Southcoates
Primary Academy
part of the enquire learning trust

Teaching and Learning Policy

Date	Author	Comment
October 2019	Mr E. Chamberlain	Updated
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Teaching and Learning Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality education for all learners.

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Curriculum

Intent

Purpose of Study

Our aim is that, over their journey at Southcoates, our children will develop the knowledge, skills, understanding and attitudes to enable them to become productive and considerate members of society. We want our children to develop high aspirations for themselves - to know that, with hard work and positive attitudes, the world and all it has to offer is available to them.

Aims

Through our curriculum design and key pedagogies, we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Equip our children with the declarative and procedural knowledge needed as they move into each new phase of their school life, and beyond;
- Foster children's self-esteem and help them to build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens;
- Promote a love of learning and the concept of lifelong learning.

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	Throughout the curriculum, we have capitalised on opportunities to promote safe behaviours.
Positive Role Models	Introducing our children to positive role models is a valued part of our curriculum. Our aim is to raise the aspirations of our children, to give them the confidence to believe that they can make a positive impact on the world around them.
Awareness of the World	Our curriculum aims to increase our children's awareness of the world around them – the value and respect their local area, whilst raising ambitions to explore the world further afield.

Implementation

Organisation

Southcoates Primary Academy has devised the SPA Curriculum: a knowledge-based curriculum which aims to meet and exceed the expectations of the **Statutory Framework for the Early Years Foundation Stage** and the **National Curriculum**. We have chosen to deliver this declarative and procedural knowledge through a whole school themed approach:

- All children from the Early Years through to Y6 study the same theme, with the knowledge taught being appropriate to their age group.
- Each phase has their own focus within each whole school theme, as outlined in the Long Term Plan.
- In each subject, the objectives follow a coherent and sequenced progression. The themes repeat on a two-year cycle, enabling children to revisit and build upon prior learning.
- Links between and across subjects provide opportunities for children to revise and apply their learning.

The following documents ensure that our curriculum is organised and built to be cohesive and progressives, with opportunities to revise, revisit and retrieve the knowledge being taught.

- The **Long Term Plan** details the whole school theme each half term, with information about the focus for each phase.
- Each phase has a series of **Medium Term Plan** documents that detail the declarative and procedural knowledge objectives that will be taught in each subject, each half term.
- The **Termly Progression Documents** show the declarative and procedural knowledge objectives that are taught in each subject, starting in the Early Years and moving through to Year 6. These documents also detail the key vocabulary to be taught each half term, in each phase, in each subject.
- The **Declarative and Procedural Knowledge Progression Documents** show how objectives repeat and build upon prior learning in each phase, in each subject.
- The **Subject Leader Audit** for each subject outlines the focus in each phase, each half term.

Teachers produce **Short Term Planning**, using the declarative and procedural objectives from the Medium Term Plans, to produce sequenced lessons that will enable the high quality teaching of the objectives.

Southcoates Primary Academy have built the SPA Curriculum around the key themes that we feel hold a great importance for the children of Southcoates. We call these our 'Curriculum Drivers'.

These Curriculum Drivers are:

- Safe Behaviours;
- Positive Role Models;
- Awareness of the World.

Further details of how the Curriculum Drivers are embedded into our curriculum, supporting the teaching of declarative and procedural objectives, and also supporting the children's personal development, can be found on the Curriculum Drivers document (Appendix 8).

Impact

The outcomes of children's learning is evidenced in their exercise books, theme books and sketch books, and also through video and photographic evidence. Opportunities for revision, repetition and retrieval are built into lessons to support children with retaining the declarative and procedural knowledge that has been taught.

Pupil voice interviews are conducted by Subject Leaders, along with regular discussion with class teachers, to check that children have retained the knowledge taught in each unit. Teachers use questioning and opportunities to revise prior learning to help children to hold learning in their long term memories.

As children move through their years at Southcoates, the curriculum design should enable our children to become independent and confident learners, who are able to apply age appropriate skills and knowledge, and use a range of technical vocabulary. The children should be able to talk confidently about their learning and think critically to evaluate their work. The progressive curriculum aims to prepare our children for each new step of their lives.

Pedagogy

Rationale

The **Outstanding Teaching at Southcoates** document (Appendix 1) outlines the agreed elements of outstanding teaching at Southcoates. This starts with strong relationships. We know that our pupils respond best when they feel secure in their relationship with their teacher – they need to know that the teacher is there for them and wants them to do well.

At Southcoates Primary Academy, a deliberate focus on three key pedagogies – our 'Signature Pedagogies' – ensure a relentless determination to meet the overarching needs of our pupils. The rational behind this is discussed in more detail in the **Signature Pedagogies Rationale** document (Appendix 2). Southcoates Primary Academy's Signature Pedagogies are:

- Say It (Capitalising on Opportunities for Talk)
- Power Through It (Building Learning Power)
- Assess It (Assessment for Learning)

Say It	Many children start Southcoates Primary Academy with significant language deficits. As such we have developed talk as one of our signature pedagogies. Appendix 2 explains the rationale behind our decision to include opportunities for talk as a signature pedagogy. The **SPA Talk Strategies and Progression Documents** (Appendix 3) outlines the range of strategies we have adopted to support children.
Power Through It	Positive learning behaviours are essential if children are to achieve their potential. Another of our signature pedagogies focusses on children's development of these. We use 'Building Learning Power' (BLP) as a means of teaching children about what they need to do in order to learn. Our strategy towards using BLP in school is twofold. Firstly, children learn the language of BLP so that they are able to articulate their learning: they know what skills and information they have learnt and that are developing. Secondly, children can then identify their strengths and are aware of their weaknesses. Learning is made relevant by demonstrating to children that it is a process that happens to everybody throughout their lives when at work, at home and when playing; everybody is constantly learning new skills and information. Appendix 2 gives further information about BLP.
Assess It	Appendix 2 provides an overview of our third signature pedagogy; assessment for learning. Knowing each of the children in our care – where they are, where they need to get to and how we can help get them there is another essential element to ensuring progress and attainment is maximised. We want every child to reach their potential by maximising the opportunities we provide in our curriculum.

Other expectations to ensure outstanding teaching include:

- Clarity of purpose to every lesson, with fidelity to the intended outcomes;
- High expectations with appropriate challenge and support;
- Responsive and adaptive teaching;
- Clear, well established routines.

Key to all of this is discernment. Teachers need to know what strategies to use with each child and when to use them.

Resources

In order to deliver a high quality curriculum, each phase is allocated a budget to spend on supporting resources, visitors and trips.

Southcoates Primary Academy also capitalises on partnerships with:

- The Magical Museums Service, who loan to us history resource boxes upon request.
- The Hull Library Service, who deliver a box of class reads, theme texts and project boxes to each class, each term.
- The Hull Music Service, who perform concerts and deliver teaching inputs.
- Hull FC, who deliver teaching inputs and coaching sessions.

In addition to opportunities within the curriculum, Southcoates Primary Academy prides itself on its commitment to ensuring that resources and experiences are available to all children to support their personal development and to increase their experiences outside of the school:

- The Parents Link worker organises additional visitors, linking to our Curriculum Driver 'positive role models', afterschool clubs and events.
- The Wellbeing Worker provides pastoral support to enable children to feel safe, secure and ready for learning.
- The **Curriculum Passport** document (Appendix 4) outlines the non-negotiable experiences arranged for our children, beyond the curriculum.

Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Documents for each subjects, and is outlined below:

Subject	Opportunities for Repetition and Retrieval
Art and Design	The following areas are revisited and build upon in each phase: • Drawing • Painting • 3D Form/Sculpture • Printing • Collage In each art and design unit, the following foci are revisited and built upon: • Knowing about great artists • Exploring, recording and creating

Design and Technology	The following areas are revisited and built upon in each phase: • Construction (including electronics and computing skills) • Sewing • Food Technology. In each design and technology unit, the following skills are revisited and built upon: • Design • Make • Evaluate • Technical knowledge
Computing	The following areas are revisited and built upon in each phase: • Digital literacy, including: - Mechanics, - Searching and selecting information - E-Safety) • Information technology, including: - Digital artefacts - Computing contexts • Computer science, including: - Algorithms - Programming - Data and systems
Geography	The following areas are revisited and built upon in each phase: • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork
History	The following areas are revisited and built upon in each phase: • Cause and consequence • Chronology and change over time • Similarity and difference • Historical people and events • Analysing evidence
Languages	The following areas are revisited and built upon in each phase in KS2: • Phonics, including: - Pronunciation - Spelling • Grammar, including: - Singular and plural - Word classes - Sentence types and sentence structure - Agreement • Vocabulary, including: - Vocabulary knowledge - Speaking, performing and conversing - Writing • Understanding, including: - Listening - Reading • Cultural awareness
Mathematics	The following areas are revisited and built upon in each phase: • Number and place value • Addition and subtraction • Multiplication and Division • Fractions, decimals (KS2) and percentages (UKS2) • Ratio and proportion (Y6)

	• Measures • Geometry: properties of shapes • Geometry: position and direction • Statistics The following low-stakes assessments give opportunities for retrieval: • Daily mental and oral starters • Weekly assessment (KS1 - Framework Tests; KS2 – Big Maths Tests) • Termly multiplication assessment
Music	The following areas are revisited and built upon in each phase: • Listen and appraise, including: - Knowledge of genres and themes - Knowledge of instruments - Structure of a song - Technical knowledge • Sing, explore and create, including: - Exploring the pulse - Exploring the rhythm - Exploring the pitch - Playing an instrument - Reading musical notation - Improvising - Composing - Singing • Perform, including: - Singing - Playing an instrument - Evaluating my performance
Phonics	• Twice-daily speed sounds session (revising previously learned sounds, in addition to learning a new sound)
Physical Education	The following areas are revisited and built upon in each phase: • Gross and fine motor skills, including: - Negotiating space - Changing direction - Footwork - Balance, co-ordination and core strength - Dancing - Gymnastics - Invasion games - Athletics - Swimming (Y4) • Tactics and teamwork, including: - Finding space - Attacking - Defending - Following rules - Teamwork - Empathy and Sportspersonship - Being competitive • Safety, including: - Awareness of others - Using equipment - Moving safely in a space • Effects on the body

