

# **Fairholme School**

## **Subject Policies**

**Art and CDT**

**English**

**Geography**

**History**

**ICT**

**Languages**

**Mathematics**

**Music**

**PE**

**PSHE**

**RE**

**Science**



### POLICY & SCHEME OF WORK FOR ART, CRAFT, DESIGN & TECHNOLOGY

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#### **1 Aims and objectives**

- 1.1 Art and craft stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and craft activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through 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. The appreciation and enjoyment of the visual arts enrich all our lives.
- 1.2 Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they 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 impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.
- 1.3 Our objectives in the teaching of art, craft, design & technology are:
- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
  - to develop creativity and imagination through a range of complex activities;
  - to improve the children's ability to control materials, tools and techniques, to select appropriate tools and techniques for making a product, whilst following safe procedures;
  - to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
  - to develop increasing confidence in the use of visual and tactile elements and materials;
  - to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers;
  - to foster enjoyment, satisfaction and purpose in designing and making things;
  - to enable children to talk about what they like and dislike when designing and making things;
  - to enable children to talk about how things work, and to draw and model their ideas;
  - to explore attitudes towards the made world and how we live and work within it;

- to develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- to develop the cross-curricular use of art, craft, design and technology in other subjects.

## **2 Teaching and learning style**

- 2.1 Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Communication Technology (ICT).
- 2.2 We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting tasks that are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty, where not all children complete all tasks;
  - providing a range of challenges with different resources;
  - providing more adult support for some children;
  - providing enrichment clubs for children to further enhance skills beyond the curriculum.

## **3 Art, craft, design & technology curriculum planning**

- 3.1 At Fairholme School, we use the national scheme of work as the basis for art and design and design and technology in our curriculum planning. We have adapted the national scheme to our particular circumstances.
- 3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan given below (section 3.6) maps out the themes covered in each term during the key stage. Our subject leader coordinates this plan in conjunction with form teachers.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. The form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These further outline the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in art, craft, design and technology so that they build on the children's prior learning and provide a progression so that there is an increasing challenge for the children as they move up through the school.

### 3.6 Long-Term Plan Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Form II	Design and Make (construction)	Drawing	Mechanisms	Painting and Printing	Textiles	Design and Make (craft)
Form III	Design and Make	Design and Make	Food and Hygiene	Collage	Painting and Printing	Electricity Food
Form IV	Electricity		Drawing	Mechanisms	Textiles	
Form V	Mosaics	Food Technology	Drawing	Textiles	Sculpture (containers)	
Form VI	Collage	Structures (D&T)	Structures (Art)	Drawing	Painting	Energy
Form VII			Food	Sculpture	Drawing	Textiles

## 4 The Foundation Stage

- 4.1 We encourage creative work in the Foundation Stage. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.
- 4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The activities that they take part in are imaginative and enjoyable.

## **5 Contribution of art, craft, design and technology to teaching in other curriculum areas**

### **5.1 English**

Art, craft, design and technology contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas.

### **5.2 Mathematics**

Art, craft, design and technology contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions. There are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. Children learn to measure and use equipment correctly. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations, and in doing so, they will learn to read and interpret scales, collect and present data, and draw their own conclusions. They will learn about size and shape, and make practical use of their mathematical knowledge, in order to be creative and practical in their designs and modelling.

### **5.3 Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

### **5.4 Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures, through their work on famous artists, designers and craftspeople.

### **5.5 ICT**

ICT enhances our teaching of art and design technology, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas. They use software packages to produce three-dimensional room designs, animations and mathematical designs. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

## **6 Inclusion**

- 6.1 We teach art, craft and design technology to all children, whatever their ability and individual needs. We provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of all children.

## **7 Assessment for learning**

- 7.1 We assess the children's work in art, craft, design and technology while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- 7.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their individual targets should be for the future.
- 7.3 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in each year of the school.

## **8 Resources**

- 8.1 We have a wide range of resources to support the teaching of art, craft, design and technology across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art store.

## **9 Monitoring and review**

- 9.1 The coordination and planning of the art and design curriculum are the responsibility of the subject leader (supported by the Principal), who also:
- supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of art, craft, design and technology across the school.
- 9.2 The quality of teaching and learning in art and design is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:



Date: 07/01/2012



### POLICY & SCHEME OF WORK FOR ENGLISH

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#### **1 Aims and objectives**

- 1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- 1.2 Our objectives in the teaching of English are:
- to help children to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
  - to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
  - to encourage the children to use good grammar and spelling in their writing;
  - to foster the enjoyment of writing, and a recognition of its value;
  - to encourage accurate and meaningful writing, be it narrative or non-fiction;
  - to improve the planning, drafting and editing of their written work.
  - to enable children to speak clearly and audibly, and to take account of their listeners;
  - to practise and extend their vocabulary and communication skills;
  - to encourage children to listen with concentration, in order to identify the main points of what they have heard;
  - to show children how to adapt their speech to a wide range of circumstances and demands;
  - to teach children effective communication, both verbal and non-verbal, through a variety of drama activities.

#### **2 Teaching and learning style**

- 2.1 At Fairholme School, we use a variety of teaching and learning styles in our English lessons, as recommended by the National Literacy Strategy and the revised Primary Framework for literacy and mathematics. Our principal aim is to develop children's knowledge, skills, and understanding. We do this in daily literacy lessons which cover development of reading, comprehension, grammar, spelling and writing. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as posters, dictionaries, thesauruses, etc. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. We also use a range of software to enhance the general literacy curriculum. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.

- 2.2 In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children, and to enable work to be matched to the needs of individuals.

### **3 English curriculum planning**

- 3.1 English is a core subject in the National Curriculum. We use the National Literacy Strategy and the revised Primary Framework for literacy and mathematics as the basis for our programme of study for English.
- 3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). Our long term plan given below identifies main themes covered in each term during each year. Some strands of the curriculum are continuous and therefore separate programmes of work are followed. These include the spelling programme and comprehension work. Our subject leader coordinates this plan in conjunction with form teachers.
- 3.3 Our medium term plans identify the key objectives in literacy that we teach to each year and relate to the National Literacy Strategy Framework for Teaching and the revised Primary Framework for literacy and mathematics. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives, activities, resources and cross-curricula links. The Form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These further outline the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in English so that they build on the children's prior learning. And provide a progression so that there is an increasing challenge for the children as they move up through the school. A programme of extension activities and accelerated work is available for those children able to work beyond the core subject activities.
- 3.6 Long Term Plan Topics  
(See Appendix A)



## **4 The Foundation Stage**

- 4.1 We teach English in the foundation stage as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

## **5 Contribution of English to teaching in other curriculum areas**

### **5.1 The Whole Curriculum**

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

### **5.2 Mathematics**

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage and Key stage 1 develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. They meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language.

### **5.3 Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

### **5.4 Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons and assembly times allows children to discuss their ideas.

### **5.5 ICT**

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories. ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. Children can work at a computer and input text. Software is used to support independent reading, and writing and a range of software is available to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can be used by the children to present ideas and outcomes.

## **6 Inclusion**

- 6.1 At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with additional learning needs, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Gifted and Talented Children; English as an Additional Language (EAL).
- 6.2 When progress falls significantly outside the expected range, the child may have additional learning needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This is documented in an individual education plan for the child. The IEP may include, as appropriate, specific targets relating to English.
- 6.3 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 6.4 Teaching assistants help individual children providing additional one-to-one reading, spelling work and help with improvement of communication skills where necessary.

## **7 Assessment for learning**

### **7.1 Targets and Teacher Assessment**

We assess the children's work in English while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work and ascertain a Level for each child in each area. This form of assessment takes place each half term. A piece of independent writing is also assessed each half term. Children set their own targets which they work at achieving within the same time frame.

### **7.2 Daily and Weekly Tests at KS2**

Children's work is closely monitored in English. Reading tests are taken each day to enable teachers to check that reading homework has been completed and understood. Weekly tests are taken in spelling taken from standard and challenge words laid out in the spelling programme for each year group. Reasoning tests are also taken on a weekly basis to monitor comprehension and word skills.

### **7.3 Exams and Standardised Tests**

School exams are taken in English twice yearly. These provide further assessment in grammar, spelling, comprehension, writing and handwriting. Standardised reading (Suffolk), spelling and reasoning tests are also undertaken to provide a reference outside School.

### **7.3 Reports and Communication with Parents**

Reports are written on completion of exams and provide a formal communication with parents on children's progress. Form teachers communicate verbally on a daily basis, as necessary with parents to keep them informed and Parents' Evenings are held twice yearly.

## 7.5 Records

The subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

## 8 Resources

- 8.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate text books, reading books and equipment. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the library area. The library contains a range of books to support children's individual research.

## 9 Monitoring and review

- 9.1 The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons in English across the School.
- 9.2 The quality of teaching and learning in English is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:



Date: 07/01/2012

## **APPENDIX A – LONG TERM PLAN TOPICS**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Form II	<b>Letts 1:1 – 1 :10</b> Instructional writing Sentence writing Speech		<b>Letts 2:1- 2:10</b> Rhyming work Fiction and Non- fiction Verbs Tenses		<b>Letts 3:1- 3:10</b> Question marks Tenses Verbs	
Form III	<b>Daily reading. Handwriting Spelling. Comprehension.</b> <b>Phonics:</b> ea, ee, oa, ow, ai, ay, oo, ew, ue, a_e, o_e, oi, oy, ou, ar. <b>Grammar:</b> capital letters, full stops, question marks, speech marks, jumbled sentences, commas (in lists), singular/plural, prefixes and suffixes, vowels and consonants, alphabetical order, past and present tense, conjunctions (and), nouns, verbs, beginning and ending sentences. <b>Creative Writing:</b> About Me. Postcard writing. My Pet. A time when I was in trouble. Instructional (Having a bath). A time when I was ill. Newspaper writing (Guy Fawkes). Letter to Father Christmas. The Nativity Story. At Christmas Time (senses). Acrostic Poetry (Christmas).		Revision and Exams based on work covered in Autumn Term. <b>Daily reading. Handwriting Spelling. Comprehension.</b> <b>Phonics:</b> ch, sh, ph, wh, th. <b>Grammar:</b> verbs, nouns, adjectives, adverbs, verb/subject agreement (to be), past/present tense, syllables, capital letters, full stops, question marks, exclamation marks, speech marks, dictionary work, opposites. <b>Creative Writing:</b> A diary entry. Enough for Two? (writing a story in own words). Class Dictionary. Poetry – When I was One? (rhyme) and Colours (descriptive).		Revision and Exams based on work covered in Spring and Autumn Term. <b>Daily reading. Handwriting Spelling. Comprehension. Grammar:</b> Past tense of irregular verbs, capital letters, full stops, commas, question marks, speech marks, synonyms, prefixes, suffixes, homophones, homographs, past and present tense, pronouns, subject/verb agreement, reading to an audience with appropriate intonation and expression. <b>Creative Writing:</b> Poetry- alliteration and rhyme. Story endings. Five Rules (How to behave in somebody else’s house). Tongue Twisters. A Winnie the Pooh Adventure. Our School Trip.	

