



# Frank Field Education Trust

## Teaching and Learning policy

Handforth Grange Primary School

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***Social Justice through Excellence in Education***

## Introduction

At Handforth Grange Primary School we have the very highest expectations for the academic success of our pupils and for their excitement in learning. Our goal is exceptional Teaching & Learning to equip the pupils with the skills, knowledge and understanding to be able to make informed choices about the important things in their lives.

Quality of teaching is the foundation on which our school's success rests, and we must be uncompromising in every lesson about striving for the very best for all our pupils.

## Aims and Objectives

### We will:

- Promote our vision of the very highest standards of academic success by ensuring the pitch of our teaching is such that it stretches the understanding of all pupils.
- Ensure consistency across year groups; key stages and subjects and allow the pupils to systematically build on their prior learning
- Ensure all children are inspired, motivated and engaged by learning which is presented in context
- Ensure that pupils have the opportunity for high pitch, deep practice of core skills
- Ensure that there is a highly effective feedback loop allowing pupils to self-regulate their learning and that there is high quality feedback from teachers and other adults to move learning on.
- Ensure that our teaching meets and exceeds the expectations set out in the National Curriculum (2014).

### We want children to:

1. **Be inspired to learn:** to receive a curriculum that is exciting and relevant to them.
2. **Be challenged with high-pitch questioning;** resources; work and assessments to ensure that pupils of all abilities make accelerated progress

3. **Have adequate opportunity for 'deep practice'** in order to embed and develop skills and knowledge through the development, during their time at the school, of the skills required to work independently for significant periods of time – whilst supported by resources that ensure they know how to succeed in their learning.
4. **Benefit from effective feedback from an expert:** their teacher; teaching assistant or other appropriate adults – focused on moving their learning on and developing feedback that pupils respond to.
5. **Benefit from effective self-feedback:** Have a clear idea of how to improve through modelling and success criteria.
6. **Benefit from high-quality publishing:** to understand how to produce high-quality work that they value.

### Learning Motivation

We believe, in line with the work of Professors K. Anders Ericsson and Professor Carol Dweck, that learning is a result of:

- **IGNITION** – that pupils have to be inspired to learn and excited by their learning
- **HIGH PITCH DEEP PRACTICE** – that provided the inspiration is personal and powerful enough, pupils will be prepared to work for much longer at something that is much harder
- **FEEDBACK FROM AN ADULT** – that any adult can help a child look for the one thing that will improve their work immediately
- **FEEDBACK FROM THE CHILD** –that if pupils know what “better” looks like through modelling and success criteria they will be able to improve their work.



## **Effective teaching**

When teaching we focus on inspiring and motivating children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

### **Planning**

Subject leaders and year group teams have formulated an Operating Model for Teaching & Learning. Cross curricular links and links with other planned events in the schools calendar are exploited. There should be evidence of knowledge development over a period of time, knowledge taught in one area being applied in another and evidence of a tangible goal or outcome.

### **Curriculum**

- The school closely follows the expectations set out in the National Curriculum (2014) for all subjects, including adherence to the programmes of study for each year group in Key Stage 1 and 2.
- Teachers use these objectives to plan their lessons and set the success criteria for pupils.
- Teachers in all year groups will assess pupils attainment against the objectives set out in the programmes of study.
- The English and Mathematics subject leaders (as part of the Core Subject Standards Team) monitor the outcomes in pupils' books weekly to ensure that the curriculum objectives are being met.
- Other subjects are monitored regularly by subject leaders, SLT and termly as a whole staff to ensure consistency across subjects.

## **READING**

### **Intent**

By the time children leave Handforth Grange, they will have read, listened to and been inspired by a selection of fantastic children's stories. Regardless of ability, gender or background, all children will know, understand and have the confidence to discuss a broad range of high quality texts and vocabulary to cultivate a love of literature.

### **Implementation**

#### **Curriculum Lessons**

#### **EYFS & KS1: Long Term Plan (Read Write Inc.)**

Children from Nursery to Year 2 are taught following *Read Write Inc.* (RWI), a systematic synthetic phonics-based programme, to become fluent and confident readers. Children start the RWI scheme in the summer term of Nursery and we aim to have all children off the scheme by the summer term

of Year 2. If children are not off the scheme by the summer term in Year 2, they continue on the scheme in Years 3 and 4 until they are fluent readers.

<b>Read Write Inc. colour band</b>	Minimum end of year expectations for Reception	Minimum end of year expectations for Year 1	Expectation by spring term for year 2
Ditty sound blending			
Red ditty			
Green			
Purple			
Pink			
Orange			
Yellow			
Blue			
Grey			
Comprehension			

Children in Nursery will have daily RWI lessons starting in the summer term. Children will be taught:

- Set 1 sounds
- Letter formation
- Oral blending and segmenting
- Start to learn how to spell with Fred fingers

Prior to this, Nursery children will be engaging with phase 1 phonics activities.

In Reception and KS1, children will:

- Have daily phonics lessons
- Be taught set 1, 2 or 3 sounds, including single letter sounds, diagraphs (special friends), trigraphs (special friends) and simple mnemonics.
- Learn to blend and segment
- Learn to spell
- Build reading fluency
- Read books that match their sound and reading level
- Read red words (common exception words)
- Participate in shared reading
- Comprehend what they have read and make basic inferences
- Develop and broaden their range of vocabulary
- Read accurately and fluently

Once children are fluent readers, they progress onto the RWI comprehension scheme. This is a 14 week programme aimed at developing children's comprehension

## Medium Term Plans (Read Write Inc.)

### Nursery:

Monday	Tuesday	Wednesday	Thursday	Friday
Speed sounds	Speed sounds	Speed sounds	Speed sounds	Speed sounds

During the summer term, children in Nursery will be taught daily speed sound lessons covering set 1 sounds.

### Reception:

Depending on the colour book band, the medium term plan varies from a one-day to a three-day timetable. During the Autumn and Spring terms, Reception have a phonics session five days a week.

#### One-day weekly plan (ditty and red group)

Monday	Tuesday	Wednesday	Thursday	Friday
A ditty a day	A ditty a day	A ditty a day	A ditty a day	A ditty a day

#### Three-day timetable weekly plan (green, purple, pink and orange group)

Monday	Tuesday	Wednesday	Thursday	Friday	Monday
Book A – day 1	Book A – day 2	Book A – day 3	Book B – day 1	Book B – day 2	Book B – day 3

This then continues as a three-day cycle split over weeks / days until the groups change.

In the summer term, Reception will merge with KS1 and follow the medium term plan as outlined below.

### Key Stage One:

In KS1 (and Reception Summer Term), children have a daily phonics session Monday-Thursday.

#### One-day weekly plan (ditty and red group)

Monday	Tuesday	Wednesday	Thursday
A ditty a day	A ditty a day	A ditty a day	A ditty a day

#### Three-day timetable weekly plan (green, purple, pink and orange group)

Monday	Tuesday	Wednesday	Thursday	Monday	Tuesday
Book A – day 1	Book A – day 2	Book A – day 3	Book B – day 1	Book B – day 2	Book B – day 3

This then continues as a three-day cycle split over weeks / days until the groups change.

#### Five-day timetable weekly plan (yellow, blue and grey group)

Monday	Tuesday	Wednesday	Thursday
Book A – day 1	Book A – day 2	Book A – day 3	Book A – day 4 and 5

Comprehension group weekly plan

Monday	Tuesday	Wednesday	Thursday
Comprehension module	Comprehension module	Comprehension module	Comprehension module

**EYFS & KS1: Short Term Plans (Read Write Inc.)**

Ditty and red group lesson plan

- Daily speed sounds session
  - Speed sounds
  - Word time
- Story green words
- Speedy green words
- Red words
- Partner practice of speed sounds and story green/red words in book.
- Story introduction - teacher
- First read – children
- Read aloud – teacher
- Second read – children
- Questions to talk about
- Hold a sentence
- Handwriting

Green, purple, pink and orange group lesson plan

Day 1	Day 2	Day 3
Daily speed sounds lessons	Daily speed sounds lessons	Daily speed sounds lessons
Speed sounds from story book	Speedy green words	Think about the story
Story green words	Red words	Third read – children
Speedy green words	Partner practise – speedy green words and red words	Questions to talk about
Red words	Second read – children	Proofread
Partner practise – speed sounds, story green words and red words	Hold a sentence – 2	
Story introduction	Handwriting	
First read – children		
Read aloud – teacher		
Hold a sentence – 1		
Handwriting		

Yellow, blue and grey group lesson plan

Day 1	Day 2	Day 3	Day 4 and 5
Daily speed sounds lessons	Daily speed sounds lessons	Daily speed sounds lessons	Daily speed sounds lessons
Speed sounds from the story book	Speedy green words	Partner practice – speedy green words and red words	Spell check
Story green words	Red word cards	Third read and voice choice	Grammar
Speedy green words	Partner practice – speedy green words and red words	Questions	Vocabulary
Red word cards	Second read – children	Hold a sentence 2	Proofread – spelling
Partner practice – speed sounds and story green words	Fred fingers – spelling green words	Build a sentence	Proofread – grammar
Story introduction	Red rhythms – spelling red words		
First read – children	Hold a sentence 1		
Read aloud – teacher			
Red rhythms – spelling red words			

Comprehension group lesson plan:

Day 1	Day 2	Day 3	Day 4
The big question	Vocabulary check	Hold sentence 3	Vocabulary check
Introduction	Re-read text 1	Children read text 2	Mind pictures
Vocabulary check	Quick check text 1	Teacher read text 2	Build a picture
Children read text 1	Questions to talk about	Think about vocabulary: activity 1	Think about grammar activities 4-6
Teacher read text 1	Questions to write about	Why questions	Spell test
Vocabulary check	Spell red words	Think about vocabulary : activity 2	
Hold a sentence 1 and 2	Red rhythms	Think about grammar activities 1-3	
Spell green words		Spell check	
Spell suffixes			

Once children have completed the RWI Comprehension modules, they move onto a medium term plan in line with KS2 (see below) based on skills and objectives from the National Curriculum.

