

# Rushton Primary School

## Curriculum and Learning

### Policy



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| Chair of Governors | Lisa Pruden                             |

## Rationale

The new Primary National Curriculum, statutory from September 2014, states:

*'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'*

At Rushton Primary School, we passionately believe that our children have the right to a broad and balanced curriculum. The curriculum of the school underpins all the learning that takes place and an engaging and inspirational curriculum can foster curiosity, develop independence and inspire creativity so that children may develop into life-long learners.

## Values

Our school motto is **'Reach for the Stars'**. We encourage all children, regardless of current ability, to believe that they all have the potential to achieve greatness. Challenging and motivating learning opportunities are presented to all children.

## Respect – Challenge – Explore



We believe that our values of Respect, Explore and Challenge encourage our children to be fully independent learners who are well-rounded citizens, prepared for their secondary education and beyond.

## Organisation of our Curriculum

Our curriculum was updated in 2015 to reflect the 2014 National Curriculum, incorporate our school values and to reflect the organisation of our classes, which also changed in 2015. The school has long felt that a thematic approach best suits the needs of primary age children, with subjects being taught in discrete sessions but with strong links being made between them.

Each term, the four classes at the school (Hedgehogs, Badgers, Squirrels and Kestrels) immerse themselves in a cross curricular theme. These themes are exciting topics which act as stimuli for all the learning that takes places within most of the curriculum subjects. Our themes allow for subjects to be linked and also give context to the skills that the children are learning. Topics are chosen to meet the requirements of the national curriculum, reflect the children's interests and respond to events happening locally, nationally or internationally.

When selecting topic themes, much thought was given to selecting topics which:

- place the development of children's English at the heart of all learning;
- are broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school;
- can be explored at an appropriate depth and level of challenge;
- are flexible and allow for change in response to the children's interests;
- allow for exciting 'wow' events to take place;
- allow for reinforcement of the school's values and pupils' spiritual, moral, social and cultural development;
- are accessible to all students of all abilities.

### The Children's Voice

Most of our topics span two term, so that three topics are covered each year. The first half of each topic is planned by the teacher to ensure coverage of key skills and National Curriculum content. Towards the second half term, the teacher plans learning opportunities with the children to cover content that they have requested. This is facilitated further by a learning questions board, present in each classroom.

### Mapping National Curriculum Content

Coverage documents have been created for each of the subjects within the National Curriculum. As moving away from *what is planned* to facilitate *what children want to learn* is encouraged, staff record what has been covered on these documents. As cohorts transition through the school, consideration is given to any gaps or additional coverage by teachers when planning further topics.

It is the Subject Leader's responsibility to ensure that these coverage documents are in use for their subject and that proper coverage of the National Curriculum is in place.

## Breadth, Depth and Progression

**Breadth:** In selecting the topic themes, staff were careful to choose topics which allow a broad range of curriculum subjects to be explored. Therefore, staff gave careful consideration in selecting themes which can be taken in a variety of directions, exploring a wide range of skills across the curriculum. In some themes, certain subjects are more prominent than in others. For example, in a history based theme, there may be less geography occurring. It is the role of Subject Leaders and the Senior Leadership Team to ensure that adequate time is dedicated to each subject across the school. It is also part of the role of Subject Leaders to ensure that the themes facilitate the provision of their subject and suggest ways that staff could link the themes to their subject.

**Depth:** We understand that the topic themes must allow for the depth of study to be maintained in each class. In order to ensure that this happens, staff only make links to the theme when it is appropriate and, if skills or knowledge need to be taught discretely, they will take place. Subject Leaders take responsibility for monitoring the breadth and depth at which their subjects are taught.

**Progression:** Across our classes, it is important to ensure that progression takes place. Teachers have access to progression documents for each subject and these are used to ensure that the lessons they are planning for each subject are age and level appropriate. Subject Leaders monitor these documents to ensure that teachers are providing appropriate challenge across the curriculum. Each term, one foundation subject is monitored by all teaching staff by looking at samples of work and discussing evidence of progression. It is the responsibility of the Subject Leader to lead these monitoring sessions and action improvements where necessary.