PSHE	The following areas are revisited and built upon in each phase: • Relationships, including: - Anti-bullying - Protected characteristics - Friendships - Family relationships - People I can trust - Safe relationships - Loss • Sex education, including: - Changes - Reproduction - Body parts - Developing healthy relationships • Personal safety, including: - Staying safe - Drugs education - Physical health - Mental health • Citizenship and British Values, including: - Democracy - Rule of law - Individual liberty - Mutual respect and tolerance • Learning dispositions, including: - Setting goals - Persevering and coping with change - Celebrating achievements
Reading	The following areas are revisited and built upon in each phase: • Word reading • Comprehension
Religious Education	The following areas are revisited and built upon in each phase: • Spiritual, moral, social and cultural development, covering the following religions: - Christianity - Islam - Judaism - Hinduism - Buddhism - Sikhism • Personal development, including: - Kindness and morality - Being resilient - Loss - Identity and belonging - Showing respect to the beliefs of others • Reflective questions
Science	The following areas are revisited and built upon in each phase: • Animals including humans, including: - Physical health - Body parts - Changing from a baby to an adult - Teeth - Hygiene - Survival - Food chains • Everyday materials and states of matter, including:

	- Materials and their properties - Solids, liquids and gases • Seasonal changes • Living things and their habitats • Plants • Rocks (KS2) • Light (KS2) • Forces and magnets (KS2) • Sound (KS2) • Electricity (KS2) • Earth and space (KS2) • Evolution and inheritance (KS2) • Working scientifically, including: - Observing - Exploring and investigating - Sorting, comparing and classifying - Recording findings
Writing	The following areas are revisited and built upon in each phase: • Listening, attention and understanding • Speaking • Fine motor skills and handwriting • Transcription/spelling • Composition • Vocabulary, grammar and punctuation The following low-stakes assessments give opportunities for retrieval: • Daily repetition of reciting the Talk for Writing text, using signifiers • Twice half-termly RAG rating activity • Termly spelling assessment

Opportunities for children to revise and recap learning are also built into the classroom environment. Every classroom has:

- A working wall for writing, displaying the key signifiers, words of the week, and additional relevant information that is updated on a lesson-by-lesson basis;
- A working wall for mathematics, displaying relevant concrete, pictorial and/or abstract representations of recent learning;
- A theme graphic organiser, using dual coding to reinforce geography and/or history learning for the current theme. (The graphic organiser is used to visually represent knowledge. The children use the graphic organiser to verbally repeat their learning in each theme lesson. They then recreate this graphic organiser as a hot task at the end of the theme.)

Assessment

Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

Rubrics are used in writing lessons to help children to self-evaluate and improve their own work.

Hot tasks are used to assess learning and evidence progress at the end of each unit or theme in writing, maths and geography or history.

Formative and Summative Assessment: Reading, Writing and Mathematics

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year. Teachers make judgements through observation and questioning.

Years One to Six:

In line with all Enquire Learning Trust schools, teachers record formative assessment for reading, writing and mathematics on the system Bromcom, assessing against each year group objective.

Teachers use ongoing assessment of work to inform the data inputted on Bromcom; formative assessment is updated regularly by class teachers. Along with ongoing informal assessments (including the marking of work, discussions with children, low stakes quizzing etc.) individual structures and routines support formative assessment in each subject. These are detailed in the following documents:

- Reading Assessment Structure (Appendix 5)
- Writing Assessment Structure (Appendix 6)
- Mathematics Assessment Structure (Appendix 7)

Summative assessment is collected at four points within the academic year:

1) Target setting: teachers set targets based on transition discussions with previous teachers, previous outcomes, end of year expectations, end of phase expectations, and end of Key Stage Two expectations. These targets are discussed at an initial Pupil Progress Meeting at the start of the year.

2) Autumn Data Collection: teachers and subject leaders analyse summative data and use this information to ensure that all children are on track to meet or exceed their targets. The Autumn Term outcomes are discussed at the Autumn Term Pupil Progress Meeting, with Class Teachers, Phase Leaders, the Inclusion Lead and members of the Senior Leadership Team working together to ensure that structures, routines and resources are used effectively in the correct areas, to make sure that all children have every chance to succeed.

3) Spring Data Collection: teachers and subject leaders analyse summative data and use this information to ensure that all children are on track to meet or exceed their targets. The Spring Term outcomes are discussed at the Spring Term Pupil Progress Meeting, with Class Teachers, Phase Leaders, the Inclusion Lead and members of the Senior Leadership Team working together to ensure that structures, routines and resources are used effectively in the correct areas, to make sure that all children have every chance to succeed.

4) Summer Data Collection: teachers and subject leaders analyse summative data and data collected from statutory testing. The Summer Term outcomes are discussed at the Summer Term Progress Meeting. The discussions include transition discussions, and targets for the following academic year.

Formative and Summative Assessment: Remaining Subjects

For all other subjects, formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child's attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:
  WTS – Working Towards the Expected Standard
  EXS – At the Expected Standard
  GDS – Greater Depth Standard

In these subjects, the children are assessed against end of **phase** expectations. The following assessment grid is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

	End of Phase Standard			
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

Culture

Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

Southcoates Primary Academy aims to provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to embrace every opportunity by providing the highest-standard of education and care. Children take

responsibility for and participate fully in their own learning. Our balanced curriculum meets all statutory requirements and caters for all pupils to help them fulfil their potential and achieve optimal educational outcomes.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Children with special educational needs are supported and scaffolded, through the use of additional resources or modified work, to ensure that they reach their full potential. Provision is planned and reviewed regularly and interventions are organised for children who require specific help to develop skills, such as speech and language, fine motor skills or social skills. Some of the interventions that are used at Southcoates Academy are:

- In class support, where a teaching assistant or teacher may support one or more children to understand and access the content of the lesson;
- Pre and post-teach, where a teacher or teaching assistant will deliver additional input for a child or children;
- One to one withdrawal, where there may be a targeted support in their area of need, e.g. Precision Teach, Speech and Language Therapy;
- Social skills or friendship groups where appropriate;
- Lego Therapy;
- Fine Motor Skills or Gross Motor Skills groups where appropriate.

All requirements for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the Academy or requested from other appropriate agencies. These may include specialist equipment for physical, visual, and hearing needs.

Southcoates Primary Academy value working in partnership with outside agencies, to ensure that every child has access to high quality, appropriate and targeted teaching strategies and support. Agencies that Southcoates Primary Academy work with include:

- The Northcott Outreach Service
- The Speech and Language Service
- The Integrated Physical and Sensory Service
- The Children and Adolescent Mental Health Service
- The Sensory Processing Service
- Applied Psychologies.

The Academy closely monitors the progress of all pupils, including those with special educational needs, in termly Pupil Progress Meetings. The effectiveness of the provision for these pupils is evaluated by ensuring that they make progress in line with, or exceeding, agreed expectations.

The school follows a graduated approach system to identify children who are not making the required progress, and to identify and plan for children who have special educational needs. The pupil support plan is reviewed termly between the class teacher and SENCO, and the class teacher and parents.

Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, and Speech and Language Therapy Services.

The staff at Southcoates Primary Academy are signposted to relevant training as and when needs arise. The SENCO has a diploma in Inclusive Education and staff training already undertaken has included safeguarding, understanding and supporting learning which included working memory, learning styles and metacognition. Staff have also undertaken training around differentiation, attachment and autism.

It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

Environment:

The classrooms and communal environments have been specifically designed to support the needs of all learners. Applying principals to create 'ASD Friendly Classrooms', all teachers ensure that their rooms have the following:

- A neutral colour scheme, with limited distractions;
- English boards that are backed in green display paper, and mathematics boards that are backed in blue display paper, to support children with knowing where to look to find the information that they need;
- Thumbnail layouts on displays, to support with the retrieval of information;
- Table flipcharts containing scaffolds such as word lists, number facts and examples;
- Timetables (including a whole class timetable and individual visual timetables for those that require them).

Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of all subjects, and to ensure that children understand the importance of the subject outside of the school environment, Subject Leaders and Class Teachers ensure that the following opportunities and experiences are organised for our children:

Subject	Opportunities and Experiences
Art and Design	• Visits to Ferens Art Gallery; • Biennial Whole School Art Exhibition; • Annual participation in Whole School Art Competitions, leading to entries being submitted to the Ferens Junior Open Exhibition; • Workshops with artists and illustrators.
Design and Technology	• Visitors, such as engineers from the local Siemens Renewable Energy industry, are invited to speak to the children to highlight where design and technology skills can be used in the wider world. • Enterprise activities for the annual Christmas and Summer Fairs give children real-life opportunities to design with purpose, making products to sell to parents.
English	• Engagement with the Royal Shakespeare Company and Hull Truck Theatre; • Taking part in the Southcoates 70 initiative; • Taking part in the Three-Read Challenge; • An SLA with Hull Library Service to provide high quality texts on a termly basis;

	• Involvement in the James Reckitt Reading Challenge in Key Stage One and Year Six; • Opportunities to apply speaking and listening skills in performances: - Early Years: Nativity performance - Years One and Two: Harvest performance - Years Three and Four: Easter performance - Years Five and Six: Shakespeare performance and Upper Key Stage Two concerts; • Participation in the annual Rotary Club writing competition; • Theatre trips; • Visiting authors.
Geography	• School trips • Links to the Hull Library Service • Visits from local councillors to discuss improvements to the local area • Eco Committee
History	• School trips • Magical Museums membership • Hull Museums Service • Links to the Hull Curriculum Digital Timeline
Languages	• Whole school Spanish week • Spanish speaking visitors • House assemblies – studying a Spanish speaking country
Mathematics	• Participating in World Maths Day activities. • Maths across the school display. • Visitors, such as engineers from the local Siemens Renewable Energy industry, are invited to speak to the children to highlight where maths skills can be used in the wider world. • Enterprise activities for the annual Christmas and Summer Fairs give children real-life opportunities to budget with purpose, making products to sell to parents.
Music	• Annual live workshops and performances from a local orchestra are delivered for the children in the school setting; • The children in Year 4 receive weekly tuition from trained musicians; • Children in Year 4 perform in an annual Summer Showcase concert at a local venue; • Children have opportunities to apply their learning in performances and concerts throughout the year: - Early Years: Nativity performance - Key Stage One: Harvest performance - Years Three and Four: Easter performance - Years Five and Six: Upper Key Stage Two Concert .
Physical Education	• Opening Ceremony for sports day where the children celebrate other cultures through house performances;

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Annual Black, White and Red day, giving opportunity for the whole school to participate in activities delivered by Hull FC SSP coaches;
Fixtures against other local schools;
Hull FC Schools Sports Partnership
First Steps Partnership;
Rackets Cubed participation (linking PE and STEM at the local leisure centre);
Afterschool clubs.