**KS2: Long Term Plan**

- At Handforth Grange Primary School, we believe that exceptional reading comes from solid decoding skills – built in KS1 – and an opportunity to spend a considerable amount of time both *learning* and *practising* reading comprehension skills and discussing the highest quality literature.



- We follow the National Curriculum (2014) programmes of study for reading and the expectations therein, which we have set out into skills objectives on our *Whole School Reading Progression*. Each week, a specific skill or objective from the National Curriculum is chosen (*see Teaching Sequences*) which aligns to current reading and writing genres. This skill is introduced and explored in-depth at the start of the week and then revisited at various points in lessons throughout the week.
- Continued emphasis is placed on providing access to high-quality texts and discussion across an increasing range of genres – including writing from both classic and modern literature – that is age-appropriate yet challenging. When selecting texts, teachers should seek to make cross-curricular links to other subjects where possible, thus helping to deepen children’s understanding and vocabulary; however, this must not come at the expense of facilitating access to high quality children’s literature.

### **KS2: Medium Term Plan**

In key stage two, reading lessons focus on teaching and practising comprehension skills, both discretely and in conjunction with other skills and aspects of reading. Across each week, lessons should generally follow the format set out below, with at least one comprehension session based on the class novel. Other selected texts should be age-appropriate, high quality, cross-curricular and afford opportunities to practise that week’s skill. Consideration should also be given to introducing children to extracts of fiction that they might enjoy. Flexibility in the order of lessons within the week may occur in order to capitalise on cross-curricular links, particularly when this is aligned with writing.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Comprehension Skills Lesson</b> <i>from medium term plan</i>	<b>Comprehension Questions</b> <i>class novel</i>	<b>Read &amp; Review</b> <i>non-fiction, new fiction or poetry</i>	<b>Comprehension Questions</b> <i>non-fiction or poetry</i>	<b>Verbal Read &amp; Review</b> <i>class novel</i>

*See example Read & Review grids and comprehension questions for expectations of what each should contain and any phase differences.*

### **KS2: Short Term Plan**

Reading lessons are delivered with a whole class approach. Monday’s skills lessons involve direct, explicit teaching of a new skill or objective, which is modelled by the teacher, explored as a class, and then practised step-by-step. This can be recorded with photos of the learning or other activities, but should aim to include an individual outcome or evidence for each child. Tuesday – Thursday lessons adopt the following structure, with teachers adapting to the needs of their class:

- **Overlearning** – this should focus on practising recall and use of previously taught vocabulary
- **Read the Text** – this can be modelled by the teacher, paired, individual, groups, whole class etc. On Read & Review days in particular, there should be conversation and reminders about how to read with fluency and expression, as well as discussion of unfamiliar or ‘tricky’ words, with time dedicated to practising reading.

- **Written Task** – Read & Review work can be done in pairs or individually (UKS2 should write this straight into their books). Comprehension questions should be completed individually and independently where possible, with children writing answers straight into their books. Some whole class work (i.e. to identify and highlight key words), teacher modelling and discussion should be included prior to any written activity.
- **Review** – discussion and assessment of work completed with children marking/editing their own or each other's work in blue pen.
- Teachers should review the work completed for each lesson and provide 1/2/3 green ticks in line with the school's marking policy.

Friday's 'verbal' lessons should give the children the opportunity to hear and discuss a significant amount of their current class novel in an extended story time; this allows them to access higher-order thinking skills and book-talk without the need for written responses. Whiteboard work, paired talk etc. should be included to ensure all children are involved. This is recorded with a Read & Review grid typed by the teacher in conjunction with the class, which children then stick in their books. Children should then fill the definitions of key, new vocabulary that has been learned.

### Progression

- Across the year, the amount of modelling and shared writing that occurs should gradually shift so that children are reading and responding to texts with increasing independence. Teachers may also add more challenging areas to the comprehension grids towards the summer term.
- The amount of text provided should also increase. In addition, texts become more difficult in line with year group expectations.
- The areas of focus on Read & Review lessons should be in line with Year Group expectations.
- Medium term planning highlights the differences (in green) between the expectations of different year groups with in the same phase. There should also be clear differentiation between the Year 3 and 4, and Year 5 and 6 sheets within the phase to ensure progression and challenge for the higher year group within each phase.

### Summative Assessment

#### Read Write Inc.

Children are assessed using the RWI assessments every 6-8 weeks and move colour bands accordingly to ensure that lessons are meeting their individual needs and they are making progress. Any children not making expected progress or requiring additional support can be identified at this time and throughout using summative assessment.

#### Years 2 - 6

Children in Years 2 to 6 are assessed termly using NFER standardised assessments (Years 3, 4 and 5) or past SATs papers (Years 2 and 6). The results of assessments are used to inform future teaching and learning, particularly identifying any children requiring extra focus or support, and form the basis of misconception and feedback lessons where the children can identify areas of strengths and difficulty for themselves.

## Inclusion and Intervention

- The lowest 20% of children from Reception to Year 4 receive daily 1:1 tuition ('Fast Track Tutoring', a Read Write Inc. intervention) tailored to their individual needs. In LKS2, any child not working within year group expectations or with significant gaps in their decoding skills will receive this as alternative provision during reading lessons to target their needs and prioritise their fluency in reading. When children reach Years 5 and 6, the children who have not achieved age related expectations are assessed and placed onto the 'Fresh Start' programme (a Read Write Inc. programme for older children). These children receive daily 1:1 intervention and work through the Fresh Start modules in addition to their regular curriculum reading lessons; they are provided with tailored provision and/or support during reading lessons.
- In Reception and KS1, RWI groups are organised into different abilities following half termly assessments. In KS2, all comprehension question sheets are differentiated at least three ways within each phase (one aimed at each year group and an additional sheet aimed at children with SEND). There is also a challenge sheet available for every comprehension and Read & Review lesson. Read & Review templates are also differentiated; extra levels can be introduced across the class later on in the year or earlier to provide additional, targeted challenge. Some children in UKS2 may be given printed grids to stick in their book, depending on the level of need.
- The expectations surrounding the amount of text that children should read, and read independently, and the amount of questions they are given, is also adapted to suit different learner's needs.
- Provision is made for children with visual impairment or other physical difficulties to enable them to access the reading lesson with their peers. We also use RWI and phonics resources aimed at non-verbal children where appropriate, particularly for children in our Resource Provision.

## Reading for pleasure

At Handforth Grange, we place a strong emphasis on creating a positive culture of reading around the whole school and are always working to encourage children to read for pleasure. In addition to their curriculum reading lessons, we aim to promote the children's love of reading in the following ways:

- *Story Time:* Our school timetable includes the opportunity to share a class story every day, in every class across the school. Children are able to listen to and discuss a story and to share in a love of books with their teacher. Our Literacy Spine (a carefully selected set of high quality children's literature, representing a range of styles, voices and eras) outlines key books for this activity; for KS2 this progresses to chapter books and novels which are read across the course of either a half or full term and linked into class reading lessons.
- *Books in the EYFS Environment:* In EYFS, all children have access to communication friendly spaces where reading is valued and encouraged, for example the 'book nook' in Nursery and the 'reading area' in Reception. There are also baskets of literature placed around the Early Years' environment, both indoors and outdoors, which enhances our provision and promotes a love for reading. A selection of storytelling props and resources are made available to enable

independent storytelling and reading activities are placed around the environment e.g. design a book cover and book review.

