**Subject: Physical Education**

## Intent

| A love of learning and the success of every child at the heart of all we do |
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| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| *'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities, in line with their abilities' (DCMS Learning through PE & Sport)*<br><br>The children within our school will have experienced the following by the time they leave Year 6;<br>● Opportunities to learn and develop new physical skills both in specific PE lessons but also in play<br>● Be able to practise their new skills in a learning environment that facilitates this<br>● Have the opportunities to take risks safely<br>● Watch sport being played – either live or videos<br>● Participate in school sports day<br>● Experience music and be encouraged to move freely to this<br>● To participate in a sports specific clubs – either at school or externally<br>● To share their sporting achievements with their peers<br>● To be exposed to a range of sports. These sports are referred to (for example Cricket) and specific skills are taught explicitly for these sports (throwing and catching, hitting a target, striking a ball).<br>● Participated in team and individual activities where they learn about turn taking, sharing, communication and sportsmanship<br>● Children who excel in sport are given opportunities to challenge themselves, attend additional clubs and are given links to external providers in the wider community<br>● Children who attend sporting clubs outside of school are provided with the opportunity to lead and share their knowledge and skills to upskill their peers<br>● Participated in competitions that challenge both their ability but also sportspersonship<br>● Represent the school in sporting events<br>● Enjoy a wide range of sports, including yoga<br>● Experience external providers, teaching sport specific lessons<br>● Enjoyed a course of swimming sessions where they develop the core strokes<br>● Experience trips or a residential where they participate in physical activities like den building, climbing, walking, high ropes etc |

## Implementation

| A love of learning and the success of every child at the heart of all we do |
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| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in PE**<br>A progression of Skills and Knowledge for PE has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2.<br>We have chosen to invest in PE Passport as this ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children; leading to the practising and refining of key skills alongside the development and deepening of key knowledge. |

We have chosen to use the spiral scheme Primary PE Passport as this builds skills and knowledge year upon year from Nursery to Year 6 across all sports and other sporting activities. This also provides planning extensions for those children working identified at 'greater depth' in PE. The lessons are well-thought out, resourced including videos for CPD and clearly written so can be accessed by all staff.

**Disciplinary knowledge and Critical thinking skills in PE**

In PE, to supplement the planning of Primary PE Passport, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning. Through the planning and teaching of PE, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their PE work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like an athlete'.

**Metacognition: Developing and supporting Positive Attitudes to Learning in PE**

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every PE lesson and sequence are: Collaboration, Practising, Perseverance. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
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A successful P.E lesson will have:

- A warm up which engages and prepares children's bodies and minds for the lesson, with some explanation of why we do it
- Fundamental movement skills, cooperative and competitive opportunities (KS1)
- Skills progressions, collaborative/cooperative and competitive opportunities (KS2)
- Reflectiveness through self and peer evaluation of skill or performance, to make improvements and work collaboratively
- Reference to learning powers and school values

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

We are committed to giving the children the opportunity, knowledge and skills to be happy and healthy - highlighting our school value of Health and Happiness.Through the teaching of the P.E curriculum, the children will understand how physical and mental health can be positively impacted by physical activity and sport. They will be exposed to some health and skill, key components of fitness, with the intention of children leaving the school

| Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve. | | |
|---|---|---|
| **High Quality, Enabling Environment** | | |
| Discussions in relation to progression of a sequence that supports children's understanding of their learning journey; where they have come from and where they are going? | Learning Powers clearly linked to the learning sequence. The STEP principle used by all teachers to enable access for all | Children independently access high quality resources that engage and allow interaction. They access and use the working wall for key vocabulary. |

| Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process |
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**Impact:**

| **Monitoring and Supporting High Quality Planning and Timetabling**<br>A long term overview of PE is planned for by the PE coordinator, who scheduled specific sport coverage across the year. Primary PE Passport is then used to inform planning and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children.Timetabling will show balanced coverage of all subjects. |
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| **Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.** |
| **Monitoring and supporting High Quality Teaching and Learning**<br>Monitoring will take place through drop ins, evidence trawls (on the app), assessment completion made by the teachers and children, pupil voice and dialogues with teachers. Progress in PE will be seen through a sequence of learning and across the year. Using Primary PE Passport teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the assessment grids to ensure consistent progression. |
| **Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning** |
| **Monitoring and Measuring Progress through assessment and published data**<br>In PE we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in PE are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| **School Improvement Priorities**<br>P.E has a great opportunity to support the SIP by focussing on maintaining 'good' levels of P.E delivery, through the use of CPD and monitoring. P.E is also a vehicle for promoting positive attitudes and behaviours to learning. This will be built upon by referring to the learning powers throughout sequences, as well as school values. Clubs will also link to an 'end opportunity', as well as promoting the well-being of all children and providing them all with opportunities to take part. |

**Subject: Mathematics**

**Intent**

| A love of learning and the success of every child at the heart of all we do |
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| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| At The Topsham School, we view mathematics as a fundamental, core understanding in our rapidly changing world; an important creative discipline that is essential for our pupils to become citizens of the future, and perhaps even world changers. We want all pupils to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding.<br><br>At The Topsham School we foster positive can do attitudes and see mistakes, misconceptions and challenges as part of the process of learning. We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through small, manageable steps. We support each other through our learning journey to allow all children to make progress and all children to be challenged. At The Topsham School, we are all mathematicians.<br><br>Our mathematics curriculum allows opportunities for all children to:<br>● raise their confidence in talking mathematically, applying their knowledge and understanding, reasoning and justifying, explaining their thinking and challenging each others' thinking<br>● become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately<br>● be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios<br>● reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language<br>● have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics. |

**Implementation:**

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in Mathematics**<br><br>Our mathematics curriculum is shaped by our school vision which aims to enable all children, regardless of background, and individual needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear progression of skills of knowledge and skills. These core aspects are built on year by year and sequenced appropriately to maximise learning for all children. We achieve this Mastery model through the Power Maths scheme.<br><br>Our intention is that the children in the class will learn the same aspect of maths together at the same time. Outcomes are adapted in each lesson to best support the needs of each child, and children are given the opportunity to work individually and in mixed ability peer groups. The range |

and styles of questions allows opportunities for all children to be challenged and continue to deepen their mathematical understanding. Through the Power Maths scheme, misconceptions are considered before teaching begins, and continue to be addressed throughout the teaching. Mathematical Pedagogy is clearly understood by staff to ensure long term concepts are embedded. Pauses are taken in the scheme where learning needs to be further embedded and this is down to professional judgement.

Teachers use live, daily planning assessment and feedback to systematically identify and address misconceptions before teaching the next steps. As well as regular monitoring of progress during lessons, end of unit assessments are completed through mixed ability group discussions and more formal end of term tests from year 1 onwards.

Children can communicate mathematical understanding through high quality resources, drawings and representations, use of IT as well as recording in their Power Maths workbooks. Children from year 1 upwards also have a maths journal for embedding concepts further, extending their thinking or recording their ideas in different ways.

The content of learning environments, including the use of concrete resources throughout the school, will be consistent in promoting and supporting maths but relevant to the age and stage the children are at.

