact every week
- Plan and conduct practical science investigations, where possible
- Children investigating first hand experiences, where possible ***Hands on, Mode B teaching from Walk Thrus 2 page 134***
- Teachers use the natural world around them, where possible
- Links to famous or important scientists to enable deeper understanding of the scientific theories they are learning about

### History

#### Intent

We bring history to life for our children to help them to understand it, to make links and to understand their place in history. Our history curriculum is sequenced using the Focus curriculum and links together new historical knowledge, exciting age appropriate texts and significant people and events. As often as possible, we provide children with experiences or take them on trips to increase their understanding. We want our children to be confident in discussing history and enthusiastic about the subject that they have learned.

#### EYFS

In the Early Years Foundation stage history comes under the umbrella of 'Understanding the world'. Within the learning strand 'Past and Present', children are encouraged to explore and talk about families, friends and familiar adults in the community; people and places around them; the world and celebrations and family traditions. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

### Key Stage One

Our history curriculum is delivered through a sequence of lessons based on Focus Education. The school has created its own knowledge organisers based on the Focus curriculum sequence, selecting core knowledge for children to learn and retain and these form the basis for planning, teaching and learning. Our teaching inputs are enriched with historic language and facts, which are detailed on the subject knowledge mats. Every sequence of lessons begins with a pre assessment to find out what the children already know so lessons can be sequenced effectively to build upon prior knowledge. They always end with a post assessment so teachers can assess any gaps in learning and address these.

Every lesson includes:

- Over learning of historic vocabulary and key facts ***Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116***

- New fact every week
- Children are taught to think chronologically using timelines, where appropriate
- Children exploring artefacts, where possible
- Enquiry led, where possible, to encourage independent research
- Links to famous historical people to enable deeper understanding of historical events

## Geography

### Intent

We want children to understand the world around them and to have high levels of understanding of geographical vocabulary, knowledge and skills. We try to make geography come to life through providing real experiences and by linking to high quality texts.

### EYFS

In the Early Years Foundation Stage geography comes under the umbrella of 'Understanding the world'. Within the learning strands 'People, cultures and communities and the natural world', children are encouraged to explore and talk about their immediate surroundings, their home town and people and places around the world; draw information from a simple map and understand the effect of changing seasons on the natural world around them. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

### Key Stage One

Our geography curriculum is delivered through a sequence of lessons based on Focus Education. The school has created its own knowledge organisers based on the Focus curriculum sequence, selecting core knowledge for children to learn and retain and these form the basis for planning, teaching and learning. Our teaching inputs are designed to teach this knowledge and broaden children's understanding of different countries and their cultures. This promotes tolerance of others. Every sequence of lessons begins with a pre assessment to find out what children already know so lessons can be sequenced effectively to build upon prior knowledge. They always end with a post assessment so teachers can assess any gaps in learning and address these.

Every lesson includes:

- Over learning of geographical vocabulary and key facts ***Quizzing from Willingham's ideas about fluency and drilling Walk Thrus 1/2 page 112/116***
- New fact every week
- Children study the UK and another country to make comparisons
- Children exploring the natural environment, where possible
- Enquiry led where possible to encourage independent research

## Computing

### Intent

We want children to be excited about computing and enthusiastic, but also able to use technology positively, responsibly and safely. We want to build digital literacy for our children so they are well prepared for when they move on to the junior school. We sequence their learning through the Teach Computing curriculum and children have the opportunity to work on laptops and iPads to build their skills across different devices.

### EYFS

In the Early Years Foundation stage, computing is incorporated into the area of learning entitled 'Understanding the World'. When teaching computing we encourage and support children to notice, explore and talk about a range of technology at school and home; choose technology appropriately for a purpose and use it safely and effectively. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

### Key Stage One

Our computing curriculum is delivered through a sequence of lessons based on Teach First Computing, which develops children's knowledge, understanding and skills within the four strands of computer systems and networks, programming, data and information and creating media. Children study computing as a discreet subject once a week. In these sessions a robust emphasis is placed on internet safety with principles reinforced explicitly each half term. Children are taught to make informed choices in order to use technology positively, responsively and safely. Children access their learning through laptops and iPads in pairs.

Every lessons includes:

- Teacher modelling
- New concepts and vocabulary development
- Bringing abstract concepts to life through real life examples
- Encouraging collaboration through peer instruction
- Targeted questioning to uncover misconceptions and address them
- Promote active learning

## **Religious Education**

### **Intent**

We aim for our children to be respectful and tolerant of everyone, especially as the community around them is becoming more diverse. Our R.E lessons, which follow the Stoke on Trent agreed syllabus, builds knowledge of religious traditions, celebrations, stories and values.

