



St John and St James C of E Primary School

Curriculum Intent

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VISION & VALUES OF ST JOHN AND ST JAMES

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

‘I have come that you may have life, life in all its fullness’.

1 John 10 verse 10

St John and St James

Curriculum Time by Subject

Jesus said, 'I have come that you will have life, life in all its fullness.'

Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

National Curriculum 2014

Daily/Weekly

Subject	EYFS	KS1	KS2
Reading	50m	50m	45m
English	15m MTA	45m	60m
Maths	15m MTA	60m	60m
RE	15m MTA	60m	75m
Science	15m MTA	120m	120m
PE	120m	120m	120m
Computing		60m + GCB	60m + GCB
Geography		60m alternate	60m
History		half terms	60m
Music		45m	45m
Art and Design		60m alternate	60m alternate
Design & Technology		half terms	half terms
PHSE		45m	45m
MFL			30m

St John and St James Writing

Jesus said, 'I have come that you will have life, life in all its fullness.'



Writing is a crucial part of our curriculum. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and effectively apply the spelling patterns and rules they learn.

"Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write, every piece you finish." – John Jakes

During Foundation Stage

From nursery upwards, we encourage children the development of the gross and fine motor skills that allow for a tripod pencil grip and control of writing and mark making tools. We provide children with a vocabulary-rich environment so that they recognise that text has meaning and encourage them to understand that they can use mark-making to communicate with others. Reception children have daily English-focussed sessions and access to a range of resources to encourage accessing and making text – especially where those texts are meaningful to themselves as well as others. We use the Penpals Handwriting scheme to consolidate the links between phonemes and graphemes and develop word-building skills in both reading and writing. Children are given opportunities to orally rehearse the things they want to write before committing them to paper

During Key Stage 1

We aim to develop the children's ability to produce well structured, detailed sentences in which meaning is made clear, using simple punctuation. We encourage all children to understand correct letter formation and orientation, word-spacing and sentence building and the application of the phonics sounds taught.

Core books are used each half term as a basis for inspiring writing and are recorded on the long term plan to ensure all genres are covered. Special occasions and yearly events are also used to engage children in purposeful writing outcomes (Black Lives Matter, International Women's Day, Earth Day etc.).

'Talk for Writing' is used to develop children's confidence and language development prior to recording. Teachers model strategies through shared writing sessions. All writing units include high quality 'What A Good One Looks Like' to guide and inspire the writing process. Writing may be completed individually or as a group composition.

Children use the Penpals handwriting writing programme on a weekly basis and in Year 2 move the children on to using joined writing. We aim that all children leave Year 2 with neat, joined, cursive handwriting.

During Key Stage 2

We aim to develop the children's ability to produce well structured, detailed writing in which meaning is made clear and which engages the interest of the reader. Children use focus texts and topics; personal and shared reading; film, video, music and art; personal experience and opinion; current affairs and events as inspiration for writing. They are taught the key grammatical structures and forms in the context of their writing. Children learn to deconstruct text to understand the structure, vocabulary, register and style of a wide range of genres for a variety of subjects, purposes and audiences.

'Talk for Writing' is used to develop children's confidence and language development prior to recording. Teachers model strategies through shared writing sessions. All writing units include high quality 'What A Good One Looks Like' to guide and inspire the writing process. Writing may be completed individually or as a group composition. There is an emphasis on children developing consistent, mature, handwriting using a neat, joined, cursive style which is practised and evident in their books across the curriculum. The aim is that all children should be writing in ink by the end of the Key Stage. Children are awarded 'Pen Licences' to celebrate their competence with handwriting.

Planning

- The school's curriculum map shows the scope and sequence of writing skills to be covered each term from the acquisition of early writing skills through to provision for higher achieving writers, firmly structured around NC expectations.
- Teachers create half termly medium term plans to meet the needs of their children, using the National Curriculum and the school's long term plan. Teachers seek to make connections between the wider curriculum and literacy to inspire relevant writing opportunities and engage and enthuse learners.
- A weekly overview document is created to show how the

Teaching

- Teachers plans will include; talk for writing; oral rehearsal; deconstruction of text; grammar focussed teaching; modelled writing, shared and paired writing; guided writing leading to independent writing, editing and redrafting.
- All teaching works towards a writing purpose, with children building the skills to create a final piece independently. Teachers used examples of finished pieces to support the children in understanding what success looks like.
- Flexible groupings are used during lessons with adult support carefully planned and targeted to develop children's confidence and fluency in writing.

<p>needs of all learners are met across the week. This is supported by teacher resources and visual prompts.</p>	<ul style="list-style-type: none"> Teachers are expected to demonstrate the correct handwriting style appropriate to their year group and to model this through shared writing and displayed examples.
<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using:</p> <ul style="list-style-type: none"> Scribing for writing that cannot be read without support. Peer- and self-assessment Oral feedback/ pupil conferencing Written feedback that takes the form of: Addressing misconceptions; scaffolding upgrading; identifying next steps or providing challenge. 	
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> Teachers and key workers make observations regarding the pupils' development in mark making and writing AFL is used within each lesson to establish next steps for pupils. Writing is marked and children are conferenced with during the writing process to provide effective feedback for editing and improving <p>Summative:</p> <ul style="list-style-type: none"> All children in EYFS undergo baseline assessment for writing skills. Regular spelling tests are set and tracked Writing is moderated internally each half term In Year 2 and Year 6 children's writing is both internally and externally moderated using the statutory assessment framework. 	<p>Resourcing and display</p> <p>Because literacy skills are such a fundamental part of learning, the school has invested in a very wide variety of books and supporting materials to develop writing skills and provide stimuli for writing on a wide range of themes.</p> <p>The school provides pencils and handwriting pens for children as well as opportunities to use word-processing technology on computers and i-pads.</p> <p>Handwriting books with guidelines, interactive whiteboard resources and a range of practical resources, including word banks and graphic organisers, are provided for children to support their writing.</p> <p>The exercise books used in all subjects have appropriate line spacing to facilitate the development of the correct size, formation and orientation of letters and organisation of written work.</p> <p>Working wall:</p> <p>The working walls are intended to 'make the learning visible' and to track and celebrate the children's progress through the process of writing as well as to provide a resource to encourage children to apply their SPaG skills, use specific sentence structures and registers in their writing. The working walls complement the use of modelled and guided writing in the sessions and provide a 'reminder' to children of the genre 'ingredients' and features they need to use.</p> <p>WAGOLL (What A Good One Looks Like) elements of displays provide examples of excellence in children's writing to showcase expectations for handwriting and presentation as well as for outcomes in terms of genre features, vocabulary, structure and organisation.</p> <p>Excursions and Incursions</p> <p>Where available opportunities are taken to provide children with role models and theatre group presentations to inspire children write for life.</p>
<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT throughout the year, and includes:</p> <ul style="list-style-type: none"> Planning checks Book scrutinies Lesson observations and coaching sessions Conferencing with groups of children about their work Writing moderation internally and externally. 	

