

Curriculum Policy

Oak Trees MAT Curriculum Rationale

All Oak Trees' schools are firmly committed to the vision:

'We believe in the power and potential of people.'

The teaching and learning of our curriculum enables adults and children to fulfil this vision by:

- having the belief that everyone has the power to inspire, the power to change and the power to achieve excellence in their own way,
- unlocking potential through knowledge, creativity, application, practice, discovery and passion,
- enabling the community to work together to create greatness inside and outside of the classroom,
- raising aspirations and inspiring children to be ambitious and develop a lifelong love of learning,
- dedicating our well balanced, child centred curriculum to ensure the intellectual, spiritual, cultural and physical development of every child to equip them for life in our society.

Our knowledge-rich curriculum is based on the MAT values and is designed to ensure children and staff have opportunities to:

Co-operate and collaborate

Achieve excellence for all

Raise aspirations and inspire imaginations

Explore new interests and new ideas

A key principle of the Oak Trees MAT is that each school has autonomy on its curriculum intent. i.e. the planned knowledge it wants its pupils to learn.

Central to the core values of Oak Trees is that collaboration is at the heart of school improvement and for this reason, each school will implement its curriculum according to the following agreed principles:

1. Learning is a change to long term memory and if nothing has been altered in long term memory, nothing has been learned;
2. Each school's curriculum will:
 - Link strongly to the Oak Trees values above;
 - Be progressive, knowledge-rich and based on ideas from cognitive science;
 - Be based on key concepts which allow pupils to make links and put their understanding into context;
 - Be delivered creatively, to engage and excite pupils;
 - Provide high challenge, repeated practice and low stakes testing;
 - Be underpinned by purposeful assessment which guides teaching;
3. Teaching staff will have the pedagogical understanding and subject knowledge to deliver the curriculum effectively.

Intent, Implementation and Impact

On each school website you will be able to see the Intent, Implementation and Impact of the schools' curriculum delivery within their school.

Each school delivers their curriculum under the framework of the MAT curriculum rationale above but bespoke to the individual nature and needs of their community. MAT leaders work collaboratively to ensure an agreed strategic direction for the curriculum under the MAT umbrella, but it is down to the individual schools to ensure that their curriculum is of the highest quality for their pupils.

The rationale above highlights the elements of the curriculum which are common and those where the schools have the discretion to innovate for the individual and unique communities of each school.

Intent

The *intent* of the curriculum is the content we want children to learn and the sequence in which they encounter the curriculum. Here at Poulton Lancelyn, we are currently developing a curriculum that is coherent and progressive, engaging and challenging. The intent of our curriculum allows pupils to learn about how the past influences our lives now and how our current actions will affect our future world, enabling our pupils to compare their lives to others by examining current events and topical issues both on our own doorstep and further afield. We work hard to ensure that children are given opportunity to consolidate and retrieve prior learning whilst developing new and deeper knowledge and skills.

Curriculum long term maps (published on our website) are available for each year group, which exemplify the sequence of learning taken by children at Poulton Lancelyn. Medium term planning overviews are also available to view for each year group, demonstrating the learning that takes place each term including linked learning under a theme, and discrete learning.

For the academic year 2019-20 and beyond, we are committed to create a curriculum to inspire and engage our children. Over the next three years, our curriculum will be developed in the following way:

Year	Autumn Term	Spring Term	Summer Term
2019 – 2020	The Environment (MAT)	History Topic (PL)	Current School Curriculum
2020 - 2021	The Environment (MAT)	History Topic (MAT)	STEAM Driven Topic (PL)
2021 - 2022	The Environment (MAT)	History Topic (MAT)	STEAM Driven Topic (MAT)

Implementation

The **implementation** of the curriculum is concerned with how the intent is taught. How will the school go about the business of teaching the curriculum?

At Poulton Lancelyn we aim for learning to be 'sticky': children will remember knowledge and understanding through meaningful, collaborative and where possible hands-on lessons. We also aim for learning to have repetition to ensure that knowledge is deepened and enhanced over time; each lesson will refer back to previous learning and through our coherent design based around key concepts, learning will refer back to knowledge learned in previous year groups.

