



Evelyn Street Primary Academy & Nursery

Curriculum Manual of Instruction

2022/23

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Introduction

This documents sets out Evelyn Street Academy's Rationale, Aims and Protocols for its whole school curriculum provision. The document is constructed to be a manual of instruction for its staff on how to implement its provision. These bespoke instructions of delivery are supported by more generic policies; Teaching and Learning, Assessment, Monitoring, Planning, Inclusion. This document also provides clear direction on how the academy expects its pupils' personal development to be enacted. When putting this document together the school has paid due regard to statutory policies, evidenced based research and DFE guidance.

In-line with Trust Curriculum Statement, Evelyn Street Primary Academy & Nursery has adopted the National Curriculum Programmes of Study. While it recognised this is an ambitious curriculum, the Academy has gone beyond compliance using this as a spring board to provide a highly enhanced, ambitious and aspirational curriculum for all its children. This is demonstrated in the design and construction of its curriculum provision, the knowledge content included, the cultural capital of experience and resource provided.

Historically the school has operated mixed ages from 2004 when it had a pupil population of 92 and a single form entry to it being 1 ½ form entry with a population of 325. As a consequence the academy needed to staff to pupil numbers which then meant that the construction of the curriculum needed to take account of this resulting in a 2 year rolling programme for all year groups. Rather than this being a hindrance, it was an opportunity for the school to innovate and as such it has now become one of the main drivers for our high quality education. This was recognised in 2011 outstanding judgement and the subsequent sustained high performance of its pupils at the end of each Key Stage there on after. The backbone of our ambitious curriculum is the golden thread of personal development that runs through each subject and whole school curriculum provision.

Our rolling programme for Foundation subjects consists of an A and B year in each Key Stage. Children will enter the Key Stage within mixed age classes and will commence a year programme depending on the schools current cycle. The school and National Curriculum POS does not identify a hierarchy of knowledge (that gets progressively harder) within any one year group, but rather what knowledge needs to be covered over a period of time by all children by the end of a Key Stage. It is therefore a matter for the school to take that Knowledge and order it in a sequence that it believes will allow children to know, understand and remember. In the spirit of this, the rolling programme teaches 2 year groups within a class the same knowledge and skill set within a planned programme of study. Underpinning this is core skills and key concepts that are retaught each year of the 2 year rolling programme cycle (a spiralling curriculum). The new knowledge introduced in the second part of the 2 year cycle will then be viewed through the lens of the core skills and key concepts adding to the child's developing schema, as they are remembering, applying, deepening through variance their understanding of those skills and concepts.

English and Maths are taught age appropriate within class as end of year learning intentions are identified in NC POS. Class teachers in split year groups identify a common unit and target the appropriate learning objectives to the age group within the class.

1. Art and Design

Why teach Art and Design?

Art and Design is a vital and integral part of every child's education. Our curriculum is engaging and enriched with activities and opportunities to inspire children to explore their own personal development in creativity and develop an open mindedness that will help them to uncover their gifts and talents and a love of the arts.

A broad and balanced curriculum equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design and helps a child's personal development through self-reflection, **resilience** and perseverance to produce the best outcomes that they can. It helps children to communicate and express themselves in a non-verbal way, while promoting engagement. We are aware that participating in the arts contributes to a child's mental health and well-being and so all children have the opportunity to be creative freely to express themselves.

We understand that art makes the world accessible. From inclusion and diversity to exploring and celebrating similarities and differences between peoples, places and cultures and this is something children explore through a range of artists from all around the world and from a range of backgrounds, cultures and heritage.

How we teach Art and Design

Our curriculum provides a clear and comprehensive scheme of work that will show progression of skills across all key stages within the strands of Art and Design. Within the curriculum our pupils are introduced to a wide and diverse range of artists, designers and architects, including those famous locally, nationally and internationally.

During each unit of work a final piece of artwork is produced to be displayed and/or shared. Pupils are encouraged to use their imaginations and use a wide variety of media, developing an awareness of colour, texture, design and dimension.

Enrichment opportunities are provided throughout and beyond our art and design curriculum for all pupils. These include art club, participation in Warrington Primary Arts Network, opportunities to visit galleries and view works of art, and participation in the Tatton Show school event.

What your child will learn

- How to draw, paint, sculpt and explore other art, craft and design techniques.
- Handling, moving and control skills by accessing materials which allows them to explore their ideas and be imaginative.
- Develop their knowledge of the work of a range of artists, architects, craft makers and designers.
- Develop their skills by using a range of different materials.
- Learn about the key concepts of line, shape, form, space, tone and contrast, colour and texture.

Art & Design Protocols

EYFS: Art is taught throughout continuous provision where children meet it daily. It is interwoven with planned topics following pupils' interests.

Key stage 1 and Key stage 2

- Children are taught 3 study units of work per year on a two year rolling programme.
- Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.

Teaching Pedagogy:

In each new unit of work the following process should be followed:

1. *Introduction to the artist / art form to be studied.*
2. *Learn about the background of the subject.*
3. *Use sketch books, making appropriate annotations to explore a range of materials and media and to develop art and design techniques in the style of the subject studied.*
4. *Be given opportunity to decide and choose which materials to use to produce a finished piece.*
5. *Produce a piece of work in the style of the subject studied.*
6. *Evaluate work, making links and comparisons between theirs and the subject studied.*
7. *Share/display their work.*

Sketch Books:

- *Art is not limited to art lessons, if children are inspired by something they are encouraged to make a note, sketch or stick something into their sketch books.*
- *Children should be using their sketch books frequently as a place for them to experiment and try out techniques. They should be considered an art jotter to be used regularly and by the children's own initiation so that ideas can be review and revisited.*
- *Sketch books will show progression throughout the child's own journey through our school and will follow them into the next year group so they can be used as a reference and inspiration for further work)*

2. Computing

Why teach Computing?

At Evelyn Street Primary Academy & Nursery we follow the National Curriculum programme of study which covers all three areas of Computing; Computer Science (programming), Information Technology (general computer skills) and Digital Literacy (e-safety and an awareness of technology).

Computing ensures that pupils become digitally literate so that they are able to use and express themselves and their ideas through ICT to a level suitable for the future workplace and as active participants in a digital world

How we teach Computing

Children use equipment within their classrooms and are taught as a whole class. They get lots of opportunities to use the skills and knowledge from these lessons in other curriculum areas.

Online safety lessons are a key part of the curriculum. We revisit this topic throughout the year to ensure that the children know how to keep safe online and what to do if they have any concerns. They will learn how to be responsible and keep information safe.

Enrichment opportunities are provided throughout and beyond our computing curriculum for all pupils. These opportunities include coding club, National Safer Internet Day, visits to workplaces and a carefully planned visitor programme.

What your child will learn

- How to understand and apply the fundamental principles and concepts of computer science.
- How to analyse problems in computational terms and have repeated practical experience of writing computer programs that will solve such problems.
- How to evaluate and apply information technology, including new or unfamiliar technologies, to solve problems.
- To be responsible, competent, confident and creative users of information and communication technology across a range of curriculum subjects.

Computing Protocols

EYFS: Computing is taught throughout continuous provision where children meet it daily. It is interwoven with planned topics following pupils' interests. Within EYFS, the children have access to the IWB and digital screen as part of continuous provision and have the opportunity to complete adult led activities using iPads

Key stage 1 and Key stage 2

- *Children are taught 6 study units of work per year on a two year rolling programme taught continuously throughout the school year.*
- *Each unit is taught following a rigid structure: explore existing knowledge and familiar systems, teach and learn new skills before producing a final piece which is then evaluated at the end of each unit of work and an overarching piece at the end of that year*
- *Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.*
- *Computing is taught as discrete lessons each week for 1 hour*
- *A final piece of work is produced for each unit.*
- *Equipment: In KS1, the children will primarily be using standard sized laptops to complete their learning. In KS2, the children have access to Chromebooks and iPads with software and apps readily installed to facilitate learning.*
- *Children's learning is recorded using our online learning platform, Google Classroom, with a minimum of two pieces recorded in the child's Learning Journey per unit of study. This work is used as a part of teacher assessment to support ongoing learning and final pupil evaluation*

Teaching Pedagogy:

- *We use "Rosenshines' principles of instruction" as our main teaching approach.*
- *Retrieval activities are used to ensure learning 'sticks' and to build on each prior unit of work.*

3. Design and Technology

Why teach Design and Technology?

Our Design and Technology curriculum allows children to exercise their creativity through designing and making. The subject develops children's creativity, sets them challenges grounded in real-life situations that engage and inspire, and equips children with the knowledge and skills to be **resilient** and solve problems.

Our children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product.

Through the evaluation of past and present design and technology, children will develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and wellbeing of the nation. Children will also understand how key events and individuals have helped shape design and technology globally.

The subject allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science, Computing and Art and Design.

How we teach Design and Technology

All teaching of Design Technology follows the design, make and evaluate cycle, with each step rooted in technical knowledge and vocabulary. We give meaning to the children's learning by making sure that the design process has a real life, relevant context.

Children can choose from a wide range of tools and materials for their work and once they complete their makes they evaluate their own products against the design criteria, a process that helps them to understand how and why a product or design element has been successful or not and then use this to adapt and improve their product.

Our curriculum is enriched by a design and technology specialist consultant, who works regularly with the children. We also work alongside local employers such as Warburtons, which helps in our food technology teaching, and visit local businesses, including IKEA and Asda.

What your child will learn

- How to use a range of tools, materials and components safely.
- How to design, make and then critically evaluate their work.
- An understanding of the ways in which people have designed products in the past and present to meet needs.
- The principles of nutrition and how to cook.
- Key concepts such as structures, textiles, pneumatics and electricity.

Design and Technology Protocols

EYFS: *Design and technology is taught through well-planned continuous provision, where children meet it daily. This is through a combination of adult led and child led activities which are carefully planned to follow children's interests.*

In Reception, it starts as an exploration of a variety of materials, tools and techniques, such as using scissors to cut and glue to join materials; experimenting with the functions of different objects in their environment and being allowed the chance to share their creations and to discuss the process taken with their peers.

Key stage 1 and Key stage 2

- *Children are taught 3 study units of work per year on a two year rolling programme.*
- *Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.*
- *Within KS1/2 each unit is taught following a rigid structure: explore existing items, design, make and evaluate*
- *In each unit, a design brief is developed and this is used to inform the making process and the evaluation. D & T is recorded within the children's learning journeys.*

The Design, Make, evaluate process to follow:

Design

- *Design brief with a real life, relevant contexts to give meaning to the learning.*
- *Researched designs based on functional, appealing products with purpose.*
- *Children have the chance to explore and deconstruct products, as appropriate.*
- *Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.*
- *Annotated designs recorded in sketch books*

Make

- *Children should be given a range of tools for their projects to choose from.*
- *Children should use a wide range of materials and components; textiles, construction equipment and ingredients.*

Evaluate

- *Evaluations should be in comparison to existing products*
- *Evaluate their own products against the given design criteria.*

4. English

Why teach English?

English is at the heart of all children's learning. We have listened to our children's voices and created a curriculum based on their interests that encourages them to become enthusiastic and engaged with English.

We provide our children with opportunities and experiences to give meaning and purpose to the words they read and write. Our aim is to immerse pupils in the wonders of quality texts to instil a love for reading and a confidence to explore their imagination.

With an emphasis on vocabulary we create opportunities for speaking and listening to enable children to be able to communicate effectively. We strive to teach our children how important their reading, writing, speaking and listening skills will be in the real world and the opportunities they all have the **potential** to explore.

English teaching is not limited to English lessons. English skills can be used to **nurture** a child's natural talent or interest in all the subjects we teach. By giving this context to their learning, we want to equip our children with the **resilience** to develop their oracy skills which will influence their ability to read and write fluently, understanding the value of English to them now, and in their futures.

How we teach English

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English skills are transferred across our curriculum giving our children the skills to access all subjects, such as providing them with the reading skills to access reading materials and carry out research, to write up experiments and to recall significant events in History.

Our curriculum is carefully sequenced and planned to teach pupils to write and speak fluently so they can communicate their ideas and emotions and through their reading and listening others can communicate with them.

We recognise that spoken language underpins the development of reading and writing so children are exposed to a wide variety and high quality of language to develop their understanding, vocabulary and grammar. Our reading curriculum helps children build their skills in word reading and comprehension, beginning with a strong focus on the teaching of phonics as children start school. Our writing curriculum is carefully constructed to allow children to become competent in spelling and handwriting and composition, articulating ideas and structuring them into speech and writing.

We have developed a range of extra activities which are used to promote English within the school including World Book Day, weekly class writers' and readers' awards, writer visits, author theme days and library sessions.

What your child will learn

Speaking & listening:

- Listen carefully, discriminating sounds, following directions, understanding expectations and making sense of oral communication.
- Develop an increasing store of words, simultaneously making links between known and new vocabulary.
- Speak clearly and convey ideas confidently using Standard English.
- Justify ideas with reasons, asking questions to check understanding, developing vocabulary and building knowledge, negotiating, evaluating and building on the ideas of others.

Reading:

- Read easily, fluently, silently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Develop a wide range of vocabulary.
- Build an appreciation of our rich and varied literary heritage.

Writing:

- Write accurately and coherently, in the appropriate form, for a range of contexts, audiences and purposes.
- Write at length through the development of writing stamina.

- Write with accurate spelling and punctuation.
- Use a variety of grammar correctly.