### **EYFS**

In the Early Years Foundation stage, RE is incorporated into the area of learning entitled 'Understanding the World' under the strand 'People, Culture and Communities'. When teaching RE we teach children to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children are encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and their curiosity to develop appreciation of and wonder at the world in which they live. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

### **Key Stage One**

In Key Stage One we follow the Stoke on Trent agreed syllabus. There are three key elements, making sense of the text, understanding the impact and making connections. Each of the elements contain a range of components. Not all of these will be used in all units, but will be used flexibly to allow for a variety of teaching and learning experiences for children. Lessons are sequenced and build upon prior knowledge learnt in the EYFS as well as teaching new core concepts in preparation for Key Stage Two.

Every lessons includes:

- Challenging children's thinking
- Opportunities to make connections between core concepts
- Develop and understand what is at the heart of Christian belief and practice
- Build on prior learning
- Develop specialist vocabulary
- An opportunity for children to express their own beliefs and reflect on their own feelings and experiences
- Encouraging children to ask questions

## **Physical Education**

### **Intent**

We see P.E lessons as being only part of our provision for all children to have a healthy lifestyle. Children follow a progressive scheme, The Power of P.E with an emphasis on keeping active and learning physical literacy. This curriculum runs alongside an extensive provision including golden mile, skipping and a range of activities available for children at break and lunchtimes. We want children to be independently healthy, making healthy choices and enjoying physical activity.

## **EYFS**

In the Early Years Foundation Stage PE comes under the umbrella of 'Physical Development'. Within this, the learning strand for PE is 'Gross motor'. The children are encouraged to be physically active, develop their core strength, stability, balance, spacial awareness and agility. Teachers plan using the Power of PE scheme of work. This is a sequential scheme, which develops children's skills progressively, building on their prior learning. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

## **Key Stage One**

Our PE curriculum is delivered through a sequence of lessons based on The Power of PE, which develops children's knowledge, understanding and skills, allowing our children to become increasingly competent and confident, access a broad range of opportunities, which extend their agility, balance and coordination and engage in competitive and cooperative physical activities. PE is taught as a discreet subject once a week. Lessons are sequenced and build upon prior knowledge learnt in the EYFS as well as teaching new core concepts in preparation for Key Stage Two.

Every lessons includes:

- Teacher modelling
- Ample opportunity to be physically active
- New skills and vocabulary development
- An opportunity to practise new skills
- Encourage collaboration and competitiveness
- Targeted questioning to develop skills
- Promote active learning

## **Music**

### **Intent**

Our music is sequenced through Charanga and we want all children to be music makers and performers. We aim that all children have a secure foundation of musical knowledge and understand rhythm, pitch and have had an opportunity to compose.

## **EYFS**

In the Early Years Foundation stage Music comes under the umbrella of 'Expressive Arts and Design'. Within this, the learning strand for Music is 'Being imaginative and expressive'. The children are encouraged to sing a range of well-known nursery rhymes and songs as well as perform songs and rhymes in time to music. Children have regular opportunities to explore and play with a wide range of instruments. They develop their understanding, self-expression, vocabulary and ability to communicate through the arts. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

## **Key Stage One**

Our music curriculum is delivered through a sequence of lessons using Charanga, which develops children's knowledge and understanding of musical concepts through a repetition based approach to learning. The children revisit the same musical concepts through different musical activities to enable a more secure deeper learning and mastery of musical skills. Music is taught as a discreet subject once a week. Lessons are sequenced and build upon prior knowledge learnt in the EYFS as well as teaching new musical concepts in preparation for Key Stage Two.

Every lessons includes:

- Teacher modelling
- New skills and vocabulary development
- Explore and practise new skills
- Gain confidence and express themselves
- Develop listening and appraisal skills
- Develop musical skills such as; games, singing, playing instruments, improvising and composing
- Perform and share

## **PHSE**

### **Intent**

PHSE is not just a lesson; it also underpins the ethos of the school. We approach it through our MAGIC curriculum, which teaches and celebrates our children's motivation, attitudes, gumption, independence and communication skills in conjunction with weekly PHSE lessons and ad hoc interventions by teachers to address or resolve any issues that have arisen. Throughout the school, we aim that children understand the British values of tolerance, mutual respect, liberty, democracy and the rule of law.