**Disciplinary knowledge and Critical thinking skills in Mathematics**

In mathematics, to supplement the planning of Power Maths, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school, and high-level questioning for assessment for learning. Through the planning and teaching of mathematics, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their maths work against agreed success criteria and learning intentions, and use their knowledge and skills to tackle progressively more complex problems and challenges. Not only does this way of working inform assessment but enables children to work 'like a mathematician'.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Mathematics**

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Maths lesson and sequence are: Making Links, Practising, Noticing, Curiosity and Questioning, Perseverance, Risk-Taking and Resourcefulness. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
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A successful Mathematics lesson will include:

- A clear intention of learning,

- The explicit and consistent teaching of mathematical vocabulary, and the expectation of its use by the children when communicating their maths,
- Opportunities for rehearsal of prior learning and fluency, making connections to prior learning, problem solving and reasoning,
- Opportunities for talking and thinking, independence and collaboration,
- A threading of our learning powers throughout,
- Key questions planned to develop critical thinking skills,
- Opportunities for use of a broad range of mathematical resources and representation, consistent throughout the school,
- Recording of learning will be evidenced in the Power Maths workbooks and Journals in KS2, on SeeSaw and in the Power Maths workbooks and Journals in KS1, and Tapestry in the Early Years. Working walls at all stages are integral to supporting the children's understanding and helping develop their fluency, vocabulary and recall.

**Through this we create a supportive learning ethos for both teachers and children and enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school. In Mathematics we provide daily opportunities to learn in Partnership, support each other and celebrate all successes. Motivation to embrace challenge is at the heart of our Maths curriculum.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.**

**High Quality, Enabling Environment**

| | | | |
|---|---|---|---|
| Working wall showing progression of sequence | Precise and consistent vocabulary used as part of display | Learning Powers clearly linked to learning sequence of Working Wall | Children independently access high quality resources |

Recording of learning will be evident in Maths Journals and the Power Maths workbooks. Further evidence gathered may include some of the following: written, photographic, video and audio, drawings, diagrams. Concrete resources and a variety of representations will be on display and accessible to the children.

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact:**

**Monitoring and Supporting High Quality Planning and Timetabling**

Mathematics is planned by teachers using the Power Maths scheme, and adapted where necessary to make the learning relevant to the needs of the children. The Maths Lead monitors the flow and progression of planning throughout the year through whole staff meetings, pupil progress discussions and termly monitoring of planning documents.
In KS1 and 2, mathematics is timetabled as one full lesson each day, then further 'mini-sessions' that are age appropriate: counting and numbers, times tables, early morning fluency development,
In the Early Years, mathematics is timetabled as one discreet lesson each day, followed by small group guided learning and opportunities to develop mathematics skills is provided for through continuous provision.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offers equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice
- Drop-ins to observe teaching
- Opportunities for staff CPD through subject and pedagogy led staff meetings
- Opportunities for staff to observe good practise, or be supported with mathematics in another class in school.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

**Monitoring and Measuring Progress through assessment and published data**

In maths we measure progress within units of teaching, using end of unit checks.
We assess termly using more formal written assessments. We use assessment to inform and adapt our future planning.

**Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress**

**School Improvement Priorities**
All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading, the teaching of vocabulary and opportunities to apply mathematical knowledge and skills are threaded through all subjects planning and teaching.

**Subject: Personal, Social, and Health Education (PSHE)**

**Intent**

| **A love of learning and the success of every child at the heart of all we do** |
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| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and helps children understand and value how they fit into and contribute to the world. Our curriculum starts by building a positive self image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. It is interwoven with the behaviour and ethos of the school. Health education in our curriculum embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these. Our whole school approach aims to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.<br><br>Through high quality teaching and experiences, by the end of Year 6 the children will have had experience and opportunities to:<br><br>● Value self and others<br>● Form relationships<br>● Make and act on informed decisions<br>● Communicate effectively<br>● Work with others<br>● Respond to challenge<br>● Be an active partner in their own learning<br>● Be active citizens within the local community<br>● Explore issues related to living in a democratic society<br>● Become healthy and fulfilled individuals |

**Implementation**

| **A love of learning and the success of every child at the heart of all we do** |
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| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in PSHE**<br>We have chosen to invest in Jigsaw, a mindfulness approach to PSHE, to guide our teaching in this area. This scheme ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge.<br>We believe that the Jigsaw scheme of work covers the needs of our children by focussing on six themes (puzzles) which are the same across the whole school but which are differentiated and built upon each year. In each lesson there is a time for Calm Me which teaches mindfulness techniques that can be incorporated at other times throughout the school day.<br>A progression of Skills and Knowledge for PSHE is included in the Jigsaw scheme of work to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2 . |

**Disciplinary knowledge and Critical thinking skills in PSHE**
In PSHE, to supplement the planning of Jigsaw, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning. Through the planning and teaching of PSHE, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their PSHE work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work like a 'philosopher'.

**Metacognition: Developing and supporting Positive Attitudes to Learning in PSHE**
Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every PSHE lesson and sequence are : making links, noticing, collaborating, reflecting, listening and empathy. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

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|---|---|---|---|---|
| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |

A successful PSHE Lesson will:

- where possible, have the children and adults using the circle approach to connect and share ideas. Enabling everyone to feel equal, valued and included. (Connect us)
- provide an opportunity for the children to relax their bodies and calm their minds to prepare them for learning. (Calm me)
- follow the Jigsaw Charter to ensure that everyone listens to each other, takes turns to speak, shows respect to one another, and has the right to pass.
- focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me).
- Evidence learning through photographs/child's voice/digital and record in a class floor book.

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children.**

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.
Through our PSHE teaching we can emphasise all our school values but in particular, those of Trust and Respect, Opportunities for all, Partnerships and Health and Happiness.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school**

**High Quality, Enabling Environment**

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| Displays and a class book showing children's | | Children independently access high quality |

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|---|---|---|
| learning through photographs, child's voice etc. | Learning Powers clearly linked to the learning sequence<br>Calm, safe environment that allows for all children to feel free to talk and be valued. | resources that engage and allow interaction. |
| **Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process.** | | |

**Impact:**
Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

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| **Monitoring and Supporting High Quality Planning and Timetabling**<br>PSHE is planned for by Jigsaw and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects. |
| **Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.** |
| **Monitoring and supporting High Quality Teaching and Learning**<br>Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in PSHE will be seen through a sequence of learning and across the year.<br>Teachers will plan two elements of assessment based on knowledge and understanding,<br>Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression. |
| **Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning** |
| **Monitoring and Measuring Progress through assessment and published data**<br>In PSHE we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in PSHE are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| **School Improvement Priorities** |
| All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching |
| **Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.** |

**Subject: Modern Foreign Languages**

**Intent**

| **A love of learning and the success of every child at the heart of all we do**<br>**The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
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| Learning a modern foreign language at The Topsham School will offer our children the opportunity to not only learn another language and develop skills of listening, speaking, reading and writing in that language but also to ensure that children can explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.<br><br>The key intention is that our children will work towards becoming life-long language learners.<br><br>The Topsham School uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious modern foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.<br><br>Based on discussion and a review of staff skills, it has been agreed that the school will focus on the teaching of French as the main language. Other languages may be introduced across the school in the form of clubs or as comparisons/cognates or for daily greetings, based on the skill set of staff at a particular time.<br><br>All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their modern foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2 as they transition to Secondary School.<br><br>The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the modern foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding National DfE requirements.<br><br>The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.<br><br>In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.<br><br>Our Intent for Modern Foreign Languages at The Topsham School is that all pupils will develop a genuine interest and positive curiosity about modern foreign languages, finding them enjoyable and stimulating. |

**Implementation**

**A love of learning and the success of every child at the heart of all we do**

**The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.**

## High Quality Planning

**Substantive Knowledge and Experiences in Modern Foreign Languages**

***Progression of Knowledge and skills and the development of a spiral curriculum***

A progression of Skills and Knowledge for Modern Foreign Languages ensures there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2. We have chosen to invest in Language Angels as this scheme ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge.

Through the Language Angels scheme of work and resources all classes will have access to a high-quality foreign languages curriculum. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons across the school taught by their class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language, as follows:

- Early Language units are entry level units (for KS1/Year 3 children or those with little or no previous foreign language learning).
- Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.
- Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the French taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Class Teachers have access to a Progression Map and Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

1) Nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
2) Use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
3) Opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar, so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The Progression Map shows precisely how the foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Unit and also how the level of learning and progression of each child is increased as they move across each subsequently more challenging Unit - a visual demonstration of the progression that takes place within and across each Unit.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved.

