



THE FOREST FEDERATION

CURRICULUM INFORMATION / STATEMENT

There are a large number of documents and information linked to our curriculum development. Please do ask if you wish to review any of our documentation.

INTRODUCTION

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The Forest Federation provides a broad and balanced curriculum for children from 4 to 11 years of age. Our curriculum follows the new statutory 2014 curriculum.

EARLY YEARS

In Early Years the children follow the statutory Early Years curriculum <https://www.gov.uk/early-years-foundation-stage>. See additional information below.

Meeting the needs of all children lies at the heart of the Early Years (EY). We aim to deliver personalised learning, development and care to help children to get the best possible start in life.

Our schools fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years builds on the prior experiences of the children. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

Play underpins the delivery of all the EYFS. Children have opportunities to play indoors and outdoors. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

We aim to provide well-planned experiences based on children's spontaneous play, indoors and outdoors. This is an important way in which we support young children to learn with enjoyment and challenge.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

During the children's first term in the reception class, their teacher assesses and records the skills of each child on their Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

Our observations of children help us assess the progress they are making. These observations help us decide where children are in their learning and development and plan what to do. This is an essential part of our daily practice in our setting. Please see assessment policy.

Good planning is the key to making children's learning effective, exciting, varied and progressive. It enables us to build up knowledge about how individual children learn and make progress. It also allows opportunities for us to think and talk about how to sustain a successful learning environment. This process works best when all staff working in the setting are involved.

Planning should include all children, including those with additional needs. However, it is important to remember that planning is flexible and adaptive to the needs of the learners. Therefore, planning cannot always be done weeks in advanced and needs to allow for learning opportunities that may arise ad hoc, for example, a groups interest in a spider's web on a frosty morning or a particular child's interest in transporting small objects in a favourite blue bucket.

KEY STAGE 1 AND 2

Key stage 1 and 2, (years 1-6) follow the National curriculum. <https://www.gov.uk/government/collections/national-curriculum>. See additional information below. Our Federation places a greater emphasis on the core and foundation subjects, we teach these subjects with a cross curricular approach where appropriate and separately where necessary. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a

greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of the 2014 National Curriculum subjects.

The National curriculum gives a framework for learning in all of the curriculum subject areas through Programmes of Study which are set out to show the teaching and learning objectives and expected outcomes. Attainment Targets indicate what children should know and be expected to do at different stages throughout their education and these are reported through Level descriptions.

We adopt a subject-based and cross-curricular themed curriculum with clearly planned Schemes of Work in all subjects, including English, Maths, Science and computing as well as the foundation subjects; PE, Music, Art, D&T, Modern Foreign Languages in KS2, Geography, History in line with the Early Years Learning Goals and Key Stage 1 and Key Stage 2 National curriculum requirements.

Our planning makes provision for aspects of Personal, Social, Moral, Spiritual and Cultural development, British values, safety and Local, National and Global links.

We have ensured the full expectations and breadth of the curriculum is 'covered' and ensures continuity and progression across the key stages.

The following offers information about our long term overview for the current academic year. Pupils are involved in the development of these themes at long term planning and class level.

THE FOREST FEDERATION

TITLE OVERVIEW Curriculum Plan

A 2015-2016

ALL SAINTS CE (C) PRIMARY SCHOOL	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Class 1	My New school	Let's Celebrate	Up, Up and Away	Take a walk in the wild!	Romp, stomp, roar!
Class 2	'It's All About Me!'	'Flash, Bang Wallop!'	'Once Upon A Time...'	'London's Burning!'	'Spectacular Scientists'	Citius Altius & Forties – Faster Higher Stronger. Olympics 2016
Class 3	Wet & Wild	Spectacular Scientists	Take To The Stage	Write On!	Dig It!	
Class 4						

NEEDWOOD CE (VC) PRIMARY SCHOOL	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Class 1	'It's All About Me!'	'Flash, Bang Wallop!'	'Once Upon A Time...'	Kings and Queens	'Spectacular Scientists'
Class 2	Once upon a time, in a land far, far away...	Flash, Bang, Wallop!	Wacky Weather	Spectacular Scientists	We're goin' into Newborough... What will we find?	
Class 3	Let There Be light!	Off With Her Head!	Survival of the Fittest!	When Time Began	War is Over	