## Effective Teaching and Learning

A broad and balanced curriculum must go hand in hand with effective teaching and learning.

It is our belief that good teaching leads to good learning and progress. It is our expectation that every lesson at Rushton Primary School will be at least 'Good' but preferably 'Outstanding' against the Ofsted criteria. In planning across the curriculum, teachers will ensure a range of learning styles are accommodated so that all children can be engaged.

We strongly believe that 'every lesson counts' and that all pupils should show progress in every lesson. This is achieved through the use of our **star system** for presenting learning objectives. The main features are as follows:

- Learning objectives are presented as questions to encourage children to think where their current level of ability sits within the stars presented.
- In core subjects, hierarchical questions are presented. This helps to scaffold progression through a lesson and to allow children to challenge themselves.
- All children within our mixed age class can aim for any star. We have no ability groups. This encourages all children to see no ceiling on what they can achieved.
- A 'next steps' moment is presented at the mid-point during the lesson, to encourage children to reflect and then move on with their learning.
- Time is given at the end of the lesson for children to reflect on how their experiences have helped them achieve the learning question.
- In foundation subjects, the 3 star system is used whenever possible, but learning can be presented as a single question.

Best practice is shared after the termly round of lesson observations and book scrutiny. Teachers are encouraged to work with each other and with professional partners in schools across the MCLP to improve aspects of their teaching. The Senior Leadership Team have high expectations of staff, but are passionate in their belief that improvements in teaching only happen in a supportive environment with clear direction and good quality INSET.

With high quality teaching, high quality learning will take place. We encourage our children take ownership of their learning, through our star system, but also in the praise that we give. We encourage a Growth Mindset in the children and take care to praise effort over and above outcome. Children are encouraged to be independent in their learning and are given a strong voice through the School Council and through their involvement in helping to plan their topics.

## **‘Wow! Opportunities and Enrichment**

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each topic theme, the staff consider how these moments can be achieved. It is usual for topics to include ‘WOW’ moments to ignite interest at the beginning of a topic and to maintain enthusiasm throughout. Examples of such moments are listed below:

- Visit to the National Space Centre in Leicester (Squirrels)
- Visit to the local Fire Station (Hedgehogs)
- Running a Greek Taverna for parents (Kestrels)
- Pirate Day (Badgers)
- International Week (whole school)

## **Parental Involvement**

We understand the importance of parental involvement and the impact that support from home can have on a child’s education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A termly newsletter, compiled by teachers, informs parents of what the children will be learning during the next term, with suggestions of how parents could best support their learning.

Once each year, classes host an assembly, where they share with the rest of the school and their parents what they have been learning. This is followed by an opportunity for parents to look at the children’s work with their child.

Parents’ evenings happen twice a year and all parents are welcomed into school for a meeting with their child’s teacher regarding their learning and general development. This is supplemented by the spring and end of year reports, which show the children’s academic levels and progress.

At parent evenings, the governing body invites parents to complete a questionnaire in order to gain their views on a number of issues, including the curriculum. The results are compiled and a summary is provided for staff, parents and governors so that they can see how their views are making an impact on school development.

## Homework

At Rushton Primary School our parents are keen to support their children's learning and one way this is achieved is through the completion of purposeful homework activities.

Reading is prioritised above all other form of homework. We feel that children learn to read in school, but it is through further practise at home that they become fluent and confident readers. There is an expectation that children on our school reading scheme read aloud at home at least three times a week, with younger children also practising key words. Free readers are given set texts to read and are encouraged to discuss their reading in school during guided reading sessions. Further details can be found within the school's English and Drama Policy.

The school purchases access to Mathletics, and has done so for a number of years. This software allows children to practise the skills they have learnt in school and all children from Year 2 onwards are set Mathletics tasks.

Further homework consists of a matrix of cross-curricular activities that aim to enrich our topics. Typically, eight activities are suggested and children are asked to complete six of them and in any order. This gives children some choice in their home learning and it gives families some flexibility in when to undertake tasks.

