

Longton Primary School

School Lane

Longton

Preston

PR4 5YA

01772 612495

<http://www.longton.lancs.sch.uk/>

**Curriculum Policy**

**Headteacher: Julie Brown**

**Chair of Governors: Jon Bates**

**Curriculum Policies**

**Whole School Curriculum**

**Longton Primary Core Purpose**

* Do our best for every child!
* We aim to provide the best educational experience for every child and strive for outstanding achievement for all.
* We can achieve this by engaging in learning opportunities that develop, stretch and excite the imagination
* Providing a broad and balanced curriculum
* Ensuring high standards of behaviour
* Creating opportunities for all abilities to try new things and make discoveries
* Embracing new technology
* Promoting logical and creative thinking skills
* Encouraging independence and responsibility
* Promoting curiosity and enthusiasm
* Encouraging respect for others
* Working with and learning from others

All of this is achieved while working in collaboration to fully develop strong and positive partnerships with parents and the wider community.

We have achieved this if children:

● Feel loved, trusted, understood, valued and safe  
● Are interested in life and have opportunities to enjoy themselves  
● Are hopeful and optimistic  
● Are able to learn and have opportunities to succeed  
● Accept who they are and recognise what they are good at  
● Have a sense of belonging in their family, school and community  
● Feel they have some control over their own life  
● Have the strength to cope when something is wrong (resilience) and the ability to solve

● Use a range of independent strategies

● Have a love of reading and a desire to read for enjoyment.

● Use their Creativity, Imagination, Inventiveness and critical awareness appropriately.

● Use suitable technical vocabulary to respectfully articulate their responses in and discussion/conversation.

**Curriculum Intent**

What are we trying to achieve with our curriculum?

**Introduction**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

**Purpose:**

At Longton Primary School every child matters. The curriculum will be the means of providing all with outstanding opportunities for enjoyment and achievement. Our children will have the opportunity to be creative and to be academically challenged. It will foster and develop skills relating to health, leadership, tolerance, confidence and problem solving helping them make positive contributions to the school and the community. The curriculum will enable all learners to enjoy their education and will ensure that wherever possible learning is fun.

**Intent:**

At Longton Primary School we aim to develop the heart and mind of every child.

Every child in our school is recognised as individual and unique. The ability to learn is underpinned in curriculum subject areas by the teaching of basic skills, knowledge, concepts and vocabulary.  There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning.  Our curriculum at Longton is not solely focused on academic subjects and achievement.  We provide pupils with rich learning experiences, educational visits, residential, extra-curricular activities and enrichment opportunities. We want children to have fun at school and talk about their primary school years as being full of great memories.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g social media, health and relationships and finance.  We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society.  Longton has a very close community and we want our pupils to recognise this and play an active part in contributing to the character of the village.

Alongside the teaching of knowledge, skills and vocabulary, here at Longton Primary School, we aim to promote positive mental health for every member of our school community including, staff, pupils and families.  We pursue this aim using both universal and whole school approaches as well as specialised, targeted approaches aimed at vulnerable pupils.  A bespoke emotional health, well-being and resilience programme is embedded in our curriculum alongside the teaching of knowledge, skills and understanding in all other curriculum subjects.  We have a dedicated member of staff in school who supports the emotional well-being of all our school community.  Pupils are encouraged to talk openly about their mental well-being and access support as and when required. We aim to provide pupils will the tools and strategies needed to cope when faced with challenges within school or home life.

We are very fortunate at Longton to have extensive school grounds and are in walking distance to a nature reserve.  We value the role that outdoor education has in a child’s development and aim to incorporate as much outdoor learning as possible into our broad and balanced curriculum.  We find that increasingly more pupils are spending a lot of time in the ‘electronic’ world.  We intend to give pupils a love and excitement for being outdoors and playing in their outdoor environment.

**Implementation**

How is our curriculum delivered?

At Longton Primary school we believe we have developed a curriculum which will engage and inspire all children in school.  Teachers are encouraged to be creative in its delivery to ensure, where and when possible, learning knowledge and skills are linked and taught in meaningful contexts.  This may be achieved in a variety of ways. Teachers may block units of work together, plan a project which incorporates knowledge and skills across 2 or more subjects or teach a subject as a standalone unit.  At the heart of the curriculum is the children, teachers strive to take the objectives of the framework and deliver it in a way which meets the specific needs of their class. We believe a creative and flexible approach to the curriculum will provide opportunities for the children to foster independence and resilience, inspire, motivate, challenge and excite their experience of learning.  Experiencing curriculum themed weeks are part of this.  Throughout the curriculum delivery opportunities are given for children to be able to recall, revisit and apply knowledge and skills to support the retention of knowledge and understanding to become successful confident learners.

**Subject Leadership**

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities.  They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors regularly review and quality assure the subject areas to ensure that is being implemented well and coverage and breadth and balance is adequate.

**CPD**

In order for us to be able to deliver the best and most up to date curriculum we provide staff with high quality CPD in their subject specific areas of leadership or teaching role.  This may include attending nationwide courses on the curriculum, assessment of research.  Alongside this Longton Primary is also a member of the relevant national associations for national curriculum subjects.  Through this we receive updates, courses and research findings into the effective provision for primary pupils.  Following CPD, staff feedback to each other about what they have learnt and we then discuss the impact of this on a class teacher, subject leader and whole school strategic level.  We aim to give staff the expert knowledge required to deliver the subjects that they teach.  Ongoing professional development and training is available for staff to ensure that our challenging curriculum requirements can be met.

As Longton is a small school, subject leaders often have more than one subject area to lead.  Subject leadership is flexible but we try to not move these too often in order for leaders to develop curriculum expertise across the school and teaching staff.  Newly qualified teachers shadow a subject leader in their second year of teaching as part of their CPD to ensure that when they take on a curriculum leader role in school they fully understand the expectations and roles and responsibilities of the job.

**Planning**

The curriculum at Longton is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time.  New learning is based upon what has been taught before and prepares pupils for what they will learn next.  There are clear end points which pupils work towards on their learning journey.  We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

 Our curriculum is carefully timetabled to ensure adequate exposure for each subject in order for children to maximise their knowledge, understanding and skills and have the ability to recall previous learning and use effectively when required.

**Vocabulary**

Here at Longton we aim to develop pupil’s working vocabulary.  We find that a large majority of pupils enter school confident to converse but increasingly with a speech difficultly and active working vocabulary limited.  For this reason, alongside the teaching of knowledge and skills we also teach pupils a range of higher teach vocabulary associated with their curriculum subjects and learning areas.  We use knowledge organisers to develop learning and as part of these we will have a vocabulary ‘dozen’.  These dozen words are usually unfamiliar words to the children which they will come across in their lessons which will then be taught and learnt and become part of their active working vocabulary.  Pupils and parents are encouraged to use these words at home.  Pupils are excited to learn new words and take delight in being able to use them in their day to day working in the classroom and at home.