English Protocols

READING

EYFS: *In nursery children develop their speaking and listening skills and become aware of the sounds around them. These sessions prepare them to begin developing sound and letter knowledge. In reception phonics is taught daily in small group sessions. Word time/reading is taught daily in small group sessions.*

KS1 & KS2:

- *In year 1 phonics is taught daily in small group sessions. This session will include the phonics element and the reading element.*
- *Phonics is taught daily in year 2 and above for those that require further support.*
- *Children in years 2-6 participate in weekly guided reading sessions.*
- *Guided reading sessions are introduced to year 1 when children are secure with their phonic knowledge and have experienced success with segmenting and blending skills using decodable books.*
- *The guided reading session is in small targeted groups where the teacher or teaching assistant provides precise teaching and guidance.*
- *All children will take part in at least 1 guided reading session a week more if required.*
- *During guided reading sessions in both Key stage one and Key stage two, selected groups will be working with the teachers and teaching assistants. During this time children not working with an adult will be undertaking reading activities independently that have been carefully planned and explained by the teacher.*
- *The reading curriculum has been carefully sequenced across the year with opportunities to revisit and practice skills throughout each term. Termly objectives have been outlined so it is clear what needs to be taught each term.*

Teaching Pedagogy - Phonics:

All Set 1 phonics sessions follow the RWI lesson structure and must have the following key elements:

- *Part 1) New sound*
- *Part 2) Practice*
- *Part 3) Review*
- *Part 4) Oral segmentation*
- *Part 5) Write*

All Set 2/3 phonics sessions follow the RWI lesson structure and must have the following key elements:

- *Part 1) New sound*
- *Part 2) Review Sounds*
- *Part 3) Practice*
- *Part 4) Review words*
- *Part 5) Oral segmentation for spelling*
- *Part 6) Write*

All guided reading sessions follow a structure and have the following key elements:

- *Book Introduction*
- *Strategy check/comprehension*
- *Independent reading*
- *Return and respond*
- *Evaluation*

At Evelyn Street Primary School you will see:

- *Teaching with academic rigour using appropriate pedagogies*
- *Support in place for children who require additional guidance. This will take the form of 1:1 phonics sessions and additional reading sessions.*
- *Phonics assessed and tracked every half term using RWI assessment and tracking documents. For some children this may be more frequent. Reading assessed using PM benchmarking as required and during each assessment period (once per half term). Reading papers every term to assess reading from Year 2 to year 6.*

WRITING

EYFS: *Writing is taught through well-planned continuous provision, where children meet it daily. This is through a combination of adult led and child led activities which are carefully planned to follow children's interests. Writing is furthermore taught discreetly with adults modelling daily the focus for the week which follows the curriculum created with early year consultants as well as writing in their daily phonics sessions.*

Key stage 1 and Key stage 2

- *Children are taught writing objectives through a variety of fiction, non-fiction and poetry per year on a two year rolling programme constructed around core knowledge and skills that will be revisited each year by each cohort of children*
- *There are identified age related programmes of study for each cohort and these are layered into the scheme to be taught each year.*
- *Termly plans which outline what will be taught during each term include writing composition, transcription, vocabulary, grammar and punctuation steps in learning.*
- *In KS1, there are other literacy work books: handwriting, phonics and SPAG books.*
- *In KS2, there are other literacy work books: spelling and SPAG.*
- *KS1/2 children have an appropriate writing target which is generated from the writing grid at the back of their learning journeys.*
- *Spelling is taught at least three times a week.*
- *In KS2, discrete grammar lessons are taught twice a week.*

Teaching Pedagogy:

- *Writing is a process and each unit of work produces a complete outcome which provides children with the opportunity to write at length.*
- *Over the year children will learn a range of genres and have increasing production of work.*
- *Children are taught to edit and improve their own writing.*
- *Spelling rules are introduced in the EYFS and taught in KS1/2 in line with the national curriculum and other rules are revisited from previous learning.*
- *Writing is recorded in learning journey's as this ensures that all subjects are applying key skills to the same ambitious standards expected in all subjects.*
- *All children are given the opportunity to write daily.*
- *All writing (including what is taught in other subjects) is recorded in a "Learning Journey".*
- *We promote the importance of written work by providing a writing purpose*
- *Opportunities are then provided to apply these taught skills in other areas of the curriculum.*

5. Modern Foreign Languages

Why teach Spanish?

The teaching of Spanish is not all about a sound knowledge of basic grammar and vocabulary; we want our children to develop a love of language and use their enthusiasm that will help them to progress beyond our school.

There are so many important reasons to study a modern foreign language like Spanish. By exposing the children to a language and culture different to their own they will develop an openness to learning about other languages and cultures around the world.

The choice of Spanish was informed from a combination of the findings of a parental holiday survey of the preferred holiday destination and that the feeder high school supported the teaching of this language.

How we teach Spanish

To provide our children with the best possible curriculum and teaching we work in partnership with the Janet Lloyd Language Network and our curriculum is enriched through the support of a language specialist. We teach Spanish across the whole school, from Nursery to Year 6.

What your child will learn

- To understand and respond to spoken and written language from a variety of authentic sources.
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- A positive, enthusiastic attitude to language learning within a secure and supportive environment.

MFL Protocols

EYFS: For Nursery children, an interactive pre-recorded Spanish lesson, which is delivered by our Spanish specialist, is uploaded to Tapestry to ensure all children, including part time children, have access to the weekly Spanish learning. Reception children receive a thirty minute Spanish lesson each week. Evidence of Spanish learning in EYFS is captured through photographs, videos, comments and assessment points uploaded via Tapestry which is shared with parents.

Key Stage 1 and Key Stage 2:

- *KS1 children receive a thirty minute Spanish lesson each week. This is to ensure that children and staff hear the correct Spanish pronunciation of words.*
- *KS2 children receive a 45 minute lesson each week. This is to ensure that children and staff hear the correct Spanish pronunciation of words.*
- *Both KS1 and KS2, have six units taught per year through a two-year rolling programme.*
- *Staff and our specialist Spanish teacher use the medium term plans to plan and teach sequential lessons and use knowledge organisers for retrieval activities to allow Spanish knowledge to be secured in children's long-term memory.*
- *Class teachers use **our languages VLE in order to** practice key component parts and or retrieve key knowledge in preparation for the next lesson in the sequence of learning.*
- *We are supported within our planning delivery with an electronic Spanish Portal in which teachers' access supporting lessons / sound bites to deliver across a week in support and reinforcement of the main teaching point taught by the specialist Spanish teacher.*
- *MFL is recorded when appropriate in learning journeys as this ensures that all subjects are applying key skills to the same high standards expected in all subjects.*
- *At the end of each study unit, teachers assess against the intended end goals (found in the intended curriculum document). They use the "Puzzle it out" assessments found on the Spanish Portal as the vehicle to do this.*
- *Evidence of Spanish learning in KS1 and KS2 is captured through photographs, videos and comments. In addition, written work is recorded in KS2 Spanish book which stays with them throughout the whole of KS2.*

6. Geography

Why teach Geography?

Geography inspires pupils to be curious and fascinated about the world around them and its inhabitants and our hope is that this sense of curiosity will remain with pupils for the rest of their lives.

Enquiry based learning is woven through our units of work. Pupils are encouraged to act as geography detectives; generating their own geographical questions and then carrying out research to answer them.

The children develop their knowledge of the world around them through lots of opportunities to explore their rich and diverse local environment and learn about global natural and human environments.

Alongside this children will develop a deep understanding of the Earth's key physical and human features and processes. Over time, the children's growing knowledge about the world should help them deepen their understanding of the interaction between physical and human features and processes, and of the formation and use of land and environments.

How we teach Geography

At the beginning of every topic, pupils begin with an overarching enquiry question and discussion, which ensures that our teaching is informed by the children's prior knowledge. It is enquiry based and the pupils have an opportunity to explore a range of resources, texts and experiences. There are regular opportunities for all pupils to carry out field work to enable them to experience their local area and beyond.

Enrichment plays a vital part in geography teaching and learning at Evelyn Street Primary Academy & Nursery. Every year group does fieldwork, which gives them the opportunity to explore the local area while developing skills that will help them navigate and understand their environment, such as using compasses, reading maps and planning routes. We use high quality resources and we also have a carefully planned programme of visitors, workshops and visits.

What your child will learn

- A secure understanding of the world around them and how it has been shaped.
- Knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- An understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time.
- A range of geographical skills, including collecting and analysing data gathered through fieldwork that deepen understanding of geographical processes.
- The ability to interpret a range of sources of geographical information, including maps, diagrams, globe and aerial photographs.

Geography Protocols

EYFS: Geography is taught through well-planned continuous provision, where children meet it daily. This is through a combination of adult led and child led activities which are carefully planned to follow children's interests. Children also have plentiful opportunities for free exploration of their setting and outdoor area and to visit places in our immediate vicinity (e.g. local streets, park, shop, church etc.) Evidence of geography in EYFS is captured through pupil voice and photographs uploaded on Tapestry.

Key stage 1 and Key stage 2

- *Children are taught 3 study units of work per year on a two year rolling programme.*
- *Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.*
- *Mapping skills and fieldwork are taught within each unit in line with the progression documents.*

- *The maps used are deliberately current, historical and from varied sources e.g. digimaps, nls maps, OS maps.*
- *Geography is recorded in the learning Journey book and captured in a variety of ways including written tasks, map work, diagrams, quizzes and photographs.*

Teaching Pedagogy:

- *We use “Rosenshines’ principles of instruction” as our main teaching approach.*
- *We teach history through an enquiry based approach.*
- *Retrieval activities are used to ensure learning ‘sticks’ and to build on each prior unit of work.*

7. History

Why teach history?

History should be more than remembering events and the dates that they took place. Although this knowledge is important to history, it is ‘why’ things happened that must be investigated, and how these historical events impact on our lives today.

By studying history, children come to understand their place in the world and in the long story of human development. We aim to challenge our children and turn them into historical ‘detectives’ who are curious about the past developing skills such as perseverance and **resilience** to find answers to historical questions.

Children will gain a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage.

In order to achieve this, children investigate these past people and events through the use of enquiry, comparison, analysis and interpretation and to use a range of high quality resources and artefacts to support this. We aim to provide an enriching learning experience that enables children to come to their own conclusions through the evaluation of a variety of sources.

Every aspect of our lives is affected by what has gone before. By having a clear, rounded grasp of history not only enables our children to know where we have been, but perhaps more importantly, where we are going.

How we teach History

We have identified the key knowledge, skills and topics required to give a broad and balanced history curriculum for our children and this is cross referenced to, and in line with, national curriculum expectations. **Enrichment** opportunities are provided throughout and beyond our history curriculum for all pupils through the use of high-quality resources and historical artefacts, carefully planned visitors, workshops and visits both locally and nationally. We are incredibly fortunate that in our local area we can see and engage with historical events; from the ruins of a Roman villa, through to the coal mines and canals that helped power the UK as it led the world during the industrial revolution.

What your child will learn

- A thorough knowledge of timelines and how they are used to map events.
- A wide-ranging historical vocabulary.
- An ability to interpret history, develop conclusions and communicate their findings in a variety of ways.
- An understanding of events that have helped shape the world we live in.
- Enquiry skills that enable them to answer focused historical questions, 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.
- An understanding of how historical events have impacted upon the local area.

History Protocols

EYFS: EYFS History is taught throughout continuous provision where children meet it daily. It is interwoven with planned topics following pupil's interests

Key Stages 1 and 2:

- *Children are taught 3 study units of work per year on a two year rolling programme.*
- *Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.*
- *Each unit begins with an enquiry question, through which children will generate their own questions to answer. This is done through the use of artefacts, videos, books etc. to spark the children's interest then guide them through a sequence of lessons to explore sub-enquiry questions. , children are given the opportunity to answer the key enquiry question.*
- *History is recorded in learning journey's as this maintains the high standard of written work.*
- *Wherever possible, children will learn through first hand experiences, with teachers utilising high quality resources from the Historical Association, the ELS Library service and websites such as The British Museum and English Heritage.*
- *Throughout each unit teachers add key events to class timelines and children add to their individual timelines, which can be found in their learning journeys.*

Teaching Pedagogy:

- *We use "Rosenshines' principles of instruction" as our main teaching approach*
- *We teach history through an enquiry based approach*
- *Retrieval activities are used to ensure learning 'sticks' and to build on each prior unit of work*

8. Mathematics

Why teach Maths?

Maths is the foundation for understanding the world around us. Through the teaching of Maths our intent is to ensure that our children know the purpose behind their learning and then apply that knowledge to their own everyday lives.

We've put our children's needs, interests and futures at the heart of our maths curriculum. The result is a curriculum for all that is creative, **pioneering** and engaging, making use of high-quality resources and professional development opportunities to **enrich** our teaching and learning of maths.

With an emphasis on vocabulary in mathematics, children use appropriate mathematical talk to communicate and engage in discussions. It is important to us to develop confident mathematicians who are **resilient** in their learning and feel safe to take risks as they develop their ability to problem solve, reason, think logically and work systematically.

How we teach Maths

Our curriculum is built on the National Curriculum and the White Rose Scheme, which we then underpin with NCETM (National Council for Excellence in the Teaching of Mathematics) and the Department for Education's maths guidance to ensure all of our children are ready to progress to the next step in their learning. The fundamental idea behind our curriculum design is to support our children to be able to perform simpler tasks so they can then move on to perform more complex tasks. Through this 'small step' teaching approach we support our children to develop the necessary skills to become 'deep thinkers'. Learning across the year is linked, ensuring there are plenty of opportunities to revisit core skills and apply learning from other topics within maths. This approach means that our children are able to make rich connections and acquire skills that can be recalled quickly and be transferred and applied in different contexts in Maths and more widely. Children are set into two groups across the year group, with targeted support for those struggling or for those needing deeper challenge. We ensure that maths is taught in creative and engaging ways. Wherever possible,

mathematical concepts are introduced and explored within everyday contexts, giving children the chance to experience hands-on learning.

Our aim is to ensure that the three core areas of the national curriculum are covered in all our lessons: fluency, reasoning and problem solving. Children get to practice their maths skills regularly, with a focus on developing their ability to recall and apply their knowledge rapidly and accurately. As well as a daily maths lesson, we teach daily 'arithmetic' lessons which focus on calculation and fluency, as well as continually recapping prior knowledge.

What your child will learn

- To talk confidently about Maths and their learning, relating it to real life purposes.
- Use acquired vocabulary in lessons and discussions
- Use mathematical methods independently and show perseverance when tackling problems.
- Use different representations of mathematical concepts.

Mathematics Protocols

EYFS: Maths is taught throughout continuous provision, where numerous opportunities are provided to engage and enhance their mathematical learning. Maths is furthermore taught discreetly following the White Rose Scheme of work along with the Mastering Number Programme.

Key stage 1 and Key stage 2

- Children are taught maths daily through both arithmetic and topic lessons following our intended curriculum
- Unit plans outline what will be taught during each unit of work in small steps

Teaching Pedagogy:

All maths lessons must have the following key elements:

- Part 1) Recap the 'conceptual prerequisite' from the prior year or the previous lesson depending on the stage you are at in the unit, ready for the new learning today.
- Part 2/3) New Learning – presented in small steps with the use of concrete, pictorial and abstract representations and resources.
- Part 2/3) New Learning through specific modelled example which we call an 'In Focus' question.
- Part 4) Independent Practice where children practice the learning and skills acquired in the first parts of the lesson
- Part 5) Plenary – reflect on learning and complete AfL (identify any areas to revisit).

