



Evelyn Street Primary Academy & Nursery

Curriculum Manual of Instruction

2024/25

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Introduction

This document 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 mainly within mixed age classes and will commence a year programme depending on the schools current cycle. The school and National Curriculum POS do 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 each 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

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 4 study units of work per year on a two year rolling programme – drawing, painting, sculpture and printing which included mixed media and/or textiles.*
- *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:

- *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

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 4 study units of work per year on a two year rolling programme taught continuously throughout the school year. These consist of two programming units and creating media project which spans three half terms, a unit of presenting data; this may be taught as a stand-alone unit or may be coupled with another unit dependent topic and end goals.*
- *Each unit is taught following a rigid structure: explore existing knowledge and familiar systems, teach and learn new skills.*
- *Online Safety is taught throughout the year and uses a baseline assessment to ascertain what the children know so that a bespoke curriculum can be delivered.*
- *A final artefact is produced at the end of each unit, which is then evaluated.*
- *Medium term plans outline what will be taught during each unit of work and will have recommendations for 'unplugged' activities.*
- *Computing is taught in discrete lessons, though the length of each sessions is determined by the skills being taught and whether or not equipment is being used to support.*
- *Equipment: In KS1, the children will primarily be using a range of standard sized laptops and Chromebooks to complete their learning. iPads will also be used to create and edit media. In KS2, the children have access to Chromebooks and iPads with software and apps readily installed to facilitate learning.*
- *Where possible, children's learning is recorded using our online learning platform, Google Classroom, with a minimum of one piece recorded in the child's Learning Journey per unit of study. In addition, images can be recorded within the class book to demonstrate use of equipment. This work is used as a part of teacher assessment to support ongoing learning and final 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

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. The children begin to make specific products led by the class teachers and a DT specialist to develop an understanding of the process taken that is continued into KS1.

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.*
- *Within KS1/2 each unit is taught following a rigid structure: evaluate 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 and evaluations 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

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 and phonics.*
- *In KS2, there are other literacy work books: spelling.*
- *Spelling is taught at least three times a week following the Read, Write Inc spelling programme.*
- *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 journeys 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

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 15 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 30 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 Primary languages Network 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 a way of 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

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 2 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, data collection, 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

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 2 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.*
- *Each unit begins with an enquiry question. Class teachers 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.*

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

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 First4Maths curriculum guidance along with the Mastering Number Programme. There are weekly target challenges set up for children each week to complement and deepen their mathematical learning in their continuous provision. These are called 'In focus' tasks to support their transition into key stage 1, where in focus tasks will be a daily part to each lesson.

Key stage 1 and Key stage 2

- *Children are taught maths regularly throughout the week in both arithmetic and topic lessons following our intended curriculum*
- *Unit plans outline what will be taught during each unit of work in small steps*
- *KS1 are supported by the Mastering Number Programme in their arithmetic sessions*
- *KS2 receive targeted support in the form of Ark curriculum Ready To Progress interventions*
- *Our curriculum outlines key recap focuses for each unit. These include aspects of the curriculum such as geometry, which might only be covered once a year in the main curriculum. This allows children's knowledge in these areas to be continually revisited so that they can recall facts quickly and proficiently.*

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. The key areas for recap are also planned out in the intended curriculum to ensure that essential knowledge is continually revisited.*
- *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 in appropriate year groups, which assess and secure the recall of multiplication facts*
- *Assessment is undertaken continuously and systematically across maths lessons and arithmetic lessons. Targeted support for pre/post teach is identified and implemented quickly.*
- *NFER assessments take place termly to support the assessment of teaching staff and to support planning and provision.*

9. Music

Music Protocols

All children in KS1 and LKS2 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.

In EYFS, children are introduced to the djembe. They are taught how to hold it and how to hit to make the best sound. They are also introduced to the children's glockenspiels and are taught how to bounce their mallet to hit different notes. They receive foundational knowledge that is further developed in KS1.

Key Stage 1:

- Children are taught weekly music lessons with a music specialist and their class teacher for one hour, covering 3 study units of work per year.

Lower Key Stage 2:

- As the children enter lower KS2 they will begin to learn how to play keyboards and ukuleles, taught by a specialist music teacher and their class teacher once a week for one hour throughout the year.