All teachers will know where every child is at any point in their foreign language learning journey.

**Disciplinary knowledge and Critical thinking skills in Modern Foreign Languages**
In Modern Foreign Languages to supplement the planning of Language Angels, we use aspects Bloom's Taxonomy to support the development of these two characteristics of learning; specifically when considering questions adults may pose for children to consider. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning.

Through the planning and teaching of French, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their learning against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like a linguist'.

**Metacognition: Developing and supporting Positive Attitudes to Learning in French**

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every French lesson and sequence are: **Resilience; Noticing; Making Links; Practicing; Planning; Detecting.**

Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
|---|---|---|---|---|

A successful French Lesson will have clear and defined objectives and aims as follows:

- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and activities offered with three levels of stretch/differentiation. (These may be sent home as homework).
- Reading and writing activities will be offered in all units/lessons. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit/lesson will include a grammar concept, which increase in complexity as pupils move through the school.

- Extended writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall and use skills learnt with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

The teaching units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

All language lessons should offer appropriate levels of challenge/stretch/differentiation which will ensure that the children learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children**.

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school**

**High Quality, Enabling Environment**

| | | |
|---|---|---|
| Working wall showing progression of sequence or alternative provision that supports children see the learning journey; where they have come from and where they are going | Learning Powers clearly linked to the learning sequence | Children independently access high quality resources that engage and allow interaction |

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact:**
Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

**Monitoring and Supporting High Quality Planning and Timetabling**
The structure of the programme ensures that lessons within a unit are progressive, and also direct, drive and guarantee progressive learning and challenge. Units increase in level of challenge, stretch linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level require more knowledge and application of skills than the previous. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the school. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Whilst the school uses the Language Angels planning, teachers work collaboratively to make appropriate adaptations relevant to the needs of the children.

Timetabling will show balanced coverage of all subjects in the school year and whilst the teaching of French may be timetabled three times across the year, it is expected that regular, weekly short sessions will be planned into the timetable. This might include a story, song or game in French.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**
Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in French will be seen through a sequence of learning and across the year.

Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

**Monitoring and Measuring Progress through assessment and published data**
In French we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in are built on consistently throughout the year and then year on year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information

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| can then be monitored by the Modern Foreign Languages Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.<br><br>Tracking of progress in French teaching and learning is informed by both formative and summative assessment in each sequence of learning and gaps identified to inform future planning. Children are expected to make good or better than good progress in their foreign language learning. If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| **School Improvement Priorities** |
| All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. |
| **Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children** |

# Subject; DT

## Intent

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| At The Topsham Primary School, we believe that all children should develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Our enriching curriculum allows children to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. The spiral curriculum enables children to build upon key concepts, with the understanding that we are all life long learners with skills that need to be refined.<br><br>Children leaving the Topsham School in year 6 will:<br>● Investigate, explore and critique existing products<br>● Follow design briefs to plan products. These plans may include detailed and annotated drawings and mock ups<br>● Continually edit and adapt products through trial and self reflection and critical peer reviews<br>● Learn fundamental and specific skills to create their own products<br>● Develop a sense of viewpoint to identify product audience<br>● Create products for real purposes, within our school and wider community<br><br>Children leaving the Topsham School in year 6 will have experienced:<br>● Parents with expertise working alongside children, teaching a specific skill from the technological community.<br>● Children take part in purposeful making, eg designing costumes for an event or for their end of term outcome<br>● STEM activities that promote the 'doing' of technology, and that solves increasingly complex problems, which require continual self and peer reflection.<br>● Visit a gallery, museum, exhibition or event that supports or celebrates the technology they are learning.<br>● ICT programmes to support the design and/ or making of technology, including 3D modelling<br>● Electronics and robotics, and begin to understand the place of new technology in the world |

## Implementation

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in Design Technology**<br>A progression of Skills and Knowledge for Design Technology has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and onto the end of Key Stage 2. We aim to build a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening to key knowledge. All DT planning follows the structure of 'evaluate, plan, make, evaluate', with these key concepts and skills being built upon through the spiral curriculum. Opportunities for children to |

engage with DT in real and applicable contexts are planned for, with the development of practical skills being at the heart of all we do.

**Disciplinary knowledge and Critical thinking skills in Design Technology**

In Design Technology we use Bloom's Taxonomy as a planning framework to support these two characteristics of learning. This approach supports consistency of practice, language across the school and high-level questioning that supports assessment for learning. Through the planning and teaching of Design Technology, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like a designer '.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Design Technology**

Our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Design Technology lesson and sequence are: *Planning, Resourcefulness, Making Links, Practising, Reflectiveness.* Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children to see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
|---|---|---|---|---|

A successful Design Technology lesson will:

- Have a clear learning objective which is shared with the children and understood
- Use carefully planned questioning to foster children's curiosity and enable children to discover and engage with new learning
- Build on prior learning with clear and relevant links made to the children
- Use the learning environment (working wall) to show the journey of their learning so far and instantly display key vocabulary
- Make use of suitable resources which are used safely and are fit for purpose
- Make links to the relevance of skills and knowledge to real life scenarios
- Allow opportunities for collaborative and independent work
- Encourage reflectiveness as a part of the ongoing evaluation process

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children**.

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school. Our DT curriculum Motivates children to engage and reflect with existing products and takes DT out of the classroom into the real world. ALL children are given opportunities to revisit and develop existing skills, and create products that are unique to them.

**Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school.**

**High Quality, Enabling Environment**

| Working wall showing progression of sequence | Tiered Vocabulary used as part of display | Learning Powers clearly linked to learning sequence | Children independently access high quality resources that engage and allow interaction |
|---|---|---|---|

- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children's work, photographs and examples of artwork.
- Floor books, displays, Seesaw/ Tapestry and sketch books showing the progression of sequences, supporting children to see the learning journey; where they have come from, where they are going and to celebrate their achievements.
- Teachers will use the Devon LIbrary Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Teachers will plan to use a wide range of high quality resources and equipment that allow children to safely and confidently learn and practise practical skills
- Opportunities for children to explore resources and equipment to hone these skills will be planned for during each teaching sequence

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

## Impact

**Monitoring and Supporting High Quality Planning and Timetabling**

Design Technology is planned for collaboratively in phases and is informed by outcomes of previous sequences, in line with National Curriculum expectations. Timetabling will show balanced coverage of all subjects.
Monitoring will include;

- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD.
- Access to the local community and competitions.
- End of year teacher conferencing and feedback to edit and improve topic planning.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with school members of RELP.
- Opportunities for staff to observe good practise, or be supported with team teaching DT in another class in school.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

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| **Monitoring and Measuring Progress through assessment and published data**<br>In Design Technology we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in DT is built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| **School Improvement Priorities** |
| All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching |
| **Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.** |

**Subject: Art**

## Intent

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| At The Topsham Primary School we recognise that every child has the capacity to be an artist. We offer an enriching and accessible curriculum that allows all children to practise, develop and master their skills whilst expressing their individual creativity. We acknowledge and celebrate the work of famous and local artists and use this as a source of inspiration when creating our own artwork. Art is celebrated throughout the school through peer on peer review and by the local community. Our curriculum ensures a progression and refinement of skills and is planned with Blooms' Taxonomy in mind.<br><br>Children leaving the Topsham School in year 6 will:<br><br>● Use the visual and tactile elements of Art and explore colour, pattern, texture, line, tone and form, shape and space to create individual and collaborative artwork<br>● Explore work from different times and cultures<br>● Compare work from different artists<br>● Experiment with different art forms inspired by artists<br>● Develop a sense of viewpoint to identify and acknowledge an artists perspective<br>● Create 2D and 3D artwork using a range of materials and techniques, such as batique, collage, ceramics, IT and printing<br>● Use a sketch books to express feelings about a subject and develop their own critical eye<br><br>Children leaving the Topsham School in year 6 will have experienced:<br><br>● working with artists in the local community<br>● opportunities to present and discuss their work<br>● a visit to a museum or gallery to view an exhibition |