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<tr><td>PSHE</td><td>

RELAX Kids Sessions;
Participation in Mental Health Awareness Day;
Participation in RSE Day;
Protected Characteristics books lists and assemblies;
Tuition from external providers, such as Pedestrian Skills, Bikeability, IMPs, the local PCSO and the school nurse.

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<tr><td>Religious Education</td><td>

School trips and visitors have been planned in throughout the year for each phase, meaning each phase should have at least one visit/visitor whilst studying the following faiths :

<table>
<tr><th></th><th>Early Years</th><th>Key Stage One</th><th>Lower Key Stage Two</th><th>Upper Key Stage Two</th></tr>
<tr><td>Cycle A</td><td>Judaism</td><td>Islam</td><td>Buddhism</td><td>Islam</td></tr>
<tr><td>Cycle B</td><td>Hinduism</td><td>Judaism</td><td>Sikhism</td><td>Hinduism</td></tr>
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External contributors from the community, e.g. local clergy, local members/speakers from different religions etc. make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.
The Open the Book team from the local church visit to provide assemblies in which stories from the Bible are acted out for the children.
The following performances are done by the children, at the local church, with one performance to the school, and one performance to parents:

- Early Years: Nativity Performance
- KS1: Harvest Performance
- LKS2: Easter Performance.
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<tr><td>Science</td><td>

Visits to and visitors from areas of STEM in the workplace to raise aspirations of the children.
British Science Week activities relating to different areas of science along with studying scientists from these areas.
Eco committee.
Visits and learning outside of the school environment where possible – for example, observing plants and animals in their natural habitats at East Park and Tophill Low Nature Reserve.

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Subject Monitoring and Improvement

Subject Leadership

- Subject Leaders teams work in partnership, with each team being part of a faculty. The faculties are organised as follows:

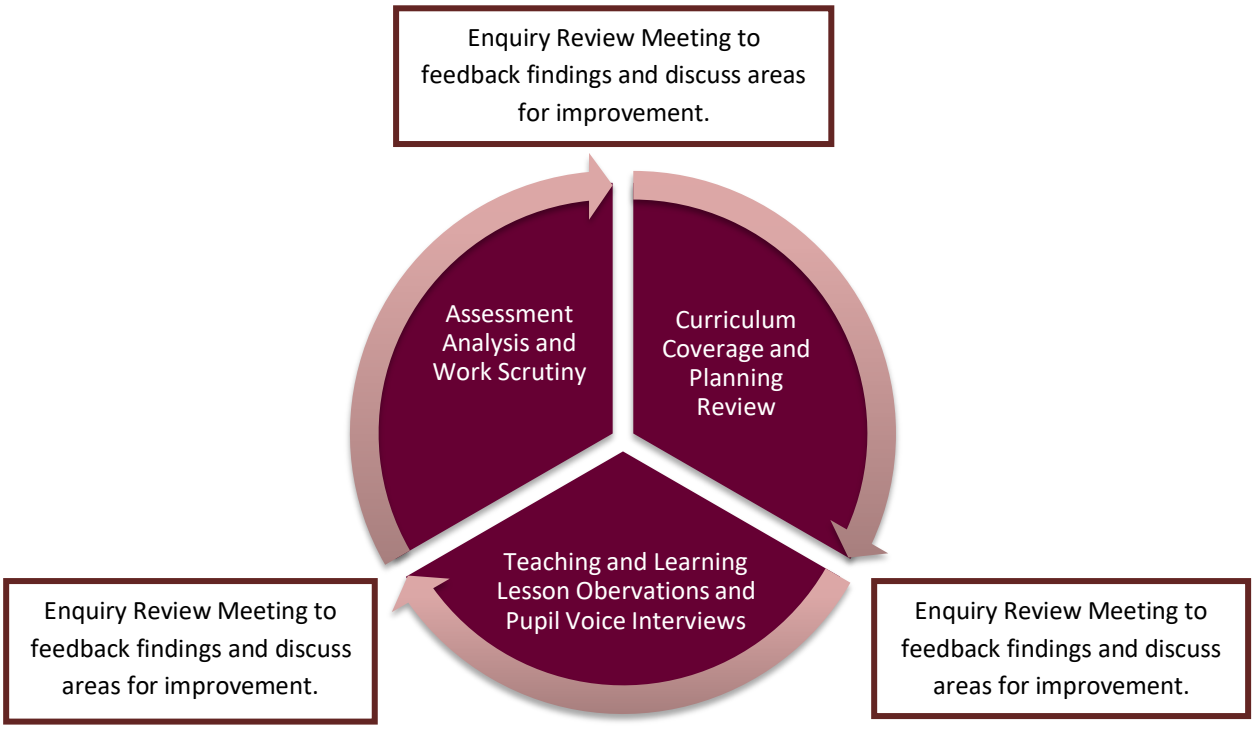
Core		**Theme**		**Well-being**	
Staff	Responsibilities	Staff	Responsibilities	Staff	Responsibilities
Mrs S. Oliver Mrs G. Munde	English, Mathematics	**Miss K. Prethero** Mrs D. Knight	Art, Design & Technology and Display	**Mrs D. Thurston**	Inclusion (SEND, Child Protection, Safeguarding and Interventions)
Miss L. Wright Mr G. Kendrick	Science, Computing (E-safety week), Enterprise	Mrs K. Smith Miss R. Williams	History, Geography	Miss H. Brown Mrs C. Rhodes	Religious Education, PSHE
Mrs K. Hodgson	Early Years ECT Mentor	Mrs C. Pinder	Anti-Bullying Week Assemblies	Mrs S. Simpson Mrs S. Seville Mrs L. Wilmot	Music, Languages, Physical Education, EVC
Mrs T. Crompton Mrs T. King Mrs T. Wilson Mrs T. Dixon	World Book Day & World Maths Day	Ms J. Coggle Mrs T. Davison Mrs K. Earl	Children in Need & Comic / Sport Relief	Ms. S. Jackson Mrs R. Gleadhill Ms. J. Frankton Mrs J. Eldon Mrs T. Towle	Behaviour Reward Afternoon (gold tickets / red cards)
Miss H. Boba - Curriculum Organisation, Assessment, EVC.					

- Each Faculty meet every other week to discuss:
  - Outcomes of monitoring.
  - Additional whole school opportunities and experiences to enrich learning and personal development.
  - CPD requirements.
  - Assessment.
  - Curriculum development.

Subject Triangulation

The curriculum, teaching and learning and outcomes of each subject are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, for each subject, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for their subject.



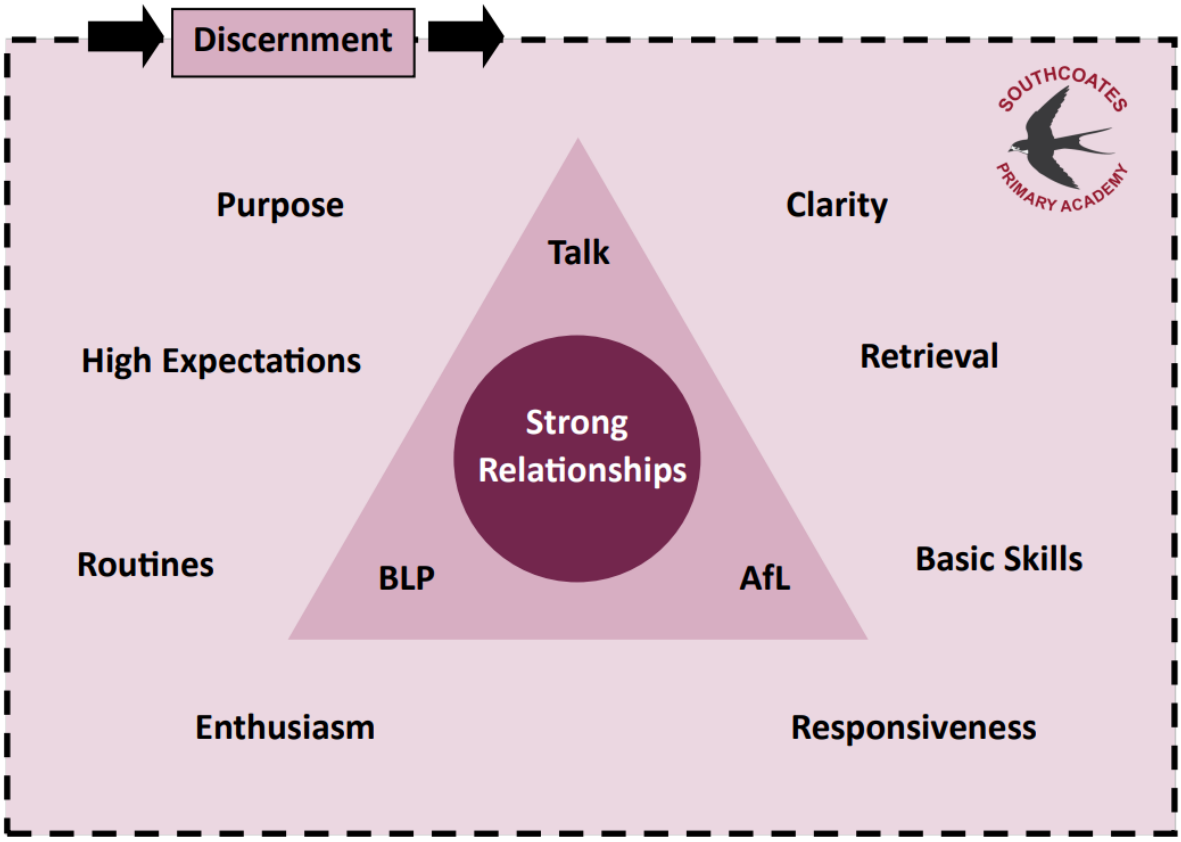
Subject Improvement

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.