**Reading**

The teaching and acquisition of reading skills is prioritised at Longton to allow pupils to access the full curriculum. Children start to read from the first week they start school. Reading takes place daily in all classes.  Here at Longton we use the Animaphonics programme for the teaching of phonics and early reading skills. We then use a banded selection of books to teach reading and vocabulary development and once the pupils have acquired enough reading skills to be independently accessing texts they exchange books with the support of the school librarian. Pupils in the Reception class begin learning initial sounds and then this is built upon in Year 1 class.  The aim of our school is for all of our pupils to be on the free reading programme by the end of Year 4.  Where a pupil has been identified as not on track to achieve this target, intervention (Tutor-time) is put in place through 1:1 reading support to enable them to catch up and achieve in line with their peers.  Pupils that do not pass the phonics screening test in Year 1 have tutor-time ensure that they pass by the end of Year 2.  Pupils are able to access a range of reading resources and texts in the central school library.  Every child is a member of Longton Primary and will take part in library sessions throughout the school year. Pupils in KS1 and Ks2 take part in guided reading sessions four times a week. This is a time when a reading teacher will support a child strengthen their reading acquisition and comprehension skills. The school uses termly Pira to assess reading. The teacher undertakes question level analysis and then develops the next steps for each child. We prioritise reading because we believe reading opens the doors to all other curriculum areas.

**Assessment**

Assessment at Longton is designed thoughtfully to shape future learning.  It is not excessive or onerous as is part of the day to day working practices of the classroom.  Teachers ensure that pupils embed key concepts in their long term memory.  Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts.  Pupils revisit prior learning in their work books as an introduction to their new learning and this provides a context upon which pupils can integrate their ‘new knowledge’ into a wider context.  Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.

**Aspects**

**Equal opportunities:**

How will we ensure equal access and opportunity?

Longton Primary school has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children: cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

To ensure that all children make at least expected progress for their ability: All children follow the same learning challenge question; Teachers provide suitable ways for children of different abilities to access difficult ideas: eg for low attaining children by narrowing the range of information to be used., by increasing the degree of support through their own advice, by using relevant resources or by the use of other adults; Teachers should challenge higher attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas; Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

**Health and safety:**

Our Health andSafety officer ensures all risk assessments are in place, kept uptodate and shared to ensure safe access to the curriculum. All educational visits are carefully planned, risk assessed and signed off by the coordinator and governors if relevant.

**Effective Teaching**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan, which sets out the aims, objectives and values of the school and details what is to be taught in each year group, to guide our teaching.

**Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning teaching and learning styles, we take into account linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and interpersonal/reflective.

We offer opportunities for children to learn in different ways. These include: investigation and problem-solving, research and finding out, group work, pair work, independent work, whole-class work, asking and answering questions, use of a computer, fieldwork and visits to places of educational interest.

**Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks, please see our curriculum intent documentation.

Opportunities will be taken to enliven the curriculum through: educational visits out of school; involvement of parents, visitors, artists, creative/themed weeks, actors, and musicians; the use of the school grounds, the locality and the wider environment.

An extensive range of high quality resources including ICT will be used to underpin the curriculum.

**Homework/parent partnership:**

We have a separate policy and overview for homework. We set homework each week to enable children to understand that learning can take place anywhere to strengthen their understanding and also for them to realise the home school links. Children are expected to read five times a week so that they can develop a love of reading and use as a strategy to relax as well as to aid their access to the whole curriculum and strengthening of life skills.

**Resources:**

We have a wide range of resources to support children’s knowledge and understanding and to enable subjects to come alive and be memorable. We have a strong PTFA who have heavily assisted in purchasing equipment to enhance curriculum opportunity. Our greatest resources are our children their families and members of the teaching team who are dedicated in ensuring everybody gets the most from each and every day.

**Curriculum Impact**

What difference is the curriculum having on pupils?

**Monitoring and Evaluation**

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area.  Additional management time is given to subject leaders each term to enable them to successfully carry out their roles and responsibilities.  The information from the monitoring and evaluation then forms the basis for the governors report, annual audit, action planning and staff training for that curriculum area.

A member of staff has overall leadership for assessing the intent, implementation and impact of the whole curriculum that we offer here at Longton.  This leader has overall vision of the monitoring and evaluation and will guide staff in their roles and responsibilities.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school.  Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used at tools to help senior leaders assess the impact of the curriculum.

**Outcomes for Pupils**

Our curriculum consistently leads to good outcomes and results for the pupils at Longton.  We are consistently in line with national averages for outcomes at the end of EYFS, KS1 and KS2.  We also regularly achieve highly in the phonics screening test for our Year 1 pupils and usually all of our pupils have passed the phonics screening test by the time they leave Year 2 unless there is a special and specific learning need.

Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures.  Assessment of these pupils is in much smaller and achievable steps.  We are proud of the life-skills curriculum that we provide for our pupils including our SEND pupils.  Essential skills such as first aid, money awareness, internet safety, healthy eating and basic life skills such as tying shoe laces, using knives and forks correctly, telling the time are all part of what we consider to be necessary skills for our pupils to succeed in life and are key parts of our teaching in school.  There is a bespoke plan for life-skills teaching and emotionally health awareness.  Although these skills may not be assessed numerically or with a grade, we still feel that being able to achieve these life-skills will enable pupils to fully access life in modern day Britain.

Developing pupil voice and responsibility is a deep rooted part of life at Longton. Pupils thrive in an environment of high expectations, where their voice is heard and real decisions are made. We believe (and know) that this stands our children in good stead for their next steps.

**How will we know that a child has been taught your subject well?**

We know our curriculum is impacting as children tell us they love their learning and they take great pride in their books, especially the project books.

Teachers have high expectations of all children in and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.

* Monitoring shows that children are active in their learning, are able to construct their own knowledge and are able to think flexibly and creatively.
* Analysis of internal assessments provides staff with an accurate overview in order that gaps in learning can be closed.
* The planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
* Parents have regular planned opportunities to come into school to see the integrated curriculum project outcomes – they give us feedback saying how impressed they are.
* Written feedback is provided by parents
* Parental feedback from questionnaires is very positive about the school (see website results)
* Results show that we are making improvements and children do achieve well.
* The learning attitudes shown by the children are very good as they are motivated and engaged in their learning. Comments are often received by visitors to the school and when on visits confirming this.
* Engagement levels of home learning are high. The quality produced is of an excellent standard.
* Visitors from neighbouring schools come to see how the school has devised our curriculum and how they can learn from Longton Primary.

**Monitoring and review:**

The governors are primarily responsible for monitoring the implementation of this policy. This will be through discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

**Other documents and appendices:**

The policy should be read in conjunction with our policies for curriculum, learning and assessment.

**Governor approval and review dates:**

This policy was approved by the full governing body and will be reviewed when necessary.

**Principles/values:**

This policy is based on our commitment to:

Fairness, Excellence and Respectfulness

**Consultation:**

This policy was pulled together by the headteacher in consultation with:

* Teaching staff
* Parents – via completion of questionnaire
* Pupils –discussion
* Governors – committee
* Local authority adviser

**Sources and references:**

National Curriculum 2014

Ofsted handbook

**Music**

**How do we teach Music?**

**Intent:**

At Longton Primary School, we aim to engage, motivate and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum)

Music teaching at Longton Primary School is undertaken by a musical specialist and aims to follow the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills. Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at Longton 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 Longton 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 begin to make judgements about the quality of music.

