UNITED SCHOOLS FEDERATION

ART & DESIGN POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject incorporating the National

Curriculum and EYFS Curriculum

- To promote continuity and coherence across the school and federation.
- To state both the school's and the USF's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Rights Respecting:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Introduction

Expectations and standards

Art and design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities, they learn to make informed judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment.

Pupils explore and respond to the work of artists, craftspeople and designers from a wide range of cultures, traditions and historical periods, developing an understanding of how art reflects different societies, beliefs and ways of life. They investigate a variety of artistic styles, techniques and movements, including traditional, contemporary and indigenous art forms from around the world. Through discussion and practical exploration, pupils learn about the ideas, meanings and cultural significance behind works of art and design.

They use the art, craft and design of others to inform and inspire them to develop their own ideas and creations, drawing influence from diverse artists and cultural perspectives. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts, enriching their personal lives and broadening their understanding of the diverse world in which they live, as well as the role art plays within different communities and societies.

Aims and Objectives

A high-quality education in Art and Design should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should encourage children to think critically and develop a more rigorous understanding of art and design as well as teach them about how art and design has shaped our history and contributes to the culture, creativity and wealth of our nation. Our federation aims for the art and design curriculum to reflect those of the National Curriculum and EYFS Curriculum taught through Learning Challenges.

We aim for pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Strategy for implementation

Entitlement and curriculum provision

Planning will follow the EYFS Curriculum and the National Curriculum. The Learning Challenge Curriculum is used support our planning. This creates a strong sense of enquiry through question-led units which encourage pupils to research and present information taking full account of their ability to retain key knowledge and skills. We plan the activities in art and design so that they build upon the prior learning of the children using a progression of skills. We plan for a high-quality art and design education which engages, inspires and challenges pupils. We plan for a range of knowledge and skills to enable them to experiment, invent and create their own works of art, craft and design. We develop their ability to think critically using a range of stimulus and encourage them to explore how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Teaching and learning

Art and design will be taught in-line with the National Curriculum, using the Learning Challenge Curriculum for reference, and taught each term, either for a short period of time each week, or, when appropriate over longer sessions to enable more sustained work. In the Foundation Stage, creation stations offer opportunities for exploring and using media and materials as part of continuous provision. A range of learning styles are used, covering a full range of art, craft and design and using a variety of different tools and techniques over each key stage. All pupils experience a variety of materials and processes in two and three dimensions, including drawing, painting and at least one other media each term (e.g. collage, print making, mixed-media, digital media, textiles, sculpture, clay). The main starting points for exploring and developing idea are firsthand observation, experience (memory) and imagination. Pupils are encouraged to evaluate and talk about their own work during and after they have made it, using annotations to compare ideas, methods and approaches in their own work and that of others. Pupils develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers.

ICT is used in art to enable pupils to research the work of other artists, to explore themes and to support the practical activities. This includes the use of a range of technology to record photographic images and videos and a variety of programmes that enable children to edit art work digitally. Pupils will use a sketchbook in class for research and independent work. Learning can also be recorded on Tapestry to form a learning profile. Pupils are encouraged to work in collaboration when it will enhance their ideas and the outcome of the learning.

Attainment and Progress

We assess the children's work in art and design by making informal judgments as we observe the children during lessons. Work will be adapted, where appropriate, and once completed, children should be provided with feedback which allows them to focus on the next steps in their learning. Children will be challenged and given the opportunity for mastery. Children will be supported through the use of open-ended approaches in art, designed to encourage self-exploration, self-exploration and children's creativity.

Continuity and Progression

The pupil's learning covers the main art processes, drawing, painting, collage, print making, textiles and collage, sculpture and digital media. The work becomes more demanding of the pupils as they develop their knowledge and understanding through a progression of skills. The children use a wide range of stimulus throughout their art lessons, being asked to develop their thinking around various artists and designers to a greater depth as they progress and become more independent in their learning choices.

Inclusion

The aim of our schools is to enable all children to reach their potential. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our Federated Schools – regardless of their age, gender, ethnicity, attainment or background.

Our schools aim to be inclusive schools. This means that equality of opportunity must be a reality for all our children.

We make this a reality through the attention we pay to the different groups of children within our schools:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs gifted and talented children
- any children who are at risk of disaffection or exclusion

Throughout the USF we teach art and design to all children, whatever their ability. It forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Learning Plans (ILPs).

