Leasowes Primary School
Curriculum Policy

Date Approved: September 2026	**Print Name: Jeff Smith**
Date to be Reviewed: September 2027	**Signed: Jeff Smith**

Curriculum Vision

Our inclusive curriculum aims to inspire and enthuse all children during their learning journey at Leasowes. Our ambitious and progressive curriculum provides children with the relevant knowledge and skills to become prepared and empowered learners, who flourish and fulfil their full potential. Our outstanding education stretches beyond the classroom to ensure our children experience a multitude of rich and varied learning opportunities that will make their primary years memorable and enjoyable. Rooted in strong values, our curriculum aims to future-proof our children and supports them to develop their character, equipping them for success in the next stage of their education and later life.

Curriculum Concepts

Our Curriculum Vision is underpinned by the following Curriculum Concepts that help to shape the design of our Leasowes curriculum:

Values

Through embedded values, we teach and role model to our children how to be a good person and aim to prepare them for their future lives in modern day Britain. We support our children to develop their character and help them to know how to keep both physically and mentally healthy. Our wider curriculum education promotes cultural capital. It develops their understanding of diversity and hopes to equip them with attributes that will allow them to be responsible, respectful and active citizens who can contribute positively to society.

Balanced

We believe our education has to prepare our children for an ever-changing society. In order to future-proof our children, we will provide them with a broad and balanced curriculum that ensures their later success. To achieve this, we ensure that our curriculum values all subjects and promotes the intellectual, moral, spiritual, creative, emotional and physical development of each child. In doing so, each child will find an element of the curriculum they can excel in.

Rigorous
Engaging units are used to hook our children into learning. These units are underpinned by both core and foundation subjects. Our curriculum ensures that all subjects are taught in a way that remains faithful to their discipline or field. Our pedagogy aims to advance subject-specific knowledge, skills and concepts. Subject leaders consider their discipline so that subject coverage is broad but focused, allowing children to study high-quality content in great depth from local to global contexts.

Coherent
Explicit connections are made between subjects so that they are clear to the children and learning becomes meaningful. These purposeful connections are carefully considered and planned by teachers to reinforce learning, promote remembering and aid retrieval. By connecting knowledge, our curriculum aims to deepen children's understanding, allowing them to develop skills.

Progressive
Our curriculum promotes progression by considering the vertical, horizontal and diagonal links that exist between the content the children will study in different years and subjects. Our lessons are taught to ensure that knowledge and skills are built up on in a progressive fashion. Subject leaders are responsible for ensuring there is a clear plan for the development of their subject over time, and what achievement looks like at each stage.

Inclusive
As educators, we understand that children learn and progress at varying rates. We ensure that the national curriculum is delivered at an appropriate level of challenge for all students. Where necessary, adaptations to subject content are made to take into account a child's stage in their learning journey, making the curriculum accessible for those with disabilities or special educational needs, so that our curriculum provides parity and equity for all.

Relevant
It is important that our curriculum is relevant to our children. The intended curriculum and the intellectual concepts we want the children to learn, are made relevant to the children through our pedagogy and how our lessons are delivered. Teachers take a creative approach to planning learning and delivering curriculum content so that it engages our children and ignites their curiosity. Children take part in a range of rich and varied learning experiences that enrich the curriculum and make their primary years memorable.

Reasoning
Our curriculum aims for all children to develop 'true fluency' in mathematics so that they can become proficient in reasoning and problem solving. We expect our children to develop their reasoning skills across the curriculum in various subjects by providing opportunities for them to apply their knowledge and skills.

Enquiry
Enquiry at Leasowes extends beyond our science lessons, and we teach our children to be inquisitive, wonder and demonstrate curiosity in their learning and about the world. This is promoted through an investigative approach to learning, encouraging children to ask questions and discover answers for themselves through child-led enquiry.

Rooted in Reading
Reading is at the heart of our curriculum because of its proven power to improve life chances. Through a book based approach, we root all of our units in high-quality, rich class texts and use these to ignite our children's imaginations. Our children become proficient readers by reading a range of text types across the curriculum and by being encouraged to read for pleasure.

Retrieval
Learning has been defined in cognitive psychology as an alteration in long-term memory. Progress, therefore, means knowing more (including knowing how to do more) and remembering more. For this reason, retrieval practice forms a

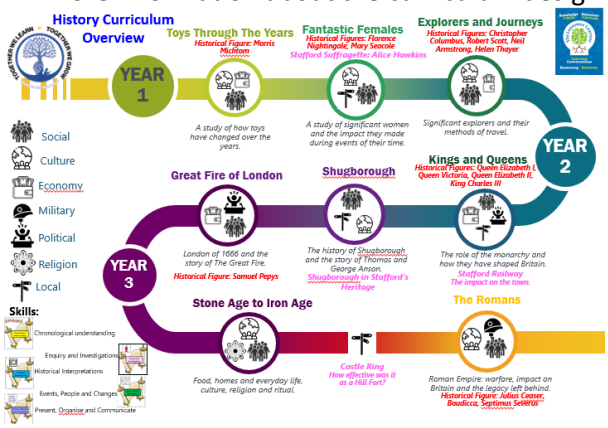
key pedagogical approach across the curriculum at Leasowes. Children are taught that their memory of previously taught concepts and knowledge is made stronger through regular retrieval practice and recovery learning.

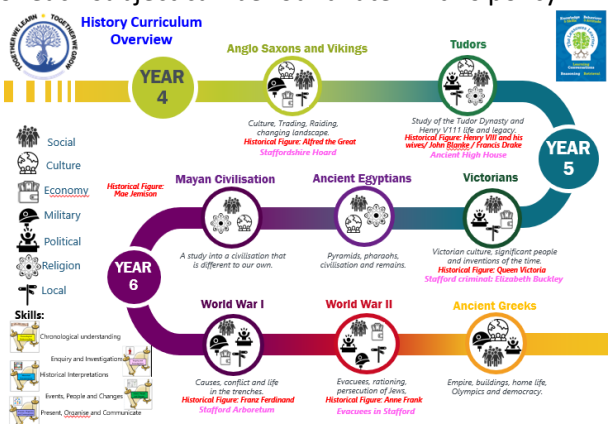
Curriculum Design

At Leasowes, our curriculum is fully inclusive, and is designed to ignite curiosity and a love of learning. At the heart of our curriculum design is our curriculum vision and key concepts. These underpin all that we do. Our curriculum is ambitious and enhanced by enrichment opportunities and memorable moments that excite and encourage life-long learners.

Our curriculum is 'Rooted in Reading' and high-quality and challenging texts at the heart. All of our English lessons are themed and driven around this book-based approach. As core subjects of the national curriculum, all children take part in daily maths and English lessons. **Please see our separate Maths and English policies.**

The foundation subjects: Science, Geography, History, Art, Design and Technology, Computing, Music, MFL, RE, PSHE and PE are taught rigorously so that they remain faithful to their discipline. We follow the programmes of study from the national curriculum framework for KS1 and KS2, and the statutory framework for the Early Years Foundation Stage. Underpinning these frameworks, each subject has a curriculum overview that sets out the units of study for each year group. The units of study are planned into coherent sequences of lessons using our bespoke lesson sequences and, in some subjects, are assisted by other schemes such as Charanga music, CGP Salut French and Jigsaw PSHE. More information about the curriculum design of each subject can be found later in this policy.





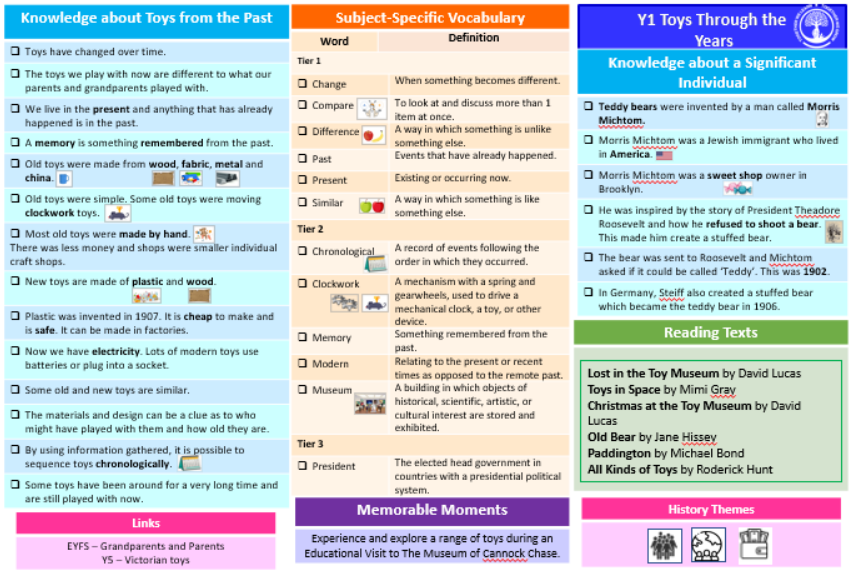
The content to be taught for each subject is then organised into a year group overview to support teachers with planning and to ensure full curriculum coverage. Subject leaders use the curriculum overviews to monitor if their intended curriculum is being implemented.

Leasowes Primary School
Year 2 Curriculum Overview

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Number and Place Value** Partition 2-digit numbers, compare and order numbers using < > =, read and write numbers in words **Addition and Subtraction** Use number lines and 100s square to add and subtract, count in 2s, 5s and 10s, reason with number bonds to 10, 20, 100, calculate and solve problems involving addition and subtraction using concrete and pictorial representations **Multiplication and Division** Record multiplication sentences from pictorial and arrays, solve multiplication and division problems, understand multiplication can be completed either way, divide by 2, solve problems through grouping and sharing, divide within the 5 times table **Properties of Shape** Identify 2d shapes and their properties. Vertical lines of symmetry, identify 3d shapes and their 2d faces, compare and sort 3d shapes, identify patterns and sequences **Measurement** Length and height using centimetres and metres, estimating and converting, tell the time to half past, quarter past, 5- minute intervals, number of minutes in an hour **Position and Direction** Use position and direction vocabulary accurately		**Number and Place Value** Count in tens from any given number up to 100 **Addition and Subtraction** Add and subtract 2-digit numbers using mental strategies, use reasoning about relationships between addition and subtraction to solve problems, introduction to column method. **Multiplication and Division** Counting in 3s, consolidate times tables learnt **Four operations** Solve missing number problems, including use of inverse with all four operations **Fractions** Find half, quarter, three-quarters, third **Money** Recognise coins and notes and their value, combinations of coins that equal the same, add together coin values **Measurement** Estimating and comparing mass using kilograms and grams, using scales, solve mass problems, compare order and estimate volumes and capacities, read standard units of volume. Read units of temperature, including negative numbers, solve temperature problems. **Statistics** Construct tally charts, bar charts and pictograms, interpret data and use to answer statistic questions **Position and Direction** Quarter, half, three-quarter turns, turning through right angles		**Number and Place Value** Order numbers to 100 using < > =, solve place value problems **Addition and Subtraction** Consolidate knowledge of column addition and subtraction, solve addition and subtraction word problems using all KS1 knowledge including money. **Multiplication and Division** Recall multiplication and division facts for 2s, 5s, 10s, 3s, including halving and doubling, solve multiplication and division problems using all KS1 knowledge **Fractions** Finding halves, quarters three-quarters and thirds, solving fraction problems **Measurement** Tell the time to 5-minute intervals, including past and to, compare times on clocks **Shape** Identify 2d and 3d shapes and their properties. Drawing shapes using a ruler.	
English	**Kings and Queens** Description News Report Job Advertisement Narrative Biography Formal Letters **Book Focus:** Queen's Knickers Queen's Orangutan	**Kings and Queens** Instructions Narrative Non Chronological Report Character Description **Book Focus:** Queen Victoria's Bathing Machine Queen Victoria's Knickers Little People, Big Dreams King Charles III The Snow Queen	**Comparing London and India** Non Chronological Report Informal Letters Journals/Diaries Recount **Book Focus:** This is our World The Boy who bikes the world	**Shugborough** Recount Adventure Story Character Description Imitate and Innovate a Narrative **Book Focus:** Unspoken Girl and the Dinosaur	**Great Fire of London** Setting Description Poetry Non Chronological Report Diary **Book Focus:** The Great Fire of London	**Coastal Study: New Brighton** Secret Agent Training Narrative Description Poetry **Book Focus:** Flotsam Stella and the Seagull
Science	Uses of Everyday Materials		Animals including Humans: needs of including exercise		Living Things and their Habitats and Plants	

History		**Kings and Queens** The role of the monarchy and how they have shaped Britain. **Historical Figures:** Queen Elizabeth I and II, Queen Victoria and King Charles III **Local History:** Stafford Railway and the impact on the town. Link to Year 5 Victorians.		**Shugborough** The history of Shugborough and the story of Thomas and George Anson. **Local History:** Shugborough in Stafford's Heritage.	**Great Fire of London** London of 1666 and the story of The Great Fire. **Historical Figure:** Samuel Pepys	
Geography	**Seven Continents, UK and the Five Oceans** Learn and identify the seven continents and five oceans. Revisit the UK and its capital cities.		**Comparing London and India** Study of an area of the UK and contrasting non-EU country, India (including weather and trade)			**Coastal Study: New Brighton** Human and physical geography of a small area of the UK.
Art	**Drawing Techniques - Portraits** **Artist Focus:** Nicholas Hillard Accurate application of techniques used to create a portrait. **History Link:** Kings and Queens			**Elements of Art: Colour and Line** **Artist Focus:** Piet Mondrian Abstract line and colour work using crayons, paints and printing.		**Sculpting** **Artist Focus:** Debbie Todd Create a variety of sculptures using a range of recyclable and natural materials.
DT		**Structures** Design and make crowns (measure and mark out own materials). George Wickes, Mark Appleby **History Link:** Kings and Queens	**Cooking and Nutrition** Prepare to party -dips from around the world Nadiya Hussain **Geography Link:** Food from Around the World		**Wheels and Axles** Design and make a wheeled vehicle. Ambrose Godfrey/ Henri Ford **History Link: Great Fire of London**	
Computing	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information – Pictograms	Creating media – Making music	Programming B – An introduction to quizzes
	Online Safety to be delivered through Education for a connected World					
RE	**Caring for the Natural World**	**Valuing New Life** Engaging with religious beliefs and ideas	**Worship and Ceremonies**	**Belonging to a Group** Identifying the importance for some	**Storytelling through Sacred Stories**	**Showing Kindness and Goodness**

We adopt a knowledge and skills-based approach to the delivery of our curriculum. Each history and geography unit has a corresponding knowledge organiser. These set out the key knowledge that the children need to learn. The knowledge organisers are used as a tool for retrieval practice and to help the children to remember key facts, information and vocabulary for each unit. Once the children have gained knowledge about a particular concept, they may then be asked to apply this and use it in differing learning contexts as a skill.



Knowledge about Toys from the Past

- Toys have changed over time.
- The toys we play with now are different to what our parents and grandparents played with.
- We live in the **present** and anything that has already happened is in the past.
- A **memory** is something **remembered** from the past.
- Old toys were made from **wood**, **fabric**, **metal** and **china**.
- Old toys were simple. Some old toys were moving **clockwork** toys.
- Most old toys were **made by hand**. There was less money and shops were smaller individual craft shops.
- New toys are made of **plastic** and **wood**.
- Plastic was invented in 1907. It is **cheap** to make and is **safe**. It can be made in factories.
- Now we have **electricity**. Lots of modern toys use batteries or plug into a socket.
- Some old and new toys are similar.
- The materials and design can be a clue as to who might have played with them and how old they are.
- By using information gathered, it is possible to sequence toys **chronologically**.
- Some toys have been around for a very long time and are still played with now.

Links

EYFS – Grandparents and Parents
Y5 – Victorian toys

Subject-Specific Vocabulary

Word	Definition
Tier 1	
Change	When something becomes different.
Compare	To look at and discuss more than 1 item at once.
Difference	A way in which something is unlike something else.
Past	Events that have already happened.
Present	Existing or occurring now.
Similar	A way in which something is like something else.
Tier 2	
Chronological	A record of events following the order in which they occurred.
Clockwork	A mechanism with a spring and gearwheels, used to drive a mechanical clock, a toy, or other device.
Memory	Something remembered from the past.
Modern	Relating to the present or recent times as opposed to the remote past.
Museum	A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.
Tier 3	
President	The elected head government in countries with a presidential political system.

Memorable Moments

Experience and explore a range of toys during an Educational Visit to The Museum of Cannock Chase.