B 2016 / 2017

ALL SAINTS	AUTUMN TERM		SPRING TERM		SUMMER TERM	

- to develop social skills and encourage children to become more active citizens within the school community and beyond
- to fulfil all the requirements of the National Curriculum 2014 and the Locally Agreed Syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong, to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all and to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

In addition our curriculum:

- Gives opportunity for a flexible timetabling approach to make space for true depth of study
- Establishes cross-curricular links to foster a broader understanding
- Creates and maintains an exciting and stimulating learning environment, including Whole school themes which include quality visits and visitors and events including “theme days /weeks”

PLANNING

- We complete our curriculum plan on a two-year rotation cycle.
- Our curriculum planning is in three phases (long-term, medium-term and short-term).
 - Our long-term plan maps all subjects studied across a 2 year cycle ensuring coverage of the National Curriculum See above.
 - Our medium-term plans follow the National Curriculum scheme of work and give details of each theme for each half term.
 - The class teacher writes a short term plan for each lesson in his/her planning format. The class teacher keeps these individual plans, and discusses them with the senior leadership team and subject leaders on a formal and informal basis.

Staff Planning guidelines

Staff may choose how they short term plan (the format) but all planning needs to include the following as a minimum

Staff may choose how they short term plan (the format) but all planning needs to be a professional format and include the following as a minimum. *Please note, if a planning format is being used from a scheme, another teacher etc. which covers the key requirements then it DOES NOT need to be copied into the format provided. Additionally, please remember that planning are annotations / notes for yourselves; it does not need to have a great deal of information, what you need to provide the planning process. Plan SMARTly.*

English Planning Expectations:

- SPAG warm up
- Daily teaching activity
- Daily differentiated pupil activities (show ability groups)
- Direction of TA or other Adults (show where adults will be working)
- Teacher focus group/s
- LO & 1*, 2*, 3* & Challenge *
- Cross-curricular links
- IT links/learning have been considered

Math's Planning Expectations:

- Math's warm up
- Daily teaching activity
- Daily differentiated pupil activities (show ability groups)
- Direction of TA or other Adults (show where adults will be working)
- Teacher focus group/s
- LO & 1*, 2*, 3* & Challenge *
- Cross-curricular links
- IT links/learning have been considered

Weekly Theme Planning Expectations:

- Session teaching activity
- Differentiated pupil activities
- Direction of TA or other Adults (show where adults will be working)

- Teacher focus group/s
- LO & 1*, 2*, 3* & Challenge *
- Math's & English links
- IT links/learning have been considered

TEACHING AND LEARNING STYLES

We use a variety of teaching and meet the needs of a variety of learning styles in our 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 questions. We offer them the opportunity to use a variety of resources, sources of information and stimulus (e.g. data, maps, statistics, graphs, pictures, photographs, artefacts) and we enable them to use computing throughout the curriculum. 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' activities.

There are children of differing ability in all classes across the Forest Federation. 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 we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We aim to provide additional challenge for higher attaining pupils. We use teaching assistants to support children and to enable work to be matched to the needs of individuals.

GENERIC GOOD PRACTICE IN ALL SUBJECT AREAS:

- Clear, well considered, outcomes driven planning linked to the national curriculum and assessment for learning to identify planning needs.
- Outcomes are clear, appropriate and shared with the children.
- Success criteria are considered and shared.
- Appropriate lesson structure, introduction, objective setting, activities, plenary.
- Good use of time, effective pace.
- High, appropriate expectations.
- Plenaries where teaching points and objectives are revisited, genuine reflection of learning, appropriate feedback, opportunities for assessment.
- Links to previous learning, experiences, next lesson and homework where appropriate.
- Successful differentiation.
- Texts / tasks matched to children's needs
- Activities fulfill the teaching objective.
- Effective classroom routines and organisation
- Good quality materials, resources, texts etc.
- Good use of support in class.
- Positive atmosphere, effective behaviour management strategies.
- Good subject knowledge
- Creativity, interesting, relevant building on children's experiences.
- Cross curricular links
- Relevant, effective ICT for teaching, learning and assessment solutions.