The curriculum

We use the National Curriculum, with reference to the Learning Challenge Curriculum, which develops the children learning in art and design through enquiry and question-led research. It covers all the main art processes and employs a wide range of visual and tactile elements. Planning ensures that pupils undertake group and individual work and study a range of artists, craftspeople, and designers from different periods and places. This develops a range of practical skills and makes a significant contribution to their personal and cultural understanding and development.

The Foundation Stage

In the Foundation Stage children are given a range of creative and artistic opportunities, through daily continuous provision. These include role play, music, dance and using a wide range of media both indoors and outdoors.

We follow the Expressive Arts and Design part of the EYFS Curriculum which has two aspects, Exploring and Using Media and Materials and Being Imaginative. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children are given daily opportunities to explore and experiment with materials tools and techniques. Children are encouraged to use their ideas and imagination in different ways, to create representations of their ideas and experiences, across all areas of the curriculum.

Learning resources

All Schools within the Federation have a range of art and design materials and equipment for drawing and painting. Pupils should learn how to make independent choices regarding their resources and collect materials and equipment for their work in KS2, where appropriate. Resources for art and design projects should be of a high quality and encourage children to take pride in the creative process at all stages, supporting the development of the children's understanding of artistic processes.

The learning environment

All classrooms are conducive to work in art and design and have appropriate resources and equipment accessible. A range of art and design is displayed in classrooms and corridors and displays are kept up to date. Our displays should reflect our commitment to providing a high-quality learning environment.

Safe practice

Health and safety awareness forms an integral part of the pupils' learning. Pupils must be taught to recognise hazards and take appropriate action. Teachers will carry out risk assessments where they feel this is necessary.

Extension or extra-curricular opportunities

The USF takes every opportunity to welcome artists into school to work with and extend the children's learning and has a whole school arts week. The federation organises art clubs and accesses any available provision for gifted and talented pupils across the federation. The USF also works with the church on joint school/church community projects and takes part in local competitions when possible.

Pupils are given regular opportunities to showcase and celebrate their artwork within school through classroom displays, shared spaces, exhibitions and celebration events, helping to promote pride, confidence and a sense of achievement in their creative work. Where possible, opportunities are also provided for pupils to exhibit and share their artwork within the wider community, including local venues, community projects and collaborative events, giving their learning a real sense of purpose and audience

The role of parents and carers

Parents and carers are encouraged to be involved in their pupils' learning. The pupils are encouraged to share their work and ideas with their parents during class assemblies, work showing and visits to the school.

Leadership and management

Staff development and training opportunities

Teachers embed art and design throughout the curriculum supported by subject leaders. The subject leaders across the USF will liaise to ensure continuity across the Federation.

Leadership and management roles

The subject leader is responsible for ensuring high quality teaching and learning is taking place throughout the federation and that there is a suitable provision of materials and equipment. The subject leaders work collaboratively together and are responsible for monitoring resources, supporting colleagues, providing training where required and for monitoring standards across the Federated schools. The Heads of School, Executive Head and governors are responsible for the overall implementation of the art and design policy.

How the subject is monitored and evaluated

Monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the subject leader.

The work of the art and design subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leaders undertake learning walks and conversations with teachers to ensure the coverage of Art and Design within each school. Art and Design subject leaders take time to conference with children across all ages regarding their learning in Art and Design and this includes monitoring work recorded in sketchbooks. Art subject leaders from across the federation meet annually to moderate the learning and share examples of good practice which inform an annual action plan.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS

FEDERATION

COMPUTING POLICY

All of our schools are, or aspire to be, Rights Respecting Schools.

Under the UNCRC, all children should have access to and awareness of their rights.

Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand.

Article 28 - Every child has the right to an education.

Article 29: Education must develop every child's personality,

talents and abilities to the full.

Our Vision for computing in the United Schools Federation (USF)

Computing is embedded in the learning and teaching of all aspects of the curriculum and wider school life. Members of our school community should grow into creative, confident and competent users of ICT. All users of ICT in the USF should be safe and know how to keep themselves safe when using a wide range of ICT tools and equipment both in and out of school.