At Evelyn Street Primary School you will see:

- Teaching with academic rigour using appropriate pedagogies
- Support in place for children who require additional guidance. This will take the form of pre/post teach sessions, guided support in class and intervention work where appropriate
- Weekly homework which includes an exercise on the topic the children are currently learning in their class as well as a times tables exercise appropriate for their level of learning and understanding
- Weekly times tables test which assess and secure the recall of multiplication facts
- Spaced assessments for topics based on the DfE mathematical guidance

9. Music

Why teach Music?

Music plays an important role in helping our children feel part of a community and develops **resilience**, self-confidence, creativity and imagination. We provide a wide range of opportunities for all children to nurture a

love of music and develop as musicians. Through assemblies, concerts, class and key stage performances children are able to express their emotions and experience the excitement and prestige of demonstrating their musical skills to an audience.

We recognise that an early start in music often gives children a life-long passion, and whilst not all children will pursue a career in music, the seeds sown in the classroom will continue to flourish and **enrich** their lives.

We enable children to experience and understand that playing an instrument or learning to sing requires concentration and **resilience**. By regularly working together in an ensemble children are encouraged to recognise their own skills and appreciate those of others. This builds life skills and promotes the importance of working harmoniously with others towards a common goal.

How we teach Music

We follow the requirements of the National Curriculum, providing a broad and balanced programme that ensures the progressive development of musical skills, knowledge and concepts. Music is taught to our children in a practical way. Children have opportunities to play instruments, compose, perform and appraise. They are also taught how to use their voice as an instrument and use body percussion. Music theory is also weaved throughout music sessions to develop children's knowledge of the interrelated dimensions of music, such as pitch, tempo, structure and musical notation.

Enrichment opportunities are provided throughout and beyond our music curriculum for all pupils. This includes the school choir, singing lessons, instrument tuition, participation in Warrington Primary Arts Network and opportunities to experience live music performance.

What your child will learn

- Perform confidently, showing an awareness of audience, place and occasion.
- Critically evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Sing and use their voices with confidence and expression.
- Play a range of classroom percussion instruments, both tuned and untuned, with fluency and control.
- Use music technology to capture and manipulate sounds.
- Create and compose music on their own and with others for a range of purposes, understanding how the interrelated dimensions can be used for intended effects.
- Have the opportunity to learn a musical instrument and progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated.
- Use and understand musical notation.

Music Protocols

All children in KS1 and KS2 take part in a weekly singing assembly where a variety of genres are explored.

EYFS: Music is taught through the daily practice of learning and performing nursery rhymes, songs and poems which begins during week one of autumn term. Throughout EYFS there are opportunities to explore musical instruments in continuous provision such as the music wall in the outside area and the performance stage.

During the summer term, in Reception music is explicitly taught using the Charanga program which covers a range of musical genres.

Key Stage 1:

- *Children are taught weekly music lessons with a music specialist covering 3 study units of work per year.*
- *In additions, their class teachers will also teach music through Charanga for half an hour a week following the KS1 rolling program overview. These units will introduce children to the genres of hip hop, seasonal songs, reggae and rock in year A and afro pop, bossa nova, blues and pop in year B.*

Lower Key Stage 2:

- *As the children enter lower KS2 they will begin to learn how to play recorders, taught by a specialist music teacher once a week throughout the year.*
- *Children will also have music lessons with a separate music specialist teacher for 2 days per term as well as weekly Charanga music lessons taught by their class teacher where they will explore the genres of pop, world music and disco in year A and R&B, rap and power ballads in year B.*

Upper Key Stage 2:

- *Children in upper KS2 will continue to have music lessons taught 2 days per term by a music specialist teacher.*
- *Alongside this, children will be taught music via Charanga by their class teacher. They will explore the genres of classic rock, hip hop and Motown/soul in year A and ballads, classical and modern female music in year B.*

Teaching Pedagogy:

- *Music is taught in a practical way.*
- *Children have opportunities to play instruments, compose, perform and appraise.*
- *Children are also taught how to use their voices as an instrument and use body percussion.*
- *Music theory is also weaved throughout music sessions to develop children's knowledge of the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations).*
- *We use "Rosenshines principles instruction" mythology as our main teaching approach by breaking down musical concepts into smaller steps and constantly providing opportunities for retrieval.*
- *Music is recorded in learning journey's as this ensures that all subjects are applying key skills to the same high standards expected in all subjects.*
- *Formative assessment is completed by the class teacher and music specialist within lessons and at the end of a unit of work.*
- *Assessment activities are mainly through observation of performances, questioning and retrieval quizzes.*

10. Physical Education

Why do we teach PE?

Physical education is an essential contributor to the development of the whole child. Through the teaching of PE, we promote for all pupils a positive attitude towards an active lifestyle. By becoming physically confident in a way which supports their health and fitness, children develop an understanding of the importance of a healthy lifestyle and balanced diet. It provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

How we teach PE

Our PE programme incorporates a variety of sports and fundamental skills to ensure all children develop the confidence, tolerance and their own aspirations. We give all children the chance to engage in extra-curricular activities during and after school, in addition to competitive sporting events. It is an inclusive approach which endeavours to encourage not only physical development but also a positive wellbeing and mindset for all pupils.

Enrichment is central to PE giving all children opportunities to compete within school and with other schools. This builds character and encourages a positive mindset, raising aspirations and personal pride for all. Every lesson and PE competition promotes values such as fair play, cooperation and collaboration with others as part of a team, respect for others and the aspiration to be more. These valuable life skills will help children succeed at our school and beyond.

What your child will learn

- Enjoy taking part in PE and have positive attitudes towards sport and physical activity.
- Take responsibility for their own health and fitness, developing a love of sport, leading to a happy and healthy life.
- Develop competence and control in gross and fine motor skills that they need to take part in PE and sport.
- The process of risk management, in order to establish good habits and awareness of safety and personal hygiene.
- Use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.
- Recognise that sport is an important part of a healthy, active lifestyle and understand that this supports having a healthy body and mind.
- Develop stamina, suppleness, strength, determination and resilience.

PE Protocols

EYFS: Children have continuous outdoor provision which contributes to their Physical education. In addition to this they have a weekly session with the PE specialist.

Key Stage 1 and 2

- PE is delivered by a PE specialist.
- Children are taught weekly in two hour blocks
- PE plans include long, medium and short term.
- PE lessons are planned using an electronic scheme of work called "PE passport"
- PE Passport monitoring app holds all lesson plans and is accessible to all teaching staff.
- All extra-curricular planning and activities are also held on our PE Passport monitoring app and provide a seamless transition between curricular and extra curricula provision.
- Children and staff will change for PE wearing the correct clothing and footwear.
- Children and staff should remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Children MUST remove earrings or cover with plasters if unable to be removed.
- Long hair must be tied back.

Teaching Pedagogy:

- We use different delivery models which are differentiated depending on the unit of study.
- We supplement our delivery with an enquiry based model, giving children key questions to explore as well as key knowledge, key concepts and an opportunity to apply learnt skills through experiencing modified games, sports and activities.
- We utilise a mixture of inter spaced and retrieval methods to ensure that skills, knowledge and vocabulary are consolidated and any gaps in learning are then specifically targeted.
- Using our chosen PE passport software, we assess children on three key domains Performance (Skill based) Personal/Social (Knowledge based) Competition - Self and against others (Resilience based) these three areas have 18 outcomes that are monitored across the year by the PE specialist.
- AFL strategies are in place and summative assessments are collated at the end of each unit of study. These are then combined with the curriculum's overall outcomes and are averaged into an overall score which is shared with the PE Lead, Class teacher and SLT. This is then translated into ARE or above ARE achievement.

11. PSHE

Why teach PSHE?

Our Personal, Social, Health and Economic Education (PSHE) providing them with a **nurturing** environment in which they can comfortably explore what it means to grow up in today's society and develop the skills and attitudes that will help them lead a happy and successful adult life.

We understand the importance of PSHE to support children's mental health and wellbeing and so all children have the opportunity to freely express themselves in a safe and caring environment where all opinions and values are celebrated and welcomed. We ensure they know how and when to ask for help and to know where to access support.

PSHE equips children with the skills to be able to succeed in many different areas of the curriculum and throughout life. It encourages children to develop a growth mind-set and **resilience** they need to meet any challenges. It gives children opportunities to learn about rights and responsibilities and what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing world. It is an important part of our school assemblies and collective worship, where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and **nurtured**.

How we teach PSHE

We have tailored the Jigsaw scheme of learning to meet the needs of our children. The curriculum is split into six core themes: 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'. We work through each of these themes throughout each Key Stage. Teachers model good speaking and listening skills to empower children with the emotional vocabulary they need to express their thoughts and feelings.

We believe that PSHE plays a vital part of primary education and needs to be taught at least weekly. We also make sure that any opportunity we have to make links to other subjects are never missed. If an issue arises in the class, community or wider world we may also use this as a PSHE learning opportunity.

Enrichment opportunities are provided in PSHE in order to ensure children always 'aspire to be more'.

What your child will learn

- The skills they need to make sound decisions when facing risks, challenges and complex situations. These skills include risk management, problem solving, team work and critical thinking.
- Resilience and know how and when to ask for help and know where to access support.
- How to take up the opportunities, responsibilities and experiences ready for adult life.
- How to engage with spiritual, moral, social, cultural, mental and physical development opportunities in school and the wider community.
- The skills that will enable them to become healthy, independent and proactive members of their communities; who challenge stereotypes and break perceived barriers that may impact upon their future.
- Embrace challenges and welcome new experiences as a way of learning.

PSHE Protocols

We deliver our Relationship Health Education policy through our PSHE chosen scheme Jigsaw for all key stages; EYFS through to Year 6. We have selected this scheme in consultation (July 2020) and partnership with our parents fulfilling our statutory duty to consult.

Across school, children use 'Awe and Wonder' books to record their responses to focused questions in PSHE sessions. These books travel with the children as they move to the next year group so they can look back at their learning and the next teacher can see the starting points.

EYFS: PSHE is taught in specific sessions and within continuous provision, identifying daily opportunities. It is through a combination of adult led and child led activities which are carefully planned to follow children's interests. Evidence of PSHE in EYFS is also captured through pupil voice and photographs uploaded on Tapestry.

Key stage 1 and Key stage 2

- There are weekly sessions in all classes for a minimum of 30 minutes increasing to 40/45 minutes where and when the subject matter requires this.
- Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.
- Positive behaviour underpins effective PSHE and this is monitored daily across all key stages. Formal monitoring of low and high level behaviours via Edaware is done each half term.
- Half termly monitoring in all year groups through pupil conferencing and learning walks recorded on Trello and recorded engagement
- Our school Learning Mentor additionally records pupil engagement in specific supportive 1:1 activities and groups

12. RE and World Views

Why teach Religious Education and World Views?

The teaching of Religious Education and World Views provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

Religious Education enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn. It encourages empathy and respect for the rights of others to hold different beliefs, values and ideas and enables pupils to develop their own sense of identity and belonging.

It enables pupils to have a nuanced and informed understanding of political, social and moral issues that they will need to face as they grow up in an increasingly globalised world. As such Religious Education is central to good local, national and global citizenship. It prepares pupils for life in modern Britain.

How we teach Religious Education and World Views

In RE children learn about religious and non-religious worldviews in order to discover, explore and consider different answers to these questions. They learn to interpret, analyse, evaluate and critically respond to the claims that religious and non-religious worldviews make and learn to express their insights and to agree or disagree respectfully.

What your child will learn

- The diversity of religion on a local, national and global level.
- How religion can be defined and what is meant by the term "religious and non-religious worldviews".
- Develop and use skills that enable critical thinking and enquiry in relation to the material they study.
- Reflect on their own thoughts, feelings, experiences, ideas, values and beliefs.
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own.

RE Protocols

EYFS: As part of the Lancashire SACRE, children in EYFS explore 3 units of work throughout the year. Children within EYFS are given multiple opportunities daily to meet the RE curriculum. Displays support the current learning, well-chosen resources explore the current theme and books are shared and made available to further extend the children's understanding and develop their associated vocabulary.

Key stage 1 and Key stage 2

- Children are taught 5 study units in KS1 and 6 study units of work per year in KS2, on a two year rolling programme taught continuously throughout the school year.
- Children explore 3 religions throughout 5 units in KS1 and 4 religions throughout 6 units in KS2 (this includes 3 units on Christianity each year).
- Each unit is taught through an enquiry based pedagogy, which aims to explore the 4 concepts and subsequently answer a theological question. This exploration and understanding, then feeds into the overarching question for each year, such as 'Where can we find guidance on how to live our lives?'
- Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.
- Throughout the year, children are provided with opportunities to meet with key members of the faith being studied and to visit places of worship. This supports their understanding of the religion through first hand experiences and an active base to build and connect their learning upon.
- Across KS1 and KS2, children use 'Awe and Wonder' books to record their responses to focused questions in RE sessions but children will also record a longer piece of work in their Learning Journey for each unit of RE work, in KS1 and 2. Nevertheless, as part of the enquiry based learning, we plan in many opportunities for, and promote, discussions about the idea of god, creation and how & why people follow their religion in order to support children's personal search for meaning as they explore what it means to be human.

Teaching Pedagogy:

- We deliver our RE and Worldviews curriculum through our locally agreed syllabus, which is the Lancashire SACRE. This is taught to Key Stages, including EYFS. Parents have a right to withdraw their child from RE and from collective worship.
- We use "Rosenshines' principles of instruction" as our main teaching approach.
- Retrieval activities are used to ensure learning 'sticks' and to build on each prior unit of work.
- Religions are revisited across a key stage and throughout the children's time in school. Furthermore, the 4 concept pillars are revisited in each unit, furthering the children's understanding of religion and ability to explore focused learning questions. Through this model we ensure that the teaching of religious education is embedded within the disciplines of theology, philosophy, ethics and social science.
- Planning across all key stages is constructed on 4 concept pillars of learning that spiral through each unit and each year:
 - Shared human experience - the nature of being human (personal knowledge)
 - Living religious tradition – principal of religious traditions encountered in the world (ways of knowing)
 - Beliefs and values – the theology that lies at the heart of these traditions (substantive knowledge)
 - The search for personal meaning – a lifelong quest for understanding (personal knowledge)

13. Science

Why teach Science?