The national curriculum provides an outline of core knowledge around which Longton School develops exciting and stimulating themes and lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school Curriculum.

Our Music curriculum is based on our aims – Care, Grow and Shine.

The aims of our Music curriculum are to develop pupils who:

* Can sing and use their voices.
* Create and compose music on their own and with others.
* Use technology appropriately.
* Progress to the next level of musical excellence.
* Have opportunities to learn a musical instrument.
* Understand and explore how music is created, produced and communicated.
* Understand the work of great composers and musicians.
* Enjoy and have an appreciation for music.
* Use musical language.
* Make judgements about the quality of music.
* Have opportunities to play a wide variety of instruments.
* Take part in performances.
* Perform and share a range of musical styles.
* Listen, review and evaluate music across a range of historical periods, genres, styles and traditions.
* Have opportunities to study a range of musical styles and genres, e.g. Jazz, Hip Hop, Pop, Rock etc.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

At Longton Primary School we recognise that musical teaching and learning is not neat or linear and that children do not learn in straight lines. Repeating a musical skill doesn’t mean their progress is slowing down or their development is moving backwards, it enables pupils to reinforce musical understanding in order to improve the quality of their musicianship.

Our Music curriculum allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. At Longton 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.

Music is a foundation subject in the National Curriculum and the Music curriculum at Longton is in line with the 2014 Primary National Curriculum in England requirements for KS1, KS2 and the Foundation stage curriculum. Music teaching at Longton will deliver the requirements of the National Curriculum through half termly topics and our very experienced specialist teacher plans lessons based on our knowledge and skills document and the scheme of work, ensuring consistency and progression throughout the school.

We recognise that music is a specialist subject and not all teachers are musical specialists. Music at Longton is mainly taught by our specialist teacher who has a strong musical background whilst teaching staff have their PPA time. The intended curriculum enables clear coverage of the music curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. Our year 4 children also experience the opportunity to learning to play the Ukulele instrument throughout the year, via weekly lessons, as a taster in the hope they will take up regular music tuition.

At Longton the specialist teacher uses a scheme of work for the music lessons but will adjust accordingly rather than following it as a prescribed model. The units are tailored and use the ‘freestyle’ element of the package to provide thematic, cross curricular lessons that also follow children’s interests. Music lessons are broken down into half-termly units and flexibility is provided to enable teachers to link with other subjects and follow pupil’s current interests. An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Each 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 usually follow a specific learning sequence:

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

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.

Music teaching at Longton is practical and engaging. 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 discussing music, playing a range of musical instruments, performing back, finding the pulse and composing music using notation sheets. Open ended tasks are provided that can have a variety of responses and teachers also differentiate activities. Our mastery curriculum provides further enrichment opportunities throughout the year (see below) for children who show extensive aptitude in music.

Performance is at the heart of musical teaching and learning at Longton and all pupils participate in a key stage performance. Pupils also take part in Harvest assemblies, Longton Lights, singing assemblies and pupils from reception to year 6 perform at our annual carol concert at St Andrews Church. Pupils who are confident are also encouraged to perform in solo performances. Parents are invited and welcomed to watch all of these performances whether at school or outside of school. Furthermore, pupils from reception to year 6 all attend our whole school pantomime at one of our local theatres.

At Longton music teaching is not only focused on performance but also providing our pupils with an understanding and appreciation for music. Through our music lessons children study a wide range of musical styles and genres from a range of musical periods. Some of the musical styles and genres we study are as follows: Mamma Mia, The Beatles, Jazz, Rap, Reggae, Motown, Michael Jackson, Hip Hop, The Fresh Prince of Bel Air.

Each class also study a different composer throughout the year. An example of the composers studied throughout the year are as follows:-

* Reception-Mozart
* Year 1-Vivaldi
* Year 2-Bach
* Year 3-Tchaikovsky
* Year 4-Chopin
* Year 5-Holst
* Year 6-Beethoven

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 music teaching. Pupils are offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by the Local Education Authority’s Music for Life, where lessons are provided weekly for a small set fee paid by the child’s parent or carer. Instruments in the past have included: guitar, piano, keyboard and violin. Pupils that learn a musical instrument have the opportunity to sit examinations and perform at our carol concert and in out of school venues.

We provide opportunities for all Y4 pupils to learn a musical instrument should they wish to, regardless of their background. Pupils can also loan out the instruments to practise at home.

Pupils also have the opportunity to join the school choir. The school choir is open to all children on a weekly basis, with the average number of pupils being in the range of 50. Pupils in the school choir meet weekly and focus on team work, singing in unison, developing harmony, solo performances and having fun! The school choir also have the opportunity to perform in school performances, carol concerts and singing assemblies.

**Impact:**

Our music Curriculum is high quality, well thought out and 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 like in other subjects, discreet teaching of vocabulary also forms part of the units of work.

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

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

* Pupil discussions and interviewing the pupils about their learning (pupil voice).
* Governor monitoring with our subject governor.
* Moderation staff meetings with opportunities for dialogue between teachers.
* Annual reporting and tracking of standards across the curriculum.
* Photo evidence and images of the pupils practical learning.
* Video analysis through recording of performance in lessons.
* A reflection on standards achieved against the planned outcomes.
* Dedicated music leader time.
* School tracking system

The impact of our music curriculum is also measured in the uptake of our music after school clubs and uptake of additional music 1:1 teaching. In addition to this, we also measure the impact of the class composers and routinely ask children about their composer/style of music they are learning.

**ART**

**How do we teach art and design?**

**Intent:**

At Longton Primary School Art should be fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum for Art and Design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children’s competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

Art and design teaching at Longton Primary School instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

We value Art as a subject and have therefore invested in enabling pupils to be taught by our Artist in residence on a weekly basis.

The aims of teaching art and design in our school are:

* To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
* As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
* To produce creative work, exploring their ideas and recording their experiences.
* To become proficient in drawing, painting, sculpture and other art, craft and design techniques
* To evaluate and analyse creative works using the language of art, craft and design.
* To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Implementation:**

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Longton, we ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences.

The art and design curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Our artist is resident and teachers plan lessons for their class using our the Kapow curriculum. Teachers can use this scheme to plan their art and design lessons suitable to their class’s interests and what they want to learn. The scheme ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching art and design, teachers should follow the children’s interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher’s judgement.

Art and design provides excellent opportunities to enhance the learning of more able pupils through exploration, analysis of art forms and effective learning. These children will be selected for appropriate enrichment opportunities throughout the year.

At Longton Primary School we provide a variety of opportunities for Art and design learning inside and outside the classroom. Every year we have an ‘Art week’ where the subject leader plans fun, engaging whole school activities linked to Art and Design for the children to complete. These activities should be guided by the children’s interests in particular topics. The enrichment week also offers an opportunity for parents to engage with the school and join in with their children’s learning.