INCLUSION

At All Saints' Primary School we teach the whole curriculum to all children, whatever their ability, ethnicity, gender or first language.

CHILDREN WITH SPECIAL NEEDS

Our schools curriculum is designed to provide access and opportunity for all children who attend the school. We will differentiate as appropriate and utilise different teaching and learning styles. If we think it necessary to adapt the curriculum further to meet the needs of individual children, then we do so in consultation, where necessary with parents.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider external advice and support for the child involving parents and the

appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides a provision plan with targets for each of the children in school which is further targeted for children who have special educational needs. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Teachers provide help with communication and English through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using IT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;
- Using Teaching Assistants effectively in class.

DYSLEXIA FRIENDLY

As a Dyslexia Friendly Federation all our staff:

- Understand and are sympathetic to the needs of individuals with dyslexia or dyslexic tendencies.
- Make adjustments to day-to-day routines and teaching that benefit all learners
- Use a range of dyslexia friendly practices in their classrooms.
- Know and use various strategies to aid reading, writing, spelling and self- esteem.

We employ and alter teaching strategies to support the needs of our dyslexic pupils and the following are relevant to this subject policy:

- Offer a variety of ways to record information including the use of laptop computer word processing programmes and i-pad apps that support development of writing. This ensures that those with writing difficulties can share ideas in a valued and fun way.
- Instructions are broken down into small steps using visual prompts if possible to make them more memorable and repeated when necessary.
- Explanations will be clear and expressed in different ways.
- Use multi-sensory teaching and learning methods.
- Check that children understand and are keeping up, and not just sitting passively.
- Enable dyslexic children to show their interest, knowledge and skills.
- Always provide positive environment that encourages, praises and builds on strengths.
- Monitor self-esteem and tackle any feelings of frustration or failure as children become more aware that they find certain tasks difficult.

ENGLISH

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as 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.

THE ADDITIONL AIMS OF ENGLISH ARE:

- To enable children to use and understand language as speakers, readers and writers;
- To enable children to read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- To encourage children to be competent, confident and independent in the use of language;
- To encourage children to be competent, confident and independent and reflective readers and writers;
- To ensure children are confident in their phonic ability to enabler early reading and spelling;
- To develop children's awareness of different audiences and purposes for speaking and writing;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To enable children to use the English language in all areas of the curriculum;
- To engender a love of reading and writing and a desire to read and write for enjoyment;
- To spark an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- To ensure children understand a range of text types, media types and genres;
- To ensure children are able to write in a variety of styles and forms appropriate to the situation;
- To enable children to use their developing imagination, inventiveness and critical awareness;
- To enable children to speak clearly and audibly in ways which take account of their listeners;

- To engender an understanding of the importance of presentation and a handwriting style with appropriate letter formation.
- Effective directed, dedicated good quality literacy for all children (discrete and across the curriculum); Teacher reading to class also included into week: through modelling as well as time to read to the children.

Planning

English is a core subject in the 2014 National Curriculum. We implement the statutory requirements of the programme of study for English.

We use a variety of resources to support our planning and teaching and the children's learning.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). Long term plans fit into a theme approach and English units and texts can be seen on this document and have been planned in a two year rolling programme to incorporate the mixed age classes. We match objectives where appropriate when teaching mixed age classes. The teaching programmes identify the key objectives in English that we teach to each year group.

Class teachers design medium-term plans, giving more details of the main teaching objectives and texts used for each term. These plans define what we teach and ensure an appropriate balance and distribution of work and genres across each term. This also includes the SPAG objectives for each year group also. The English subject leader works in conjunction with teaching colleagues to review these plans.

Class teachers are responsible for short-term planning. Specific weekly learning objectives and success criteria are outlined on a daily basis. Where classes are taught by more than one teacher regular joint planning and evaluation sessions take place. This is to ensure coverage of objectives as well as continuity for the children. Class teachers discuss them on an informal basis, the subject leader monitors these as part of the monitoring cycle.