We believe that teaching science gives all children a strong understanding of the world around them, while allowing them to acquire the specific scientific knowledge, skills, methods and understanding, and an appreciation of the uses and implications for science, today and in the future.

Science at our school promotes investigation, questioning and hands on experiences led by children's curiosity. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers.

As children's knowledge and understanding increases, they become more proficient in selecting and using scientific equipment, collating and interpreting results. Their ability to draw conclusions based on real evidence also grows.

We also introduce children to famous scientists and discuss the impact they continue to have on society and the wider impact that science makes to our world.

How we teach Science

In our dedicated science lessons teachers create a positive attitude to science learning, all the time reinforcing an expectation that all pupils are capable of achieving high standards.

We use a range of scientific enquiry skills in each area the children study and all learners are encouraged to work in science with independence and **resilience**. They are encouraged to question the world around them and become confident in exploring possible answers for their scientific questions. Scientific knowledge is revisited regularly, allowing children to really embed it into their long-term memories. Tasks are selected and designed to appropriately challenge to all learners, in line with the school's commitment to inclusion.

Children build up a specialist science vocabulary and we encourage effective questioning so that children are able to explain their understanding of scientific concepts with confidence and clarity. We reinforce science concepts by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions using the vocabulary taught. In addition, children get the chance to complete their own research so that they can develop reading skills with purpose.

Enrichment opportunities provide memorable experiences that increase the children's understanding of the world around them. To immerse the children in their scientific learning, they apply it practically to real-life situations. Children are offered a wide range of extra-curricular activities, visits, workshops with experts and visitors to complement and broaden the curriculum.

What your child will learn

- Scientific knowledge and understanding of science concepts through the disciplines of biology, chemistry and physics
- To independently plan and answer scientific questions about the world around them
- Understand the continuing importance of science in solving global challenges including climate change, disease control and access to water
- Recognise science provides the foundation for a range of diverse and valuable careers that are crucial for economic and environmental development
- Talk and write scientifically about their learning, relating it to their own experiences and the world around them
- Confidently and accurately use scientific vocabulary to explain their knowledge and ideas

Science Protocols

EYFS: Science is taught in EYFS, through children exploring the natural world. They observe, interact with natural processes and describe what they see, feel, smell or hear, developing their understanding of the world around them. Science is taught through well-planned continuous provision, where children meet it daily. This is through a combination of adult led and child led activities which are carefully planned to follow children's interests. Evidence of Science in EYFS is captured through pupil voice and photographs uploaded on Tapestry.

Key stage 1 and Key stage 2

- *Children are taught 3 study units of work per year, across the 3 disciplines of Physics, Chemistry and Biology, on a two year rolling programme.*
- *Medium term plans outline what will be taught during each unit of work, while knowledge organisers sequence the steps in learning.*
- *Scientific enquiry skills are taught and applied within each unit in line with the progression documents.*
- *Science is recorded in the learning Journey book and captured in a variety of ways including written tasks, investigations, quizzes and photographs.*

Teaching Pedagogy:

- *We use "Rosenshines' principles of instruction" as our main teaching approach.*
- *We teach history through an enquiry based approach.*

- *Retrieval activities are used to ensure learning ‘sticks’ and to build on each prior unit of work.*
- *Steps in Scientific inquiry are: asking questions, performing research, establishing hypotheses, testing by conducting an experiment, making observations, analysing the results and drawing a conclusion, followed by presenting the findings*

14. Personal Development Curriculum

The academy approaches the personal development of its pupils in two distinct ways. In the first instance, it is the golden thread that runs through the school’s curriculum provision. It is taught from EYFS to Yr6 and is composed of 8 distinct parts. It is delivered principally through RHE, Wider contextual safety, Citizenship, Character Education, British values, SMSC, Careers Education and a whole school package of enrichment opportunities threaded throughout the school’s curriculum provision .

Relationship Health Education and PSHE curriculum sit together and are delivered through our scheme **Jigsaw – A Mindful approach to PSHE**. The intended learning is captured within each key stage intent document. This is a summary of all the end goals that children are expected to know at the end of each key stage. MPT’s have been produced for each key stage to synchronise all aspects of the curriculum that is to be taught. Lesson plans can be accessed from Jigsaws online portal. We do not teach sex education beyond that which is prescribed in the science curriculum, external body parts, puberty and animal and plant reproduction. Health and Physical Education is seen and taught in tandem as two parts of one whole, one that can enable the other.

Additionally our PSHE curriculum includes content on pupils wider safety, economic understanding and understanding of technologies and the media with content that focuses on our schools contextual issues; water safety and rail safety as the school is situated on canal water ways, and is in close proximity to an unmanned rail way crossing, online gambling through gaming apps, county lines and gangs.

We recognise that citizenship, character development, British values, inclusion and equality of opportunity, spiritual, moral, social and culture knowledge and concepts overlap , compliment , serving to enhance each other area. They are taught specifically and also through other subject substantive knowledge content. To ensure that there is planned, cohesive curriculum, that is sequentially, building on prior learning, we have mapped the 8 key elements intended knowledge for each key stage. The Progression time lines chart the developmental stages of each element across each key stage. Our scheme Jigsaw covers the vast majority of knowledge for the 8 elements, where it does not address all statutory guidance and non-statutory guidance (citizenship) we have provided additional supplementary MPT’s for those elements those elements. (Democracy, rule of law, economic Well-being). These MPT’s are mapped on the long term planning grid supplementing Jigsaw units of work. The Jigsaw provides a spiral progressive approach to a range of key concepts that children are repeatedly exposed to, overlearning and embedding knowledge, social norms within behaviour behaviours and personal and societal values that will shape who they will become. To support mixed age planning, 6 topics will be completed within each Key Stage over 2 years recorded within Long term planning cycles. These topics will be taught simultaneously across each Key Stage in order that developmental and age appropriate content is accommodated.

Career information is not a requirement for primary age pupils, however in the light of the Northern powerhouse report that suggests aspirational awareness raising should begin as early as primary age pupils in order to break the cycle of 3rd generation benefit families and to support the development of new industries opposed to the more traditional roles that are slowly becoming extinct, we felt it was essential to respond to this in the light of the schools context. The school sits in a socially disadvantaged area with high levels of 3rd generation benefit supported families with pupils that follow parents into more traditional roles despite living in the heartland of logistics and trade. We have mapped to key stages career awareness raising concepts, which we have woven into our foundation subjects (links shown in subject intent documents)

Assessment for Personal Development follows the same format the school has adopted for foundation subjects. The vast majority of assessment is continuous and daily conducted through teacher assessment, questioning and retrieval strategies. This approach has a dual purpose to identify in the moment what children, know and can do and to aid the teacher in future planning, for embedding insecure knowledge or planning sequential next steps. Children are assessed against the unit of works end goals, ongoing and once the unit has been completed. An end of unit assessment is a reporting by exception document that captures only those children who have not achieved the end goal or are not yet secure. This then is used as an aid memoire for the class teacher to use for future planning or aid transition to the next key stage. Subject leaders will also access the assessment, as part of their monitoring sampling, in order to support children's progress and identification of additional resources or staff training.

15. Assessment / Feedback / Marking / Tracking

Rationale:

Assessment forms the bridge between teaching and learning. It is the process of evaluating how much knowledge, skills or key concepts have moved from a pupil's short term memory to their long term memory and how long it stays there. This process is a vital part of a teacher's toolkit, forming the foundation upon which they decide the "action to take" to teach, how to teach it and how often to retrieve this information to ensure it sticks. It also ensures that appropriate challenge is in place for all pupils regardless of their starting points.

Aims:

- To establish the action to be taken to move pupils on, at individual, group or cohort level.
- To use assessment to target effective resources and teaching strategies
- To use formative and summative strategies to support learning diagnosis
- To ensure children keep up rather than catch up.

Protocols:

- **Day to Day Assessment:** We use formative assessment to establish what prior learning children have and what prior learning they need, enabling teachers to address gaps or misconceptions and avoid overloading the working memory when introducing new knowledge, skills and concepts. We are establishing the pupils' 'readiness' to study new material. The aim being for children to 'keep up' through swift, post teach activities which address misconceptions and errors and through quality feedback. Questioning and low Stakes quizzes form the basis of this. The best way to close a gap is to prevent children falling behind in the first place and that means addressing misconceptions, errors and gaps in knowledge as they arise.
- **Feedback & Marking:** Staff use feedback to support children's acquisition of knowledge, to deepen understanding and support their application of skills into new contexts. Marking is but one form of this and will be used when it has most effect. Feedback is expected to be given to children during and after work is complete, but all work is not expected to be marked. Teachers will select the most appropriate methods for this. These can comprise of question & answering, feedback/marking during the lesson, peer to peer, group, oral and/or written feedback.
- **End of study Unit assessments:** At the end of each study units, teachers summatively assess against, the intended end goals (found in the intended curriculum document) within foundation subjects. This forms part of a continuous assessment approach for the foundation subjects. Teachers gather information over the academic year in order to form an evidence base for a final judgement in each subject at the end of the year. This is also supported with teacher's use of retrieval activities. Information taught is 'kept warm' through regular revisiting, in order for it to be remembered ensuring it "sticks" and that it transfers from the short term memory to the long term memory. Retrieval activities are the vehicle upon which this is done and an integral part of class teachers' toolkit to ensure children know more and remember more at distance from the initial teaching.
- **Testing:** We use summative assessment for Reading, Writing and Mathematics at the end of each term, as a snap shot of the standard pupils have attained at that specific moment in time. When standardised tests

are used, staff are trained in how to interpret the outcomes of these assessments and how to use this information to plan next steps in learning. Forms of summative assessment used are; NFER Assessments, Multiplication check, Phonic screening check, SATs, Reception Baseline and Early Learning Goals.

- **Tracking:** We record all our assessments onto a tracking sheet that forms part of transition documentation for the next class or educational phase, supports subject leaders and SLT team to target resources to those children and staff who may need additional support and also allows trust leaders to see how well pupils and staff within and across academies are doing. We have three collection points a year. English and Maths tracking records all test information. Foundation subject tracking records by exception, those pupils who have yet to gain the required standard. Teachers complete an end of study unit group sheet with a brief indication of what the needs are. They then record their teacher assessment on an electronic tracking sheet which is then used to generate a report for parents, a report for subject leaders and class information for the class teachers. Parent reports are generated three times a year. They are brief electronic data sheets that are used to form the basis of a conversation on parents' evenings. Children within the EYFS are continuously teacher assessed, evidence is captured through pupil voice and photographs which are captured on Tapestry.
- **Standardisation:** Whilst it is subjective, judgements are quality assured through robust standardisation in WPAT network meeting. To ensure reliability and validity of assessments against our intended learning outcomes, assessments are standardized across the MAT through learning network meetings. We use National Subject Association guidance to support judgement which also supports and CPD approach for subject leaders and class teachers.

Feedback and Marking Rationale:

The school follows a no marking approach, meaning that the feedback process is integrated into teaching and learning and is immediate and impactful. Feedback is given while children are working so they are able to respond to it straight away and teachers can identify the next steps to address in the following lessons. Better feedback during teaching helps empower children to take ownership of their own learning. Evidence of feedback is incidental to the process; we do not provide evidence for external verification. New learning is fragile and can be forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to gather 'evidence' at some distance from the original teaching input when assessing if learning is now secure.

Feedback and marking Aims:

The sole focus of feedback is to further children's learning;

- To empower children to take responsibility for improving their own work and not take away from this responsibility by adults doing the hard thinking work for the pupil.
- To inform assessment judgements;
- To provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback and marking Protocol:

At the point of learning:

- Children should usually receive feedback within the lesson itself
- The 'next step' is usually the next lesson
- Children self-check throughout the lesson at appropriate points
- For writing tasks an editing and redrafting approach is used (see checklist)

Whole-Class Analysis after the point of learning:

- Instead of writing in each child's book, work is analysed for common errors, misconceptions and strengths
- A book is used to note these to facilitate whole class and/or group and/or individual feedback
- This feedback is given during the next appropriate lesson/ post teach session or a feedback session as appropriate

This could include:

- Work to praise, e.g. accurate use of punctuation, good understanding of place value or excellent descriptive word choices
- Further support needed, e.g. children who haven't finished, have weak sentence structure or are confusing 2D and 3D shapes
- Basic skills and presentation e.g. punctuation, spellings and general clarity of layout

Teachers can then use their observations at the point of learning and the whole class analysis, along with notes on significant misconceptions and next steps, to form the basis of the following lesson(s).

16. Curriculum Planning

Rationale:

Our curriculum is the central driving force of teaching and planning is the physical iteration of this. Our response to planning is proportionate and measured and embraces the DFE work force reform initiative. As a trust and academy we are of the belief that time spent planning should not be wasted time. Lesson plans should be given the proportionate status they merit, and no more, to lessen teacher workload. By working together, drawing on available evidence about 'what works', teachers can increase their joint knowledge of a subject and of the best way to teach it. As John Hattie argues, 'planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcome'. Five principles are set out below that we believe should be used to test practice and expectations in schools. These are motivated by a desire to ensure that planning is productive and that workload for teachers is manageable.

Aims:

1. Planning a sequence of lessons is more important than writing individual lesson plans
2. Fully resourced schemes of work should be in place for all teachers to use each term
3. Planning should not be done simply to please outside organizations
4. Planning should take place in purposeful and well defined blocks of time
5. Effective planning makes use of high quality resources

Protocols:

- **Trust Planning:** The Trust has worked with its Academies to develop a Trust Curriculum and a suite of supportive planning documents. This is set out in the Curriculum flow Chart. All academies follow the National Curriculum Programs of Study for all subjects for KS1/2 We follow the guidance for the Foundation Stage "Every child Matters" guidance and "Statutory Framework for early years foundation Stage Sept 2021". The progression of skills for our subjects are planned as a spiral curriculum through the year groups. We have mapped our units of work from the EYFS to year 6 in a long term brief unit map. We have developed medium term plans which indicate the core knowledge and key skills we wish to teach. We have developed an intent document that summaries across all year groups the core knowledge and key skills we intend to teach in each subject linked to the unit of study, this clearly illustrates the sequential learning we intend. We have developed a teacher Knowledge organiser and a child friendly version (where appropriate) which illustrates the sequence of lessons we wish to teach for the unit of work. Each Academy in the application of this planning and in addition to this planning, maintains its unique character reflective of the community it serves with a planned whole school curriculum provision that includes mapped, careers progression, character curriculum and enrichment opportunities to develop the cultural capital for their children and families.
- **Trust Themed Network Groups:** (See monitoring statement) The Trust has formed a Curriculum focus group with each academies curriculum co-ordinator to develop, long, medium and Knowledge Organisers for each academic subject which all academies have adopted. The group reviews and amends continuously

the suit of documents as practice informs planning to keep planning relevant, current and responsive to teaching needs.