Appendix 1 – Outstanding Teaching at Southcoates



Outstanding teaching at Southcoates Primary Academy is characterised by:	
Strong relationships	- *Teacher to child* - *Child to child* - *Teacher to teacher* - *Teacher to parents* - *Staff know the children well (personally and academically)* - *Children know that the staff like them and want them to succeed* - *The 'House' structure*
Effective use of a range of talk strategies	- *Questioning from teachers and children* - *Use of group roles* - *Talk for writing / learning* - *RSC – Rehearsal Room Techniques* - *BLP (to articulate learning)* - *Rubrics (peer & self-assessment)*
The modelling of positive learning behaviours (BLP)	- *Resilience (absorption, managing distractions, noticing & perseverance)* - *Resourcefulness (questioning, making links, imagining, reasoning & capitalising)* - *Reflectiveness (planning, revising, distilling & meta-learning)* - *Reciprocity (interdependence, collaboration, imitation, empathy & listening)*

Assessment for Learning (AfL)	- *Writing rubrics* - *Hot tasks* - *RAG rating of words* - *RWInc. strategies*
Clarity of purpose to every lesson and to the intended outcome	- *Teachers know what they are teaching, why they are teaching it and how they are teaching it* - *Children are clear on what they are learning (objective) and how (activity)*
Meaningful and purposeful task design	- *Tasks designed to achieve the learning objective* - *Tasks provide opportunities for learning to be applied in different contexts* - *Lessons are sequential*
Opportunities for retrieval	- *Opportunities for repetition, recall and retrieval are embedded into lessons and lesson sequences to aid retention in the long-term memory* - *Dual coding is used to support retention in the long-term memory* - *Low stakes assessments provide retrieval opportunities*
High expectations with appropriate challenge and support	- *Use of hot tasks* - *Use of rubrics in writing* - *Marking and feedback (with appropriate response from the children)* - *Descriptive praise* - *Effective questioning* - *SEN support is effective, making appropriate use of external agencies and advice*
Exploitation of opportunities to reinforce basic skills	- *Reading, writing and maths skills* - *Cross curricular learning opportunities* - *Reinforcing links between subjects* - *Read, Write Inc.* - *Inference* - *Choral reading* - *Maths of the Day*
Responsive teachers	- *To individual needs: before, during and after work has been set/completed* - *To behaviour: knowing which strategies to use with which children* - *To local and national events*
An enthusiasm for learning	- *From staff and pupils* - *Inquisitive and questioning* - *A wide range of activities – as demonstrated by our 'cultural passport'*
Clear, well established routines	- *Collaboration* - *Organisation* - *Attendance* - *Behaviour management*
Discernment	- *Teachers make effective and appropriate use of all of the above*

Appendix 2 – Signature Pedagogies Rationale

Talk

Language is key to accessing the curriculum in all schools – and key to be able to access information throughout life. Children enter Southcoates with a significant language deficit. We have identified 'talk' as one of our signature pedagogies.

"The limits of my language mean the limits of my world."

This statement, from Ludwig Wittgenstein, refers to the belief that if one cannot describe something in words, then it does not exist. He comments in his book Tractatus that "what can be said at all can be said clearly, and what we cannot talk about we must pass over in silence." It could be argued that language is the core to interaction. It is interesting to note that, while most species of animals communicate, the more intelligent the animal, the more complex the language; the more complex their language results in deeper interactions.

A 1995 study by Hart and Risely found that:
"By the time children are 4-years-old, advantaged children have roughly 30 million more words addressed to them than the least advantaged - a finding often referred to as the "30 million word gap." Language is the currency of education and is associated with reading ability, income, healthcare outcomes, and secondary school pass - rates. Therefore, children who start out with lower language skills are projected to have lower school readiness scores and will follow a dampened trajectory through school and life.

The Communication Trust found that in England:

- More than 50% of children start school with poor language.
- 5 year olds in poor families are more than a year behind their wealthier peers.
- Poor language impacts on attainment, well-being and long term prospects:
- 90% of children with SLCN have poor reading skills.
- 50% of pupils at risk of school exclusion have high levels of language need.
- 60% of youngsters in young offender institutions have SLCN.

However, both this study and a 2017 document produced by Marie Gascoigne and Jean Gross found that:

- Children from poorer backgrounds who develop good language skills are more likely to 'buck the trend' and become more affluent in later life
- Good language skills are crucial to social mobility
- It is entirely possible to break the link between language difficulties and disadvantage, with the right support at home, in early education and in school

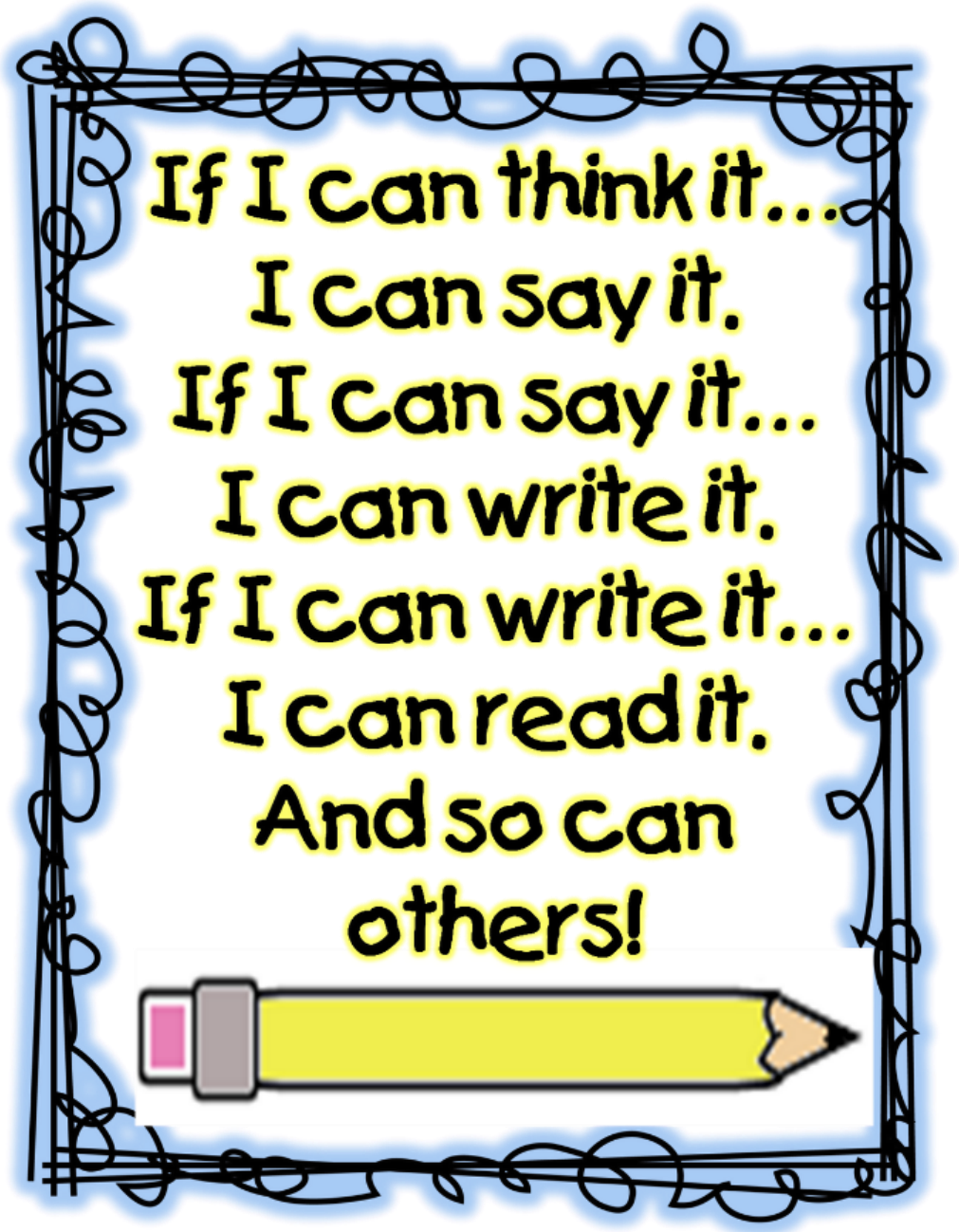
As an Academy, this is what we want for our children. We are committed to broadening their vocabulary resulting and thus enhancing their ability to achieve throughout life.

We motivate them to aspire to greater things – ensuring that their language skills do not limit their world.

As an Academy, we use a range of strategies to deliver outstanding provision based upon the idea of introducing and expanding children's vocabulary and ability to use Talk in a highly effective way. These include:

- Talk for Writing
- Talk for Learning
- Read Write Inc.

- Rehearsal Room techniques supported by The Royal Shakespeare Company
- Reasoning skills used across the curriculum
- Inference training
- Talking Time Intervention
- Talk of the Town initiatives
- Lego Therapy
- Social groups
- Group roles
- 'Thunks'

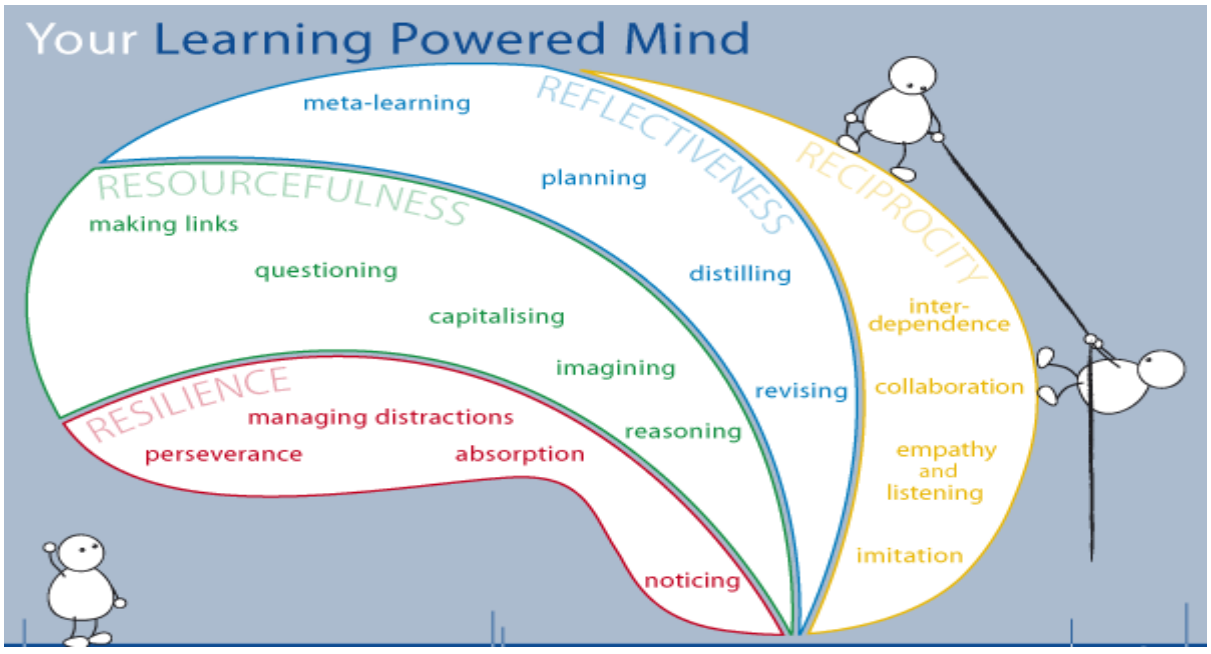


Building Learning Power (BLP)

"In a complicated, fast-changing world the intelligent path is to let go of being a Knower and embrace being a Learner."
Professor Guy Claxton, originator of BLP

As already mentioned, many children start at Southcoates with a deficit in their language development. In addition to this, negative attitudes and preconceptions towards learning, school and homework are prevalent amongst many members of the local community. This creates an initial challenge with regards to engagement in learning and attitude towards school in general. To meet this challenge, staff in school apply techniques and strategies from 'Building Learning Power' (BLP) so that learning is rightly placed at the forefront of what happens in school. BLP directly links to the other key pedagogies of 'Talk' and 'AfL'. Both 'BLP' and 'Talk' are about increasing the articulacy of children so that they are able to discuss and share their learning and work with others. BLP allows children to be more aware of their own learning; making abstract concepts into more material, tangible tools for learning. The strategies of 'AfL' are, in part, about children being able to identify successes and areas for improvement in their own learning; BLP both complements and expands upon this idea.