Reading

- Regular whole class shared reading – enrich, improve fluency, comprehension and response, develop reading for pleasure.
- In **Guided Reading (taught daily)** - Specific teaching of skills, e.g. Word recognition, phonic knowledge, grammatical awareness, context, knowing how texts work, comprehension, interpretation and response, considering attitudes and preferences. This is planned based on the groups of chd's abilities and recorded on a sheet. Guided reading books should be **one level above where the independent chd's reading level** is and chd grouped accordingly
- **Ruth Miskin Read Write Inc Phonics & Letters & Sounds (taught daily)** from years R – 2 with phonic interventions used in YR3-6, where chd have the opportunity to read phonetically
- Hearing children read through reading buddy programme – discussion, reflection etc
- **Regular teacher reading to class (as much as possible)** – class novel (novel name to be on display in class somewhere)

Writing

- Children have individual 'next steps' (magic wands) on a regular basis and know *how* to improve.
- Work is quality marked, reviewed and improvement points shared with children.
- **Weekly** Modelled writing.
- Regular shared writing based on NC English writing objectives.
- Modelling, using grammar for writing.
- Supported by guided writing and opportunities for purposeful independent writing
- Features of genres explicitly taught
- Sentence and word level relevant to writing style taught effectively.
- **Weekly 'extended writing sessions'** at least one in English and one linked to text or theme

Handwriting

- We use 'The Handwriting File' cursive scheme across the school.
- Weekly handwriting lessons, using scheme systematically.
- Effective Modeling of handwriting.
- Regular targets set, shared through marking and verbal feedback; and assessed.
- Expectations across the curriculum.

Spelling

- Systematic teaching of word level work objectives.

- Ruth Miskin Read Write Inc Phonics & Letters & Sounds are used linking letters and sounds throughout Reception, Y1 and reinforcement through year 2 for spelling.
- Regular spelling lists (including independent) and tests backed up by assessment for learning strategies, peer discussions etc. based upon the new 2014 National Expectations are given out and tested weekly (TWINKL spellings Y3-6)

Phonics

- Ruth Miskin Read Write Inc Phonics & Letters & Sounds will be taught on a daily / regular basis and regular word lists will be set and tested from years R – 2 with phonic interventions used in YR3-6 as and when necessary.
- Each phonic lesson consists of:
 - a) Revisit/review
 - b) Teach
 - c) Practise
 - d) Apply
- Each session will also include an aspect of grammar linked to the new NC for Year 1 & Year 2

Assessment

- Reading and writing are assessed against NC age related expectations (ARE) using 'Learning Ladders' and the results are recorded in the online cohort trackers. They are accessed by the next teacher in September and used by SLT and subject leaders to monitor teaching and learning. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DCFS.
- Progression in Reading Assessments (PIRA) are used three times (Beginning of AUT A, End of SPR A and End of SUM B) to measure progress and attainment against ARE, as well as measuring reading ages.
- Writing is assessed (Beginning of AUT A, End of SPR A and End of SUM B) to measure progress and attainment against ARE, using the Staffordshire ARE Writing Grids.
- Phonics are tested at the end of Year 1 and again at the end of Year 2 if children have failed to teach the expected National Standard.
- Phonic progression is checked on a termly basis (Beginning of AUT A, End of SPR A and End of SUM B) and the necessary teaching, gaps and interventions made.
- Year 6 children undertake a SPAG (Spelling, Grammar & Punctuation) test as part of their end of Key Stage primary school National Tests.

STATUTORY PHONICS AND READING INFORMATION WITH ANY SCHEMES USED LISTED.