## Role of Subject Leaders and the Curriculum Manager

Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Newly Qualified Teacher Status, will take an additional responsibility. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher.

Subject leadership falls into two categories: Core subject leadership (Maths, English and Science) and Foundation subject leadership (all other subjects). Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject.

The key roles of Subject Leaders are:

- Writing, monitoring and evaluating an annual action plan for their subject.
- Monitoring the provision of the subject through observations, work scrutiny and planning scrutiny.
- Ensuring that resources are plentiful, up-to-date and in good condition.
- Ensuring progression takes place across the school.
- Provide guidance and training to staff within their area of expertise.
- Assist with planning, teaching, assessment and reporting within their subject.
- Keep well informed of any assessment that takes place for their subject
- Ensure that their subject has a high profile within the school.
- Organising whole-school events such as enrichment days for their subject.
- Regularly report the provision of their subject to the Senior Leadership Team.
- Representing the school in local cluster groups.

## **The Curriculum and Inclusion**

Like all aspects of school life, the curriculum is designed to be accessible to all.

It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the SENCO. Our curriculum model also allows for children who are identified as Gifted or Talented in specific areas to be extended in their learning.

## **Planning**

Planning takes place across the curriculum in two waves: long term planning and then medium/short term planning.

Long term planning is the responsibility of the Deputy Head Teacher and is the overview developed with and for teachers which details the content and skills that the children in each class will cover by the end of an academic year. It is organised as a two-year rolling programme to match our mixed age classes. The long term planning document for each class is saved as a word document on the school's computer network and can be accessed by staff to update accordingly. It is the responsibility of teaching staff to ensure that any changes made are also updated on the coverage charts for individual subjects. Teachers should also inform both the Deputy Head and relevant Subject Leader when significant changes have been made.

Medium/short term planning is the planning which is completed by the class teacher to show the lessons within a topic. Teachers are not expected to complete individual lesson plans for every subject but medium/short term planning should contain enough detail to allow for any teacher to deliver a lesson. This is achieved through a topic overview which makes clear what the learning outcome is for each week. This document has the same format through the school. Resources for lessons are filed separately, often electronically.

In addition to the topic overview, more detailed medium term planning should be produced for mathematics and writing. The format of these documents is set by the Deputy Head Teacher and has been designed to make a link between assessment and learning.

Planning documentation is kept to a minimum to allow staff to dedicate more time to respond to the children's learning both orally and written. The SLT believe that by freeing teachers of overly detailed planning requirements, teachers will be more in tune with the children in their classes, which will improve children's outcomes.

## Subject Explanation - Art

Rushton Primary School is committed to encouraging creativity through a wide variety of forms and expression. All children are encouraged to develop their artistic creativity, learn and acquire new skills and processes. They are given opportunities to explore a wide range of materials, tools and techniques in 2D, 3D and virtual form. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.
- to enable children to enjoy works of art from first and second hand resources.

# Subject Explanation – Computing

## Aims and Purposes

The Computing curriculum should offer opportunities for our children to:

- develop their understanding of the fundamental principles and concepts of computer science.
- develop their skills in using hardware and software to manipulate information in their process of problem solving, recording and expressive work;
- develop a high quality computing education which equips them to understand and change the world through logical thinking and creativity;
- develop their understanding of how digital systems work and to become digitally literate individuals.
- explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.

## Computer science

Our children should acquire and develop the skills associated with computer science in order to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
- use sequence, selection and repetition in programs; work with variables and various forms of input and output;
- use logical reasoning to explain how some algorithms work and detect and correct errors in algorithms and programs;
- understand computer networks including the internet; how they can provide multiple services such as the world wide web.