Our strategy towards using BLP in school is twofold. Firstly, children learn the language of BLP so that they are able to articulate their learning: they know what skills and information they have learnt and that are developing. Secondly, children can then identify their strengths and are aware of their weaknesses. Learning is made relevant by demonstrating to children that it is a process that happens to everybody throughout their lives when at work, at home and when playing; everybody is constantly learning new skills and information. The language of BLP is taught to children in a balanced, progressive way through school. We show them how it is relevant and has context in school, home, work, play and throughout everyone's everyday life. Staff work to highlight and identify with positive praise and sharing when the learning skills of BLP are evident. In phase teams activities are planned that, as well as addressing subject-linked learning objectives, teach the children how to get better at the skills useful for life-long learning. Through the use of BLP, we aim to give children the tools to take ownership of their own learning so that they are able to ask thoughtful, relevant questions drawn from their own curiosity and imagination - they then have the skills to organise themselves and resources to seek out, find and reflect upon their own answers.



The learning power Skills

RESILIENCE

The emotional aspects of learning.

Feeling

Absorption
Being able to lose yourself in learning – becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

Managing Distractions
Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.

Noticing
Perceiving subtle nuances, patterns and details in experience.

Perseverance
Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

RESOURCEFULNESS

The cognitive aspects of learning.

Thinking

Questioning
Asking questions of yourself and others. Being curious and playful with ideas – delving beneath the surface of things.

Making Links
Seeing connections between disparate events and experiences – building patterns – weaving a web of understanding.

Imagining
Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering "*What if…?*"

Reasoning
Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.

Capitalising
Drawing on the full range of resources from the wider world – other people, books, the internet, past experience, future opportunities…

REFLECTIVENESS

The strategic aspects of learning.

Managing

Planning
Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter.

Revising
Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.

Distilling
Looking at what is being learned – pulling out the essential features – carrying them forward to aid further learning; being your own learning coach.

Meta-Learning
Knowing yourself as a learner – how you learn best; how to talk about the learning process.

RECIPROCITY

The social aspects of learning.

Relating

Interdependence
Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.

Collaboration
Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

Empathy & listening
Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

Imitation
Constructively adopting methods, habits or values from other people whom you observe.

Assessment for Learning (AfL)

Assessment for learning is "The most powerful educational tool for raising achievement and preparing children to be lifelong learners" (Clarke, 2014)

As teachers, it is imperative that we recognise children's achievements within the lesson in order for them to achieve as highly as is possible for them and to make the greatest amount of progress throughout that lesson.

By knowing our children individually, we are able to see their starting point and their next steps. We are then able to provide scaffolding for them as and when required by immediately addressing misconceptions and to assess understanding at each stage of the lesson. We can also set an appropriate level of challenge for all learners, enabling us to increase the level of challenge as needed throughout the lesson.

"If we think of our children as plants… summative assessment of the plant is the process of simply measuring them. The measurement might be interesting to compare and analyse, but in themselves, they do not affect the growth of the plant. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plant – directly affecting their growth." (Clarke, 2001)

At Southcoates Primary Academy, our Assessment for Learning focuses on these areas:

Where is the learner now?
An understanding of the starting point for each child is imperative in order to make maximum progress within each lesson. Continuous evaluation of the point at which each child is working enables all teaching and learning to be relevant in order to maximise learning time. AFL is used at Southcoates Primary Academy to ensure that all work is pitched at the correct level, with appropriate challenge and support, with the aim of maximising progress.

Where is the learner going?
To enable teachers to correctly assess the ongoing achievements of all children, Southcoates Primary Academy understand the importance of well-planned lessons, with precise lesson outcomes.

How will the learner get there?
Teachers at Southcoates Primary Academy use reflective evaluations of ongoing assessment to ensure that all work is purposeful. Assessment for Learning is continuously used to adapt teaching strategies, lesson progression and levels of pitch and challenge to suit individual learners.

Where is the learner going?
- Focussed, age appropriate learning objectives;
- Targetted planning;
- High expectations for all ability levels;
- Accurately pitched work to enable challenge and scaffold.
Where is the learner now?
- Hot tasks;
- Differentiated, strategic questioning;
- Whole class and individual pupil response;
- Teacher circulation;
- Self, peer and teacher assessment;
- Formal assessments.
How will the learner get there?
- Quality first teaching;
- Fluid set groups;
- Fluid groupings within lessons;
- Timely, purposeful and effective intervention;
- Descriptive praise;
- Precise written and verbal feedback;
- Strong relationships with parents/carers;
- Teacher modelling.

Appendix 3 - SPA Talk Strategies and Progression Documents

At Southcoates Primary Academy, we highly value and promote language development and speaking and listening skills. The following routines are embedded within our teaching practice to maximise the opportunities for speech and language development:

Signifiers	- Signifiers are key words or phrases that are selected each half term and are taught to the children using actions. - These words are recapped on a daily basis, when the Talk for Writing text is recited chorally. - The signifiers are displayed in the classroom, along with a visual representation of each word, to help the children to remember them.
Talk for Writing Text	- Each half term, the children learn to recite a text that includes age appropriate sentence strictures and the signifiers. The children recite this text regularly, to encourage them to use the sentence structures and vocabulary in their own work.
RWI Pedagogues	- My turn, your turn: this provides opportunities for the whole-class oral rehearsal of words, phrases or sentences. - Popcorn and word wave: these techniques allow all children the opportunity to voice their ideas and answer questions at the same time. - Talk to pour Partner: time is given to children to tell each other their answer to a whole class question, allowing them time to discuss and expand on their ideas.
Talk of the Town Strategies	- Word of the week: each week, a new word is introduced. The meaning of the word is discussed, along with other information, including synonyms, rhyming words, the spelling etc. - Word scales: these encourage children to think of a higher level of vocabulary. - Group roles are introduced in Key Stage One, to support the children with their ability to communicate as part of a team. Group roles include: o The Leader o The Reporter o The Writer/Drawer o Group Members

Details of the progression of the following three techniques can be found on the next two pages:

Royal Shakespeare Company Rehearsal Room Techniques	- These techniques maximise the opportunities for children to develop their understanding of language. Children use Royal Shakespeare Company rehearsal room techniques to generate ideas and improve their comprehension.
Discussion Phrases	- Our children are encouraged to share their ideas and voice their opinions. Children are encouraged to reason and explain their thinking. Key phrases are taught in each year group to support the children with their reasoning skills.
Sentence Structure Progression	- Our children are introduced to different sentence structures as they move through school. They are encouraged to use these sentence structures when they talk, and in their writing.

Royal Shakespeare Company Rehearsal Room Techniques

These techniques maximise the opportunities for children to develop their understanding of language. Children use Royal Shakespeare Company rehearsal room techniques to generate ideas and improve their comprehension.

Phase	The following strategies are introduced:
Early Years	- Guided narration: children act out a passage of text that is read to them.
Years One and Two	- Freeze-frames: children are asked to act out a section of text and freeze at a certain moment. In their frozen pose, they are asked to show the emotions or actions of a character, helping to improve their inference skills. - Word carpet: the children are given (or help to create) a carpet of words and phrases. The children then walk around the carpet of words and phrases with a partner, orally rehearsing sentences that include the words and phrases. This technique helps to encourage the use of new or adventurous vocabulary, whilst practising the oral rehearsal of sentences. - Mapping the setting: before writing a setting description, the class/group works together to create a visual map of where the character has gone. As the map is drawn, new vocabulary is introduced and orally rehearsed.
Years Three and Four	- Whoosh: children orally rehearse the parts of different speakers from a play script.
Years Five and Six	- Reading to the punctuation: children are asked to read an extract of text, with the speaker changing at each punctuation change. - Text scraps: extracts of text are written in isolation, and then used by children in their own speech and writing.

Discussion Phrases

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

Phase	The following discussion phrases are introduced:
Early Years	- "I think that…" - "My partner and I think that…" - "…and…" - "Would you (name) like to speak?"
Years One and Two	- "I agree…" - "I disagree…" - "…so…" - "I'm not sure because…" - "In my opinion…"
Years Three and Four	- "I like (name's) idea because..." - "I'd like to change my mind because…" - "Perhaps…" - "What if…" - "My evidence for … is ..."
Years Five and Six	Giving opinions: - "Considering your ideas…" - "Going back to what (name) said…" - "I would like to add..." - "That's a good point and I'm also wondering..." - "I'd like to build on what you have said..." - "My view is..." - "When you said that, it made me think about..." Disagreeing: - "I would like you to consider…" - "That's an interesting point, but I think that..." - "On the other hand…" Reasoning: - "The evidence to support my view is…" Clarifying and finding out more information: - "Can you expand on…" - "I'd really like to hear what you (name) think…" - "I'd like to ask (name) a question…" - "Can you tell us more about…" - "I'd like to refer back to what (name) said and ask..." - "What is your evidence for saying…" - "Are you saying…"

Sentence Structure Progression

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

Phase	The following sentence types are introduced:	Example
Early Years	1 AD sentences.	The **big** dog ran away.
	List sentences.	I need a jumper, a t-shirt and my trainers.
	Short sentences.	I go to school.
	B and A sentences.	I wanted to go to the park **but** it was raining. I have a brother **and** a sister.
Year One	_____ing sentences:	Look**ing** towards the ground, I saw a spider.
	_____ed sentences:	I look**ed** for minibeasts.
Year Two	2 AD sentences:	The _____, _____ ladybird scuttled quickly over the _____, _____ leaf.
	Double +ly sentences:	The frightened mini-beast trotted away _____ly and _____ly.
	B.O.B.A. sentences:	Lots of people are scared of spiders **but** most of them are friendly creatures.
		Caterpillars like to eat leaves off trees **or** they eat flowers.
		Minibeasts can be hard to find **because** they like to stay hidden in their habitats.
		Tophill Low is a nature reserve **and** there are lots of minibeasts there.
Year Three	List sentences.	It was a **dark, long** and **leafy** lane.
	Verb, person sentences.	**Running, Sarah** almost tripped over her own feet.
	Similes.	He was **as** quiet as a mouse.
Year Four	B. O. Y. S. sentences.	She was happily playing a game, **but** got upset when she lost.
		The cookies could be double chocolate chip, **or** oat and raisin.
		It was a warm day, **yet** storm clouds gathered over the horizon.
		Miss Wright was hungry, **so** he ate all the chocolate biscuits.
	2 pairs sentences.	**Exhausted and worried**, **tired and hungry**, they had no idea how much further they had to go.