Y1 Toys Through the Years

Knowledge about a Significant Individual

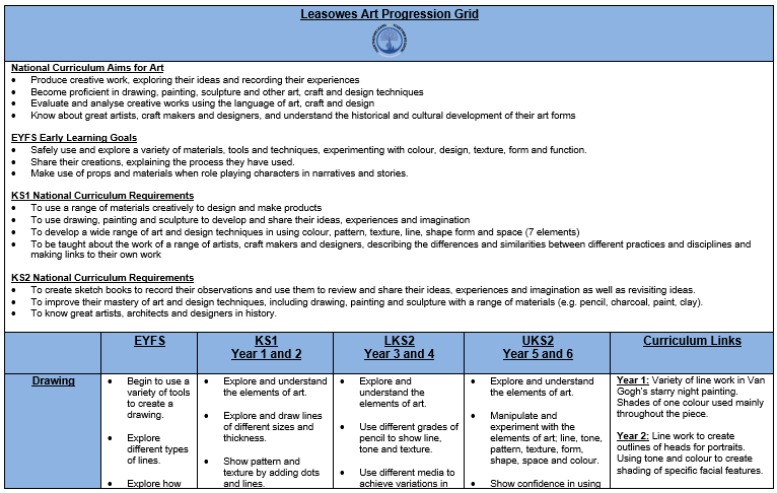
- **Teddy bears** were invented by a man called **Morris Michtom.**
- Morris Michtom was a Jewish immigrant who lived in **America**.
- Morris Michtom was a **sweet shop** owner in Brooklyn.
- He was inspired by the story of President Theadore Roosevelt and how he **refused to shoot a bear**. This made him create a stuffed bear.
- The bear was sent to Roosevelt and Michtom asked if it could be called 'Teddy'. This was **1902**.
- In Germany, Steiff also created a stuffed bear which became the teddy bear in 1906.

Reading Texts

Lost in the Toy Museum by David Lucas
Toys in Space by Mimi Gray
Christmas at the Toy Museum by David Lucas
Old Bear by Jane Hissey
Paddington by Michael Bond
All Kinds of Toys by Roderick Hunt

History Themes

In addition to the knowledge organisers, skills progressions grids have been developed by subject leaders to ensure that children are taught subject-specific skills and develop their understanding of how to be a historian, a geographer, an artist or a designer for example. The skills grids are designed to be progressive and make explicit links back to the national curriculum programmes of study, aims and objectives, as well as the early learning goals for the EYFS. These are designed to underpin our bespoke lesson sequences.



Leasowes Art Progression Grid

National Curriculum Aims for Art

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

EYFS Early Learning Goals

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

KS1 National Curriculum Requirements

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space (7 elements)
- To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work

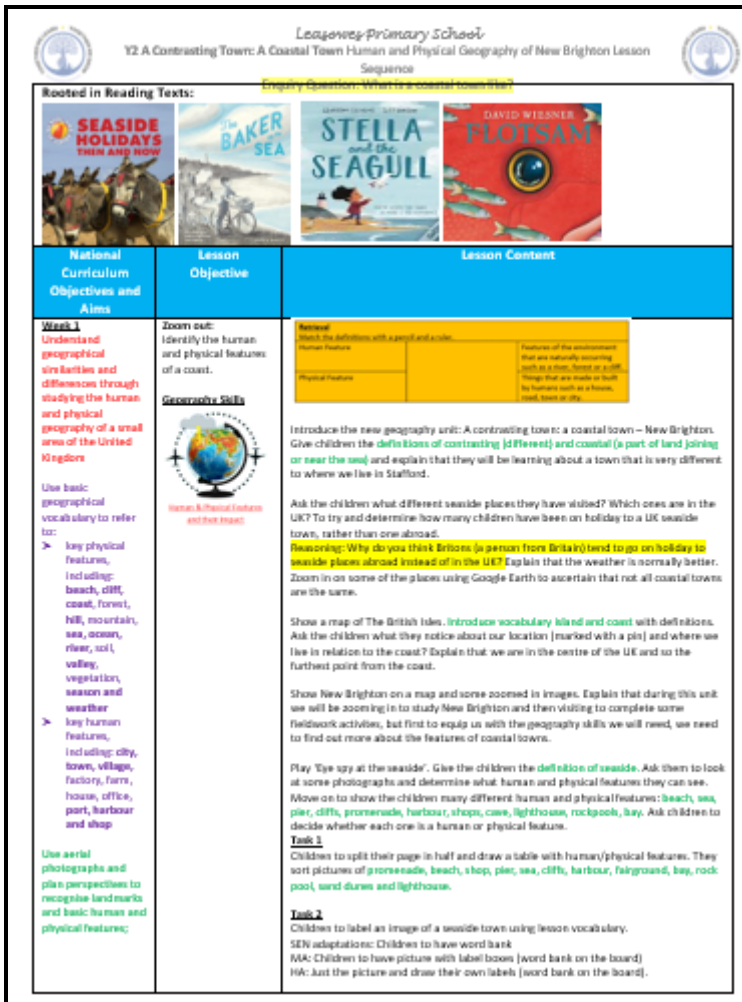
KS2 National Curriculum Requirements

- To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination as well as revisiting ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- To know great artists, architects and designers in history.

	EYFS	KS1 Year 1 and 2	LKS2 Year 3 and 4	UKS2 Year 5 and 6	Curriculum Links
Drawing	• Begin to use a variety of tools to create a drawing. • Explore different types of lines. • Explore how	• Explore and understand the elements of art. • Explore and draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines.	• Explore and understand the elements of art. • Use different grades of pencil to show line, tone and texture. • Use different media to achieve variations in	• Explore and understand the elements of art. • Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, shape, space and colour. • Show confidence in using	Year 1: Variety of line work in Van Gogh's starry night painting. Shades of one colour used mainly throughout the piece. Year 2: Line work to create outlines of heads for portraits. Using tone and colour to create shading of specific facial features.

Foundation subjects are planned by teachers using bespoke lesson sequences. These carefully map out the objectives and aims from the National Curriculum to ensure curriculum coverage and ambition. Teachers plan the knowledge and skills that will be taught so that the content of study forms a coherent sequence.

Across the curriculum, meaningful links are made to ensure that our curriculum is progressive. Themes and links are mapped out so that children make connections between concepts, skills and different periods of study. These may be vertical links (Y3 Geography to Y4 Geography), horizontal (Y4 Maths to Y4 Science) or diagonal (Y3 Geography to Y4 Science). Our lesson sequences are underpinned by our school values, British values and the CRC (Conventions of the Rights of the Child).



Leasowes Primary School

Y2 A Contrasting Town: A Coastal Town Human and Physical Geography of New Brighton Lesson Sequence

Enquiry Question: What is a coastal town like?

Rooted in Reading Texts:

National Curriculum Objectives and Aims	Lesson Objective	Lesson Content
Week 1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Use basic geographical vocabulary to refer to: ➢ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ➢ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;	Zoom out: Identify the human and physical features of a coast. **Geography Skills** Human & Physical Features and their impact	**Retrieval** Match the definitions with a pencil and a ruler. Human Feature / Physical Feature — Features of the environment that are naturally occurring such as a river, forest or a cliff. / Things that are made or built by humans such as a house, road, town or city. Introduce the new geography unit: A contrasting town: a coastal town – New Brighton. Give children the definitions of contrasting (different) and coastal (a part of land joining or near the sea) and explain that they will be learning about a town that is very different to where we live in Stafford. Ask the children what different seaside places they have visited? Which ones are in the UK? To try and determine how many children have been on holiday to a UK seaside town, rather than one abroad. Reasoning: Why do you think Britons (a person from Britain) tend to go on holiday to seaside places abroad instead of in the UK? Explain that the weather is normally better. Zoom in on some of the places using Google Earth to ascertain that not all coastal towns are the same. Show a map of The British Isles. Introduce vocabulary island and coast with definitions. Ask the children what they notice about our location (marked with a pin) and where we live in relation to the coast? Explain that we are in the centre of the UK and so the furthest point from the coast. Show New Brighton on a map and some zoomed in images. Explain that during this unit we will be zooming in to study New Brighton and then visiting to complete some fieldwork activities, but first to equip us with the geography skills we will need, we need to find out more about the features of coastal towns. Play 'Eye spy at the seaside'. Give the children the definition of seaside. Ask them to look at some photographs and determine what human and physical features they can see. Move on to show the children many different human and physical features: beach, sea, pier, cliffs, promenade, harbour, shops, cave, lighthouse, rockpools, bay. Ask children to decide whether each one is a human or physical feature. **Task 1** Children to split their page in half and draw a table with human/physical features. They sort pictures of promenade, beach, shop, pier, sea, cliffs, harbour, fairground, bay, rock pool, sand dunes and lighthouse. **Task 2** Children to label an image of a seaside town using lesson vocabulary. SEN adaptations: Children to have word bank MA: Children to have picture with label boxes (word bank on the board) HA: Just the picture and draw their own labels (word bank on the board).

Pedagogy

The delivery of a high-quality curriculum relies on high-quality teaching practices.

Teaching and learning at Leasowes is characterised by the following pedagogical approaches:

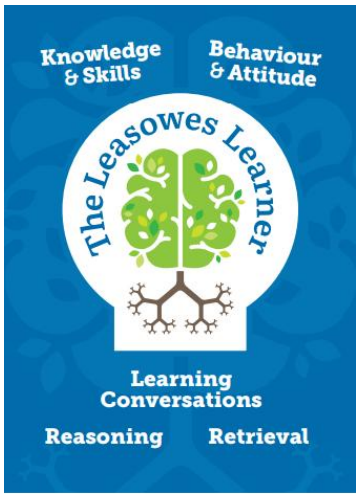
- Effective preparation and planning using expert subject knowledge.
- High-quality teaching
- Clear learning objectives that are SMART
- Clear rationale and purpose for learning
- Links to previous (recovery) and future (discovery) learning
- Vertical, horizontal and diagonal links across the curriculum
- Retrieval practice
- Being appropriately and readily resourced to minimise slippage time and maximise learning time
- Clear expectations about how to achieve the learning objective (e.g. tools and rules)
- Learning lines
- Mini-plenaries to check for understanding during the lesson and address misconceptions
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Adaptive teaching
- Pre-teaching
- Staggered starts
- Teacher modelling
- Pace
- Varied questioning
- Effective deployment of teaching assistants

- Guided/supported group target teaching
- Opportunities for independent learning
- Learning conversations between children and adults
- 100% participation to ensure maximum engagement – active listening, active learning
- Promotion of positive attitudes and behaviour for learning using the Leasowes values and charter
- Children know what to do if they are 'stuck'
- A learning environment which supports children through the use or resources, prompts and displays
- Effective use of verbal and written feedback
- An understanding of the difference between errors and misconceptions and how to tackle these
- Red pen used for responses to feedback tasks and corrections
- Purple pen used to edit, polish and improve work
- Leasowes Learner helps children to articulate their learning
- Lesson outcomes, achievement and progress inform future lessons

Assessment

Assessment is a continuous cycle that builds the picture of the Leasowes Learner. Each subject has an individualised approach to assessment which is detailed within the subject section of this policy. At the end of each unit, 'End of Unit Assessment Tasks' are completed to assess children's understanding, allowing them to apply and use the knowledge and skills they have learnt. In core subjects, assessment materials such as writing skills grids, NTS tests and previous statutory tests may be used to inform teacher judgements. Teachers and subject leaders will also use children's exercise books to monitor pupil progress within subjects to assess whether the curriculum intent has been achieved. They will use pupil outcomes to assess that children are able to remember and do more. At Leasowes, we adopt many different strategies for both formative and summative assessment: **please see SESAT Assessment Policy and the 'Layers of Assessment' document for more information.**

Teachers use Sonar to assess all core subjects each half term and all foundation subjects each term. Statements are completed to assess achievement (beginning, achieved and secure) against individual subject objectives. The statements are then used to inform overall attainment in each subject area using steps (below, just at, securely at, above, significantly above). Class teachers complete class data analysis at the end of each term. Data is monitored by SLT through phase data and pupil progress meetings. Subject leaders complete a range of monitoring tasks (see below) to quality assure their subject area and to ensure the intended curriculum is implemented and has impact on pupil outcomes. In addition, Pupil Book Study is used by subject leaders to give insight into the child's lived experience of the curriculum and gives the children the opportunity to articulate their subject journey. The Leasowes Learner is also tool used to support the children in articulating their learning. **Please see the Leasowes Learner Progression Grid.**



Retrieval Concept

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a key pedagogical approach across the curriculum at Leasowes. Children are taught that their memory of previously taught concepts and knowledge is made stronger through regular retrieval practice and recovery learning.

In addition, coherently sequenced lessons with links made across the curriculum are designed to ensure the transfer of knowledge to long-term memory and that knowledge learnt is connected. This way, children are able to recall it, use it and apply it to varying contexts, furthering and extending retention.

Errors and Misconceptions

An error is something that a child can do, and usually does do, but on this occasion is incorrect. An error is when a child knows how to do something but is careless. This should be marked incorrect but not corrected for the child. It should be completed by the child independently. The children will be taught that they should be able to correct errors by themselves.
A **mis**conception is something that has not been completed correctly due to **mis**understanding or an inability to master the concept. When marking misconceptions, the teacher will need to give guidance and support and the concept may need further teaching to consolidate understanding. The children will be taught that they will need help to correct misconceptions.

It is important for the children to fully understand the difference between an error and a misconception. It is important that they not only understand the difference, but are then able to distinguish between the two. A misconception for example can be identified by a pattern of the child getting something consistently wrong; however, when they make an error the majority of their work will be correct.

Reading, Research and CPD

Leasowes prides itself on being reading and research led. In pursuit of the most effective curriculum possible, ongoing in-school curriculum training sessions are delivered to all staff members by the SLT.

- Session 1: What is the curriculum?
- Session 2: Knowledge and Skills
- Session 3: Curriculum Vision and Concepts
- Session 4: Subject Leadership, Subject Improvement and Action Plans
- Session 5: Curriculum Coverage, Book Scrutiny and Pupil Voice
- Session 6: Pedagogy and Cognitive Science
- Session 7: Building a Curriculum – Curriculum Design
- Session 8: Subject Action Plans (Refresher)
- Session 9: Cultural Capital and Character Education
- Session 10: Subject Monitoring
- Session 11: The Leasowes Curriculum
- Session 12: Vocabulary and Knowledge Organisers
- Session 13: The Leasowes Currriculum (for Governors)
- Session 14: Curriculum Policy
- Session 15: Subject Monitoring
- Session 16: Curriculum Refinements
- Session 17: Curriculum Tasks and Assessment
- Session 18: Assessment for Learning Strategies
- Session 19: Lift the Ceiling
- Session 20: Curriculum Updates
- Session 21: Curriculum Tasks
- Retrieval Practice Training
- Pupil Book Study by Alex Bedford (3 sessions)
- Subject Leader Action Plans (delivered annually)

- School Improvement Plan (delivered annually)

In addition to those listed above, a plethora of CPD has been delivered for all curriculum subjects by subject leaders or external experts. All training slides can be found on our staff share system and all new members of staff receive a full induction.

Legal Framework and Policy Links

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2026) 'Statutory framework for the early years foundation stage'
- DfE (2026) 'Working together to improve school attendance'
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE Promoting Fundamental British Values as Part of SMSC in Schools

This policy operates in conjunction with the following school policies:

- English Policy
- Maths and Calculations Policy
- EYFS Policy
- Marking and Feedback Policy
- Handwriting and Presentation Policy
- Home Learning Policy (Homework)
- Equality Information and Objectives Policy
- Acceptable Use Policy
- Online Safety Policy
- Behaviour Policy
- SESAT Relationships, Sex and Health Education Policy
- SESAT Educational Visits Policy
- SESAT Health and Wellbeing Policy
- SESAT Assessment Policy
- SEN Policy
- SEN Information Report
- Relationship and Sex Education
- Remote Learning Policy

Safeguarding and the Curriculum

At Leasowes, the children are taught that safety always comes first. Our taught and wider curriculum takes into account that safety is multi-faceted. We aim to equip children with the knowledge and skills they need in order to stay safe in a range of different contexts. Our ethos is to ensure our children feel able to talk about their concerns and feel listened to by all staff members at school. Where children feel unable to talk to an adult, every classroom has a 'Questions and Concerns' box.

Through our strong rooted values, charter and behaviour policy, children learn how to develop their personal safety in order to keep themselves and others safe at school. For example, our school charter statements include: always have kind hands, kind feet and use kind words; look smart and act smart. When using the playground, children are taught to follow our playground charter so that they are ready, respectful and safe. This creates a school environment where

all children can learn and develop (Article 28 – right to education) whilst also ensuring children can enjoy their right to play (Article 31 – leisure, play and culture).

Our school assemblies are themed around our 6 school values whilst also addressing wider issues such as child-on child abuse, anti-bullying and online safety. All assemblies are linked to our British Values, protected characteristics as well as the UN convention on the rights of the child.

Our Rights Respecting Schools status ensures children are taught about the rights of the child across the curriculum. They cover a range of safeguarding issues: Article 19, protection from violence, abuse and neglect; Article 27, adequate standard of living and Article 34-36, forms of exploitation (to name a few). Fortnightly 'Life Beyond Leasowes' assemblies also allow children to discuss and debate national and global current affairs linked to issues of safety.

Our PSHE curriculum, using the Jigsaw scheme, follows 6 units: Being Me, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. The scheme aims to prepare children for their later lives, helping them to develop a sense of self and valuing who they are. They learn about the importance of staying safe through a range of issues such as mental health, building relationships and anti-bullying.

In our EYFS and KS1, children learn about Pantosaurus using the NSPCC resources, and that what is in our pants is private. We also take part in the 'NSPCC Speak Out Stay Safe' safeguarding programme for children aged 5-11.