St John and St James Reading

Jesus said, 'I have come that you will have life, life in all its fullness.'



'Developing a love of reading can be more important for a child's educational success than their family's socio-economic background.'

Organisation for Economic Co-operation and Development (OECD) 20025

'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'. Reading for Pleasure: A research overview, National

Literacy Trust, 2006

During Foundation Stage

Teachers help children to thrive by choosing books to read aloud to them that will engage them emotionally. By listening to and talking about stories, children also meet vocabulary that they might not be able to read for themselves. In this way, they add to the store of words they know and thus build a strong foundation for comprehension and their own writing. Daily story times should therefore be a priority. Teachers should also help children to learn and enjoy rhymes, poetry and songs.

From nursery upwards, we use Read, Write Inc to teach phonics. Reception children have daily phonics lessons, initially as a class, they are split into phase groups. We aim to have as many children as possible reading Green books by the end of Reception.

In Reception, children read weekly in groups with an adult, once they are settled. Staff also hear children read on a one-to-one basis where this is needed. Children will have decodable books for independent and home-reading and, wherever possible, in class.

During Key Stage 1

In year 1, we continue teaching phonics, daily in book band groups, using *Read, Write inc.* We aim for all children in Year 1 to meet the phonics screening threshold.

In year 2, we continue teaching phonics through *Read Write inc.* We aim that all children leave year 2 secure at grey level. As children progress beyond grey level we begin to teach reading comprehension using the Headstart resources. These teach very specific skills or strands of reading e.g. retrieval, prediction and inference, which prepare them for end of KS1 expectations, as described in the National Curriculum.

In year 1 and 2 we also teach many reading and comprehension skills through the English lesson. As children learn about each genre, they will deconstruct quality texts, learn new vocabulary and practise reading skills.

All book bags are changed with individual readers throughout the week for all children. Children will continue to read decodable books for home-reading, in line with their phonic ability.

All children visit the school library each week to choose a book to read, which they can also take home.

During Key Stage 2

Where necessary discreet phonics continues as an intervention alongside spelling strategies and whole word recognition, until children are fluent readers.

All children have a daily Destination Reader session for 45 minutes. The session includes clear modelling of the 7 essential strategies to develop a deeper understanding of key texts; predicting, clarifying, summarising, asking questions, inferring, evaluating and making connections.

We have selected quality texts each half term across key stage 2.

Children also have levelled books as group readers.

All children visit the school library each week to choose a book to take home.

Planning

- The school's curriculum map shows the scope and sequence of reading skills to be covered each term from the acquisition of early reading skills through to provision for competent readers.
- There is a medium term plan for each unit of work
- Plans for reading sessions and interventions are annotated and adapted to show how lower achievers and those new to English will access the content.
- Children working at greater depth, are planned for so that they can deepen knowledge, skills and understanding.

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired reading, guided and independent reading and whole-class learning.
- Teachers are expected to have a regular 'read-aloud' session with their class reading a specially selected range of modern and classic books.
- Using reading to develop vocabulary is explicitly taught using strategies which are evident in the classroom. Explicit teaching of vocabulary is built into English lessons for both reading and writing.

<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback 	<ul style="list-style-type: none"> • Children receive a Reading Log in which they record comments using specific reading and comprehension skills. It is expected that children read for at least 20 minutes every day and write a comment. Parents are encouraged to sign reading record diaries.
<p>Assessment</p> <p>Formative:</p> <p>AFL is used within each lesson to establish next steps for pupils.</p> <p>Reading skills assessment is built into comprehension activities in class.</p> <p>Summative:</p> <p>All children in EYFS undergo baseline assessment for Reading skills</p> <p>In Year 1, children undergo statutory Phonics Screening (which is repeated in Year 2 for those not meeting expected standards)</p> <p>In Year 2, children take the statutory Reading Tests.</p> <p>All children have a termly reading and comprehension test. Children who are reading well below the expected standard complete the Salford reading assessment to ensure fluency is progressing through the year.</p> <p>EYFS:</p> <p>Teachers and key workers make observations regarding the pupils' development in early reading.</p>	<p>Resourcing and display</p> <p>Because Reading is such a fundamental part of learning, the school has invested in a very wide variety and amount of books and supporting materials to develop reading skills and provide opportunities for reading for both learning and pleasure.</p> <p>Class Libraries:</p> <p>All classrooms have an attractive, enticing, well-stocked class library from which children can borrow books to read in class and at home. These are maintained to encourage children to engage with reading for pleasure.</p> <p>There is a whole school library from which children can borrow books of their choice. Within this library we have dual language books to enable both parents and children who read in their home language to access the English language in written form, building cultural capital and involving parents in the reading routines.</p> <p>Levelled Reading Books:</p> <p>Within the ICT hub we have collections of books that are grouped into book bands to meet the needs of readers who are still developing their skills, fluency and confidence. In addition, we have a range of decodable books linked to RWI for the children to read in school and at home.</p> <p>We have collections of books to support fluent readers to continue to develop their skills through group discussions on the same text.</p> <p>In EYFS and KS1 We send home letter-sound cards, matched decodable reading books, and links to virtual phonic lessons so the children can practise reading with their parents.</p> <p>Working wall:</p> <p>Phonics displays are visible and used across the curriculum in all key stage 1 classrooms. In key stage 2, every class will maintain a working wall based on the text they are studying. The current skill focus is displayed alongside sentence stems to aid discussion.</p> <p>Reading Events</p> <p>The school enjoys events such as Book Week, World Book Day visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. Parents are encouraged to attend workshops to provide advice and ideas for supporting their children's reading at home.</p>
<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> • learning walks during English, Phonics and Destination Reader lessons. • scrutiny of English books and Reading Logs. • reading with pupils and discussions about what they have read and enjoyed. • regular reviews by SLT and HEP 	

St John and St James Mathematics

Jesus said, 'I have come that you will have life, life in all its fullness.'



Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

National Curriculum 2014

"It is better to solve one problem five different ways than to solve five different problems the same way." George Polya.

During Foundation Stage

The main focus of Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

During Key Stage 1

The main focus of mathematics teaching in Key Stage 1 is to ensure that children develop confidence and master mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools).

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching will involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

During Lower KS2 – Year 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and all four number operations. Concrete resources continue to be a feature of lessons supporting children to make and develop connections between what they have learned and more complicated mathematics such as simple fractions and decimal place value.

Pupils will also develop their mathematical reasoning so they can analyse shapes and their properties and confidently describe the relationships between them.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12-multiplication table and show precision and fluency in their work.

During Upper KS2 – Years 5 and 6

In Upper KS2 pupils extend their understanding of the number system and place value to include larger integers. At this stage, pupils will develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

<p>Planning</p> <ul style="list-style-type: none"> • In school, we use the White Rose EYFS Scheme of Work for Reception children and the Maths No Problem scheme from Year 1 to Year 6. • Maths No Problem is based on the principles of Singapore Maths. The programme is aligned to the National Curriculum and there is a scheme of work for each year group which provides an overview of the national curriculum topics covered term by term. • Differentiation is through depth of learning and for advanced learners, the textbooks contain non-routine questions for pupils to develop their higher order thinking skills. • Teachers create half termly medium term plans to meet the needs of their children, using the National Curriculum and the school's long term plan. Teachers seek to make connections between the wider curriculum and Maths to inspire relevant cross curricular opportunities and engage and enthuse learners. • A weekly overview document is created to show how the needs of all learners are met across the week. This is supported by teacher resources and visual prompts. 	<p>Teaching</p> <p>In Reception children take part in short adult led sessions, group activities and games that support the development of early number strategies.</p> <p>In Year 1 to Year 6 Maths is taught in mixed ability groups and focuses on teaching to mastery by allowing enough time on a topic for a child to understand it thoroughly before moving on, and using problem solving to develop a relational understanding of maths concepts.</p> <p>Maths No Problem uses a Concrete, Pictorial, Abstract (CPA) approach which builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations to abstract symbols and problems.</p> <p>Lessons are broken down into clear stages where pupils will work with the entire class, then with their partners before working on their own. The three parts to a lesson are:</p> <ul style="list-style-type: none"> • Anchor Task – the entire class spends time on one question (related to real life where appropriate) guided by the teacher. Children often work in groups using concrete materials to solve the problem. The teacher then leads a discussion to challenge and move learning forward. • After a discussion about methodology led by the teacher, the children practise these new ideas guided by the teacher in what is termed the 'Guided Practice' stage of the lesson. • Following Guided Practice, children complete the independent practice section of their workbook.
<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback that takes the form of: Addressing misconceptions; scaffolding methods; identifying next steps or providing challenge 	<p>Resourcing and display</p> <p>Children have access to high quality text books, workbooks and online materials as well as practical resources including base ten, counters and counting frames.</p> <p>Working wall:</p> <p>Each class has a working wall based on the topic they are studying. The display includes key vocabulary and information to support understanding and retention of knowledge.</p> <p>Maths Events:</p> <p>Children benefit from focused booster groups which run after school as well as additional one to one tuition through the National Tutoring Programme.</p> <p>Parents are encouraged to attend workshops to provide advice and ideas for supporting their children's maths at home.</p>
<p>Assessment</p> <p>Formative:</p> <p>Daily assessment in the classroom to establish how well pupils are learning and how well they understand a concept on any given day.</p> <p>Summative:</p> <p>From Year 1 to Year 6 we use Maths No Problem Assessment Papers twice yearly to provide achievement data in different content domains.</p> <p>We use this data to analyse results at an individual, class and school level, to inform planning and intervention.</p> <p>In Year 2 and Year 6 children undergo statutory Mathematics tests in the Summer Term.</p> <p>EYFS:</p> <p>Teachers and key workers make observations regarding the pupils' development in this subject.</p>	<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> • learning walks during Mathematics lessons. • scrutiny of Mathematics books and moderation • discussions with pupils about their maths learning • regular reviews by SLT and HEP • KS1 and KS2 external Moderation with Local Authority Networks

St John and St James

Science

Jesus said, 'I have come that you will have life, life in all its fullness.'



Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. *National Curriculum 2014*

During Foundation Stage	During Key Stage 1	During Key Stage 2
<p>During the Foundation Stage the young people at St John and St James are encouraged to find and explore, to play with what they know and ask questions about what they don't.</p> <p>Their environment is structured so that pupils are able to make links between their expanding knowledge and their experiences at school.</p> <p>Pupils work to find similarities and differences and to make observations surrounding these.</p> <p>Pupils talk and explore their ideas in a range of different ways, including through play, and are introduced to the concept of recording their ideas.</p>	<p>Pupils expand their knowledge and skills by:</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using scientific equipment and recording their observations.</p> <p>Performing simple tests and recording their findings. It is later in KS1 that pupils are introduced to scientific vocabulary such as hypothesis.</p> <p>Identifying and classifying things in their environment.</p> <p>Using their observations and ideas to suggest answers to questions by gathering and recording data to help in answering questions.</p>	<p>In KS2 pupils refine their skills and knowledge by exploring concepts in greater depth and recording their findings with greater accuracy by:</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>