The implementation strategies below explain how our children will be taught, why our teachers are teaching in the way they are and highlight any schemes we are using in specific subjects to enrich learning.

English

English is timetabled daily for all pupils to ensure coverage of the National Curriculum and development and progression of skills.

Phonics

Children are taught to read systematically using RWI phonics and appropriate books. Daily phonics sessions building up to 1 hour take place in F2 and sessions of 1 hour take place in Y1 following the RWI phonics programme. Children who did not meet the required standard at phonics screening or who have phonics gaps will also be taught daily phonics as part of Y2 curriculum. Any KS2 children who have phonic gaps in their knowledge will continue to follow RWI phonics in Year 3 and beyond if outlined on provision maps.

Reading KS1

For KS1, group/individual reading will take place daily at the appropriate level based on teacher assessment and PIRA data. The application of phonics through RWI strategies, leading to children being able to decode words without overt sounding and blending will be taught. Reading for meaning and comprehension linked to KS1 content domains will be taught appropriately to the level of the child.

In Y1, reading will form part of RWI phonics session.

In Y2, group reading and comprehension sessions will take place daily for 20-30 minutes.

Reading KS2

In KS2 Reading will be taught using the Cracking Comprehension scheme, supplemented by additional texts). Whole class reading comprehension sessions, teaching skills to answer questions in KS2 content domains will take place for 20-30 minutes daily, within these sessions guided groups will occur.

Non-Fluent Readers KS2

Reading fluency tests will be completed for all children at the start of each academic year. Any children identified as non-fluent readers (below 90 wpm) will read daily with an adult.

Reading for Pleasure

At Poulton Lancelyn, children are encouraged to read for pleasure. Each half term a teacher will select a whole class 'Book Club' book or an author on which they ask their children to focus. At the end of each half term 'Book Club' will be held in class for children to discuss the texts which they have read and take part in related activities.

Ongoing displays of Extreme Reading are located in KS1 and KS2. Children may bring in a photograph of themselves reading at any point during the year which will be added to an Extreme Reading display.

Home Reading KS1

In Y1 it is recommended that children read for at least ten minutes at home daily. RWI phonics books are sent home based on the teaching cycle which is explained to parents. An additional reading scheme book is sent home once a week to ensure application of phonics skills occurs.

In Y2 it is recommended that children read for at least fifteen minutes at home daily. All children will take home a reading scheme book once a week on an allocated day. Children who read daily in school will take home a reading scheme book every day.

Home Reading KS2

In KS2 it is recommended that children read for at least twenty minutes at home daily. Children are required to keep 'reading logs' in which to record books that they are reading. Reading logs are checked weekly by the class teacher and reading choices discussed.

In KS2 All non-fluent readers will take home a reading scheme book daily. Children reading below copper on the reading scheme will take home a reading scheme book once a week on an allocated day. Children reading copper and above will select their own text to read at home. This text should be in school daily to read at allocated times.

Poetry

Every half term, every class must study at least one poem as indicated on their English Long Term Plan. Additional poems may be studied during English linked to POR/ alternate texts. A poetry recital competition will take place during Summer term.

Spelling KS1

In Y1, spelling activities form part of the daily RWI session.

In Y2, daily spelling activities will take place for 15 minutes, including revision and introduction of new spelling rules and patterns, common exception words and topic related vocabulary. This could also form part of the main lesson where appropriate.

A weekly dictation will take place to assess children's recall of their spellings.

Spelling KS2

In KS2, daily spelling activities will take place for 15 minutes, including revision and introduction of new spelling rules and patterns, common exception words and topic related vocabulary.

A weekly dictation will take place to assess children's recall of their spellings.

Spelling Homework

Weekly spelling homework is set half termly and be visible to parents on each year group page on the school website. Spellings set are a combination of common exception words or subject specific/ topic related vocabulary alongside words to consolidate learning completed during that week. The Spelling Frame website is available for all children to use to further support spelling at home.