## Implementation

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in Art**<br>A progression of Skills and Knowledge for Art has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2. We aim to build a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of these skills alongside the development and deepening of knowledge.Opportunities for children to engage with Art in real scenarios are planned for and delivered through a spiral curriculum, where children will revisit and build upon concepts such as creativity, cultural and critical understanding by visiting galleries and working with artists in the local community. |
| **Disciplinary knowledge and Critical thinking skills in Art** |

To supplement the planning of Art, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning.
Through the planning and teaching of Art, the children will be provided with opportunities to reflect and critically analyse the work of famous artists and those in the community, evaluate their work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. The children are provided with opportunities to express their creativity freely and practise their developing skills in order to reflect and refine their artwork.
Planning in a spiral curriculum will focus on the development of practical skills to produce artwork that demonstrates awareness of audience, emotion and individual creativity.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Art**
Our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Art lesson and sequence are *Practising, Noticing, Adaptability, Independence*, with the attributes of *Resilience* and *Resourcefulness* being considered throughout.
Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning and delivery for of Art which builds on prior learning, supports children to see connections, enables children to practise through repetition and in turn, learn to become a successful artist.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
|---|---|---|---|---|

A successful Art lesson will:

- Be taught by passionate teachers who instil a love of Art
- Be inclusive of all children and considerate of their individual needs
- Be engaging, enjoyable and purposeful for all children
- Be explorative and allow for experimentation with a range of materials and techniques
- Allow creativity and freedom of expression
- Meet the needs of the children in that class and challenge where necessary
- Introduce and revisit higher-level vocabulary linked to this subject
- Promote collaboration and critical thinking
- Develop positive reflection and peer on peer review
- Elicit curiosity, excitement and enjoyment of Art
- Encourage children to take risks in their learning, stepping out of their comfort zone.
- Acknowledge pupils' progress and celebrate achievements so that pupils are proud of their accomplishments.
- Promote links with other aspects of the curriculum and the community

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children**.

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work

together in EVERY area of learning in our school. Our Art curriculum allows children to develop Partnerships with the local community and develop an awareness of the social impact and benefits of both producing and appraising art in a respectful manner. Our school believes that every child can achieve Success in Art and is committed to supporting children to become forward thinking and inclusive.

**Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school.**

**High Quality, Enabling Environment**

| Working walls showing progression of sequence | Tiered Vocabulary used as part of display | Learning Powers clearly linked to learning sequence | Children independently access high quality resources that engage and allow interaction |
|---|---|---|---|

- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children's work, photographs and examples of artwork.
- Floor books, displays, Seesaw/ Tapestry and sketch books showing the progression of sequences, supporting children to see the learning journey; where they have come from, where they are going and to celebrate their achievements.
- Teachers will use the Devon LIbrary Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Teachers will plan to use a wide range of high quality resources that broaden children's understanding of what art is, and how it can be created.
- Opportunities for children to explore resources and materials creatively will be planned for

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

## Impact

**Monitoring and Supporting High Quality Planning and Timetabling**

Art is planned for in phase teams by teachers using the Progression of Knowledge and Skills to make the learning relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.
Monitoring will include;

- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD.
- Access to the local community and competitions.
- End of year teacher conferencing and feedback to edit and improve topic planning.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with school members of RELP.
- Opportunities for staff to observe good practise, or be supported with team teaching Art in another class in school.

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| **Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning** |
| **Monitoring and Measuring Progress through assessment and published data**<br>In Art we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in Art is built on consistently throughout the year and then year on year. Tracking is informed by formative assessment and some form of summative assessment in each unit of learning and gaps identified to inform future planning. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| **School Improvement Priorities** |
| All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching |
| **Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.** |

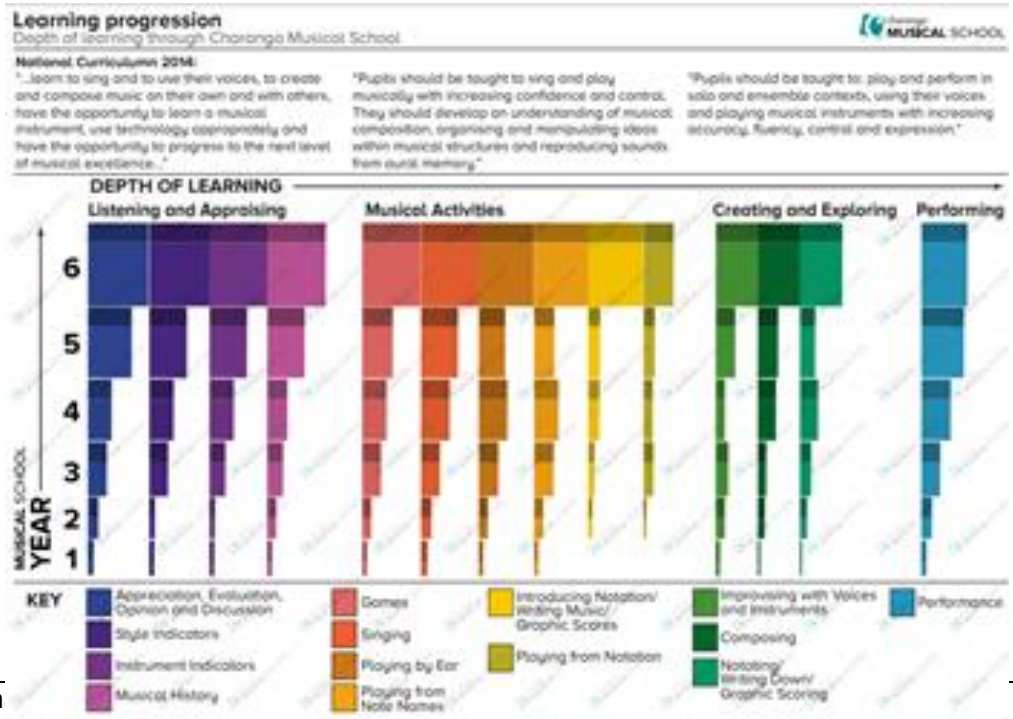
**Music**

**Intent**

| A love of learning and the success of every child at the heart of all we do |
| --- |
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| At The Topsham School we offer an inclusive Music curriculum that is accessible to ALL of our children. As a school, we acknowledge the powerful impact of music in bringing everyone together through whole-school singing, ensemble playing of a variety of musical instruments, the joy of listening to and watching our peers perform and the exciting explorative opportunities that Music lessons bring. Our Music curriculum ensures that children make good progress in this subject, building on their previous skills and knowledge as they transition through our school, engaging in an ever increasing spiral of musical learning. Our children are welcomed into the world of Music by passionate staff who spark their interest in this subject and promote active exploration during Music lessons. Music lessons at The Topsham School are engaging, collaborative, challenging and enjoyable for all. Through our Music Curriculum, our pupils are afforded opportunities that some may not experience outside of school. Our Music curriculum ensures that pupils are introduced to a range of different musical genres, a vast array of musical instruments and the chance to both perform and watch live performances delivered by other pupils at The Topsham School, visiting musicians and performances within our local area. As a school we aspire to ignite a love of Music in our pupils and provide them with the skills, knowledge, experience and confidence to truly believe that they really can, perform like a Musician! |