<p>Planning</p> <p>Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of the National Curriculum. We carefully adapt and extend the curriculum to match the unique circumstances of our school.</p> <p>Planning is structured in a way that follows an inquiry based approach. This follows the idea that pupils gain knowledge through skillfully delivered lessons. They then use this knowledge to conduct fair scientific tests and experiments, finally linking their knowledge and their real world experience.</p> <p>Planning</p> <p>Carefully designed and sequenced units Narrative to support teaching concepts In depth coverage of the National Curriculum Engaging, illustrated resources Spaced practice and retrieval Regular opportunities to read and discuss and write about science Enquiry based practice approach Formative and summative assessment opportunities Fully supported CPD</p>	<p>Teaching</p> <p>Science is a body of knowledge built up through the experimental testing of ideas. Science is also a methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation; using and applying process skills and learning new knowledge.</p> <p>Ambition for all at it's heart</p> <p>Experience, scope, rigour and coherence Deep knowledge of Biology, Chemistry and Physics Practical work to secure the deep substantive knowledge Strong focus on vocabulary</p>
<p>Marking and feedback</p> <p>We mark each piece of work positively, making it clear verbally, or on paper, where the work is good, and how it could be further improved and by asking questions designed to extend and scaffold further learning. Open questions are used to develop pupils' resilience and independent thought.</p>	
<p>Assessment</p> <p>Formative:</p> <p>We assess children's work formatively through observations and marking.</p> <p>Summative:</p> <p>Children's science is continually assessed through verbal feedback and formal marking. These assessments inform the class teacher's planning for future lessons.</p> <p>EYFS:</p> <p>Teachers and key workers make observations regarding the pupils' development in this subject.</p>	<p>Resourcing and display</p> <p>Science resources are funded with the Science budget. Any additional Science resources that are not planned for through the Science long term plan, need to be approved by the Science lead and Headteacher.</p> <p>Working wall:</p> <p>The Science working wall should celebrate pupils' work in experiments, displaying their inquiry based approach and their findings. Vocabulary is a key aspect of the Science curriculum and this should be presented clearly on the working wall.</p> <p>Excursions and Incursions</p> <p>Science excursions to museums are encouraged, as well as online/virtual tours and exhibitions. As much as possible, particularly in EYFS, science is encouraged to be conducted outside.</p>
<p>Monitoring</p> <p>It is the responsibility of the Science Subject Leader, the Headteacher and Governors to monitor the standards of children's work and the quality of teaching in Science. The Science subject co-ordinator is also responsible for supporting colleagues in the teaching of science, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The science subject coordinator helps with moderation of work samples to ensure consistency and calls in books and checks data for evidence of progress, with feedback being given to staff on a termly basis or where appropriate. The science subject coordinator monitors the quality of teaching through learning walks and drop ins. Pupil engagement is ensured through pupil voice and an inquiry based approach.</p>	

St John and St James Computing

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Computing Scheme
of Work

At St John and St James we aim to deliver a computing education that equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum 2014

<p>During Foundation Stage</p> <p>Pupils build confidence to use technology purposefully to support their learning for Early Learning Goals as appropriate.</p>	<p>During Key Stage 1 Online Safety; Digital Literacy</p> <p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Computer Science</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Information Technology</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>During Key Stage 2 Online Safety; Digital Literacy</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. They can recognise features online that are risks and those that exist to protect them. Pupils are aware that their actions online have an impact not only on themselves but on others as well. They know to ask for help if they are worried or distressed by something online.</p> <p>Computer Science</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Information Technology</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
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<p>Planning</p> <p>Purple Mash provides carefully designed and sequenced units that build skills over time, with clearly defined outcomes.</p> <p>In depth coverage of the National Curriculum, with a keen focus on online safety through all units of work.</p> <p>Plans and resources are designed to support the needs of pupils with SEND/higher ability and those new to English</p> <p>Spaced practice and retrieval, regular opportunities to revisit skills and content</p> <p>Formative and summative assessment opportunities built into teaching units.</p> <p>Fully supported CPD for non-specialist teachers.</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Units are planned in 3-6 week blocks throughout the academic year. • Flexible groupings are used during lessons e.g. mixed ability group work, paired work, guided and independent work and whole class work • Lessons are mostly practical and the best devices for the lesson outcomes will be determined by the teacher. • Key stage 1 and 2 each have a weekly 1 hour Computing lesson. E-safety is embedded throughout the whole year as appropriate, with external workshops provided to different year groups and whole class assemblies. • Teaching will be in line with the school Teaching & Learning policy, embedding Rosenshine's principles of instruction.
<p>Marking and feedback</p> <p>Pupils are given immediate verbal feedback during lessons</p> <p>Self and peer assessment</p>	
<p>Assessment</p> <p>The purposes of assessment should be clear:</p> <p>Formative: identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and any adjustments to teaching</p> <p>Summative: measuring pupils' (and/or school) performance at the end of a course or programme of study</p> <p>Children's work is stored electronically in 'My Work' files on Purple Mash for assessment and monitoring.</p>	<p>ICT Resources</p> <p>Displays</p> <p>Displays in the ICT Hub are kept up to date and relevant to themes, displaying key vocabulary and concepts that are being taught through the Purple Mash Programme</p> <p>Computing Resources:</p> <p>Resources are stored in the ICT Suites and in various Storage trolleys around the school.</p> <p>Each Year group has a complete set of Google Chrome Books to use through the curriculum.</p> <p>The school also has a set of 15 I pads that pupils can use for a range of purposes, on the go.</p>
<p>Monitoring</p> <p>Monitoring is undertaken by teachers, subject leader and SLT during the school year to measure the impact of the Computing curriculum.</p> <p>This will include;</p> <ul style="list-style-type: none"> • learning walks during lessons • discussions with pupils about what they have learnt • reviews of children's skills progress from assessment data and portfolios • audits of staff training needs to improve subject knowledge and confidence • reviews of the Computing Improvement Plan 	

St John and St James RE

Jesus said, 'I have come that you may have life in all its fullness.' John 10:10



RE is a core and academic subject at St John and St James. We use an enquiry based curriculum, centred around big questions that enable pupils to develop their knowledge and understanding of Christianity, other World faiths and world views. RE provides all pupils with the opportunity to ask deeper questions and to begin to express their own views in response to the material they learn about and in response to questions about their ideas. Two thirds of the RE curriculum is based on the teaching of Christianity and one third based around major world faiths.