Aims of the ICT Policy:

- To encourage children to become confident and competent in the use of computers and other devices
- To ensure children know how to stay safe online, through the delivery of regular and engaging Internet Safety lessons
- For children to be competent in ICT for using it as a creative learning tool
- To embed ICT as an interactive tool for learning across the curriculum

- To maintain a safe and positive attitude for both staff and children towards computing as a subject

Expectations

By the end of Key Stage 1 and then the end of Key Stage 2, the performance of the great majority of the pupils should be within the age-related expectation (ARE). By the end of The Foundation Stage, Children should have met or exceeded the Early Learning Goal for Technology.

Teaching and Learning

The National Curriculum for computing aims to ensure that all pupils will develop their understanding of Computer Science, Information Technology and Digital Literacy and ensure all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.
- has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

Rights Respecting

Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand.

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

Progression and Continuity

The progression and development of computing skills is supported through the use of the

'Purple Mash' online computing programme, which is implemented from Reception through to Year Six, this includes regular units of Internet Safety. This is mirrored through work done on safety through the Jigsaw scheme for PSHE. This is implemented across the USF, allowing for a continuity

of experiences. The USF schools use the skills progression included on Purple Mash to review and track progress.

Schools with a single aged year group follow the units for their specific curriculum age, whereas smaller schools with mixed age groups follow the Purple Mash guided curriculum for their class age ranges, on a 2-year cycle.

Assessment and Monitoring

The Computing Co-ordinators have regular discussions with children and provide opportunities for them to explore different programmes within the 'Purple Mash' sequences, allowing teachers to assess them against the National Curriculum aims. Each unit of work includes flashbacks to previous learning to support and scaffold the new knowledge. Assessment is on-going throughout each unit and across the year, to ensure that the children end the year on track and having made expected or better than expected progress. This is recorded as part of the termly pupil conferencing held for all foundation subjects.

Reporting and Recording

Reporting to parents takes place during parents' evenings and is recorded in the end of year pupil reports. Where applicable, Tapestry will be used to record children's work, allowing staff to share achievements with the parents.

Resources

Interactive whiteboards are in every classroom. PCs are used to run the software for the boards. The USF have purchased iPads for the children's use, and these are used daily in all classes within a variety of lessons. Apps are regularly updated to ensure children have the most up to date learning resources. A variety of computing resources such as: Chromebooks, iPads, Spheros, Micro-Bits and Bee-Bots are also available for all children. Computing resources are being regularly updated and are used widely in lessons. ICT equipment is used to support learning as appropriate across the schools in all areas of the national curriculum.

School's self-built websites have been developed to establish communication across the school communities and into the wider community, including a regularly updated E-safety and information feed. Across our schools, there are a variety of blogs which children are a part of updating. In addition to this, we have class blogs which are kept up to date to share class news and photos with parents and carers.

Home Learning

All children have individual logins to a variety of online platforms to support their learning both in and out of school, these could include (dependant on individual school's access) - My Maths, Times

Tables Rockstars/Numbots, Espresso, Accelerated Reader, Bug Club (in some schools), Google Classroom, Purple Mash/MiniMash and Teach Your Monster to Read. It is the role of the coordinator to ensure all children and parents are given their login details, so they are able to access these programmes at home and in school.

Schools can offer the opportunity for families to loan hardware from the school to meet their children's learning needs. See individual school websites for more details.

Special Needs

Support for special needs children may be provided by classroom assistants, the class teacher or by children who feel confident about the use of ICT. Children are provided with the necessary software, allowing them to access their learning regardless of their ability. Activities are differentiated in order to meet the needs of individuals/groups. Computing resources are used to support children with physical difficulties as well as to target and support the needs of individuals through personalised programmes of computing support.

Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Equal Opportunities

It is the role of the network manager and co-ordinator to check new software and devices entering the school and ensure it provides a balanced, fair and non-stereotyped material.

Inclusion

Computing positively supports the school's policy for inclusion. All pupils, staff and adult helpers participate. Computing activities provide opportunities for all pupils to excel.

Staff Training and Development

There should be opportunities for all the staff to: understand the role that computing has in the curriculum be confident in the use of ICT

- make use of all the equipment available in our school
- to support each other in extending their use of ICT in all aspects of the curriculum identify opportunities for new and creative uses of ICT
- ensure all staff are up to date with E-safety expectations
- review pupil progress and monitor curriculum coverage trained in the use of year group blogs
- understand how to use Tapestry to record children's work

- understand how the various learning support apps work so they can be used effectively in school and at home by all pupils.