Form IV	<b>How to write a letter:</b> <ul style="list-style-type: none"> <li>• How a letter is structured.</li> <li>• Greetings and closures.</li> <li>• Addresses.</li> <li>• Capital letters.</li> <li>• Nouns: common, proper and collective.</li> <li>• Verbs: past and present.</li> <li>• Time lines.</li> <li>• Using ICT to write letters.</li> </ul>	<b>How to write a story with a familiar setting:</b> <ul style="list-style-type: none"> <li>• Story structure.</li> <li>• Beginning a story.</li> <li>• Narrative openings.</li> <li>• Story settings.</li> <li>• Character descriptions.</li> <li>• Ending a story.</li> <li>• Writing dialogue: speech marks and punctuation.</li> <li>• Chronological order.</li> <li>• Plan, draft, edit and publish a story with a familiar setting.</li> <li>• Use ICT (2create) to write a story with sound and animation.</li> </ul>	<b>How to write instructions:</b> <ul style="list-style-type: none"> <li>• Putting instructions in sequence.</li> <li>• Linking words: connectives.</li> <li>• Words of command: imperative verbs.</li> <li>• Using a dictionary: definitions.</li> <li>• Verbs.</li> <li>• Adverbs.</li> <li>• Chronological order.</li> <li>• Pictorial information: diagrams.</li> <li>• Using ICT to word process instructions.</li> </ul>	<b>How to write a non-chronological report:</b> <ul style="list-style-type: none"> <li>• The main features of reports.</li> <li>• How reports are organised.</li> <li>• Planning a report.</li> <li>• Verbs: past and present.</li> <li>• The verb 'to be.'</li> <li>• Using report language.</li> <li>• Writing paragraphs.</li> <li>• Writing a glossary: technical vocabulary.</li> <li>• Non-chronological order.</li> </ul>	<b>How to write a poem:</b> <ul style="list-style-type: none"> <li>• Rhyme and rhythm.</li> <li>• Alliteration.</li> <li>• Onomatopoeia.</li> <li>• Similes.</li> <li>• Verbs.</li> <li>• Prepositions.</li> <li>• Antonyms.</li> <li>• Categorization.</li> <li>• Compound words.</li> <li>• Nouns: singular and plural.</li> <li>• Commas in lists.</li> <li>• Conjunctions.</li> </ul>	<b>How to write in the style of a traditional tale:</b> <ul style="list-style-type: none"> <li>• The structure of a traditional tale.</li> <li>• What goes in the beginning?</li> <li>• What goes in the ending?</li> <li>• Repetition in the middle of the story.</li> <li>• Planning a character portrait.</li> <li>• Plan, draft, edit and publish a traditional tale.</li> </ul>
Form V	<b>How to write a historical story</b> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Travel Poems</li> <li>• Homophones</li> <li>• Capital Letters</li> <li>• Verbs</li> <li>• Irregular Verbs</li> <li>• Verb Tenses</li> <li>• Powerful Words-Similes</li> <li>• Synonyms</li> </ul>	<b>How to write a newspaper style recount</b> <ul style="list-style-type: none"> <li>• Chronological order</li> <li>• Connectives Using Commas (main clause and subordinate clauses)</li> <li>• Extending sentences-clauses</li> <li>• Words with Double Consonants</li> <li>• Adverbs</li> <li>• Adjectives</li> <li>• Time lines</li> </ul>	<b>How to write a poem about an imagined world</b> <ul style="list-style-type: none"> <li>• Using Adjectives</li> <li>• Comparatives and Superlatives</li> <li>• Irregular Adjectives</li> <li>• Adverbs</li> <li>• Expressive language</li> </ul>	<b>How to write an explanation of a process</b> <ul style="list-style-type: none"> <li>• Using Apostrophes</li> <li>• Who does it belong to? How many does it belong to?</li> <li>• Nouns (Possession)</li> <li>• Contractions</li> <li>• Suffixes</li> <li>• Cause and effect</li> <li>• Paragraphs</li> </ul>	<b>How to write a story in chapters</b> <ul style="list-style-type: none"> <li>• Comparatives and Superlatives</li> <li>• Similes</li> <li>• Gender</li> <li>• Adjectives from nouns</li> <li>• Adverbs of intensity</li> <li>• Singular and plural</li> </ul>	<b>How to write a persuasive text</b> <ul style="list-style-type: none"> <li>• Contractions</li> <li>• Connectives</li> <li>• Lists, commas and bullet points</li> </ul>

Form VI	<p><b>How to write a Play script:</b></p> <ul style="list-style-type: none"> <li>• Play script and generic features</li> <li>• Creating characters</li> <li>• Profiles for characters</li> <li>• Production notes about sets/scenes</li> <li>• Settings, characters, plot, dialogue, scene descriptions, stage directions</li> <li>• Collecting evidence about characters</li> <li>• Perform plays and evaluate.</li> </ul> <p><b>Comprehensions :</b></p> <ul style="list-style-type: none"> <li>• Science information books</li> <li>• Poetry</li> <li>• Narrative Extracts</li> </ul> <p><b>Punctuation &amp; Grammar :</b></p> <ul style="list-style-type: none"> <li>• Direct speech</li> <li>• Antonyms</li> <li>• Modal and auxiliary verbs</li> <li>• Prefix meanings</li> <li>• Adjectives : comparative and superlative</li> <li>• Common nouns, proper nouns and collective nouns</li> <li>• Synonyms using a thesaurus.</li> </ul>	<p><b>How to write a Recount :</b></p> <ul style="list-style-type: none"> <li>• Key points : Who? What? Where? When? Why?</li> <li>• Identify recount letters and newspapers</li> <li>• Investigate opening sentences in newspapers</li> <li>• Rewrite passages as newspaper and letters.</li> </ul> <p><b>Comprehensions :</b></p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Letters</li> <li>• Biographies</li> <li>• Dialogue extracts</li> <li>• Instructions</li> <li>• Advertisements.</li> </ul> <p><b>Punctuation &amp; Grammar :</b></p> <ul style="list-style-type: none"> <li>• Direct and reported speech</li> <li>• Commas</li> <li>• Adjectives and descriptive phrases</li> <li>• Pronouns-its and it's</li> <li>• Antonyms</li> <li>• Singular and plural rules</li> <li>• Synonyms</li> <li>• Prepositions</li> <li>• Analogies</li> <li>• Suffixes</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Alliteration</li> <li>• Onomatopoeia.</li> </ul>	<p><b>How to write a Legend :</b></p> <ul style="list-style-type: none"> <li>• Describe settings and feelings</li> <li>• Powerful verbs, words and phrases</li> <li>• Focus on : When? Where? Who? Why?</li> <li>• Describe characters and draw from the description</li> <li>• Draw tables for the problem and resolution</li> <li>• Plan and write a legend.</li> </ul> <p><b>Revision &amp; Examinations Comprehensions :</b></p> <ul style="list-style-type: none"> <li>• Historical sources : primary and secondary</li> <li>• Instructions</li> <li>• Explanatory texts.</li> </ul> <p><b>Punctuation &amp; Grammar :</b></p> <ul style="list-style-type: none"> <li>• Question marks, commas, exclamation marks, speech marks</li> <li>• Parts of speech</li> <li>• Paragraphs</li> <li>• Dialogue</li> <li>• Questions</li> <li>• </li> <li>• Compound words</li> <li>• Connectives</li> <li>• Reporting clauses</li> <li>• Similes</li> <li>• Metaphors.</li> </ul>	<p><b>How to write a Non-chronological Report with explanation :</b></p> <ul style="list-style-type: none"> <li>• Write sentences which fit a report</li> <li>• Organise information into sections</li> <li>• Match words into the glossary definitions</li> <li>• Using connectives to link sentences</li> <li>• Write a report using sentences about a planet</li> <li>• Write sentences in note form.</li> </ul> <p><b>Comprehensions :</b></p> <ul style="list-style-type: none"> <li>• Historical information books</li> <li>• Science information books</li> <li>• Factfinder books.</li> </ul> <p><b>Punctuation &amp; Grammar</b></p> <ul style="list-style-type: none"> <li>• Words often confused</li> <li>• Possessive pronouns</li> <li>• Singular&amp; plural</li> <li>• Proverbs</li> <li>• Figures of speech</li> <li>• Dialect words</li> <li>• Abstract nouns.</li> </ul>	<p><b>How to write a Performance Poem:</b></p> <ul style="list-style-type: none"> <li>• Key features: rhythm, rhyme and repetition</li> <li>• Addressing the audience</li> <li>• Analyse rhythm, rhyme and repetition</li> <li>• Rhyming couplets</li> <li>• Write in the style of Ogden Nash</li> <li>• Use real life characters.</li> </ul> <p><b>Comprehensions:</b></p> <ul style="list-style-type: none"> <li>• Biographies</li> <li>• Advertisements</li> <li>• Poetry: riddles, puzzles, historical, puns, limericks, humorous and narrative.</li> </ul> <p><b>Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Interesting sentences: using adjectives, adverbs and verbs</li> <li>• Matching definitions</li> <li>• Possessive nouns</li> <li>• Collective nouns</li> <li>• Making nouns from verbs.</li> </ul>	<p><b>How to write a Persuasive Letter:</b></p> <ul style="list-style-type: none"> <li>• Write captions for pictures</li> <li>• Facts and opinions</li> <li>• Headings</li> <li>• Arguments: for and against keeping exotic pets</li> <li>• Investigating the style of a personal letter</li> <li>• How to construct and present an argument.</li> </ul> <p><b>Revision &amp; Examinations Comprehensions:</b></p> <ul style="list-style-type: none"> <li>• Fables</li> <li>• Folk stories</li> <li>• Stories from other cultures</li> <li>• Extracts from classic books.</li> </ul> <p><b>Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Punctuation: lists, colons, semi colons and brackets</li> <li>• Paragraphs</li> <li>• Auxiliary verbs.</li> </ul>
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Form VII	<p><b>How to write a biographical recount</b></p> <ul style="list-style-type: none"> <li>• Using time connectives</li> <li>• Chronology</li> <li>• Past tense</li> <li>• Third person</li> <li>• Paragraphing</li> <li>• Facts and opinions</li> <li>• Complex sentences</li> <li>• Revise recognition of main and subordinate clause</li> <li>• Commas</li> <li>• Genre exchange- from biography to autobiography</li> <li>• Interview a subject and make notes</li> <li>• Amend a draft</li> <li>• Implicit and explicit views</li> <li>• Word origins</li> </ul>	Preparation for Entrance Examinations	Preparation for Entrance Examinations	<p><b>How to write in a journalistic style</b></p> <ul style="list-style-type: none"> <li>• writing headlines, focusing on word choice and brevity</li> <li>• investigate the content and structure of the opening sentences (five W's)</li> <li>• choosing words for effect</li> <li>• distinguish between balanced and one-sided reporting</li> <li>• identify the shortcomings of a news article</li> <li>• Facts and opinions</li> </ul>	<p><b>How to write a balanced report</b></p> <ul style="list-style-type: none"> <li>• Use persuasive language</li> <li>• Organise a balanced report</li> <li>• Use causal connectives effectively</li> <li>• Conditionals</li> <li>• Modal verbs</li> <li>• Proverbs</li> <li>• Debating- This house believes it is wrong to keep animals in zoos, school uniform should not be compulsory..</li> <li>• A balloon debate</li> <li>• Analyse strengths and weaknesses of opposing arguments to develop arguments</li> <li>• Identify features of formal and informal writing</li> <li>• Use quotations and acknowledge the source</li> <li>• Improve the report by revising and editing</li> </ul>	<p><b>Writing to Explain</b></p> <ul style="list-style-type: none"> <li>• Examine the structure and language features of an explanation</li> <li>• Revise and edit an explanation</li> <li>• Produce a final draft with appropriate grammar, punctuation and paragraphing.</li> <li>• Understand the use of causal conjunctions and their impact in linking sentences</li> <li>• Compound and complex sentences</li> <li>• Use of illustrations</li> <li>• Use of the passive form, present tense and impersonal style</li> <li>• Create a leaflet(explanation and instruction)</li> <li>• Pangrams, lipograms and anagrams</li> <li>• Answer literal and inferential comprehension questions</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kg	<p>Listen to stories</p> <p>Pencil control</p> <p>Directionality</p> <p>Explore sounds</p> <p>Identify letters a, b</p> <p>Identify own name</p>	<p>Respond to instructions</p> <p>Listen to others</p> <p>Interest in books</p> <p>Identify letters c-e</p> <p>Form letters a-e</p> <p>Write own name</p>	<p>Awareness of listener</p> <p>Enjoy using language</p> <p>Recreate roles</p> <p>Write for a purpose</p> <p>Identify letters f-i</p> <p>Form letters f-i</p>	<p>Describe stories</p> <p>Sequence stories</p> <p>Ask questions</p> <p>Rhyme words</p> <p>Identify letters j-n</p> <p>Form letters j-n</p>	<p>Make own stories</p> <p>Interact and negotiate</p> <p>Use phonics to spell</p> <p>Identify letters o-t</p> <p>Form letters o-t</p>	<p>Talk to organise ideas</p> <p>Read common words</p> <p>punctuation</p> <p>Identify letters u-z</p> <p>Form letters u-z</p>
Form I	<p><b>Phonics</b> s, a, t, p, i, n, m, d, g, c, k, o, e, u, r ck, h, b, f, l, ff, ll, ss, w, v, j, x</p> <p><b>High frequency words</b> phase 2 and 3</p>	<p><b>Phonics</b> y, z, q, ng, sh, ch, th, ee, ai, igh, oa, oo, 'oo'</p> <p><b>High frequency words</b> spelling to, the, l, we, me, he, she</p>	<p><b>Phonics</b> ai, ee, igh, oa, oi, ow, air, ear, ar, er, ur, or, ure</p> <p><b>High frequency words</b> spelling he, be, she, me, we, no, go, said, 1, was, they, to, and, went, all, the, day</p>	<p><b>Phonics</b> ai, igh, ee, oa, oi, oo,</p> <p><b>High frequency words</b> spelling said, they, she, going, there, are</p>	<p><b>Phonics</b> lp, lt, sk, ft, cr, tr, fr, dr, pl, pr, bl, fl, gl, cl, sl, sw, ar, tw, sm, sp, st, sk, str, shr, nch, sp,</p> <p><b>High frequency words</b> spellings Phase 2</p>	<p><b>Phonics</b> ay, ie, ea, aw, ue, ee, oy, ir, long vowel o, wh, long vowel a, magic e</p> <p><b>High frequency words</b> spelling phase 2</p>
	<p>Reading and locating parts of a text</p> <p>Predicting missing words</p> <p>Reordering words</p>	<p>Recounting main parts in order</p> <p>Expecting sentences and text to make sense</p>	<p>Reading and locating parts of a text</p> <p>Predicting missing words</p> <p>Reordering words</p> <p>Expecting text to make sense</p>	<p>Reading and locating parts of a text</p> <p>Predicting missing words</p> <p>Expecting sentences to make sense</p>	<p>Reading and locating parts of a text</p> <p>Predicting missing words</p> <p>Reordering words</p> <p>Expecting text to make sense</p>	<p>Reading and locating parts of a text</p> <p>Predicting missing words</p> <p>Reordering words</p> <p>Expecting sentences to make sense</p>
	<p><b>Writing</b></p> <p>own names, lists, captions, rhymes and stories</p>		<p><b>Writing</b></p> <p>Recount, rhyme, story, labels and retelling a story</p>		<p><b>Writing</b></p> <p>own name, story, instructions, rhyme, captions and a recount</p>	