During Foundation Stage

Nursery and Reception follow the same unit of work each half term, with a focus on the Bible as a special book for Christians. The units are Who made the wonderful world and why?, Why is Christmas special for Christians?, Why do Christians believe Jesus is special?, What is so special about Easter?, Who cares for this special world? And How did Jesus rescue people? Children also find out about celebrations and special days throughout the year including Diwali, Chinese New year, Eid, and Birthdays. By the end of the EYFS Children can talk about the role they can play in taking care of the world, name some religious objects and talk about things that are special to them. They can talk about some of the stories and people in the Bible and begin to retell some religious stories.

During Key Stage 1

The Christianity units in year 1 and 2 help children to understand the importance of looking after our world and some of the core Christian beliefs and practices such as following 'Gods rules for living', prayer, making promises before God and how actions can be influenced by understanding some of the stories Jesus told. The core theological concepts of Incarnation and Salvation are taught at an age appropriate way helping children to know what happened at, and the importance for believers of Christmas and Easter. Judaism and Islam are taught in year 1 and 2. The world faith units explore the main teaching and beliefs of the faith, beliefs and practices and the impact they have on the life of the believer, how key festivals within the faith are celebrated within the faith community. Children in KS1 will have a visitor from a world faith visiting them and will also visit St Johns church.

The outcomes for children at the end of KS1 will be that they can retell a religious story and say what a believer might learn from it. They can describe why a particular religious artefact is important to a believer and what they are used for. They can talk about how a believers' beliefs can influence how they live their lives. They can listen and respond sensitively to what

During Key Stage 2

Two thirds of the curriculum is based on the teachings of Christianity and the units covered help children to know about and understand Christianity as a living world faith and help children to consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.

The Christian units address different aspects of Christian theology, such as Creation, Fall, People of God, Incarnation, Gospel, Salvation, and Kingdom of God, addressing the theological concepts at an age appropriate level. Children will be able to be critical thinkers who can engage with Biblical text, asking deep questions about things they find puzzling.

The world faith units covering, Buddhism, Hinduism, and Sikhism are planned to help pupils develop knowledge and understanding of major world religions and world views and their impact on society and culture. Children explore the main teaching, beliefs and practices of the religion and the impact they have on the life of the believer, and how key festivals within the faith are celebrated within the faith community. Children are encouraged to make connections within and across religions and worldviews

3 thematic units are studied in Upper KS2. These are 'The journey of life and death', 'Understanding faith in St John and St James school', and 'Who decides?' Children can apply their knowledge and understanding of all the religions and worldviews to key concepts and to make connections within and across the Faiths.

At the end of KS2 we want to enable all children to become religiously literate. What does this look like? We want our children

	other people believe and begin to talk about what they believe.	when they leave year 6, to have the ability to make their own choices and decisions concerning religion and belief, based on deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
<p>Planning</p> <p>Staff plan from each LDBS units of work set out in the long term plan. They are organised so there is a progression of knowledge as children move up the school. There is a clear progression within core concepts eg Salvation so each year children will build on their prior knowledge as they meet the concept in different year groups.</p> <p>Within every unit of learning the following steps take place as part of the learning process:</p> <p>ENQUIRE: Children engage with a big and subsidiary questions which focuses on theology. What are the big theological questions which are being explored?</p> <p>INVESTIGATE/EXPLORE: What is the religious content and context being explored? The explore stage is where children are learning about religion and belief.</p> <p>EVALUATE/COMMUNICATE: What is the understanding of the concept? What impact does the concept have on the lives of believers? The focus needs to be on the impact of the belief or practice on the religious or belief community being studied?</p> <p>REFLECT ON/EXPRESS: What is the children’s understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been looked at? What is the children’s personal response? This should always be based on knowledge and understanding.</p>	<p>Teaching</p> <p>RE is a core subject at St John and St James, given equal status with other National Curriculum subjects. Our approach to teaching RE is based on our vision of children living ‘ Life in all its fullness’ so our exciting and engaging curriculum encourages children to consider challenging questions of the meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.</p> <p>The Governors of St John and St James have adopted the LDBS RE Syllabus as the curriculum for the teaching of RE.</p> <p>Teachers use the LDBS units of learning and adapt them so that lessons are tailored to meet the needs of all children, including those with SEND. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.</p> <p>The following strategies are used in RE lessons</p> <p>Collaborative learning</p> <p>Use of artefacts</p> <p>Visits and visitors</p> <p>Multimedia</p> <p>Cross-curricular links eg role play, drama, music, poetry and dance</p> <p>Silence and reflection</p> <p>Differentiated activities appropriate for the pupils’ knowledge and understanding in RE</p> <p>Excursions and Incursions</p> <p>Visits to places of worship (virtual or in person) are planned to support specific units of learning for each year group in KS2.</p> <p>Visitors from the world faiths which are being studied are invited into school or can be interviewed online.</p>	
<p>Marking and feedback</p> <p>Children receive feedback from teachers in line with the schools marking policy and next step questions provide opportunities for children to reflect and deepen their understanding.</p> <p>Teachers use the LDBS assessment questions to monitor pupils’ progress in RE which is then added to the school’s data management system.</p>		