Health and Safety Issues

All trailing wires should be situated behind the computer and/or fixed in conduits to the wall. Any faults (including loose or frayed wires) should be reported to the network manager, who will remove the items and organises the repair of equipment.

Guidance on Internet Safety and expectations on data protection are discussed regularly with staff and relevant policies are in place and reviewed annually.

Internet Safety policies are in place across the school and parents' evenings are held annually to discuss and look at Internet Safety issues. The school uses their website ParentPay, school blogs or social media to communicate any urgent matters to parents.

Internet Safety is regularly covered and refreshed within the 'Purple Mash' computing units and children also participate in the 'UK Safer Internet Centre's' annual Safer Internet Day. All relevant internet safety information is shared with parents via the school website and social media pages.

Use of ICT equipment out of school

Only equipment which has passwords and encryption software on may be used and staff are responsible for ensuring all data and photos are safely stored in the encrypted segments of the laptops, see the acceptable use policy. Each class has a class iPad which should be stored safely each night. At the end of every school day, all portable ICT equipment is returned to their charging stations.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS

FEDERATION

CULTURAL AWARENESS POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

There are three main purposes to this policy: -

- to raise awareness of the diversity of cultures
- to establish expectations for all members of staff
- to state the school's approaches in order to promote continuity and coherence.

Introduction

This policy aims to ensure that our school provides opportunities for each person to celebrate and reflect upon their own and other cultures within the local, national and global community. The United Schools Federation (USF) is committed to creating and maintaining an ethos that ensures equal opportunities for all and encourages a positive attitude of respect and understanding towards other cultures.

Children gain an understanding of cultural diversity through subtle and unintentional ways; they receive messages about themselves and the way they are seen within the school and society.

This policy is a strand of the schools Race Equality policy. It is linked to the PSHE and Citizenship policies.

Each school aims to:

- promote, respect and enrich the children's knowledge and understanding of cultural diversity locally, nationally and globally.
- develop a community where everyone is valued and has a sense of belonging.
- ensure equal opportunities for all and enable pupils to challenge discrimination and stereotyping.
- develop knowledge of a world where similarities and differences between cultures are celebrated and British values are shared.

Strategy for implementation

We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and world around us. Our data shows us that the children across the USF are predominantly from a White British background. We will therefore work to provide opportunities for our children to work with a range of people from different religious, ethnic and cultural groups.

By the age of seven, all young people will have had opportunities to:

> .....interact with members of the local and global community, including people from a different cultural background from their own, both within school and through supervised visits outside school
>
> *The Devon Promise, from Changing our Futures (Learning for Sustainability in Devon) DCC 2007*

By the age of fourteen all young people will have had opportunities to:

> .....explore views of economic and social development and social justice with members of the local and global community from different cultural backgrounds
>
> *The Devon Promise, from Changing our Futures (Learning for Sustainability in Devon) DCC 2007*

The Curriculum

It is our role to educate pupils into the wider world and prepare them for a multi-ethnic society. This will be delivered and incorporated into the curriculum providing positive images of race, gender and disability in the following ways:

- children are given opportunities to be engaged in cross-curricular learning with international links incorporated where possible. In EYFS this is planned using the EYFS Framework and Years 1 to 6 follow the Learning Challenge Curriculum (L.C.C.)
- displays around the school
- key stage, whole school and class assemblies

- where possible, outside speakers from different cultures and representatives from all religions will be invited into school
- the use of resources that reflect social and cultural diversity
- whole school events in order to raise awareness
- fundraising events to support our ongoing and new projects

British Values and Radicalisation

The Government set out its definitions of British Values in the 2011 Prevent Strategy. It is our duty to promote, reinforce and educate children about the British Values. We encourage them to develop and demonstrate skills and attitudes which will enable them to contribute positively to life in modern Britain. Across the USF, schools have selected specific texts which link to each value and songs have been created for each key stage as ways to further support children with their understanding of them. Some of the many ways we instil British Values across the Federation are given below.

Democracy

- Elections are held for school council representatives
- Informal voting opportunities within class

Rule of Law

- The importance of laws are reinforced throughout the school day (in school/at home/the country)
- Visits from authorities (Police/Fire Service/Lifeguards)

Individual Liberty

- In and out of lessons, children are encouraged to make choices

(Article 13: The right to get and to share information, as long as the information is safe)

- Children are encouraged to know, understand and exercise their rights

(Article 43: The right to know your rights)

Mutual Respect and Tolerance of those with Different Faiths

- Learning takes place in RE and PSHE
- Class discussions
- Visits from members of the community

(Article 14: The right to choose your own religion and beliefs)

(Article 30: The right to practise your own culture, language and religion)

In order to promote these further, the British Values are displayed in every classroom.