Upper Key Stage 2:

- Children in UKS2 will be taught how to play the keyboard and guitar for one hour a week by a music specialist and their class teacher.

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.
- Children also listen to a number of songs from a wide range of genres, including live performances.
- 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.
- 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

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 and the class teacher must be present within the lesson.*
- *Children are taught twice a week in one-hour sessions.*
- *PE plans include long, medium and short term.*
- *PE lessons are planned using knowledge from PE specialist.*
- *Pupils are assessed from the End points found on each MTP for each unit. Teachers record this on their foundation assessment sheets, recording any children who have not attained the end goals. These children are then targeted through pre teacher, teacher/TA support or targeted clubs (i.e. fundamental movements club)*
- *PE MTPs and planning are accessible to all teaching staff and are shared with each new topic to support staff.*
- *All extra-curricular planning and activities are also held on our PE iPad and provide a seamless transition between curricular and extra-curricular provision.*
- *Children and staff will change for PE wearing the correct clothing and footwear. If their lesson is the start of the day, children will come to school in PE kit and if the children have PE last lesson of the day, children will go home in PE kits.*
- *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/tape if unable to be removed.*
- *Long hair must be tied back.*

Teaching Pedagogy:

- *Each lesson begins with a recap and a warmup related to the session's learning objective. During the warmup, a pre-teach with targeted children may take place, where appropriate, with the class teacher or support member of staff.*
- *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 various retrieval methods to ensure that skills, knowledge and vocabulary are consolidated and any gaps in learning are then specifically targeted.*

11. Personal Development

PD Protocols

We teach Personal Development through 8 distinct elements that build on prior knowledge. We teach Relationship, Health and Sex Education (which is a statutory requirement). Teaching is supported by our PD scheme Jigsaw for all key stages; EYFS through to Year 6. This scheme was selected in consultation (in line with Statutory consultation requirements) and partnership with our parents (July 2020). PD teaching, our scheme and materials are reviewed annually with Parents to ensure clarity of coverage.

Across school, children use 'Awe and Wonder' books to record their responses to focused questions in PD 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:** PSED is taught via 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 PSED in EYFS is also captured through pupil voice and photographs are 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.*
- Progression lines run alongside our MTPs (these are an unpublished teaching aid) mapping what has been taught before and what will be taught next.*
- PD underpins positive behaviour and this is monitored daily across all key stages. Formal monitoring of low and high level behaviours via CPOMS is done each half term.*
- Half termly monitoring in all year groups through pupil conferencing and learning walks is recorded on Trello and recorded engagement*

12. RE and World Views

RE Protocols

EYFS: As part of the Lancashire SACRE, children in EYFS explore 3 themes throughout the year (Special times, Special places and Special people). 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 6 study units of work per year across KS1 and KS2, on a two year rolling programme taught continuously throughout the school year.*
- *Children explore 3 main religions (Christianity, Islam and Hinduism) and explore non-religious worldviews as well such as Humanism.*
- *RE is taught through the pillars (concepts) of Searching for Meaning, Beliefs and Values, Living traditions and Shared human experiences.*
- *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 and 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 their class and learning journeys to record some of their responses to focused questions in RE sessions. 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 a religion. This is 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, which we have adapted to suit the needs of the demographic we serve.*
- *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 at the start of each lesson 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

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 4 study units of work per year, across the 3 disciplines of Physics, Chemistry and Biology, on a two-year rolling programme in KS1.*
- *Children are taught 5 study units of work per year, across the 3 disciplines of Physics, Chemistry and Biology, on a two-year rolling programme in KS2.*
- *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. Assessment / Feedback / Marking / Tracking

In line with Trust approach to assessment and marking, we have adapted this policy to suit our school context: see policy – appendix.

School Context Protocols:

- **Day to Day Assessment:** We use formative assessment to establish, prior learning and 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.
- **Feedback & Marking:** 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 within 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.
- **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, recorded on an electronic tracking system.
- **Tracking:** We have three collection points a year. Foundation subject tracking is by exception and completed after each unit is taught, 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. 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 on Tapestry.
- **Standardisation:** Whilst it is subjective, judgements on Reading, Writing and Maths are quality assured through robust standardisation in WPAT network meeting within key year groups.