At Leasowes, children learn that staying healthy encompasses both physical health as well as mental health and well-being, which is supported by the delivery of both our PE and PSHE curriculums (Article 24).

In our ever-changing society, the delivery of online safety forms a fundamental part of our Computing curriculum. Online safety is integral to the computing curriculum and is assisted by Project Evolve, ensuring pupils develop the knowledge and skills needed to navigate the digital world safely and responsibly. These include themes of self-image and identity; online relationships; online reputations; online bullying; managing online information; health, wellbeing and lifestyle; privacy and security; and copyright and ownership. These themes are woven across the computing curriculum. We also celebrate Safer Internet Day annually.

Our wider curriculum includes enrichment activities and opportunities such as walks in the local area, attending swimming lessons and the road safety to ensure our children are 'road safe' and have skills that will equip them in their later lives. Health and Safety forms a firm foundation of many lessons within our curriculum including Design and Technology (particularly food technology) and Science (e.g. working with electricity). We also have strong teams of pupil leaders such as the Junior Leadership Team, Safety First team and ECO committee who have been crucial in making key decisions in regards to health, safety and wellbeing at Leasowes.

Special Educational Needs (SEN)

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

The Code of Practice 2015 identifies four areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Dyslexia Friendly

In accordance with the SEND Code of Practice, Leasowes Primary School is committed to the inclusion of all children and to ensuring that barriers to learning are identified and addressed. The school follows dyslexia-friendly best practice, with staff trained to recognise and support a range of learning needs. Inclusive and dyslexia-friendly approaches are embedded within teaching, learning and the wider school environment to support access, participation for all pupils.

Equality

Leasowes Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers the nine protected characteristics of **race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender**. Leasowes is compliant in setting two equality objectives at least every two years that are specific to the school. For more information, **please refer to the Equality Policy.**

Equality and Diversity is more than just meeting legal obligations or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We make sure that our employment practices are fair and promote equality. We actively value the wide variety of lifestyles and cultures, locally and nationally. We prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We ensure that the principles of the Equality policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

a) In accordance with our school values we pledge to:

- **Respect** the equal human rights of all our children.
- Educate them in equality, through the understanding and importance of **collaboration** and **love** for one another.
- **Respect** the equal rights of our staff and other members of the school community.
- Ensure that all staff and children have the right to be able to fulfil their **aspirations.**
- Ensure that all staff and children feel safe in our environment and have the right to **enjoy** their school life.
- Instil the **courage** in the staff and children to stand up and be proud of who they are.

b) We assess our current school practices and implement all necessary resulting actions in relation to the nine protected characteristics.

c) We promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to the nine protected characteristics.

SEN

All children with Special Educational Needs receive education suitable to their ability and needs, in accordance with the requirements of the National Curriculum and the Equality Act 2010.

"Under the Equality Act 2010, schools must not discriminate against, harass or victimise children because of sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices…"

"Schools must also ensure that their policies and practices do not discriminate against children by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues."

Equity

Equality ensures that each pupil is given the same resources or opportunities. Equity recognises that each pupil has different circumstances and so resources and opportunities are allocated based on what that pupil needs in order to reach their full potential.

The 'Leasowes Child and Equitable Learning' document explains how learning is made equitable at Leasowes. Below, general techniques for how learning is made equitable are explained. Please see the referenced document for subject specific strategies.

General Techniques to make Learning Equitable

- Curriculum design is progressive – lessons build cumulatively to ensure children slowly gather and build proficiency in the foundations of units and areas of study to avoid cognitive load and ensure children have **deep** understanding and equip children with knowledge and skills to succeed.
- Emphasis on practical elements to lessons where this is appropriate. Pedagogy is fluid and varied and ensures children are able to show their learning in a variety of ways.
- Use of knowledge organisers gives children concrete and consistent references for the learning and reduces cognitive load when accessing and using new terminology.
- Ensuring all staff have planning in advance and are involved in the delivery of the lesson. Planned staff focus on driving groups of different abilities.
- Pre-teaching equips children with the foundational knowledge they need to access and engage with lesson content more effectively by introducing key concepts before the main lesson.
- Teachers and teaching assistants strategically plan to work with a range of pupil groups across the week to ensure all learners benefit from first quality teaching. There are also planned opportunities for pupils to work independently, supporting the development of autonomy and self-regulation.
- Staggered starts are an important part of Leasowes pedagogy: these can be used to introduce elements of pre-teaching and to support/challenge different groups.
- Identified children with SEND, low ability or PP are invited to attend SPARK that supports targeted teaching. Staff planning is shared with SPARK to best utilise the time the children spend there.
- Adapted tasks support children with literacy difficulties so they can excel in the foundation subjects.
- Use of peer support in certain lessons. Children are trained in maximising these opportunities e.g. through mentor/mentee relationships in UKS2.
- Wide ranging curriculum where all children have the opportunity to excel at something.
- All children are valued and are able to hold positions of responsibility (e.g. house captains, members of JLT, digital leaders, Safety First reps, eco committee reps).
- An after-school revision club for Y6 children is personalised to children's targets and needs. This is open to all children.
- Clubs are open to all children and cover a wide range of subjects/skills.
- All children access the same high-quality text in English. Scaffolds are put in place to support children with reading difficulties (such as having elements of the text read to them) so that all are able to access the same starting point.
- Explicit teaching of values ensures children develop the personal qualities to intrinsically motivate themselves to overcome their own barriers to learning.
- Curriculum pedagogy focuses on an approach that cumulatively develops knowledge within a lesson with opportunities for teaching, discussing, practising etc.
- Our curriculum subjects remain true to discipline which removes barriers to learning, allowing all children to achieve.

Personal Development and Character Education

At Leasowes, we believe the curriculum extends beyond the classroom and encompasses all that a child lives and experiences during their primary years here. The personal development of our children, as well as the opportunities to develop their character, form a fundamental part of our curriculum design.

To support the personal development of our children, our commitment is that:

- Children have opportunities to develop their talents and interests that are of exceptional quality.
- Children have access to a wide, rich set of experiences.
- These rich experiences are coherently planned in the curriculum and through extra-curricular activities.
- Children are given the opportunity to develop their character.

At Leasowes, character education is provided in a variety of ways through curricular and extra-curricular activities, as well as through our strong values, charters and behaviour policy. It forms part of our ongoing commitment to promote the spiritual, moral, social and cultural (SMSC) development of our children and to prepare them for opportunities, responsibilities and experiences of later life. In addition, we believe that fostering good mental, physical health and wellbeing, will help our children to fulfil their full potential at school and develop positive character traits that will prepare them for their future. At Leasowes, character education is provided through assemblies, subject lessons, PSHE, sports, performances, pupil leader opportunities, educational visits, forest schools, residentials, visitors and after school clubs to name a few. In addition, whole school events are hosted and celebrated throughout the school year such as 'Aspire to be, Future Me', World Book Day and Safer Internet Day to list a few examples. These opportunities also form a key part of our Cultural Capital offer by helping our children to express their character, explore their interests and talents, and develop personally.

Cultural Capital

At Leasowes, opportunities are planned to ensure that all children have an inclusive access to a rich and wide range of Cultural Capital, enabling them to experience the best that has been thought and said; helping them to understand and appreciate human creativity and achievement.

Using the research of Dylan Wiliam (2013), we believe there are 4 main purposes of education and these form the foundation of how we define Cultural Capital at Leasowes:

Personal Empowerment:

At Leasowes, personal empowerment is about our children being able to make positive decisions and take actions that will bring them closer to achieving their goals and ambitions. We believe the curriculum should extend beyond the academic and should allow for broader development, enabling children to explore, develop and discover their personal interests and talents.

Cultural Transmission:

Our aim through education is to pass on from one generation to the next, 'the best that has been thought and known in the world'. At Leasowes, we believe our subject leaders and teachers make challenging decisions about the breadth and depth of the subject content that will be studied so that subjects remain rigorous and our children experience the best possible curriculum.

Preparation for Citizenship:

At Leasowes, preparation for citizenship means we educate our children so that they can make a positive difference to the society in which they live in, both now and when they grow up, on a local, national and global level. We believe character education has a key role to play here and that with our school ethos, values and charter, the British Values and the UNCRC our children develop a strong moral compass, develop their understanding and appreciation of diversity and learn what it means to be 'good people'. In action, we achieve this by creating a sense of belonging and responsibility for the commonality we all share: the Leasowes' school community.

Preparation for Work:

In order to prepare our children for the future world of work, we believe it is important they gain the knowledge, skills and attributes needed to be successful in their future careers and their adult lives. Research also demonstrates that educational achievement is inextricably linked with economic prosperity. We believe the Leasowes curriculum prepares our children for an ever-changing society and that they are well-prepared for the next stage of education, with the long-term aim that they can become financially independent as adults.

Rights Respecting Schools

At Leasowes, we are committed to educating children about their rights as outlined in the United Nations Conventions of the Rights of the Child. This starts in Reception with 'First Steps to Rights'. Children at Leasowes are regularly exposed to these through lessons across the curriculum as well as in assemblies. Children are made increasingly aware of their rights and as a school we are on our journey in supporting them to take action so that all children locally, nationally and globally have their rights met.

We are a Gold Rights Respecting School. By completing the award, we are committed to creating a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

myHappymind

As part of our commitment to supporting pupils' personal development, wellbeing and mental health, we implement the myHappymind programme across all year groups from Reception to Year 6. myHappymind is a structured programme informed by neuroscience, positive psychology and child development research. It supports pupils in developing an understanding of how their brains work and equips them with strategies to promote emotional wellbeing, resilience, self-esteem and positive relationships. The programme encourages children to develop the knowledge, skills and attitudes needed to manage emotions, build confidence and achieve their full potential.

The programme is delivered through short weekly lessons led by class teachers. Pupils are encouraged to apply their learning across the curriculum, within the wider life of the school and beyond. The programme is organised into five core modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage.

Roles and Responsibilities

Governing Board

The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher and SLT with regards to pupil progress and attainment.
- Assisting the school with the creation and implementation of the curriculum, and monitoring its impact.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher & Senior Leadership Team

The senior leadership team are responsible for:

- Devising a strategic direction for the curriculum in collaboration with teachers and subject leaders.
- Communicating the agreed curriculum design and termly updates to the governing board.
- Writing a School Improvement Plan, outlining whole school priorities for each academic year.
- Ensuring the curriculum is inclusive and accessible to all.
- Providing subject leaders with relevant training so that they have the skills to lead their subject area effectively and can devise and monitor the intent, implementation and impact of their subject.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Holding subject leaders to account through the use of termly action plan reviews and their use of monitoring.
- Monitoring of any actions to ensure they have ‘closed the loop’.
- Quality assuring the curriculum through termly Learning Conferences and annual external reviews.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Analysing the progress and attainment of children and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring the curriculum is reviewed in accordance with this policy.
- Reviewing the Self Evaluation Form.
- Updating and maintaining this policy.

Subject Leaders

Subject leaders are responsible for:

- Completing a subject action plan to set subject priorities for each academic year, including a subject intent statement.

- Reviewing impact of subject priorities each term, considering comments made by the AHT.
- Delivering a subject update to teachers outlining non-negotiables and subject focus at the start of each academic year.
- Clearly communicating expectations to staff throughout the academic year.
- Using research to drive subject ensuring that expertise in the field or discipline is used to improve their own and staff subject knowledge.
- Attending and delivering curriculum CPD opportunities.
- Ensuring the subject overview complies with full coverage of national curriculum.
- Ensuring through monitoring the intended curriculum is implemented.
- Ensuring the knowledge and skills the children will be taught, as well as progression, are clearly outlined.
- Ensuring initiatives implemented become embedded practice.
- Quality assuring the subject through monitoring to find strengths and areas to further refine, and triangulate the information gathered to inform next steps (lesson observations, learning conference, pupil voice, book scrutiny, data assessment).
- Collecting pupil views and attitudes about their subject.
- Ensuring that retrieval practice is regularly evident within their subject. *Progress, means knowing more (including know how to do more) and remembering more.* When questioned, can children recall information/knowledge they have learnt?
- Using curriculum concepts to monitor the quality of teaching and learning, and use the concepts in monitoring feedback.
- Analysing attainment and progress of children in every year group using Sonar and identifying any children who are falling behind, as well as gaps in curriculum coverage. Use this information to hold teachers to account.
- Supporting staff in delivering a quality curriculum by offering advice, supporting planning and providing constructive feedback. Identify staff members who may require further support and address this.
- Ensuring subject area on the staff share is up-to-date with leadership documents and resources for staff.
- Dealing with practicalities like resources, budgeting, timetables, risk assessments etc.
- Providing the governing board with termly updates.

Teachers

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring planning, teaching and learning is of a high standard and is reflective of the school's curriculum vision, design and concepts.
- Ensuring the curriculum is broad and **balanced** and that each subject is equally represented and evidenced in pupil exercise books.
- Ensuring the teaching and learning in each subject is **rigorous**, allowing children to study high-quality content in depth from local to global contexts.
- Ensuring **coherent** sequences of lessons carefully develop and build on knowledge and skills.
- Implementing the curriculum in a way that is **relevant** to the children by including enrichment opportunities that hook learners, excite and engage.
- Ensuring the curriculum is **inclusive** and accessible to all by offering appropriate levels of challenge for all children through carefully considered task design and equitability.
- Teaching demonstrates purpose within the wider world and promotes cultural capital.
- Ensuring the classroom environment promotes our school **values** and charter, and helps to develop children's character.
- The intended curriculum being implemented, ensuring full coverage of the national curriculum, and that subject overviews, lesson sequences and schemes of work are complied with. There is evidence to support this from subject leader monitoring.

- Outcomes in pupil exercise books. These also show a plethora and range of **retrieval** tasks to help children to remember curriculum content.
- Evidence in pupil exercise books. This shows children are given the opportunity to **read, reason** and **enquire** across the curriculum.
- Ensuring children can confidently talk about and recall the knowledge they have learnt, skills they are developing, and how their learning links to other years and subjects **(progressive)**.
- Complying with the marking and feedback policy to address misconceptions in children's understanding and give targeted actions to complete.
- Complying with the data assessment policy and use Sonar to assess statements and steps for each subject.
- Monitoring the progress of all children and reporting on this to the phase leader in line with the assessment policy.
- Working to close the attainment gap between academically more and less able children.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons to access the curriculum.
- Celebrating all children' achievements through high-quality displays that showcase the curriculum.

SENCO

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible, equitable and inclusive to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring children receive the additional help they need.
- Liaising with external agencies where necessary to ensure children who require additional support receive it.

Teaching Assistants

Teaching assistants are responsible for:

- Implementing this policy consistently throughout their practices.
- Support teachers in the delivery of the curriculum through high-quality teaching and learning.
- Ensuring the classroom environment promotes our school **values** and charter, and helps to develop children's character.
- Use questioning to promote **retrieval** and support children to remember curriculum content.

Parents

- Please see our Parent Code of Conduct between school and parents/carers.

Action Plans

At the beginning of each academic year, subject leaders will consider any subject priorities and next steps for their subject area and write a new action plan. This consists of 3 main aims or areas to be refined, with actions listed to achieve impact.

Each term, the subject leader will review their progress against the actions for each three areas. The action plans and progress made is then reviewed by the AHT (curriculum lead) at the end of each term who also adds monitoring comments.
See format below.

Intent Statement:	For Successful and Sustainable Change to take place there need to be 3 non-negotiable elements: 1. A compelling reason for the change. 2. A clear vision of the future with the change in place i.e. the Impact. 3. A coherent Action Plan identifying the steps needed.
	The Golden Thread for ...is:

Action Plan 2026-2027

		The actions we will implement to achieve the impact are...				
Rationale What is the issue, context or compelling reason for change?	**Objectives and Impact** **What** will be achieved? **What** difference are we intending to make?	**Actions** **How** will this be achieved?	**Monitoring** **What** will be completed?	**People Responsible** **Who** will lead on this and who will support?	**Timescale** **When** will this take place? (including milestones)	**Cost** Overall and at each stage

	Autumn term	Spring term	Summer term
Area 1 **Progress** **Next Steps**			
Area 2 **Progress** **Next steps:**			
Area 3 **Progress** **Next steps:**			
Curriculum Lead Comments			

Monitoring

The SLT and subject leaders monitor the impact of the intended and implemented curriculum using triangulation of the following methods:

- **Book Scrutiny:** Do books show progression? Is the intended curriculum being implemented? What is the impact? Is their compliance with curriculum coverage? What are the quality of pupil outcomes like?
- **Learning walks and lesson observations:** Are children engaged in learning? Do staff have good subject knowledge? What is the quality of teaching and learning like? Are children given the opportunity to practise retrieval or revisit previous learning? What are pupil outcomes and progress like?
- **Learning Conferences:** Two Learning Conferences are completed per year in phases and/or other external quality assurance monitoring visits. The Learning Conference is an opportunity for each phase team to showcase their curriculum during a day of quality assurance by SLT. As part of this, SLT will conduct their own monitoring of the curriculum, teaching, learning and assessment within the phase, and triangulate findings. A full book scrutiny of phase books and pupil voice is also completed. Feedback is provided to each phase by the headteacher and deputy headteacher.