Educational visits are another opportunity for the teachers to plan for additional Art and design learning outside the classroom. At Longton Primary School, the children have had many opportunities to experience Art and design on educational visits. The children have explored local galleries and had visitors into school to share Art and design learning and have hands on experiences.

**Impact:**

Within Art and Design, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

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

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.

**PSHE**

**How do we teach PSHE, SMSC, RSE and Emotional Wellbeing?**

**Intent:**

At Longton Primary School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. We have a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, Governors and the local community. We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) are central to our school’s ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. This is why we have worked hard to embed the ‘Jigsaw’ curriculum and became a flagship school. We also use a Happy minds program. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. Personal, Social, Health and Economic (PSHE) education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education is taught as a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Further it can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. PSHE education also makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The aims of teaching PSHE, RSE, SMSC and Emotional Wellbeing in our school are:

The overarching aim for PSHE education is to provide pupils with:

• Accurate and relevant knowledge.

• Opportunities to turn that knowledge into personal understanding.

• Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities.

• The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

The Government’s review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory; the DfE has, however, stated in the National Curriculum Framework that ‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. However, the Government has since decided that from September 2020 RSE (Relationships and Sex Education) will be compulsory in all Primary schools.(Parents will still have the opportunity to withdraw their child from SE if they wish to do so) In the absence of a government programme of study we have drawn on guidance from the PSHE Association and also the ‘Jigsaw’ curriculum in revising our Curriculum Framework for PSHE to ensure that it meets the needs of our pupils in today’s changing society. The Framework identifies the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support children’s spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing, citizenship and physical education; and is taught as a spiral programme based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

**Core theme 1**: Health and Wellbeing In Key Stages 1 and 2, pupils are taught:

• What is meant by a healthy lifestyle.

• How to maintain physical, mental and emotional health and wellbeing.

• How to manage risks to physical and emotional health and wellbeing.

• Ways of keeping physically and emotionally safe.

• About managing change, such as puberty, transition and loss.

• How to make informed choices about health and wellbeing and to recognise sources of help with this.

• How to respond in an emergency.

• To identify different influences on health and wellbeing.

**Core theme 2**: Relationships In Key Stages 1 and 2, pupils are taught:

• How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.

• How to recognise and manage emotions within a range of relationships.

• How to recognise risky or negative relationships including all forms of bullying and abuse.

• How to respond to risky or negative relationships and ask for help.

• How to respect equality and diversity in relationships.

**Core theme 3:** Living in the Wider World In Key Stages 1 and 2 pupils focus on ‘economic wellbeing and being a responsible citizen’ and are taught:

• About respect for the self and others and the importance of responsible behaviours and actions.

• About rights and responsibilities as members of families, other groups and ultimately as citizens.

• About different groups and communities.

• To respect equality and to be a productive member of a diverse community.

• About the importance of respecting and protecting the environment.

• About where money comes from, keeping it safe and the importance of managing it effectively.

• How money plays an important part in people’s lives

• A basic understanding of enterprise.

**Emotional Wellbeing:**

At *Longton Primary School*, we aim to promote positive Mental Health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

To support this we have a designated person who runs the ‘Relax kids’ programme and Forest school.

**Teaching & Learning:**

As a health promoting school our culture places teaching and learning in the wider context of the schools’ approach to:

• Leadership, management and managing change

• Policy development

• Learning and teaching, curriculum planning and resourcing

• School ethos, culture, environment and SMSC development

• Giving children a voice

• Provision of support services for pupils

• Staff continuing professional development (CPD), health and wellbeing

• Partnerships with parents/carers, local communities, external agencies and volunteers to support pupils’ health and wellbeing

• Recording and monitoring impact and outcomes.

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of our pupils as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

**Impact:**

Our school uses the Jigsaw programme as a basis for curriculum planning as well as the units of work. PSHE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum. Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

• Assemblies of Celebration

• Circle time

• Sports clubs and participating in inter-school and county tournaments & competitions

• Drama and music activities and productions

• Residential visits and day trips

• Clubs - singing, drama, art & craft, mindfulness, first aid, yoga & active citizens

• Social and fund raising events

• Theme days/events, for example Arts week, World Book Day, Subject days

• Mini enterprise projects

• Charity events

• Leadership opportunities, for example Playground Leaders, representatives on our School Parliament, Eco-school Council and PE & Sports leaders.

**Early Years Foundation Stage:**

Personal social and emotional development in the EYFS. Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

**Special Educational Needs:**

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

**Spiritual, Moral, Social & Cultural Development:**

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

• Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.

• A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.

• A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

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

In PSHE education there are two broad areas for assessment:

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

• How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships. Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets. Teachers assess children’s work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education should be recorded and reported to parents as part of the child’s annual school report.

**Design and Technology**

**How do we teach design and technology?**

**Intent:**

At Longton Primary School design and technology should be fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum for design and technology, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, to participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching design and technology in our school are:

* Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
* Enable children to talk about how things work and to develop their technical knowledge,
* Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
* Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,
* Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
* Foster enjoyment, satisfaction and purpose in designing and making things,
* Critique, evaluate and test their ideas and products, and the work of others,
* Understand and apply the principles of nutrition and to learn how to cook,
* Understand how key events and individuals in design and technology have helped shape the world.

**Implementation:**

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Longton , we ensure that design and technology is given the same importance as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences.

The design and technology curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using the Kapow Curriculum. Teachers can use this curriculum to plan their design and technology lessons suitable to their class’s interests and what they want to learn about. The documents ensure the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching design and technology, teachers should follow the children’s interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher’s judgement. Children showing extensive aptitude in design and technology will be celebrated in weekly celebration assemblies which parents attend and an end of year curriculum assembly. These students may also have their work displayed in school and may win competitions that we take part in.

At Longton Primary School, we provide a variety of opportunities for design and technology learning to take place inside and outside the classroom. We plan sessions that are fun, engaging activities linked to design and technology for the children to complete. The activities are often guided by the children’s interests in particular topics. The themes also offers an opportunity for parents to engage with the school and participate with their children’s learning.

Educational visits are another opportunity for the teachers to plan for additional design and technology learning outside the classroom. At Longton Primary School, the children have many opportunities to experience design and technology on educational visits. The children have visited local museums, food establishments and had visitors into school to share learning and have hands on experiences. In recent years, teachers have linked with local high schools to use their facilities, technology and expertise. At Longton Primary School, teachers make use of the extensive grounds and outdoor learning area when planning for their pupils.

Alongside our curriculum provision for design and technology, we also provide all pupils with the opportunity to participate in DT based after school clubs and DT class compliment activities.

**Impact:**

Within design and technology, we strive to prepare children to take part in the development of tomorrow’s rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

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

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.
* Marking of work in books.
* Utilising the foundation subject tracker.
* Working in phase groups to plan.

**RE**

How do we teach RE?

RE Intent:

Here, at Longton Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. At Longton Primary, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation

At Longton, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

* Christianity
* Islam
* Judaism
* Hinduism
* Buddhism

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff.  We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.  All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.  We acknowledge that each religion studied can contribute to the education of all our pupils.  We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

Due to the area we live, work and play being predominantly white British we have a strong link with a school that is 90% plus EAL with the predominant religion being Muslim.