## I.T.

Our children should acquire and develop skills associated with Information technology in order to:

- use search technologies effectively;
- select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;
- acquire and refine the techniques eg saving, copying, checking the accuracy of input and output needed to use ICT;
- practise mathematical skills eg ordering numbers including negative numbers, measuring and calculating to an appropriate number of decimal places, drawing and interpreting graphs and bar charts in real contexts;
- learn why numerical and mathematical skills are useful and helpful to understanding;
- develop the skills of collecting first hand data, analysing and evaluating it, making inferences or predictions and testing them, drawing and presenting conclusions, and use all these in their work with ICT.

## **Digital literacy**

Our children should acquire and develop their skills in digital literacy in order to:

- understand the opportunities networks offer for communication and collaboration;
- be discerning in evaluating and presenting data and information;
- be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## **Features of Progression**

To ensure children make progress in computing, teaching should promote opportunities for children, as they move through the Key Stage, to progress from:

- using single forms of information to combining different types of information, matching the form of presentation to the audience and what is being communicated;
- personal use of ICT to using ICT to meet the needs of, and communicate with, others;
- using ICT to replicate and enrich what could be done without ICT e.g. playing a word game or drawing a picture to using ICT for purposes that could not have been envisaged without it such as exploring 'what if' situations and modelling new ones;
- using everyday language to describe work with ICT to increasingly precise use of technical vocabulary and ways of recording;
- personal use of ICT in a few areas to understanding a wider range of uses of ICT and the consequences of its use for themselves, their work and others;
- using ICT to address a single task eg writing a story to addressing more complex issues, and balancing conflicting needs and criteria;
- organising information as separate items eg single graphic image to organising information in sequences and more complicated, interactive, structures eg a multimedia presentation or a database;
- initial exploration of ideas and patterns to more systematic use of ICT for analysis and design.

## Subject Explanation – Design and Technology

At Rushton Primary School children are taught to select and use appropriate tools safely and effectively to make a product. In all areas of design and technology the children are encouraged to consider the effectiveness of their designs and requirements of the product. Every child will have the opportunity to learn and extend their understanding, experience and application in the use of technology, including IT, in as wide a variety of situations as possible, in order that their skills may be utilised in a full cross-curricular sense.

We encourage the inclusion of cooking skills and provide fantastic opportunities for the children to cook for 'customers' throughout their time at the school.

### **Aims and Objectives:**

- to deliver programmes of study for Key Stages 1 and 2 of the National Curriculum in design and technology;
- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

## Subject Explanation – Foreign Languages (Spanish)

The aims of learning a Foreign Language in Rushton Primary School are to:

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

### Objectives:

#### Listening, exploring and speaking

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures  
Understanding and communication
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

#### Applying and developing fluency

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

## Subject Explanation – Geography

Geography education at Rushton Primary School will aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching and learning will focus on locational knowledge; place knowledge; human and physical geography and geographical skills and fieldwork. This is achieved through a focus on trips, evidence gathering and the factual recall of place and locational names.

Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

They will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

They will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

They will be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Subject Explanation – Geography

From the beginning of school, children will develop historical thought through investigating life beyond their living memory. Through the use of artefacts, visits, visitors, drama and experiential activities children will develop their empathy and knowledge of history.

History teaching and learning will ensure pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

The focus in all our teaching will be for children to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. The curriculum is planned so that all topics are linked into a timeline, to grow the understanding of historical narrative.

As children go through school they will also know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; empires and characteristic features of past non-European societies.

Teaching will tackle understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' and teach historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Children will be taught to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Children will leave Rushton Primary with an understanding of how their lives are effected by the events of the past; a knowledge of the sequence of key events; an understanding of historical concepts; an ability to question sources and accounts and an enjoyment of history.

## Subject Explanation – Music

### The Subject

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims and Objectives

The aims of teaching music at Rushton Primary School are to:

- promote enjoyment in music;
- promote self-expression;
- promote participation and performance in singing and instrumental activities;
- develop confidence and skills in composing, communicating and recording.