### **POLICY & SCHEME OF WORK FOR GEOGRAPHY**

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#### **1 Aims and objectives**

- 1.1 Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.
- 1.2 Our objectives in the teaching of geography are:
- to enable children to gain knowledge and understanding of places in the world;
  - to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
  - to allow children to learn graphic skills, including how to use, draw and interpret maps;
  - to enable children to know and understand environmental problems at a local, regional and global level;
  - to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
  - to develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way
  - to develop the cross-curricular use of geography in all subjects.

#### **2 Teaching and learning style**

- 2.1 We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, or use of the Internet to investigate a current issue.
- 2.2 We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
- setting tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty, some children not completing all tasks;

- providing a range of challenges with different resources;
- providing additional support for some children.

### 3 Geography curriculum planning

- 3.1 At Fairholme School, we use the national scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.
- 3.2 Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan, given below, maps the geography topics studied in each half term during each year. The subject leader coordinates this plan in conjunction with Form Teachers.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. The form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These outline further the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in geography so that they build on the children's prior learning and provide a progression so that there is an increasing challenge for the children as they move up through the school.
- 3.6 Long-Term Plan Topics

#### Kindergarten

Cycle 1	Myself	Health	Toys	People who help us	Minibeasts	Water
	My classroom	Role of the doctor, dentist	From around the world	Different jobs and their roles	World around us Minibeast homes	Features of local environment
Cycle 2	Myself -faces	Cookery	Traditional tales	Animals	Communication	Garden
	My classroom	Food from other countries	Tales from different countries	Animal homes around the world	Role of Postman	Features of a garden Features of our school grounds

#### Form I

Myself	Families	Homes	Seasons	Food and shopping	Travel and Transport
Our classroom and school	Who lives in our house? Design a safe garden	Different types around the world Rooms in the house	Weather conditions Weather symbols UK forecast Weather around the world	Origins of food Shops around the world Recycling	Road signs and labels Barnaby travels to Brittany

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Form II</b>	Around school	Making the local area safer	British Isle Capital cities	British Isle Capital cities	Places and Localities (Isle of Coll)	Places and Localities (The Gambia)
<b>Form III</b>	Going to France	Living in Scotland	Places and Localities (Mexico)	Places and Localities (Mexico)	Going to the Seaside	Going to the Seaside
<b>Form IV</b>	Water in the Landscape	Water in the Landscape	Weather around the world	Weather	Places and Localities (Kaptalamwa, Kenya)	Places and Localities (Kaptalamwa, Kenya)
<b>Form V</b>	Environment		Village Settlers		Jamaica	
<b>Form VI</b>	Water in the Landscape (Rivers)	Water in the Landscape	Settlements Sustainable Development	Places and Localities (Llandudno)	Places and Localities (Imlil, Morocco)	
<b>Form VII</b>				Places and Localities – Napo area of Ecuador	Coasts	Mountain Environment

#### **4 The Foundation Stage**

- 4.1 We teach geography in foundation stage as an integral part of the topic work covered. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as collecting postcards from different places or singing songs from around the world.

#### **5 The contribution of geography to teaching in other curriculum areas**

##### **5.1 English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English are geographical in nature. At Key Stage 2, we organise debates on environmental issues, because we believe that these develop speaking and listening skills. Geographic reports and recording information will all develop children's writing ability.

##### **5.2 Mathematics**

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

##### **5.3 Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how

environments are changed for better or for worse. Secondly, the children learn about life in different parts of the world. The children are encouraged to support charity events such as UNICEF Day for Change held to support children around the world. Thus, geography in our school promotes the concept of positive citizenship.

#### 5.4 Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

#### 5.5 ICT

Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling and in presenting written work. They research information through the Internet, photographs and aerial photographs.

### 6 Inclusion

6.1 At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with additional learning needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Gifted and Talented Children; English as an Additional Language (EAL).

6.2 We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### 7 Assessment for learning

7.1 Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce written work or a PowerPoint presentation based on their investigations.

7.2 We assess the children's work in geography while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.

- 7.3 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their individual targets should be for the future.
- 7.4 Annual examinations are taken in geography from Form IV upwards to evaluate children's ability to produce written work on the subject independently. Reports are written on completion of exams and provide a formal communication with parents on children's progress. Parents' Evenings are held twice yearly to provide further advice to parents on children's progress.
- 7.5 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in each year of the school.

## **8 Resources**

- 8.1 We have sufficient resources in our school to be able to teach all the geography units planned. We keep a collection of geography equipment which the children use to gather weather data, and a set of atlases. In the library, we have a good supply of geography topic books.

## **9 Fieldwork**

- 9.1 Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- 9.2 At Key Stage 1, we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site. At Key Stage 2, the children do a study of the local area.

## **10 Monitoring and review**

- 10.1 The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of geography across the school.
- 10.2 The quality of teaching and learning in geography is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 10.3 This policy will be reviewed at least every two years.

**Signed:**



**Date:** 07/01/2012



### POLICY & SCHEME OF WORK FOR HISTORY

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#### **1 Aims and objectives**

- 1.1 The aim of history teaching at Fairholme School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.
- 1.2 Our objectives in the teaching of history are:
- to foster in children an interest in 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 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 and presentation;
  - to develop the cross-curricular use of history in other subjects.