- **Subject Deep Dives:** Individual subject deep dives are carried out to monitor the intent, implementation and impact of a subject. This will focus on the subject leader and cascade down through the teacher, children and impact on outcomes. The findings are shared with the subject lead and actioned accordingly.
- **Staff feedback and questionnaires:** Do staff know the expectations of the subject? What are the non-negotiables? Do staff need further CPD? How can they be supported? How do they feel the subject area/curriculum could be improved?
  A curriculum questionnaire is completed annually and this is used to inform CPD for the following year.
- **Pupil Voice:** Can children talk confidently about the subject? Do they have positive views? Can they remember what they have learned? Can they make links across subjects (horizontal) and to previous years (vertical)?
- **Pupil Book Study:** An approach used to monitor the children' lived experiences of the curriculum. This is planned strategically and conducted by subject leaders with a group of children. It involves a range of tasks and questions which include the use of their exercise books.
- **Data assessment:** What is the picture of the data? Are children on track (attainment/progress)? Are their gaps in curriculum coverage? How will these be addressed? Are there any patterns?
- **Subject action plan reviews:** What progress and impact is being made as a result of subject improvements? What are the strengths of the subject? What are the future actions?

Budgetary Implications

The provision of the curriculum, enrichment experiences, memorable moments, resources, subscriptions, schemes of work, assessment tools and CPD have budgetary implications. It is necessary that subject leaders review the resources needed for their subject regularly to ensure they are fit for purpose and conducive to the effective delivery of the curriculum. Subject leaders must direct any requests to the headteacher/SLT for expenditure following the correct policies and procedures by completing budget request forms each academic year.

Leasowes is committed to using Pupil Premium funding to ensure that disadvantaged children benefit from an effective curriculum, which diminishes any difference between them and their peers, both academically and socially.

Home School Partnership

We believe that a strong home school partnership is vital to pupil success and curriculum engagement. For this reason, we host 'Family Learning' events where parents are invited to join their children in school as part of an enrichment learning activity or lesson. For example, this could be a phonics lesson in reception or making moving vehicles with wheels and axles in Year 2 DT.

We invite parents to school performances, host football tournaments, run sports days and harvest events to promote the wider curriculum of our school. In conjunction with the PTFA, we organise events such as Christmas events, summer fayres and discos to encourage community engagement.

In addition, parent workshops are delivered to give parents the skills to support their children with their learning and information evenings are delivered in year groups where statutory tests are administered. In September, a 'Meet the Teacher' event is hosted to allow parents to meet their child's new teacher and to give them information about the year ahead. We purchase and subscribe to many schemes that the children can use at home such as TTRockstars and Spelling Shed. Parents also receive half termly feedback about their child's attainment and progress through progress reports, school reports and parents' evenings. Teachers also communicate regularly with parents either face-to-face or through the Home School Records and Reading Diaries. Our curriculum section of the website is kept up-to-date with any relevant documents and information.

For more information on homework, please see the Home Learning Policy.
Please also see our Parent Code of Conduct.

Monitoring and Review
This policy will be reviewed annually (or earlier if necessary) by the Assistant Headteacher as part of their curriculum leadership role. The subject sections will be reviewed annually by subject leaders. Following this, the policy will then be reviewed by the headteacher and the governing board. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders. Regular reports are made to the Governors and SLT in order to quality assure the curriculum and the contents of this policy.

Introduction to Subjects
Leasowes Primary School will ensure every pupil has access to the following core subjects: • English (including Reading, Writing, GPS and Phonics) – see separate policy • Maths – see separate policy • Science Leasowes Primary School will ensure children also have access to the following foundation subjects: • Geography • History • Art and Design • Design and Technology • Computing (including Online Safety) • Modern Foreign Languages (French in KS2) • Music • RE • Forest Schools • PSHE – see also separate RSE (Relationship and Sex Education) • PE – see separate policy Please find policy sections for each subject below. Please see separate subject policies for English, Maths and PE.

Leasowes Primary School
Science

Intent

Science teaching at Leasowes aims to give all children a strong understanding of the world around them. They acquire key foundational skills and knowledge to develop an understanding of scientific processes to help them answer questions about the world and an understanding of the uses and implications of science for today and in the future. Science learning opens children's eyes to the diversity of influence within the scientific field and the impact that key figures have on science. At Leasowes, working scientifically skills are embedded in each unit the children study and are revisited and developed throughout their time at school as they take on different enquiry types. Children will apply their mathematical knowledge, particularly when collecting, presenting and analysing data. Specialist vocabulary for units is taught and built upon progressively to support children in making their thinking clear to themselves and others. Ultimately, we aim that children become articulate scientists who have the skills necessary to question, test and evaluate their hypotheses in the world around them, whilst developing a sense of excitement and curiosity about natural phenomena.

Implementation

Science is rigorously designed to ensure that children experience a breadth of progressive learning across their primary years. Children at Leasowes begin their formal science education in the Early Years Foundation Stage, following the statutory framework. Pupils begin their formal science education in the early years foundation stage. This involves learning foundational knowledge and skills primarily through the 'Understanding the World' area of learning. This provides a number of rich contexts for pupils to learn a wide range of vocabulary and gain an understanding of simple scientific concepts. EYFS Science focusses on encouraging exploration, observation, and understanding of the natural world through activities that allow children to investigate, predict, and make decisions. Science encourages reception children to be curious, ask questions, and investigate how things work, building strong foundations for future learning. Children in Key Stage One and Key Stage Two follow the programmes of study from the National Curriculum framework.

Underpinning the statutory frameworks, science has a curriculum overview which maps out the order and length children partake in science units across the academic year. Key information about each unit studied can be found in the Leasowes Science Progression Document. This is an internally created, interactive document which outlines National curriculum objectives, key knowledge and vocabulary, key scientists, reading links, key questions, prior and post learning links and examples of each 5 enquiry types within each unit. Teachers used the Leasowes Science Progression Document to inform the planning of bespoke lesson sequences for each unit studied within a year group. Each lesson sequence is comprised of planned learning experiences which cover all of the national curriculum objectives to ensure that teaching and learning is rigorous. These include a balance of knowledge and skills-based learning, studying key scientists, accessing a range of enquiries and opportunities to speak and write using scientific vocabulary. Lesson sequences ensure that as children advance through the science curriculum, sufficient knowledge of scientific concepts and procedures are built upon progressively.

Working scientifically skills are recognised as fundamental for children in accessing enquiry types with growing independence. Hence, the Leasowes Working Scientifically Skills Progression document was created which outlines the seven main working scientifically skills, in line with the Primary Science Teaching Trust: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating. This internally created document outlines the progression of each skill from Reception to Year 6. These are written as 'I can…' statements which supports teachers in their understanding of what the children should be demonstrating to be secure in each skill and furthermore, make accurate assessments and plan for further opportunities to develop these skills. For enquiry-based lessons and other science lessons (where appropriate), the type of working scientifically skill and specific 'I can…' strand is made clear alongside the learning objective on lesson sequences. Across one academic year, all working scientifically skills are planned into the lesson sequences providing children with robust opportunities to develop these skills.

The science curriculum at Leasowes is ambitious, as evidenced by the PSQM GILT award. We provide children with inspiring, creative and thought-provoking experiences to enhance the teaching and learning of science. This includes our whole school celebration of British Science Day and extra-curricular opportunities such as science club and 'Curiosity Corner' in the school newsletter. Furthermore, children are encouraged to consider and discuss topical, scientific issues through our 'Life Beyond Leasowes' class assemblies; this demonstrates the importance of science in the wider world and the impact children can have as young scientists. Additionally, the 'Aspire to be Future Me' day which takes place at Leasowes gives our children the opportunity to interact with real-life scientists, challenges gender stereotypes, makes science relevant and provides children with scientific aspirations and goals.

Science has a 'Vision and Principles' document which has been created in collaboration with children, staff, parents and governors so that it reflects the views of which all the Leasowes community have on what makes science teaching and learning outstanding. This child-friendly document is used as a resource with children to support them in articulating the knowledge and skills they develop as young scientists.

Science is designed to be rooted in reading as, among many things, the Science Progression Document organises rich-quality texts into science units by year group. Reading these texts with children helps to contextualise science learning and develops their disciplinary literacy helping them to talk about science as well as promoting a love of reading. The Leasowes science curriculum is made relevant to the wider world, as children study a diverse range of key people within the scientific field: both male and female and from different ethnic backgrounds. Not only does this ensure that all children are represented, but it helps children to form connections from in-classroom learning to real life experiences, developing cultural capital. Within each year group, learners actively take part in learning conversations which investigate occupations linked with each unit, giving children the opportunity to extend their learning beyond our local context. This experience opens learners' eyes to the breadth of science opportunities they will be presented with as they step out of Leasowes and helps them to 'develop to their full potential' *(Article 6, Conventions on the Right of the Child).* Furthermore, this encourages children to set themselves high aspirations for their future.

The science curriculum is balanced between the delivery of knowledge and varied scientific enquiries to stimulate young minds and best equip learners as holistic scientists. This investigative, enquiry-based learning encourages learners to be inquisitive and curious, sparking enthusiasm and enjoyment. High quality resources are used to engage with investigations. Children stick one of the five enquiry magnifying glass into their book for enquiry-based lessons: identify and classify, observation over time, research, pattern seeking and comparative test. These lessons have corresponding working scientifically flipchart pages which the teacher discusses with the children. Enquiries ensure that learning is progressive as it provides children with the opportunity to apply taught knowledge and skills, helping them to find purpose to their learning. This balance of lesson styles makes science learning inclusive to all children. Adaptive teaching techniques are used to maximise learning outcomes for all children such as sentence starters, chunking tasks, adult support, mnemonics, retrieval, working with a peer and, where appropriate, being given a choice of how to record learning. This ensures that high expectations are placed upon all children to be successful scientists.

Teachers present subject matter clearly, promoting collaborative discussions about the subject matter often through the use of 'curious questions'. This opportunity builds upon the courage children have to challenge themselves by thinking critically and reasoning their responses.

Children's retention of scientific knowledge and skills are frequently assessed through retrieval practice. School-wide retrieval templates are shared amongst staff, planned for in lesson sequences and delivered during lessons. This approach maximises learning and positively impacts pupil outcomes. Staff make effective use of the 'previous and future learning' sections of the Science Progression Document so that coherent vertical links are made. Teachers are familiar with their curriculum design and are able to make horizontal links to units studied within their own year group. In turn, this helps learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts, progressively building on

their learning through all their years at Leasowes. Once a retrieval task is complete, teachers check learners' understanding, addressing any misconceptions and providing clear, direct feedback.

The science lead takes opportunities to attend CPD training and feeds this forward to the wider staff to ensure that teachers have secure knowledge to be able to teach this subject. Due to the positive and respectful working environment at Leasowes, staff are able to communicate with the science lead who provides effective support. The subject lead encapsulates what it means to be a Leasowes science learner by making the subject visible across the school. The wider staff share this ethos and display materials in class which promotes enjoyment in the subject as well as supporting the children with their learning. A science vision and principles poster is discussed with children and displayed in classrooms to encapsulate what it looks like to be a successful Leasowes scientist to children in an accessible and memorable way.

Impact

A clear Action Plan is set out at the beginning of the year and reviewed termly in order to monitor, assess and further develop the Science Curriculum through the school. Each term, the subject lead reviews the action plan targets and plans for the next steps to further develop the science curriculum throughout the school.

Throughout the school year, teachers formatively assess children's understanding and application of science knowledge and skills by monitoring children's engagement with: retrieval tasks, questioning, enquiries, learning conversations and work completed in books, which is followed by impact marking.

At the end of each Science unit, children complete an end of unit assessment task. These have been created by the class teachers themselves and then quality assured by the subject lead. These tasks assess the children's retention of key scientific knowledge and vocabulary covered in a unit, alongside their working scientifically skills which are assessed through an enquiry question. Each question within an end of unit assessment task varies in its format to enable all children to access the task and showcase their learning. These assessment tasks provide a clear end point to each unit and support teachers' judgements of progress and attainment.

Leading on from this, Science is assessed every half term by the class teacher using our whole school internal assessment system: Sonar. Teachers make judgements against National Curriculum assessment statements for each child to decide whether the children in their class are beginning, have achieved or are secure with each objective. Cross-checked with the Science Progression Document, Sonar helps to ensure there is coverage across the curriculum and highlight any gaps in learning. This informs teachers in any alterations necessary to their planning and highlights the potential need for further retrieval opportunities to ensure learners are prepared for their next stage of education. This assessment system effectively monitors which children are below, achieving or achieving beyond that expected in their year group and can then be tracked across the whole school. This makes teachers aware of learners' attainment and progress at regular intervals throughout the year. From this, the attainment and progress of the children within a year group and across the school can be tracked and monitored.

The subject lead triangulates lesson sequences with the Science Progression Document and pupil outcomes from exercise books to quality assure the subject design and assess whether the intended curriculum has been implemented. Methods of assessment include book scrutinies and pupil book studies where formal written feedback is given to teachers. For a book scrutiny, this includes presenting evidence which addresses previous areas for development and whether these loops can be closed to ensure the monitoring cycle is rigorous. Year group specific strengths are celebrated alongside next steps for curriculum development, both year group specific and generally across the school. Other methods of assessment include lesson observations and quality assurance of lesson sequences and teaching flipcharts.

Science teaching is innovative and led with passion, fueling captivated learners who discover answers to their own questions in a safe and stimulating environment. Science teaching opens children's eyes to the diversity of influence within scientific field and the impact that key figures have on science today and in the future. Children engage with the magnifying glass resource during enquiry-based lessons to grow an understanding and distinction between the five types. Children are able to recognise when enquiry-based learning takes part in their lesson sequence. Working

scientifically skills are explicitly modelled to and practiced by the children so that they can engage with enquiries with growing independence. Children who are successful scientists at Leasowes have a strong understanding of the world around them and have acquired specific skills and knowledge to help them think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of science for today and in the future. Children at Leasowes will become articulate scientists who have the skills necessary to question, test and evaluate their hypotheses in the world around them, whilst developing a sense of excitement and curiosity.
Health and Safety (if applicable)
Leasowes follows Health and Safety advice from CLEAPSS. All practical enquiry-based lessons include reminders to children about Health and Safety procedures applicable to the activity.

Leasowes Primary School
Geography

Intent

At Leasowes, we firmly believe that 'every child is a Geographer' and our rich, inclusive and progressive Geography curriculum reflects this. It is our view that the golden thread to Geography is an equal balance of core knowledge and sense of place. It is vital that children are taught key geographical vocabulary and facts whilst developing empathy towards worldwide communities by learning about their fundamental cultural and social qualities.

At every stage of their learning journey, children are provided with rigorously planned opportunities to develop their contextual knowledge of globally significant places, understand the processes linked to key physical and human geographical features, and practice fundamental geographical skills. Our curriculum enables this through local and global case studies, high-quality fieldwork opportunities and relevant links to topical events. As a result of the teaching and learning that takes place in our Geography lessons at Leasowes, our children will have a rich understanding of the human and physical features of the Earth and the people who live there. This ensures our children become active citizens who are culturally and environmentally aware, thus understanding the importance of 'protecting today to preserve tomorrow'.

Implementation

Geography is a foundation subject of the National Curriculum which we teach through a knowledge and skills-based approach. All children at Leasowes study Geography through true-to-discipline Geography units which cover the statutory programmes of study set out in the National Curriculum and EYFS statutory framework. The curriculum overview for geography outlines the units which are taught across the school in each half term or term.

In the Early Years Foundation Stage (EYFS), the journey to becoming a geographer begins as children develop personal geographies through exploration of their most familiar places, such as their home and school environment. They begin to describe their immediate surroundings using knowledge gained through first-hand observation, discussion, stories, and simple maps. Children develop early fieldwork skills by creating basic maps of the EYFS playground and tracing the route they take from the main school gate to their classroom. Through interactive resources such as Google Maps and a class globe, children begin to identify the UK and other countries, gaining an early awareness of the wider world. They learn to recognise and name key features of the Earth, such as land and sea, and begin to understand global diversity by comparing life in different locations—for example, Stafford and Antarctica. These comparisons help children identify similarities and differences in climate, landscapes, and lifestyles. Additionally, children begin to explore environmental issues such as deforestation and global warming, developing early critical thinking and an understanding of cause and effect in the natural world.

For each year group and related geography unit in KS1 and KS2, a curriculum coverage and progression document has been created. This outlines the National Curriculum aims and objectives and ensures that every objective in the National Curriculum is covered and exceeded. It also details the key knowledge and skills to be taught, as well as themes, links and any educational experiences or visits.