**Implementation**

| A love of learning and the success of every child at the heart of all we do |
| --- |
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in Music**<br><br>A progression of Skills and Knowledge for Music has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2.<br>We have chosen to invest in Charanga as this ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge.<br>We have chosen Charanga as it is supported by Devon Music Hub, providing access to quality CPD including subject knowledge support and a wide range of instruments to enable whole class music tuition. As a comprehensive music programme, Charanga ensures that all of our children receive high quality music lessons, enabling them to make good progress in this subject, whilst adhering to all aspects of the new Model Music Curriculum.<br><br>Please see below for an illustration of the interrelated dimensions of Music and learning progression. |




**Disciplin**

In Music, to supplement the planning of Music, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning. Through the planning and teaching of Music, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like a Musician'.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Music**

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Music lesson and sequence are: practising, making links, cooperation and independence and perseverance.Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level**

**thinking skills and supports children in understanding how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| | | | | |
|---|---|---|---|---|
| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |

A successful Music Lesson will:

- Be taught by passionate teachers who instil a love of Music.
- Be inclusive of all children despite any barriers to learning.
- Be engaging, enjoyable and purposeful for all students.
- Be explorative and allow for experimentation with a range of instruments and materials.
- Be of high quality and appropriate for the age and stage of each year group.
- Introduce and revisit higher-level vocabulary linked to this subject e.g. 'pulse'.
- Promote collaboration, empathy and listening skills.
- Build on previous learning, further developing skills and knowledge in this subject.
- Produce good quality purposeful discussion and reflection.
- Elicit curiosity, excitement and enjoyment of Music.
- Encourage children to take risks in their learning, stepping out of their comfort zone.
- Acknowledge pupils' progress and celebrate achievements so that pupils are proud of their accomplishments.

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children**.

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school.**

**High Quality, Enabling Environment**

| | | |
|---|---|---|
| Floor books, performances and performance videos showing the progression of sequences, supporting children to see the learning journey; where they have come from, where they are going and to celebrate their achievements. | Learning Powers clearly linked to the learning sequence | Children independently access high quality resources that engage and allow interaction |

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact:**

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

| |
|---|
| **Monitoring and Supporting High Quality Planning and Timetabling**<br>Music is planned for by Charanga and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects. |
| **Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.** |
| **Monitoring and supporting High Quality Teaching and Learning**<br>Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in Music will be seen through a sequence of learning across the year. Teachers will plan two elements of assessment based on knowledge and understanding,<br>Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression. |
| **Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning** |
| **Monitoring and Measuring Progress through assessment and published data**<br>In Music we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in Music are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| **School Improvement Priorities** |
| All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching |
| **Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children** |

**Computing**

## Intent

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| At The Topsham School we offer a high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world.<br>Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.<br>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.<br>Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.<br>*National Curriculum 2013* |

## Implementation

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in Computing**<br>● To ensure progression and continuity over the time a pupil is at primary school, they will engage with the three themes of Computing; Digital Literacy, Computer Science and ICT<br>● Projects could be linked to other areas of the curriculum, perhaps using themes from the school's 'creative curriculum' to suggest related computing topics.<br><br>*National Curriculum September 2013.*<br>➢ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation<br>➢ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems<br>➢ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems<br>➢ are responsible, competent, confident and creative users of information and communication technology. |
| **Disciplinary knowledge and Critical thinking skills in Computing**<br><br>***Adapted from A Curriculum Framework for Computer Science and Information Technology https://www.computingatschool.org.uk/*** |

Computing is a practical subject, in which invention and resourcefulness are encouraged. The ideas of computing are applied to understanding real-world systems and creating purposeful products. This combination of principles, practice and invention makes computing an extraordinarily useful and intensely creative subject, suffused with excitement, both visceral ('it works!') and intellectual ('that is so beautiful').

***Computing at School/ NAACE.***
***https://www.computingatschool.org.uk/***

- Pupils will learn computer science far more effectively by writing programs to show to others.
- Pupils will learn to use information technology more effectively if they're doing something creative, such as making a presentation, website or video, especially if this is to be shown to others.
- Pupils will develop a richer digital literacy if they document what they know and learn for others through blog posts, audio recordings or screencasts.

**Metacognition: Developing and supporting Positive Attitudes to Learning Computing**

The curiosity, creativity and courage that we will encourage should endure as they move on through education and into adult life. To fully exploit the opportunities that current and future technology offers them, pupils will draw on the understanding of computing provided to them, as well as confidence gained through working on a range of meaningful projects throughout their primary education.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| | | | | |
|---|---|---|---|---|
| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |

A successful Computing lesson will include:

- Primary teachers will equip pupils with high level skills in using ICT, preparing them to apply these across the curriculum.
- To offer a broad and balanced curriculum that prepares pupils to 'use computational thinking and creativity to understand and change the world' (National Curriculum)
- The role of the teacher extends beyond setting the challenge and providing support in projects, to helping pupils understand the ideas that lie at the heart of the creative work in which they're engaged, and to helping pupils make the connection between these concepts.

**Through this we create a supportive learning ethos for both teachers and children and enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed our curriculum intent.**

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

Children will become responsible, competent, confident and creative users of information and communication technology.

**Through this, we create a safe, secure learning environment where all stakeholders have shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.**

**High Quality, Enabling Environment**

| | | | |
|---|---|---|---|
| Working wall showing progression of sequence | Tiered Vocabulary used as part of display | Learning Powers clearly linked to learning sequence of Working Wall | Children independently access high quality resources |
| Evidence of children's learning will be held online through the programs that we use. There will also be evidence through Google classroom, and in other curriculum books if children use hardware to support their learning in other subjects. | | | |
| **Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process** | | | |

## Impact

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|---|
| **Monitoring and Supporting High Quality Planning and Timetabling**<br>*Planning sequences to be looked at to ensure computing is visible and prominent throughout the school.*<br>*Continue to use Scomis as hardware support for all staff.*<br>*Computing Leads to be available to offer support with teaching/ hardware.* |
| **Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.** |
| **Monitoring and supporting High Quality Teaching and Learning**<br>*Digital Literacy - Natterhub - sequences and data about each pupil is held online*<br>*ICT - Evidence through planning across the school that hardware is accessed.*<br>*Computer Science - Purple MASH- sequences and data about each pupil held online.* |
| **Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning** |
| **Monitoring and Measuring Progress through assessment and published data**<br>*Digital Literacy - Natterhub - sequences and data about each pupil is held online*<br>*ICT- Evidence through planning across the school that hardware is accessed.*<br>*Computer Science- Purple Mash - sequences and data about each pupil held online.*<br><br>Revisiting these areas in each year will ensure both continuity and progression for pupils, and make it easier to plan any individual units of work. There should be a clear sense of what pupils have already experienced, and what subsequent steps in learning are likely to involve. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching |

**Subject: History**

**Intent**

| A love of learning and the success of every child at the heart of all we do. |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| We recognise the important role that History plays in preparing our children with skills that they can use for life: understanding how to be a good and responsible citizen, understanding change and societal development and providing a context in which to understand themselves and others.This is extremely important for children at The Topsham School in allowing them access to a much wider world.<br><br>Through high quality teaching and experiences, by the end of Year 6 the children will have developed:<br>● a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;<br>● acquired the skills needed to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;<br>● developed a deep understanding of the rich history of our locality: an understanding rooted in the people and places that matter to the children. This supports the development of their own identity, and prepares them to broaden their horizons as they move forward into secondary education. |