#### **2 Teaching and learning style**

- 2.1 History teaching focuses on enabling children to think as historians. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.
- 2.2 We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
- setting tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty, some children not completing all tasks;

- providing a range of challenges with different resources;
- providing more adult support for some children.

### 3 History curriculum planning

- 3.1 At Fairholme, we use the national scheme of work as the basis for our curriculum planning in history, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.
- 3.2 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan, given here, maps the history topics studied in each term during each year; the subject leader coordinates this plan in conjunction with form teachers.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. The form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These outline further the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in history so that they build on the children's prior learning and provide a progression so that there is an increasing challenge for the children as they move up through the school.
- 3.6 Long-Term Plan Topics

#### Kindergarten

Cycle 1	Myself	Health	Toys	People who help us	Minibeasts	Water
	Family photographs	Hygiene in the past	Toys from the past	Past and present	Changes over time	Bathrooms in the past
Cycle 2	Myself -faces	Cookery	Traditional tales	Animals	Communication	Garden
	Baby photographs	Cooking in the past Food from the past	Old tales/legends History of castles	Changes over time	Changing stamp designs	Change in plants over time

#### Form I

Myself	Families	Homes	Seasons	Food and shopping	Travel and Transport
Victorian schools	Own significant events Family history/ tree	Homes in the past Life in the past- washing and no electricity	Past events Changes over time	Cooking and storage of food in the past	Vehicles of the past Compare to present

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Form II</b>	Homes		Toys	Families in the Past	Seaside	Clothes
<b>Form III</b>	Grace Darling	Gunpowder Plot Remembrance Day	Samuel Pepys The Great Fire of London		Florence Nightingale Mary Seacole	
<b>Form IV</b>	Local History		Ancient Egyptians		The Romans	
<b>Form V</b>	Anglo-Saxons		Vikings		Ancient Greeks	
<b>Form VI</b>	Tudor Times		Henry VII		Tudor Exploration	
<b>Form VII</b>	Victorian Society		World War II		Britain Since 1948	

## 4 The Foundation Stage

- 4.1 We teach history in the foundation stage as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

## 5 The contribution of history to teaching in other curriculum areas

### 5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. For example, in Key Stage 2, we read the books *Carrie's War* and *Goodnight, Mr Tom*, to enhance the children's knowledge and understanding of life in World War II. Children develop orally through discussing historical questions, or making presentations to the class or in School assemblies. They develop their writing ability by composing reports, letters and newspaper articles.

### 5.2 Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.



### 5.3 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

### 5.4 Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development, as in the Form III unit of work, 'Remembrance Day.' We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times, and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### 5.5 ICT

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, using 'Powerpoint' for presentation purposes, 'Publisher' for producing newspaper articles and finding information on the Internet.

## 6 Inclusion

- 6.1 At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Gifted and Talented Children; English as an Additional Language (EAL).
- 6.2 We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, e.g. a visit to the historic City of Chester or Llandudno to the War Museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 7 Assessment for learning

- 7.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, for example, of voyages of discovery.
- 7.2 We assess the children's work in history while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.

- 7.3 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their individual targets should be for the future.
- 7.4 Annual examinations are taken in history from Form IV upwards to evaluate children's ability to produce written work on the subject independently. Reports are written on completion of exams and provide a formal communication with parents on children's progress. Parents' Evenings are held twice yearly to provide further advice to parents on children's progress.
- 7.5 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in each year of the school.

## **8 Resources**

- 8.1 There are sufficient resources for all history teaching units in the school. We keep these resources in form rooms. The library contains a good supply of topic books to support children's individual research.

## **9 Monitoring and review**

- 9.1 The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of history across the school.
- 9.2 The quality of teaching and learning in history is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

**Signed:**



**Date:** 12/01/2012



### **POLICY & SCHEME OF WORK FOR INFORMATION & COMMUNICATION TECHNOLOGY**

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#### **1 Aims and objectives**

1.1 ICT has become part of the way in which we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT:

- online lesson research, teaching plans and resource materials;
- communication by e-mail and fax;
- document distribution and storage;
- assessment information analysis;
- delivery of some lessons via either overhead projector or interactive whiteboard;
- production and editing of reports.

Thus, through teaching ICT, we equip children to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them to develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

1.2 Our objectives in the teaching of ICT are:

- to facilitate the finding, selection and use of information;
- to teach the use of ICT for effective and appropriate communication;
- to enable the monitoring and control of events, both real and imaginary;
- to teach the application of ICT to children's learning across the curriculum;
- to explore the value of ICT, both to children and to society in general;
- to examine issues of security, personal safety, confidentiality and accuracy;
- to develop the cross-curricular use of ICT in all subjects.

#### **2 Teaching and learning style**

2.1 As an objective of teaching of ICT is to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. While, at times, we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them to progress in whatever they are studying. So, for example, children might research a history topic by using the Internet.

2.2 We recognise that all classes have children with a wide range of ICT abilities. This is especially true when some children have access to ICT equipment at home, or some attend after-school clubs, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- using classroom assistants to support the work of individual children or groups of children.

### 3 ICT curriculum planning

- 3.1 The school uses the national scheme of work for ICT as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school.
- 3.2 We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each half term during each year. The ICT subject leader coordinates this in conjunction with form teachers, and the children often use ICT as part of their work in other subject areas. Our long-term ICT plan shows how teaching units are distributed across the year groups and where ICT is used to back up other areas of the curriculum, and how these fit together to ensure progression within the curriculum plan.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. The form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These outline further the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in ICT so that children build on their prior learning and provide a progression so that there is an increasing challenge for the children as they move up through the school.
- 3.6 All computers have the internet protection 'K9', which only allows children to enter approved sites.
- 3.7 Long-Term Plan Topics

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Form II</b>	WORDPROCESSING Labels, capital letters, full stops, return key using Word and 2publish. Saving work into pupil folders	STORY WRITING Using 2story. Saving work into pupil folders	PROGRAMMING Using the Bee-Bot, Bee-Bot software and 2go. Saving work into pupil folders.	MUSIC Using 2music toolkit	GRAPHS Using 2count	PUBLISHING Using 2publish. Saving work into pupil folders
<b>Form III</b>	WORDPROCESSING Space bar, shift key, return key, full stops, change font size using Word. Saving work into pupil folders	GRAPHIC DESIGN Use different tools, correct mistakes using 2draw. Saving work into pupil folders	GRAPHS Using 2graph	PUBLISHING Using 2publish. Saving work into pupil folders	PROGRAMMING Using 2go	BRANCHING DATABASES Tree diagram using 2question
<b>Form IV</b>	WORDPROCESSING WordArt, lists, bullet points, letter writing using WORD. Saving work into pupil folders	STORY WRITING Developing a story book, linking pages using 2create	MUSIC Writing music, music notation using 2music toolkit	GRAPHS Introduction to excel graphs – line graphs & bar charts	EMAIL address books, writing, inbox etc using 2email and hotmail	

<b>Form V</b>	<b>PUBLISHING</b> Using Word and Microsoft Publisher. Saving work into pupil folders	<b>GRAPHIC DESIGN</b> Stained Glass Window design MS paint repeated patterns	<b>BRANCHING DATABASES</b> Tree diagram using 2question – animals plants	<b>GRAPHS</b> Questionnaires, pie charts and line graphs	<b>PROGRAMMING</b> Following and writing instructions using LOGO	
<b>Form VI</b>	<b>SPREADSHEETS</b> Formulae, holiday budgeting calculations	<b>STORY WRITING</b> Developing a 2create story using sound & movement	<b>DATABASES</b> Introduction to databases using 2question	<b>GRAPHIC DESIGN</b> 3D modelling of room	<b>PRESENTATION &amp; RESEARCH</b> Geography work using the internet and PowerPoint	<b>MUSIC</b>
<b>Form VII</b>	<b>SPREADSHEETS</b> Formulae and graphs for scientific and survey enquiries	<b>PROGRAMMING</b> Use of MSW LOGO Writing instructions including 3D shapes	<b>PUBLISHING</b> Use of MS Publisher producing WW2 newspaper articles	<b>PRESENTATION &amp; RESEARCH</b> Use of internet to research topics for debates & assembly presentations	<b>DATABASES</b> Library work with MS Access	<b>GRAPHIC DESIGN</b> 3D modelling of classroom

### 3.8 Kindergarten and Form I ICT Topics

<b>Literacy Based ICT</b>	<b>Numeracy Based ICT</b>	<b>Creative ICT</b>
Scally's Letters and Nouns Typing and keyboard skills	Maths City <a href="http://www.ngfl-cymry.org.uk">www.ngfl-cymry.org.uk</a> – story of number 1, 2, 3 and 4	2Paint
Scholastic – Homes Jolly phonics CD Rom Scally Saving Work	Mathletics Maths City 1 and 2 Bar charts – 2Graph Bee-bot – Sorting, movement, position	2Paint – topic based pictures Scholastic – Autumn faces Recording voices, symbols Camera Music toolkit

### 3.9 ICT Extension Activities (Forms II – VII)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Form II	SPELLODROME		MATHLETICS		2calculate (Year 1 activities)	
	Mathletics in maths lessons. <a href="http://www.bbc.co.uk/learningzone">www.bbc.co.uk/learningzone</a> <a href="http://www.bbc.co.uk/schools">www.bbc.co.uk/schools</a>					
	The internet is used across the curriculum for internet research					
Form III	TEN THUMBS	2calculate (Year 2 activities)	TEACHING TIME	MATHLETICS	SPELLODROME	TEACHING TABLES
	Mathletics, Teaching Tables and Teaching Time is used in maths lessons. Spellodrome is used in English. <a href="http://www.google.co.uk">www.google.co.uk</a> is used for subject research					
Form IV	TEN THUMBS	TEACHING TIME	SPELLODROME	TEACHING TABLES	2calculate (Year 3 activities)	TEN THUMBS
	Mathletics in the maths lessons. Literacy Bank 3 in English lessons. (Activities chosen by teacher to support particular learning) The internet is used across the curriculum or research.					
Form V	TEACHING TABLES/TACHING TIME	SPLLODROME	TEN THUMBS	MATHLETICS	2calculate (Year 4 activities)	

<b>Form VI</b>	TEN THUMBS	MATHLETICS	SPELLODROME
<b>Form VII</b>	MATHLETICS	SPELLODROME	TEN THUMBS
	2calculate (Year 6 activities)		
	Mathletics is used in the maths lessons. Spellodrome is used in the English lessons.		
	The internet is used across the curriculum for research. <a href="http://www.bbc.co.uk/schools">www.bbc.co.uk/schools</a>		

## 4 The Foundation Stage

- 4.1 We teach ICT in foundation stage as an integral part of the topic work covered. We relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, both in the classroom and in the ICT suite and have opportunities to use a floor robot. Programmes used are detailed in section 3.8.