- *Books in the Whole School Environment:* As well as our whole school library, we have communal reading areas in each phase where children can access age-appropriate and/or curriculum related content, both fiction and non-fiction. Children are introduced to these at the start of the term and shown how to select books; in KS2, they are organised by author and genre to aid the children in their selections. There are quiet spaces around school for children to enjoy reading, including the reading shed outside, and teachers have their own book collections and/or reading corners in the classroom which are tailored and updated termly.
- *Book Recommendations and Displays:* Many displays around school highlight key linked texts that the children could engage with and there is a reading display in every classroom which celebrates books that the class has read, along with any work linked to this, and book recommendations from the children. Teachers are able to offer their own book recommendations (with 'What I Am Reading' posters on every classroom door) as well as giving the children opportunities to discuss books that they are reading individually and share these recommendations with their peers. Teachers also use Read & Review lessons as a chance to share short extracts of new books with the children that they may want to go on and read further.
- *Individual Reading:* We encourage every child in KS2 to have their own individual book that they are reading and which they have available in school every day. Children who struggle to find books that they like are supported to do so and all children are given regular opportunities to engage in quiet reading across the week. Children from Years 1 – 6 also have the chance to read 1:1 with an adult in school at least once per week.
- *Secret reader:* In Nursery, we invite the children's family and carers to be a 'secret reader' and come into school to read a children's story to the children. This gives children further opportunities to see that adults love reading too and share a love for reading.
- *Celebrating Reading:* Children who have read five times per week or more at home are celebrated in class and every class's 'Reading Percentage' for reading at home is shared in assembly on a weekly basis as a means of reward and encouragement. The Friends of Handforth Grange also run a termly 'Reading Raffle' which a child from each class will win.
- *Reading Events:* As a school, we mark World Book Day every year with a strong emphasis on providing children with further book recommendations, opportunities to read, and a chance to highlight and celebrate the joy of reading. We also hold Book Fairs and make a point of announcing to children when the Library Loan Service books are coming, or new books have been ordered, to get them excited about the renewed provision of books in our school. There is also a Summer Reading Challenge set by the local library and celebrated in school.

### **Reading at home**

- Children in Nursery take home the following things weekly starting in summer term: Set 1 speed sounds; sound blending books; virtual classroom video links; and a story book to share with their friends and family.

- To establish a home-school link in Reception and Key Stage One, the RWI book focussed on in the week is sent home so that this can be recapped and revisited over the week with parents/carers. Children also take home a book-bag book which is matched to their colour band and phonics knowledge in order to promote fluency and decoding. They also receive virtual classroom video links and a story book to share with their friends and family.
- We expect all children to read for a period of time (age-appropriate) five times per week at home. Each child from Reception upwards is issued with a reading record to monitor this and we expect parents to read with / talk to children about their books and sign their reading record at least once per week.
- The reading record books are checked by staff on a weekly basis and are regularly monitored by the Core Subject Standards' Team.

### **Impact**

- Children spend their days in an environment where reading and books have a very high profile across the school and throughout the day; we promote a love of literature and aim for children to understand and appreciate the value of reading for both pleasure and understanding.
- Children's progress in reading is monitored through regular, summative assessments. Data from these is analysed to ascertain areas for whole-class improvement and feeds into teaching and learning, as well as identifying learners who require targeted intervention; this enables us to ensure that the bottom 20% of readers are adequately supported and meet our aim for all children to make the progress needed to continue their education as confident readers.
- The consistent strategy and structure of teaching discrete reading skills – as well as regular overlearning of key genres and core skills – aims to provide children with an in-built framework for comprehension, allowing them to tackle new texts with confidence.
- Children are helped to develop skills in listening, oracy and higher-order thinking which allow them to express themselves fluently in class discussions about a range of texts.

## **WRITING**

### **Intent:**

At Handforth Grange, we strive to help our children develop into articulate and imaginative communicators, who can write for a range of purposes, regardless of their background, ability or gender. We strongly believe that a quality piece of writing can only be developed by providing children with a rich curriculum which includes high quality books and wider opportunities which will ignite their interest and give them a context and purpose to write for, as well as providing them with skills to do this clearly, accurately, and coherently, adapting their language and style for many different contexts.

## **Introduction to Writing at Handforth Grange:**

To ensure that every child is equally able to draw on their experiences, we have built our writing curriculum around a three week cycle which starts with an ignition activity. These ignitions give the children a purpose for their writing, making it meaningful and create equal access to the vocabulary that they will need to write a variety of genres. Following the ignition, our children are taught key knowledge/ skills using the National Curriculum Key Stage objectives which will progress their writing, they then plan their work and write at length, to develop their skill and stamina for writing. Particular attention is paid to formal structures of English such as grammatical detail, punctuation and spelling, where teachers clearly model writing skills and provide expert feedback to address any misconceptions. Our children are also taught specific editing lessons as well as having editing time within their extended writing sessions so that they can be taught how to edit sentence construction and language choices as well as proof-reading their work. Every half term, the children will produce at least 2 final pieces, one fiction and one non-fiction, which are published or performed for an agreed audience instilling in them a sense of pride in their work and allowing them to see themselves as real writers.

## **Implementation**

### **(EYFS)**

We recognise that good literacy development in the Early Years Foundation Stage (EYFS) involves reading and spoken communication which helps to develop vocabulary and the understanding of both the spoken and written word. Therefore, alongside phonics the children also have ignition activities to ignite their interest and boost their vocabulary. Children in Reception have daily literacy lessons to support them in achieving their Early Learning Goal (ELG) in literacy. Children are sometimes gathered for a while class input or other times taught in groups.

### **(Years 1 – 6)**

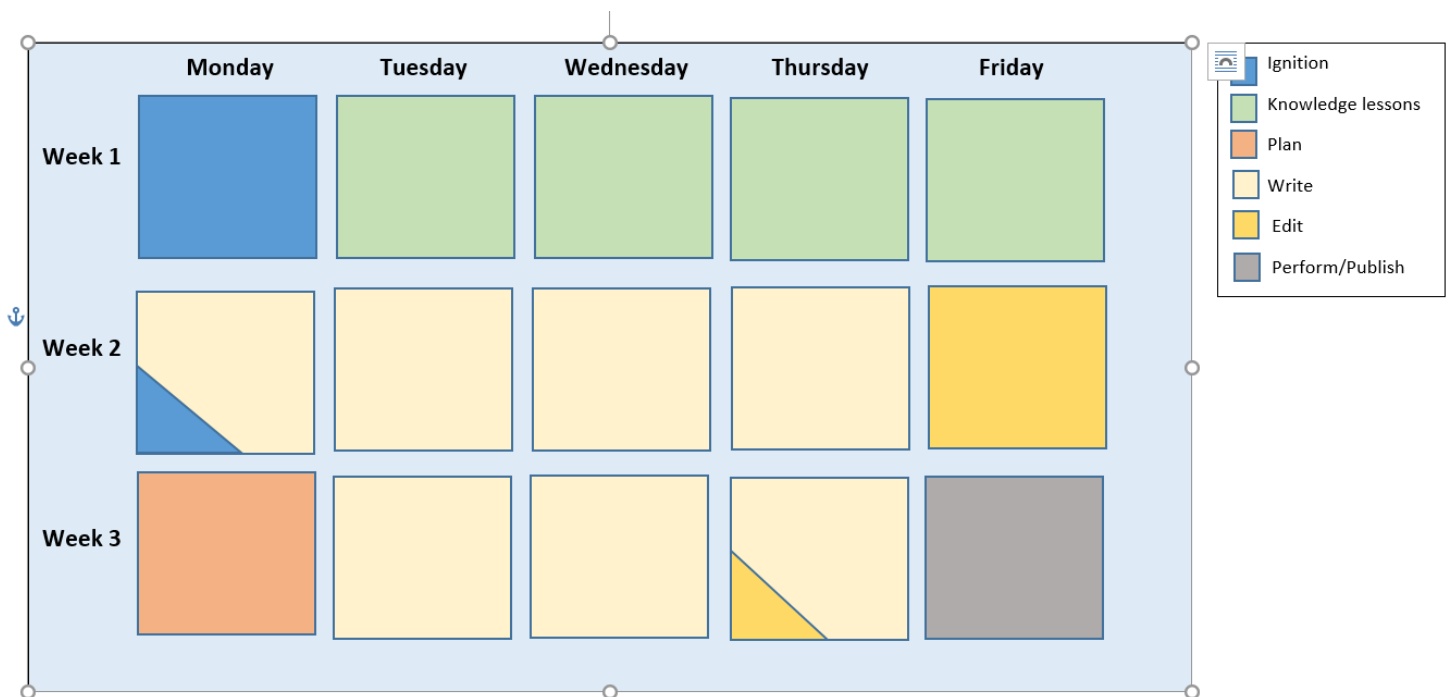
#### **Writing (long term):**

We follow the National Curriculum (2014) programmes of study for English and have broken down the Key Stage/ phase objectives into Year groups. These are sequenced for each year group and linked to genres of writing where appropriate.

Writing units are planned and include fiction, poetry and non-fiction genres. These have been planned carefully for each phase ensuring that the main areas for writing are included: to entertain; to inform; to persuade; and to discuss. These are planned for progression with more complex genres written in UKS2 but with important fiction and non-fiction genres re-visited in each key phase. All writing units are linked to reading lessons and the school literacy spine which includes a half termly class novel which has been chosen with both reading and writing progress in mind. These novels have been chosen to include both modern and classic literature as well as a range of diversity and style. In addition, where possible, genres and ignition days are linked to history, geography or science units throughout the year but only if appropriate.

## Writing (medium term):

Each writing unit lasts for three weeks with each block following the following format:



The 3 week cycle starts with an ignition, these can be all day, all morning or a lesson in length. We believe that children produce great writing when they are inspired and when their interest is ignited by learning that is in context. This also ensures that all children have a great starting point for writing and these lessons are used to develop vocabulary and understanding needed for the unit. As part of the ignition the children will understand the purpose for their writing and know who the audience will be of their writing once they have completed it.