- **Document Suite:** the Trusts Curriculum Statement and Curriculum on a Page, sets out the Trust expectations and aims for a high quality curriculum for its schools. The Curriculum Policy document has 2 prime purposes; one to set out the Trusts vision and aims for each subject, assessment, planning, inclusion and teaching and learning. Two it provides a manual of operation for staff, bespoke to in each academy with operational subject protocols that are unique to each school and are updated at least annually. The Intended Curriculum Progression document (subject intent Doc for short) lays out the sequential learning and skills, children are expected to know by the end of the year and key stages and their academic subject end points. Each intent document is structured around core key concepts that provides the architectural structure upon which subject knowledge is hung supporting subject coherence and the understanding that specific knowledge is seen as important within the moment of teaching but also it is powerful having resonance and relevant to future learning . Knowledge organisers have been developed for each subject to order the teaching sequence for lessons. They support the small steps or “chunking” of composites into component parts to be taught.
- **Planning Organisation:** All foundation subjects are taught as discrete units of study with sequential lessons to ensure coverage over a term. We have placed subject units sensitively to link when appropriate to other subjects in the long term plan. We operate a spiral curriculum through our units of study in which children revisit key subject disciplinary concepts and skills across each rolling programme and reconnect with those concepts when relevant taught through other curriculum subjects. This allows children to revisit and review what they already know for consolidation but also to view this concept through a different lens, another perspective within a different subject. This develops the child’s schema of information ensuring depth and challenge as they are making different connections to a familiar concept. Where relevant some subjects have adopted additional themed concepts, noticeably in KS2 .This offers lots of opportunities to consolidate and deepen knowledge and understanding as children apply learnt concepts and skills in different contexts.

17. School Level:

- Each academy school has adopted all trust planning documents and has adapted this document to reflect its mapped curriculum programme.
- Evelyn Street Academy is unique in having split year groups and operates a two year rolling programme, as opposed to the year by year programme of the other schools. It specialise in developing science planning for the trust and in developing the two year rolling programme.

18. Teaching and Learning

Rationale:

To match our unique context, we have developed a bespoke approach to learning and teaching which has been designed to meet the needs of our pupils. We have high expectations for all our children in all curriculum areas. We wish to develop our pupils, parents and staff as active learners who have a passion for learning. We recognise that pupils have special skills, abilities and aptitudes and have an entitlement to a broad, challenging and relevant curriculum that is enriched through a variety of opportunities and varied teaching and learning styles that will enable them to be happy, confident and successful. Our approach to learning and teaching has been created with specialists, underpinned by educational theory and research. Our approach is rooted in the principals of metacognition and Rosenshine’s principles of instruction. In order to have the most effective teaching, parents need to support teaching staff at the school by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

Aims:

- Provide high quality learning experiences that lead to a consistently high level of pupil engagement, motivation and achievement
- Teach our children to be healthy, to be good citizens and provide learning experiences that prepare them for their own economic well-being
- Provide a stimulating learning environment which will create a positive emotional experience for every learner
- Build confidence, self-disciplined and independence in all our learners, ensuring children help each other and work collaboratively as well as independently
- Develop over time the ability to work autonomously and to take responsibility for their own learning, persevering with tasks they find difficult without losing heart

Teaching and Learning Protocol:

- **Teaching Pedagogy:** Teachers use “Rosenshines principles of instruction”. Lessons begin with a review of prior learning to address any misconceptions that have arisen at the start of each unit of work. Skills are embedded into lessons to ensure that they are being developed over time. New vocabulary and challenging concepts are introduced through direct teaching. These are developed through and across year groups in keeping with the units of study. Teachers find opportunities to develop children’s understanding of their environment and endeavour to contextualise learning by accessing outdoor learning and workshops opportunities.
- **Resources & scaffolds:** Help children make connections. Scaffolds should allow for progression from guided to independent practise.
- **Repetition / Retrieval:** the act of doing it embeds the knowledge, develops fluency and embeds key concepts in long term memory. Retrieval begins in all lessons with a review of prior learning to address any misconceptions that have arisen at the start of each unit of work. Class teachers will then plan in retrieval opportunities 3 / 5 day and 2 weeks from the point of learning. These will be within the form of starter activities, quizzes, question and answer sessions. These are brief and regular, they are designed to keep the knowledge “warm”. The Skills are embedded into lessons to ensure that they are being developed over time.

19. Monitoring

Rationale:

Trust leaders and staff wish to be a self-evaluating organisation, where we are continually committed to raising standards, establishing high expectations and promoting effective teaching and learning. The greater our ability to undertake worthwhile and accurate self-analysis, the more successful we will be in identifying and addressing areas for development and improvement. By doing this we can ensure that we are providing the best education possible for our children. Monitoring is used to drive improvement through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs. To ensure this happens the monitoring cycle is integrated into the life of the Academies, so that it is a living and meaningful process. The quality of the curriculum and teaching for learning are the major factors that make a difference to pupils’ achievements. It is at the heart of school improvement, real lasting change can only come from what teachers and learning assistants do consistently in classrooms and other learning areas in the school.

Aims:

- To ensure that the school and Trust continues to improve, evolve and progress.
- To ensure there is progression and continuity across the curriculum for all children that builds on prior learning, interleaving to allow children to make meaningful links and develop schema.
- To ensure there is an ethos of high expectation and success.
- To confirm that all staff are following and implementing agreed policies and strategies
- To ensure that the Trust in partnership with Academies provides a healthy, safe, positive and happy learning environment.

Protocols:

- **Planning:** The Trust and school Leaders operate to the agreed Scheme of Delegation, Trust Business Plan and Improvement Plan which are reviewed annually. Within those documents is embedded the Trust monitoring processes. Trust and School leadership have implemented a planned programme of monitoring of all areas of school and Trust provision. Within that plan people have been identified to complete the monitoring cycle within agreed time scales and the identified resources made available for that activity. Monitoring schedules include linked to school curriculum provision, teaching and learning, assessment feedback and tracking, deployment of academic resources, estates, financial, health and safety, safeguarding, attendance, behaviour etc.
- **Organisation: Trust** and Academy staff meet regularly for monitoring purposes within the wider networks across the MAT in both academic and non- academic functions. MAT central team staff meet with Academy counter parts to work together to perform their monitoring planned functions across arrange of fields; Curriculum. SEND, Assessment, Safeguarding, Behaviour, Pupil Premium, Work stream progress, Estates, Finance etc. Staffing structures, roles and responsibilities, network groups have been implemented to enact monitoring duties at central team and school level.
- **Trust Network Themed Groups:** Senior school leaders meet in 5 network groups to develop strategies to target performance and monitor impact; SEND, Pupil Premium, Curriculum, Safeguarding and Behaviour. Each group have developed terms of reference and operate to them. Groups are formed from a lead representative of each Academy who work with a Senior Mat leaders. This can be exemplified within the curriculum group; Each Academy sends their whole school curriculum co-ordinator to the MAT curriculum meeting. Each member has a lead responsibility for a subject across the MAT. They develop all planning and practice in relation to that subject for all academy schools. Within in each academy there is a subject lead for all subjects who works with the whole school curriculum co-ordinator to monitor planning effectiveness. Each school will then plan together a monitoring timetable for the year. This will include pupil voice discussions to see how “do pupils know more and remember more”. They scrutinise planning and work outcomes to evaluate if teaching is demonstrating fidelity to what has been planned in curriculum progression documents and if activities are appropriate to deliver the intended learning objective. Senior leaders will also conduct weekly learning walks, they will sample and test the implementation of the planned curriculum, the agreed environment and the MAT’s guiding principle delivered through the policies and practice of the Academy.
- **Subject Network Groups:** Trust runs subject Network groups. Each Trust school leads on a specific subject becoming the “specialist school”. They form a network group with the subject leader from each school in attendance. Each group have developed terms of reference and operate to them. They meet twice a term and plan together in 2 joint inset days at the start of the new school academic year. They meet to review planning the intended learning, the implementation of it and pupil outcomes from it. They will review and adjust planning, quality of experiences “cultural capital” and share good practice and school level monitoring findings.
- **School Level at Evelyn Street Academy:** Governors operate to the Trusts scheme of delegation and have appointed governors that reflect those responsibilities. Governors meet regularly with link staff to learn about the work of the school. They triangulate this information and report back to ES Local Governance Committee .The senior leadership staffing structure identifies areas of responsibility for monitoring. SLT have bespoke roles and monitor key areas: safeguarding, behaviour, attendance, assessments and curriculum. The Head Teacher meets weekly with these leads for monitoring updates. Each key stage leader is responsible for monitoring of curriculum provision. They conduct learning walks, sample pupil voice and review work books and pupils outcomes linked to assessments and performance data which will be recorded on Trello. Trello is used to capture development feedback for staff and the immediacy upon which it can be given for it to be enacted. Subject leaders will monitor staff fidelity to planned curriculum, workbooks and the sampling of pupil knowledge in class pupil discussions which will be recorded in teams. Teams recordings are used 2 fold to support staff reflection on what children know and remember and secondly for Governors to fulfil duty to check quality of impact of the curriculum. In addition the EYFS use an electronic monitoring programme “Tapestry “to record pupils work, support Governance monitoring , link with parents and evidence pupils progress towards early ..

20. Continuous Professional Development

Rationale:

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam

Warrington Multi-Academy Trust’s unique footprint is one of aspiration, for leaders, staff, pupils and the community in which it is housed. It is characterised by the desire that all will endeavour to be “the best version of themselves “. To do this there is an unrelenting commitment by Trust leaders to invest in the continuous professional development of all its staff . Effective professional development for staff is viewed as a core part of securing effective practice in all aspect of school life. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for staff to support one another to develop so that pupils benefit from the highest quality of staff expertise in their given areas of speciality We are a community that recognises that it takes a community of highly trained individuals to educate a child and their family. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom we have to hand. Effective CPD is the key driver not only for staff development, recruitment, retention and staff well –being but for the ultimate goal of supporting pupils achievement.

Aims:

- To develop a skilled work force that are confident in the delivery of their roles
- To ensure knowledge and skills of professionals are kept up to date
- Staff take responsibility for self- improving through appropriate professional development and research, responding to advice and feedback from colleagues
- Demonstrate knowledge and understanding of how their role supports an effective environment in which pupils can thrive
- Reflect systematically on the effectiveness of their actions and outcomes

CPD Protocols:

- **Organization:** Training is organized mainly through online learning webinar’s. Face to face training sessions are available when appropriate to the specific training need identified. All staff have a training log that keeps track of their training and identifies renewal training. The impact of training is continuously evaluated against job descriptions and pupil outcomes when relevant. This process can take many forms dependent on the role and responsibility of the staff member. E.g. Teaching Staff impact on pupils; Lesson observations, learning walks, work scrutinizes, tracking of data for core subjects, pupil and peer conferences to check knowing and remembering more.

21. Inclusion

Rationale:

We are a part of a fully inclusive Trust and an Academy that focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to equal access to a broad and balanced curriculum which meets their social and learning needs. We recognise, respect and value difference and understand that diversity is a strength. We take account of difference and strive to remove barriers and disadvantage which people may face. We want all members of our community to feel a sense of belonging and know that they are respected and can fully participate in school life.

Inclusion Aims:

- To ensure equal access of opportunity for all our pupils in all areas of school life
- To ensure that individual strengths are recognized and all children can achieve
- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils
- To ensure that all staff are aware of policies and procedures in place so that all children have the opportunity to make progress

Protocols:

- **Quality first Teaching:** All children will have equal access to all subjects and all age related learning objectives which will be reasonably adjusted through targeted resources for children with specific needs. This will be done by lessons following a mastery pedagogy, where all children are kept together as a class working on the same unit of work, whilst at the same time addressing the need for all pupils to master the curriculum and for some to gain a deeper proficiency and understanding. Challenge is provided to deepen the learning rather than accelerating through a subject's content. Higher attaining children, or those pupils who grasp concepts quickly, are challenged through multiple opportunities for variation, which deepens their knowledge of the same content. Those children who are not sufficiently fluent are provided with in class targeted support from our expert teachers and support staff, provided with resources which can scaffold their learning (such as concrete and pictorial resources) and are supported through additional pre and post teach opportunities, to consolidate their understanding before moving on.
- **Intervention:** To help pupils to keep up with their peers' additional support from time to time will be used. This can take a number of forms: 1 to 1 or group tuition, pre and post reaching opportunities and booster classes. The school will fund additional teaching time for pupils within and outside of school hours (after school week days or weekends). School staff and commissioned agency staff will work together to develop a programme of learning linked to current teaching objectives to give children additional time to embed new or existing knowledge that they are struggling to grasp. This is in addition to Wave 1 teaching.
- **Pre and post teach strategy:** Identified children will be introduced to a learning objective, a pre teach 20/30 min session, before the introductory lesson to the whole class. They will then engage within the class lesson, completing activities with their peers. A follow up short 20 min post teach will occur later that day to ensure learning has been consolidated.
- **Booster classes:** Target larger class groups of children who need additional support and are deployed as and when necessary as emerging issues dictate. On occasions, some children are invited to booster classes before and after school to support their learning and understanding so that they can access the curriculum with increased confidence and proficiency
- **Additional Needs:** When pupils are identified as having additional needs appropriate procedures identified in relevant policies and guidance documents will be implemented; EAL tracker , SEND protocols , Equalities Act ; Single Equalities policy, Accessibility policy and Action Plan, Behaviour policy, Anti Bullying Policy , EAL Protocols etc. Such policies and associated guidance ensures that the academy actively challenges and removes barriers which could hinder pupils and their families' full access to learning and the school life.