15. Curriculum Planning

Rationale:

Our response to planning is proportionate and measured and embraces the DFE work force reform initiative. As an 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.

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. 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”. Substantive and disciplinary knowledge has formed a spiral curriculum. 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. We have developed an intent document that summaries across all year groups the core knowledge we intend to teach in each subject linked to the unit of study, this clearly illustrates the sequential learning we intend. Each Academy in the application of this planning and in addition to this planning, maintains its unique character reflective of the community it serves.
- **Trust Themed Network Groups:** The Trust has formed a Curriculum focus group with each academies curriculum co-ordinator to develop curriculum planning. 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. Each school has a curriculum manual of instruction bespoke to each academy, with operational subject protocols that are unique to each school and are updated at least annually. The Intended Curriculum Progression document lays out the sequential learning children are expected to know by the end of the year and key stages
- **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 knowledge. 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.

16. Teaching and Learning

Rationale:

We have developed a bespoke approach to teaching and learning 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. 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 quality learning experiences that lead to consistent pupil engagement.
- 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:** Lessons begin with a review of prior learning to address any misconceptions that have arisen at the start of each unit of work. They chunk knowledge into small steps with well-matched activities that practice new concepts and skills, which they revisit and repeat over time.
- **Repetition / Retrieval:** Class teachers will 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”.

17. Monitoring

Rationale:

Trust leaders and staff wish to be a self-evaluating organisation. 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. 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.

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:** 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 network groups to develop strategies to target performance and monitor impact. 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.
- **Evelyn Street Academy:** 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 ..

18. 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

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 with a mixture of online learning webinar's and face to face sessions. 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.

19. 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.

APPENDIX 1 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 Collage 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

APPENDIX 2 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.