Class specifics	
Class Specifics Needwood CE (VA) Primary School	All Saints CE (C) Rangemore
<p>Class 1 (EYFS and 1) We predominantly use the Department for Education's 'Letters and Sounds' programme of phases throughout Early Years and KS1. We use Oxford reading tree as the 'core' scheme but supplement it at stage 1/2 with books from Rapid phonics [Pearson] Phonics bug (Pearson) Dandelion Launchers ,Read Write Inc. (Oxford University Press), Letters sounds and rhymes (Oxford Literacy web] Songbird phonics, Snapdragons and Big cat [Collins] we also have some old All Aboard -often used for guided reading.</p>	<p>Class 1 (Reception) We predominantly use the Department for Education's 'Letters and Sounds' programme of phases throughout Early Years and KS1. In addition we use the Read Write Inc. scheme, Jolly Phonics, Ginn and Oxford Reading Tree for guided reading and home reading books.</p>
<p>Class 2 (KS1) Years 2 and 3 In class 2 we continue to follow the Letters and Sounds program, reporting on progress through the phases. We use a variety of strategies which promotes the high</p>	<p>Class 2 (KS1) Years 1 and 2 In class 2 we continue to follow the Letters and Sounds program, reporting on progress through the phases. We use a variety of strategies which promotes the high</p>

<p>quality systematic teaching of phonic skills, both discretely and within a broad and rich language curriculum. For reading we use Oxford reading Tree, Ginn 360, Songbird phonics, Snapdragons, All Aboard, Fireflies, Project X, Glow Worms, Young Puffin, Tree tops and Jackdaws</p>	<p>quality systematic teaching of phonic skills, both discretely and within a broad and rich language curriculum. For reading we use Oxford reading Tree, Ginn 360, Songbird phonics, Snapdragons, All Aboard, Fireflies, Project X, Glow Worms, Young Puffin, Tree tops and Jackdaws</p>
<p>Class 3 (Years 4 to 6) Most children who enter year 5 and 6 are or quickly become, free readers. We encourage them to read as widely as possible although, like everyone else, they have their favourites that they return to again and again. Where necessary scheme books are used and if necessary letters and sounds is targeted for pupils who need additional support however, we rarely need a phonics scheme in upper KS2 and we use grammar for writing, spelling bank, support for spelling and of course a range of other teaching and learning resources.</p>	<p>Class 3 (Years 3 and 4) In class 3, where necessary we continue to use the Letters and Sounds programme reporting on progress through the phases, however many pupils are at the correct levels expected for phonics and we continue to support phonics and reading development using a variety of resources such as spelling bank, grammar for writing, the literacy support programme, support for spelling and of course a range of other teaching and learning resources. We use Oxford Reading Tree and Ginn scheme books for home readers and a whole variety of appropriate texts for guided reading.</p>
<p>[Redacted]</p>	<p>Class 4 (Year 5 and 6) Most children who enter years 5 and 6 are or quickly become, free readers. We encourage them to read as widely as possible although, like everyone else, they have their favourites that they return to again and again. We do have reluctant reader books, like Barrington Stokes, because anyone who is having difficulty reading often needs higher interest texts at a lower reading level. Children choose their books from the class library, school library and the library van. Where necessary scheme books are used and if necessary letters and sounds is targeted for pupils who need additional support however, we rarely need a phonics scheme in upper KS2 and we use grammar for writing, spelling bank, support for spelling and of course a range of other teaching and learning resources.</p>

The Teaching of Speaking and Listening

- Ensuring children have opportunities to listen and respond,
- Ensure opportunities include drama activities ie. Improvisation, role play and play scripts.
- Ensure opportunities discussion and group interaction and speaking for different audiences
- Role play used across the curriculum as stimuli, activities, plenaries etc.
- Good costumes / dressing up / resources for role play.
- Regular, effective assessment of children’s skills.

MATHS

Mathematics teaches us how to make sense of the world around us through developing a child’s ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

THE ADDITIONAL AIMS OF MATHS ARE:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- 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 understand the importance of mathematics in everyday life.

Planning

All staff should be using the long term planning and medium term mixed age planning from the White Rose Maths Hub. Staff can use the single year resources to support short-term planning and daily teaching. Note - No formal short term plans to be recorded unless for lesson observations but staff need to spend the time on lesson preparation, LO’s,

resources, flipcharts/ powerpoints so it reflects the story of the lesson. This is to also include small steps, representation and structure, misconceptions and variation where appropriate.

1,2,3* Challenge * Learning objective slips - These require one overarching objective. With a 1* and 2* for your year groups e.g. 1*Y3 2* Y4 in a year 3/4 class. Then last column to replace challenge * with Go deeper.