**Implementation:**

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in History**<br>History is taught in blocks throughout the year, to support children achieve a range and depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new History topic, teachers refer to prior experiences and learning (e.g. on class timelines) to develop children's understanding of chronology. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day Each topic is introduced with reference to the chronology of previous topics (including those from previous years).Teachers will use an enquiry based approach to draw comparisons and make connections between different time periods and their own lives. The local area will be fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom |
| **Disciplinary knowledge and Critical thinking skills in History**<br>Children will be taught to 'think like an Historian' using an enquiry based approach. Enquiry is at the centre of our History curriculum because it gives the children the necessary tools to interpret and understand historical evidence. Using their knowledge and skills children will be given opportunities to apply, analyse and evaluate their knowledge to deepen this understanding.<br>Our planning builds on previous knowledge and concepts using our progression of knowledge and skills documents, creating a sequenced and spiral curriculum. By following the process of revisit, consolidate and extend, key historical concepts such as: evidence and similarity & difference are embedded as the children move up through the school. Key vocabulary is identified for each topic unit, whilst overarching vocabulary such as: empire, monarchy, invasion and vocabulary linked to chronology is revisited where appropriate. This allows the children to build their contextual understanding of key concepts such as evidence. |
| **Metacognition: Developing and supporting Positive Attitudes to Learning in History** |

*These are explicitly taught within our sequences and lessons.*
Curiosity, Making Links and Empathy are at the heart of historical enquiry.
Using these Learning Powers, pupils will begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our curriculum intent is for all our pupils to leave The Topsham School as citizens of the future, with the knowledge, skills and learning powers needed to confidently manage transitions and succeed in every aspect of their lives.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
|---|---|---|---|---|

A successful History lesson will include:

- The explicit teaching of subject specific vocabulary taken from the progression document which children are expected to use accurately when speaking and when writing about their history learning. Revisiting and building on vocabulary such as empire or settlement is a key part of embedding children's conceptual understanding.
- The use of a broad range of historical sources and artefacts e.g the use of maps and photographs of bomb damage to the local area in WWII, to support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.
- Content that promotes chronological awareness through use of resources such as timelines, anchoring children's current learning to its place on local, national and international timelines, and allowing for links to be made to prior learning, for example, understanding the Roman invasion and settlement at Isca came after Iron Age settlements studied in a prior Stone Age topic.
- Recording of learning will be evidence in Topic books and on the working wall. Evidence gathered may include some of the following: written, photographic, video and audio, drawings, diagrams, comic strips. A variety of written forms will be applied for example: diary writing for the Fire of London, an explanation of a Roman weapon.

**Through this we create a supportive learning ethos for both teachers and children and enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed our curriculum intent.**

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Topsham and Devon so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. Social skills needed for this are reflected in our school values, for example our school value of Partnerships where the children will be involved in partnerships with local historical stakeholders such as Topsham Museum and RAMM. .SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.**

**High Quality, Enabling Environment**

| Working wall showing progression of sequence | Tiered Vocabulary used as part of display | Learning Powers clearly linked to learning sequence of Working Wall | Children independently access high quality resources |
|---|---|---|---|

- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children's work, photographs, maps and other geographical resources.
- Teachers will use the Devon Library Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Records of learning including photographs for Reception and KS1 will provide visual prompts for the children to talk about the knowledge and understanding.
- Teachers will plan to use a broad range of practical resources including digital resources e.g. artefacts, replicas, museum handling sessions, photographic sources, online archive materials, video and audio evidence.
- Opportunities will be planned for the children to learn how to independently access resources such as timelines and online archives.

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact:**

**Monitoring and Supporting High Quality Planning and Timetabling**
This will include:

- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD.
- Access to the school membership of The Historical Society, including planning resources and online CPD opportunities.
- End of year teacher conferencing and feedback to edit and improve topic planning.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offers equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with other schools.
- Opportunities for staff to observe good practise, or be supported with team teaching History in another class in school.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

**Monitoring and Measuring Progress through assessment and published data**
Teachers will use the Progression of Skills and Knowledge documents to identify starting points. Where appropriate a cold task may be used to establish pupil's familiarity with the subject, this will be particularly important for vocabulary. A knowledge harvest will be used at the end of the sequence to monitor progress. Gaps will be identified and children will be given opportunities to revisit these areas of learning to fill these gaps before moving on to a new topic.

**Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress**

**School Improvement Priorities**
All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching

**Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.**

**Subject: Geography**

## Intent

| A love of learning and the success of every child at the heart of all we do. |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| We believe that Geography should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.<br>Our children will be given the opportunity to investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes.<br>We are committed to providing children with opportunities to investigate and make enquiries about their local area of Topsham and Devon so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.<br>We want our children to see themselves as Geographers.<br>Through high quality teaching and experiences, by the end of Year 6 the children will have developed:<br>● An excellent knowledge of where places are and what they are like, both in Britain and the wider world<br>● A comprehensive understanding of the ways in which places are interdependent and interconnected<br>● An extensive base of geographical knowledge and vocabulary<br>● Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques<br>● The ability to reach clear conclusions and explain their findings<br>● Excellent fieldwork skills as well as other geographical aptitudes and techniques<br>● The ability to express well-balanced opinions, rooted in sound knowledge and understanding about current issues in society and the environment<br>● A genuine interest in the subject and a real sense of curiosity about the world and the people who live here. |

## Implementation

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in Geography**<br>Geography is taught in teaching blocks throughout the year, so that children achieve depth in their learning. The curriculum objectives taken from the National Curriculum develop both an understanding of the Geography local to us in Devon, and more widely to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.<br>The key knowledge and skills that children acquire and develop throughout each block have been mapped as a spiral curriculum to ensure progression between year groups throughout the school. |

At the beginning of each new geography topic, teachers refer to prior experiences and learning to develop children's understanding of key concepts. Key vocabulary and concepts are continuously revisited and built upon, using resources and displays to embed this.
We plan for the local area to be fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom. Fieldwork opportunities will be built upon and expanded as the children progress from school, for example mapping the school grounds for a child in Reception ranging to a residential field trip on Dartmoor at Year 6.

**Disciplinary knowledge and Critical thinking skills in Geography**

Children will be taught to 'think like a Geographer', placing enquiry at the centre of our Geography curriculum. We use an enquiry based approach to our planning, based on the principles of Bloom's Taxonomy. This is to ensure that the children have a dynamic understanding of geography, where they are given opportunities to synthesise and apply knowledge, actively participating in the creation of their learning experiences.
Planning within our spiral curriculum will focus on development of skills to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Each new school year planning will take into account the skills already acquired, revisiting and embedding before developing and extending.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Geography**

*These are explicitly taught within our sequences and lessons.*
Curiosity, Making Links and Empathy are at the heart of geographical enquiry.
Using these Learning Powers, pupils will begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. This will enable them to develop a real sense of who they are, what makes our local area unique and special and their place within the wider world as global citizens.
Time is planned for the children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access support to succeed.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
|---|---|---|---|---|

A successful Geography lesson will include:

- Reference to the learning powers the children will need to employ to access the learning experience fully. Children will be given opportunities to reflect on how they have used their learning powers and progress they have made.
- The explicit teaching of subject specific vocabulary taken from the progression document which children are expected to use accurately when speaking and when writing about their Geography learning. Revisiting and building on vocabulary such as environment or location is a key part of embedding children's conceptual understanding.
- Key questions planned using Bloom's Taxonomy to develop critical thinking skills around the chosen topic.
- Opportunities for use of a broad range of Geographical resources, including reference books, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- Recording of learning will be evidenced in on Tapestry in FSU, on SeeSaw and in Topic books at KS1, and in KS2 in Topic books. Working walls at all stages are integral to supporting the children's progression of topic knowledge and understanding. Evidence gathered may include some of the following: written, photographic, video and audio, drawings, map work. A variety of written forms will be applied for example: labels to annotate a map for a journey to school at KS1; an extended persuasive writing piece for the use of renewable energy sources at KS2.