Each unit contains a lesson sequence outlining the National Curriculum aims, objectives and skills to be taught in each lesson. They are coherent frameworks of study as they ensure that the knowledge and skills taught in each lesson builds on the one before. At the beginning of each lesson sequence, teachers introduce the unit's 'overarching enquiry question'. This question provides further context and purpose to the learning that takes place as part of the unit. All lessons in the sequence then build towards the children attaining the relevant knowledge and skills they need to formulate a response to the question e.g. 'What is the Geography of where I live?' (Year 1). The lesson sequences are progressive as they outline where horizontal, vertical and diagonal links can be made. Each lesson is planned, developed and delivered to be engaging and motivating. Teachers plan lessons to be relevant to the children.

Through the lesson sequences, we ensure we teach a balanced approach of both knowledge and skills. These are supplemented by our use of Knowledge Organisers and Skills Grids. Knowledge Organisers outline the core knowledge which children will learn throughout each unit and reflect our curriculum concepts. At the beginning of each unit,

children are presented with their Knowledge Organiser which they place in their books. This provides them with a brilliant source of reference throughout their learning and is a key tool for retrieval. The Knowledge Organisers each contain a glossary of vocabulary which children can use to learn key terminology. These are set out in the three tiers of vocabulary. Where vocabulary sits within tier 2 it is explicitly taught by the teachers to ensure that the children fully understand the concepts. The wider links reflect how our curriculum is 'Progressive' as it encourages children to build on their prior learning. As we are 'Rooted in Reading', reading texts are referenced too. Each unit's 'Memorable Moment' is also outlined as they help children apply their knowledge and, in turn, remember it.

To ensure a balanced approach to knowledge and skills, the Geography Skills Grid is used to ensure there is a progression of skills taught across the school to underpin our bespoke lesson sequences. Geographical skills and Fieldwork are a key strand in the National Curriculum and these fundamental skills are embedded throughout our Geography curriculum. The Skills Grid outlines the key skills which are taught and practised for each year group and shows how they are progressive. They ensure our curriculum is relevant as children learn skills which are useful in their home lives and wider educational experiences. Every opportunity is taken to ensure key geographical skills such as map reading and fieldwork enquiry skills are embedded. Throughout the geography curriculum, pupils also learn how geographers apply their skills in the field. Each year group studies a focus geographer linked to their geography unit, helping them understand how what they learn in class can translate into a possible future career path.

Children stick a skills globe into their book at the start of each lesson and the teacher uses the corresponding flipchart page to discuss this with the children. The four areas of skills correspond to the National Curriculum framework and our own Leasowes Skills Grids. The four areas are: Locational Knowledge, Place Knowledge, Human and Physical Features and Geography Skills & Fieldwork (GSF). Locational Knowledge focuses on giving children the skills to locate places on a range of maps and digital technologies. Place Knowledge ensures children develop their own sense of place, build empathy and understanding of what it is like to live in different environments. Human and Physical Features builds on the core knowledge of what geographical features shape our world and the impact these have. GSF is used to indicate fieldwork enquiries which take place both in our immediate school environment and local area. The skills objectives are referenced on the lesson sequences next to each lesson so the teacher is clear of the aims of each lesson and how this is built on prior skills learned.

The Lesson Sequences, Knowledge Organisers and Skills Progression Grids have been quality assured by the 'Wider World' curriculum team. As a school, we align ourselves with the Geographical Association's belief that good Geography teaching is an equal balance of 'core knowledge' and 'sense of place'. Through our Knowledge Organisers, we ensure our teaching of 'core knowledge' is rigorous. Children's understanding of 'sense of place' is taught through our Place Knowledge skill, case studies of different localities and through encouraging children to empathise with different people (CRC Article 7: Identity and Nationality). Children's own personal 'sense of place' is also promoted through our Leasowes school values where children show respect towards our school environment. This is further enhanced by our school Eco Committee who aim to promote our school as energy efficient.

Our Geography curriculum is ambitious and goes above and beyond the requirements set out in the National Curriculum, as evidenced by our Gold Primary Geography Quality Mark. We provide a range of multi-modal and memorable learning experiences to enhance teaching and learning in Geography, such as our whole school celebration of Outdoor Classroom Day and extra-curricular opportunities such as 'Geography Explorers club'. We also encourage children to respectfully consider and discuss topical, geographical issues through our Life Beyond Leasowes assemblies; this demonstrates the importance of Geography in understanding the stories that develop everyday around the world. Furthermore, our high-quality fieldwork opportunities are purposeful, progressive and ignite children's curiosity about the world around them.

Geography is increasingly visible across the school. Our headline statement that 'Every Child is a Geographer' is inclusive and inspires children to be the best Geographer they can be. Throughout their time at Leasowes, children will learn about a range of key geographers. These individuals are linked to the Geography units and are used to help pupils understand what being a geographer looks like in the real world. Pupils will explore how geographers apply fieldwork skills and discover that becoming a geographer is a realistic and rewarding career path for those who aspire

to it. Every classroom has display board which contains key geographical vocabulary linked to their current unit and encourages children to enquire and be curious about their learning.

Impact

A clear Action Plan is set out at the beginning of the year and reviewed regularly to assess the impact of subject developments and to evaluate the Geography Curriculum so it can be further developed throughout the school.

As subject leader, regular detailed book scrutinies and pupil book studies are completed. This ensures that the curriculum being delivered is closely monitored and quality assured so that there is triangulation between the Geography Curriculum that is intended and implemented. Pupil voice and staff questionnaires effectively pinpoint any areas that need to be developed further or revisited and appropriate action is taken immediately. This could be through staff CPD training or closer monitoring of a specific year group.

Throughout the school year, teachers formatively assess children's understanding and application of Geography knowledge and skills by monitoring children's engagement with: retrieval tasks, knowledge organisers, fieldwork sessions, learning conversations and work completed in books, which is followed by impact marking. As well as this, children complete an assessment task at the end of each Geography unit. The end-of-unit assessment tasks are designed to inform teacher judgments and summative data by assessing whether children have understood and retained the unit's key knowledge and skills. Teachers use the relevant subject documentation – such as knowledge organisers, lesson sequences and the coverage document – to determine the key knowledge and skills to be assessed. As part of the assessment task, children are also provided with an opportunity to form a response to the overarching unit enquiry question, this may be through a written response of more practical means.

Teachers then use our whole school, internal assessment system (Sonar) to input judgements on children's attainment every term. Teachers make judgements against National Curriculum assessment statements for each child to decide whether the children in their class are beginning, have achieved or are secure in each objective. Through the use of Sonar, coverage of the curriculum, gaps in learning, as well as children who are falling behind and those which are achieving beyond that expected in their year group, can be identified. From this, the attainment and progress of the children within a year group and across the school can be tracked and monitored.

Children who are successful Geographers are able to talk knowledgeably about where they live and the world around them. They are able to identify human and physical features of different locations and consider how they can investigate locations further. Knowledge Organisers hold children accountable for the knowledge being taught and, children can use their retrieval skills to recall the information. Retrieval tasks, careful questioning and learning conversations allow the children to develop these retrieval skills and where gaps in knowledge and understanding are identified, teachers ensure that they revisit these so that the children gain a sound understanding of the unit being taught. During individual lessons, children are encouraged to use their Knowledge Organisers as a tool for retrieval as they tick off the knowledge they have learned and once again when they have used the vocabulary in their work. Throughout the Geography Curriculum, opportunities for reasoning are taken as children apply their knowledge and skills to different contexts. Children are regularly encouraged to retrieve their Geography learning from previous units, particularly where vertical links can be made.

Children's cultural capital is developed through fieldwork opportunities, memorable moments and developing their 'sense of place.' By teaching children key map skills, promoting curiosity and enquiry skills, we are ensuring they are prepared for later life. By teaching children knowledge about places around the world and encouraging them to empathise with the people who share our world, we are ensuring they become kind and respectful global citizens.

Leasowes Primary School
History

Intent

At Leasowes we aim to enable every child to develop a strong understanding of the past through the chronological study of different historical periods and significant individuals. We aim for them to be to be inspired and curious learners who want to know more about the past, through delivering a rigorous, inclusive and coherent History curriculum. Through lessons that are planned progressively across the year groups, the children develop their chronological understanding and awareness of the past and how what has come before has shaped the world in which they are living today. We aim to develop them as historians equipping them with the skills to ask perceptive questions, think critically, weigh evidence, argue, reason, problem solve and develop perspective and judgement. This is through the clear modelling, teaching and practising of the 5 key historical skills: chronological understanding, historical interpretations, events, people and changes, enquiry and investigation and presenting and communicating their learning. They develop an understanding about the complexity of people's lives, the process of change and how to recognise how the events of the past have influenced and informed their lives now. By revisiting key themes, the children are able to recognise how society changed through time. The children are further encouraged to use what they have learnt about the past to reflect on how the world may inform and impact future generations.

Implementation

History is a foundation subject of the National Curriculum which we teach through a knowledge and skills-based curriculum. History is taught through a knowledge and skills-based approach to ensure that the children develop a sound knowledge of the past as well as the necessary skills to develop them not only as Historians but to equip them for life beyond Leasowes. All children at Leasowes study History through units which cover the statutory programmes of study for History. These are set out in the National Curriculum and EYFS statutory framework. The curriculum overview for History outlines the units which are taught across the school in each half term or term. The curriculum from EYFS to Year 6 (as outlined on the whole school overview) is progressive, rigorous in its approach, coherent and relevant.

For each year group and related History unit, a curriculum coverage and progression document has been created. This outlines the national curriculum aims and objectives and ensures that every objective in the National Curriculum is covered and exceeded. It also details the key knowledge and skills to be taught, as well as themes, links and any educational experiences or visits.

The children's understanding of the past begins in EYFS. First and foremost, the children leave Reception understanding that time does not move backwards, it can only move forwards. Early Years learning environments feature play-based experiences where children gain confidence in their understanding of chronology. This is covered through timetables, sequencing events and images and recounting experiences. They begin to understand about the past through talking about their families and learning about significant events of the past like the importance of Remembrance Day. The children begin to make comparisons between life now and life in the past through comparing Stafford Castle past and present and learning about how technology has developed. By the end of Reception, the children move to Year 1 equipped with an understanding that the past is everything that has come before. They will have developed a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. They can recognise that lives in the past were different to lives in the present day.

From the National Curriculum coverage document, Lesson Sequences have been developed which outline explicitly the knowledge and skills that must be taught. The lesson sequences are progressive as they outline where horizontal, vertical and diagonal links can be made but remain faithful to the discipline of History. Within each year group, the periods covered build chronologically and there are overarching themes that link periods of study together. These themes are social, cultural, economic, military, political, religion and local history (linking to Article 38 of the CRC). This further ensures that the children are able to make links with their prior learning and become more knowledgeable and resourceful historians. Each history lesson starts with an enquiry question which is revisited and answered at the end of the lesson or through the tasks designed by the teacher: this aims to support pupils in

developing their history skills. Each lesson is planned, developed and delivered to be engaging and motivating. Teachers plan lessons to be relevant to the children.

Each Lesson Sequence is underpinned by both a Skills Progression Grid and a Knowledge Organiser so that the content taught is explicitly clear, balanced, concise and relevant.
Knowledge Organisers outline the core knowledge which children will learn throughout each unit and reflect our curriculum concepts. At the beginning of each unit, children are presented with their Knowledge Organiser which they place in their books. This provides them with a brilliant source of reference throughout their learning and is a key tool for retrieval. The Knowledge Organisers each contain a glossary of vocabulary which children can use to learn key terminology. These are set out in the three tiers of vocabulary. Where vocabulary sits within tier 2 it is explicitly taught by the teachers to ensure that the children fully understand the concepts. The wider links reflect how our curriculum is 'Progressive' as it encourages children to build on their prior learning. As we are 'Rooted in Reading', reading texts are referenced too. Each unit's 'Memorable Moment' is also outlined as they help children apply their knowledge and, in turn, remember it.

To ensure a balanced approach to knowledge and skills, the History Skills Grid is used to ensure there is a progression of skills taught across the school. The Skills Grid outlines the key skills which are taught and practised for each year group and shows how they are progressive. Coverage of these not only builds on from previous year groups, but also aims to equip the children with a wide variety of skills so that they develop not only as Historians but with the skills to succeed beyond Leasowes and in later life. Every opportunity is taken to ensure key historical skills are embedded. Children stick a skills scroll into their book at the start of each lesson and the teacher uses the corresponding flipchart page to discuss this with the children. The five areas of skills are: Chronological Understanding, Historical Interpretations, Events, People and Changes, Enquiry and Investigation and Presenting, Organising and Communicating.

Chronological Understanding focuses on sequencing events, making connections between the past and the present, finding links and patterns or changes over time such as houses and buildings, transport, clothes. It ensures that the children learn about significant people in History and why they were significant at that time. Historical Interpretations focuses on children studying a wide range of sources, discussing reliability or bias and understanding different interpretations of the same period or event. Through Events, People and Changes, the children recognise significant events from the past, they look at cause and effect and describe similarities or differences. Enquiry and Investigation focuses on the children asking questions, researching, finding answers and studying artefacts. Presenting, Organising and Communication focuses on the children being able to communicate their findings, ideas and research to others. The skills objectives are referenced on the lesson sequences next to each lesson so the teacher is clear of the aims of each lesson and how this is built on prior skills learned.

Opportunities are explicitly planned for children to develop their reasoning skills and the children are encouraged to ask questions. Where relevant to a historical period of study, each new unit begins with the children using their retrieval and inference reading skills to question and make observations through the use of the "A Street Through Time" book. This promotes their natural inquisitiveness and curious nature and forms the basis from which an investigative and enquiry-based approach to learning can develop. Throughout each unit, links are made not only to the Leasowes Values but also cover the British Values such as Rule of Law, Tolerance and Democracy.

Each year group has a Local History focus which builds on the children's understanding of their own world. They learn about significant people from Stafford and the impact of these people, as well as the History of significant buildings, places or events. Each Local History focus is set out in the Lesson Sequence as a case study and is planned and taught to ensure that as the children progress through Leasowes, their understanding and knowledge about the local area builds and progresses accordingly.

Lesson Sequences, Knowledge Organisers and Skills Progression Grids have been quality assured. As subject leader, regular detailed book scrutinies and pupil book studies and are completed. This ensures that the curriculum being delivered is closely monitored and that there is triangulation between the History Curriculum that is intended and

implemented. Pupil voice and staff questionnaires effectively pinpoint any areas that need to be developed or revisited and appropriate action is taken immediately. This could be through staff CPD training or closer monitoring of a specific year group.

We believe our History curriculum is ambitious through its curriculum design but also in the way learning and enrichment opportunities extend beyond the national curriculum. History is visible across the school through classroom displays and through a whole school focus each year on Remembrance and Black History Month. Each year group also has local history study to further develop the children's understanding of how Stafford has been shaped by the events and people of the past. As anniversaries of key people from History occur, work is completed and covered across the school in celebration.

Impact

As outlined above, the regular triangulation of information about the implementation of the subject ensures that its delivery and impact is effectively monitored. A clear Action Plan is set out at the beginning of the year and reviewed regularly so to assess the impact of subject developments and to evaluate how the History Curriculum can be further developed throughout the school.
History is assessed in a variety of different ways through informal judgements made during lessons by the teachers through their observations and questions, formative teacher assessments lesson by lesson, encouraging learning conversations and asking the children not only to retrieve information but to use what they have learnt to reason and explain.

Knowledge Organisers hold children accountable for the knowledge being taught and, children can use their retrieval skills to recall the information. Retrieval tasks, careful questioning and learning conversations allow the children to develop these retrieval skills and where gaps in knowledge and understanding are identified, teachers ensure that they revisit these so that the children gain a sound understanding of the unit being taught. During individual lessons, children are encouraged to use their Knowledge Organisers as a tool for retrieval as they tick off the knowledge they have learned and once again when they have used the vocabulary in their work. Throughout the History Curriculum, opportunities for reasoning are taken as children apply their knowledge and skills to different contexts. Children are regularly encouraged to retrieve their History learning from previous units, particularly where vertical links can be made.

At the end of each History Unit, all of the children complete an End of Unit Assessment Task. These have been created by the class teachers themselves and then moderated by the History Lead. Teachers use the relevant subject documentation – such as knowledge organisers, lesson sequences and the coverage document – to determine the key knowledge and skills to be assessed. The End of Unit Assessment Tasks assess the children on the knowledge that has been taught throughout the unit and that is outlined on the Knowledge Organisers. They consist of a variety of different question types enabling all children to access them and to showcase their knowledge. There are also reasoning questions that encourage the application of the knowledge and offer an extra challenge. These Assessment Tasks have been monitored by the History Lead to ensure there is progression both within the year group from Autumn to Summer and progression from Year 1 to Year 6.

Every term the class teacher assesses the children using our whole school internal assessment system. Teachers make judgements against National Curriculum assessment statements for each child to decide whether the children in their class are beginning, have achieved or are secure with each objective. Through the use of the Assessment System, coverage of the curriculum, gaps in learning, as well as children who are falling behind and those which are achieving beyond that expected in their year group, can be identified. From this, the attainment and progress of the children within a year group and across the school can be tracked and monitored. This is then triangulated by the History Lead along with evidence from Book Scrutinies, End of Unit Assessment tasks, informal observations of lessons and Pupil Book Studies.