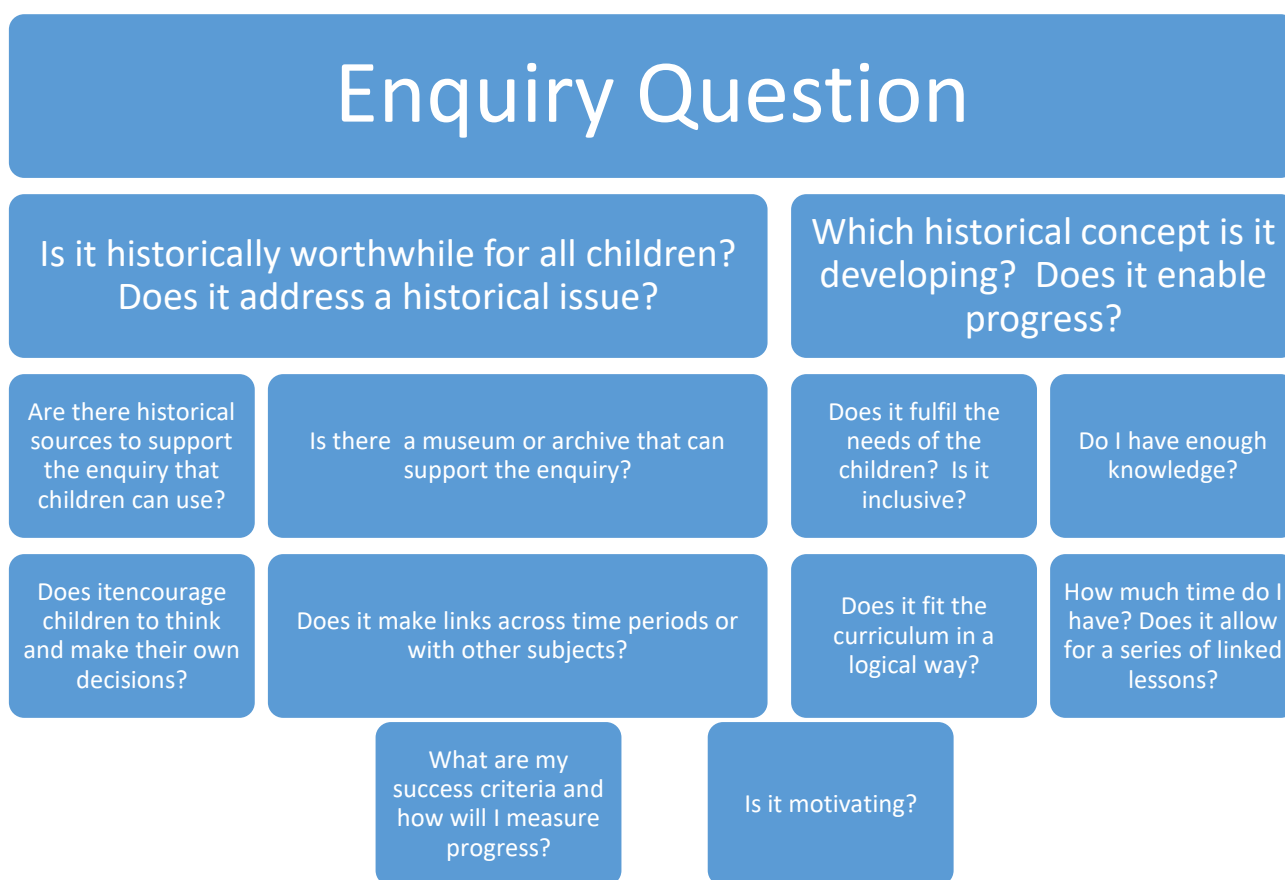
APPENDIX 3 Enquiry Planning

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

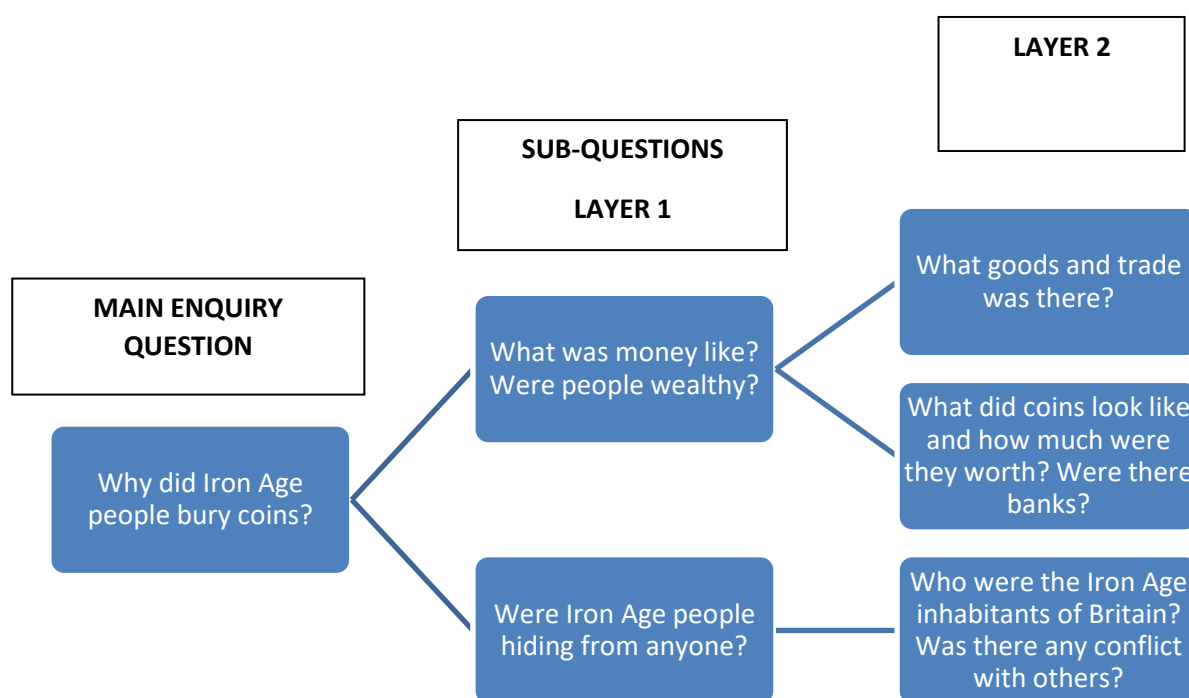
The over-arching enquiry question can be structured in a number of ways, but it is nearly always useful to have a number of sub questions. The reasons for that include:

- 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.