Following the ignition children will be taught the key SPAG and composition knowledge and skills needed to progress their writing. This is taken from the school teaching sequences for each year group which are taken from the National Curriculum (2014).

During the second week, the children will have a small ignition activity to re-ignite their learning and then practise writing key elements needed for a final piece in week 3. This may be to practise a character description or setting description. At the end of the week the children will practise their editing skills and then having the opportunity to edit their work from that week.

In week 3, the children will plan out their final piece, followed by 3 days of writing to complete it, time to edit and proofread and then publish or perform their final piece to their identified audience from week 1.

## Writing (short term):

### Ignition lessons

These lessons involve no formal writing in books and are used as an inspiration for writing.

Our staff work hard to create inspirational starter activities to inspire writing, such as:

- Carrying out an archaeological dig on the field to inspire recounts
- Creating a crime scene within the school to inspire writing a newspaper report
- Setting up real-world scenarios in school, such as an ICT helpdesk to inspire writing of explanatory texts
- Themed dressing up and drama lessons to inspire historical writing
- Having 'props' such as a mystery box full of artefacts, or a box with a pretend animal inside to inspire stories
- Letters from real or imaginary famous people to inspire letter writing
- Special visitors to inspire biography writing

### **Knowledge/Skills lessons**

Following the ignition, children are taught a key SPAG or composition focus which they will include in their writing the following week. These are taken from the year group teaching sequences and help the child to make progress with their writing. These objectives are then included in the children's success criteria for their writing the following week.

### **Planning lessons**

We believe that planning is an important skill and a key component in creating high-quality writing. We also think that planning is a skill that has to be taught discreetly. At Handforth Grange Primary School, planning lessons focus on two distinct areas: 'planning for vocabulary' and 'planning for structure'.

#### **Planning for vocabulary**

- Pupils work individually; in pairs; in small groups; as a whole class; independently and in adult-led groups to build up banks of vocabulary to use in writing that week. This can also be done during ignition days
- Vocabulary will be displayed for the week on a working wall and be visible and legible for all pupils to use.
- The vocabulary working wall in each classroom will also include key vocabulary for the topic
- These working walls will change every three weeks (as the genre changes), be kept up-to-date and attractive.

#### **Planning for structure**

- Pupils work individually to build up a plan for their narrative
- Pupils use a planning structure throughout the school to plan each paragraph or section of writing
- These may include picture prompts for key chronological events if needed. This can be altered for age-appropriate reasons ie. Introduction of flashback.
- Planning is either done in books or on a worksheet so they are easy to access during subsequent writing lessons.



## Writing practice lessons

At Handforth Grange Primary School, we believe that pupils' writing benefits from high-pitch, inspiring teaching with the opportunity for extended writing opportunities to practice deeply.

Writing lessons across the school follow a standard structure (with age appropriate parameters) so that pupils benefit during transition periods and to ensure that best practice is consistently shared across classes, year groups and key stages.

Each writing lesson includes:

- Children overlearning key spelling, punctuation and grammar skills which are taken the previous week's focus and past learning. The overlearning will be based on gaps identified by the teacher. Pupils may work on mini whiteboards (independently or in pairs) to practice grammar / skills / sentence level work.
- An "IGNITION POINT" to ignite interest and inspire pupils at the start of the lesson. This *short* starter should directly relate to the writing that the pupils are doing and should provide more ideas and vocabulary. This may take the form of a
  - Short video clip
  - Sound file on entry to the room
  - Hot seating activity
  - Talk partners activity
- The learning objective and success criteria will be shared with pupils so that pupils know what they are learning and to help with self-assessment.
- Success Criteria will be stuck in books at least weekly so that pupils can self-assess and know what is expected of them. Success criteria will be adapted based on the needs of the children. Some individual pupil's (SEND) may have personalised work or success criteria.
- The teacher will model the day's writing activity against the success criteria. The teacher will do this in real time, so that pupils can see the way that the teacher overcomes difficulties and so that they can contribute ideas. The model is to be written at a very high pitch, with stretching vocabulary, so that it is inspirational to pupils.
- Pupils will start their writing task by writing the date and title (this may be pre-prepared on stickers for younger children or those that would spend too long writing them). The children will then respond to the previous day's marking in accordance with the marking policy.
- The pupils will then be given the opportunity to write at length for an age-appropriate amount of time.
- The teacher may regularly stop different groups of learners for a mini-plenary.
- All lessons to include Assessment for Learning techniques to ensure pace & ensure that misconceptions are dealt with and in particular, opportunities are taken to extend all groups into unknown learning.
- The aim of the mini-plenaries is:
  - to provide an extra level of adaptive teaching – in particular as a method of stretching the highest ability pupils
  - to magpie ideas for pupils to use in their own writing
  - to share examples of sentences to provide a peer model for writing
  - as an opportunity for self and peer assessment against the success criteria
  - as an opportunity for pupils to refer to their individual targets

### **Editing lessons**

We believe that editing of writing is an important skill that must be taught discreetly and that improves not just the piece of writing that is being edited, but also future writing by embedding good practice and providing strong self-feedback. We also understand the difference between editing and proof-reading and believe our children need to be taught both skills.

In an editing lesson:

- Pupils will practise editing and proof-reading class examples of work
- Pupils will edit directly against the success criteria
- Pupils will highlight / underline areas in their work where they have met the success criteria
- Pupils will improve their work (vocabulary choices / grammar / spelling & add in passages to improve their content)
- Pupils will share their work and improve it as a result

### **Publishing/ performing lessons**

At Handforth Grange Primary School, we believe that publishing is the best way of:

- Ensuring pupils' work is in context
- Practising important presentation / handwriting skills
- Practising further editing and proof-reading skills
- Providing a reason to produce exceptional work
- Sharing work amongst pupils and with visitors

Acceptable methods of publishing/ performing agreed by staff may include:

- Creating published books
- Creating class anthologies for the library
- Creating floor books
- Word Processing
- Publishing on iPads
- Creating a PowerPoint presentation of work (non-fiction)
- Creating a video / role play / drama
- Reading their story to another class
- Taking home work to share with parents
- Posting their work to their audience

During publishing lessons, our children will focus on how to make their work the best it can be by ensuring beautiful handwriting, proof-reading for spelling or grammatical errors and editing sentences and vocabulary for effect. If performing their piece, they will practise presenting and read aloud skills and take feedback from their audience.

### **Impact**

The use of ignition and cross-curricular links where appropriate allows the children to experience things to ignite their writing. Then giving the children a purpose and audience for their writing enables them to understand the need for writing in the wider world. This along with specific skill

lessons to teach the transcription and composition needed will ensure that our children become confident writers throughout their school career and beyond as adults.

Our children's progress in writing is monitored through both regular formative and summative assessments. Summative assessments are recorded termly using the Year group teaching assessment frameworks and regular moderation and CPD as a staff ensures a consistent approach. Data from these is analysed to ascertain areas for whole-class improvement and feeds into teaching and learning, as well as identifying learners who require targeted intervention.

## **MATHEMATICS**

### **Intent:**

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

### **Implementation**

At Handforth Grange, we use the White Rose Math's curriculum to provide a determined, ambitious, connected curriculum accessible to all pupils from Nursery to the end of Year 6. The White Rose curriculum allows pupils to be able to reason, solve problems and become fluent in the fundamentals of mathematics. As well as teaching the National Curriculum aims, the program also supports students to become visualisers, describers and experimenters.

The White Rose curriculum, places learning into blocks and separates the blocks into steps. The frameworks then breaks down what children need to learn during each week of each term to master the learning objectives laid out by the National Curriculum. At Handforth Grange, we follow the curriculum step by step and use the interactive resources, question sheets and challenges to provide the children with an in depth mathematical knowledge.

Throughout the White Rose curriculum, there is a huge emphasis on sequences. To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication. Following the White Rose curriculum an emphasis is put in number first (place value, number sequencing and calculation).

In EYFS and Key Stage 1, more hands-on activities alongside questions are used throughout the curriculum. Each step can include an activity to be led by the teacher, an outside activity, one that uses resources from nature, an activity introduced by a reading from an appropriate fiction or non-fiction book or an investigation.

In all Key Stages, worksheets symbols are used to indicate adaptations and support for children e.g when concrete resources might be useful to help answer a question, prompting the children to talk about and compare their answers. Questions are structured differently and require reasoning to ensure misconceptions are limited. Each step, has key questions that can be posed to children to develop their mathematical vocabulary and reasoning skills, dig deeper into the content. Consolidation time is provided during spring and summer term to address any gaps or misconceptions.

In all Maths sessions, we ensure high pitch and deep-practice. Pupils work through mathematical problems and questions to develop an in depth mathematical understanding. Each lesson focuses on developing individual knowledge and may also involve paired work or group collaboration.

### **Structure**

At Handforth Grange Primary School, we structure our daily mathematics lessons following the White Rose curriculum;

### **EYFS**

- Active starter – number or maths song based upon learning step for overlearning.
- ‘Flashback 4’ – a page of questions for the children to discuss and complete both individually and in pairs.
- Input – interactive slideshow with examples, teacher talk and modelling.
- Task - Children complete an activity in small groups or individually.