Impact

The children at Longton Primary enjoying learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people’s cultures and ways of life, which they are then able to communicate to the wider community.

R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world.

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

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

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.
* Marking of written work in books.

**Reading**

**How do we teach Reading?**

**Intent:**

At Longton Primary School our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

* show high levels of achievement and exhibit very positive attitudes towards reading;
* rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
* read easily and fluently with good understanding across both fiction and non-fiction;
* acquire a wider vocabulary;
* participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
* develop their reading in all subjects to support their acquisition of knowledge;
* develop a love of reading;
* read for pleasure both at home and school on a regular basis;
* through their reading develop culturally, emotionally, intellectually, socially and spiritually;
* develop good comprehension drawing from their linguistic knowledge.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

Our school follows the anima phonics program from EYFS into Key Stage 1 and continues as a recap in KS2. When pupils complete the phonics program learning, embedding all the phases sounds, they move onto the Fletcher Spelling program that then runs through Key Stage 1 and Key Stage 2.

All children have a baseline assessment in phonics and are then grouped accordingly. Phonics is timetabled each day and lasts for 30 minutes each day. Children stay in their classrooms for phonics and all staff including assistant teachers are responsible for a group.

As part of their PPA teachers are required to plan a teaching cycle for phonics including the review, teach, practise and apply model. There are resources in school to support teachers with this planning. Where an assistant teacher leads a group a designated teacher will be responsible for the overseeing of the planning, preparation and assessment of that group.

Regular assessments are carried out and the groups are changed accordingly. When children first become readers they have access to our colour book banded system which starts with pink books right the way through to white books. This is assessed using benchmarking. Once children have completed white books then they move onto free readers. Our in house librarian assists KS2 children to select a suitable book and also check comprehension each afternoon.

In KS2 after lunch, planned reading takes place each day for quiet reading. Guided reading sessions take place each day throughout school. These are carefully planned to develop a whole range of reading skills and comprehension.

**Impact:**

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time we provide books to ensure that children read for pleasure and learn to love reading.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

* Phonics assessment;
* Phonics screening results;
* Book band colour – assessed using Benchmarking;
* Summative assessments each term;
* End of Key stage SATs results.

The implementation of the Animaphonics has a huge impact on our phonics screening results. Our success rate each year is very high. The teaching of phonics in our school is systematic and all staff are regularly updated with any changes.

Children are reading more for pleasure and on a more regular basis.

**English -Writing**

**How do we teach Writing?**

**Intent**

Longton Primary School believes that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover. A range of genres studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

* show high levels of achievement and exhibit very positive attitudes towards writing;
* use and understand language as speakers, readers and writers.
* are competent, confident and independent in the use of language in their writing.
* have an awareness of different audiences and purposes for writing.
* apply their grammatical knowledge in their writing
* apply their phonetical and spelling knowledge in their writing
* apply the English language in all areas of the curriculum.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and adjusted from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation**

Our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Reception Class & then through to the National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning and development. 'Communication & Language' is one of the prime areas that are fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. ‘English' is one of four specific areas which include the development of essential skills and knowledge and is made up of the two aspects: reading & writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

At Longton we teach specific Grammar sessions which are then applied in children’s writing. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through our author and via other subjects.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills through the use of co-operative learning structures. Teachers model these skills on regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence. Children use a writing book to present the final draft of a piece of work and are used throughout their school life.

Handwriting sessions are taught regularly to the children and follow a cursive programme. The children have separate handwriting books and are expected to apply this cursive script into their daily writing.

**Impact**

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils’ progress, any areas of strength or weakness which can then be addressed in teachers’ planning.

Assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing criteria. Analysis of the data impacts upon teachers planning so pupils’ needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children are formally checked using Longton’s data document to ensure that they are making at least expected progress if not more than expected progress, this document is then monitored by subject leaders and SLT. Children who are not on track are identified for intervention/target teaching known as Tutor time.

As a school we use ‘No more marking’ this is a National Moderation Process. A child will have once piece of writing moderated in this way each year.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

**Leadership and Management**

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

• By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)

• Leading by example by modelling lessons or styles of teaching

• Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role

• Identifying and acting on development needs of staff members

• Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

**Monitoring and Evaluation**

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

The English Subject Leader will also provide an annual summary report to the Headteacher in which s/he evaluates the strengths and weaknesses in writing and indicates areas for further improvement.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.

**Partnerships with parents**

In September parents are invited to attend a meet the teacher meeting where they are informed of school priorities and year group overviews. Also parents are informed on how they can help at home by attending English and Mathematics workshops. Parents are kept informed of topics that are being covered through a knowledge organiser sent half-termly. During Parents' Evenings curricular next steps are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is provided on a weekly basis. In Upper Key Stage 2 homework reinforces class work or curricular focus and aims to promote enjoyment in the subject.

**Computing**

**How do we teach Computing?**

**Intent:**

At Longton Primary School, we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We therefore have invested and employ a computing coach to teach computing on a weekly basis. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and supporting pupil’s conceptual understanding of new concepts which support the needs of all our pupils.

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world…core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.” National Curriculum

Our Computing curriculum aims to develop the heart and mind of every child. Computing teaching at Longton Primary School has deep links with mathematics, science and design and technology and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving and we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

The aims of our Computing curriculum are to develop pupils who:

* Are responsible, competent, confident and creative users of information and communication technology.
* Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
* Become responsible, respectful and competent users of data, information and communication technology.
* Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
* Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
* Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
* Become digitally literate and are active participants in a digital world.
* Are equipped with the capability to use technology throughout their lives.
* Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
* Have a ‘can do’ attitude when engaging with technology and its associated resources.
* Utilise computational thinking beyond the Computing curriculum.
* Understand and follow the SMART Safety rules.
* Understand the online Safety messages can keep them safe online.
* Know who to contact if they have concerns.
* Apply their learning in a range of contexts, e.g. at school and at home.
* Know where to locate the CEOP button and how to use it.

**Implementation:**

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Computing is a foundation subject in the National Curriculum and at Longton implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage.

Computing teaching at Longton will deliver the requirements of the National Curriculum through half-termly units. We use ‘Jamcoding’ to support teacher’s subject knowledge and lesson development and a computing coach teaches computing each week. Jamcoding highlights the knowledge, skills and vocabulary for each year group and is progressive from year to year. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered at Longton weather combined or discreetly. Our Computing Progression Model ensures consistency and progression throughout the school.

We recognise that computing is a specialist subject and not all teachers are computing specialists. Computing at Longton is mainly taught by a specialist teacher whilst teaching staff have their PPA time. The scheme of work enables clear coverage of the computing curriculum whilst also providing support and CPD for less confident teachers to deliver lessons.

At Longton computing coach and teachers use the Jamcoding scheme of work alongside the Computing Progression Model. Computing lessons are broken down into weekly units, usually with two units taught per half-term. Repetition of a unit does not mean pupils are repeating an activity, it simply means pupils are building on established skills whilst also embedding previous concepts. Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety.