Children who are successful Historians are able to talk knowledgeably about a period in History. They are able to make links between that which has happened and what is happening now, as well as make links to other periods in

time. Knowledge Organisers hold children accountable for the knowledge being taught and children can use their retrieval skills to recall the information. Retrieval tasks, careful questioning and pupil voice allow the children to develop these retrieval skills and where gaps in knowledge and understanding are identified, teachers ensure that they revisit these so that the children gain a sound understanding of the unit being taught.

The Skills Progression Grid outlines clearly the expectations of skills to be taught, practised and developed and the lesson sequences are developed to ensure that children have regular exposure to all of these. The key Historical skills (as outlined in the History Intent Statement) are not only fundamental to ensuring children become able Historians but are also vital life skills that will equip them for their lives outside of Leasowes and beyond. Encouraging children to discuss, reason, argue, enquire, reflect are also further developed and enhanced through children being taught how to explain and present information to an audience. Through the History Curriculum, the children of Leasowes are taught to become inquisitive, reflective and resilient members of society thus building their Cultural Capital.

Leasowes Primary School
Art

Intent

At Leasowes, we aim to embody our artists with the highest form of creativity, allowing them to think critically about their artwork and develop a more rigorous understanding of skills, techniques and the visual elements of art. We want children to become proficient in the varying techniques by being analytical and evaluating their experiences. We want children to be able to appraise the work of significant individuals and use the knowledge to inspire their own creativity. We aim to expose children to a diverse range of artists and their styles to ensure that their learning experiences and opportunities are balanced and progressive year on year. It will be evident to children that drawing is the golden thread and underpins, along with the elements of art, all the other styles of artwork.

Implementation

To ensure that we are providing our children with a rigorous and balanced art curriculum, we adhere to the four overarching aims from the National Curriculum, these are:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The overview of the art curriculum is divided into termly units that, where possible, make links to the history and geography overarching units. The exception to this is EYFS where there is a specific focus for each half term. This allows for horizontal links to be made across the curriculum between subjects and progressive vertical links to be made between year groups. Where links cannot be made then art skills and techniques are taught discretely. Our curriculum is ambitious as it equips children with a range of art skills and breadth of knowledge as each termly unit focuses on a different skill from the art curriculum. These are mapped out in the 'Art Skills Progression Grid' and include drawing, painting, printing, collaging and sculpting. The coverage of art skills allows for the curriculum to be relevant to pupil strengths and interests, ensuring that they are engaged in their learning, showing the school value of enjoyment and developing their skills for a purpose. Supporting documents have been created to ensure that the curriculum is coherent and progressive for all children accessing it. The art skills progression grid is ambitious in relation to the national curriculum aims and objectives and also allows for vertical links to be made between year groups ensuring that children can build on prior knowledge and skills and progress these further. Using the art skills progression grid, bespoke lesson sequences have been developed to ensure that each art lesson delivered to the children progresses from the prior, providing a coherent sequence that allows children and teachers to clearly identify the development of skills and knowledge. When composing the lesson sequences, teachers identified the national curriculum aims and objectives, as well as skills and techniques that would be taught. Each lesson sequence unit also states any links to previous learning, and starts with a focus artist and end with an evaluation lesson to ensure a consistent approach across the school. Sketchbooks allow children to understand the importance of practise in a low stakes environment. Sketchbooks allow children to visibly identify the progression of skills they have applied within the unit, with drawing being a fundamental technique within every unit. By recording evidence within their sketchbooks, children are able to reflect and appraise their final piece of artwork in relation to the progression of skills they have demonstrated throughout.

As the subject leader, it is important to ensure the art curriculum is inclusive for all children and that teaching staff are adhering to the policy intent. Children should be able to demonstrate freedom of expression throughout their journey as an artist at Leasowes. To ensure that the intended curriculum is implemented, regular rigorous monitoring is completed with constructive feedback provided. Support is provided through relevant continuing professional development sessions and the modelling of high expectations to both staff and children.

Art is visibly evident throughout daily life at Leasowes; the displays within each individual classroom blossom with the achievement and success of the children alongside our collective whole school displays which celebrate our artist's work on a grander scale. At least once each academic year, the classroom displays reflect the golden thread of drawing whilst all other artistic mediums are visible at various points throughout the rest of the year.

The Early Years Foundation Stage allows for children to develop their fine and gross motor skills, explore the use of different tools and start to retain knowledge of some of the elements of art, all whilst becoming more confident and skilled artists. Children are able to make choices freely about the materials, equipment and colours that they are using, thus making cross-curricular links with communication and language as they start to explain the reasoning behind their choices. Children in EYFS are introduced to the appraisal element of art as they begin their creative journey talking about how artwork makes them feel. They are given a real-life context from the start as they are exposed to artists who have demonstrated all of the skills and techniques that await them in their future art lessons.

Links to RRS
Article 13 – Freedom of expression
Article 31 – Leisure, play, rest and culture
Article 39 - Reintegration

Impact

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This will be through book scrutiny, pupil book study, displays and triangulation of lesson sequences.

Teachers regularly assess progress in Art through observations and evidence within a child's sketchbook. Assessment in Art reviews the way that skills are applied purposefully by children to demonstrate their understanding of the elements of Art and progression of the three techniques: drawing, painting and sculpting. Formative assessments are carried out during and following short focused tasks and activities. They provide children and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. They also provide opportunities for an assessment of learning to take place to identify progression in the delivery of lessons. These present to the children as retrieval or reasoning tasks and are branded in line with the orange and yellow branding. Peer praise is also a form of assessment as children are provided with the opportunity within their class or year group to appraise their peer's work. Children are taught and practise art skills throughout a unit to build towards an end of unit piece. At the end of each unit, they evaluate this piece of art work and the art skills they have used to create it by completing an end of unit assessment task . Summative assessment is recorded termly for all children on the school's assessment system – showing whether the children are beginning, have achieved or have mastered each of the learning objectives which are formed in line with the national curriculum aims and objectives. Following their artistic appraisal, children will engage with an assessment task that will evaluate their understanding of the objectives of the unit such as elements of art, knowledge and skills, use of different medium.

By the end of their time at Leasowes, children will have studied a range of artists of significant impact from different cultures and different time periods within both British and worldwide history. Through the broad and balanced curriculum, children will be able to demonstrate their skills and knowledge when drawing, painting, sculpting, printing and collaging. Children will explain that drawing is a fundamental skill that fits into all areas of artwork. The use of the 'Art Curriculum Overview' allows staff and children to identify the different artists that are chosen for the units along with the progression of skills that link to prior learning of the specific artist. Children will be well equipped with the desire and passion to continue their journey as an artist as they continue through further education and later life. Aspiring artists will be rooted in reading and will continue their research of great artists who will be their inspiration for future studying. They will be able to appraise art, evaluating and offering an opinion. Children will demonstrate levels of resilience as they build up to create masterpieces and understand that mistakes within art are opportunities to learn, develop further and in some cases become part of the piece.

Leasowes Primary School
Design and Technology

Intent

Design and Technology at Leasowes provides the children with the opportunity to develop and use a range of skills that will prepare them for a constantly changing society, increasingly dependent on technology. We will enable the children to use their creativity, imagination and social interaction skills to solve real and relevant problems and design and make and evaluate their own products, understanding the processes from planning to making, evaluating and refinement. A wide range of new skills will be acquired, whilst drawing on and applying knowledge of other subjects, such as Mathematics, science, engineering, ICT and art. Pupils will gain an understanding of the impact of technology on our daily life through the study of design and technology, including designers, both past and present. Children will also develop the life skills and knowledge associated with healthy living, food nutrition and cookery.

Implementation

Curriculum Design

Design and Technology at Leasowes is compliant with the objectives set out in the National Curriculum but is also ambitious and this forms the basis of our curriculum. A curriculum overview sets out the units to be covered in each year group across the year and where possible, these make links to the children's units in history and geography. Each year group will cover 3 units over the year and these may be taught in blocks, or over a period of a half term. A detailed skills progression grid is also in place to ensure coverage of skills across the school. These two documents have been used to produce detailed lesson sequences for each unit of work. The subject leader offers support and guidance in the planning stage. Lesson sequences have been quality assured to ensure all skills are being covered across the school and all elements of DT are included within each unit. The subject leader carries out book scrutinies, pupil book studies and monitors coverage of objectives and attainment using Sonar and through cross-referencing lessons sequences against objectives from the National Curriculum and the DT skills grid, which highlights skills revisited throughout the school. The subject leader delivers a termly assembly focused on a significant designer (either past or present) to highlight the importance of design in our daily lives and the wider world.

Design and Technology in the Early Years

DT in EYFS is not a separate subject. It happens through play and creative activities. Children design, build, and make things using different materials and tools.

Making Models:
Use blocks, Lego, recycled boxes, etc., to build houses, cars, or towers.

Using Tools:
Cut, glue, tape, and join things using safe tools like scissors, hole punchers, and glue sticks.

Drawing and Planning:
Children draw what they want to make or talk about their ideas.

Testing Ideas:
Make things like boats or bridges and see if they float or hold weight.

Simple Cooking:
Make simple snacks to help them learn about food and following steps.

Skills they learn:

- Fine motor skills (cutting, sticking)
- Thinking and solving problems
- Being creative
- Talking about their work

Links to the EYFS Areas:

- Expressive Arts and Design – Using materials and tools creatively.
- Understanding the World – Learning how things work.
- Physical Development – Using small tools and building hand strength.

Years 1 – 6

The Design and Technology curriculum is underpinned by our curriculum concepts and is ambitious in the following ways:

Coherent

Clear connections and links are made with other subjects across the curriculum and these are stipulated within the lesson sequences planned by teachers e.g. maths (measurement), art and design (investigation texture and colour, recording visual information), history (researching inventors of the past), geography (where our food comes from, food from other cultures) and computing (CAD, science-circuits).

Progressive

Children's learning is developed cumulatively. Learning from previous key stages is revisited in planning and practice and used in a more sophisticated way in subsequent key stages. Progression of key skills is clearly outlined to aid planning.

Balanced

All year groups take part in both Design and Evaluate activities as well as building technical knowledge. Cooking and Nutrition is taught as a discrete unit in each year group but may also be delivered at other opportunities during the year, where it links to a unit. Children develop the creative, technical and practical skills needed in everyday tasks confidently and to be successful in an increasingly technological world.

Rigorous

DT units are carefully planned to include 3 core elements:

- Investigating and evaluating existing products (including the work of innovators and inventors)
- Focused practical tasks – children develop particular aspects of knowledge and skills
- Designing and making (3Ss **S**omething for **S**omebody for **S**ome purpose)/ Product, Intended User, Function in upper KS2)

Relevant

Teachers plan creatively to ignite the imagination and promote curiosity. Opportunities to solve real problems and design and make products are varied and purposeful. Children learn about the vital role design plays in everyday life. They use real-life materials and tools to aid understanding and productivity. In Cooking and Nutrition, children learn a crucial life skill to use in later life. The children learn about significant designers and inventors relevant to their unit of study.

Values

We aim to prepare children for their future lives in modern day Britain and equip them with skills to enable them to make a positive contribution to society. We encourage and model resilience when things don't work out as we planned. As part of our Food and Nutrition curriculum, children learn about how the food we eat contributes to our health. Children show a LOVE of learning and ENJOYMENT of DT. They work in COLLABORATION to solve problems and assist where necessary when working practically. They show RESPECT when evaluating the work of others and make valued judgements to suggest improvements. They use their imagination and ASPIRATION, to design and create high quality, functional products with users and purpose in mind. Children have the COURAGE to challenge themselves to try new ideas and overcome tricky problems.

Inclusive

At Leasowes, the Design and Technology curriculum is adapted to meet the needs of all students in each year group. A variety of different teaching methods are used to make the subject accessible. Children with additional needs are provided with further support, where necessary. Additional stretch and challenge opportunities are provided, where appropriate for high achievers.

Reasoning

Children find solutions to problems, giving reasons for products not working or not meeting the users' requirements and find new ways of working. Skills children are taught in maths are utilised effectively when designing and making. Children are required to measure accurately and apply their knowledge and skills in practical tasks. When designing and making, children use an iterative design process where they are asked to constantly reflect and refine their plans, giving reasons for choices made.

Enquiry

Children take part in investigative activities to explore and learn from a range of existing products and find out about DT in the wider world. Children are encouraged to ask questions and discover answers for themselves.

Rooted in Reading

Children read about innovators and inventors who inspire a future generation of designers. Instructional texts, including recipes, are read and used by children to inform their work in Design and Technology and examples are used to model to children how to write these themselves.

Rights Respecting School

A number of links are made to the Rights of the Child outlined in the CRC.
Design and Technology, notably:
13 – Freedom of expression
17 – Access to reliable information
24 - Nutritious food
31 – Leisure, play and culture

Impact

Assessment for learning is used through informal observations and careful questioning during lessons. Retrieval practice is built into lesson sequences to ensure the retention of knowledge. Learning conversations are also used to aid retention of knowledge, to make children accountable and to help teachers make judgements and inform future planning. Pupils complete an assessment task at the end of each unit, which also helps to inform teacher judgements. They evidence the knowledge and skills children have learnt throughout the unit, key vocabulary and provide children with the opportunity to evaluate their product and suggest ways in which they could improve further.

Children are taught and practise DT skills throughout a unit to build towards an end of unit piece. At the end of each unit, they evaluate this product and the DT skills they have used to create it through an end of unit assessment task. Children have opportunities to evaluate their own work and that of others. Children are assessed using Sonar. This is used to monitor both pupil progress in terms of steps for individuals and looking at statements to assess whether particular skills have been achieved.

Children develop knowledge, understanding and skills to enable them to tackle real problems and use a wide range of tools safely. They explore the man-made world and discuss how we live and work within it. They develop an understanding of technological processes and the role of manufacturing in society. They work individually and with groups in a variety of contexts and develop the capability to create products of a high standard, whilst demonstrating creativity and innovation. All children have opportunities to explore and evaluate existing products and design and make their own products. Children are encouraged to reflect on their designs as part of the iterative process and make changes to their designs, showing resilience and the ability to overcome problems. They learn the principles of nutrition, healthy eating and how to cook. Many of the jobs our youngest children will go on to do, as adults, do not yet exist. Our curriculum will help to equip children with the necessary skills to prepare them for and ever-changing world.

Health and Safety (if applicable)

All practical Design and Technology lessons should include reminders about the need for Health and Safety procedures. A separate **Risk Assessment for Design and Technology** is in place which sets out further guidance.

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Leasowes Primary School
Modern Foreign Languages (MFL – French)

Intent

The learning of Modern Foreign Languages at Leasowes provides a foundation for children to develop proficiency in listening, speaking, reading and writing in French. MFL teaching offers an insight into a different culture, promotes curiosity and gives children the skills required for future language learning. Children at Leasowes will speak with increasing confidence and fluency. They will be able to understand and respond to spoken and written French. They will achieve this through their knowledge of phonology, grammatical structures and vocabulary. Regular retrieval practice ensures children are confident communicators as they progress through the MFL curriculum.

Implementation

To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive. French in Key Stage 2 is taught in discrete lessons covering one unit per half term. These units are mapped out in the MFL Curriculum Overview. These units enable the children to develop early language acquisition skills that facilitates their understanding of the patterns of language and how these differ from, or are similar to, English.

At Leasowes, the MFL curriculum follows the National Curriculum, which provides a framework for objectives to be taught. This is assisted by the CGP scheme SALUT! We believe that our MFL curriculum is ambitious and this is reflected in the curriculum design. Teachers have planned bespoke lesson sequences using the National Curriculum objectives as well as lesson overviews, resources and skills grids from CGP SALUT!, to ensure we teach a coherent curriculum that is progressive and rigorous throughout the key stage. When teaching MFL, children develop practical communication skills as lesson content links to children's interests and real-life experiences to ensure their learning is engaging and relevant. A variety of teaching and pedagogical approaches are used, along with an end of unit, half-termly assessment. In MFL, skills in speaking, listening, reading and writing another language are developed and assessed through a multi-sensory approach such as rhymes, songs and repetition. CGP SALUT! further provides modelled pronunciations, games and stories.

Throughout Key Stage 2, grammatical and phonetical knowledge is strategically mapped so that the children can begin to develop their understanding of differences in grammar in another language. These grammar and phonics activities provide the children with fundamental skills such as how to identify masculine and feminine, singular and plural etc. so that they are able to use and apply this knowledge to further French language acquisition. Along with the strategic planning of grammar and phonics, retrieval activities are mapped across the key stage to ensure that any necessary vocabulary for a unit has been revisited prior to new content being taught. Regular retrieval practice within French is crucial to ensure children have frequent opportunities to remember and practise previously taught language and vocabulary in order to progress.

From the Early Years Foundation Stage, all the way through to Year 6, the use of simple classroom instructions alongside their corresponding Makaton gesture also adds to the culture of language learning. To promote cultural awareness, pupils are introduced to a half-termly language focus, learning key greetings and phrases from different languages around the world. Children are encouraged to practise and use this language during registration and throughout the school day. This develops children's curiosity for language acquisition and prepare all early language learners for the next stage in their learning.