	Emotion word sentences.	**Desperate,** she screamed for help.
Year Five	3 ____ed sentences.	**Confused, shocked, scared**, the children ran from the burning building.
	Noun, which, who, where sentences.	Snakes**, which** scare me, are not always poisonous. My pet dog**, who** only has three legs, loves to chase seagulls. The deserted beach**, where** the shipwreck was found, can only be reached by sea.
	3 bad – (dash) question?	**Cold, dark, noisy –** where would he find safety?
	Personification of the weather sentences.	The **wind stroked** the space shuttle gently.
Year Six	If, if, if, then sentences.	**If** I hadn't found that watch, **if** the alarm hadn't gone off, **if** it hadn't scared those burglars, **then** I wouldn't be sitting here today.
	Some; others sentences.	**Some** evacuees had an awful time in World War Two**;** other evacuees enjoyed it.
	Irony.	The **'trip of our dreams'** was, in fact, our worst nightmare.
	De:De sentences (description: details)	Snails are slow: they take hours to move the shortest of distances.
	O. (I.) (outside/inside)	He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.)

Appendix 4 – Cultural Passport

	Early Years	Years One and Two	Years Three and Four	Years Five and Six
Broader Development - Opportunities Beyond the Curriculum	• Meeting a visiting farmer • Watching a live performance: the Year 6 Concert	• Penpal letters to Italy • Watching a live performance: Nativity and Easter	• Pedestrian Skills • Meeting local councillors • Watching a live performance: Nativity and Harvest • Learning from the PCSO: Bonfire Night Safety, Fire Safety, Halloween Safety and Stranger Danger • Participation in Shakespeare Week	• Participation in Bikeability lessons • Participation in Kid Alert workshops • School trip to London • School trip to the Driffield Show • Participation in the James Reckitt Reading Challenge • Watching a live performance: Harvest, Nativity and Easter
Experiences within the Curriculum	• Participation in Spanish week	• Participation in Spanish week • Meeting a paramedic and a nurse • Visit to Tophill Low Nature Reserve • Visit to Wilderspin School Museum, Barton	• Participation in Spanish week • Visit to Eden Camp • Visit to Yorkshire Wildlife Park • Participation in a Glockenspiel Concert • Swimming lessons	• Visit to Ferens Art Gallery • Entering a competition: Rotary Club Writing Competition • Curating an exhibition to parents • Meeting an author • Participating in a Royal Shakespeare Company led performance at Hull Truck Theatre • Participation in Spanish week
Character Development Opportunities	• Taking part in the Nativity Performance at St. Aiden's Church • Participating in, or watching, the House Talent Show • Entering an art competition: Ferens Junior Open Exhibition • Exhibiting work in a whole-school art exhibition	• Taking part in the Harvest Performance at St. Aiden's Church • Taking part in a Christmas Carol Concert to parents • Participating in, or watching, the House Talent Show • Enterprise: creating a product to sell at the Christmas or Summer Fair • Entering an art competition: Ferens Junior Open Exhibition • Exhibiting work in a whole-school art exhibition	• Taking part in the Easter Performance at St. Aiden's Church • Taking part in a Christmas Carol Concert to parents • Enterprise: creating a product to sell at the Christmas or Summer Fair • Entering an art competition: Ferens Junior Open Exhibition • Exhibiting work in a whole-school art exhibition	• Taking part in the Y5/6 Concert • Taking part in a Christmas Carol Concert to parents • Financial learning - enterprise: creating a product to sell at the Christmas or Summer Fair • Entering an art competition: Ferens Junior Open Exhibition • Exhibiting work in a whole-school art exhibition

Promoting Healthy Lifestyles and Positive Mental Health	• Taking part in Sports Day • Participation in World Mental Health Day	• Cooking a healthy meal • Taking part in Sports Day • Participation in World Mental Health Day • Participation in Hull FC led sessions	• Taking part in Sports Day • Participation in World Mental Health Day • Participation in Anti-bullying Week • Participation in E-Safety Week • Participation in Hull FC led sessions	• Participation in Hull FC led sessions • Participation in World Mental Health Day • Participation in Anti-bullying Week • Participation in E-Safety Week
Promoting British Values and Citizenship	• Visiting members of the elderly community at Alexandra Care Home • Meeting members of the local community such as the local PCSO • Belonging to and contributing to a House team	• Meeting visitors from the Jewish and Islamic faiths, or visiting their Places of Worship • Belonging to and contributing to a House team: taking part in a vote (democracy)	• Meeting visitors from the Buddhist and Sikh faiths, or visiting their Places of Worship • Belonging to and contributing to a House team • Taking part in a vote: House Captains and School Councillors voting • Participation in charity events: Comic Relief and Children in Need	• Meeting visitors from the Islamic and Hindu faiths, or visiting their Places of Worship • Belonging to and contributing to a House team • Taking part in a vote: House Captains and School Councillors voting
Promoting Equality and Diversity	• Meeting visitors from the Jewish and Hindu faiths, or visiting their Places of Worship • Celebrating other cultures by taking part in the Sports Day Opening Ceremony • Learning about the Chinese New Year	• Celebrating other cultures by taking part in the Sports Day Opening Ceremony	• Celebrating other cultures by taking part in the Sports Day Opening Ceremony	• Celebrating other cultures by taking part in the Sports Day Opening Ceremony
Other	• 96%+ attendance • Reading all of the EY Southcoates 70 books	• 96%+ attendance • Reading all of the KS1 Southcoates 70 books	• 96%+ attendance • Reading all of the Y3/4 Southcoates 70 books	• 96%+ attendance • Reading all of the Y5/6 Southcoates 70 books

Appendix 5 - Reading Assessment Structure

To be on track to reach age related expectations by the end of his/her time at Southcoates Primary Academy, our aim is that the children will reach the milestones below at the specified times.

RWI Bands:

1st 13 Set 1 Sounds	Nursery Summer
Red Ditty	Reception Spring
Green	Reception Summer
Purple	Reception Summer
Pink	Y1 Autumn
Orange	Y1 Spring
Yellow	Y1 Summer
Blue	Y2 Autumn 1
Grey	Y2 Autumn 2

Post RWI Bands:

Purple	Y2 Spring
Gold	Y2 Summer
White	Y3 Autumn
Lime	Y3 Spring
Brown	Y3 Summer & Y4 Autumn
Grey / Silver	Y4 Spring & Y4 Summer
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer
Dark Red / Magenta	Y6 Autumn, Spring and Summer
Black	Y6 Greater Depth Standard

An overview of how reading assessments take place is given on the following page.

Nursery
• RWI assessments are conducted by the Nursery teacher. • Informal RWI assessments take place on an ongoing basis to ensure that the teaching is pitched appropriately for each child. • 1:1 RWI assessments take place in the Summer Term in Nursery, using RWI Assessment One, ready for the children's transition into Reception. In the Autumn Term in Reception, each child's Nursery assessment will influence the group at which they begin their formal RWI lessons.

Reception
• Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead. • Each child's half-termly assessment will determine which RWI group they are in for the next half term. • The summer term RWI assessment will determine which RWI group the child will be in when they transition to Year 1.

Year 1
• Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead. This assessment assesses which sound each child knows, and also assesses reading fluency. Each child's half-termly assessment will determine which RWI group they are in for the next half term. • Half-termly 'On Track to Pass the Phonics Screening Check' assessments take place. The outcomes of these assessments influence 1:1 interventions. • The summer term RWI assessment will determine which RWI group the child will be in when they transition to Year 2. • The Official Phonics Screening Check takes place in the summer term and is conducted by the Phonics Lead.

Year 2
• Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead. This assessment assesses which sound each child knows, and also assesses reading fluency. Each child's half-termly assessment will determine which RWI group they are in for the next half term. To be on track for age related expectations, the children should be ready to finish to RWI scheme and move to the inference scheme at the end of the autumn term. • Half-termly 60 second read assessments track each child's reading speed. The outcomes of these assessments influence interventions. • A second Official Phonics Screening Check takes place in the summer term, conducted by the Phonics Lead, for the children that did not pass their Year 1 Phonics Screening Check.

Year 3

- For any children who did not pass the Phonics Screening Check in Key Stage One, half-termly RWI assessments and mock PSC assessments will take place, conducted by a Year 3 teacher or teaching assistant. These assessments will continue on a half-termly basis until the child is able to achieve the PSC pass mark.
- Half-termly book band assessments and reading fluency assessments take place using the Lexplore technology. These assessments influence the pitch of the whole-class reading lesson, home reading levels and interventions.

Year 4

- For any children who still require phonics teaching, for example, those with SEND, half-termly RWI assessments and mock PSC assessments will continue to take place until the child is able to achieve the PSC pass mark.
- Half-termly book band assessments and reading fluency assessments take place using the Lexplore technology. These assessments influence the pitch of the whole-class reading lesson, home reading levels and interventions.

Year 5

- For any children who still require phonics teaching, for example, those with SEND, ongoing phonics assessments are used to identify gaps that then influence which sounds are taught.
- Book band assessments are conducted on a half-termly basis.
- The children achieving in the bottom 20% for reading are assessed using Lexplore on a termly basis to identify gaps that will influence interventions.