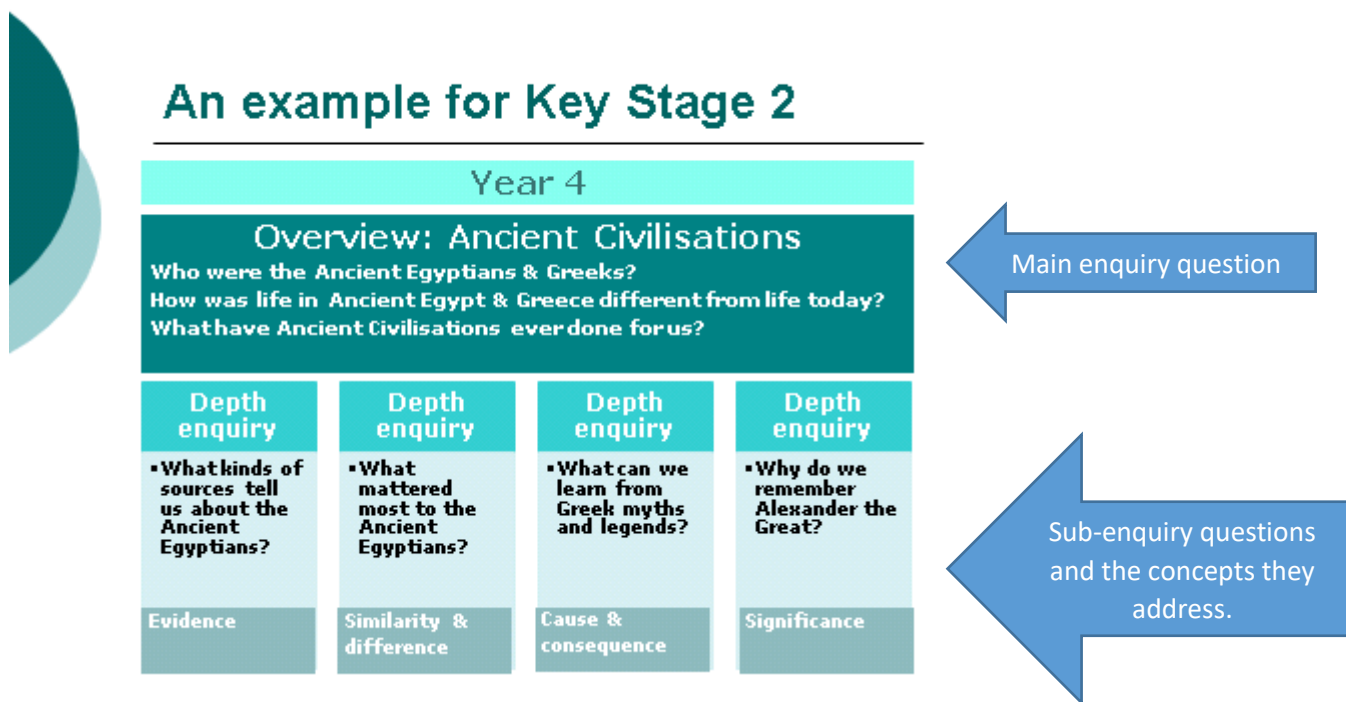
They *shamelessly robbed* the islands we now refer to as Great Britain and Ireland, and made numerous forays into Mediterranean regions.