## 5 The contribution of ICT to teaching in other curriculum areas

- 5.1 The teaching of ICT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using spreadsheets or databases supports work in mathematics, while use of the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way. Much of the software we use is generic and can therefore be used in several curriculum areas.

### 5.2 English

ICT is a major contributor to the teaching of English. Children's reading development is supported by phonic, spelling and other literacy software. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communicating with people via e-mail. They also learn how to improve the presentation of their work by using desktop publishing software.

### 5.3 Mathematics

Children use ICT in mathematics to collect data, analyse results, and present information graphically. Maths software is used intensively to provide consolidation of the curriculum in each year group.

### 5.4 Science

Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Spreadsheets are used in the collection of data and in producing tables and graphs.

### 5.5 Personal, social and health education (PSHE) and citizenship and Thinking skills

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## **6 ICT and inclusion**

- 6.1 At our school, we teach ICT to all children, whatever their ability and individual needs. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with additional learning needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 6.2 We enable pupils to have access to the full range of activities involved in learning ICT. We have a range of software which is designed to include all learners.

## **7 Assessment for learning**

- 7.1 We assess the children's work in ICT while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- 7.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their individual targets should be for the future.
- 7.3 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in each year of the school.

## **8 Resources**

- 8.1 Our school has the appropriate computer-to-pupil ratio, and Internet access. Most software is already installed on PCs. Some software is installed only on the class PC.
- 8.4 In order to keep our school computers virus-free, no software from home will be installed on school computers. Where teachers are transferring files between their home and school, they must have up-to-date virus protection software on their home computers.

## **9 Monitoring and review**

- 9.1 The coordination and planning of the ICT curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in ICT and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of ICT across the school.
- 9.2 The quality of teaching and learning in ICT is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:



Date: 24/01/2012



### POLICY & SCHEME OF WORK FOR LANGUAGES

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#### **1 Aims and objectives**

- 1.1 In our school, we support the view that learning a language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- 1.2 Our main objective in the teaching of a language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:
- familiarise themselves with the sounds and written form of a language;
  - develop particular language-learning skills;
  - begin to understand a new language, and communicate in it;
  - make comparisons between languages;
  - learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
  - develop a positive attitude towards the learning of foreign languages in general;
  - use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
  - acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

#### **2 Teaching and learning style**

- 2.1 We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.
- 2.2 We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the QCA Schemes of Work for MFL at Key Stage 2. We have adapted this to the context of our school .



- 2.3 We use a variety of techniques to encourage the children to engage actively in the language: these include games, role-play and songs (particularly action songs). We often use ICT language software to enhance learning.
- 2.4 We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the lessons, as we believe that this serves to reinforce memory.
- 2.5 We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.
- 2.6 We allow for differentiation by:
  - providing a variety of oral activities suitable for all abilities;
  - setting common tasks which are open-ended and can have a variety of responses;
  - providing resources of different complexities, matched to the ability of the child.

### **3 Organisation**

- 3.1 Children start to learn a foreign language from Form III upwards in enrichment clubs provided in both French and Spanish. Children are required to attend a language club for half a term each year and may attend more. In Years 5 and 6, we build specialist language teaching in French into the normal school curriculum.
- 3.2 Most of our pupils are not Welsh speakers but all who wish are able to attend the Welsh conversation club. Members are then able to perform Welsh poetry at the Eisteddfod.
- 3.3 Many of our pupils move on to independent secondary schools where they will learn Latin and Classical Studies. We therefore provide a grounding for this in Year 6 covering some language and civilization.

### **4 The curriculum**

- 4.1 Our main language at School is French. The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the QCA Schemes of Work for MFL at Key Stage 2.
- 4.2 We teach the children to know and understand how to:
  - ask and answer questions;
  - use correct pronunciation and intonation;
  - memorise words;
  - interpret meaning;
  - understand basic grammar;
  - use dictionaries;
  - work in pairs and groups to communicate in the other language;
  - look at life in another culture.

- 3.2 We carry out curriculum planning in French in three phases (long-term, medium-term and short-term). The long-term plan, given here, maps the topics studied in each term during each year; the subject leader coordinates this plan in conjunction with language teachers.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. The form teacher is responsible for keeping and reviewing these plans.
- 3.4 Language teachers complete lesson plans. These outline further the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 Long-Term Plan Topics

<b>FRENCH</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Form VI</b>	Numbers 1-20. Greetings. Myself and family.	My family & home. My family tree. My house plan.	Prepositions. Food. Types of food and places to buy it from.	Table Talk. Cutlery & crockery. Eating with a family. French menu	Human body. Clothing. Footwear. Upper & lower body.	On holiday. At the seaside.
<b>Form VII</b>	<b>Hobbies.</b> Sports. Instruments Making arrangement to meet up.	<b>Time.</b> Time to five minutes. Daily routine of children.	<b>Finding your way around a town.</b> Directions. Maps.	<b>Going shopping.</b> Supermarket Ordering drinks/ ice creams/ a snack.	<b>Travel.</b> At the bus station/on the bus. In Paris. At the metro /railway stn.	<b>At School.</b> Lessons like/not like Daily timetable. Classroom equipment.

<b>CLUBS</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>French Club</b>	Greetings. How are you? What are you called? How old are you? Where do you live?	Numbers 1-20.	Colours.	Pets/Animals	Weather.	Days of the week. Months of the year.
<b>Spanish club</b>	Greetings. How are you? My name is? My family.	Numbers 1-20.	Colours.	Pets/Animals	Weather.	Days of the week. Months of the year.
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Welsh Club</b>	Greetings. Cyfarchion.	Colours. Autumn. Christmas Lliwiau. Hydref. Nadolig.	Numbers Mr Urdd's Birthday. Rhifau. Penblwydd Mr Urdd.	Days of the week. Months of the year. Dyddiau. Misoedd y flwyddyn.	My family. Holidays. Fy rheulu. Gwyliau.	Role plays shopping/ café. Gwaith dychymyg Siop/caffi.

## **5 The contribution of foreign languages to teaching in other curriculum areas**

### **5.1 English**

The learning of a language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure.

### **5.2 Mathematics**

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

### **5.3 Personal, social and health education and citizenship**

One of the main benefits to the children of learning a language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

### **5.4 Spiritual, moral, social and cultural education**

By teaching a language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

### **5.5 Geography**

We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). Pupils may learn about the climate of the countries in which the language is spoken.

### **5.6 Music**

We teach children songs in the language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question (e.g. Saint-Saëns' 'Carnival of the Animals' in the case of France).

### **5.7 History**

We teach children about significant historical figures and events in the history of the countries whose language we are studying.

### **5.8 Science**

Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

### **5.9 ICT**

We use a variety of software to help the children grasp pronunciation and to practise their vocabulary skills. This software is available in classrooms and Library/ICT suite and can be used both in clubs and lessons and individually in break times and after-school club.

## **6 Inclusion**

- 6.1 At our school, we teach a language to children, whatever their ability. A language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

## **7 Assessment for learning**

- 7.1 We assess the children's progress informally during the lessons, evaluating progress against the four Attainment Targets of:
- AT1: Listening and responding;
  - AT2: Speaking;
  - AT3: Reading and responding;
  - AT4: Writing.
- 7.2 We assess the children's work in French while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of Form VI.
- 7.3 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their individual targets should be for the future.
- 7.4 Annual examinations are taken in French in Forms VI and VII to evaluate children's ability to produce written work on the subject independently. Reports are written on completion of exams and provide a formal communication with parents on children's progress. Parents' Evenings are held twice yearly to provide further advice to parents on children's progress.
- 7.5 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in each year of the school.

## **8 Resources**

- 8.1 Interactive CD-ROMS are kept in the computer suite; text book resources are kept with the language teacher.

## **9 Monitoring and review**

- 9.1 The coordination and planning of languages curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in languages and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of French and enrichment club activities across the school.

- 9.2 The quality of teaching and learning in Languages is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

**Signed:** 

**Date:** 12/02/2012



### POLICY & SCHEME OF WORK FOR MATHS

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#### **1 Aims and objectives**

- 1.1 Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.
- 1.2 Our objectives in the teaching of mathematics are:
- to promote enjoyment of learning through practical activity, exploration and discussion as well as through written work;
  - to promote confidence and competence with numbers and the number system;
  - to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
  - to develop a practical understanding of the ways in which information is gathered and presented;
  - to explore features of shape and space, and develop measuring skills in a range of contexts;
  - to help children understand the importance of mathematics in everyday life;
  - to develop the cross-curricular use of mathematics in other subjects.

#### **2 Teaching and learning style**

- 2.1 The school uses a variety of teaching and learning styles in mathematics. Our principal aim is to develop children's knowledge, skills and understanding. During our daily lessons, we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources, such as number lines, number squares, digit cards and small apparatus to support their work. ICT is used in mathematics lessons to back up the curriculum. Wherever possible, we encourage the children to apply their learning to everyday situations.
- 2.2 Each form has children of mixed mathematical abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in some lessons classroom assistants are used to support some children.

#### **3 Mathematics curriculum planning**

- 3.1 We use the National Numeracy Strategy and the revised Primary Framework for literacy and mathematics as the basis for our programme of study for Mathematics. We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term).
- 3.2 Our long term plan given below identifies main themes covered in each term during each year. Some strands of the curriculum are continuous and therefore separate programmes of work are

followed. These include the tables programme and mental arithmetic and mental maths work. Our subject leader coordinates this plan in conjunction with form teachers.