<p>Assessment</p> <p>Formative:</p> <p>Children’s understanding is assessed against the Learning Intention for the lesson and next step questions provide children with the opportunity to apply what they have learned.</p> <p>Summative:</p> <p>In KS1 the unit knowledge is completed as a class to assess what the children already know, what they want to find out and then at the end of the unit they add the key things they have learned. At the end of every unit of learning children are also assessed against the LDBS assessment questions.</p> <p>EYFS:</p> <p>In Nursery and Reception observations are made of children’s Individual responses to the different units. Eg Children are able to talk about how Jesus rescued people who were afraid, children can apply this to their own experiences and say when they felt afraid.</p>	<p>Resourcing and display</p> <p>Resources are stored centrally and include artefacts and books to support each world faith. Bibles and other reference books are kept in the RE section of the school library. There is a whole school RE display highlighting current learning.</p> <p>Working wall:</p> <p>All classes have a designated RE display which has the current ‘Big question’, subsidiary questions and key vocabulary. Relevant books and artefacts can be included in the area. Examples of children’s work can be displayed. Discussions and practical sessions are recorded in the whole class RE book.</p> <p>Other Events</p> <p>Some of the units lend themselves to organising different charity events through the year. As part of their unit children in EYFS raise money for Christian Aid, year 2 raise money for Water Aid.</p> <p>Cross curricular RE days help to provide exciting and memorable learning.</p> <p>The Spirited Arts project successfully linked Art, RE and Literacy and takes place in the Summer term.</p>
<p>Monitoring</p> <p>Standards and achievement in RE are monitored by the RE leader, LDBS link Advisor and Senior Leadership Team to ensure there is coverage and progression through learning walks, lesson observations, sampling of books and discussions with staff and pupils. Books are marked in line with the schools marking policy. RE books are monitored 3 times a year and feedback given to individual teachers. The RE leader is available to give support and advice to staff.</p>	

St John and St James Physical Education

Jesus said, 'I have come that you will have life, life in all its fullness.'



At St John and St James CofE Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our curriculum intent is in-line with the national curriculum's purpose of study as our curriculum provides pupils with the opportunity to participate in lessons which inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our curriculum intent promotes and encourages our school values (Respect, Community, Forgiveness, Thankfulness, Peace and Perseverance) throughout our lessons, our Interhouse competitions, our themed sporting days/weeks.

During Foundation Stage

In the EYFS practitioners should:

- Plan activities that offer appropriate physical challenges. Provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for children to use a range of equipment and whenever possible teach just half the class in each session.
- Provide resources that can be used in a variety of ways to support specific skills.
- Introduce the language of movement to children alongside their actions.
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists.

During Key Stage 1

During Key Stage 1, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

During Key Stage 2

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Planning

The long, medium and short term plans and other useful PE resources are stored on class teacher's computers and updated by the PE Subject Leader when necessary. The subject leader has a file with all the plans in and these are stored on the shared drive. Teachers will need to identify their own risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. Each lesson should include cardiovascular warm-up activities, mobility exercises and stretching of the relevant muscles. The warm-up should be closely related to the main activity and all children should be physically active for sustained periods of time in every lesson. Cooling down activity or plenary should also be included in addition to having a clear learning objective with stated outcomes. The use of visual aids and IT are strongly encouraged to enhance learning.

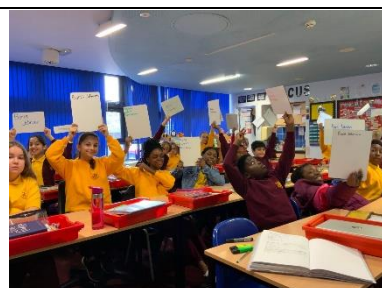
Teaching

The PE curriculum is planned to provide a broad and balanced programme of physical activities. Class teachers and our external sports coaches (Impact Sports Education) deliver the physical education programme and are fully aware of making cross curricular links where they exist. PE is taught twice a week- once by our external sports coach and once by the class teacher.

<p>Assessment</p> <p>Formative: AFL is used to pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work annotated accordingly. (The scheme of work incorporates three learning domains: cognitive (thinking) psychomotor (physical) and affective (personal/social and health) ‘head, hands and heart’). When appropriate, class teachers should use assessment methods to capture learning in these three domains. Common methods used a day to day basis include peer observation and videoing performance as these can be easily integrated into the learning activities.</p> <p>Summative: Summative assessments are made by the class teacher at the end Of each unit of work (usually the end of each half term). Each child in the class Is assessed against the statements in the Expectations document, (St John and St James Primary School PE assessment document) which can be found on the drive under –PE/Assessment. The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:</p> <p>Emerging – not quite met the learning objectives (or only met with support) Expected – successfully met the learning objectives Exceeding – achieved over and above what is expected.</p>	<p>Resourcing and display</p> <ul style="list-style-type: none"> • PE display is updated termly to reflect the unit being taught. • All resources can be found on our school shared drive. <p>Excursions and Incursions</p> <ul style="list-style-type: none"> • All pupils have the opportunity to take part in a variety of sporting trips throughout the year. • Football Tournaments • Netball Tournaments • Tri Golf • Bocica • Athletics • Annual Dance Festival • Gymnastics • Panathlon <p>Other Events</p> <ul style="list-style-type: none"> • Elf Day – To raise money for Alzheimer’s • Show Racism the Red Card • Race for Life • Sports Week
<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader. This will include:</p> <ul style="list-style-type: none"> • learning walks during lessons • monitoring time tables • reviewing of videos and images from dance and gymnastic lessons • reviewing of end of unit data 	

St John and St James PSHE

Jesus said, 'I have come that you will have life, life in all its fullness.'



Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. Within St John and St James, children are encouraged to play a positive role in contributing to the life of the school and the wider community. As a school, we use the Jigsaw scheme of work to support our pupils' development. Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

During Foundation Stage

Jigsaw PSHE for Early Years integrates emotional literacy, self-regulation of behaviour, social skills and spiritual development in a session-per-week programme and includes teaching resources including songs and images.

Sessions are structured to include a short input using a variety of learning approaches, appropriate for young pre-schoolers, with a selection of activities which can be accommodated throughout the week to support the learning.

Jigsaw PSHE for Early Years includes mapping to Development Matters and the Early Learning Goals and identifies the Characteristics of Effective Learning for every session.

RSE Material: [Early Years & KS1 \(padlet.com\)](#)

During Key Stage 1

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The information below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Autumn 1: Being me in the world
Autumn 2: Celebrating difference
Spring 1: Dreams and goals
Spring 2: Healthy me
Summer 1: Relationships
Summer 2: Changing me.