In line with the National Curriculum, we ensure that children:

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

### Teaching and Learning Style

At Rushton Primary School music plays an important part in school life. Every class has regular music lessons in which the skills needed to make music are taught such as listening, appraising, composing and performing, with plenty of opportunities to link these skills to other curriculum areas. There are also opportunities to enrich our special occasions with music such as at the Hedgehogs' and Badgers' Nativity play, the Squirrels' and Kestrels Christmas concerts and the MCLP choral festival – held during the spring term. Each term, we focus on a different composer, whose music will be used in assemblies, exposing children to a different genre of music.

We primarily use Sing Up as a resource for singing. Instruments are stored in the computing suite cupboard. Music is taught through weekly music lessons. Children also take part in whole school singing assemblies once a week. The teaching of singing focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. As children get older we expect them to maintain their concentration for longer and to listen to more extended pieces of high-quality live and recorded music.

We teach all the musical elements, e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations, which can be taught either together or as separate units of work. Children will learn to work individually and to collaborate within groups. The use of technology, I-

Pads, laptops, recording equipment, is encouraged to support all areas from the music curriculum from Key Stage 1

Children are offered the opportunity to study a musical instrument with peripatetic teachers in KS2.. Parents who want their children to participate must sign a contract to agree to pay the music lesson fees on a termly basis for the whole academic year.

### **The Foundation Stage**

Music is found within the Creative Development section of the EYFS Curriculum – Development Matters. Within the Early Learning Goals (ELG) for Creating Music and Dance it states that by the end of the Foundation Stage year most children should be able to recognise and explore how sounds can be changed; sing simple songs from memory; recognise repeated sounds and sound patterns and match movements to music.

The reception children in Hedgehog Class have access at all times to musical instruments and a CD player with a selection of CD's, which is part of our Continuous Provision. Children choose to explore the musical instruments and listen to and sing songs. If a child shows a particular interest in an aspect of music we may well then plan it into our Enhanced Provision. It is quite often that we plan some shared sessions for the children at the beginning of the year to talk them through the names of instruments and how we play them as a way of encouraging them to access and explore the instruments. Children take part in daily whole class singing sessions throughout the year. Teachers and Nursery Nurses assess children through short post-it note observations and may observe children in a longer narrative if they happen to be engrossed in a particular musical activity.

### **Assessment and Recording**

Teachers assess children's work in music by making informal judgments as they observe them during lessons. Assessments are made based on our skills progression documents. Progress is reported to parents at the end of the year. The music coordinator is responsible for the standard of children's work, the quality of teaching in music and for monitoring the music taught by the music specialist. The work of the subject leader also involves supporting colleagues in the teaching of music and providing a strategic lead and direction for the subject in the school. She has responsibility for monitoring resources and liaising with the RE subject leader to plan music for assemblies.

## Subject Explanation – Physical Education

Rushton's physical education curriculum will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness and provide opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.

The core curriculum will cover invasion games, dance, gymnastics and swimming. All children will be assessed and supported to be able to swim at least 25m unaided.

Children will be encouraged to join school sports clubs and signposted to clubs outside of school. The school enriches the PE curriculum through inviting in specialist coaches for example: fencing, taekwondo, basketball and boxing, so that all children can find a sport to excel in that suits their skills and temperament. Fitness tests and pupil questionnaires are used to assess the impact of the PE Premium money for schools.

Through PE lessons pupils will develop competence to excel in a broad range of physical activities; be physically active for sustained periods of time; engage in competitive sports and activities and promote children to lead healthy, active lives. This begins in foundation stage where children focus on controlled movement and balance, which are the keystone for all sport.

In KS1, children develop fundamental movement skills, and are encouraged to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They are taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They also participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.

Further on in the school, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will be taught to communicate, collaborate and compete with each other. They learn to evaluate and recognise their own success.

The KS2 curriculum covers running, jumping, throwing and catching in isolation and in combination. The playing of competitive games, [such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and swimming.

## Subject Explanation – PSHE

### The Subject

At Rushton Primary School we see Personal, Social and Health Education (PSHE) and Citizenship (Ct) as being at the centre of the teaching and learning of our pupils. It has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment of the school community as a whole.