- 3.3 Our medium term plans identify the key objectives in mathematics that we teach to each year and relate to the National Literacy Strategy Framework for Teaching and the revised Primary Framework for literacy and mathematics. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives, activities, resources and cross-curricula links. The Form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These further outline the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in maths so that they build on the children's prior learning. And provide a progression so that there is an increasing challenge for the children as they move up through the school. A programme of extension activities and accelerated work is available for those children able to work beyond the core subject activities.
- 3.6 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Form II</b>	Number recognition Time - o'clock, half past Addition -Tens and Units Subtraction-Tens and Units Coin recognition and totalling		Mixed addition and subtraction Place value Money values 3D shapes Fractions		Addition and subtraction - borrowing and carrying Money -total and change Time -quarter past, quarter to	
<b>Form III</b>	Number bonds to 10 and 20 Addition and subtraction Multiplying by 2, 3, 5 and 10 Number sequencing HTU recognition Money 2D and 3D shapes, Length Number problems Time-analogue clock Odds and evens		Addition and subtraction Multiplying by 2, 3, 4, 5, 10 and 11 Division Weight (g and Kg) –reading scales Symmetry		Four rules Multiplying up to 12 Pictograms and bar charts Money addition and subtraction Capacity Angles-obtuse, acute and right angles Time Fractions – halves and quarters	
<b>Form IV</b>	Four rules Word problems Time Measurement - length		Fractions Time Measurement – weight, length and capacity Money		2D shapes 3D shapes Shape and space Data handling	
<b>Form V</b>	Addition/Subtraction Read and write whole numbers Place value of digits Mental strategies + & - Money and real life problems Length 2/3 D Shapes	Doubling and halving Multiplication /division Time Fractions Handling Data	Grams and kilograms Mass Capacity Long Multiplication Multiplication/Division		Ordering Numbers Decimals Area and Perimeter Co-ordinates Compass Directions Angles	Timetables Carroll Diagrams Venn Diagrams Mental Strategies Ratio and Proportion Real life problems Lines
<b>Form VI</b>	Fractions- equivalent, improper, ordering, addition, subtraction, multiplication and division Mixed numbers Lowest common multiple Decimals	Decimals Long multiplication Average, mean Area and perimeter	Negative numbers Ordering and sequencing numbers and decimals Co-ordinates -4 quadrants	Time-12/24 hr clock Timetables Measurement Conversions Angles – drawing, estimating and measuring	4 rules of Fractions Averages Decimals Volume Long multiplication	Percentages Ratio and proportion Bar charts Line graphs

<b>Form VII</b>	4 rules Number sequences Angles and bearings Symmetry Fractions, decimals and percentages Ratio Probability	Past papers Pie charts Problems Assessment papers	Circles – radius, diameter, area & circumference Long division	Transformations - translations, enlargement, reflection and rotation Scale drawing
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### 3.7 Kindergarten and Form I Long Term Plan

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Kg</b>	Number rhymes 2D shapes colour Matching pictures Identify 1 and 2 count 1-10	Patterns Same as, more/less Identify 3 and 4 Count 1-20	Weight Size Identify 5 and 6 Count backwards Count 1-30	Symmetry Length Identify 7 and 8 Count 1-40	Combining 2 groups Height Identify 9 and 10 Count 1-50	Weight Capacity Recognise numbers 1-10 Count 1-100
<b>Form I</b>	Counting Formation 1-5 order 2D shapes O'clock times Measuring Adding 1 more	Formation 6-10 Addition Subtraction 3D shapes O'clock times Money	Numbers up to 6 Counting and addition 3D shapes Balancing and comparison Subtraction Formation to 20	Addition Subtraction Patterns Number words to numerals Money Missing numbers O'clock /half past times	Doubles O'clock /half past times Addition (to 20) Subtraction (to 20) Capacity Money Ordinal numbers	Making ten Addition (to 30) Subtraction (to 30) O'clock /half past times Money Formation up to 30

## 4 The Foundation Stage

- 4.1 We teach mathematics in our foundation stage classes. We relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

## 5 Contribution of mathematics to teaching in other curriculum areas

### 5.1 English

The teaching of mathematics contributes significantly to children's understanding of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, in mathematics lessons, we expect children to read and interpret problems, in order to identify the mathematics involved. They are also improving their command of English when they explain and present their work. In English lessons, too, maths can contribute: younger children enjoy stories and rhyme that rely on counting and sequencing, while older children encounter mathematical vocabulary, graphs and charts when reading non-fiction texts.

### 5.2 Personal, social and health education (PSHE) and citizenship

Mathematics contributes to the teaching of PSHE and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. We present older children with real-life situations in their mathematics work on the spending of money.



### 5.3 ICT

Information and communication technology enhances the teaching of mathematics significantly, because ICT is particularly useful for mathematical tasks. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers can use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. Younger children use ICT to communicate results with appropriate mathematical symbols. Older children use it to produce graphs and tables when explaining their results, or when creating repeating patterns, such as tessellations. ICT is used to help to develop mathematical skills with the use of our web-based software, 'Mathletics' and various other mathematical software packages available at School.

## 6 Mathematics and inclusion

- 6.1 At our school, we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with additional learning needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 6.2 When progress falls significantly outside the expected range, the child may have additional learning needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This is documented in an individual education plan for the child. The IEP may include, as appropriate, specific targets relating to maths.
- 6.3 We enable all pupils to have access to the full range of activities involved in learning maths.

## 7 Assessment for learning

### 7.1 Targets and Teacher Assessment

We assess the children's work in maths while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work and ascertain a Level for each child in each area. This form of assessment takes place each half term. Children set their own targets which they work at achieving within the same time frame.

### 7.2 Daily and Weekly Tests at KS2

Children's work is closely monitored in Maths. Weekly tests are taken in tables, mental arithmetic and mental maths appropriate for each year group. Non-verbal reasoning tests are also taken on a weekly basis from Form V to monitor spatial skills.

### 7.3 Exams and Standardised Tests

School exams are taken in Maths twice yearly. These provide further assessment in areas of the curriculum covered in each half year.

#### 7.4 Reports and Communication with Parents

Reports are written on completion of exams and provide a formal communication with parents on children's progress. Form teachers communicate verbally on a daily basis, as necessary with parents to keep them informed and Parents' Evenings are held twice yearly.

#### 7.5 Records

The subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in maths in each year of the school. Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

### 8 Resources

- 8.1 There is a range of resources to support the teaching of maths across the school. All classrooms have a variety of age-appropriate text books and equipment. Children have access to the Internet and a range of mathematical software through their classroom computer. Access to these is also available in the library area.

### 9 Monitoring and review

- 9.1 The coordination and planning of the maths curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in maths and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons in maths across the School.
- 9.2 The quality of teaching and learning in maths is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:



Date: 25/01/2012



### POLICY & SCHEME OF WORK FOR MUSIC

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#### **1 Aims and objectives**

- 1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world that they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2 Our objectives in the teaching of music are:
- to explore how sounds are made, and can be organised into musical structures;
  - to show how music is produced by a variety of instruments;
  - to teach how music is composed and written down;
  - to examine the relevance of when, where and why a given piece of music was written;
  - to develop the interrelated skills of composition, performance and appreciation.

#### **2 Teaching and learning style**

- 2.1 At Fairholme School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.
- 2.2 We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:
- setting tasks which are open-ended and can have a variety of responses;
  - providing resources of different complexity, depending on the ability of the child and allowing children to use particular instrumental skills for group tasks;
  - providing specialist support where individual children have particular gifts or talents.

### 3 Additional music teaching

- 3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Individual lessons in piano, singing, flute, clarinet, saxophone and trumpet are offered. Group lessons in guitar and recorder are offered. This is in addition to the normal music teaching of the school. Individual lessons take place during afternoon lessons, from which children are withdrawn for the duration of the instrumental lesson. Group lessons are held during break times.

### 4 Music curriculum planning

- 4.1 Fairholme uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:
- increasing breadth and range of musical experiences;
  - increasing challenge and difficulty in musical activities;
  - increasing confidence, sensitivity and creativity in the children's music-making.
- 4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during each year.
- 4.3 The medium-term plans give details of each unit of work for each term. The music teacher is responsible for keeping and reviewing these plans. They outline learning objectives within each topic, activities, resources and cross-curricula links.
- 4.4 The form teacher or music teacher writes the daily lesson plans. These outline further the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. These are available for the subject leader and used together during lesson observation and evaluation.
- 4.5 Long-Term Plan Topics

2 Year rotation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KG & Form I	Special People – beat and tempo	Going places – high and low	Moving patterns - structure	Working world - texture	Growth and change – loud and quiet	Our senses - timbre
Form II & Fm III	Sounds interesting - Exploring sounds.	The long and the short of it – Exploring duration. (Nativity practice).	Feel the pulse – Exploring pulse and rhythm.	Taking off – Exploring pitch. (Easter play practice).	What's the score – Exploring instruments and symbols.	Rain rain go away – Exploring timbre, tempo and dynamics.
KG & Form I	Special People – beat and tempo	Moving patterns - structure	Working world - texture	Growth and change – loud and quiet	Our senses - timbre	Going places – high and low
Form II & Fm III	The long and the short of it – Exploring duration.	Feel the pulse – Exploring pulse and rhythm. (Nativity practice).	Taking off – Exploring pitch.	What's the score – Exploring instruments and symbols. (Easter play practice).	Rain rain go away – Exploring timbre, tempo and dynamics.	Sounds interesting - Exploring sounds.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Form IV	DESCRIPTIVE MUSIC	RHYTHM & PATTERNS	ACCOMPANIMENTS	ARRANGEMENTS	SCALES	SOUND COLOURS
Form V	RHYTHMIC PATTERNS	RHYTHMIC ARRANGEMENTS	MELODY & SCALES	COMPOSING	PROGRAMME MUSIC	MUSICAL SIGNALS
Form VI	CYCLIC PATTERNS	ROUNDS	CLUSTERS & COMPOSING	SONGWRITING	MUSICAL PROCESSES	WORLD MUSIC
Form VII	ROUNDS	CYCLIC PATTERNS	WORLD MUSIC	WORLD MUSIC (continued)	MUSICAL PROCESSES	BRINGING IT ALL TOGETHER

## 5 The Foundation Stage

- 5.1 We teach music in the foundation stage as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Experimenting with sounds contributes to creative development.

## 6 The contribution of music to teaching in other curriculum areas

### 6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is often linked with School drama events in which children develop confidence in communication and performance skills.

### 6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

### 6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### 6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Fairholme School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

## 6.5 ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music and experiment with rhythm and beat. They also use ICT to enhance their research skills. They listen to music on the Internet, and they record their own compositions and performances. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work.

## 7 Music and inclusion

- 7.1 At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 7.2 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, e.g. in a musical festival, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment for learning

- 8.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work.
- 8.2 The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school.

## 9 Resources

- 9.1 There are sufficient resources for all music teaching units in the school. A range of instruments are kept in the School hall or Music room. The library contains a good supply of topic books and computer software to support children's learning.

## 10 The school choir/wind band/recorder consort and musical events

- 10.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Our School choir involves all pupils in School and performs in public on a number of occasions throughout the year, either at St. Asaph Cathedral or in School.
- 10.2 Wind band and recorder consort practise on a weekly basis and have been formed to allow children to learn to enjoy playing music in an ensemble. These groups perform regularly to parents and the local community.

## **11 Monitoring and review**

- 11.1 The coordination and planning of the music curriculum are the responsibility of the music teachers in conjunction with the subject leader.
- 11.2 The quality of teaching and learning in music is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 11.3 This policy will be reviewed at least every two years.