### **Years 1-6**

- Timestables - times tables to promote fast recall of multiplication and division facts
- ‘Flashback 4’ - a page of overlearning questions for the children to complete independently to assess knowledge and misconceptions.
- Interactive slideshow – each page follows a, my turn your turn pattern to ensure children develop knowledge using teacher modelling and display understanding by completing questions individually. A revision of language and support is used to adapt learning to suit differing abilities in the classroom.
- Step based questions – each child will complete questions/calculations or an activity linked to the step being developed. All children complete an expected level sheet, worksheet symbols are used to adapt learning as well as support. Children’s knowledge is assessed throughout teacher making and misconceptions are addressed.
- Challenge – a challenge will be provided for children to extend learning.
- Each week, the children also take part in a written calculation lesson to support the development of calculation methods. We do this each week to ensure the children have a secure understanding of concrete and mental methods e.g. partitioning.

During each session pupils will record in books:

- The date and learning objective will be evident daily
- Any questions will be stuck into books daily for pupils to work on in books.

- Teachers will then feedback to pupils directly into books so that pupils can then respond to feedback daily in their books.
- All work will follow the White Rose curriculum.
- All working out will be recorded in books
- There will be emphasis on high-standards of presentation (including one number per square and accurate number formation and accurate layout of efficient written methods)

### **Impact**

- The Mathematics subject leader ensures, through weekly monitoring, that the expectations are sufficiently high to match the curriculum; use the appropriate methods proscribed in the programmes of study and ensure the breadth and depth inherent in a broad and balanced curriculum. These expectations supplement our planning to address misconceptions and gaps in knowledge from previous years.
- The children's learning is tracked through termly summative assessments. Data is gathered in and analysed to feed into the planning of support and interventions.
- All children should progress and become fluent in the fundamentals of mathematics, to be able to reason, to solve problems and have a good understanding of mathematical concepts.

## **HISTORY**

### **Intent**

To develop, regardless of gender, ability or background, children with a coherent knowledge of Britain's history, their locality and the history of the wider world. This includes developing a broad understanding of chronology, a good breadth of knowledge of significant individuals and events, and ensures that all children can form and justify historical opinions and understand what it means to be an 'Historian'.

We believe that studying History improves our decision-making and judgment. History also teaches us how to learn from the mistakes of others and helps us understand change and societal development. History also provides us a context from which to understand ourselves and others.

### **EYFS**

In EYFS, History is incorporated into the area of learning entitled 'understanding the world'. This area of learning is developed by encouraging and supporting children to explore and talk about families, friends, familiar adults in the community, people and places around the world, celebrations and family traditions. As children learn about the world around them, they find out about the past through talking to parents, grandparents and friends. They develop an interest in their own story as well as the stories in their family as well as significant figures. This is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them,

yet share some of the same characteristics and ideas. Children are exposed to a range of resources including timelines, pictures, videos, books and artefacts to support their historical understanding. As with all areas of the EYFS, children's development is assessed through a balance of child initiated observations and teacher led activities.

### **Curriculum (Y1-6)**

At Handforth Grange, our history curriculum is designed to enable pupils to acquire a rich web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning. We teach History from starting points suitable for all ensuring that substantive knowledge is wide, varied and fully explored and revisited throughout our curriculum coverage. Historical skills and knowledge is introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge. The disciplinary knowledge of history runs through all our topics ensuring that links between topics are formed. The history topics taught, provide appropriate challenges for KS1 and KS2 pupils of varying abilities. Each topic is designed using expert knowledge from The Historical Association or Rising Stars, and uses key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.

Skills, knowledge and understanding in history, progress through Year 1 to Year 6, being taught and developed through a two-year cycle of carefully planned history topics which ensures complete coverage of the National Curriculum (2014) programmes of study for History. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.

Through each history topic, children develop knowledge, vocabulary and skills through their own first-hand experiences, where they are encouraged to draw their own conclusions based on individual or group findings, determined by a historical enquiry question introduced at the start of each lesson. All the pupils' observations and findings are used to answer an enquiry question the end of each unit.

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and to compare their importance. Those that are not sufficiently confident may be targeted for extra support.

We provide starting points suitable for all children with appropriate challenge by using adaptive teaching. We achieve this in a variety of ways by:

- ensuring the knowledge is taught at the expected year level

- setting common, open-ended tasks to elicit a variety and depth of response
- providing practical opportunities for exploration purposes
- using visual stimuli, artefacts and a range of Historical evidence to promote Historical enquiry.
- using Teaching Assistants to support the work of individual children or groups of children
- using trips and visitors to develop further understanding
- group work to allow collaboration and develop thinking skills

In the half terms where history is not taught, opportunities are sought to maintain progress and embed a holistic knowledge within the subject. This is through cross-curricular work, for example in geography, or through the use of appropriate texts in literacy.

### **Impact**

All pupils complete key assessment tasks provided within the units these set criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. These statements support teachers in target setting. Teachers use this assessment to record individual pupil progress and this information is then used to plan for gaps in knowledge.

The children's work is presented in their history books following the Presentation Policy guidelines. Each topic will culminate in a creative outcome which allows them to present their learning across the topic in a variety of ways. This may include aspects of computing to create a multimedia presentation, a video or a piece of artwork, a design product or a written piece.

Through our history lessons, children will be taught key vocabulary linked to each unit. They will also acquire a range of skills including:

- Chronological understanding
- Knowledge and understanding of past events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

## **GEOGRAPHY**

### **Intent**

To develop, regardless of ability or background, children with a greater understanding and knowledge of the world, their place in it and what it truly means to be a 'Geographer'.

During each Geography Topic, children develop knowledge, vocabulary and skills through their own first hand experiences, where they are encouraged to draw their own conclusions based on individual or group findings, determined by a geographical enquiry question introduced at the start of each lesson. All the pupils' observations and findings are used to answer an enquiry question the end of each unit.

## **Implementation**

### **EYFS**

In EYFS, Geography is incorporated into the area of learning entitled 'understanding the world'. Children are encouraged to explore and visit their local area e.g. the park and the library. They will make observations about their community, thinking about how they live and what type of buildings and opportunities there are in their local area. Children are given the opportunity to look at similarities and differences between their country and life in other countries. Furthermore, they will look at different countries through exploring animal habitats and climate. They will participate in seasonal walks, making observations about the natural world and considering seasonal changes. Children will be taught how to use simple maps and be given opportunities to apply this knowledge. As with all areas of the EYFS children's development is assessed through a balance of child initiated observations and teacher led activities.

### **Curriculum (Y1-6)**

Pupils at Handforth Grange study a broad Geography curriculum implemented through the Rising Stars Geography Scheme of work, which encompasses a variety of units of work to interest pupils and encourage curiosity about their own locality and the wider world. Learning about their own locality and the wider world broadens children's understanding of different countries and their cultures. This promotes tolerance and acceptance of others which links to our school theme – No Outsiders; as children understand the world as one community.

Every lesson inspires children to take on the role of a 'Geographer', as each unit has a key question to encourage the use of geographical enquiry, as well as the focus on acquisition and application of key subject knowledge, concepts and vocabulary throughout. A range of opportunities are provided to enable pupils to communicate their knowledge and understanding of the subject, this is further supported through a variety of opportunities to learn outside of the classroom, both in our local area and wider surrounding areas.

From Year 1 to Year 6 the depth of each unit increases, expanding from the pupils' own environment to the wider world. Place studies start local and increase in scale to regional, national and global. Skills and knowledge are introduced then revisited in different units in different contexts. For example: 'Weather' is implemented throughout all Key Stages but gradually progresses to a more in depth study as the children progress through the school. For example, KS1 learn about weather and the seasons, which further develops to the importance of climate in Lower Key Stage Two and finally In Upper Key Stage Two, we address how we can protect our environments and combat global warming.

Throughout the topics, connections are made between their own locality and the wider world through links within and across units to support pupils. Each unit provides opportunities for pupils to observe, acquire appropriate geographical vocabulary, use such vocabulary to describe, compare and analyse findings / data, to ask insightful geographical questions and to give geographical explanations.



## **Impact**

All pupils complete key assessment tasks provided within the units these set criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. This is usually at the end of a topic, but could be within, depending on the concept or skill that is being assessed. These statements support teachers in target setting. Teachers use this assessment to record individual pupil progress and this information is then used to plan for gaps in knowledge.

The children's work is presented in their geography books following the presentation policy guidelines.

Each topic will culminate in a creative outcome which allows them to present their learning across the topic in a variety of ways. This may include aspects of computing to create a multimedia presentation, a video or a piece of artwork, a design product or a written piece.

Through our geography lessons, children will be taught key vocabulary linked to each unit. They will also acquire a range of skills including:

Geographical enquiry

Field work

Map Reading Skills

## **SCIENCE**

### **Intent**

To develop, regardless of gender, ability or background, children with knowledge and understanding of advances in science, famous scientists, important discoveries and scientific vocabulary, so that children are excited by science.