Children's understanding is monitored through pupil conferencing which takes place twice a year and any issues that arise are fed back to staff.

All staff have had Prevent training and are aware of how to identify children who may be vulnerable to radicalisation and they know what to do when a concern is identified. This is part of the school's safeguarding duty and aims to protect children from harm.

Wider Links and Projects

Across the USF, British Value days take place throughout the academic year, with each year group taking part in activities linked to the British Values.

Leadership and Management

The subject leader is responsible to the Headteacher for the teaching and learning of cultural awareness. The subject leader is responsible for monitoring and evaluating the quality of cultural awareness within the curriculum and to reporting to the headteacher and the directors on a regular basis. The subject leader is responsible for supporting staff as the need arises. Across the USF, cultural awareness work and activities will be posted on year group and British Values school blogs.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

DESIGN AND TECHNOLOGY POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

There are five main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject incorporating the National
- Curriculum and EYFS Curriculum
- To promote continuity and coherence across the school and federation.
- To state both the school's and the USF's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

Expectations and standards

Design and technology (D&T) prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve the quality of life. The subject calls for pupils to become autonomous and creative problem solvers both as individuals and as members of a team. They must look for needs, wants and opportunities, responding to them by developing a range of design ideas for making products and systems. In their designing

and making, pupils combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.

As they do so, they reflect on, learn from and evaluate present and past design and technology, its uses and effects. Through D&T all pupils can develop innovation and become discriminating and informed users of products.

Aims and Objectives

We plan for Design and technology to inspire children through practical activities using creativity and imagination. Pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim for children to acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. We want pupils to learn how to take risks and become resourceful, innovative, enterprising and capable citizens.

Our federation aims for the Design and Technology curriculum to reflect those of the

National Curriculum taught through the Learning Challenge Curriculum.

We aim for pupils to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- 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' critique;
- evaluate and test their ideas and products and the work of others;
- understand and apply the principles of nutrition and learn how to cook.

Strategy for implementation

Entitlement and curriculum provision

Planning will follow the National Curriculum and be taught through a Learning Challenge Curriculum. This creates a strong sense of enquiry through question-led units which encourage pupils to research and present information, taking full account of their ability to retain key knowledge and skills. We plan the activities in design and technology so that they build upon the prior learning of the children using a progression of skills.

We plan for a high-quality design and technology education which engages, inspires and challenges pupils. We plan for a range of knowledge and skills to enable them to develop, plan and communicate a range of ideas and work with a range of tools, equipment and materials to make quality products. Through the evaluation of past and present design and technology, we want them to develop a critical understanding of how technology impacts daily life and the wider world.

Teaching and learning

Design and Technology will be integrated as part of a Learning Challenge Curriculum and taught each term, either for a short period of time each week, or, when appropriate, over longer sessions to enable more sustained work. A range of learning styles are used covering a full range of design and technology skills and using a variety of different tools, techniques and materials over each key stage.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. They should work in a range of relevant contexts to make their learning purposeful. Pupils will be supported to design, make and evaluate using a range of tools, equipment and components to produce quality products and develop their technical knowledge through practical activities.

Attainment and Progress

We assess the children's work in Design and Technology by making informal judgments as we observe the children during lessons. Work will be adapted by ability where appropriate and once completed, children should be provided with feedback which allows them to focus on the next steps in their learning. Children will be challenged and given the opportunity for mastery.

Continuity and Progression

The pupils' learning covers the main design and technology processes of designing, making, and evaluating. The work becomes more demanding of the pupils as they develop their knowledge and understanding through a progression of skills.

The children use a wide range of stimulus throughout the Learning Challenge Curriculum to inform and develop ideas, plan and communicate. Pupils explore and develop their thinking around existing technology and design to a greater depth as they progress and become more independent in their learning choices.

Inclusion

The aim of our schools is to enable all children to reach their potential. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our Federated Schools – regardless of their age, gender, ethnicity, attainment or background.

Our schools aim to be inclusive schools. This means that equality of opportunity must be a reality for all our children.