When teaching computing teachers should also follow the children’s interests to ensure their learning is engaging, broad and balanced. Teachers should ensure that ICT and computing capability is also achieved through core and foundation subjects and where appropriate and necessary ICT and computing should be incorporated into work for all subjects using our wide range of interactive ICT resources.

Through Jamcoding our teachers can deliver thematic, cross curricular lessons that also follow children’s interests and provide flexibility. Jamcoding has a breadth of age-appropriate software, games and activities as well as topic materials and materials to support children’s learning in other subject areas for all key stages. Through pupils computing lessons they will also use software such as ‘make music’ using the 2Sequence program, design and make using the 2Animate software and make links with maths through spreadsheets using 2Calculate.

Computing teaching at Longton is practical and engaging and a variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. We have a wide range of resources to support our computing teaching including but not limited to, iPads, laptops, bee-bots, pro-bots, webcams, crumble, micro-bots video recorders and cameras. Pupils may use laptops or iPads independently, in pairs, alongside an assistant teacher or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and pupils are always supervised when using technology and accessing the internet.

Pupils at Longton are fully encouraged to engage with ICT and technology outside of school. Computing work can be stored and saved. Homework can be set using the school learning platform. Parents at Longton are also encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home during homework tasks and support pupils beyond the classroom.

Alongside our curriculum provision pupils at Longton also have the opportunity to participate in after school computing clubs ran by teacher or assistant teacher. Examples of clubs ran in the past have been coding club and bee-bot club. These clubs aim to provide additional computing support and enjoyment whilst further challenging pupils who possess exceptional computing abilities.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

At Longton Primary School we provide a variety of opportunities for computing learning inside and outside the classroom. Computing and safeguarding go hand in hand and at Longton we provide a huge focus on internet safety inside and outside of the classroom. Additional to all pupils studying an online safety unit through their computing lessons, every year we also take part in National Internet Safety Day in February. The Computing co-ordinator alongside class teachers will plan additional internet safety lessons and activities to take part in following a specific yearly theme. Internet Safety assemblies are also held as well as parent internet safety workshops, parent home activities, guest speakers and visits from local PCSO’s. All teaching staff at Longton have received their CEOP training and will utilise the CEOP online materials to encourage discussions, support issues as they arise in and out of the classroom and promote the materials to parents/carers. Finally, at Longton we actively encourage parent partnership within the computing curriculum and outside of school. Parents are made aware of e-safety issues through the school website, links, letters, information newsletters, parent presentations, shared activities and guidance.

**Impact:**

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different computational components and alike other subjects discreet vocabulary progression also form part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress.

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

* Pupil discussions and interviewing the pupils about their learning (pupil voice).
* Governor monitoring with our subject computing link governor.
* Moderation staff meetings with opportunities for dialogue between teachers.
* Photo evidence and images of the pupils practical learning.
* Video analysis through recording of performance in lessons.
* A reflection on standards achieved against the planned outcomes.
* Learning walks and reflective staff feedback (teacher voice).
* Dedicated Computing leader time.
* Curriculum Tracker

**Modern Foreign Languages**

**How do we teach MFL?**

**Intent:**

At Longton Primary School, MFL should be fully inclusive to every child. We employ a specialist teacher to teach French each week. Our aims are to fulfil the requirements of the National Curriculum for MFL, which should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

The aims of teaching Modern Foreign Languages in our school are to:

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

**Implementation:**

To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive throughout Key Stage Two. MFL is taught in discrete lessons covering at least one unit per half term.

The MFL curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught. Teachers plan lessons for their class using the Kapow curriculum. When teaching MFL, teachers should follow the children’s interests and real life experiences to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers should assess children’s prior knowledge and understanding to ensure the work planned is pitched at the correct level. A variety of teaching approaches are used based on the teacher’s judgement.

In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. In Upper Key Stage Two, children begin to develop their understanding of grammar in another language.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Impact:**

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

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

* Observing children speaking and listening in another language
* Marking of written work in
* Images and videos of children completing speaking and listening activities
* Interviewing the pupils about their learning (pupil voice)
* Moderation staff meetings where pupil’s work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work
* Annual reporting of standards across the curriculum to parents
* Learning walks
* Subject tracking

The MFL subject leader will continually monitor the impact MFL teaching is having on the children’s learning through work scrutiny to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

**Mathematics**

**How do we teach Mathematics?**

**Intent**

At Longton Primary School we aim to teach children how to make sense of the world around them by developing their ability to calculate, reason and solve problems. We aim to support children in achieving economic well-being by equipping them with a range of computational skills and the ability to solve problems in a variety of contexts by delivering a curriculum that:

• promotes enjoyment of learning through practical activity, exploration and discussion;

• develops confidence and competence with numbers and the number system;

• develops the ability to solve problems through decision-making and reasoning in a range of contexts;

• develops a practical understanding of the ways in which information is gathered and presented; to explore features of shape and space, and developing measuring skills in a range of contexts;

• helps children understand the importance of mathematics in everyday life.

• becomes fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

• to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

**Implementation**

Teachers are provided with Planning, Preparation and Assessment time (PPA) weekly in order to plan the specifics of their curriculum. We use White Rose Maths as a basis for our planning.

At our school, we teach mathematics to all children, whatever their ability or individual need. Through our quality first mathematics teaching, we provide learning opportunities that enable all pupils to make good progress. Every child has an equal right to be taught mathematics, in daily lessons of approximately 1 hour. There may be times when it is more appropriate for Foundation Stage to be a short session; Key Stage 1 sessions to be approximately 45 minutes in length and for Key Stage 2 sessions to be around 50 minutes.

We aim for children to master the key areas and domains in Mathematics, narrowing the gap between the most and least able learners. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged to deepen their understanding by being offered rich and sophisticated problems and not accelerate through to new content.

Mathematics is a symbolic, abstract language. To decode this language, symbols need to come alive and speak so clearly to children that it becomes as easy to understand as reading a story. We believe that all pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking the concrete-pictorial-abstract approach.

**Concrete** – pupils should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

**Pictorial** – pupils should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

**Abstract** – with the foundations firmly laid, pupils should be able to move to an abstract approach using numbers and key concepts with confidence.

All classrooms have some concrete resources that can be used in the teaching of mathematics. Some more topic specific resources are located in the central store.

During our daily lessons we encourage children to count aloud, practice fluency, problem solving and reasoning skills and ask mathematical questions. We develop their ability to independently select and use appropriate concrete apparatus to support their conceptual understanding and build procedural fluency. They have the opportunity to independently access and use a wide range of resources to support their work. We develop the children’s ability to represent problems using visualisation skills, including jottings and pictorial representations. ICT is used in mathematics lessons for modelling ideas and methods. Wherever possible, we provide meaningful contexts and encourage the children to apply their learning to everyday situations. Although mathematics is best taught discretely, it has many cross-curricular links. Teachers need to use opportunities in other subjects to rehearse skills in a context. Mathematics involves developing confidence and competence in number work, geometry, measures and statistics and the using and applying of these skills.