During French lessons, when writing in French, children write in red pen. They then use their normal pencil or blue pen for writing in English. The date is also written in French at the beginning of every lesson. This aids children's understanding of the French language and ensures consistency across the school. Further, when marking children's work, teachers will mark in French.

Impact

The MFL subject leader monitors the impact of MFL teaching and learning by ensuring the intended curriculum is being implemented and that children make progress in the knowledge and skills being taught. Strategically planned retrieval practice ensures that knowledge taught is retained by the children and continually revisited when needed. Learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

At Leasowes, children's understanding of MFL is continually assessed. During lessons, formative assessment is carried out through observing children speaking, listening, reading and writing in French. Summative end of unit assessment tasks are completed to assess children's speaking, listening and reading skills: these are strategically planned in the 'MFL assessment overview' to ensure a balance of skills are assessed. Learning walks and lesson observations are used to assess the impact of the curriculum. The subject leader conducts book scrutinies and pupil book studies to measure the outcomes of the children. This information is then triangulated to ensure we have a holistic view of our MFL curriculum.

When assessing, teachers consider children's achievement against the four main MFL skills: listening, speaking, reading and writing as taught in MFL lessons. They will also consider children's achievement in phonics and grammar-based activities, as well as their success in retrieval. Children developing proficiency in MFL will acquire new vocabulary and will be able to understand it when listening, and use it to speak, read and write. They will remember and be able to do more as they progress through the curriculum. MFL is formally assessed every term by the class teacher using our whole school internal assessment system: Sonar. Teachers make judgements against National Curriculum assessment statements for each child to decide whether the children in their class are beginning, have achieved or are secure with each objective.

When children who study MFL at Leasowes enter Key Stage 3, they are equipped with French knowledge, skills, vocabulary and grammar, that they can continue to develop, or apply to different languages. This ensures that in the future they are able to communicate effectively in a multi-lingual world. As confident and fluent communicators, they should aspire to use their language in other countries or the future world of work. (RRS Article 2).

Leasowes Primary School
Music

Intent

'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum).
At Leasowes Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others through music. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. Listening and responding to different musical styles and composers, finding their voices as singers, performers and as composers using a variety of instruments, will enable children to become confident, reflective musicians. These skills are underpinned by the Interrelated Dimensions which are taught and embedded in all year groups from Reception to Y6. Through singing, playing instruments and performing, the aim is for children to develop the quality of the sound produced. The interrelated dimensions and quality of sound are the Golden Thread of Music. Music at Leasowes also aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in. At Leasowes, we recognise that music can be a highly academic and demanding subject, but we also aim to make it a creative and enjoyable activity. Furthermore, music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience through assemblies, concerts and key stage performances. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, and to make judgements about the quality of music they hear, which then informs their own performance of music and the sound quality produced.

Implementation

Music is a foundation subject in the National Curriculum and the Music curriculum at Leasowes is compliant with and exceeds the expectations set out in the 2014 Primary National Curriculum in England requirements for KS1, KS2 and the Early Years Foundation Stage curriculum. Music teaching at Leasowes delivers the requirements of the National Curriculum through half termly topics supported by the Charanga scheme of work, ensuring consistency, progression and coherence throughout the school but also incorporating other high-quality music schemes and resources from Sing Up and BBC Ten Pieces in order to make our curriculum more ambitious. Music lessons are supplemented with instrumental lessons across the school. We believe it is important that all children learn to play a musical instrument and this forms a key part of the design of our music curriculum at Leasowes. Children learn to play a range of instruments with their teachers using our class sets of glockenspiels, recorders and ukuleles. The children also learn to play a string instrument in Y4 and a brass instrument in Y5 with tuition from an Entrust music teacher for half of the school year.

An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the interrelated dimensions of music. (Pulse, Rhythm, Pitch, Dynamics, Tempo, Timbre, Structure, Texture and Notation).
Each Charanga unit of work has an on-going musical learning focus and a unit specific focus to enable previous musical skills to be embedded. Music lessons from the Charanga Scheme usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments (including improvisation)
- Composition
- Perform and Share

A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following: games, songs, challenges, listening to music and appraising, playing a range of musical instruments, performing back, finding the pulse and composing music using different types of notation as children progress through the school. Open ended tasks are provided that can have a variety of responses and teachers also adapt activities using the Charanga Bronze, Silver and Gold challenges. Separate packages are available for SEN children to ensure inclusivity and these can also be used to support EYFS Music.

At Leasowes, music teaching also focuses on providing our children with an understanding and appreciation for music. Through our music lessons children study a wide range of musical styles from a range of musical periods. Some of the musical styles we study are Rock, South African, Rap, Pop, Reggae, Disco, Gospel, Old School Hip Hop and Motown.

Alongside our curriculum provision for music, children are introduced to a variety of composers and musical styles fortnightly during 'Life Beyond Leasowes Assemblies' and also in whole school assemblies. These are strategically planned by the music lead and are informed by the 'Model Music Curriculum'. Children learn facts about the composer as well as listening to a piece of their work and appraising it using the interrelated dimensions of music. The interrelated dimensions are displayed in classrooms so that children can use musical vocabulary and concepts to appraise the music they are listening to. Progression through the Charanga Units of Work reinforces the interrelated dimensions of music; each new song always starts again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as the children progress. This represents an ever-increasing spiral of musical learning and progression.

In the EYFS learning environment, music is incorporated into the everyday curriculum through songs and nursery rhymes and through performances for others on special occasions such as Harvest and Christmas. Children are introduced to the interrelated dimensions of music through moving to pulse, clapping simple rhythms and recognising pitch through playing games. Children are given opportunities to play a variety of tuned and untuned percussion including chime bars and use these to improvise and create their own compositions.

Music and Melody assemblies take place fortnightly, in order to develop the quality of singing across the school. These also form part of ongoing CPD for staff so they can develop their understanding of how we can help children to improve the quality of sound by singing more musically and melodically.

Performance also plays a great part in our musical culture at Leasowes, bringing together the three pillars of musical understanding; the technical, constructive and expressive. Children participate in Harvest Festivals, Christmas productions and Carol concerts. Year Six also perform an end of year show involving music and song, to parents and other classes in the school. School choir is run as an extra-curricular activity for Y4, Y5 and Y6, with performance opportunities in school at the Summer Fayre; in the local community alongside other schools; and regionally at Young Voices, thus showing the relevance of the curriculum in everyday life and building a musical cultural capital for our children. Singing Club for KS1 also provides an opportunity for children to enjoy singing together whilst also developing their singing skills.

Our music curriculum allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. At Leasowes, we recognise that achieving mastery in music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new. The progression document ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group as well as showing the progression in playing techniques, improvisation and composition.

Our Music Curriculum makes links with the Rights of the Child; the right to leisure, play and culture (Article 31), the right to Reintegration (Article 39) and the right to Freedom of Expression (Article 13).

Impact

Our high-quality Music curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and as in other subjects, discrete teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, in order to improve the quality of sound they are producing, then they are deemed to be making good or better progress. At the end of each curriculum unit, progress is evidenced through a recorded performance of the final piece. Music is assessed formally every term by the class teacher using our whole school internal assessment system: Sonar. Teachers make judgments against National Curriculum assessment statements for each child to decide whether the children in their class are working towards, have achieved or are secure with each objective. These

judgements are supported through the use of an internal assessment grid where assessment statements are linked to the three pillars of music: technical, constructive and expressive.

We measure the impact of our music curriculum through the following methods:

- Retrieval of key vocabulary, in particular, the interrelated dimensions of music, during lessons to ensure previous skills and knowledge are being embedded and retained.
- Pupil discussions through Learning Conversations in class and the use of Pupil Book Studies (as Music is primarily a practical subject, this is focused around instruments, music and practical tasks rather than books as in other subjects).
- Video evidence of progression of skills at the end of half termly unit of work: children demonstrating they are able to do more than before to show progress.
- Pupil performances
- Dedicated Music subject leader time.
- School tracking system – Sonar.

Leaving Leasowes with knowledge of notation, composition and improvisation using a variety of instruments (percussion, glockenspiels, recorder, ukuleles, strings and brass), children are prepared for their next stage of learning. This embedded practice will transfer with them and support them further throughout musical learning in life as cultural capital. The skills and knowledge embedded, will enable children to access and appreciate a wider musical world.

Leasowes Primary School
Computing

Intent

We aim to give our children the life-skills that will enable them to understand and apply the fundamental concepts of new technology in a socially responsible, positive and safe way in order to become digitally literate. We want our children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their learning experiences while being able to analyse and evaluate new or unfamiliar technologies. Staff are encouraged to embed computing across the whole curriculum to make learning creative and accessible: making deep links with maths, science and design and technology. We want our children to be equipped to use computer science and information technology to develop creativity, resilience, problem-solving and critical thinking skills as responsible, competent and confident digital citizens to a level suitable for the future workplace. Our high-quality computing education equips children to foster a love of technology through varied experiences, problem solving and critical thinking skills - as creators not only consumers - to become thoughtful digital citizens

Implementation

The computing curriculum is compliant and exceeds the expectations set out within the National Curriculum which aims to ensure that all children can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication; can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems; can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems; are responsible, competent, confident and creative users of information and communication technology.

The aims are sequenced in to a spiral curriculum based on four units across key stages one and two: computing systems and networks; creating media; data and information and programming following the Teach Computing Scheme as a skeleton to build on. Lesson Sequences are adapted to be ambitious and progressive; coherently building seamlessly on from previous lessons and prior learning in other year groups. These units are mapped out in the Computing Curriculum Overview.

This whole-school scheme of work is for Year 1 to Year 6 children and meets the objectives of the National Curriculum for Computing, allowing for clear progression within the subject which ensures the coverage is progressive, rigorous in its approach, coherent and relevant. Our ambitious curriculum extends the experiences of the children through well-resourced lessons. Teach Computing is based on the latest pedagogical research and it also provides a progression framework where computing content (concepts, knowledge, skills, and objectives) has been organised into interconnected networks called learning graphs. Each lesson is planned, developed and delivered to be engaging and motivating with lessons that are relevant to the children with cross curricular links where possible.

Early Years learning environments feature play-based experiences of computing where children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys with some discrete teaching of mouse and keyboard skills.

The school also follows the Project EVOLVE toolkit for Online Safety that covers knowledge, skills, behaviours and attitudes across eight strands of online lives from Early Years to Year 6. Many of these strands are referenced in the Teach Computing scheme; however, some are taught discretely during Anti Bullying week in the Autumn Term and Safer Internet Day in the Spring Term. Many of the strands are covered in PSHE units. Teachers are to highlight units covered from the Framework for monitoring. Knowledge maps are used to assess the needs of the children so that all objectives are relevant to the children. As a Rights Respecting School the curriculum is underpinned by the CRC and the articles covered through computing include Article 8 – Preservation of identity, 17 – Access reliable information, 16 – Right to privacy, 34 – Sexual exploitation, 36 – Other forms of exploitation.

The inclusive curriculum takes in to account that a minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN, Pupil Premium or those who have EAL. Teachers will take account of these requirements and plan to make adaptations, where necessary, to support individuals or groups of children to enable them to participate effectively in the curriculum.

The computing subject leader is responsible for the implementation of the computing policy across the school. Their role is to offer help and support to all members of staff in their teaching, planning and assessment of computing; provide CDP in the teaching of computing; maintain resources and advise staff on the use of digital tools, technologies and resources; monitor classroom teaching or planning following the schools monitoring procedures; monitor the children's progression in computing, looking at examples of work of different abilities; keep up-to-date with new technological developments and communicate information and developments with colleagues; lead staff training on new initiatives; attend appropriate in-service training; keep parents and governors informed on the implementation of computing in the school. Monthly newsletters are shared with parents, governors and staff with the latest updates within online safety.

Impact

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This will be through lesson observations, pupil discussion, Pupil Book Study and evaluating pupil work.

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing. We assess the children's work in computing by making informal judgments as we observe the children during lessons. Where the work is paper based, it is recorded in green lever arch folders in each classroom. The school also uses Teach Computing assessment criteria and pupil progress trackers as a guide. Assessment in computing reviews the way that techniques and skills are applied purposefully by children to demonstrate their understanding of computing concepts. Formative assessments are carried out during and following short focused tasks and activities. They provide children and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity. Summative independent tasks provide a number of opportunities and scope for children to demonstrate their capability throughout the term. Summative assessment is recorded termly for all children on Sonar – showing whether the children are beginning, have achieved or are secure with each of the learning objectives. The Teach Computing Scheme provides summative assessments and assessment rubrics to inform teacher assessments. Summative assessments are completed digitally and where they are not available, rubrics are used to determine attainment and children's names added to show outcomes.

Children who are successful within computing will be creators and not merely consumers of technology. They are able to respond to new developments in technology while enhancing learning in other areas of the curriculum using computing and develop the understanding of how to use computing safely and responsibly. Children's cultural capital is developed through children being equipped with the confidence and capability to use computing throughout their later life.

Health and Safety (if applicable)

The school is aware of the health and safety issues involved in children's use of IT and computing. All fixed electrical appliances in school are tested by a Local Authority contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment in to school but, if this is necessary, equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, visitors running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.
All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to a computer technician, bursar or headteacher who will arrange for

repair or disposal. In addition, children should not put plugs into sockets or switch the sockets on; trailing leads should be made safe behind the equipment; liquids must not be taken near the computers; magnets must be kept away from all equipment; safety guidelines in relation to IWBs will be displayed in the classrooms; online safety guidelines will be set out in the online safety policy & Acceptable Use Policy. The computing technician will be responsible for regularly updating anti-virus software. Use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must accept the schools AUP when logging on to the computers. All children and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.

Leasowes Primary School
RE

Intent

At Leasowes, children will develop an understanding of the similarities and differences between people of different backgrounds and faiths. Through an inclusive and relevant approach to RE, all children will be provided with rich opportunities to explore, engage and reflect on religion in order to gain a coherent and balanced understanding of major world faiths. We aim to develop tolerant, accepting and respectful individuals who are equipped with the knowledge and skills necessary to live and work alongside others in our diverse world.

Implementation

At Leasowes, we believe the golden thread to RE is explore, engage and reflect. Through these 3 themes children will develop tolerance, acceptance and respect for all. These values create a classroom culture whereby children from different backgrounds and faiths feel confident to share their opinions and experiences of religion, without fear of judgement. RE, rooted in strong values, ensures that children are receptive to learning about cultures and world-views that differ from their own, whilst recognising the importance of treating others with dignity and respect. Embedding tolerance and acceptance of those with different beliefs is a prerequisite to children effectively Exploring, Engaging and Reflecting on religious views and world views.

Our RE curriculum follows the Staffordshire Agreed Syllabus for RE, which works under the guidance and advice of SACRE (Standing Advisory Council on Religious Education). The aim of RE in schools, as detailed in the Staffordshire Agreed Syllabus, is to *'help prepare and equip all children for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world views they will encounter'*. This vision has clear links with our British values, namely tolerance for those of different faiths and beliefs.

The teaching and learning of RE has been planned in line with the Staffordshire Agreed Syllabus so that children at each key stage take part in a detailed study of the beliefs and practices at the heart of Christianity, whilst learning about aspects of other world religions. Each year group covers six units across the year, which are mapped out on our RE Curriculum Overview. Units are planned thematically and include concepts such as: caring, belonging, celebrations and commitment. Links to examples from different religions are thoughtfully planned within units so that children learn about aspects of different faiths progressively; returning to each religion at regular points as they move throughout the year groups. In doing this, children develop a detailed knowledge and understanding of each faith by exploring relevant units and making links to learning about the focus religion, which allows for retrieval of existing knowledge.

At Leasowes, our curriculum is weighted towards Christianity, Islam and Hinduism, as these religions reflect the background of our children and make RE relevant within a local context. This also allows us to study those particular religions with greater depth and rigor. However, we also balance this by extending learning to other faiths by exploring stories, teachings and practices from Judaism, Buddhism and Sikhism. RE World Religion Overviews have been created to summarise key information and vocabulary linked to each world religion. These documents aim to support children in building a coherent picture of each faith whilst integrating new knowledge into larger concepts.

World Religion Overviews can also be used in line with the RE Progression Grid to help teachers plan opportunities for retrieval in RE. The Progression Grid enables teachers to see what prior learning has taken place in relation to each religion, as well as where the learning will go next. This ensures that teaching in RE is progressive by building on and making references to prior learning.

At the Early Years Foundation Stage, children encounter religion through high quality hands-on experiences, religious stories and visits. Children in Reception visit places of worship, both in person and virtually, and engage with aspects of religious ceremonies such as weddings and Christingle services to develop their subject specific vocabulary. Through these experiences, children begin to develop an understanding of what religious practices look like and how they influence the lives of believers. Children are given the opportunity to share their own experiences of religion

with their peers and discuss important ceremonies from their homes. During their time in Reception, children are introduced to a variety of religions from Abrahamic and Dharmic traditions including Christianity, Islam and Hinduism through the sharing of religious artefacts. This approach prepares children for life in a diverse, multicultural society and promotes the British Value of 'Tolerance of Different Faiths and Beliefs' whilst also supporting the children's personal, social and emotional development and understanding of the world.