Date: _____		
<u>Learning Objective:</u>		
1 * I can	2 ** I can	Go Deeper I can

Activities / Resources

To aid short term planning and differentiation, staff can draw upon the following –

- Abacus scheme via Active Learn
 - the Staffordshire Primary Assessment for Mathematics grids to see the progression from working towards, working at and working at greater depth across each year group
 - NCETM planning for mastery resources in particular the assessment booklets
 - Busy Any Maths and Shanghai Maths resources including ‘Stretch and Challenge’ resources – Busy Ant Maths Textbook answers on Box). Maths No Problem textbooks and workbooks (when they arrive) and White Rose resources on TES.
 - Learning Ladders for maths as you are assessing against these objectives
- Some of these resources are available in digital form on Box.

Lessons

Maths lessons should be taught daily aiming for 4 unit maths lessons and 1 fluency focus e.g. Fluency Friday.

Children must have regular opportunities to ‘go deeper’, develop mastery, reasoning and problem solving (including written responses) about Mathematics. Children need to respond in full sentences both verbally and written form and utilise stem sentences given by staff.

Models and images and the use of practical apparatus e.g. Ten frames, Numicon, Cuisinaire, base 10, number lines, part-whole diagrams, place value charts and aparataus, place value counters, hundred-square, clocks, measuring scales, multiplication grids, counters etc. should be used wherever possible as well as examples of concrete (actual objects), pictorial (structure e.g. 10 card, bar model) and abstract (numbers).

Children need to have the opportunity to learn and practise times tables whether this be through Times Table Rockstars, ‘Times Table Club’, numberlink boards or other related activities on a regular (weekly) basis.

SCIENCE

Science teaches an understanding of natural phenomena. It aims to stimulate a child’s curiosity in finding out why things happen in the way 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 science will affect their future on a personal, national and global level

THE ADDITIONL AIMS OF SCIENCE ARE TO ENABLE CHILDREN TO:

- ask and answer scientific questions
- plan and carry out scientific investigations, using equipment, including computers, correctly
- know and understand the life processes of living things
- know and understand the physical processes of materials, electricity, light, sound and natural forces
- know about the nature of the solar system, including the earth
- be able to evaluate evidence and present their conclusions clearly and accurately.

Planning is carried out in the three phases outlined above.

RE

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. Across the Forest Federation we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, 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 learn *from* religions as well as *about* religions

Religious Education is taught in line with the Staffordshire agreed syllabus on a weekly basis along with collective worship focusing on prayer, worship and bible readings using Discovery RE as our framework, supplemented with other resources.

THE ADDITIONAL AIMS OF RE ARE TO HELP CHILDREN:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

The Legal position of Religious Education

Our Forest Federation curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Staffordshire LEA Agreed Syllabus for RE (which are occasionally still supported by QCA and the Badger Scheme) and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Planning is carried out in the three phases outlined above.

PE

High quality Physical Education 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, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action.

It involves four complimentary areas: acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; knowledge and understanding of fitness and health and evaluation and improving performance. Thus we enable them to make informed choices about physical activity throughout their lives.

THE ADDITIONAL AIMS OF PE ARE TO ENABLE CHILDREN:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying skills, tactics and compositional ideas).
- To improve observational skills, and the ability to describe and make simple judgements on their own and others work (improving and evaluating).
- To use their observations and judgements to improve performances (improving and evaluating).
- To develop an understanding of the effect of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health.)
- To develop the ability to work independently, communicate with and respond positively towards others (working alone and in group situations).
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well being (applying safe principles).
- To enjoy sport and promote a feeling of well-being.

Planning is carried out in the three phases outlined above.

COMPUTING

As IT underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological environment. Through teaching IT we equip children to participate in our evolving world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. IT skills are a major factor in enabling children to be confident, creative and independent learners.