**Signed:** 

**Date:** 15/02/2012



### **POLICY & SCHEME OF WORK FOR PHYSICAL EDUCATION**

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#### **1 Aims and objectives**

- 1.1 PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.
- 1.2 Our objectives in the teaching of PE are:
- to enable children to develop and explore physical skills with increasing control and coordination;
  - to encourage children to work and play with others in a range of group situations;
  - to develop the way in which children perform skills, and apply rules and conventions, for different activities;
  - to show children how to improve the quality and control of their performance;
  - to teach children to recognise and describe how their bodies feel during exercise;
  - to develop the children's enjoyment of physical activity through creativity and imagination;
  - to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.

#### **2 Teaching and learning style**

- 2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.
- 2.2 In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting common tasks that are open-ended and can have a variety of results (e.g. athletics events);
  - setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
  - providing a range of challenge through the provision of different resources.



### 3 PE curriculum planning

- 3.1 We provide a wide variety of summer and winter sports for all children. This gives every child the opportunity to develop skills and find in which sport their talent lies.
- 3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan, given below, maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each teaching group.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. Sports Teachers are responsible for keeping and reviewing these plans.
- 3.4 Sports teachers complete lesson plans. These outline further the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The lesson plans are available for the form teachers and subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in PE so that they build on the children's prior learning and provide a progression so that there is an increasing challenge for the children as they move up through the school.
- 3.6 Long-Term Plan Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Form II (mixed)</b>	Catching & Throwing	Athletics	Ball Games	Hockey	Tennis	Athletics
<b>Form III (mixed)</b>	Dance		Gymnastics	Circuits	Rounders	
<b>Form II &amp; III Girls</b>	Netball			Rounders Skills	Athletics	Tennis
	Ballet					
<b>Form II &amp; III Boys</b>	Football				Athletics	Tennis
<b>Form IV (mixed)</b>	Skiping Fitness Programme	Hockey	Athletics	Striking and Fielding	Orienteering	
<b>Form V (mixed)</b>	Ball Games	Speed/Agility/Quickness	Striking and fielding	Athletics	Tennis	Rounders
<b>Form IV &amp; V Girls</b>	Netball			Hockey	Athletics	Tennis
	Ballet					
<b>Form IV &amp; V Boys</b>	Football				Cricket	
	Hockey	Tag Rugby	Health Related Fitness	Hockey	Athletics	Tennis
<b>Form VI &amp; VII Girls</b>	Netball			Hockey	Athletics	Tennis
	Ballet					
<b>Form VI &amp; VII Boys</b>	Football				Cricket	
	Hockey	Tag Rugby	Health Related Fitness	Hockey	Athletics	Tennis

## **4 The Foundation Stage**

- 4.1 We encourage the physical development of our children in the foundation stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **5 Contribution of PE to teaching in other curriculum areas**

### **5.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

### **5.2 Mathematics**

PE contributes to the teaching of mathematics by encouraging measurement of time and distance.

### **5.3 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### **5.4 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### **5.5 ICT**

Information and communication technology enhances the teaching of PE. Children make video recordings of their performance in sport whether outdoor or indoor, and use them to discuss and develop their game.

## **6 Inclusion**

- 6.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 6.2 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment for learning**

- 7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve.
- 7.2 Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.

## **8 Resources**

- 8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The Sports Pitch stores store larger equipment and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the all weather pitch for games and athletics activities, with some use of grass area and tarmac small netball court.

## **9 Health and safety**

- 9.1 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. We expect the teachers to set a good example by wearing appropriate clothing when teaching PE. No potentially dangerous jewellery is to be worn for any physical activity. Girls and boys are given separate changing areas from the age of eight.

## **10 Extra-curricular activities**

- 10.1 The school provides a range of PE-related activities for children at lunchtime and after school club. We also run sports camps each half term and during some long school holidays. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of the year. The school also plays matches against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

## **9 Monitoring and review**

- 9.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:
  - supports colleagues in their teaching, by keeping informed about current developments in PE and by providing a strategic lead and direction for this subject;
  - leads observation lessons so that Form Teachers are aware of the progress of their pupils when not teaching sport themselves.

- 9.2 The quality of teaching and learning in PE is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

**Signed:** 

**Date:** 12/01/2012



### **POLICY & SCHEME OF WORK FOR P.S.H.E. & CITIZENSHIP**

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#### **1 Aims and objectives**

- 1.1 We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.
- 1.2 Our objectives in the teaching of PSHE and citizenship are for all of our children:
- to know and understand what is meant by a healthy lifestyle;
  - to be aware of safety issues;
  - to understand what makes for good relationships with others;
  - to have respect for others;
  - to be thoughtful and responsible members of their community and their school;
  - to become active members of our democratic society;
  - to develop self-confidence and self-esteem;
  - to make informed choices regarding personal and social issues;
  - to develop good relationships with other members of the community.

#### **2 Teaching and learning style**

- 2.1 We use a range of teaching and learning styles. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

#### **3 PSHE and citizenship curriculum planning**

- 3.1 We teach PSHE and citizenship in a variety of ways. Sometimes we teach PSHE and citizenship as a discrete subject; children learn and discuss issues as a class. Sometimes we teach PSHE and citizenship in assemblies and discuss issues as a larger group. On other occasions, we introduce

PSHE and citizenship topics through teaching in other subjects, for example, when teaching about local environmental issues in geography. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

- 3.2 We develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We give older children opportunities to develop leadership skills and take part in positive group work organising charity events and leading assemblies and House Events.

### 3.3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Form II	Being special		My body	Keeping myself safe	My class, my school	Looking forward to...
Form III	What can I do for my body?		Looking after possessions		Moral messages	
Form IV	Preparing to be an active citizen		Healthy eating		Small group participation	
Form V	Developing confidence and responsibility and Moral Dilemmas		Developing good relationships and respecting differences between people		Diversity (games for building social skills)	
Form VI	Who am I? On a desert island.	My favourite things. There's no one quite like you. Going places.	Radiators & drains. Body language. What is in a smile? People need people.	Loneliness. Alone. Anger. Fear.	Sadness. Happiness. Honesty. Trust.	What makes a hero? Caring for and caring about. I wish...
Form VII	PSHE covered in assembly time		Developing confidence and responsibility. A new school. New friends. Peer pressure. Personal goals.		Preparing to be an active citizen. Caring for the planet. News. Adverts. Laws.	

Citizenship Topics covered in KS2 Assemblies		
Friendship Rules Teamwork Keeping Safe and Healthy Seasons	Sight and Seeing Peace Fire Remembrance Anti-Bullying	New Things Over Confidence Custodians of our planet Everyone is different Current Affairs

## 4 The Foundation Stage

- 4.1 We teach PSHE and citizenship in foundation stage as an integral part of our topic work and during assemblies. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in topic work covered for early learning goals such as 'knowledge and understanding of the world.

## **5 PSHE and citizenship and ICT**

- 5.1 ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. We learn about internet safety and through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## **6 Inclusion**

- 6.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children.
- 6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **7 Assessment for learning**

- 7.1 Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons.
- 7.3 We encourage our pupils to choose some of their targets based on their PSHE learning, promoting contribution to the life of the school and the community.
- 7.4 We do not set formal examinations in PSHE and citizenship as we do not feel this is a subject that can be tested in written work but rather by attitudes and contributions of pupils to school life.

## **8 Resources**

- 8.1 We keep resources for PSHE and citizenship in classrooms and in the library. Our PSHE and citizenship/thinking skills subject leader holds a selection of reference materials.

## **9 Monitoring and review**

- 9.1 The coordination and planning of the PSHE curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in PSHE and citizenship and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of PSHE across the school.
- 9.2 The quality of teaching and learning in history is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:



Date: 12/02/2012



### POLICY & SCHEME OF WORK FOR RELIGIOUS EDUCATION

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#### **1 Aims and objectives**

- 1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Fairholme School, we develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.
- 1.2 Our objectives in the teaching of RE are, for all of our children:
- to develop an awareness of spiritual and moral issues arising in their lives;
  - to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
  - to develop an understanding of what it means to be committed to a religious tradition;
  - to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
  - to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
  - to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
  - to have respect for other people's views, and hence to celebrate diversity in society.

#### **2 Teaching and learning style**

- 2.1 The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our RE syllabus reflects the fact that religious traditions in Great Britain are, in the main, Christian, but at the same time takes account of the teachings and practices of other major religions. RE lessons are part of the curriculum for all classes up to Form V. Religious Education is then continued through topics covered in assemblies as detailed below.
- 2.2 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 2.3 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali etc. to develop religious thinking. We organise visits to places of worship and invite clergy from the church to come into school and talk to the children.



- 2.4 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in assemblies.
- 2.5 We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:
- setting tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
  - providing resources of different complexity, adapted to the ability of the child;
  - using classroom assistants to support the work of individuals or groups of children.

### 3 RE curriculum planning

- 3.1 We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned offers the children an increasing challenge as they move through the school.
- 3.2 We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan, given here, maps the RE topics studied in each term during each year; the subject leader coordinates this plan in conjunction with form teachers.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. The form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These outline further the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in history so that they build on the children's prior learning and provide a progression so that there is an increasing challenge for the children as they move up through the school.
- 3.6 Long-Term Plan Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Form II</b>	The Bible The Church	Jesus Advent	Festivals	Christian Life and values	The Bible	Other Faiths
<b>Form III</b>	Christian life and values	Jesus Advent	The Church	The Easter story	Joseph	Values
<b>Form IV</b>	The Bible	The Patron Saints	Jesus	Jesus	The Church	The Church
<b>Form V</b>	Judaism	Islam	Hinduism	Buddhism	Christianity	Sikhism