**Through this we create a supportive learning ethos for both teachers and children and enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed our curriculum intent.**

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Topsham and Devon so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. Social skills needed for this are reflected in our school values, for example our school value of Partnerships where the children will be understanding the impact of our role in partnerships within the wider community e.g. RSPB conservation at Topsham Marshes. Our school values and Geography curriculum will support the children to become outward looking, so that they can recognise their roles and responsibilities as Global Citizens of the future.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.**

**High Quality, Enabling Environment**

| | | | |
|---|---|---|---|
| Working wall showing progression of sequence | Tiered Vocabulary used as part of display | Learning Powers clearly linked to learning sequence of Working Wall | Children independently access high quality resources |

- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children's work, photographs, maps and other geographical resources.
- Teachers will use the Devon LIbrary Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Records of learning including photographs for Reception and KS1 will provide visual prompts for the children to talk about the knowledge and understanding.
- Teachers will plan to use a broad range of practical resources including digital resources e.g. maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Opportunities will be planned for the children to learn how to independently access resources such as an atlas.

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

## Impact

**Monitoring and Supporting High Quality Planning and Timetabling**

This will include:

- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD.
- Access to the school membership of The Geographical Society, including planning resources and online CPD opportunities.
- End of year teacher conferencing and feedback to edit and improve topic planning.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offers equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with other schools.
- Opportunities for staff to observe good practise, or be supported with team teaching Geography in another class in school.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

**Monitoring and Measuring Progress through assessment and published data**

Teachers will use the Progression of Skills and Knowledge documents to identify starting points. Where appropriate a cold task may be used to establish pupil's familiarity with the subject, this will be particularly important for vocabulary. A knowledge harvest will be used at the end of the sequence to monitor progress. Gaps will be identified and children will be given opportunities to revisit these areas of learning to fill these gaps before moving on to a new topic.

**Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress**

**School Improvement Priorities**

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching.

**Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.**

**Subject: Religious Education**

**Intent**

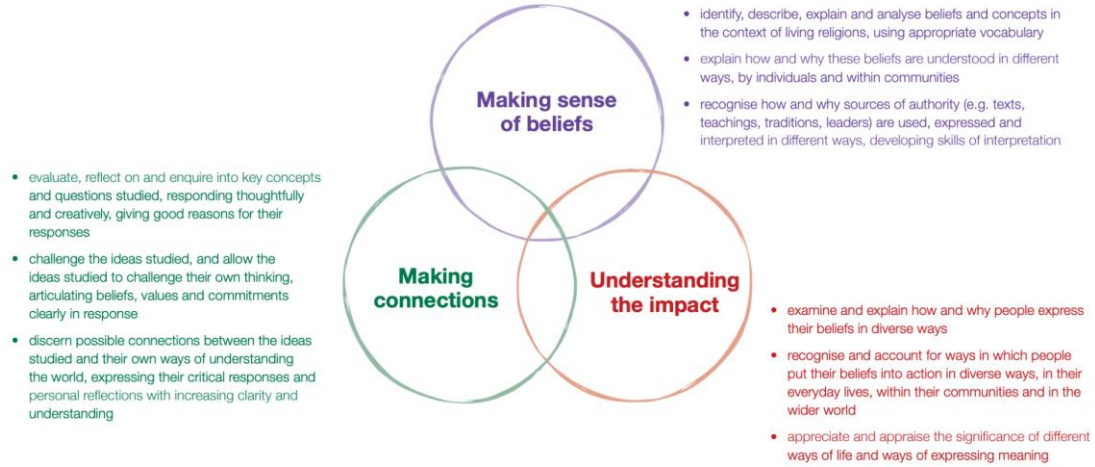
| **A love of learning and the success of every child at the heart of all we do** |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| *"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living."*<br>Devon/Torbay Agreed RE Syllabus (2019-2024)<br><br>Through the teaching of RE our children will, by the end of year 6:<br>● Want to explore the big questions about life.<br>● Gain a grounded understanding of what people believe and how these beliefs influence the choices they make and how they live their life; including rituals and celebrations.<br>● Understand themselves within the context of a diverse society, so that they are equipped to be active citizens with the confidence to engage with peers whose background is different to their own.<br>● Through an enquiry approach, develop an understanding of religious and non-religious worldviews.<br>● Have had opportunities to develop their ideas about what their own personal worldview is, how it can be different to others, how it can change and how it can affect the way they live their life..<br>● Have visited different places of worship and had opportunities to meet others with different worldviews, both religious and non-religious. |

**Implementation**

| **A love of learning and the success of every child at the heart of all we do** |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in RE**<br>A progression of Skills and Knowledge for RE is included in the Devon/Torbay RE syllabus to ensure there is National Curriculum coverage and a progression of the key elements (Making sense of beliefs, Understanding the impact and Making connections) from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2 (see pages 16-17 Devon RE syllabus). |

## Teaching and learning approach and the aims for RE in Devon and Torbay

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8.
Units of study offer content and ideas for enabling pupils to achieve these aims.




We use the Devon/Torbay Agreed Syllabus and have chosen to invest in Understanding Christianity, as this ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge. Each unit is focussed on a key question (see below from the Devon/Torbay Agreed Syllabus).

## Religious education key questions: an overview

| | FS (Discovering) | KS1 (Exploring) | Lower KS2 (Connecting) | Upper KS2 (Connecting) |
|---|---|---|---|---|
| **Religion/belief** | **Christianity plus others** | **Christians, Jews and Muslims** | **Christians, Muslims, Hindus and Jews** | |
| ***Christianity:***<br>*God*<br>*Creation*<br>*Fall*<br>*People of God*<br>*Incarnation*<br>*Gospel*<br>*Salvation*<br>*Kingdom of God* | F1 Why is the word 'God' so important to Christians? [God]<br>F2 Why is Christmas special for Christians? [Incarnation]<br>F3 Why is Easter special for Christians? [Salvation] | 1.1 What do Christians believe God is like? [God]<br>1.2 Who do Christians say made the world? [Creation]<br>1.3 Why does Christmas matter to Christians? [Incarnation]<br>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]<br>1.5 Why does Easter matter to Christians? [Salvation] | L2.1 What do Christians learn from the creation story? [Creation/Fall]<br>L2.2 What is it like for someone to follow God? [People of God]<br>L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]<br>L2.4 What kind of world did Jesus want? [Gospel]<br>L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]<br>L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God] | U2.1 What does it mean if Christians believe God is holy and loving? [God]<br>U2.2 Creation and science: conflicting or complementary? [Creation]<br>U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]<br>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]<br>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]<br>U2.6 For Christians, what kind of king is Jesus? [Kingdom of God] |
| ***Buddhism:***<br>*Buddha*<br>*Dhamma*<br>*Sangha* | | | | |
| ***Hinduism:***<br>*Samsara and moksha*<br>*Brahman (God) and atman*<br>*Karma and dharma* | | | L2.7 What do Hindus believe God is like? [Brahman/*atman*]<br>L2.8 What does it mean to be Hindu in Britain today? [*Dharma*] | U2.7 Why do Hindus want to be good? [*Karma/dharma/samsara/moksha*] |
| ***Islam:***<br>*God/Tawhid*<br>*Iman (faith)*<br>*Ibadah (worship)*<br>*Akhirah (life after death)* | | 1.6 Who is a Muslim and how do they live? [God/*Tawhid/ibadah/iman*] | L2.9 How do festivals and worship show what matters to a Muslim? [*Ibadah*] | U2.8 What does it mean to be a Muslim in Britain today? [*Tawhid/iman/ibadah*] |

| Religion/belief | FS (Discovering) | KS1 (Exploring) | Lower KS2 (Connecting) | Upper KS2 (Connecting) |
|---|---|---|---|---|
| ***Judaism:*** *God Torah The People and the Land* | | 1.7 Who is Jewish and how do they live? [God/Torah/ People] | L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] | U2.9 Why is the Torah so important to Jewish people? [God/Torah] |
| ***Sikhism:*** *God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)* | | | | |
| ***Non-religious worldviews*** | | | | U2.10 What matters most to Humanists and Christians? |
| ***Thematic*** | F4 Being special: where do we belong? | 1.8 What makes some places sacred to believers? | L2.11 How and why do people mark the significant events of life? | U2.11 Why do some people believe in God and some people not? |
| | F5 Which places are special and why? | 1.9 How should we care for others and the world, and why does it matter? | L2.12 How and why do people try to make the world a better place? | U2.12 How does faith help when life gets hard? |
| | F6 Which stories are special and why? | 1.10 What does it mean to belong to a faith community? | | |
| | | | | Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God] |
| | | | | What difference does the Resurrection make for Christians? [Salvation] |

The Devon/Torbay Agreed Syllabus is supported by Learn Teach Lead RE which provides resources and advice and works in partnership with national research projects and initiatives to improve the quality of RE teaching and learning in schools.