We make this a reality through the attention we pay to the different groups of children within our schools:

- girls and boy;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs gifted and talented children;
- any children who are at risk of disaffection or exclusion.

Throughout the USF we teach Design and Technology to all children, whatever their ability. It forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with learning difficulties and we consider the targets set for individual children in their Individual Learning Plans (ILPs).

The curriculum

We use the Learning Challenge Curriculum which develops the children's learning in design and technology through enquiry and question-led research. Planning ensures that pupils undertake group and individual projects which develop a range of practical skills and makes a significant contribution to their personal and cultural understanding and development.

Planned activities enable the pupils to develop their skills, knowledge and understanding through, designing, making, evaluating and technical knowledge. They develop, plan and communicate using a range of stimulus as starting points for practical activities.

The Foundation Stage

In the Foundation Stage children are given a range of opportunities to design and make through daily continuous provision. These include role play, art and using a wide range of media both indoors and outdoors. We follow the Expressive Arts and Design part of the EYFS Curriculum which has two aspects, Exploring and Using Media and Materials and Being Imaginative.

We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children are given daily opportunities to explore and experiment with materials, tools and techniques. Children are encouraged to use their ideas and imagination in different ways, to create representations of their ideas and experiences, across all areas of the curriculum.

Learning resources

All Schools within the Federation have a range of design and technology equipment for building and constructing. Pupils should learn how to make independent choices regarding their resources and collect materials and equipment for their work in KS2, where appropriate.

The learning environment

All classrooms are conducive to work in design and technology and have appropriate resources and equipment accessible. A range of design and technology is displayed in classrooms and corridors when it is possible to do so, and displays are kept up to date. Our displays should reflect our commitment to providing a high-quality learning environment.

Safe practice

Health and safety awareness forms an integral part of the pupils' learning. Pupils must be taught to recognise hazards and take appropriate action.

Teachers will carry out risk assessments where they feel this is necessary.

When working with tools, equipment and materials, pupils are taught the appropriate health and safety procedures and understand the steps they should take to control risks. All staff:

- demonstrate correctly the safe use of tools and equipment;
- understand the safe use of craft knives, which are only to be used by adults and under close supervision by pupils with the teacher's discretion;
- Understand that low-melt glue guns are for adult use across the schools and for use by pupils, under close supervision, who have been trained and can demonstrate that they can use the equipment safely and correctly;
- will follow food hygiene guidelines. Government guidelines can be found in the D&T folder in USF resources.

Extension or extra-curricular opportunities

The USF takes every opportunity to welcome visitors into school to work with and extend the children's learning and has a whole school arts and design week. The federation organises a range of clubs when possible and accesses any available provision for gifted and talented pupils across the federation. The USF also works with the church on joint school/ church community projects and takes part in local competition.

Arts and Design Week

The USF will hold an art and design week every year. This will have a whole school focus and will seek to explore all aspects of art and design through a variety of media and in response to the work of artists, crafts people and designers. The art and design week will provide a time for extended design without the constraints of the usual curriculum timetable, providing opportunities for more challenging and open-ended projects.

The role of parents and carers

Parents and carers are encouraged to be involved in their pupils' learning. The pupils are encouraged to share their work and ideas with their parents during class assemblies, work showing and visits to the school.

Leadership and management

Staff development and training opportunities

Teachers embed design and technology throughout a Learning Challenge Curriculum supported by subject leaders. The subject leaders across the USF will liaise to ensure continuity across the Federation.

Leadership and management roles

The subject leader is responsible for ensuring high quality teaching and learning is taking place throughout the federation and that there is a suitable provision of materials and equipment. The Design and Technology subject leaders work collaboratively together and are responsible for monitoring resources, supporting colleagues, providing training where required and for monitoring standards across the Federated schools.

The Heads of School, Executive Head and governors are responsible for the overall implementation of the design and technology policy.

How the subject is monitored and evaluated

Monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the subject leader. The work of the design and technology subject leader also involves supporting colleagues in teaching and planning, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leaders undertake learning walks and conversations with teachers to

ensure the coverage of the subject within each school. Design and Technology subject leaders take time to conference with children across all ages regarding their learning and this includes monitoring work recorded. Subject leaders from across the federation meet annually to moderate the learning and share examples of good practice which inform an annual action plan.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

ENGLISH POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

This policy is written in line with the New National Curriculum 2014 and is adopted by all schools within the United Schools Federation.