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

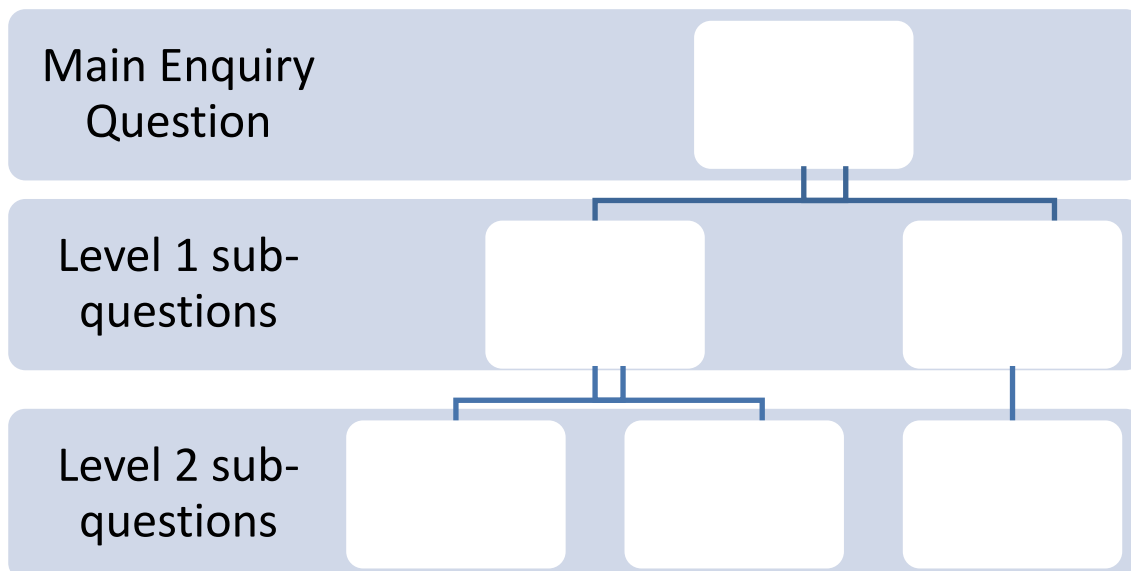
Part B: Devising the learning sequence.

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 4. School Marking 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

CT/TA

Class Teacher/Teaching Assistant supported. If a child does not have either of these indicated then their work has been completed independently.

VF

Verbal feedback

CL

Check capital letters



Check Finger Spaces

Highlighting: If the learning objective has been achieved, it is highlighted. Autumn (yellow), Spring (orange) and Summer (Green)

APPENDIX 5. End of Topic Assessment Pro Forma

CURRENTLY UNDER REVIEW

APPENDIX 6. 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 7. 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