Our learning programmes have full coverage of the National Curriculum and also cover scientific questions around sustainability and the planet, and help children develop an empathy for the local and wider environment.

### **Implementation**

#### **EYFS**

In the Early Years Foundation Stage Science is incorporated into the area of learning entitled 'Understanding the World'. Within this area, the strand 'The World' is developed by encouraging and supporting children to notice, explore and talk about growth, change and features of the natural environment, e.g. weather, materials, seasons, animals (including life cycles) and our body. The children will make observations of the natural world and begin to understand processes and changes e.g. states of matter. As with all areas of the EYFS children's development is assessed through a

balance of child initiated observations and teacher led activities.

### **Year 1 – 6**

Our Science curriculum is delivered through weekly lessons following White Rose Education. We use practical science activities to promote a deep understanding of scientific knowledge. Our teaching inputs are enriched with scientific language and knowledge, this allows children to explore their thoughts and communicate knowledge through a variety of methods. Each lesson begins with overlearning to recap previously learnt knowledge and skills and allow children to make connections between new and previously learnt knowledge.

Each term the children focus on a different topic, in-line with the National Curriculum. We teach a specific two year cycle to ensure we cover all objectives and expectations for each key stage within the mixed year groups. We provide age appropriate differentiated work to incorporate progressive knowledge and working scientifically skills. Each year the children will cover six different, overarching topics, each topic is dedicated to one of the scientific areas and provides a meaningful outcome. Children are regularly exposed to working scientifically skills and gain skills such as fair testing, problem solving and analysing secondary sources.

Through experiment, practice and discussion, children gain core knowledge around:

Scientific vocabulary

'Working scientifically' skills including systematic and careful observations and following practical scientific methods

The gathering and interpretation of straightforward scientific evidence

The use of everyday materials and scientific equipment to solve science problems

Articulating scientific concepts and using five types of science enquiries

We believe that children should be taught science in a way that helps nurture an understanding of the value of scientific skills. We think science learning should be engaging and inspiring.

### **Impact:**

Teachers use formative assessment throughout each lesson to address any common misconceptions. Teachers also use lesson outcomes and objectives to check children's understanding of each lesson. Summative assessment is recorded formally at the end of each term. Working scientifically skills are progressive throughout school as children build skills to conduct scientific investigations, they are also able to record data and communicate results effectively.

Throughout their time at Handforth Grange, children will become more confident scientists applying their knowledge through experiments and investigations. Children will be able to talk eagerly about their science lessons and scientific experiences.

## **DESIGN TECHNOLOGY**

### **Intent**

To develop, regardless of gender, ability or background, children who are resourceful, enterprising citizens who will have the skills to contribute to future design advancements. We aim to inspire pupils to become innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation.

We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others and understand the impact of design and technology on our lives.

### **EYFS**

In EYFS, Design and Technology is incorporated into the area of learning entitled Expressive Arts & Design. The children will complete a design and technology project half termly, following the Kapow scheme of learning for Reception. The children will be taught how to use a range of techniques and will explore joining techniques, materials, structure and shape, similarities and differences.

In Nursery, children are introduced to a variety of different tools and resources that they can use to mark, make and create with. Continuous provision offers a variety of materials with different textures and opportunities to connect, join, attach and manipulate to create a desired effect. In the Summer term, children are inspired through an 'Electrifying Engineers' theme to explore a range of STEM challenges both collaboratively and independently.

### **Curriculum (Y1-6)**

Design and Technology is taught weekly, for 6-8 weeks each term, following the 'Kapow Primary' scheme of work. Design and Technology focuses on a structured learning process from research to designing to making then evaluating. The three main strands outlined in the National Curriculum (2014) Design Technology Programme of Study are: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. During the 'cooking and nutrition' topics, the focus is on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The six key areas that pupils revisit through their time in primary school are:

- Cooking and nutrition
- Mechanisms/Mechanical systems
- Structures
- Textiles

- Electrical systems (KS2 only)
- Digital world (KS2 only)

Each Design and Technology project allows children to explore the topic learned, experiment with the materials and continually review the processes chosen. Each project will commence with an initial planning and design phase. Time is then given for exploration of ideas and the acquisition of technical knowledge required to make the planned design outcome. When completed the design project and the process involved should be evaluated by the children and their peers; reflecting on the success of the project whilst recognising anything they may do differently next time. The 'Kapow Primary' scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning as they progress through the school.

Children develop a critical understanding of the impact of Design and Technology on daily life, the wider world and how it has progressed historically. Children learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. Throughout the multistage curriculum, children are exposed to a variety of disciplines from mechanisms and woodwork to food and textiles.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. The 'Kapow Primary' scheme of work is designed to deliver effective, consistent teaching through demonstration videos for both the teacher and pupils engaging in the lesson. This allows teachers to develop their subject knowledge and supports ongoing CPD.

At its core, Design and Technology promotes creativity, allowing children to draw on other subjects to create innovative, purposeful solutions.

### **Impact**

Throughout the duration of Design and Technology projects, pupil voice sessions are carried out to assess the pupil's learning of current and previous topics. The children share their views on Design and Technology lessons, what they've learnt and how Design and Technology is relevant in the wider world.

The impact of the 'Kapow Primary' scheme is monitored though both formative and summative assessments using the lesson objectives. At the end of each project, an end of unit quiz is completed to evaluate their learning.

## **ART**

### **Intent**

To ensure that all children, regardless of gender, ability or background have the opportunity to experiment with; develop an understanding of; and become skilful in a range of art techniques including colour, texture, shape, line, space, form and pattern.

Our curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme of work is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

It also supports pupils to meet the National Curriculum end of key stage attainment targets and covers the National Society of Education in Art and Design's progression competencies.

### **EYFS**

In the EYFS, art is incorporated into the area of learning entitled Expressive Arts and Design. Children will be given the opportunity to explore a variety of materials, tools and techniques, experimenting with colour, sculpture, design, texture, form and function. Children should be able to use what they have learnt about media, arts and materials in original ways, thinking about uses and purposes and should represent their own thoughts, feelings and ideas through art and design. The children will complete an art project half termly, following the Kapow scheme of learning for Reception.

### **Curriculum (Y1-6)**

We have developed our Art curriculum using schemes of work from Kapow Primary. The schemes of work aim to inspire pupils and develop their confidence to experiment and invent their own works of art.

Art lessons are taught over three half terms across the year and a two year cycle has been created to ensure all topics are covered. Teachers will follow the schemes of work to teach, plan and prepare lessons. Through Years 1-6, the sequence of art topics will provide children with a wide range of opportunities to practice and develop a range of artistic techniques. Children will develop art appreciation through studying and exploring a broad range of artists, craft-makers and designers and consider the differing cultures, resources, experiences and senses of beauty.

Following the scheme of work, lessons should provide children with the opportunity to experiment, explore, plan and create pieces of work that the children can be proud of. Children are provided with exciting art opportunities to both develop themselves as artists, acquiring specific skills such as stippling or sketching, but also to develop themselves as overall learners and individuals, advancing in areas including risk-taking, innovativeness, decision-making and motor skills. Children have opportunities to revisit art and design skills, enabling them to improve their mastery of such.

The Kapow Art scheme of work is designed with four strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity through the key stages. This allows pupils to revise and build on their own previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

The units of work fully scaffold and support age appropriate sequenced learning. Creativity and independent outcomes are embedded into the schemes of work, allowing students to make their own choices and decisions. As a result, their art outcomes, whilst still being knowledge-rich, are unique to the pupils. Lessons are always practical in nature and encourage experimental and exploratory learning. Pupils use sketch books from Key Stage one to document their ideas. Kapow Primary also supports teachers who may lack confidence in their own artistic abilities by providing pupil and teacher videos to support the teaching and learning of Art.

Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels. Teaching should be adapted by:

- Outcome
- Task
- Questioning
- Level of support
- Enquiry skills

### **Impact**

Our curriculum is designed so that the children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. The children are constantly monitored through both formative and summative assessment opportunities. These are used to record progress each term and recorded on DCPro as working towards, expected or exceeding in each unit.

When our children leave they will:

- Produce creative work, exploring and recording ideas and experiences.
- Be proficient in drawing, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject-specific language
- Know about great artists and the historical and cultural development of their art
- Meet the end of key stage expectations outlined in the national curriculum for Art and Design.

## **PSHE/RSHE – EYFS - Y6**

### **Intent**

We believe passionately that our innovative Personal, Social, Health and Economic (PSHE) Education curriculum (including relationships education and No Outsiders ethos) will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. PSHE lies at the cornerstone of the trust ethos. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our school confident and assured of their place in this diverse and changing world.

### **Aims of PSHE Education**

Each child at Handforth Grange is unique and individual, yet also belongs to a community. As they grow into citizens, children will engage with society; experience, live alongside and sometimes join different communities while retaining a sense of self. PSHE Education is an umbrella term for the way in which we teach children be proud of who they are and know how they fit in the world in which they live. PSHE Education at Handforth Grange aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society

### **Implementation**

The PSHE curriculum is delivered by class teachers in termly blocks throughout the academic year. It is also delivered through weekly assemblies, the No Outsiders whole school ethos, and activities out of school such as after-school clubs and school trips, for example to places of worship, sports events involving children from other parts of the WEP.