The ADDITIONAL aims of COMPUTING ARE to enable children to:

- To allow staff and children to gain confidence in and enjoyment from, the use of IT. Additionally to allow staff to develop professionally by enhancing their teaching skills, management skills and administrative skills.
- to develop IT capability in finding, selecting and using information;
- to use IT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their IT skills and knowledge to their learning in other areas;
- to use their IT skills to develop their language and communication skills;
- to explore their attitudes towards IT and its value to them and society in general.
- Ensure children and their parents have the appropriate understanding of ICT security and Internet safety.

The use of computing is encouraged in all cross-curricular themed areas and as a subject in its own right using the switched on computing framework and switched on ICT in early years, supplemented by other resources.

Planning is carried out in the three phases outlined above.

PSHE

We believe that the development of personal, social and health education and citizenship is critical to help the children across The Forest Federation gain the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. From the beginning of their school career, the children are given opportunities to learn about themselves as developing and changing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

THE ADDITIONAL AIMS OF PSHE ARE THAT CHILDREN WILL:

- develop the knowledge, skills and understanding needed to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- recognise their own worth, work well with others and become increasingly responsible for their own learning and actions.
- reflect on their own experiences and understand how they are developing personally and socially.
- tackle many of the spiritual, moral, social and cultural issues that are part of growing up.
- find out more about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- understand and respect our common humanity, diversity and differences.
- form effective and fulfilling relationships that are an essential part of life and learning.
- help pupils to understand the value of family life, the implications of parenthood and the needs of the very young.
- develop pupils' understanding of the physical and emotional changes they are or will be experiencing.
- increase their knowledge and understanding of the appropriate drugs and the potential effects that the drugs may have on them.

We believe that the development of personal, social and health education and citizenship is critical to help the children across The Forest Federation gain the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

All members of the staff across the Forest Federation, both teaching and non teaching encourage the children to fulfil our aims through good example, praise and encouragement to help the children recognise the importance of the clear messages they are being taught.

We use the Ealing scheme of work which is closely linked to Every Child Matters and Citizenship incorporating

elements of sex and relationships education, cultural diversity and health promoting schools including drug education and utilise the SEAL materials where relevant. Early Years Foundation Stage use their own Personal, social and emotional development materials and the Early Years Foundations stage booklet of the SEALS pack

Sex and Relationships Education

Across the Forest Federation, Sex and Relationship Education is taught as part of our Personal, Social and Health Education programme. The programme is developmental and is appropriate to the age and stage of the child.

Through the programme the children will:

- develop confidence in talking, listening and thinking about feelings and relationships,
- are able to name parts of the body and describe how their bodies work,
- can protect themselves and ask for help and support;
- are prepared for puberty and periods;
- know how a baby is conceived and born;
- address friendship, bullying and the building of self esteem.

We inform parents that they are able to withdraw their children from all or part of any sex education lessons, except where it forms part of the National Curriculum.

Drug Education

Drug Education also forms part of our Personal, Social and Health Education programme. The aims of the programme are to develop children's knowledge and understanding, skills, and attitudes about the use of drugs and substances from an early age. Through the programme the children will:

- learn about the role of drugs and medicines (KS1);
- understand that alcohol, tobacco and other drugs can have harmful effects (KS2).

Handling Sensitive and Controversial Issues

We are fully aware that sensitive and controversial issues are certain to arise in the teaching of PSHE and citizenship. Therefore teachers should:

- ensure they establish ground rules in their class about how they will behave towards each other;
- judge when to allow pupils to discuss issues on their own in small groups and when to join in and offer support;
- ensure that pupils are clear about the difference between fact, opinion and belief;
- provide appropriate support after a session for any pupil who may be troubled by an issue raised.

Issues likely to be sensitive or controversial include sex education, religion, family lifestyles and values, law and order, environmental issues, diversity, bullying and bereavement.

Planning is carried out in the three phases outlined above.

HISTORY

The aim of history teaching here at The Forest Federation 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 multicultural 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.

THE ADDITIONAL AIMS OF HISTORY ARE TO ENABLE CHILDREN:

- 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 understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Planning is carried out in the three phases outlined above.

GEOGRAPHY

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and 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 recognize the importance of sustainable development for the future of mankind.

THE ADDITIONL AIMS OF GEOGRAPHY ARE TO:

- 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 a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Planning is carried out in the three phases outlined above.