22. Role of the subject lead

Main purpose

The subject leader will take lead responsibility for providing leadership and management for [insert subject name] to secure:

- High-quality teaching

- Effective use of resources
- Improved standards of learning and achievement for all

Duties and responsibilities

Strategic direction

- Develop and implement policies for [insert subject name] in line with the MAT's and the academy's commitment to high-quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the Academy
- Understand how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils and staff about the subject and its effectiveness, and assess the feedback against the Academy's guiding principle and values.
- Work with the special educational needs coordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Liaise with the MAT subject network group on subject-related events, projects and activities

Leading the curriculum

- Develop and review regularly the subject intent
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area

Leading and managing staff

- Hold team meetings on the subject to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinizing books, and talking with pupils to assess how well subject Knowledge is being retained by pupils and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Efficient and effective deployment of resources

- Sign post staff to the latest subject specific developments including subject specific pedagogical approaches and interventions from Educational Endowment Trust and the Chartered College of Teaching

- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Support staff in implementing Mat digital online learning strategy

23. Role of the curriculum coordinator lead

Main purpose

The curriculum leader will take lead responsibility for providing leadership and management for whole school curriculum provision to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

Duties and responsibilities

Strategic direction

- Develop and implement MAT Curriculum Statement and school on a page in line with the MAT's and Academy's commitment to high-quality teaching and learning
- Understand how the curriculum intent for each subject is being implemented and the impact it has on pupil achievement
- Use this understanding to support MAT's quality assurance processes with the Capacity Framework and identification of work streams themes to support the teaching and learning project within the Trusts Improvement document
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the curriculum and its effectiveness, and assess the feedback against the MAT's guiding principle and values
- Work with the MAT focus groups for SEND and Pupil Premium to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Liaise with the MAT curriculum focus groups, subject network groups, related events, projects and activities

Leading the curriculum

- Develop and review regularly the curriculum statement and school on a page
- Develop and review planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the MAT, their named lead subject and within their home Academy
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards for the curriculum within their home Academy

Leading and managing staff

- Hold team meetings on the curriculum to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area

- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area and wider curriculum is being implemented and how well it is delivered across the Academy
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area and wider curriculum
- Across the MAT support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Efficient and effective deployment of resources

- To signpost staff to latest evidenced based research using such sites as Educational Trust Endowment Trust and Charter Collage for Teaching
- To ensure home Academy environment reflects the range and richness of the curriculum of the MAT
- Ensure appropriate systems for the audit of and manage of resources is in place and implemented to ensure they are up to date and match pupil and curriculum needs
- Manage the curriculum budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Ensure high quality access to remote learning is embedded for all children and utilized when children are unable to be present within school.

24. Rosenshine's Principles of Instruction Subject Pedagogy

- <https://earlycareer.chartered.college/principles-of-instruction/>
- <https://earlycareer.chartered.college/applying-rosenshine-to-religious-education/>
- <https://earlycareer.chartered.college/applying-rosenshine-to-the-computing-classroom/>
- <https://earlycareer.chartered.college/applying-rosenshine-to-the-english-classroom/>
- <https://earlycareer.chartered.college/applying-rosenshine-to-the-geography-classroom/>
- <https://earlycareer.chartered.college/how-can-we-apply-rosenshines-principles-in-primary-mathematics/>
- <https://earlycareer.chartered.college/applying-rosenshine-to-the-maths-classroom/>
- <https://earlycareer.chartered.college/applying-rosenshine-to-the-mfl-classroom/>
- <https://earlycareer.chartered.college/applying-rosenshine-to-the-science-classroom/>

APPENDIX 1

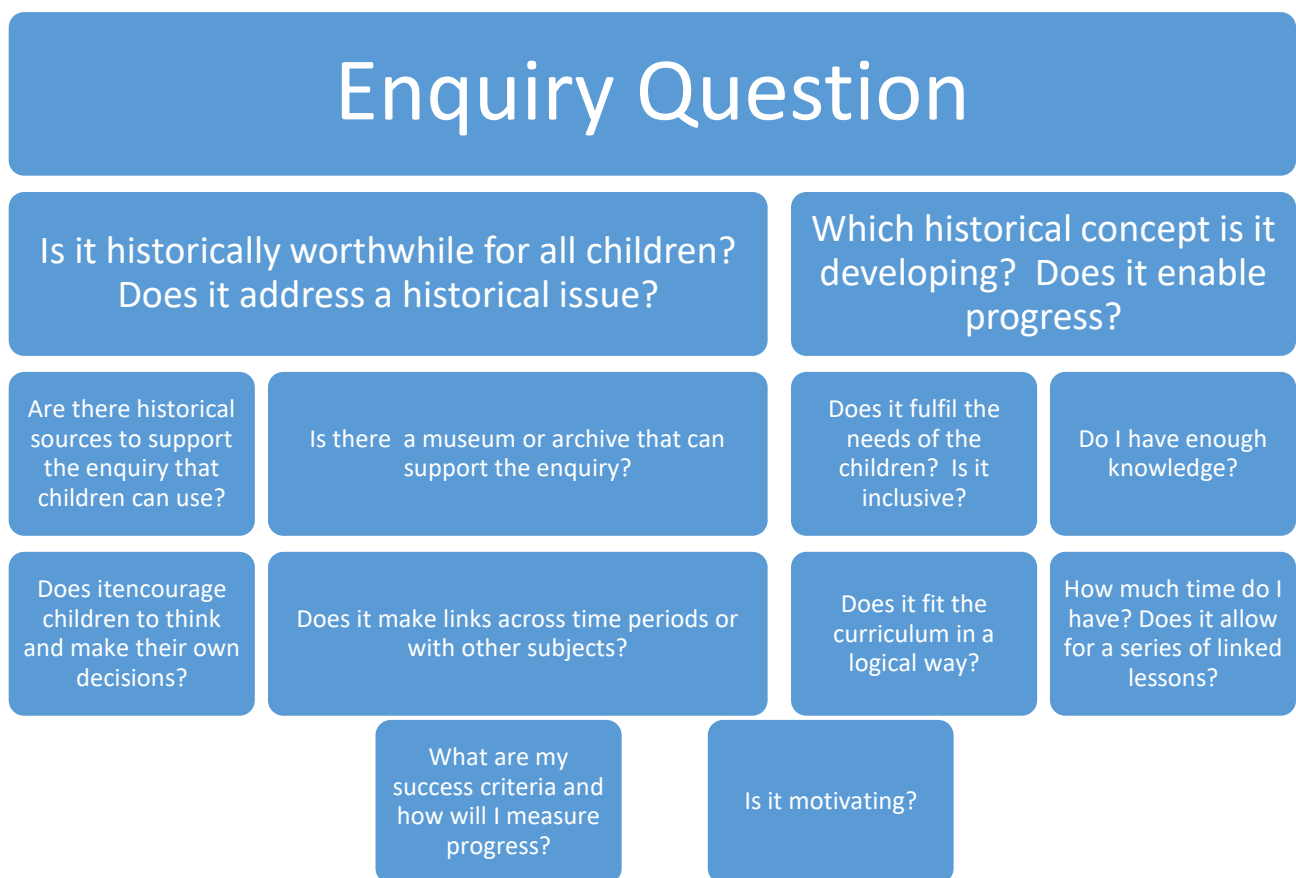
APPENDIX 1 Enquiry Planning

Introduction

A good enquiry will always contain a question that pupils can get their teeth into. This might be an area of historical interest to develop or a problem or controversy, e.g. whether something was good or bad, right or wrong. It might be something that children can hypothesise over and then test out based upon research and evidence, or it might simply be about finding out more about something that is historically significant to develop depth of understanding. Whatever the case, a historically rigorous enquiry should be linked to the historical concepts.

Stage 1: Devising a suitable enquiry

Questions to ask...



Is it historically worthwhile?

Try to avoid questions that do not have much reach – e.g. “what were homes like in the past?” Once children have learned what the key characteristics were, there is not really anywhere for them to go with their knowledge, whereas if you ask “how were homes in historical period X different from now?” or “would you have preferred to live in a house in historical period X or now?” or “how have homes changed from historical period x to y?” you immediately have the same knowledge development, but the children also have somewhere to go with it and the chance to make a judgment.

Does it address an historical issue?

Try to stick to questions that might help to answer something that historians debate about. This could be the causes or significance of something for example, or an area of controversy (i.e. disagreement.) There is an example of this later on in this document covering the historical issue of what the Vikings were really like. This is an issue of fairly recent debate as historians have begun to revise their opinions of the Vikings as rampaging and blood-thirsty villains. It could also address something that historians don't yet know all the answers to – for example why Iron Age people buried hoards and didn't come back for them.

Are there historical sources to support the enquiry that children can use?

It is important in any enquiry to try to get pupils to use primary historical sources – e.g. things that were produced at the time. These might be documents, artefacts, buildings, pictures/paintings, film. It is also well worth checking local museums for any collections or workshops they might be able to offer.

Does it fulfil the needs of the children?

Think about your class and ensure that all have opportunities to be involved.

Curriculum time and links

Ensure that it fits your curriculum logically rather than as an arbitrary addition or bolt on and once you have scoped out your enquiry, ensure that you have adequate time to deliver and work on it with children – there is nothing more frustrating than having to drop an enquiry half way through because you've run out of time and have to move on to another block of time. This is also demotivating for children. If your chosen enquiry links to other curriculum areas, try to exploit these as much as possible to deepen learning and also gain time for history!

Stage 2: Structuring the enquiry: Part A deciding the approach

The over-arching enquiry question can be structured in a number of ways, but it is nearly always useful to have a number of sub questions. The reasons for that include:

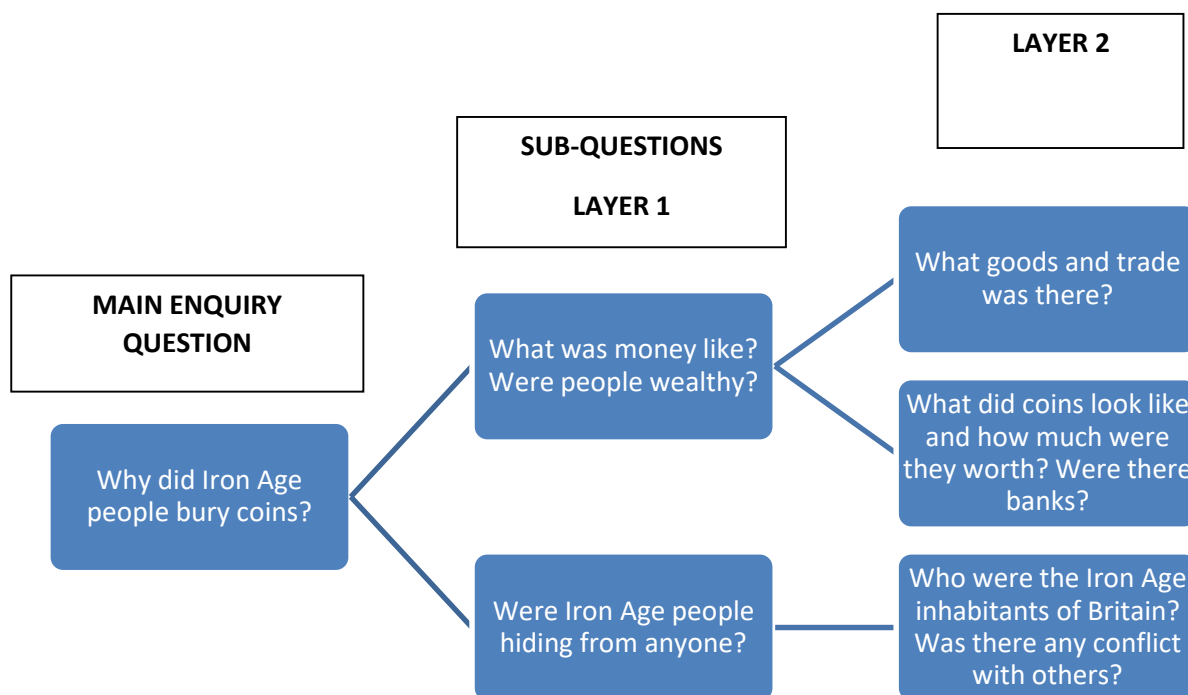
- A large enquiry question can seem daunting. Breaking down into smaller questions can help make it feel more manageable.
- It allows for easy planning – with each sub-question possibly becoming one element of a larger block of time
- It allows for possible group work, with different groups feeding into the whole, but working on different areas
- It allows for some level of student ownership and independent learning if you allow the children to decide their own sub-questions.
- An enquiry approach is about evidence and discovery; it encourages independent learning and can enable progression in the historical concepts.

There are many different ways to structure an historical enquiry. Here are some approaches that can work at Key Stage 1 or 2

- 1.) **Problem led** – this is where your enquiry question becomes a problem to solve. It is usually a very specific question that children must gather evidence to answer. E.g. Why did Iron Age people bury hoards of coins and not return for them?

- 2.) **The Structured comparison** – this is usually a teacher led enquiry that revolves around some area of disagreement or challenges a popular belief. The teacher has identified the main enquiry question which contains some controversy. The teacher will then provide a highly structured investigation of sub-questions in which children may be exposed to source material that will possibly support the enquiry question, but then later, throw in other sub-questions and sources for comparison that completely turn things on their head.
- 3.) **Student led** – sometimes called the rummage approach where students are allowed to look at the source material and generate their own sub-questions which then define the eventual direction of the bigger enquiry question.
- 4.) **Working Backwards** – You decide the enquiry question and sub-questions then the children must investigate the sources to decide what the question was.
- 5.) **The hybrid** – You decide the main enquiry question but then the children, with knowledge of the main enquiry set their own sub-questions within that investigation.

Example



- 6.) **The historical controversy.** A historical enquiry does not have to be controversial, but one approach is to pick something within a topic that historians have disagreed about e.g. what the Vikings were really like.

“Rampaging Vikings, or Norsemen, from northern lands now known to us as Norway, Sweden, and Denmark, in their determination to entrench themselves as traders, merchants, and seamen at the earliest opportunity, overran the inviting territories of southern Europe, like a plague upon the inhabitants.

Most Norsemen, it seems, *were concerned with raiding and trading to the exclusion of all else*. Not only did they raid the villages of the Holy Roman Empire, but they *plundered and sacked* seaports and remote hamlets along the shores of the Baltic and North seas.