English Writing

Power of Reading

At Poulton Lancelyn we teach English writing through the **Power of Reading** (POR) which raises the achievement of children by teaching literacy creatively and effectively and putting quality children's literature at the heart of all learning. <https://clpe.org.uk/powerofreading>

Writing Lesson Content

English lessons last up to 1 hour depending on the age and stage of the learners. English lessons include genre feature analysis, modelling of text type, shared writing, independent writing and time to self-edit and respond to feedback.

Each lesson contains a grammar element that relates to the learning within the lesson e.g. past tense verbs would be demonstrated in independent writing e.g. diary extract.

Resource activities are used where appropriate and suited to the activity being completed and the needs of the children. Practical resources are readily available and easily accessible. For example, dictionaries, word mats etc.

Marking, Feedback & Editing KS1

Pupil's work/ written recordings are marked daily in green pen by the teacher or self/ peer marked in coloured pencil linked to grammar and spelling focus.

There are ongoing independent extended writing opportunities following the Feedback and Marking protocol.

In KS1, writing assessments take place following drafted independent pieces of writing. At least 3 pieces of assessed writing will take place per half term.

Children will be given sufficient time to edit, review and improve work in line with Feedback and Marking protocol.

In KS1, children may respond to teacher marking in a coloured pencil.

Marking, Feedback & Editing KS2

Pupil's work/ written recordings are marked daily in green pen by the teacher or self/ peer marked in red pen linked to grammar and spelling focus.

There are ongoing independent extended writing opportunities through drafting and redrafting following the Feedback and Marking protocol.

In KS2, writing assessments take place following final drafts of independent writing. There must be at least 3 pieces of assessed writing per half term.

Children will be given sufficient time to edit, review and improve work in line with Feedback and Marking protocol.

In KS2, time for editing and improving will be given prior to completion of a final draft and completed in the blue pen/pencil that the child has used. Once a teacher has marked work, children are given the opportunity to respond to teacher marking in red pen e.g. correcting spelling following marking codes.

Assessments KS1/ KS2

Teachers have a fluid approach to planning & teaching based on formative and summative assessment analysis so that attainment and progress is maximised for every pupil.

Writing assessment checklists are used for each year group to assess and identify gaps in teaching and learning.

At the end of each Term summative assessments are completed for each child in Writing and submitted to the Assessment Co-ordinator.

At the end of each Term pupils will complete PIRA and GPS summative assessments. **Analysis of these assessments must be completed for each class prior to the start of the next term and should influence planning to meet pupil need.**

A copy of the analysis will be given to the English Curriculum Lead.

Working Walls

Classrooms will display an English working wall showing the process of writing. This will include modelled examples of text types, features of the genre of writing, grammatical features of writing and interesting vocabulary choices.

Maths

At Poulton Lancelyn, our curriculum has been designed to ensure that all children have the opportunity to reach the expected standard (and beyond) at the end of Year 6. We do not follow a specific scheme of learning, however planning is constructed using White Rose Maths materials, Maths No Problem strategies and other resources including Classroom Secrets, NCETM activities, NRich problems and TTS reasoning cards to ensure variation, challenge, flow of topics, pace of progression and exposure to mathematics in a variety of contexts. We strive to enable children to:

- become fluent in the fundamentals of mathematics so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically to make sense of mathematics and understand problems in a variety of contexts and forms and to justify or prove ideas using mathematical language;
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Staff are given creative freedom to create their own long term plan so that mathematical elements are spiralled in order to ensure concepts and knowledge are returned to throughout the year in order to create repetitive, spaced learning. Staff then produce weekly plans that are adapted to their classes needs so that all learners are catered for through scaffolded learning and, where appropriate, differentiated activities. To support pupils learning we have a range of mathematical resources in classrooms including Numicon, Base 10 and counters to support concrete learning. The school has a calculation policy to ensure methods are progressive as pupils move through the school.