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for adaptation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

In addition, each half term includes a lesson focused on a No Outsiders text linked to the terms focus area. These lessons enable pupils to gain an understanding of the protected characteristics in the Equality Act and understand how equality benefits everybody. Weekly No Outsider and Picture News assemblies build on children's understanding of equality, diversity, Inclusion and ethical responsibilities within society using photographs or stories in the news. These promote discussion and enable children to formulate their own opinions on a range of themes. This is a valuable part of our inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens. The school is also committed to providing all pupils with a solid understanding of each British value;

· Liberty

· Tolerance

· Respect



- Democracy
- The rule of law.

The British values are celebrated during lessons and assemblies. The children learn about the five British values, their importance and how they have shaped the world. Assemblies are held to provide the children with lessons about each one and all children have a good understanding of each value. The values are recapped upon during every assembly to ensure children are encouraged to demonstrate the values.

The role of parents and carers is recognised, and guidance is provided to assist teachers on how to work with them and include them in their children's learning. In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body.

**Impact:**

At Handforth Grange we use PSHE books and phase books to record pupil responses to lessons. These should capture the aims of the lesson and pupils should be encouraged to demonstrate understanding through a variety of responses.

Each unit of lessons is assessed using the Kapow assessment quiz and knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning. Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

All pupils in the class should be able to talk about each lesson, regardless of whether their work is included. The PSHE Lead will assess progress in each phase through deep dive days including pupil voice interviews, meetings with teachers and monitoring of recording.

**Specific Issues within PSHE & citizenship**

**Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **Child Protection**

The school has a separate Child Protection Policy. Effective PSHE & citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **Controversial and Sensitive Issues**

Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others who may have different opinions.

## **RELIGIOUS EDUCATION**

### **Intent**

Every child – regardless of gender, ability or background – will have the opportunity to learn throughout a diocese-linked curriculum that provides opportunities for the children to reflect, discuss and explore more about the world in which they live in. The curriculum provides children with the knowledge of different religious traditions, celebrations, stories and values.

### **Curriculum**

At Handforth Grange Primary School Community Primary School and Nursery, we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others.

This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. To promote the ideas of our school vision we believe that education in RE should be a child centred and engaging journey. Children will learn to understand the world and their place in it, know that all members of the school community, show respect and tolerance for others and develop a better cultural awareness. Children will have the opportunity to reflect and develop their spiritual awareness and form their own opinions. Thinking skills will be developed through child-led philosophical discussions.

### **The aims of RE in the school**

At Handforth Grange Primary School Community Primary School and Nursery we aim to help pupils to:

- Acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain: Sikhism, Judaism, Islam, Buddhism and Hinduism.

- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain.
- Develop a positive attitude towards themselves and other people, respecting their right to hold beliefs that are different to their own.
- Enhance their spiritual, moral, cultural and social development by:
- Develop an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them reflecting on their own beliefs, values and experiences in the light of their study.

### **Implementing RE**

Time allocation in each school phase

The East Cheshire agreed syllabus for RE states teaching time requirements as follows:

- Key stage 1 36 hours per year
- Key stage 2 45 hours per year.

This teaching will be carried out explicitly, through the teaching of RE and in a cross curricular way within a range of other curriculum areas including:- English, Drama, Music, History, Art, Geography and assemblies.

R.E. will be recorded in books following the school policy for presentation and will be marked in accordance with the school policy on marking.

### **Subject content - EYFS**

In EYFS, children should encounter religions and world views through people, visitors, books, places and objects and by visiting places of worship. They should listen to and talk about stories and discuss their own religious experiences. Pupils should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They are encouraged to ask questions and reflect on their own feelings and experiences. Children are exposed to a variety of religious celebrations, festivals and traditions throughout the year e.g. Easter, Eid and Diwali.

### **Subject content - Key Stage 1**

During Key Stage 1, children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn

to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers within a local, national and global context. Children are encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. They should be prompted to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### **Subject content - Key Stage 2**

During Key Stage 2, children should extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. They are encouraged to make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They will learn about sacred texts and other sources and consider their meanings. They will begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them.

### **Organisation and content**

Our RE curriculum, is planned linked to the Cheshire East Diocese framework. In line with the schools creative and personalised curriculum, a teaching sequence is followed to ensure breath of study and coverage. Each phase, has a medium term plan, teaching sequence and knowledge sheets to follow to ensure teaching covers the key knowledge needed during each half term. Over learning PowerPoints are used to ensure the children gather the procedural knowledge needed and develop an understanding of the key vocabulary taught during each Religion. Care is taken to ensure that pupils have the opportunities to develop their understanding, knowledge, skills and concepts as they move through the school. Skills such as observing, questioning, discussing, evaluating and reflecting are encouraged in RE, as with many parts of the curriculum. Sensitivity to others and a readiness to listen to others' viewpoints are strongly encouraged.

### **Equal opportunities**

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of the great religious traditions.

### **Special Educational Needs**

RE will be fully inclusive and taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all.

## **Assessment, recording, reporting and accountability**

The East Cheshire agreed syllabus for RE provides targets for the end of each key stage. Evidence is gathered mainly through observation, oral discussion, written tasks, drawing and planning. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors.

## **Withdrawal from R.E. teaching**

Parents may withdraw their children from RE lessons and the school has a duty to supervise them, however schools do not have to provide additional teaching which may incur extra cost. Where the pupils have been withdrawn, the law does say alternative arrangements can be made for RE based on the kind of Religious Education the parents want the pupil to receive. If practical, RE should be provided at the pupil's own school; a cluster school or in another nearby school in the same area. If neither option is available, a pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

## **LANGUAGES - Spanish**

### **Intent**

At Handforth Grange we believe that regardless of gender, ability or background our children should have access to a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite them using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills; listening, speaking, reading and writing are taught all necessary grammar will be covered in an age-appropriate way from Year 1-6. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

### **Implementation**

- At Handforth Grange, Spanish is taught, using the Language Angels programme, by a specialist languages teacher who is fluent in Spanish. This progressively develops pupil skills in foreign languages in Year 1-6 through regularly taught and well-planned weekly lessons.
- Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

- Year 1-3 study early language units to build confidence in speaking another language, then in Year 4-5 the intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Year 6 then move into the progressive units. Children are taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.
- Children build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.. Grammar rules and patterns will be taught by level of challenge:
  - We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Year 1-3**
  - We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Years 4-5**.
  - We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Year 6**.
- Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.
- In addition to following the lessons provided in the Language Angels scheme of work and resources, Handforth Grange also embeds languages within our school through activities such as:
  - Foreign language celebration assemblies.
  - Cookery sessions of traditional foods from the country of the language being studied.
  - Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
  - Weather forecasts based on maps from the country of the language being studied.
  - School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

### Impact

All children are given opportunities to learn about both the language and the culture of another country thus enriching their knowledge of both languages and the world and opening doors for them in future. They have the chance to express themselves, master skills, gain confidence and are equipped

with the knowledge and vocabulary to discuss and pursue languages further in both their school careers and future working careers.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.

## **COMPUTING**

### **Intent**

To ensure that all children, regardless of gender, ability or background, are taught to make informed choices in order to use technology positively, responsibly and safely.

Our intent is to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to, create, manage, organise and collaborate. We also want to develop pupils' confidence when encountering new technology which is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens. Our children will be taught to use technology carefully, being mindful of how their behaviour, words and actions can affect others.

### **Implementation**

#### **EYFS**

In the Early Years Foundation Stage, Computing is incorporated into the area of learning entitled 'Understanding the World'. Within this area, computing is developed by encouraging and supporting children to notice and explore a range of technology at school and home i.e iPads, interactive whiteboards. There is also great emphasis on internet safety, discussing how to use technology appropriately for a purpose and digital footprint.

#### **Computing (Years 1-6)**

Our learning programme enables pupils to meet the end of Key Stage Attainment targets and expectations laid out in the National curriculum (2014) and associated programmes of study.

Children study computing as a discrete subject once a week as part of their 'Specialist Subjects' afternoon. In these sessions, they follow the Kapow scheme of work which develops their knowledge, understanding and skills within the three strands of Computer Science, Information Technology and Digital Literacy with a weighted focus, informed by the balance of the National Curriculum, on computational thinking and problem solving.

The Kapow primary scheme is organised into 5 key areas: computer systems and networks; programming; creating media; data handling and online safety and ensures a broad and balanced coverage.

A robust emphasis is placed on Internet (online) Safety, with principals reinforced explicitly each half term. Children are taught to make informed choices in order to use technology positively, responsibly and safely.

Children access the learning websites used in the Kapow scheme via iPads or laptops and lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities. This variety means that lessons are engaging.

Alongside these weekly sessions, children are encouraged to access the subscription websites such as TT Rock Stars and Nessy both in school and at home to support the development of key maths and literacy skills.

The basic purposes and skills of computing are modelled by teachers throughout the curriculum and the three full class sets of devices are available every morning for teachers to incorporate into their planning, allowing children to explore, make links and apply their skills across the curriculum and in their daily life. Good subject knowledge is vital and teacher videos are available to support ongoing CPD.