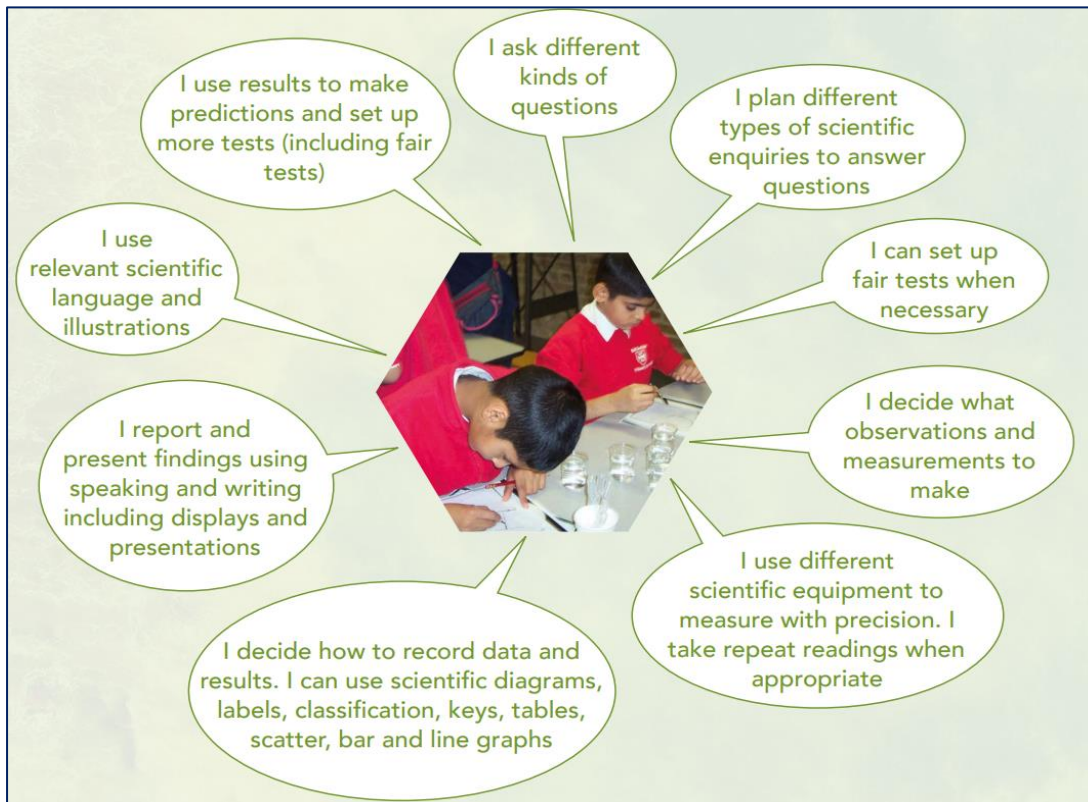
Working Scientifically KS1



Working Scientifically LKS2



Working Scientifically UKS2



APPENDIX 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-Strategies-Primary-Set



EAL-Assessment-Framework-Primary-Description



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

APPENDIX 9: Evelyn Street Spelling

Spelling Rationale:

The process of learning to spell is cumulative and requires structured teaching. This explicit systematic teaching needs to be continually practised and reinforced, until spelling knowledge is committed to long term memory.

At Evelyn Street we follow the Read Write Inc spelling programme that follows on from the Read Write Inc phonics programme, thus ensuring spelling is taught in a structured, systematic way that reflects the requirements of the National Curriculum and builds on prior learning (**Handbook pages 33 to 39 inclusive: Appendix 1**). The programme is based on the understanding that the English language is a very complex sound based system where there are more speech sounds than letters.

Assessment is an integral feature of the programme and all activities involve some type of assessment, whether self, peer or whole class. This constructive, ongoing monitoring for improvement is built into the activities.

Aims:

- Children will initially learn to spell using phonics, specifically grapheme- phoneme correspondences (GPCs). This will move from knowing one grapheme to represent each phoneme to a wider understanding of the complex GPC code.
- In addition, children from Year 2 onwards will be taught spelling rules; the role of morphology and etymology and a developing understanding of the relationships between meaning and spelling.
- Alongside this children will learn to spell the common exception words for Year 1, Year 2, Years 3/4 and Years 5/6. Children will be taught a range of strategies to learn challenging words, including common exception words e.g. Mnemonics. (**Appendix 2**)

Organisation:

Yearly Timings see page 14 of the Handbook (Appendix 3)

- Year 1 – complete phonics programme. Then complete pre-programme Year 1 assessment and revision of phonics.
- Year 2- 34 weeks (4 x 20 minute sessions per week).
- Year 3- Y6 inclusive- changed to- 20 weeks (4 x 20 minute sessions per week)
In addition, for at least 2 weeks each half term common exception words will be taught (4x20 minute session)

For years 2 to 6 inclusive teaching will take place in year group cohorts after the daily maths lesson.

Teaching pedagogy

On line resources are used for whole- class teaching. At the start of each unit there is a video where the key concept is introduced. Children then complete the Spelling Zone activity in their Practise book. The timetable then follows the same basic pattern each week.

In Year 6 the structure is slightly different as teaching revises all key concepts explore in earlier years.

Appendices:

1. Read Write Inc spelling programme content matched to the National Curriculum Pages 33 to 39 Inclusive Handbook.
2. Age related half termly spelling list of common exception words from the National Curriculum (statutory for Years 3 to 6 inclusive)
3. Yearly Timings page 14 of the Handbook

Age Related Spelling List

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	The Do To Today Of Said	Were Was Is His Says Are Has	You Your They Be He Me She	We No Go So By My	Here There Where Love Come Some One Once Ask	Friend School Put Push Pull Full House Our
Year 2	Door Floor Poor Because Find Kind Mind Behind Child Children	Wild Climb Most Only Both Old Cold Gold Hold Told	Every Everybody Even Great Break Steak Pretty Beautiful After	Past Father Class Grass Pass Plant Path Christmas Parents Fast Last	Move Prove Improve Sure Sugar Eye Could Should Bath Hour	Any Many Clothes Busy People Would Who Whole Water
Year 3	actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forwards fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position posses possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important
Year 5	occur accompany according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticize desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate
Year 6	individual interfere interrupt language leisure lightning marvelous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	