Daily lessons last between 40 minutes and 1 hour. Each lesson will have a clear learning intention, taken from National Curriculum 2014, and learning will be structured for pupils to achieve this. Teachers use of effective questioning and modelling and strategies will support pupils to develop effective understanding. In each classroom, maths displays are developed as working walls as learning build. They are rich in current mathematical vocabulary to support the lessons being taught.

In Key Stage Two, staff build a second twenty-minute session into the day so that feedback and misconceptions can be addressed promptly. To add to this, pupils complete Fluent in Five and Rapid Reasoning from 3rd Space Learning to further develop basic skills and reasoning strategies.

Where teachers want support to develop their subject knowledge, the school encourages a range of strategies including peer support, CPD opportunities, co-ordinator support and access to the NCETM self-evaluation tool, which provides effective links to develop subject knowledge. Evaluation of the quality of teaching and learning is conducted termly through methods include lesson observations, book scrutiny, pupil/teacher voice and planning reflections conducted by SLT.

Teachers constantly reflect on pupil understanding and progress and use the Maths Feedback book regularly to write formative assessment notes that aid the development of further activities. Teachers moderate work internally and through MAT moderation meetings to ensure

assessments are accurate. Summative assessments are completed termly, using Rising Stars PUMA tests. The data from these tests are discussed in termly progress meetings, and in combination with teacher assessments, provision maps are produced to create interventions. Where more than quality first teaching is required, staff implement maths interventions, including daily homework, 3rd Space Learning 1:1 tuition, No Nonsense Number Fluency. Teachers are able to use End of Unit assessments - available from White Rose Maths - if required to confirm assessments.

In order to develop a mastery approach to learning, teachers ensure age appropriate cross-curricular links to other areas of the curriculum during topic work to identify whether pupils are able to transfer mathematical skills to other areas of learning. In Year Six, this is signified through the £5 Challenge, during which pupils are encouraged to become young entrepreneurs and create profit using their original money. In the past two years, this challenge has both extended mathematical skills in real life situations and raised over £2000 for school projects.

Maths is developed at home using online resources for the majority of the year. Online products including Mathletics, MyMaths and Sats Companion are set based on what has been taught in the class to consolidate pupils' opportunities to practise learning. In Lower Key Stage Two, Times table Rock Stars is completed to ensure that pupils have a repetitive practise at times tables to correspond with the National Curriculum 2014 statement that by the end of Year Four, pupils should know all multiplication facts to 12x12.

Science

In order to ensure that our intent of exciting and inspiring pupil's natural curiosity is met, we will ensure that pupils are taught a minimum of one science lesson per week that has a clear focus and learning intention linked to the national curriculum. These clear learning intentions will be planned and assessed against progressive skills provided by Science Bug progression maps; ensuring that all lessons build effectively upon children's prior knowledge so that the learning throughout our school is progressive for our pupils to be confident in retrieving prior scientific knowledge.

In order for us to be able to inform our planning, and build on prior knowledge, we need to ensure clear assessments are in place. Formative assessments will take place each lesson through teacher observation of work and investigations, alongside questioning, to build a detailed picture of a child's understanding throughout a topic. Summative assessments in the form of investigations or quizzes may take place (if necessary) at the end of each topic to clarify formative assessments.

Throughout their science education, we aim to deliver adequate opportunities for pupils to work collaboratively and allow their inquisitiveness to guide their learning. All lessons will be planned with our intent in mind so that we provide pupils with motivating, engaging and exciting activities to feed their curiosity. In order to achieve these motivating and engaging lessons, we will ensure that lessons contain a combination of a wide variety of resources, websites, activities and hands-on investigations.

Due to our intent of preparing our children for life in an ever-increasingly technological society, we will ensure that opportunities for pupils to develop their technology, maths and engineering skills are woven into our science curriculum and clearly evident in our planning. As well as this, we will ensure that our teaching is pertinent to science with a real-life context and encourage pupils to ask relevant questions about the world around them. We will also aim to deliver a cross-curricular approach for English opportunities in science as well, ensuring that our pupils understand, and are able to use, a wide variety of scientific vocabulary.