They *shamelessly robbed* the islands we now refer to as Great Britain and Ireland, and made numerous forays into Mediterranean regions.

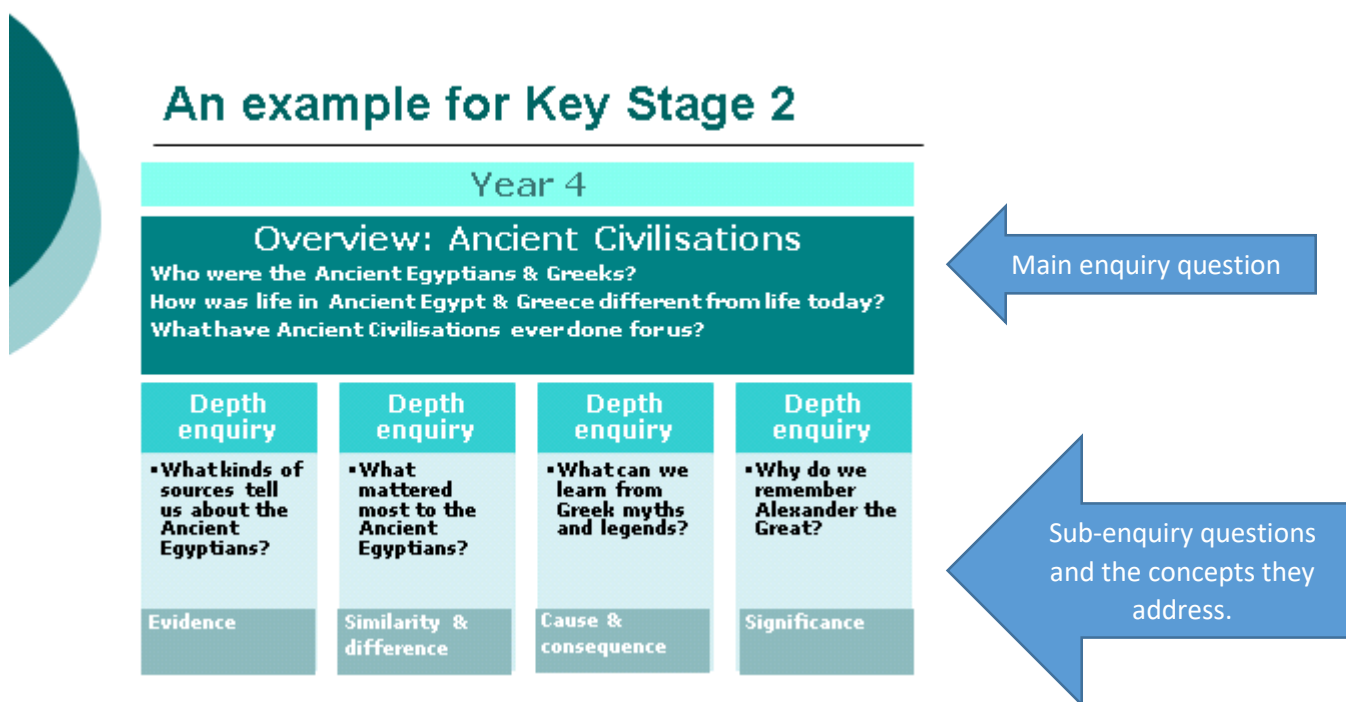
So fierce were these Norsemen that many of the priests were said to close their sermons with a *prayer: "God, deliver us from the fury of the Northmen."*

Using this source for example as your stimulus, you can then structure an enquiry on the Vikings based around whether pupils agree with the interpretation of the Vikings given in the source.

Either you or the children can then structure sub-questions based around the questions the source generates that will help to feed in to answering the enquiry question. Of course, the controversy might also be one that the teacher invents to get your pupils fired up e.g. who was more significant William Caxton or Tim Berners Lee?

- 7.) **The depth enquiry.** This is usually a wider ranging enquiry question that allows pupils to build up a depth of knowledge and understanding of a particular person, event, period or theme in history e.g. "Who were the Romans?" or "What was (insert place name) like 100 years ago?" Implicit of course within that last question is also how it has changed.

Here are a few examples of depth enquiries linked to historical concepts and a main overview that you might find useful for reference. The key to any historically rigorous enquiry is that is linked to developing conceptual understanding.



An example for Key Stage 2

Year 5

Overview: the Invaders & Settlers

Who were the Romans, Scots, Anglo-Saxons and Vikings?
Why did they invade and settle in England?
How similar was life like in other parts of the World?

Depth enquiry	Depth enquiry	Depth enquiry	Depth enquiry
•How much did life change under the Romans?	•How can Sutton Hoo help us to find out about the Anglo Saxons?	•Why have people changed their minds about the Vikings?	•What happened to the Mayan civilisation?
Change & continuity	Evidence	Interpretations	Cause & consequence

Reproduced with permission from Jerome Freeman

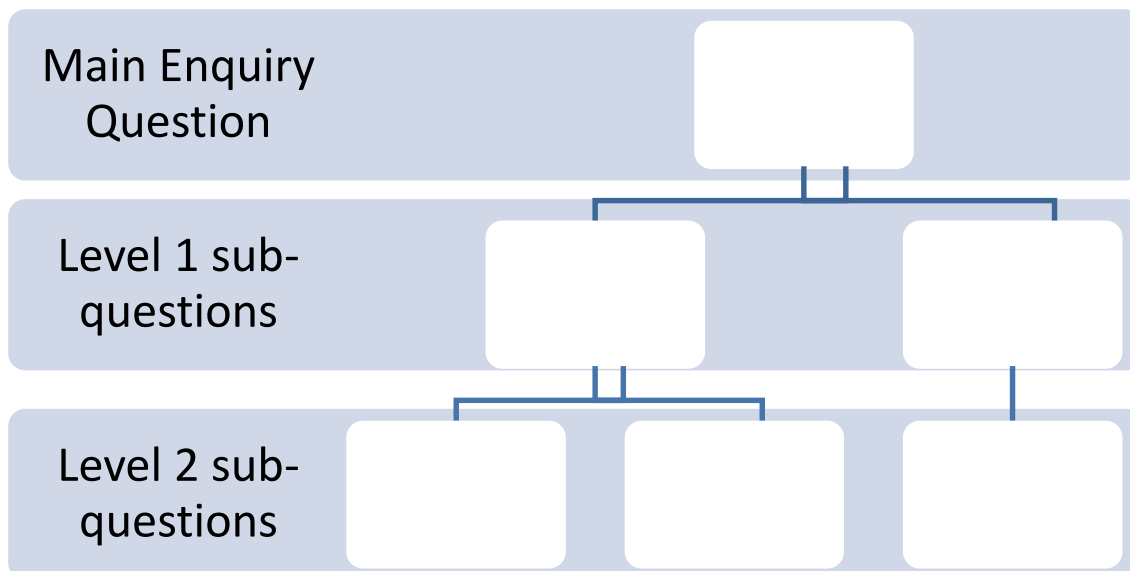
Part B: Devising the learning sequence.

Now that you've chosen your structure...

When planning your enquiry, also think about:

- How will pupils communicate their understanding through an engaging end **product**?
- How can the pupils be **hooked** at the start of the enquiry?
- How will the pupils be helped to **choose and use** information?
- How can the **tasks** be made to be engaging for the pupils?
- Will these tasks draw on **varied and rich historical** resources?
- How does this enquiry fit into your **overall key stage plan** for history?
- What mutually reinforcing **links** can be made with other parts of the curriculum?
- How will the learning be **sequenced** for maximum motivation?

You might find a diagram like this useful for brainstorming and planning your question/s



Stage 3: You're ready to start!

Using the above advice for guidance, discuss in your school what you feel will make a good enquiry question to investigate for each topic area on your history curriculum.

- Can you all agree a good structure for your enquiry? Do different topic areas lend better to different structures/approaches?
- Is your question adequately historical? E.g. Is it about the past, or is it more about something else? E.g. What clothes did people wear in the past might be deemed a poor question because arguably it is more about clothes and secondly, there is no real element of progression possible aside of knowing a bit more about the fashions of the past.
- Collaborate on planning with colleagues – can you replicate the same enquiry model in your different topics, or do you find different topics/children/teachers need different structures?
- Plan and carry out your enquiries back in school and reflect upon their success. What are the benefits and drawbacks of each structure?
- Write an article for Primary History Journal.

APPENDIX 2. School Symbols



Something is missing



A new line should have been started



A new paragraph should have started



Shows a correct answer or a good example

- Shows that an answer is incorrect, you need to look at this and find out what went wrong

Sp

Means a spelling mistake needs correcting - you need to correct it then put the word in your spelling log

G

Shows that you need to check grammar/doesn't make sense so read again

P

This tells you that you need to find missing punctuation in your work



Under a word or phrase shows that you need to improve this part

I

Shows that you completed your work independently

T/TA

Supported or scaffolded work

ST

Supply teacher

TT

teacher talk

VF

Verbal feedback

CL

Check capital letters

FS

Full stops



Finger Spaces

APPENDIX 3. End of Topic Assessment Pro Forma



Evelyn Street School End of Topic Assessment

Class Teachers Name:	
Term and year:	
Year group:	
Subject Assessment:	
Unit of work:	
Year A/B:	
Date of completion:	

PROGRAMMES OF STUDY TOPIC END GOALS

CHILDREN WHO DID NOT ACHIEVE END GOALS

NAME	WHAT THEY DON'T KNOW/REMEMBER

NEXT STEPS TO REACH END GOALS

Instructions for use:

1. COMPLETE BASIC INFORMATION

2. PROGRAMMES OF STUDY TOPIC END GOALS

- Cut and paste end goals from Intended Curriculum Document

3. CHILDREN WHO DID NOT ACHIEVE END GOALS

- Report by exception
- Full names
- e.g. Louise Smith does not know what a borough is and how many make up Manchester, does not know 7 cities and where they are in England, does not know these northern landmarks and where they are, does not know why the Manchester ship canal was built. Does not know compasses can be used to find direction. Does not know how to use symbols on a map to show where certain things are.

4. NEXT STEPS TO REACH END GOALS

- e.g. 2 weekly quiz's that includes the above information for all the class. In History topic on Lord Hulme, review map work 1 session targeting the above information where relevant
- How do you keep information warm for when you reteach

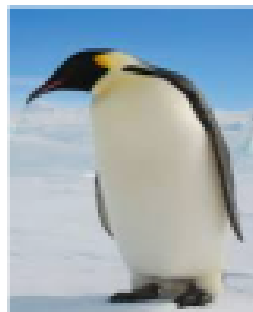
This is a useful document key to driving learning forward. To be used by the class teacher to track children who did not achieve and by the subject leader for monitoring purposes.

APPENDIX 4. Knowledge Organisers (a curriculum for long term learning)

Knowledge Organiser: Developing a Curriculum for long term learning

Defining the 'Knowledge Led' Curriculum

1. Acquisition of knowledge is at the heart
2. Knowledge is specified in meticulous detail
3. Knowledge is acquired in long term memory
4. Knowledge is carefully sequenced over time
5. Focus on subject disciplines



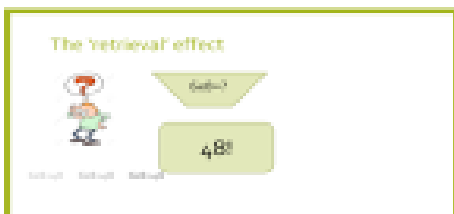
Knowing Your Curriculum

Intent	The knowledge and understanding to be acquired through the curriculum
Implementation	The way in which the curriculum is enacted in schools
Impact	The outcomes of the curriculum. What do pupils know and remember?

Defining Knowledge

Declarative Knowledge	Knowing that – Knowledge of facts of concepts e.g. knowing that the internal angles of a triangle always add up to 180 degrees	Procedural Knowledge	Knowing how – a skill or action that you are capable of performing e.g. knowing how to find the missing angle in a triangle given two angles
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Retrieval Effect
We can strengthen our ability to recall long term memories by retrieving them. The more you search for a memory, the easier it becomes to find it

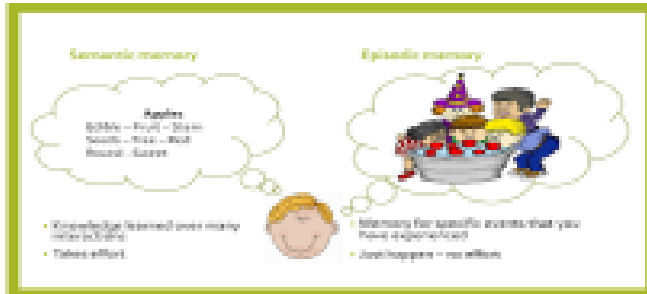


Common Terms

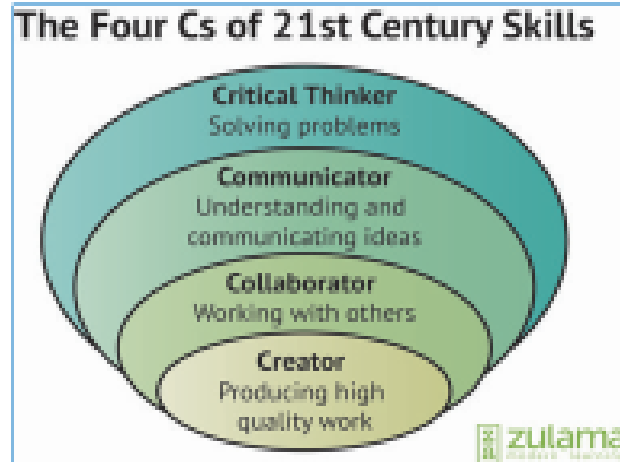
TERM	MEANING	IMPLICATION for CURRICULUM
Retrieval	The act of recalling information strengthens the memory of that information	Use of low stakes quizzes in lessons. Self or peer quizzing using knowledge organisers
Spaced Learning	The benefit of incorporating time delays between learning and practice	Is curriculum content revisited the following day, week, month or year?
Cognitive Load	The amount of information that can be manipulated in working memory	Is new material broken down into small steps within the curriculum?
Interweaving	The process of weaving concepts throughout the curriculum to ensure that they are learned deeply	Identify themes and concepts that recur throughout different topics and plan to teach them in the context of those topics
Schemas	A mental template that organises information	Teacher modelling of their own schemas to make links explicit to pupils
Working Memory	The 15-30 second window in which you can 'juggle' a limited number of items	Does the curriculum ensure that knowledge is 'chunked' together to free up working memory
Long Term Memory	The memory store house which is effectively infinite	Building long term memory supports working memory through developing automaticity



Knowledge Organiser: Developing a Curriculum for long term learning



Semantic Memory	Episodic Memory
Where we store information, facts & concepts. These are stored 'context free', that is without the emotional and spatial/temporal context in which they were first acquired. These type of memories take effort, we have to work to make them happen. In fact, we don't tend to use the word 'memories' for this kind of stuff, we tend to use the word 'memorise'	Where we store the 'episodes' of our life, the narrative of our days. When we talk about having fond memories or an event being memorable, we are talking about episodic memory. We are talking about something that happened, something where details of time, place and how we felt at the time are central.