The areas included in PSHE and Ct are: Self Esteem, Sex and Relationship Education, Drug Education, Personal Safety, Relationships and Healthy Lifestyles. These relate to the broader areas of our school life such as Spiritual and Moral development, Equal Opportunities, Behaviour Management, Health and Safety as well as the Healthy Schools Initiative. This policy underpins our provision and policies in other areas of the curriculum and school life as a whole. These policies are closely connected with our work in PSHE and Ct, such as SRE, Behaviour Management, Child Protection.

### Aims and Objectives

We aim that through the PSHE and Ct curriculum our pupils will:

- Develop self-confidence and self-responsibility
- Develop a safe and healthy life style
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Learn to respect and value the differences between people
- Prepare to play an active role as citizens

Through these we will deliver the key outcomes listed in Every Child Matters: Be Healthy, Stay Safe, Enjoy and Achieve, Make a positive contribution, Achieve economic wellbeing.

### Teaching and Learning Style

All teachers are encouraged to develop a repertoire of flexible, active learning methods including:

- effective starting and ending strategies
- high order questioning skills
- climate building and ground rules
- agenda setting
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation
- Circle Time
- school Council (preparatory activities)
- drama and role-play

## **The Foundation Stage**

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **Assessment and Recording**

In PSHE and Citizenship there are two broad areas for assessment:

Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.

How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

## Subject Explanation – RE

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.

It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

Religious Education also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.

RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others.

It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Religious Education at Rushton Primary School sets out to provide a coherent framework to allow for deeper levels of knowledge and understanding of religious and non-religious life stances.

It intends to develop respect and sensitivity in our children, so that, as future citizens, they will value and celebrate cultural and religious diversity, in peaceful co-existence.

It will continue to provide opportunities for pupils to explore their own beliefs, values and traditions through study, visitors to our school and with visits to related places of worship.

## Subject Explanation – Science

Science at Rushton Primary School aims to inspire curiosity in pupils and a fascination about the world and its people that will remain with them for the rest of their lives.

Teaching and learning focuses on a range of chemistry, biology and physics units which are broken down over the two key stages. There is clear progression between the two key stages.

Science is the exploration of the world around them through investigation. Science is the study of the physical world, involving a collection of facts from observations, physical experiments and working scientifically from which children form ideas of their world.

Science has a heavy emphasis on investigation involving prediction, observation, testing and evaluation. We believe that it is good practice for children to be encouraged to actively learn, by developing their own investigations based on ideas given by the teacher, and their own ideas. These ideas will be increasingly founded in scientific knowledge and understanding.

We aim to develop the natural curiosity of children about the world around them to develop questioning and enquiring minds through a range of enjoyable and interesting experiences. We also enable children to develop an increasing attention to accuracy, to foster a positive attitude to science and increase pupils' understanding of how science is used in the wider world, to provide a range of relevant experiences allowing pupils to acquire knowledge, skills and understanding in the key areas of Scientific Enquiry and encourage a sense of awe and wonder within Science.

We use a variety of teaching and learning styles in science lessons.

Our principal aim is to help develop children's knowledge, skills and understanding. Sometimes we do this through whole class teaching, while at other times we engage the children in an enquiry based research activity. We encourage the children to ask, as well as answer, scientific questions.

Children have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs. Children use ICT in science lessons where it enhances their learning. They engage in a wide variety of problem solving activities. Wherever possible we involve the pupils in 'real' scientific activities.

Pupils will be encouraged to develop the skills of: Exploring and observing at first hand using all their senses, Communicating scientific ideas orally, in writing and diagrammatically, Raising questions, Collecting data, Planning investigations, Interpreting scientific data, Predicting, Fair testing, Formulating hypotheses, Explain using scientific knowledge, Problem solving, Explaining and using scientific terminology, Evaluating, Sorting and ordering, Estimating, Drawing conclusions and Accurate measuring.

Our approach to investigations means each child will plan, take part in and report on an investigation at least once during each unit of work. The format for these investigations will be progressively systematic. By the end of Key Stage 2, children should be more independent in planning and carrying out these investigations, dependent on ability.