At Poulton Lancelyn, we believe enrichment opportunities can enhance pupils learning experiences and therefore, through working closely with companies such as Hi-Impact, will include as many enrichment opportunities as possible to develop our science teaching further for our pupils.

History

Teachers will plan a cycle of lessons which carefully consider progression and depth of learning. Lessons will build upon prior knowledge to ensure that there is a clear progression in knowledge and skills throughout the school. Teachers will build in low-stakes quizzes within lessons to assess the children's retention of knowledge and skills from previous lessons. These assessments will inform future planning.

Teachers will work with the subject leader to create knowledge organisers for each history topic. These knowledge organisers will include age appropriate vocabulary and knowledge which all children should master. They will also include low-stakes quizzes to be taken at the start and end of a unit of work to assess children's start and end points. These knowledge organisers will be passed up to subsequent teachers so that each teacher has a clear overview of the prior knowledge of all learners.

Throughout each topic, children will be assessed formatively using Milestone skills. These statements will be used to challenge greater depth pupils. These assessment statements must be clear on planning. Along with the Milestone skills, the end of unit knowledge organiser quiz will be used to provide a summative assessment of the pupil's development in knowledge and skills within History lessons.

Teachers will include the four historical concepts within their planning for each topic. The four concepts will be discussed within lessons and will be used to form historical enquiries within topics. Periods of British history will be taught chronologically to ensure that children develop a coherent understanding. Years 1-6 will also focus on the history of our local area throughout different eras. This will enable children to recognise the rich history of their locality and to understand how the past has shaped our local environment.

Teachers will promote a language rich History curriculum to develop the children's use of age-appropriate historical vocabulary. Teachers will consider which topic related texts are used within English lessons and are available within classroom libraries to further develop children's awareness and use of topic related vocabulary. Lessons will be both engaging and purposeful. Teachers will carefully consider what the learning intention and outcome of each lesson will be. Lesson intentions will be shared with pupils at the start of each lesson, which will help them to reflect on their own learning and progress. High quality resources (including technology) will be used wherever possible. Teachers will ensure that high standards of English skills are maintained within written work and will consider cross-curricular maths and P4C opportunities.

Trips and visitors will be used to enhance the learning experience of all pupils. Working walls will be used to show timelines, key aspects of learning and to exemplify terminology and vocabulary. Children will sometimes be asked to research aspects of their learning independently. This may be independently or as part of a group. This allows them to take ownership of their learning and provides opportunities to work collaboratively.

Geography

Teachers include a clear learning intention for each lesson. Teachers ensure that planning effectively builds upon the children's prior knowledge so that children's learning is progressive throughout their education so as to allow them to develop contextual knowledge of the location of globally significant places; and understand the processes that give rise to key physical and human geographical features of the world. Age appropriate skills and knowledge is embedded into planning with the flexible use of Focus knowledge and skill ladders to ensure a suitable level of progression and challenge.

Teachers communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing. Teachers ensure that all lessons are motivating, engaging and exciting for pupils with adequate opportunities for pupils to work collaboratively and allow their inquisitiveness to guide their learning. Teachers give children opportunity to consolidate computing, English and Maths skills within Geography lessons and ensure that the standard of this work is age appropriate.

Children benefit from enrichment opportunities to enhance their learning including visitors, trips and fieldwork opportunities. Teachers use formative assessment throughout lessons through teacher-child dialogue as they are investigating/learning, and end of unit assessments are considered before beginning the planning process to ensure that children's learning is perfectly tailored for them to achieve. Teachers make a judgement on children's ability to understand the subject using pieces of work, and conversations with the children as evidence. This is recorded on an assessment tracker using a colour coded system alongside notes to inform future teaching. Children are given regular opportunity to review and retrieve prior knowledge to ensure consolidation.

PE

At Poulton Lancelyn Primary School, we develop physical and emotional skills through a wide variety of Physical Education and sporting activities. We strive to deliver two hours of curriculum PE time per week, in which we provide extensive coverage of National Curriculum objectives. Our PE long term plan sets out progressive sports, including invasion games, dance, gymnastics, athletics, striking and fielding games and net games, across both Key Stages. Additionally, to develop swimming and outdoor skills, swimming lessons are undertaken in various year groups and Year 6 complete a residential trip to PGL, where they develop resilience, teamwork and leadership skills.