### **EYFS**

In the Early Years Foundation stage, PHSE comes under the umbrella of 'Personal, Social and Emotional Development'. Within this, the learning strands for PHSE are 'self-regulation, managing self and building relationships'. The children are taught to show an understanding of their own feelings and those of others, begin to regulate their own behaviour, work towards simple goals, wait for what they want and control their immediate impulses, as well as give focus and attention to what the teacher says responding accordingly. Children are encouraged to try new activities and show independence, resilience and perseverance when challenged. Adults model the correct behaviour and support children to develop a sense of right and wrong as well as support them to manage their own basic hygiene and personal needs. Children are also taught to work and play cooperatively, take turns with others, form positive attachments to adults and friendships with other children and show sensitivity to their own and other's needs. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

### **Key Stage One**

Our PHSE curriculum is delivered through a sequence of lessons using the PHSE 3D curriculum, in three core principles; Health and Wellbeing, Relationships and Living in the Wider World. PHSE is taught as a discreet subject once a week as well as ad hoc when the need arises. Our PHSE curriculum incorporates Relationships and Sex Education and provides pupils with a deeper knowledge and understanding of these areas. We develop children who are healthy (including mentally), sociable and emotionally literate, and prepare them for their next steps in life. Children are taught to respond, reflect and recognise throughout each unit of work;

- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

Every lessons includes:

- Challenging children's thinking and develop resilience
- Build relationships and empathy towards others
- Incorporate the British values; liberty, tolerance, respect, rule of law and democracy

- Build on prior learning
- Develop vocabulary
- An opportunity to express their own opinions and reflect on their own feelings and experiences
- Encouraged to ask questions, explore and make sense of the wider world

## **Art and Design**

### **Intent**

Every child regardless of gender, ability or background will have the opportunity to experiment with, develop an understanding of and become skillful in a range of art techniques including colour, texture, shape, line space, form and pattern. Children will learn about a range of artists and have opportunities to design and create a range of artwork. Children's artwork will be celebrated within our school environment through engaging art displays.

### **EYFS**

In the Early Years Foundation stage Art comes under the umbrella of 'Expressive Arts and Design'. Within the learning strand 'Creating with materials'. The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations and explain the process they have used. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

### **Key Stage One**

Art is taught through a cross-curricular topic based approach, which links to science, history or geography. Children will develop an appreciation of art through studying and exploring a range of artists. Children are taught skills and techniques to allow them to create their own artwork and artwork in the style of others. Austin's butterfly is used within lessons to allow children to reflect, critique and improve each other's artwork. This leads to children creating a showcase piece of their artwork for display.

Every lesson includes:

- Teacher modelling
- New skills and vocabulary development
- Explore and practise new skills
- Gain confidence and express themselves
- Self-reflect and improve
- Peer critique, where appropriate
- Targeted questioning

## **Design and Technology**

### **Intent**

Our children will develop the knowledge, understanding and skills to engage in an interactive process of design and making through a variety of creative and practical activities. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others needs. They acquire a broad range of subject knowledge and draw on the areas of learning such as mathematics, science, computing and art. Our children learn to take risks, be resourceful and innovative. They routinely evaluate their designs and their end products.

### **EYFS**

In the Early Years Foundation stage Design and Technology comes under the umbrella of 'Expressive Arts and Design'. Within the learning strand 'Creating with materials'. The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations and explain the process they have used. Children also make use of props and materials when role-playing. Impact is measured through observations of child initiated learning as well as teacher led guided sessions.

## **Key Stage One**

Design and Technology is taught through a cross-curricular topic based approach, which links to science, history or geography. Through a variety of creative and practical activities, children will be taught the knowledge, understanding and skills needed to engage in the process of designing and making. When designing and making children are taught to design purposeful, functional, appealing products for themselves and others and generate, develop, model and communicate their ideas within the design phase. When making their design, children select from a range of tools and equipment. They select and use a wide range of materials and components, including construction materials, textiles and materials according to their characteristics. During evaluation, children explore and evaluate a range of existing products and evaluate their ideas and products against the design criteria.

Every lesson includes:

- Teacher modelling
- New skills and vocabulary development
- Explore and practise new skills
- Explore and experiment with different tools, techniques and materials.
- Gain confidence with manipulating materials and tools
- Self-reflect and improve
- Peer critique where appropriate
- Targeted questioning