**Disciplinary knowledge and Critical thinking skills in RE**

The Devon RE syllabus focuses on the key skills of investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising and evaluating. These link closely to Bloom's Taxonomy which is used as a planning tool for other wider curriculum subjects. In RE, these skills are further enhanced and developed.

Through the planning and teaching of RE, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their RE work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding.

**Metacognition: Developing and supporting Positive Attitudes to Learning in RE**

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every RE lesson and sequence are: listening and empathy, curiosity and questioning, reflecting, collaboration.

Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop, or access, to support them to succeed. They will know they will not always be using the same learning powers as their peers and just as their worldviews may differ from others so may their use of their Learning Powers.

**Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific | Promotes and develops Metacognition |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| | | | vocabulary and promoting READING | |

A successful RE lesson will:

- be active: involve discussion, sharing of ideas, and children showing curiosity through asking their own questions
- include the teaching of key vocabulary which children are expected to use in their talk and in their written work.
- focus on the three interlinked elements: making sense of belief, understanding the impact and making connections.
- relate directly to the learning outcomes. Children will be able to talk about what they are learning and how what they have learnt previously is supporting them in developing their knowledge and understanding further.
- if possible, have a real world context using digital resources / visitors to bring our RE teaching to life.
- refer to the final outcome of the unit and how their learning is supporting them towards answering the unit key question.
- contribute to the overall assessment of the unit by showing evidence of the children's learning in various ways, eg, photographs with children's voice, videos, art work, floor books, writing, collaborative work.

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children**

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.
Through our RE teaching we can emphasise all our school values but in particular, those of Respect, Opportunities for all and Partnerships.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school**

**High Quality, Enabling Environment**

| | | |
|---|---|---|
| Class book which shows the sequence of each unit, including WALTs, photos, child's voice and assessment. Individual work will be kept in wallets alongside the class book. (Books to be passed onto the next teacher so they can be referenced and reminded of previous learning about a religion/unit of work. This will help their memory and recall.) | Learning Powers clearly linked to the learning sequence<br>Displays showing relevant religious objects, books, children's work to celebrate their learning. | Children independently access high quality resources that engage and allow interaction |

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact:**

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

| |
|---|
| **Monitoring and Supporting High Quality Planning and Timetabling**<br>RE is planned for by Devon/Torbay Agreed Syllabus alongside Understanding Christianity and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects. |
| **Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.** |
| **Monitoring and supporting High Quality Teaching and Learning**<br>Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in RE will be seen through a sequence of learning and across the year. Teachers will plan two elements of assessment based on knowledge and understanding, Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression. |
| **Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning** |
| **Monitoring and Measuring Progress through assessment and published data**<br>In RE we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in RE are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning. |
| **Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress** |
| **School Improvement Priorities** |
| All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching |
| **Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children** |

**Subject: Science**

## Intent

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| Our science curriculum encourages a culture of curiosity built on a firm foundation of knowledge. Children are encouraged to question, predict, challenge, interpret and explain the world around them.<br><br>The early years forms the foundation blocks of scientific learning. Children are introduced to and explicitly taught the vocabulary to describe and talk about the natural world through multi-sensory, hands-on exploration of materials and other scientific concepts.<br><br>Key stages 1 and 2 build upon this with specialist vocabulary which is sequenced and connected. At the Topsham school, children will watch things happen and use their growing knowledge base to make meaning from what they see. Children will learn to challenge or prove their ideas by working scientifically using equipment, using their noticing skills and recording and interpreting their results. The sequencing of the curriculum allows children to carry out practical work successfully and learn from it. They will explore science which is linked to their lives and locality and make links between these experiences and that of the wider world and beyond.<br><br>At The Topsham School children see themselves as scientists and know how science equips and prepares them for life. They are motivated to know and understand their world and inspired to want to protect and respect it. Children know that science can help to keep them healthy and the role and impact of significant scientists.<br><br>Children at the Topsham School will know that Science is all around them and will understand the opportunities and careers which are linked to the subject. They understand that science is always developing and changing – that it isn't 'complete' and that it could be them who discovers something new! |

## Implementation

| A love of learning and the success of every child at the heart of all we do |
|---|
| **The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.** |
| **High Quality Planning** |
| **Substantive Knowledge and Experiences in science**<br>A progression of Skills and Knowledge for science has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and onto the end of Key Stage 2. We use the **PLAN progression documents** across the school. We aim to build a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children; leading to the practising and refining of key skills alongside the development and deepening to key knowledge |
| **Disciplinary knowledge and Critical thinking skills in science**<br>In science we use Bloom's Taxonomy as a planning framework to support these two characteristics of learning. This approach supports consistency of practice, language across the school and high-level questioning that supports assessment for learning. Through the planning and teaching of science, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their work against agreed success criteria and use their knowledge and skills to |

create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like a scientist'.

**Metacognition: Developing and supporting Positive Attitudes to Learning in science**

Our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every science lesson and sequence are; Noticing, curiosity and questioning, making links and detecting. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children to see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

| | | | | |
|---|---|---|---|---|
| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |

A successful science lesson will:

- Have a clear learning intention which is known by the children
- Evoke curiosity
- Build on prior understanding
- Make links to their experiences
- Be engaging and interactive
- Encourage children to see themselves as scientists
- Use specialist vocabulary
- Include opportunities to work scientifically

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children**.

| T | O | P | S | H | A | M |
|---|---|---|---|---|---|---|
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

**Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school.**

**High Quality, Enabling Environment**

| | | | |
|---|---|---|---|
| Working wall showing progression of sequence or alternative provision that supports children see the learning journey; where they have come from and where they are going | Tiered Vocabulary used as part of display | Learning Powers clearly linked to learning sequence | Children independently access high quality resources that engage and allow interaction |

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact:**

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

**Monitoring and Supporting High Quality Planning and Timetabling**

- Science will be taught every week as either a discrete session or as an integrated part of the overarching topic. Where it is more fitting to the content, science will be taught as part of a 'science day'
- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD
- End of year teacher conferencing and feedback to edit and improve topic and science planning

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Termly drop-ins to observe teaching across a phases
- Gathering of wider evidence, including working walls, feedback from trips and written or photographic evidence
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school
- Opportunities to develop peer support with other schools
- Opportunities for staff to observe good practise, or be supported with team teaching

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

**Monitoring and Measuring Progress through assessment and published data**

In science we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in science is built on consistently throughout the year and then year on year. Tracking is informed by formative assessment in each sequence of learning and gaps are identified and acted upon. Assessment is measured using the PLAN assessment statements and further supported by TAPS assessment tasks where needed. Post teach sessions are used to ensure that any identified gaps are acted upon. Children with particular gaps will also receive targeted questioning and support to move them forwards with future learning and to ensure that misconceptions are addressed.

**Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress**

**School Improvement Priorities**

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year.

**Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.**