Over the past year, we have developed the '#HealthyBodiesHealthyMinds' initiative. Through this initiative, we promote children leading healthy lifestyles, both physically and mentally. Many events have been developed to promote our ideologies including 'Bike It, Walk It, Scoot It Breakfasts' and the #HealthyBodiesHealthyMinds Festival. During the Summer term, we hold our annual sports festival, which promotes inclusivity in sport as well as sportsmanship and team spirit. Also, we have appointed a group of children, known as the sports ambassadors, who actively promote PE and sport through club leadership and providing physical activity during break and lunch times.

Through Government funding, we are able to provide extra opportunities to maintain and develop our coverage of Physical Education. We use part of the funding to maintain our relationship with Co-op Academy Bebington to further improve our ability to provide a high-quality PE curriculum. Teachers are able to access specialist PE continuing professional development and children are able to attend various competitions. Additionally, funding allows us to provide an extensive range of extra-curricular opportunities for our children. Across both Key Stages, children can access a wide variety of sports clubs. Clubs are run by both outside providers and school staff and many are free for children to join.

In the 2018-2019 academic year, we were very proud to have achieved the School Games Gold Award for the first time. We frequently enter competitions for various sports including dance, football, basketball, cross country, tag rugby and netball. These competitions vary from against other schools in the Oak Trees Multi-Academy Trust, to other schools on the Wirral, to schools across the Merseyside county. As well as entering various competitions against other schools, we believe it is important to promote competition during curriculum lessons and we frequently hold intra-house competitions at the end of units of work. Throughout our PE and sport curriculum, we promote the School Games Values. We believe it is important that our children develop into resilient, fair sportspeople. At the end of each term, we hold our termly #HealthyBodiesHealthyMinds Awards Ceremony to celebrate great sportsmanship, leadership, commitment and achievement throughout the school.

Art

At Poulton Lancelyn the aim of Art across the curriculum is to stimulate children's creativity and imagination through visual, tactile and sensory experiences. Art is used to explore various cultures to broaden the education of pupils.

Throughout their time at school children will have opportunities to link Art to cultural and community events as they occur, children also take part in whole school themed art days each year. Clear learning intentions are displayed for each lesson and planning for lessons includes one or more aspect from the Art Skills and Knowledge Ladder (Focus Education). Planning effectively builds upon the children's prior knowledge so that children's learning is progressive throughout their education with a whole school coverage document kept up to date by the Art Subject Leaders.

Skills are taught and knowledge developed with age and physical development in mind and to a high standard, for example how to hold a paintbrush, how much paint to use and how to create effective brushstrokes. During lessons children are taught to use colour, pattern, form and texture to communicate what they see, feel and think.

As well as practical art, lessons ensure pupils learn about the work of other artists and the history of art, looking at various art movements. Lessons link with other areas of the curriculum where possible, for example computing (photography/ editing/ computer drawing programmes) or English where art is created in response to the literature being studied. Children's work can be critiqued through teacher dialogue, through the children's own personal assessment of their work or by responding to the work of their peers; remembering art is a personal response to a stimulus.

Children keep a sketchbook of their skills work and their achievements in art are recorded and tracked by staff to help ensure all children have the opportunity to achieve their potential in each Art unit of work. We believe that art lends itself to a huge range of cultural opportunities which should be celebrated and used to enrich the education of our pupils.

DT

At Poulton Lancelyn, our DT lessons are linked to our termly topics, and ensure full National Curriculum content. Skills and knowledge ladder (Focus Education) are used flexibly to ensure that knowledge and skills in DT are developed and built upon throughout their education.

We aim to have certain skills that are woven into each key stage but are progressed throughout their education so that they are able to use their previously learnt knowledge and skills to create increasingly more intricate and challenging products.