Intended Impact of Policy:

- Enable children to become articulate and literate.
- Foster a love of language and literacy within our children so as they develop emotionally, culturally, intellectually and socially.
- Ensure that children acquire basic literacy skills including oracy, reading, handwriting, spelling and grammar as early as possible in their journey through education. To ensure that these areas become key drivers in enabling children to read widely and with enjoyment, to listen attentively and speak with confidence. To write fluently and creatively across all curriculum areas and to develop their own ideas and improve their own work with increasing independence.
- Support and challenge children of all abilities so they make at least good progress in all areas in line with and beyond the requirements of the National Curriculum 2014.
- Ensure that literacy skills underpin learning in all areas of the curriculum and as such, make these a high priority.
- To establish expectations for all teachers of this subject.
- To promote continuity and coherence across the United Schools Federation Schools.

Curriculum Intent. We aim for our children to:

- Be competent in the art of oracy - both speaking and listening.
- Understand and use a wide and interesting vocabulary, with a secure understanding of grammar and linguistic conventions.
- Read fluently with good expression and with good understanding.
- Acquire the habit of reading widely and often, for both pleasure and information.
- Appreciate our literary heritage and develop culturally, emotionally, intellectually, socially and spiritually.
- Write clearly, accurately, coherently and creatively, adapting their language and style in and for a range of contexts, purposes and audiences. To include the use of ICT to enhance work when appropriate.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Strategy for Implementation:

In order to achieve the intentions of our policy, we will:

- Follow the National Curriculum 2014 for KS1 and KS2 and the EYFS Curriculum for those in the Early Years.
- Use a variety of texts to develop children's love of reading as well as the essential skills of decoding, fluency, discussion, comprehension and analysis.
- Teach the basic skills of handwriting and spelling through careful modelling, discussion, appropriate intervention and regular opportunities for children to practise, refine and develop their skills.
- Plan and teach using the Babcock teaching sequences; adjusting these to suit the needs of the children and make relevant links to our Learning Challenge Curriculum where appropriate.
- Scaffold children's acquisition of core English skills through the teaching of synthetic phonics.
- As part of Rights Respecting ethos, children will also be encouraged to adopt a 'can do' approach to learning which recognises that ambition, hard work and perseverance will lead to success, that challenge should be welcomed and that mistakes are to be valued in terms of how they can be built upon. The use of the School House Point Reward System will be used to support this area.
- We will ensure that all learning is secured according to the principles of 'mastery' – a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.
- High expectations of English skills will be expected within all subject areas not just within English lessons.

Entitlement and curriculum provision in the Early Years

Throughout the Foundation Stage, children will have regular opportunities to work towards the Early Learning Goals through a rich, language-focused curriculum that promotes communication, literacy and a lifelong love of learning. Priority is given to developing children's spoken language and vocabulary through meaningful interactions. Staff model high-quality language and encourage children to express their ideas, thoughts and feelings with confidence.

Mark-making and early writing are encouraged across both indoor and outdoor provision. Children are provided with a wide range of opportunities and resources to develop fine motor control, pencil grip and confidence in expressing themselves through drawing, symbols and emergent writing. Writing opportunities are embedded within purposeful play and linked to children's interests to ensure learning is meaningful and engaging. The Foundation Stage environment supports exploration, creativity and independence, enabling children to develop the key skills and knowledge needed for future learning and success in English.

Entitlement and curriculum in Key stage One and Key Stage Two:

The time allocated for English is in line with recommendations for Key Stages 1 and

2. This amounts to 7.5 hours per week, at both key stages this represents 36% and 32% respectively. Across the Federation of schools, Pupils will have dedicated lessons for English. In key stage 1, lessons usually last around 50 minutes and about 60 minutes in Key Stage 2. In many cases, Teaching time will exceed the minimum time suggested as extra sessions will be planned to deliver Guided Reading, Spelling, Handwriting and Grammar and Punctuation.

In addition, it is expected that all other subjects and areas of learning contribute to pupils' learning in spoken language, reading and writing.