RSE Material: [Year 3 - PSHE \(padlet.com\)](#)
[Year 4 PSHE \(padlet.com\)](#)

During Key Stage 2

Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

RSE Material: [Year 5 - PSHE \(padlet.com\)](#)
[Year 6 - PSHE \(padlet.com\)](#)

Teaching

We allocate 1 lesson (approx. 45mins to 1 hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to

Planning

The long, medium and short-term plans and other useful PSHE resources are stored on class teacher's computers and

<p>child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.</p>	<p>updated by the PSHE Subject Leader when necessary. The subject leader has a file with all the plans in and these are stored on the shared drive. The lesson plans are provided by JIGSAW and teachers are encouraged to adapt the plans to meet the needs of their class.</p>
<p>Assessment</p> <p>Formative: Pupils have the opportunity to recap what they have learnt and share ideas and answers consolidating their understanding throughout the lesson.</p> <p>Summative: Each unit provides assessment opportunities for the class teacher to check the pupils understanding of the material and the world around them.</p> <p>Sex Education</p> <p>The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.</p> <p>However, 'Sex Education is not compulsory in primary schools'. (p. 23)</p> <p>Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.</p> <p>We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.</p> <p>Year 4, Lesson 2 (Having a baby)</p> <p>Year 5, Lesson 4 (Conception)</p> <p>Year 6, Lesson 4 (Conception, birth)</p> <p>The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. A Parents' meeting will also be held in Summer Term 1, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.</p>	<p>Resourcing and display</p> <p>PSHE displays are located in each classroom and should have the current PSHE topic</p> <p>The half termly knowledge organiser</p> <p>Key Vocabulary</p> <p>Excursions and Incursions</p> <p>This is an area, which we are currently developing.</p> <p>Year 6 residential</p> <p>WiseUP (Team building)</p> <p>County Lines Workshop</p> <p>Kidzania</p> <p>Sutton Life Centre</p> <p>Bank of England</p> <p>Other Events</p> <p>NSPCC Workshops</p> <p>Parliament Week</p> <p>Children in Need</p> <p>Debate Mate</p>
<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader. This will include:</p> <ul style="list-style-type: none"> • learning walks during lessons • monitoring time tables • book looks 	

St John and St James Art and Design

Jesus said, 'I have come that you will have life, life in all its fullness.'



Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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, they should be able 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. National Curriculum 2014

During Foundation Stage

Foundation Stage pupils explore art and design as part of the Seven Areas of Learning, Expressive Arts and Design. Children are encouraged to explore and play, using a wide range of materials and media. Teachers guide the children and plan opportunities that allow the children to experience and learn whilst experimenting for themselves.

The topics chosen are in line with the statutory requirements of the EYFS Curriculum. In EYFS, topics are linked to the 'Seven Areas of Learning'. Within EYFS the foundations are set for key Art and Design skills to develop, such as, developing motor skills, mark making, making choices about colours, textures and shapes. As well as selecting tools and materials and using them safely, manipulating materials and giving opinions.

During Key Stage 1

Through careful planning, pupils' art and design skills and knowledge gained in EYFS should be explored and developed further at KS1. Children are encouraged to use artistic vocabulary to comment on and evaluate their work and the works of others. Children have the opportunity to use a variety of materials and mediums, which will enhance learning, as in line with the National Curriculum.

Pupils are taught:

to use a range of materials creatively to design and make products.
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
In addition, children across the school keep sketchbooks to encourage good artistic practices.

During Key Stage 2

The skills and knowledge gained in Key Stage 1 are consolidated and developed during Key Stage 2.
In Key Stage 2, children are encouraged to develop their skills further, as in line with the National Curriculum.

Pupils are taught:

to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
about great artists, architects and designers in history.

<p>Planning</p> <p>Our Art and Design Planning comes from the Long-Term Planning provided at the beginning of the year, in order to ensure coverage. The class teacher is responsible for planning art and design lessons, using the national curriculum to develop the learning objectives for each lesson.</p> <p>The Long-Term Plan enables children to build upon their prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build progression year on year. Art and Design is taught once a week for 1-2 hours, depending on time needed to complete a project.</p>	<p>Teaching</p> <p>The teaching of art and design should be consistent with the whole school approach to teaching and learning. Children should be taught in a mixture of whole class, groups and pairs in order for them to develop the confidence and knowledge in art to experiment, express themselves and develop technique.</p>
<p>Marking and feedback</p> <p>Sketchbooks are marked and acknowledged by the class teacher. Children's art is continually assessed through verbal feedback and gallery walks, so as not to deface the children's work.</p>	<p>Resourcing</p> <p>Art resources are funded with the Art and Design budget. Any additional Art and Design resources that are not planned for through the Art and Design long term plan, need to be approved by the Art and Design lead and Headteacher.</p> <p>Displays and Working wall</p> <p>As the Art and Design curriculum is linked with Topic (History and Geography), artwork should be incorporated into Topic working walls and displays where appropriate.</p> <p>Excursions and Incursions</p> <p>Art and Design excursions to galleries and museums are encouraged, as well as online/virtual tours and exhibitions.</p> <p>Other Events</p> <p>Children are encouraged to submit their artwork for the <i>Artist of the Month</i> display, as well as whole school art exhibitions for children to showcase their art from each half term.</p>
<p>Assessment</p> <p>Formative:</p> <p>We assess children's work formatively through observations and marking.</p> <p>Summative:</p> <p>Children's art is continually assessed through verbal feedback and gallery walks, so as not to deface the children's work. These assessments inform the class teacher's planning for future lessons.</p> <p>EYFS:</p> <p>Teachers and key workers make observations regarding the pupils' development in this subject.</p> <p>Children are assessed against the EYFS Framework and Development Matters.</p>	<p>Monitoring</p> <p>The Art and Design Subject Co-Ordinator is also responsible for supporting colleagues in the teaching of art, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The art and design subject coordinator helps with moderation of work samples to ensure consistency and monitors books to evidence progression of skills and knowledge, with feedback being given to staff on a termly basis or where appropriate. The art and design subject coordinator monitors the quality of teaching through learning walks and drop ins. Pupil engagement is ensured through pupil voice and gallery walks.</p>

St John and St James Music

Jesus said, 'I have come that you will have life, life in all its fullness.'



'Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.'