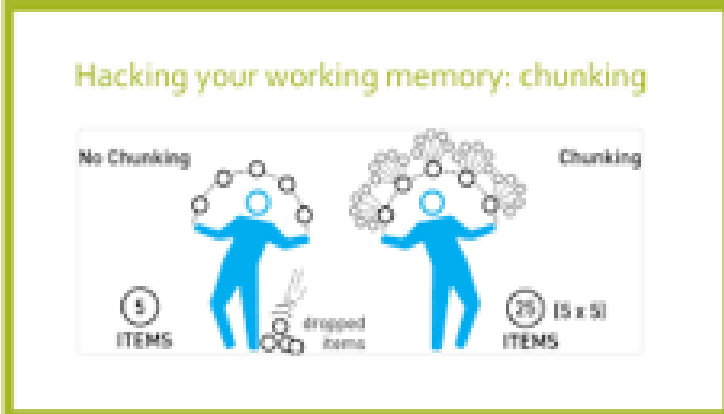
The Four C's of 21st Century Skills

Collaboration needs opportunities rather than lessons

Critical thinking, communicating and creating are utterly dependent on knowledge

Hacking your working memory : chunking

1. Chunking needs prior knowledge
2. The more you know the more you can chunk
3. The more you can chunk the more space you have to think with in your working memory



QUOTES	
"Learning is a change in long term memory. If nothing has changed in long term memory, nothing has been learned"	Paul Kirschner
"There have been some remarkable studies from cognitive science in recent years which mean we now have a much better idea about how children learn"	Amanda Spielman
"Progress means knowing more and remembering more"	Ofsted
"You can always Google it is the most dangerous myth in education today"	Dylan Williams

APPENDIX 5. Geography Fieldwork Planning

Substantive Knowledge:

Physical Geography Opportunities:

Human Geography Opportunities:

Environmental Geography Opportunities:

Locational Knowledge:

Map used:

-

Grid reference available?

-

Symbols (self-made or OS?)

-

Compasses needed?

-

Place Knowledge:

Familiar / Unfamiliar

Urban / Rural / Suburban / Coastal


Similarities to locality:

Prior Learning leading up to the fieldwork:

What knowledge do the pupils already have before going to this place?

Disciplinary Knowledge:

Annotating and Drawing:



Recording:



Collecting:



Questioning:

Where is it?

Why here?

How does it connect to...?

What is this place like ...and why?

How does this place fit together?

Follow up:

What will pupils do to consolidate their learning back in the classroom?

APPENDIX 6. Scientific Enquiry

What is scientific enquiry?

Scientific Enquiry describes the processes and skills pupils should be taught and use, to find out more about the world and how it works. Arguably, all children (regardless of where they live and the curriculum their schools follow) should carry out scientific enquiry within the context of the taught curriculum.

Opportunities for scientific enquiry are located centrally within any science curriculum and are not taught as a separate strand but related to the substantive knowledge being taught as this allows children to learn how scientific knowledge gets established and grows.

What are the benefits of scientific enquiry?

As children carry out scientific enquiry they should develop a host of skills and competencies, knowledge and understanding, bringing enormous benefits to them as 'growing' scientists.

Scientific enquiry increases children's capacity to:

- Problem-solve and answer questions. Rich opportunities are provided where children explore their own ideas, develop and deepen conceptual understanding
- Work with independence. Thinking and reasoning is nurtured alongside a host of qualities, including resilience, determination and confidence
- Be a scientist'. A necessary toolkit of practical skills is developed and added to over time
- Communicate effectively. Technical and scientific vocabulary is learned, practised and used, as children communicate evidence in a variety of ways, often with different audiences in mind

Teachers should gain significant insight into children's capacity to explore ideas, use skills and gather evidence (for instance) as they carry out scientific enquiry. The inclusion of clear learning outcomes and success criteria within planning for teaching and learning, allows assessments of children's progress to be made relatively easily. What's more, evidence of children using and applying conceptual knowledge and understanding of science as they investigate and answer questions can be checked for and considered when making teacher assessment judgements.

How does scientific enquiry progress through the primary school?

Working scientifically can be considered as divided into two separate but linked aspects

- Science enquiry
- Skills to carry out science enquiry

In the primary curriculum five types of enquiry are explicitly named in all year groups

- Observing changes over time
- Noticing patterns
- Grouping and classifying things (noticing similarities and differences)
- Comparative and fair testing
- Finding things out using secondary sources of information (researching)

These types of enquiry will be used by children from EYFS to year 6 across the different subject areas as appropriate (biology, physics and chemistry).

Skills to carry out scientific enquiry

To be able to work independently pupils need to develop a set of skills that they can then use whilst carrying out different types of enquiry. They need to be able to

- Ask questions
- Make predictions
- Decide how to carry out an enquiry
- Take measurements
- Record data
- Present data
- Answer questions using data
- Draw conclusions
- Evaluate their enquiry

Again, these skills will be revisited with increasing complexity as the pupils progress through primary school.

Another important aspect of Working Scientifically is to support pupils to gain an understanding of how the science community works scientifically. In years 5 and 6, pupils will begin this process by identifying scientific evidence that has been used to support or refute ideas or arguments, learning about how ideas have changed over time.

A further important area of understanding is the pupils' appreciation of the need for quality evidence on which to base theories. Again, this is introduced in year 5 and 6 in the pupils' own enquiry work as they are expected to begin taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. They are also expected to start reporting and presenting findings from enquiries, including explanations of and degree of trust in results.

Progression from EYFS – Key Stage 2

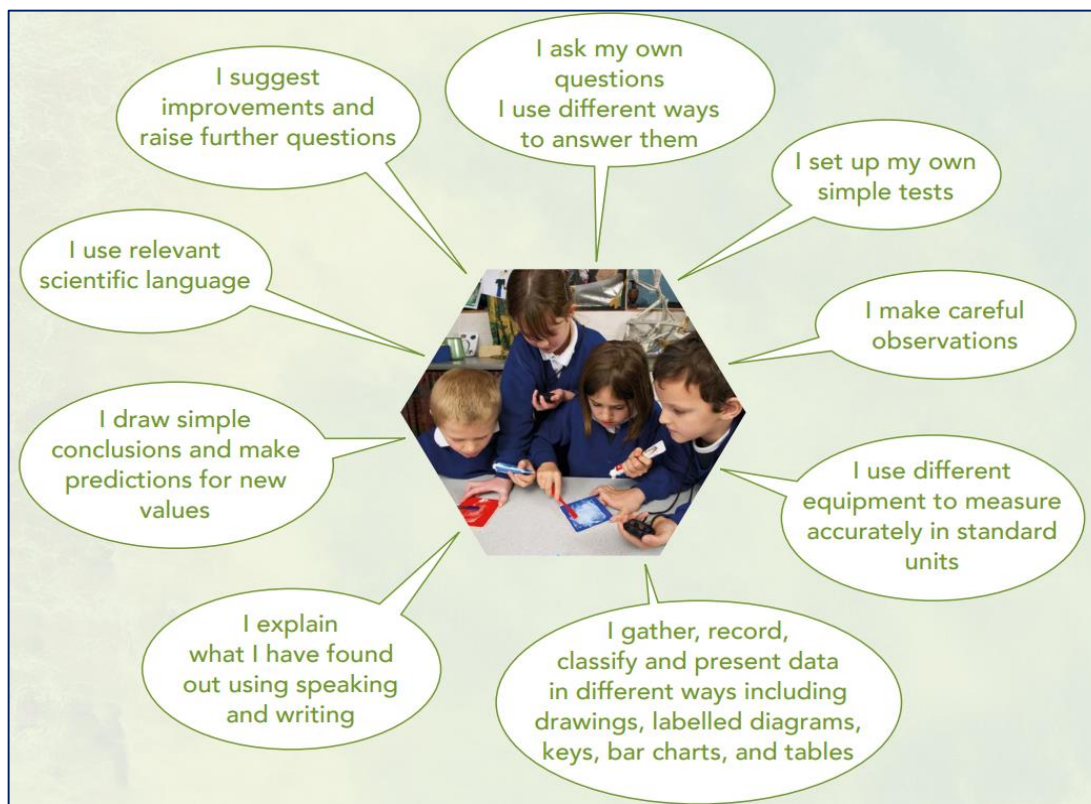
Working scientifically EYFS



Working Scientifically KS1



Working Scientifically LKS2



Working Scientifically UKS2



APPENDIX 7. Geographical Enquiry

Further information coming soon.

APPENDIX 8: EAL Support

EAL Support for Curriculum Manual of Instruction

To be read alongside:

Bell Foundation : EAL Assessment Framework Guiding principles for EYFS

Bell Foundation: EAL Classroom Support Strategies Primary Settings

Bell Foundation: EAL Assessment Framework Primary Descriptors

<https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>

EAL Assessment framework for schools Bell Foundation

- Helps teachers to observe, document and accelerate the ways bilingual pupils start to use English as a tool for learning in school.
- Describes the development of communicative behaviour in class and language for learning through
 - Listening
 - Speaking
 - Reading and viewing
 - Writing
- English Language proficiency in each strand is represented by five proficiency bands and each band has a descriptive label:
 - **A** - New to English /beginning
 - **B**-Early acquisition/Emerging
 - **C**-Developing competence/Expanding
 - **D**- Competent/Diversifying
 - **E**- Fluent
- Each band has 10 assessment descriptors.
- Pupils are not expected to attain all the descriptors in a band, some may do in a different order and this is to be expected
- The descriptors are sequenced to reflect internal progression i.e. descriptors 1-3 are early development and descriptors 8-10 are getting closer to the next band

How to use the Assessment framework

1. Start by choosing the most appropriate band that a pupil is likely to be in for that strand
2. Use a best fit for each strand
3. Speaking is often in advance of writing
4. Descriptors closely associated with English NC and EYFS
5. Think about the following competencies when using the assessment framework
 - a. **Acquiring academic content**
 - b. **Demonstrating learning**
 - c. **Following instructions and understanding teacher feedback**
 - d. **Using (age) appropriate language and register in a classroom context**
 - e. **Functioning in social language situations in and outside the classroom**

Recommendation

- **Pupil learning through EAL need to learn the same curriculum as their peers as far as possible**
- They have to develop their use of English as a learning tool
- Consider additional social needs and emotional support for some learners
- Set targets appropriate to the EAL learners' needs – they may not need a target in every strand (Listening, Speaking, Reading, Writing)
- Consider what the pupil's previous educational experience was?
- Is their first language age – appropriate and how were they doing academically and socially in their first language?
- Is there anything in their lives that could affect their learning – trauma, sudden change, challenging home circumstances?
- Additional interventions can be effective in KS2 – interventions should be specific, time limited and related to curriculum focusing on language acquisition such as key vocabulary, pre and post teaching and understanding grammatical structures

Prior Knowledge

- To learn anything we have to link the new and unfamiliar to things we already know, or experiences we have had before.
- When a learner speaks limited English making these links or understanding what prior knowledge or experiences a pupil has becomes more difficult but still important
- Find ways to tap into prior knowledge as part of lesson design
- Revisit familiar content to build fluency

The importance of the First Language

- The learners other language/s will continue to be of huge importance
 - Language of the home is the language of love, belonging and community
 - Young people need to talk to their parents in their home language
 - A home rich in full and fluent conversation is something we want for every child, for some families this is not English and that should be celebrated
 - Dual language dictionaries and dual text stories
 - Bilingual staff to support and celebrate languages

The Context, Contextual Support and the Support Context

- The way language is used, and what a bit of language means, varies according to what is happening and where it is happening, i.e. **the context. Some language is quite meaningless without context**
 - **Consider the word 'sink'**
 - In Geography- sink hole
 - In History - sink a battle ship
 - In DT – wash your hands in the sink
 - In English – a heart might sink when it hears a cliché
- **Context** means pupils who are learning English as an additional language need to be in the class to apply context to support understanding
- Make '**context**' of language very clear and obvious when teaching
- Use **Practical** and **concrete** resources to support learners – actions, photographs, modelling.

Contextual support

- Bridges the gap between practical, obvious context which is automatically accessible in some units and the more abstract content learners might meet in other lessons.
- Teachers to deliberately add contextual support to their lesson design – **revisit concrete** and **pictorial before moving on to abstract** so learners have something familiar to make a link to.

- Good quality visuals are key
- Talking partners and lots of opportunities to talk are important

Scaffolding

- Scaffolding is powerful way to raise attainment
 - Writing frames
 - Sentence starters
 - Themed glossaries
 - Mind maps
 - Graphic organisers - strategy provides a visual framework for organising ideas

Considerations

- Transitions may require extra support when moving into a new class

Early Reading

- Literacy activities should be age appropriate
- Pre teach subject specific vocabulary with concrete and pictorial support in context
- Pupils cannot read anything full of unfamiliar words adapt resources with words they know
- Phonics is not the starting point – speaking, listening, vocabulary building and word recognition are the starting points
- Pupils can learn phonics when they have an English vocabulary and when they have become familiar with the way English sounds

Other Strategies to try

- Dual language messages and videos to support learning
- Be aware of cultural conventions
- Provide opportunities to link with prior knowledge at every opportunity
- Planned talk opportunities and lots of them
- Model language
- Use good role models/buddies
- Build vocabulary in context and pre teach subject specific vocabulary
- Provide thinking time



Classroom-Support-S
strategies-Primary-Set



EAL-Assessment-Fra
mework-Primary-Desc



Guiding-principles-for
-EYFS-final-1-1.pdf