The Early Years Foundation Stage Curriculum feeds into the National Curriculum. It is good practice to make use of cross curricular links to enable children to use their learning in a real life context. Therefore pupils should be given plenty of opportunities within sessions to use and apply the mathematical skills and concepts they have learned.

All classrooms will have a display area specifically for mathematics. This is called a working wall and will display items that children need to support and develop the unit's learning. For example, key vocabulary, success criteria, models, key questions. In the Early Years’ Foundation Stage there are also specific mathematical areas for children to access in their everyday learning.

**Health and Safety**

Equipment will be used safely and appropriately. Specifically:

• Short pencils on compasses

• Pupils will not lift heavy objects or multiple weights in excess of 5kg to avoid strain to back muscles.

Teachers are offered CPD where needed and teachers who are new to year groups will be supported to understand the mastery approach to mathematics.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Impact**

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in mathematics takes place daily using a range of strategies such as feedback and marking of work and verbal discussions with children.

At Longton teachers mark in black pen. Incorrect answers may be identified and discussed with children where appropriate. Some wrong answers may be part of the process a child goes through to solve a complex problem. Children are then given time to respond to marking, usually with a teacher during daily practice. All corrected work is re-marked to ensure it is correct. Children may self/peer assess, which is completed in a different colour to their work, this allows them to have immediate feedback on their work.

Assessment of learning is formally completed termly through a pre and post assessment. In the first two terms and assessment is undertaken to enable the teacher to identify gaps and next steps. At the end of the year an assessment will be completed which reviews the whole academic years’ objectives. Teachers use assessment information to inform their planning by using pre assessments. Children are formally tracked using our tracking grids. This data is used by the Mathematics Subject Leader, Senior Leadership team and Headteacher to review children against Age Related Expectations based on their Key Stage starting points. Children who are not on track are identified for intervention/target teaching on teachers’ Provision Maps known as ‘Tutor time’.

**Leadership and Management**

The subject leader's role is to empower colleagues to teach mathematics to a high standard and support staff in the following ways:

• By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)

• Leading by example by modelling lessons or styles of teaching

• Having a knowledge of the quality of mathematics provision across the school and using this to provide a coaching and mentoring role

• Identifying and acting on development needs of staff members

• Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

• Providing necessary equipment and maintaining it to a high standard

**Monitoring and Evaluation**

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the mathematics subject leader as is the implementation and impact of Assessment for Learning. The mathematics action plan and external advisors identify actions intended to raise standards.

The Mathematics Subject Leader will also provide an annual summary report to the Headteacher in which s/he evaluates the strengths and weaknesses in mathematics and indicates areas for further improvement.

A named member of the governing body is briefed to oversee the teaching and learning of mathematics. The mathematics governor meets, at least termly, with the subject leader to review progress.

**Partnerships with parents**

In September parents are invited to attend a ‘meet the teacher’ meeting where they are informed of school priorities and year group overviews. Also parents are informed on how they can help child at home by attending English and Mathematics workshops. Parents are kept informed of topics that are being covered through a knowledge organiser sent half-termly. During Parents' Evenings curricular focus areas are shared and a written report is completed annually in the Summer Term. Homework is set each week.

**Geography**

**How do we teach Geography?**

**Intent:**

At Longton Primary School geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. (The 2014 Primary National Curriculum in England)

Geography teaching at Longton Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

• to inspire pupils’ curiosity to discover more about the world

• to enable children to know about the location of the world’s continents, countries, cities, seas and oceans.

• to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

• to help children understand how the human and physical features of a place shapes it location and can change over time

• to provide opportunities to study mathematics across the curriculum through geography lessons

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Longton Primary School, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences.

The geography curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class’s interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching geography the teachers should follow the children’s interests to ensure their learning is engaging, broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher’s judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. These children will be selected for appropriate enrichment opportunities throughout the year.

At Longton Primary School we provide a variety of opportunities for geography learning inside and outside the classroom. Every year we have ‘Humanities Enrichment sessions or whole year themes’ where the subject leader plans fun, engaging activities linked to history and geography for the children to complete. These activities should be guided by the children’s interests in particular topics. The enrichment afternoon also offers an opportunity for parents to engage with the school and join in with their children’s learning.

Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At Longton Primary School, the children have had many opportunities to experience geography on educational visits. The children have explored the local area including orienteering within the school grounds and conducting river studies. Local museums also provide an opportunity to further geography learning, as well as trips to local woods, castles and using map reading skills during residential trips.

**Impact:**

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

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

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.
* Marking of written work in books.
* Subject tracker

**How do we teach History?**

**History Intent:**

At Longton Primary School History education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world (The 2014 Primary National Curriculum in England).

History teaching at Longton Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

The aims of teaching history in our school are:

• to inspire pupils’ curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;

• to enable children to know about significant events in British history and to appreciate how things have changed over time;

• to develop a sense of chronology;

• to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child’s citizenship education;

• to understand how Britain is part of a wider European culture and to study some aspects of European history;

• to have some knowledge and understanding of historical development in the wider world;

• to help children understand society and their place within it, so that they develop a sense of their cultural heritage;

• to develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

To ensure high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Longton , we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences.

The history curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their history lessons suitable to their class’s interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching history, the teachers should follow the children’s interests to ensure their learning is engaging, broad and balanced. History teaching focuses on enabling children to think as critically. A variety of teaching approaches are used based on the teacher’s judgement.

History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. These children will be selected for appropriate enrichment opportunities throughout the year.

At Longton Primary School we provide a variety of opportunities for history learning inside and outside the classroom. Every year we have a ‘Humanities Enrichment Sessions and/or year themes’ where the subject leader plans fun, engaging activities linked to history and geography for the children to complete. These activities should be guided by the children’s interests in particular topics. The enrichment afternoon also offers an opportunity for parents to engage with the school and join in with their children’s learning.

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At Longton Primary School, the children have had many opportunities to experience history on educational visits. The children have explored local museums and had visitors into school to share history learning and have hands on experiences.

**Impact:**

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

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

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.
* Marking of written work in books.
* Subject tracking

**Physical Education.**

**How do we teach P.E?**

**PE Intent:**

At Longton Primary School, We aim to develop pupils who will be physically active and can flourish in a range of different physical activities. The aims of our PE curriculum are to develop pupils who:

* Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
* Have and maintain high levels physical fitness;
* Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
* Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
* Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others;
* Employ imagination and creativity in their techniques, tactics and choreography;
* Are able to improve their own and others’ performance;
* Can work independently for extended periods of time without the need for guidance or support;
* Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
* Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.

**Implementation:**

As part of this planning process, teachers plan the following:

A cycle of lessons for each subject, which carefully plans for progression and depth in the different subject areas. A wide range of sports and activities are delivered from Reception to Year 6 enabling pupils to develop their knowledge and skills in physical education in a variety of different areas.