Model Music Curriculum, 2021

During Foundation Stage

In Nursery and Reception, we follow the Development Matters - non-statutory curriculum guidance for EYFS, for music.

In Nursery the main focus in Music is:

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

In Reception the main focus in Music is:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

During Key Stage 1

In Year 1 and 2, we use the Charanga music scheme.

In Year 1 and 2 the main focus in Music is:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

During Key Stage 2

In Year 3 and 6, we use the Charanga music scheme.

In Year 3-6 the main focus in music is:

Children are taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

<p>Planning</p> <p>Planning comes from the Music scheme Charanga which is based on the national curriculum. Teachers are expected to adapt plans based on the needs of their class. Formative and summative assessment should also be used to help guide planning.</p>	<p>Teaching</p> <p>The teaching of Music should be consistent with the whole school approach to teaching and learning. Children should be taught in a mixture of whole class, groups and pairs in order for them to develop the confidence and knowledge in music to experiment, express themselves and develop technique.</p>
<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback 	
<p>Assessment</p> <p>Formative:</p> <p>We assess children's work formatively through observations.</p> <p>Summative:</p> <p>Children's performances are continually assessed through verbal feedback and video recordings. These assessments inform the class teacher's planning for future lessons.</p> <p>EYFS:</p> <p>Teachers and key workers make observations regarding the pupils' development in this subject.</p> <p>Children are assessed against the EYFS Framework and Development Matters.</p>	<p>Resourcing</p> <p>Music resources are funded with the Music budget. Any additional Music resources that are not planned for through the Music long term plan, need to be approved by the Music lead and Headteacher.</p> <p>Displays and Working wall</p> <p>Working walls should be used to help support children's learning. This can be done by displaying information that children can refer back to. For example, music notation and vocabulary.</p> <p>Working walls and displays can also be used as a way of reminding children about what they have learnt throughout the year so they can make links to their next genre in music or instrument. For example, if the children have been learning about Bob Marley in one term and in the next they begin to learn about the Beatles, children can draw back on what they have already learnt and look at similarities and differences.</p> <p>Excursions and Incursions</p> <p>Music exhibition, galleries, workshops and museums are encouraged, as well as online/virtual tours and exhibitions.</p> <p>Other Events</p> <p>Children are often taken to music festivals and mass music events such as Prom Praise for School Mega Choir in the Royal Albert Hall.</p> <p>Extra- curricular activities such Choir club are held at least every other term. There are weekly music assemblies to celebrate children's work in music and to further enrich the curriculum. This is done by looking at an even wider variety of genres, looking at current events in music, talking about the composer of the month, linking music back to faith and school values by learning Christian songs.</p>
<p>Monitoring</p> <p>It is the responsibility of the Music Subject Leader, the Headteacher and Governors to monitor the standards of children's work and the quality of teaching in Music. The Music Subject Co-Ordinator is also responsible for supporting colleagues in the teaching of Music, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The Music subject coordinator ensures there is consistency and progression by requesting that video submissions are shared at the start and end of every term.</p>	

St John and St James Modern Foreign Languages

Jesus said, 'I have come that you will have life, life in all its fullness.'



Primary Languages Network

The experts in primary languages teaching & learning

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

"One language sets you in a corridor for life. Two languages open every door along the way." – Frank Smith

Vision

At school we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

The Curriculum

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Marking, feedback & assessment

Children record learning in their French exercise book which moves with them up the school. Children complete an informal assessment at the end of every Unit (half termly). They also complete a simple weekly 'tracking cloud' to record progress as they work through each Unit.

Monitoring

Monitoring is undertaken by the subject leader and SLT once per term. This will include:

- Learning walks
- Scrutiny of planning and children's work
- Discussions with pupils about their MFL learning

Teaching & Learning

Children are introduced to French in Year 3 and receive a weekly lesson throughout Key Stage 2 which is timetabled for 45 minutes per week.

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Resourcing and display

Children are provided with knowledge organisers at the beginning of each unit of work. These contain key facts, spellings, vocabulary and questions and act as a valuable resource to support inclusion and pupil's retention of learning.

Key Vocabulary for each unit is displayed in the classroom.

St John and St James Homework

Jesus said, 'I have come that you will have life, life in all its fullness.'

All children should have the opportunity to build on and extend their learning outside of school hours. This learning should be fun and engaging. It will consolidate, reinforce and develop key literacy skills and numerical understanding. All children should be encouraged to attend sports, music and after-school clubs and join associations to develop their personal interests.

Foundation Stage Weekly reading books taken home to share with an adult Phonics sounds to practise Practical maths activity Practical homework grid of activities to complete each half term	Key Stage 1 (10 minutes a night) Children will access the following work via google classrooms: Weekly spelling lists of phonetically decodable and tricky words 1 times table task Reading Reading books changed weekly and matched to phonic achievement Library book changed each week to share at home Online Platforms Year 2 have books and quizzes set each week via scholastic Learning Zone 1 maths task set via online platform 1 X 2Do Purple Mash task each week	Key Stage 2 (20-30 minutes a night) Children will access the following work via google classrooms: Weekly spelling lists developed from NC guidelines and topic specific words 1 times table task Reading Reading books changed on completion and a review comment recorded. All children given the opportunity to change their library book each week. Online Platforms Books and related quizzes set using scholastic learning Zone 1 maths tasks set via online platform 2 X 2Do Purple Mash each week
Marking and feedback Teachers will: Provide, check and sign reading logs each week. Provide and change matched ability books Set levelled books on scholastic Reading. They will monitor and encourage engagement and progress Ensure all children visit the school library each week Set spellings and test recall Set Purple Mash activities and feedback comments Set maths tasks each week and track progress Provide a homework grid each half term with enrichment tasks to complete.	Summer Holiday homework All children will be encouraged to part take in the Summer Reading Challenge run by Enfield Library Services. 5 writing tasks will be set via Google Classrooms to cover a variety of genres: Narrative; Postcard / letter; diary; research; poetry Celebrate completion of enrichment tasks	
	Monitoring Reading logs monitored each half term. Online activity tracking grids shared with staff half termly.	