The DT learning process in each year group will follow a similar format: each lesson should have a clear learning focus. Children will first develop an understanding of the importance of researching pre-existing products; for example, carrying out their own market research to inform their own design. Pupils will then be given the opportunity to plan and design a product with a clear purpose and audience in mind; during this part of the process, pupils will be encouraged to take into consideration the appropriate tools, joining materials, measurements and other key details that will help their product meet the design criteria. After this, teachers will provide pupils with an opportunity to practise the key skills involved with focus practical tasks. Once pupils have practised the skills, they will be given time to create their products and then evaluate their effectiveness.

During the whole process, children will have access to a wide range of resources (websites, videos, hands-on experiences) to enhance their learning. Pupils will also have the opportunity to

work collaboratively and independently during the planning, designing, making and evaluating processes. As science, technology engineering and maths are so prevalent in today's society, we will aim to give pupils as much opportunity as possible to develop STEM skills throughout our DT teaching -providing pupils with enrichment opportunities (in collaboration with companies such as Hi-Impact and STEM Kids) wherever possible.

Computing

At Poulton Lancelyn, we believe that computing is an essential part of the curriculum; a subject that not only stands alone in coding and computer science lessons but is woven into other areas of the curriculum and, as a result, should be an integral part of all learning. Computing, in today's world, is an integral part of everyone's daily life and children will be at the forefront of new technology, inspired to discover and explore new interests and ideas. Computing within our school can therefore provide a wealth of collaborative learning opportunities and transferrable skills explicitly within the Computing lesson and across other lessons too especially mathematics, science and design technology. This approach ensures our children become digitally literate and are able to express themselves and develop their ideas through information and computer technology – at a level suitable for the digital world and the potential future workplace. We believe that computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

- Coding taught at least fortnightly and progress assessed by class teachers
- Other areas of the computing curriculum embedded within other foundation/core subjects to enhance and support them
- E-safety taught at least half termly with mini lessons when using technology to remind learners about the risks and how to stay safe online.
- Through working with Technical partners (hi-impact consultancy) enrich the curriculum, where possible with trips and lessons that excite and engage learners whilst teaching them new skills
- To provide regular, purposeful and meaningful CPD for all staff.
- Ensure children with SEND are given opportunities to use ICT to aid their learning and engagement.

MFL

At Poulton Lancelyn, we have chosen to teach Spanish to all children in KS2. Learning a new language provides a valuable cultural experience for our pupils. Our aim is to ensure children develop an interest in learning other languages and they feel confident to communicate in Spanish. It also provides them with opportunities to develop their own cultural awareness of other countries and as their confidence grows in listening, speaking, reading and writing a foundation for future language learning is developed.

We use the Hola Espania online scheme from <https://www.jmbeducation.com/spanish/> to support our teaching and learning through the skills of conversation, singing songs and rhymes, listening and responding to stories and games. Children progressively acquire, use and apply vocabulary organised around the focus topic.

Spanish in KS2 is taught three half terms out of six. In the half terms that it is not taught class teachers practise the skills previously learnt providing opportunities for children to revisit and use the skills within the classroom. Over the year, children will progress in the four skills (reading,

writing, speaking and listening) as well as being taught Spanish grammar and about the Spanish culture. (See long term plan)

The skills covered through blocks of work will include:

1. listening attentively to spoken language and showing understanding by joining in and responding by asking and answering questions.
2. explore the patterns and sounds and link the spelling, sound and meaning of words
3. speaking words, in simple sentences and engaging in conversations
4. developing accurate pronunciation and intonation as they converse
5. reading carefully and showing understanding
6. writing phrases from memory
7. broadening vocabulary and developing an ability to understand new words that are introduced
8. understanding basic grammar

Skills and knowledge ladders (Focus Education) are used flexibly to ensure suitable levels of progression and challenge. Teachers use statements from these documents in planning and formatively assess against them to record knowledge and skills developed during the course of the lesson/s.

Pupils take part in practical and collaborative tasks during Spanish lessons and evidence of this is recorded in a class 'big book'. Teachers support children to use this resource to revisit previous learning and aid regular retrieval.