Year 6

- For any children who still require phonics teaching, for example, those with SEND, ongoing phonics assessments are used to identify gaps that then influence which sounds are taught.
- Book band assessments are conducted on a half-termly basis.
- The children achieving in the bottom 20% for reading are assessed using Lexplore on a termly basis to identify gaps that will influence interventions.
- Mock SATs scores are also used to support reading assessments.

Appendix 6 - Writing Assessment Structure

In line with all Enquire Learning Trust schools, teachers record formative assessment on the system Bromcom, assessing against each year group objective. Teacher assessments are informed by the following:

Termly Spelling Test	Reception	10 High Frequency Words
	Year 1	30 Year 1 Common Exception Words
	Year 2	30 Y2 Common Exception Words
	Year 3	40 Y3/4 Statutory Spelling List Words
	Year 4	40 Y3/4 Statutory Spelling List Words
	Year 5	50 Y5/6 Statutory Spelling List Words
	Year 6	50 Y5/6 Statutory Spelling List Words

RAG Rating	Reception	5 words
	Year 1	10 words
	Year 2	10 words
	Year 3	15 – 20 words
	Year 4	15 – 20 words
	Year 5	25 words
	Year 6	25 words

Half Termly Hot Task	Nursery	A drawing of themselves, to show the progression of fine motor skills.
	Reception	A sentence relating to the theme.
	Years 1 - 6	An extended piece of writing, focussing on one text type.

Moderation
To ensure that teacher assessments are accurate, the following moderation activities take place: • Teachers within a year group assess work together, using the Bromcom assessment tool. • Termly meetings take place between year group teachers from Southcoates Primary Academy and Buckingham Primary Academy to compare and discuss assessments. • Y2 and Y6 teachers attend the annual Local Authority Moderation training. • The English Subject Leader meets with class teachers to discuss samples of children's work. • The English Subject Leader, Y6 Teacher and Y2 Teacher meet to moderate children who are working at the Pre-Key Stage Standard.

Appendix 7 - Maths Assessment Structure

In line with all Enquire Learning Trust schools, teachers record formative assessment on the system Bromcom, assessing against each year group objective. Teacher assessments are informed by the following:

Termly Multiplication Tests	Year 1	Counting multiples: 2s, 5s and 10s.
	Year 2	x2, x5 and x10.
	Year 3	x2, x5, x10, x3, x4 and x8.
	Year 4	All times tables, up to 12x12.
	Year 5	All times tables, up to 12x12.
	Year 6	All times tables, up to 12x12.

Weekly Low Stakes Testing	Year 1	Year 1 Objectives Test
	Year 2	Framework Test
	Year 3	Big Maths Tests
	Year 4	Big Maths Tests
	Year 5	Big Maths Tests
	Year 6	Big Maths Tests

Hot Tasks	Years 1 - 6	A hot task that tests the learning from the past unit.

Moderation
To ensure that teacher assessments are accurate, the following moderation activities take place: • Teachers within a year group assess work together, using the Bromcom assessment tool. • Termly meetings take place between year group teachers from Southcoates Primary Academy and Buckingham Primary Academy to compare and discuss assessments. • Y2 attend the annual Local Authority Moderation training. • The Maths Subject Leader meets with class teachers to discuss samples of children's work. • The Maths Subject Leader, Y6 Teacher and Y2 Teacher meet to moderate children who are working at the Pre-Key Stage Standard.

Appendix 8 - Southcoates Curriculum Drivers for Personal Development

Phase: Early Years

	Safe Behaviours Including; Relationship Education, Sex Education, Physical Health, Mental Wellbeing, Wider Safety, Wider Opportunities	Positive role models Including; Developing Character, Southcoates Amazing People, Author of the Term	Awareness of the world Including; Economic Understanding, Understanding Media and Technology Spiritual, Social, Moral, Cultural	British values Including; Democracy, Rule of Law, Respect & Tolerance, Individual Liberty
Autumn 1	• Walking on public roads safely (to church) (A&B) • E-safety (passwords, talking on line) (A&B) • Using tools safely during art work (A) • Bonfire/Halloween safety (PCSO visit) (A&B) • PE – understanding the importance of warming up (A&B) • Introducing the KS1 staff and the worry box (A&B) • Setting classroom rules and expectations of behaviour and keeping ourselves safe (A&B) • E-Safety (A & B) • Setting classroom rules and expectations of behaviour and keeping ourselves safe (A & B) • Hull Fair safety • Carrying scissors • Safe boundaries • Manoeuvring safely • Hygiene • Bonfire night safety • Road safety	• Farmers and people who grow our harvest food (A) • Author of the month: Julia Donaldson (A) • Focussed artist: Frank Morrison (A) • Charity workers: Project Hotdog (homeless charity) (A&B) • Teachers as role models and people to respect (writing rules for Victorian / modern classrooms) (B) • Author of the month: John Malam(B) • Focussed artist: Karl Schmidt-Rottluff (B) • Focussed artist (A): Pablo Picasso • Focussed artist (B): Eileen Agar • Author of the term (A): Ben Faulks and David Tazzyman • 'God Save the Queen' National anthem (B)	• Knowing where our food comes from and how it is grown (A) • School trip (to identify materials – Bartlem) (A) • Comparing & classifying materials in science (B) • Sharing Bible stories with an emphasis on being kind and caring for others/our world (A&B) • British monarchy (B) • Story settings/environments (B) • 'House' countries, culture and traditions) (A&B) • Learning about castles and medieval communities (B) • Comparing how people lived in medieval communities to how people live today (B)	• British history (democracy / rule of law) (A) • Harvest Festival (respect for beliefs) (A&B) • Belonging to different faith groups (tolerance, respect) (A) • House captain voting system (A&B) • Creating the class JIGSAW charter (A&B) • Looking at how following the charter and being proud of our achievements (A&B) • Belonging, how we belong to our class and school
Autumn 2	• Listening & following instructions – pond dipping (Tophill Low Nature Reserve) (A) • Using glue guns/cutting tools (A&B) • Looking at what bullying is/isn't, and anti-bullying (A) • Understanding the difference between right and wrong (A&B) • Showing respect to all including stereotypes (B) • Understanding parts of my body is private and how my body has changed since being a baby (B) • Learning the correct names for parts of my body (private areas) (A&B) • Naming body parts – discussing the NSPCC 'PANTS' rule (Jigsaw) (A&B) • Pre-pedal skills • E-Safety	• Gold ticket shop and behaviour reward afternoon (A & B) • Author of the term (A): Oliver Jeffers • Author of the term (B): Marcus Pfiste and John Bush • Park Rangers (Tophill Low Nature Reserve) (A) • Author of the month: Julia Donaldson (A) • Gold ticket shop and behaviour reward afternoon (A&B) • Southcoates Got Talent (A&B) • Identify people older than me and show them respect (B) • Author of the month: Oliver Jeffers (B) • Focussed artist (A): Nick Sharratt • Author of the term (B): Brothers Grimm	• Learning to tell Christmas story and performing Nativity (A & B) • Understanding different environments and how to look after them (A) • Caring for mini beasts in the local area (A) • Caring for the environment – Tophill Low Nature Reserve (A) • Enterprise – selling items at the Christmas Fair. • E-Safety week (A&B) • Knowing why Christmas is important to Christians and the Christmas story (A&B) • Awareness of continents (B) • Awareness of conservation efforts (e.g. The Deep) (B) • Learning about how homes have changed over time and comparing our homes to homes from the past (A) • Learn about how clothes have changed over time (B)	• Gold ticket shop and behaviour reward afternoon (A & B) • Respecting other religions (e.g. Christianity when learning about the Christmas story, Diwali,) (A&B) • Creating sock puppet toy of an alien from a different planet (A) • Helping the environment (respect) (A) • Celebrating differences (tolerance) (B) • Celebrating what makes us special and unique (A&B) • Gold Ticket shop and behaviour reward afternoon (A&B) • Respecting other religions (e.g. Christianity when learning about the Christmas story) (A&B) • Understanding right and wrong in stories (A)
Spring 1	• Stranger danger • Winter safety (A&B) • Safety in gymnastics and moving PE equipment (A&B) • Using sewing equipment safely (making a patchwork quilt) (B) • Using PE apparatus • E-Safety	• Walt Disney (entrepreneur) (A) • Author of the month: Hans Christian Anderson (A) • Focussed artist: Ube Iwerks (A) • Family role models (B) • Author of the month: Valerie Flournoy (B) • Choosing a goal and looking at how to achieve it (B) • Knowing how I learn best (B) • Contributing ideas to a group and having shared success (B) • Author of the term (A) : Eric Carle • Author of the term (B): Julia Donaldson • Focussed artist (B): Lynn Flavell • Gold ticket shop and behaviour reward afternoon (A & B) • Project Hotdog	• Science – Winter and Spring (A) • RE – creation story and Noah's Ark (A) • Caring for the world (A) • Technologies around the world and how to use them (B) • Learning about Muslim practices and mosques (A) • Rules and where we can go (A) • Charities (Unicef, Dove House and Food Bank, Fairgirls and) • Learning about changes in the environment (A) • Look at where we can go in our local area to find people who help us (B) • Richard Curtis – founder of Red Nose Day (B)	• Right / wrong and the qualities of superheroes (individual liberty) (A) • Gold ticket shop and behaviour reward afternoon (A & B) • Understanding consequences (the rule of law) (A & B) • Adapting to working together to meet a target (A&B) • Respecting the culture and beliefs of others (Easter) (A & B) • Family structures (respect) (B)
Spring 2	• Healthy/Unhealthy food • Using tools safely to make packaging in DT (A) • Using hockey sticks safely (A) • Knowing the different between being healthy and unhealthy (A) • How I can care for my body (physically and mentally) (B) • Knowing which foods are nutritious (B)	• WWF – saving the rainforest (A) • Author of the month: Emily Gravett (A) • Visitors and looks (community police officers) (A) • Author of the half term: Emily Pearson (B) • Focussed artist: Mandy Pattullo (B) • Gold ticket shop and behaviour reward afternoon (A&B) • Focussed artist (A): Effner Beiderbeck • Focussed artist (B): Lucy Barnham • Chefs and cooks (community police officers) (A) • Author of the month: Beatrix Potter (positive female role model, successful at a time many women did not have careers) & Oliver Jeffers (B) • Focussed artist: Beatrix Potter (B)	• Food from around the world and where it comes from (A) • Learn about how transport has changed over time (B) • Learning about continents and oceans of the world (A) • Human and physical features around the world (B) • The Easter Story and its importance to Christians (A) • Watching LKS2 do their Easter Performance at the church (A&B)	• Respecting others opinions (books) (B) • Understanding the consequences of our actions (the rule of law, individual liberty) (A) • Gold ticket shop and behaviour reward afternoon (A&B) • The roles of people who help us (the rule of law) (B) • Helping people in the community (mutual respect) (B)
Summer 1	• Transition – preparing ourselves for the next academic year (A & B) • Using tools correctly for cooking (A) • Appropriate physical contact within my family and as a way to greet someone (A) • Ways I am able to praise myself (A&B) • How to use P.E. equipment safely (rounders and fielding games) (B) • Sun safety • Water safety	• Focussed artist (A): Alberto Giacometti • Author of the term (A): Janet and Allan Ahlberg • I know who is special to me and why (A) • Gold ticket shop and behaviour reward afternoon (A & B) • Author of the month: Vera Southgate (A) • Author of the term (B): David Bedford • People who help us (public services) (A) – fire officers, police officers, paramedics, postal workers • Roger Bannister, who ran the first four-minute mile (B)	• Local services – fire, police (A) • Trip to the seaside (B) • Learning about the Great Fire of London (A) • Looking at equipment used by the emergency services in the past and compare this to the equipment used now (A) • Places in our local area to keep fit (B) • Knowing the countries of the UK (A) • Differences: village, city and country (A) • Differences: physical and human features of countries (A) • Features of different locations (linked to Beatrix Potter stories) (B) • Growing and caring for plants (B) • Using the problem solving techniques (B) • Jewish special days (Rosh Hashanah and Yom Kippur) (B)	• Gold ticket shop and behaviour reward afternoon (A & B) • Knowing that we are all special and individual (A & B) • Respecting others (A & B) • The rule of law (A & B) • Enterprise – selling an item at the Summer Fair (A&B) • Helping the community (A&B) • Respecting the views of others, from different faiths (A&B) • Preparing for Sports Day and the opening ceremony (A&B)
Summer 2	• Staying safe in the summer holidays (A&B) • Using cutting tools safely to make sculptures (A) • Using tools / equipment safely (cooking a healthy meal) (B) • Transition - preparing ourselves for the next academic year (A&B)	• Amy Johnson (A) • Author of the month: F.J. Beerling (A) • Focussed artist: Daniel Agdag (A) • Steve Backshall (Deadly 60 presenter) (B) • Author of the half term: Nicola Davies (B) • Setting targets for the next academic year (A&B) • Gold ticket shop and behaviour reward afternoon (A&B)	• Amy Johnson's journey to Australia - Weather conditions on her route (A) • Knowing that some changes are beyond our control (link to transition) (A&B) • Comparing the UK to another country (B) • Naming the 4 countries of the UK (B) • Jewish special days (Rosh Hashanah and Yom Kippur) (B)	• Treating people equally (democracy, tolerance) (A) • Sports week – opening ceremonies, celebrating each house country (A&B)