Specialised sports coaches deliver some of our physical education lessons. We also invite other external sports coaches in to school to work alongside teachers. This ensures pupils are receiving high quality Physical Education in sport specific areas and also teachers are receiving CPD whilst the sessions are being delivered. Examples of external sports coaches that work with us in school are from Cricket, Football Club, Rugby Club and Hockey Club.

Alongside our curriculum provision for P.E also provide all pupils with the opportunity to participate and become experts in at least 3 different sports. These ‘clubs’ may be provided by our resident class teacher or external coach. Pupils are consulted termly about which sports club they would like to be offered. We are a running school and all teachers are trained as a running coach. Children also become very skilled at Cricket, tennis and crown green bowling.

Pupils are encouraged to take part in competitive sport during their time at Longton . Upon joining the school each pupil is allocated a ‘Team’. Each term the pupils compete in a variety of different sports to earn points for their team. At the end of the school year pupils also compete in a competitive school games event. Each pupil is given points to add to their team total with the winning team at the end of the year being crowned “CHAMPIONS!!!” Team and Sport Captains are recruited from the Year 6 pupils each year. These pupils form the School Sport Organising Crew and help to organise sporting events during the school year.

Longton also encourages pupils to apply their skills and knowledge in sports against other schools. Pupils from Year 1 to Year 6 take part in team games against other schools. Sports that we compete in during the academic year are football, hockey, cricket, dodgeball, tag-rugby, swimming and rounders.

Longton Primary School is part of the South Ribble School Sport Partnership. This provides competitions for our pupils against other schools, CPD for staff and leadership opportunities for our pupils. All pupils are encouraged to take part in at least 1 after school sports club and represent their school in at least 1 team event during the academic year. Pupils can track their achievements on our school sport noticeboard located in school hall.

**Impact:**

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills in the different physical activity areas and alike other subjects discreet vocabulary progression also form part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

Pupil discussions about their learning;

Video analysis through recordings of performance in lessons.

The annual tracking of standards across the curriculum.

The impact of our P.E curriculum is also measured in the uptake of our sports after school clubs and participation in inter school sports competitions. Each year we aim for 85% of pupils to have attended a sports club or competed against another school in a sport. Participation levels are tracked and shared with the PE governor.

External measures are also used to measure the impact of out P.E curriculum. Each year we apply for the School Games Award. This recognises high quality provision in school with either a bronze, silver or gold award. We regularly achieve the Gold Award for our high quality physical education and school sport.

**How do we teach Science?**

**Science**

**Intent:**

At Longton Primary School, science should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for science; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for the children to develop a love of science. Furthermore, we aim to inspire in pupils a curiosity and fascination about the natural and man-made world and a respect for the environment that will remain with them for the rest of their lives. This includes the lessons they complete in the classroom but also the other experiences they are offered, such as educational visits, residential and enrichment days.

The aims of teaching science in our school are to:

* Equip children to use themselves as starting points for learning about science, and to build on their enthusiasm and natural sense of wonder about the world
* Develop through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and hypothesising, and increased use of precise measurement skills and ICT
* Encourage and enable pupils to offer their own suggestions, and to be creative in their approach to science, devising their own invitations and taking lines of enquiry in a way that interests them
* Gain enjoyment from their scientific work
* Enable children to develop their skills of co-operation through working with others, and to encourage where possible, ways for children to explore science in forms which are relevant and meaningful to them
* Teach scientific enquiry through contexts taken from the National Curriculum for science
* Encourage children to collect relevant evidence and to question outcome and to build resilience to persevere as it is likely they will need to repeat results or will encounter unexpected results that do not support their hypothesis
* Encourage children to treat the living and non-living environment with respect and sensitivity
* Stress the need for personal and group safety by the correct usage and storage of resources
* To critically question the world around them
* To enable children to appreciate that we do not always know the answers when carrying out scientific enquiry as the world around them is continually changing and developing
* Equip children with the language to be able to discuss their learning and confidently explain their scientific understanding in small groups

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

The Science subject leader is responsible for the curriculum design, delivery and impact in this subject. This included regularly meeting with Governors to review and quality assure the subject areas to ensure that it is being implemented well and coverage and breadth and balance is adequate. To ensure high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. Science is taught in discrete weekly lessons. We ensure that teachers have the same expectations during Science lessons that they would have when teaching English or Mathematics and that any mathematical task (such as measuring or drawing graphs) is pitched at an age-appropriate level to ensure sufficient challenge. It is vital that any mathematical or English barriers should not impede a child’s scientific learning, thus meaning dialogue learning is a central part to our science teaching.

The science curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document, which incorporates Working Scientifically. When teaching science, teachers should follow the children’s interests to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers should assess children’s prior knowledge and understanding to ensure work is pitched at the correct level. A variety of teaching approaches are used based on the teacher’s judgement. Teaching key subject specific vocabulary is also a key part out science curriculum. The vocabulary children will need for that unit are identified on the school’s progression document and this builds upon the vocabulary they have learnt in earlier years. The key vocabulary will be identified in the vocabulary on the children’s knowledge organisers.

Science assessment is based on teacher’s assessment of children. This is then reported on the school’s assessment document and the percentage of children working at, above and below the expected standard are identified. At the end of Key Stage 1 and Key Stage 2 the results are submitted. At the end of a unit, teachers will identify if a child is working at the expected standard for that objective. This is then passed on to the next class teacher as a record of the child’s progress throughout the year. The subject leader, moderates science work against the exemplification document published. At the end of the year, the Science lead takes Year 2 and Year 6 work to be externally moderated alongside other schools.

Science provides excellent opportunities to enhance the learning of more able pupils through planning lines of enquiry, asking opened ended problems, analysing results and drawing conclusions based on scientific findings.

At Longton Primary School, we provide a variety of opportunities for science learning inside and outside the classroom. Learning outside of the classroom, especially in our “excursions”, is an essential part to learning science. It is essential children observe and immerse themselves in their local environment to apply their learning practically to real-life situations.

We also believe it is important that parents are involved in their children’s science learning in an ever-evolving world. We have science days where the subject leader plans simple, engaging practical activities for the children to complete, sometimes with their families. This encourages them to ask questions about the world and demonstrates how they can think scientifically and investigate using simple everyday objects. This encourages families to engage with scientific activities themselves at home.

CPD will be offered to staff where needed, this may be a course to attend, an online CPD programme to take part in or the subject leader delivering training to the rest of the staff.

**Impact:**

We have been recognised for our achievements in Science teaching at Longton Primary School by being awarded the Primary Science Quality Mark – Silver. This shows that the standard of science teaching and learning and the enrichment opportunities offered to the children is very high. Within science, we strive to create a supportive and collaborative ethos for learning by providing opportunities for children to question and investigate to discover answers for themselves and take their learning in a direction they are interested in.

Our science curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

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

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught
* Marking of written work in books
* Using dialogue learning tasks to assess children’s understanding
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice)
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work
* External moderation of children’s work at the end of each Key Stage
* Formal reporting of standards at the end of each Key Stage
* Annual reporting of standards across the curriculum to parents

The science subject leader will continually monitor the impact science teacher is having on the children’s learning through book looks and pupil chats to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.