## Religious Education - Fairholme KS2 & Friday Whole School Assemblies

<p><u>Church Seasons</u></p> <p>Advent</p> <ul style="list-style-type: none"> <li>- The Word - Light</li> <li>- Old Testament prophets – Peace</li> <li>- John the Baptist – Love</li> <li>- Mary (the Annunciation) – Joy</li> </ul> <p>Christmas</p> <ul style="list-style-type: none"> <li>- Isaiah foretells Jesus’ Birth</li> <li>- Annunciation</li> <li>- Shepherds</li> <li>- Wise Men</li> </ul> <p>Epiphany</p> <ul style="list-style-type: none"> <li>- The Wise Men</li> <li>- John the Baptist</li> <li>- Wedding at Cana</li> </ul> <p>Lent</p> <ul style="list-style-type: none"> <li>- Jesus in the wilderness</li> <li>- Shrove Tuesday</li> <li>- Ash Wednesday</li> </ul> <p>Easter</p> <ul style="list-style-type: none"> <li>- Jesus at Bethany</li> <li>- Palm Sunday</li> <li>- The Last Supper</li> <li>- Peter Denies Jesus</li> <li>- Crucifixion &amp; resurrection</li> <li>- Resurrection appearances</li> </ul> <p>Whitsuntide</p> <ul style="list-style-type: none"> <li>- Coming of Holy Spirit (Pentecost)</li> </ul>	<p><u>Citizenship</u></p> <p>Friendship</p> <p>Rules</p> <p>Teamwork</p> <p>Keeping Safe and Healthy</p> <p>Seasons</p> <p>Sight and Seeing</p> <p>Peace</p> <p>Fire</p> <p>Remembrance</p> <p>Anti-Bullying</p> <p>New Things</p> <p>Over Confidence</p> <p>Custodians of our world</p> <p>Everyone is different</p> <p>Current Affairs</p> <p><u>Multi-Cultural Celebrations</u></p> <p>Eid-ul-Adha</p> <p>Ramadan</p> <p>Eid-ul-Fitr</p> <p>Sukkot</p> <p>Hanukah</p> <p>Baisakhi</p> <p>Birth of Guru Nanak</p> <p>Pavarana</p> <p>Bodhi Day</p> <p>Divali</p> <p>Holi</p> <p>Chinese New Year</p> <p>Burns Night</p> <p>St George</p> <p>St Patrick</p> <p>St. David</p> <p>St. Andrew</p>
<p><u>Other Bible Stories</u></p> <p>Old Testament</p> <ul style="list-style-type: none"> <li>- Abraham</li> <li>- Isaac</li> <li>- Joseph</li> <li>- Moses leads Israelites out of Egypt</li> <li>- Moses – Ten Commandments</li> <li>- Saul</li> <li>- David &amp; Goliath</li> <li>- David &amp; Jonathan</li> <li>- Samuel</li> <li>- Elijah</li> <li>- Elisha</li> </ul>	<p>New Testament</p> <ul style="list-style-type: none"> <li>- Jesus calls disciples</li> <li>- Miracles – Four friends Feeding of 5000</li> <li>- Parables – Talents Sower Prodigal Son</li> <li>- St. Paul Letters Body of Christ Armour of God</li> </ul>

## **4 The Foundation Stage**

- 4.1 In the foundation stage, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## **5 Contribution of RE to the teaching in other curriculum areas**

### **5.1 English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use have religious themes or content, which encourages discussion. We also encourage the children to write letters and record information, in order to develop their writing ability.

### **5.2 Personal, social and health education (PSHE) and citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **5.3 Spiritual, moral, social and cultural development**

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

### **5.4 ICT**

ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations for assemblies. Younger children draw up a set of rules for school. We take photographs to record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

## **6 Inclusion**

- 6.1 At our school, we teach RE to children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 6.2 We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to the Cathedral, for example) we carry

out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment for learning**

- 7.1 Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress.
- 7.2 Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- 7.3 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their individual targets should be for the future.
- 7.4 Annual examinations are taken in RE in Forms IV and V to evaluate children's ability to produce written work on the subject independently. Reports are written on completion of exams and provide a formal communication with parents on children's progress. Parents' Evenings are held twice yearly to provide further advice to parents on children's progress.
- 7.5 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in each year of the school.

## **8 Resources**

- 8.1 We have sufficient resources in our school to be able to teach all our RE teaching units. There is a set of Bibles for both Key Stages, and the school library has a good supply of RE topic books and computer software to support the children's individual research.

## **9 Monitoring and review**

- 9.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:
  - supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of RE across the school.
- 9.2 The quality of teaching and learning in RE is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:



Date: 12/01/2012



### POLICY & SCHEME OF WORK FOR SCIENCE

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#### **1 Aims and objectives**

- 1.1 Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way that they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national and global level.
- 1.2 Our objectives in the teaching of science are for all our children:
- to ask and answer scientific questions;
  - to plan and carry out scientific investigations, with the correct use of equipment (including computers);
  - to know about life processes;
  - to know about materials, electricity, light, sound, and natural forces;
  - to know about the nature of the solar system, including the earth;
  - to know how to evaluate evidence, and to present conclusions both clearly and accurately.

#### **2 Teaching and learning style**

- 2.1 We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes, we do this through whole-class teaching, while at other times, we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs. They use ICT in science lessons because it enhances their learning. They take part in discussions, and they present information to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in real scientific activities, e.g. carrying out a practical experiment and analysing the results.
- 2.2 We recognise that in all classes, children have a wide range of scientific abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:
- setting tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
  - using classroom assistants to support the work of individual children or groups of children.

#### **3 Science curriculum planning**

- 3.1 Science is a core subject in the National Curriculum. The school uses the national scheme of work for science as the basis of its curriculum planning. The national scheme has been adapted to the circumstances of the school. We carry out the curriculum planning in science in three phases (long-term, medium-term and short-term).

- 3.2 Our long term plan given below identifies main themes covered in each term during each year. The subject leader coordinates this plan in conjunction with form teachers.
- 3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. These plans outline learning objectives within each topic, activities, resources and cross-curricula links. The form teacher is responsible for keeping and reviewing these plans.
- 3.4 Form teachers complete lesson plans. These further outline the learning objectives for each lesson and relate to the medium term plan. They also include evaluation for use in following lessons and review of medium term plans. The form teacher keeps these individual plans, and they are available for the subject leader and used together during lesson observation and evaluation.
- 3.5 We plan the activities in science so that they build on the children's prior learning and provide a progression so that there is an increasing challenge for the children as they move up through the school. A programme of extension activities is available for those children able to work beyond the core subject activities.
- 3.6 Long Term Plan

#### Kindergarten

Cycle 1	<b>Myself</b>	<b>Health</b>	<b>Toys</b>	<b>People who help us</b>	<b>Minibeasts</b>	<b>Water</b>
	Features of a face Exploring hands and feet	Our senses	How toys move	Different functions of tools and objects	Examine living things	Importance of water in everyday life
Cycle 2	<b>Myself -faces</b>	<b>Cookery</b>	<b>Traditional tales</b>	<b>Animals</b>	<b>Communication</b>	<b>Garden</b>
	Similarities and differences in faces	Changing materials – heating and cooling	Building bridges and castles	Features of an animal	Different functions of tools and objects	Features of a plant Growth in plants and seeds

#### Form I

<b>Myself</b>	<b>Families</b>	<b>Homes</b>	<b>Seasons</b>	<b>Food and shopping</b>	<b>Travel and Transport</b>
Our senses	Similarities, differences between each other	Features of a home Electricity Materials of buildings	Changing seasons – growth Features of living things	Taste a variety of foods Features of different food items Disposing food packages correctly	Recognise signs and symbols Different types of transport

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Form II</b>	Ourselves	Light and Dark	Sorting and Using Materials	Growing Plants	Movement: Pushes and Pulls	Sounds and Hearing
<b>Form III</b>	Food, Health and Growth	Plants and Animals in our Environment	Variation in Plant and Animal Life	About Materials	Forces and Movement	Using Electricity
<b>Form IV</b>	Teeth and Eating	Helping Plants Grow Well	Characteristics of Materials	Rocks and Soils	Magnets, Springs and Elastic Bands	Light and Shadows
<b>Form V</b>	Moving and Growing	Solids and Liquids	Keeping Warm	Habitats	Friction	Circuits and Conductors
<b>Form VI</b>	Keeping Healthy	Life Cycles	Gases Around us	Changing Sounds	Earth, Sun and Moon	Plants and Animals
<b>Form VII</b>	More about Dissolving	Reversible & Irreversible Changes	Micro-Organisms	How We See	Changing Circuits	Gravity and Other Forces

## **4 The Foundation Stage**

- 4.1 We teach science in foundation stage as an integral part of the topic work covered during the year. We relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child's knowledge and understanding of the world, e.g. through investigating what floats and what sinks when placed in water.

## **5 The contribution of science to teaching in other curriculum areas**

### **5.1 English**

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in the are of a scientific nature. The children develop oral skills in science lessons through discussions (e.g. of the environment) and through recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information.

### **5.2 Mathematics**

Science contributes to the teaching of mathematics in a number of ways. When the children use weights and measures, they are learning to use and apply number. Through working on investigations, they learn to estimate and predict. They develop accuracy in their observation and recording of events. Many of their answers and conclusions include numbers and graphs.

### **5.3 Personal, social and health education (PSHE) and citizenship**

Science makes a significant contribution to the teaching of PSHE and citizenship. Science gives children numerous opportunities to debate and discuss. Certain topic areas contribute to PSHE

material such as 'Ourselves', 'Keeping Healthy' and 'Teeth and Eating'. Children have the opportunity to discuss health issues such as the effects of smoking.

#### 5.4 Spiritual, moral, social and cultural development

Science teaching offers children many opportunities to examine some of the fundamental questions in life, e.g. the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, we give them the chance to reflect on the way people care for the planet, and how science can contribute to the way in which we manage the Earth's resources.

#### 5.5 ICT

ICT enhances the teaching of science in our school significantly, because there are some tasks for which ICT is particularly useful. Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Spreadsheets are used to assist in the collection of data and in producing tables and graphs. Children use ICT to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet.

### 6 Science and inclusion

6.1 At our school, we teach science to all children, whatever their ability and individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our science teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language and we take all reasonable steps to achieve this. For further details, see individual whole-school policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

6.2 We enable all pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the classroom (a trip to a science museum, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### 7 Assessment for learning

7.1 We assess the children's work in science while observing them working during lessons. Teachers record the progress made by children against the targets for each topic covered. Pupils are awarded bronze, silver or gold achievement for each target, and then this information is used to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.

7.2 Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their individual targets should be for the future.

7.3 Annual examinations are taken in science from Form IV upwards to evaluate children's ability to produce written work on the subject independently. Reports are written on completion of exams



and provide a formal communication with parents on children's progress. Parents' Evenings are held twice yearly to provide further advice to parents on children's progress.

- 7.4 The subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in each year of the school.

## **8 Resources**

- 8.1 We have sufficient resources for all science teaching units in the school. The library contains a good supply of science topic books and computer software to support children's individual research. Children have access to the Internet and a range of science software through their classroom computer. Access to these is also available in the library area.

## **9 Monitoring and review**

- 9.1 The coordination and planning of the science curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in science and by providing a strategic lead and direction for this subject;
  - collates and reviews children's work and observes lessons of science across the school.
- 9.2 The quality of teaching and learning in science is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:



Date: 12/02/2012