Southcoates Curriculum Drivers for Personal Development

Phase: Years One and Two

Southcoates Curriculum Drivers for Personal Development

Phase: Years Three and Four

Southcoates Curriculum Drivers for Personal Development

Phase: Years Five and Six

	Safe Behaviours Including; Relationship Education, Sex Education, Physical Health, Mental Wellbeing, Wider Safety, Wider Opportunities	**Positive role models** Including; Developing Character, Southcoates Amazing People, Author of the Term	**Awareness of the world** Including; Economic Understanding, Understanding Media and Technology Spiritual, Social, Moral, Cultural	**British values** Including; Democracy, Rule of Law, Respect & Tolerance, Individual Liberty
Autumn 1	• E-safety • Being Me- understand that my behaviour brings • Rewards/consequences (A) • Benefits of warming up (A) • PE – warming up and appropriate kit • Stranger danger • Stranger danger (Halloween) • Bikeability (Y5) • Stranger danger • Safe use of tools (B) • Setting out PE equipment and correct techniques	• Jigsaw – Tom Daly (Y6) • Author of the month – J.K. Rowling (A) • Focussed artist: Peter Voulkos (A) • Author of the month – Malorie Blackman (B) • Spanish artist • Focussed artist: Gaudi (B) • Historical figures – Boudicca (B) • Wednesday assembly- Amazing People	• RE – Islam (commitment to faith) (A) • RE – Hindu (commitment to faith) (B) • Spanish – story, poem, different form of writing • House countries • Ancient Greece (A) • RE – Buddhism - being happy (A) • Jigsaw – Being me in my world • RE – Sikhism - ceremonies (B) • Music from around the world • Changes in the local area historically • 'House' countries (culture & traditions) • Spanish culture • Impact of the Roman Empire on modern Britain (B) • Spanish week	• Democracy – knowing how to have a voice (B) • Rights and responsibilities (A) • Setting goals and facing challenges (A) • Ancient Greece & democracy (A) • Jigsaw – Universal rights for children • Being British citizen (Y6) • Jigsaw – how democracy works through the school council. (B) • Talk rules • Being Me- understand why rules are needed and how they relate to rights and responsibilities. (A)
Autumn 2	• Safe use of tools and equipment (CyA) • Safe use of tools (A) • Anti-bullying (A) • Strategies for managing feelings (B) • Setting out PE equipment and correct techniques • Anti-bullying (B) • Friendships(A&B) • Families (A)	• Jigsaw – 'Celebrating differences' (case studies used of role models) • Author of the month • Author of the month – Michael Morpurgo (A) • Wednesday assembly- Amazing People • Author of the month – David Almond (B)	• RE – Christianity (Christmas) • Jigsaw – Celebrating difference • Different landscapes and volcanoes • Comparing festivals in different faiths (A) • RE – Christianity – Christmas and symbols (A) • Spanish festivals • RE – Christianity – significance of Christmas (B) • Migration – historically through Hull and current migration (B) • Local coastline	• Jigsaw – positive views of other cultures and those with disabilities • Relief/Aid work – natural disasters (A) • Assumptions and stereotypes (B) • Christmas carol concert • Anti-bullying week (A&B) • RE – Christianity (is the Christmas story true?) (B) • Remembrance day- Respect and tolerance
Spring 1	• Setting out PE equipment and correct techniques • E-safety • Hopes and dreams (B) • Safe use of tools (sewing) (B) • Coping with change and disappointment (B) • On-line safety (B) • Celebrating achievements (A&B) • Children's well-being Week	• Jigsaw – Dreams and goals • Author of the month – Shakespeare • Focussed artist • Focussed artist: Rembrandt (A) • Wednesday assembly- Amazing People • Historical figures – Queen Elizabeth I (B)	• Computing/technology – internet, search engines, reliability of sources • RS – Buddhism – Buddha's stories (A) • RE – Christianity – Jesus' healing miracles (B) • Jigsaw – Dreams and goals • Dreams and Goals- identify a dream/ambition that is important to me. (CyA:Sp1) • Technology in our lives: search engines. reliability of on-line sources (B) • RE - Christianity (differing opinions) (A)	• Jigsaw – Dreams and goals • WW11- sense of community (individual liberty) • RE – Christianity (differing opinions) (A)
Spring 2	• Drugs education (A) • Staying safe (A&B) • E-safety Week • Staying healthy (A&B) • Jigsaw – 'Healthy Me' (Y5) • Setting out PE equipment • Correct use of tools in D&T (A) • Mental health awareness (A&B) • Jigsaw – Keeping healthy and managing stress (Y6) • Pedestrian skills • Correct use of tools (B) • Swimming safety	• Gandhi (A) • Author of the month – Eva Ibbotson (A) • Author of the month • Comic Relief founders (B) • Wednesday assembly- Amazing People • Author of the month – Elizabeth Laird (B) • Local councillor visit • Focussed artist: M.C. Escher (B)	• RE – Hindu (treating the earth respectfully) (B) • Building a community – local area, land use, population, facilities (A) • RE – Christianity – Easter – forgiveness (A) • RE – Christianity – Easter – Why was Jesus' death important? (B) • RE – Is Christianity still a strong religion? (A) • RE – celebrating Easter (B) • Animal environments/habitats • National charity (link to Comic Relief) (B) • Role of a councillor • Watching performance of the Easter play • Jobs in emergency services	• Building a community (all values) (A) • Discussions on the local area with councillors (democracy) • Charities – empathy and tolerance (B) • RE – Is Christianity still a strong religion? (A)
Summer 1	• Healthy Me (A&B) • 'Growing Up' talk (Y5) • Safe use of cooking equipment (including knives and ovens) (A) • Sun protection • Jigsaw – 'Relationships' (Y5 & 6) • RSE performance (Y5) • RE – Hinduism – making good life choices (B) • Art exhibitions (B) • Red Alert (Y6)	• People supporting/working for charities (A) • Author of the month – Anthony Horowitz (A) • Author of the month – Philip Pullman and C.S. Lewis (B) • Author of the month • Wednesday assembly- Amazing People • Artist/s	• Farming and land use – where does our food come from (import and export) (A) • RE – Sikhism – beliefs after death (A) • RE – Hinduism – making good life choices (B) • De-forestation • World maps	• Empathy shared with children around the world (A) • Voting (democracy) • Negotiation in conflicts (mutual respect) • RE – Hinduism – making good life choices (B) • Family values (rules) (A) • RE- differences (mutual respect and tolerance)
Summer 2	• Safe use of cooking equipment (including knives and ovens) (A) • Dealing with loss (A) • 'Growing Up' talk (Y6) • NSPCC talk • Setting out PE equipment and correct techniques • Use of tools (B) • Changes in our bodies (Y5) • Dangers in our locality (A&B) • Reproduction (A&B) • Transition to secondary school (Y6) • Safe behaviours on trips • Team building exercises • RE – Christianity (showing commitment to God) • London trip (Y6) • Year 5 and 6 concert	• William Webb Ellis (A) • Author of the month – Eoin Colfer (A) • Author of the month • Y5/6 concert artists • Focussed artist • Focussed artist: Marcel Duchamp (A) • Wednesday assembly- Amazing People • Bear Grylls and Steve Backshall (B) • Invictus athletes • Author of the month – Anne Fine (B) • Year 5 and 6 concert	• RE – Christianity – Why are churches special places to Christians? (A) • Geography – environments (B) • RE – Christianity (showing commitment to God) • Countries of the Invictus games • Animal habitats • Year 5 and 6 concert	• Debates (mutual respect) • Rule of law (linked to relationships) • RE - communities (mutual respect and tolerance) • London trip (Y6)