Pupils who are confident are given the opportunity to further explore and problem solve within topics themselves and complete challenges at a greater depth.

### **Impact**

The impact of our curriculum is monitored through formative and summative assessment opportunities. Formative assessment of children's skills and knowledge is carried out throughout the teaching cycle against the learning objectives. There are also opportunities for summative assessment through quizzes from the Kapow scheme.

Children should leave Handforth Grange equipped with a range of skills to enable them to succeed in their secondary education and be active participants in the ever-increasing digital world. They should:

- \* Be critical thinkers and able to understand how to make informed and appropriate digital choices in the future.
- \* Understand the importance that computing will have going forward in both their education and working life and in their social and personal futures.
- \* Understand how to balance time spent on technology and time spent away from it in a healthy and appropriate manner
- \* Understand that technology helps to showcase their ideas and creativity. They will know that different types of software and hardware can help them to achieve a broad variety of artistic and practical aims.
- \* Show a clear progression of technical skills across all areas of the National Curriculum – computer science, information technology and digital literacy.
- \* Be able to use technology both individually and as part of a collaborative team
- \* Be aware of online safety issues and protocols and be able to deal with any problems in a responsible and appropriate manner



- \* Have an awareness of developments in technology and have an idea of how current technologies work and relate to one another.
- \* Meet the end of key stage expectations outlined in the National Curriculum for Computing.

## **MUSIC**

### **Intent**

Every child – regardless of gender, ability or background – will be able to play a musical instrument, sing in parts and read from notation by the time they leave Handforth Grange. They receive specialist teaching that provides knowledge on the fundamental building blocks of music, develops their understanding of a range of musical forms, and fosters their creativity as music makers and performers.

### **Implementation**

#### **EYFS**

In EYFS, Music is incorporated into the area of learning entitled Expressive Arts and Design. Children will be given the opportunity to explore and talk about music through singing and dance, exploring musical concepts such as pitch and volume. They will be exposed to music from around the world and are provided with opportunities to use their voice, body and instruments to create and perform pieces. Children will listen to and discuss musical pieces and increasingly match the pitch and follow the melody of songs. Children are able to explore music in the EYFS environment and in group music sessions.

#### **Year 1-6**

- The school has an extensive provision for music which meets the objectives laid out in the National Curriculum 2014 through sequences which focus on three core areas: performing (with instruments and singing), listening and appraising, and composition. It also aligns with the expectations, progression and content suggestions in the Model Music Curriculum 2021.
- In Years 1-4, each of the three core areas are given specific focus across the three terms of the year, with the Autumn term focussing on performance, the Spring term focussing on listening, and the Summer term focussing on composition.
- Within this three-pronged structure, each term still recaps, relates to and builds upon the skills and knowledge developed previously, as well as seeking to make cross-curricular links wherever possible. Attention is also given to exposing children to music from a wide range of genres, eras and traditions.
- Singing is taught across the school in all year groups – this is the primary manner in which music is delivered in EYFS – with progressively more complex forms introduced as children move up the school, working towards singing in harmony in Year 6. Singing also takes place in whole school or key stage assemblies at least once per week.
- In EYFS, children are encouraged to explore the sounds that different instruments make and take part in playing these along with songs. Performance teaching in Year 1 and 2 centres on playing percussion instruments. This progresses to playing glockenspiel and recorder in Year 3 and 4,

requiring more dexterity and understanding of musical notation. By the time they are in Year 5 and 6, pupils receive their full musical curriculum through learning a brass instrument from a brass specialist and follow the curriculum of the Love Music Trust (aligned to the National Curriculum 2014).

- In their listening and composing units, children are introduced to key forms and genres, musical vocabulary, and influential composers and works from a range of different backgrounds and traditions. Learning is recapped and extended with each year to ensure a knowledge-rich and progressive programme of study that seeks to produce well-rounded musicians.
- Music is assessed regularly through both formative and summative assessment to monitor children's progress against curriculum objectives and identify gaps or misconceptions; these are then addressed in the final lesson of each term.
- Teaching of music in Years 1-6 is carried out by delivered by music specialists who have studied Music to at least degree level and who are active, semi-professional performers in their own right.
- Children with SEND, including those who are non-verbal, are able to participate in class music lessons, with provision and adjustments made where necessary to enable them to access musical instruments (i.e. a prop or plastic trumpet for those less able to hold one).
- The school is recognised regionally for its music education and has an award winning choir. Children are also offered additional, individual or small group lessons with private music tutors, ranging from piano and guitar tuition to rock band sessions. We make a concerted effort to ensure that Pupil Premium children are able and encouraged to access these extra-curricular provisions.
- There are many performance opportunities built in to the school year; in addition to the usual festivals of Harvest, Christmas etc., we also have regular music festivals in the summer (e.g. 'Handforth Vibes') and take part in opportunities to perform jointly with other schools where these arise.
- Children also have the opportunity to see and hear live performances from professional musicians, either through school visits, workshops or performance assemblies. In UKS2, we have an annual trip to 'Come and Play with the Halle' orchestra in the Bridgewater Hall.

## **IMPACT**

All children are given opportunities to learn a musical instrument and read music, bridging gaps in cultural capital and opening doors for them in future. They have the chance to express themselves, master skills, gain confidence from performance opportunities and are equipped with the knowledge and vocabulary to discuss and pursue music further in their school careers.

## **P.E.**

### **Intent**

To develop children - regardless of gender, ability or background – by promoting a healthy, active lifestyle and providing knowledge and understanding of a range of sports through a well thought out and varied curriculum. Children will gain transferable skills that can be used across the curriculum and will be exposed to a variety of physical activity, which will allow them to experience different topics and find enjoyment in being active by being exposed to new sports and PE topics.

## **Implementation**

- Our P.E curriculum is structured using the National Curriculum and our scheme 'P.E Passport', which constructs lessons, activities and topics to suit our P.E intentions and to aim to give the children a wide variety of experiences in different sports and physical activity.
- In EYFS and KS1, children focus on fine and gross motor skills, as well as other core skills, as a foundation for P.E learning. Children also begin to use these skills in some sport formats, including invasion, net and wall and strike and field games and begin to learn some basic sport formats and rules.
- In KS2, focus shifts to using this foundation in a wide variety of sports, ensuring that rules and aims of different sports are understood and tactical awareness is increased. As children get towards year 6, the children will begin to devise plans and strategies for success and begin to enhance leadership skills.
- Lessons are supported by specialist teachers, who have a wide knowledge in Physical Education and have been trained to use the guidance and assessment of P.E Passport.
- These specialist coaches undertake a CPD training role in order to support class teachers whilst teaching PE. Teachers are able to observe the coaches, team-teach with them and receive feedback from them about how to continue to improve PE practise.
- In order to promote a healthy and active lifestyle and develop fitness, all children take part in a daily 1km run, where children are encouraged to improve their time in completing the run. Sports coaches also organise sporting activities for children to join into to each lunchtime.
- We also have a range of sporting after school clubs available throughout the year, including football, multi-sports, yoga as well as a variety of others.
- In order to continue to celebrate all sport, girls, boys and mixed gender sports as well special events are held throughout the year to raise the profile of sporting achievement in school and develop a will to be physically active and value sport.
- Pupils are given opportunities and encouraged to write sports reports of matches, competitions and festivals in which they have competed – these are sent to parents alongside the Head teacher's newsletter each week.
- Participation in activities and success achieved are reported regularly in assemblies and newsletters and on the school website.
- Records of pupils' success are kept in order to reward success at weekly Celebration Assemblies and sporting achievements are shared in assemblies, on twitter and often sent to the local press.
- The 'Stepping Stones Passport' encourages children to participate in both team and individual sports, rewarding them for their achievements at a variety of levels.
- Staff (using P.E Passport) promote and manage a progressive Physical Education Programme which enables all pupils to achieve success, this includes a personalised curriculum for children with SEND where required.
- Evidence and assessment are done through the PE Passport app. This allows teachers to identify children's progress and put plans in place for progression.
- Children are given opportunities to visit and participate in Cluster/Education Partnership events and attend County organized events.
- All children in school take part in charity runs each year, including Schools Race for Life and the 'Santa Dash'.
- We regularly have PE themed days, which promote a healthy, active lifestyle, including sports day, world football day and more.

## **Impact**

Children are encouraged to maintain a healthy, active lifestyle by developing a passion for sporting activity. Children have the opportunity to participate, lead, strategise and perform competitively, meaning that sporting skill levels are developed as well as social skills and confidence. The variety of sports that children have access to, allows for children to experience many different physical activity, therefore allowing them to find hidden talents and unfound passions for topics and develop interests in specific areas that they may not have tried before. Our varied afterschool clubs often allow them to pursue and continue these interests.

## **FURTHER INFORMATION**

SHOULD YOU REQUIRE ANY FURTHER INFORMATION ABOUT THE CURRICULUM AT HANDFORTH GRANGE PRIMARY SCHOOL , PLEASE CONTACT MRS ANDREA BOOTH – HEADTEACHER – BY SPEAKING TO THE SCHOOL OFFICE.