Music

At Poulton Lancelyn Primary School, we value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. Music is an extremely important subject for all children to learn and has been proven to lead to better brain development, increases in human connection and collaboration, and even stress relief. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

All children have the opportunity to develop their understanding, skills and techniques in music through singing, listening, playing, performing and evaluating. This is embedded in classroom activities as well as the weekly singing assemblies, performances, the learning of instruments and the joining of one of our choirs.

In Key Stage One, all children experiment with pulse and rhythm using their voices, and a variety of percussion instruments. These music lessons enrich our school curriculum topics, where possible. All children in Key Stage Two learn a tuned instrument, such as the glockenspiel or recorder, which is taught by a specialist teacher. In doing so, they begin to understand the different principles of creating music, as well as how to read basic music notation. Children also learn how to improvise and compose music working collaboratively with others in pairs or small groups.

All children in Key Stage One and Two have the option to join a choir with opportunities to perform at school concerts, festivals, and events taking place in the wider community. Our peripatetic teachers, who come into school to teach music lessons, provide opportunities for children to learn and develop their skills on a 1:1 basis from an experienced specialist teacher. Children are exposed to a diverse range of music from the last thousand years, to appreciate and discuss different forms of music. This includes a trip to experience a live orchestra performing a special concert for local schools at the Liverpool Philharmonic.

RE

All lessons are planned using skills progressions so that knowledge is taught horizontally across the year group, skills are progressed vertically across the key stage, resulting in diagonal learning.

Weekly Religious Education lessons are implemented using materials and teaching model from the Wirral Agreed Syllabus for Religious Education. (The agreed syllabus ensures children are taught knowledge and understanding around a range of religious and worldwide views so that they can: describe, explain, analyse and investigate allowing them to appreciate beliefs and practices, recognising the diversity, meanings and values within and between communities (including their own) and amongst individuals).

Teachers encourage pupils to develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.

Pupils develop skills of reading and interpretation to develop understanding of how Christians and other principle religions interpret, handle and use sacred texts; making sense of the meanings of texts through drama and storytelling.

Teachers allow children to examine the ways in which Christians and other principle religions respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within their community and in the world. Children evaluate and reflect on the texts and concepts studied, discerning possible connections between these and pupils' own lives and ways of understanding the world.

Pupils are given opportunity to apply their learning in a philosophical/open manner. Evidence of work completed is collated into a class 'big book' to exemplify the range of learning activities undertaken. This includes links with RRS initiative.

As a school we also ensure that time is dedicated for daily acts of collective worship, or philosophical discussion. Throughout their school life children develop an enhanced awareness and understanding of the teachings of Christianity and other principle religions; that they can reflect on their own beliefs and respect and tolerate the views of other.

Impact

At Poulton Lancelyn, we firmly believe that our curriculum delivers a high quality experience for all pupils, and is well developed and monitored by staff to ensure excellent progress by our learners. We collect evidence of and monitor the impact of our curriculum in a wide variety of ways:

In core subjects, pupils undertake regular formative and summative assessments, which are carefully reviewed to establish ways forward. In non-core subjects, teachers use their knowledge of age-related expectations to record the knowledge and progression of children across the curriculum, ensuring that this information feeds in to inform future planning and teaching.

Evidence of the high quality of pupil's work is displayed on display boards around school, galleries on the school website, Twitter, pupil workbook and class books.

Pupil voice exercises are undertaken by subject leaders regularly to identify impact of their subject intent and implementation on pupils. Pupils are also given the opportunity to speak to senior members of staff during deep dive style appraisal arrangements.

Local press have visited school to celebrate the successes of aspects of our curriculum including Rights Respecting Schools Gold Award and recent work on our whole school Environment topic.

Finally...

Staff at Poulton Lancelyn have worked tirelessly to plan an engaging, memorable, challenging curriculum for all learners. This work will continue over the next two academic years. We are excited to continue to further enhance and develop our curriculum over the next two years in line with research-based evidence surrounding long term learning and pedagogy.