ART

Art and design 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 design 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 that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

THE ADDITIONL AIMS OF ART / DESIGN AND TECHNOLOGY ARE TO ENABLE CHILDREN TO:

- 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 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.

Planning is carried out in the three phases outlined above.

DESIGN AND TECHNOLOGY

Design and technology encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It develops creative thinking and encourages them to make positive changes to their lives. It allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps children to become informed consumers and provides them with opportunities to think logically in a meaningful context.

THE ADDITIONL AIMS OF DESIGN AND TECHNOLOGY ARE TO ENABLE CHILDREN TO:

- to develop creative and imaginative thinking in children;
- to develop their understanding of the need to evaluate their work and adapt accordingly with respect to their design criteria;
- to foster a range of technical, physical and inter-personal skills;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to foster enjoyment, satisfaction and purpose in designing and making.

Planning is carried out in the three phases outlined above.

MUSIC

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 different cultures and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children 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.

THE ADDITIONL AIMS OF MUSIC ARE TO ENABLE CHILDREN TO:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, cello, flute, clarinet and various brass instruments. This is in addition to the normal music teaching of the school, and usually takes place during lunchtimes

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. All children are involved in a weekly hymn practice and Sing Up assemblies and learning of songs. Children are given the opportunity of performing to an audience on occasions throughout the year. Children who are learning an instrument are encouraged to perform to the rest of the children in celebration assemblies.

At **All Saints** we use the online scheme provided by Staffordshire county council to support hhe delivery of the music curriculum, this is called Charanga.

At **Needwood** we use a specialist music teacher to deliver our music curriculum.

Planning is carried out in the three phases outlined above.

MFL

Across the Forest Federation we teach a foreign language to all KS2 children as part of the normal school curriculum. We 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. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

THE ADDITIONL AIMS OF MFL ARE:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

We teach a foreign language to children in KS2 for 30 - 60 minutes per week. Teachers or taching assistants as Higher Level Teaching assistants teach languages based on the best expertise. We currently teach French across the federation.

In Key Stage One, the emphasis is on developing vocabulary and intercultural understanding and is not language specific.

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;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

Planning is carried out in the three phases outlined above.

HEALTH AND SAFETY

Some subjects and activities need specific risk assessments. Risk assessments are completed for each activity that may involve an element of risk or injury. These are completed by senior leaders if they are regular or annual activities and are completed by class teacher prior to a new activity taking place.

We encourage the children to consider their own safety and the safety of others at all times.

Additionally, we expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. Activities not on the school site will have risk assessments completed; insurance as appropriate and correct teacher/pupil ratios maintained.

ASSESSMENT AND RECORDING

PLEASE SEE ASSESSMENT STATEMENT AND OVERVIEW

Teachers assess children's work in three phases. The formative assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They complete termly assessments and targets are set for or with the children to help them improve. Teachers make summative assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. The next teacher also uses these summative assessments as the basis for planning work for the new school year.

THE ROLE OF THE SUBJECT LEADER

Across our Federation each member of staff is responsible for either leading a subject area or being a support /shadow across the federation, to another staff member who leads a specific area. Staff are expected to lead their subject and ensure that effective teaching and learning is taking place by monitoring it in the classrooms. They are also responsible for ensuring staff have the necessary resources and supporting staff CPD. Their role may also entail going on their own CPD to then share with the Federation.

See subject leader overview.

A checklist to support procedures and expectations is found on the action plan proforma.

MONITORING AND REVIEW

Our Federation governing body's curriculum and standards committee is responsible for monitoring the way the school curriculum is implemented.

The Headteacher and senior leaders are responsible for the day to day organisation of the curriculum.

The Headteacher and staff collectively monitor and review the overall curriculum, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. They do this through book trawls, observations, staff and pupil interviews, planning scrutiny etc.

Alongside the Senior leadership team, the subject leader is responsible for monitoring the standard of the children's work and the quality of teaching. The work of the subject leader also involves supporting colleagues in the teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. Each class teacher evaluates strengths and weaknesses in the subject and indicates areas for improvement through the subject leader.

Reviewed March 2017