There are three specific themes that are central to the teaching and learning of RE: Explore, Engage and Reflect. These themes equip students with the skills required to construct their understanding of belief systems and world views. Children are provided with opportunities at each key stage to explore religious beliefs, teachings and practices; engage with fundamental questions and reflect on key issues. At Leasowes, learning is planned so that links to these specific themes are made explicit by branding and labelling relevant tasks or questions in purple. The three themes are supported by six broad dimensions: Beliefs, teaching and sources; Practices and ways of life; Expressing meaning; Identity, diversity and belonging; Meaning, purpose and truth; Values and Commitment. These dimensions are used to give structure to the teaching of RE and provide a basis for formulating stimulating questions which support enquiry and engage children.

Reasoning skills are evident in RE through the inclusion of reflective questions where children can explain why a tradition, festival or story is important to a believer and how it affects the way they live their life. This is inclusive of all children, whatever their faith or cultural background or ability because reasoning in RE can reveal many layers of understanding, just as a person's faith can come from a very simple perspective or from a deeply thought out place of wisdom. In Key Stage Two, children use questioning and discussion in order to engage more deeply with a unit in RE and reflect on their own thoughts and opinions showing respect for different viewpoints and learning from each other.

RE is assessed through the use of retrievals that are progressive and true to discipline. The 'RE Retrieval Overview' document has been created to demonstrate the progression of units throughout the RE curriculum as well as highlighting opportunities for both vertical and horizontal retrieval links.

Our ambitious RE curriculum is supported by enrichment opportunities that are planned to enhance teaching and learning in RE. Children take part in visits to places of worship, listen to guest speakers from different religious communities, share in celebrations such as our Harvest festival and partake in extra-curricular opportunities such as Bible club. These events help to make learning in RE inclusive, relevant and accessible to all children through a multi-sensory and hands-on approach.

The RE lead monitors that the intended curriculum is implemented through book scrutiny, pupil book study, dialogue with staff and CPD training.

Impact

In RE, we measure curriculum impact through formative assessment and Pupil Book Study. Impact is most evident when children are able to recognise and articulate why religious faith is part of identity and belonging for many people, within a diverse society and world, demonstrating respect for everyone's right to freedom of thought, belief and religion (RRS 14).

A clear Action Plan is set out at the beginning of the year and reviewed termly in order to monitor, assess and further develop the RE Curriculum through the school.

Assessment within RE is completed through retrieval practice, to aid remembering and as a measure of what children have learnt. At the end of each half term, the children also complete an end of unit assessment task where their knowledge and skills are assessed against the three themes of explore, engage and reflect. The RE planning document for each half term unit is equipped with progressive assessment criteria, which, in line with The Staffordshire Agreed Syllabus for Religious Education (SACRE), are used by teachers to assess children's understanding against age-related expectations. Teachers use the grids provided in the SACRE to inform assessment judgments, which allows teachers

and leaders to measure progress and identify further opportunities to support individuals in RE. These statements for assessment are also used to inform end of year reports, where there is a legal requirement to comment on RE.

Children leaving Leasowes, are prepared for further learning, and later life, through a curriculum for RE that provides balance and rigor. Children gain knowledge of key aspects of major world faiths and are able to engage with different religions respectfully, reflecting on their own beliefs and experiences as part of their personal development of character. They are able to use skills of enquiry and ask questions to develop their understanding of the world.

Leasowes Primary School
Forest School Policy

Intent

Forest School is a child-centered, inspirational learning approach, that supports holistic growth and personal development through connecting with the natural environment. The golden thread of Forest School is '*Growth and personal development through connecting with the natural environment.'*

It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Forest School is part of our curriculum offer to extend learning beyond the classroom and it helps to equip children with the relevant knowledge and skills to develop and reflect upon their personal character as well as their talents and interests.
Within Forest School at Leasowes, children are supported in developing skills and knowledge in an outdoor environment which are relevant and inclusive of all. Strong ties are built between subject areas and Forest School practice, allowing for the consolidation of curriculum concepts in an alternative environment. Leasowes children therefore receive a rich and varied learning experience within Forest School that promotes both physical and mental health.

Implementation

The Forest School Association (FSA) state: "Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom." The Forest Schools Curriculum Overview at Leasowes sets out discrete links between curriculum subjects and topic areas, and Forest School activities in order to utilise this unique learning experience to its full potential.

Forest School session sequences will introduce children to, and develop, new skills over time, giving them the opportunity to discover new interests. Session sequences will also expose children to the outdoor learning space, promoting curiosity through exploration and outdoor play, developing a resilience and respect for the school environment. All children will access Forest School provision for half a term each academic year. All sessions are taught by specialist members of staff who have received, or are completing, accredited Forest Schools training.

Children with SEND also access additional Forest School in order to support their learning, wellbeing and emotional development. The focus on these skills and accessibility of the subject support the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties; British Values, our own school values and charter; and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. There is also opportunity for children with SEND, FSM or named on our Butterfly list of vulnerable children, to be invited to take part in a Forest School club.

The Forest School curriculum is underpinned by our curriculum concepts in the following ways:

Coherence

Forest School session sequences have been designed to bring learning from the classroom into the outdoor environment. Areas from across the curriculum are embedded in Forest School practice where natural links can be made.

Progressive

Forest School focuses on the holistic, practical application of skills. All theory is modelled in the outdoor environment and children learn new skills through experience. Session sequences aim to build on skills not only week on week but also as children pass through the years. Children revisit the use of tools, fire lighting and other skills throughout their time at Leasowes with each year further embedding and developing skills taught in the last as well as introducing new ones.

Balanced

As well as learning new skills in the outdoors such as safe tool/ fire use, Forest School also develops personal

character through building resilience and courage, developing skills in decision making and problem solving, and increasing self-esteem and self-confidence. This aids the development of core skills needed through and beyond life at Leasowes.

Rigorous

Forest School maintains and promotes opportunities for 'free play' across all year groups, remaining faithful to the discipline. This freedom, alongside more structured activity, leads to life-long learning and positive character education. Leasowes also invests in the training of Forest School leaders and this keeps Forest School rigorous because its leaders are fully equipped to deliver high quality sessions.

Relevant

Forest School gives children the respect for the outdoors required for them to be able to access and connect with outdoor spaces safely within their own context. The development of skills that takes place within Forest School at Leasowes can be carried in to children's own contexts outside school, leading to a life-long love of the natural environment all around them and also enables them to engage with issues linked to the environment such as sustainability and climate change, which are also part of our Geography curriculum. This links with the work of the school Eco Committee in making our school Eco-friendly and environmentally sustainable as well as linking with our school charter statement, 'Protect today to preserve tomorrow'.

Values/Inclusive

Forest School offers equal opportunities for development that are accessible to all children linking to the UNCRC article 23: Children with Disabilities. The holistic character education that therefore takes place supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties; British Values, our own school values and charter; and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Reasoning

Children with often have to use reasoning and problem solving both independently and in a team in order to be successful with tasks. The tasks are planned in to session sequences to test children in this area, to stretch and challenge them in a positive learning environment where mistakes are accepted and promoted as an opportunity to learn.

Enquiry

Forest School sessions often divert away from planning to satisfy the curiosity of children. The inquisitive nature of children in the outdoor environment is something to be promoted within Forest School and enquiry is used as another opportunity for personal development.

Rooted in Reading

Although reading skills are not taught discretely within Forest School, session sequences are linked to class texts to ensure the roots of the reading curriculum are accessed and promoted in an alternative environment that may suit some learners and develop their love of reading.

Forest School makes links with the CRC Rights of the Child; In particular, the right to Health, Water, Food and Environment (Article 24) and the right to Rest, Play, Culture and Arts (Article 31)

Impact

A child's achievement in Forest School is assessed through their social, emotional and practical development and this is observed by session leaders on a weekly basis and passed on to other staff to inform them of children's progress. Achievement in Forest School is relative to each individual child's experience. For some, climbing a tree for the first time might give the child confidence that passes into the classroom while for others, developing more complex knife skills might give them a greater sense of accomplishment. Retrieval opportunities are planned so that children continuously build on skills over the short and long term in order to promote progress and development. Forest School offers vast opportunity for cultural capital, challenging and embedding core life skills such as resilience, respect, confidence, problem solving, teamwork and communication. These skills become focused at a personal level as Forest Schools aims to provide best outcomes for all, supporting personal development and character education.

Health and Safety (if applicable)

All Forest school sequences begin with a safety game to establish hazards and boundaries around the Forest School site and this helps to establish basic health and safety rules. There is a separate **Handbook of policies and procedures**

for Forest School and individual risk assessments for all **tools used within Forest School** as well as other aspects of Forest School such as climbing (leaving the ground) and site risk assessments which set out further guidance.

Leasowes Primary School
PSHE

Intent

At Leasowes Primary School, we teach Personal, Social, Health and Economic education as a whole-school approach to underpin children's personal development. Our ambitious PSHE curriculum aims to future-proof our children and supports them to develop their character, equipping them for success in the next stage of their education and later life. PSHE at Leasowes embeds our school's values and charter, the British Values and CRC. In PSHE lessons, other curriculum lessons and experiences beyond the classroom, children are taught to understand and show empathy for all people; understand their bodies (including the differences between them and peers and how to remain healthy); and learn how to approach many of the moral, social and cultural issues that are part of growing up. It is our aim for children to develop positive relationships with themselves, others and wider society and this is a fundamental part of our school ethos and culture.

Implementation

All year groups plan and teach the PSHE curriculum through the Jigsaw PSHE scheme of work, making adaptations when required to meet the needs of the children. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area ensuring a coherent and enquiry-based approach is adopted. The curriculum is progressively structured so that all children in the school focus on the same element of the curriculum each half term at an age and ability appropriate level: Being Me (Autumn 1); Celebrating Difference (Autumn 2); Dreams and Goals (Spring 1); Health Me (Spring 2); Relationships (Summer 1); and Changing Me (Summer 2). See the PSHE Curriculum Overview. The Jigsaw scheme of work is regularly reviewed and updated ensuring it remains relevant to the children at Leasowes. Many lessons across the Jigsaw Programme are rooted in a text to read, where they are not, staff are encouraged to reference class texts and the similar scenarios based on real-life events to ensure that like all curriculum areas, PSHE is rooted in reading and relevant to the children.

At Leasowes Primary School, PSHE (Personal, Social, Health and Economic education) is woven throughout the Early Years Foundation Stage (EYFS) curriculum. Within the EYFS and the rest of the school we are scheme assisted by JIGSAW to help structure the PSHE curriculum but still allowing staff to be creative in their practice. It is evident through high quality interactions between children and adults, children are encouraged to build positive relationships, express their feelings, and develop a strong sense of self. Through different learning activities such as circle times, and daily routines, children learn important life skills such as sharing, taking turns, and understanding right from wrong. The school places a strong focus on emotional wellbeing, helping children to recognise and talk about their emotions in a safe and supportive environment. We provide wellbeing stations to support emotional regulation within the classroom, emotion displays and PSED interventions during the school week for those children who many benefit from additional support with their personal, social and emotional development. Staff at Leasowes model respectful behaviour and promote kindness, resilience, and independence, laying a strong foundation for children's personal development through the use of Rights Respecting Schools and teaching the children about their rights as a child.

By using the Jigsaw Scheme of Work, the statutory Relationship and Sex education elements of the curriculum are covered with rigor. Children are able to understand the knowledge within this statutory section of the PSHE curriculum whilst also being equipped with the skills in order to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties; the Government's British Values agenda; the children's emerging knowledge of their rights (Article 42 of the CRC); our own school values and charter; and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Beyond the Jigsaw scheme, staff are encouraged to adopt retrieval and reasoning approaches that further develop the messages of the scheme. These reasoning and retrieval opportunities are often used as starters to each lesson to start discussions or highlight our school's ethos, children's wellbeing or arising issues to ensure all PSHE remain

relevant to the children. To support children's wellbeing and further develop confidence when discussing their feelings, each classroom is equipped with a 'Questions and Concerns' box which is checked weekly by the teacher. This allows children to share thoughts freely (Article 13 of the CRC) and be assured that their voices are always heard and listened to.

Life Beyond Leasowes assemblies provide opportunities for children to be exposed to current affairs within the wider world (Article 17 of the CRC). Children learn from our world and develop respect for other's beliefs, feelings and faiths through discussion, debate and reflection. With the support of First News and Picture News resources, children are encouraged to discuss how the British Values, the CRC and the protected characteristics, set out by the Equality Act, are impacting or being impacted by the current affair.

As subject leader of PSHE, pupil voice, planning monitoring and book scrutinies must be triangulated to ensure that the subject remains rigorous and true to its communicative nature. Feedback is regularly given to staff to ensure an even coverage of all units while still allowing time to work on other key local, national and international events when they arise: Black History Month, Fundraising Days, Anti-Bullying week to name a few. By recognising all of these events, and ensuring the subject has a delicate balance of record and discussion work in an evidence based programme, it is able to be inclusive for all children. In order to educate children on the importance of safety, all children from Reception to Year 6 participate in an annual NSPCC 'Speak out, Stay Safe' programme. This consists of an online assembly and supporting classroom-based activities to help children understand abuse in all its forms and to recognise the signs of abuse in a child friendly way. Children are taught to speak out if they are worried, either to a trusted adult or Childline.

Our PSHE curriculum extends beyond the classroom and encompasses all that a child lives and experiences throughout their Leasowes journey. Our broad and balanced PSHE curriculum complements our commitment to provide opportunities to develop character and personal development. Whole school events are hosted and celebrated throughout the school year such as 'Aspire to be, Future Me', Safer Internet Day, 'Healthy Mind, Healthy Body Event' and Leasowes Fundraising Day (RRS raising awareness day lead by JLT).

Impact

By the end of Year 6, children at Leasowes will be able to do all of the following:

- explain how their choices can have an impact on people in their immediate community and globally
- empathise with others in their community and globally and explain how this can influence the choices they make
- discuss past, present and future affairs within the wider community and globally
- explain ways in which difference can be a source of conflict or a cause for celebration
- show empathy with people in situations where their difference is a source of conflict or a cause for celebration
- explain different ways to work with others to help make the world a better place
- explain what motivates them to make the world a better place
- explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others
- identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure
- identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control
- explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations
- offer strategies to help them manage feelings and situations
- describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby

Their ability to understand and complete all of the above robustly prepares the children for their next phase in life,

supporting their continuing personal and character development. Impact towards these statements is measured and monitored termly by the subject leader using Sonar, pupil book studies, book scrutinies and observations. Formative and summative assessments are conducted by class teachers to accurately assess PSHE, including: the use of the Questions and Concerns Box, retrieval and reasoning activities, feedback and marking, learning conversations and observing how children implement taught PSHE skills from lessons to the wider school environment.
At the end of each unit, the children complete an 'End of Unit Assessment Task' based on all of the knowledge and skills they have learnt that half term. As part of this, they are given a Leasowes Learner reasoning question whereby they must discuss their understanding of which PSHE skills have been used within the PSHE unit and then make links with how they have used and applied these to their wider life experiences beyond the classroom.

Leasowes Primary School
RRS Appendix

Outline

The CRC outlines the Rights of the Child. Our curriculum is underpinned by the CRC and this appendix outlines where each subject area covers specific articles. It should be noted that this is not an exhaustive list.
Rights Respecting Schools (RRS) is embedded throughout the curriculum, with meaningful links made across all subjects to promote children's understanding of their rights and responsibilities. The school's commitment to children's rights is recognised through the achievement of the UNICEF Rights Respecting Schools Gold Award, demonstrating a whole-school culture that places children's rights at the heart of school life.

Rights covered in each Subject

Art
13 – Freedom of expression
31 – Leisure, play and culture
39 – Reintegration

Computing
8 – Preservation of identity
17 – Access reliable information
16 – Right to privacy
34 – Sexual exploitation
36 – Other forms of exploitation

Music
31 – Leisure, play and culture
39 – Reintegration
13 – Freedom of expression

Forest Schools
39 – Reintegration
23 – Children with a disability

History
38 – War and armed conflicts
31 – Leisure, play and culture
6 – Life, survival and development

PE
31 – Leisure, play and culture
24 – Health and health services

DT
13 – Freedom of expression
17 – Access reliable information
24 – Nutritious food
31 – Leisure, play and culture

MFL
30 – Children from minority or indigenous groups
31 – Leisure, play and culture

PSHE
2 – Non-discrimination
3 – Best interests of the child
30 – Children from minority or indigenous groups
23 – Disabilities
22 – Refugee children
9 – Separation from parents
20 – Children unable to live with family
21 – Adoption
42 – Knowledge of rights

RE
14 – Freedom of thought, belief and religion
2 – Non-discrimination
30 – Children from minority or indigenous groups
12 – Respect the views of the child

Geography
22 – Refugee children
31 – Leisure, play and culture
30 – Children from minority or indigenous groups
17 – Access reliable information
7 – Identity and nationality

Science
1 – Definition of the child
6 – Life, survival and development
17 – Access reliable information
24 – Nutritious food

English and Maths
3 – Best interests of the child
12 – Respect the views of the child
28/29 – Right to and goals of education