Leadership and Management

Staff development and training opportunities

To develop staff confidence and competence in teaching English (spoken language, drama, reading, writing, grammar, punctuation, spelling, handwriting) across the curriculum:

- The subject leader will attend Devon Curriculum Services area conferences and other appropriate training courses
- Whole school training needs are identified as a result of the monitoring and evaluation programme
- Other training needs are identified through induction programmes and performance management

- The subject leader will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice
- Where necessary the subject leader leads, or arranges, school-based training
- Staff development is identified through the annual English Audit and the results will inform the annual English Action Plan
- The school development plan, which includes the English Action Pan, outlines the whole school training needs, training relevant to key stages, training for new members of staff, the English subject leader, coordinators and training identified for other individual members of staff
- The school makes best use of in-school expertise as well as LEA, academic council and national training opportunities. Time is built into the staff development calendar for information gained from training to be disseminated appropriately.

Leadership and management roles

The English subject leader is the school's English Coordinator and reports to the Head of School.

The subject leader has the responsibility to take the lead in developing English and the teaching of English across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan which is identified through performance appraisals and induction programmes. English coordinators work closely across the United Schools Federation to share planning, work sampling and monitoring, whilst sharing expertise.

How the subject is monitored and evaluated

Monitoring takes place so that the school's progress towards its targets for improvement, as listed in the school's English Action Plan, can be evaluated. Pupil progress is regularly reviewed by class teachers, English Subject Leader and Head of School and is used to help set targets.

Assessments are made in line with the school assessment policy.

Teaching and Learning

Planning

The 2014 National Curriculum forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of visual, kinaesthetic and auditory teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium-term English plans to then feed into short term planning. Teachers can plan across the Federation to ensure consistency and equal opportunities for all children through clear objectives and carefully planned and adapted activities to meet all learning needs. Intervention programmes can be used for targeted support when appropriate. Additional adults are used to support learning and work under the guidance of the teacher.

English skills are encouraged and developed across the curriculum with ICT enhancing, extending and complementing the curriculum.

Implementation across the Curriculum:

Speaking and Listening:

The National Curriculum for English reflects the importance of spoken language in pupil development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and understanding for reading and writing. Teachers should therefore ensure the continued development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books, other reading and to prepare their ideas before they write.

They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy. Pupils should also be taught to understand and use the conventions of discussion and debate. Pupils should be provided with a range of opportunities to enhance their spoken language skills such as presentations from visiting speakers, and opportunities to present their ideas in front of their peers.

Drama

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to dramatic and theatre performances.

Phonics

We ensure there is a systematic approach to the teaching of early reading and synthetic phonics which gives our children the foundations for learning and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

In Reception and KS1 we teach daily, high quality phonics sessions using a Systematic Synthetic Phonics Programme (SSP) We use a range of phonics resources to ensure we meet the different needs and learning styles of all children.

The children experience a wealth of activities, learn new grapheme-phoneme correspondences (GPCs) and revise and build upon those already learnt. The children also develop the skills of blending and segmenting and are taught to apply these skills when they encounter new words. This is supported by practice in reading books consistent with their developing phonic knowledge and skills.

Interventions are in place for those children who find phonics challenging. The impact of these interventions are monitored and reviewed regularly.

Assessment

Children's phonic knowledge is assessed in every lesson, but a more formal assessment is carried out each half term. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words) and quickly identifies any gaps in learning.

In EYFS, assessment is ongoing, but children are assessed at the end of the year against achievement of the Reading and Writing Early Learning Goals.

Phonics Screening Check

All Year One children take the 'Phonics Screening Check' - a statutory assessment. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in the first term of year three – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

Reading:

Reading lies at the heart of the curriculum. We believe that reading is key for academic success and are dedicated to enabling our pupils to become lifelong readers. We promote reading for pleasure as part of our reading curriculum and give all children the opportunity to develop their

love of reading, encouraging pupils to read widely across both fiction and non-fiction genres. Reading is identified as a key priority to enable children to access the full curriculum and ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in all subjects.

In Foundation Stage and KS1, we offer a range of genres and a good variety of fiction and non-fiction reading books that the children take home. Our reading books are organised by book band colours that progressively get harder as the children work their way through the book bands. We ensure that the colours at the beginning of a child's reading journey are organised into phonics sets within the colour band. This ensures that the children are reading a book that closely matches their phonic ability, and that they can succeed with their reading and practise and improve their fluency at home and in school.

Accelerated Reader:

Once the children are confident and secure on gold reading books, they then complete a star test on our Accelerated Reader programme and begin to choose from our wide range of Accelerated Reader books in the school library. The Accelerated Reader programme encourages children to read independently at their own level and pace and helps to foster a love of reading alongside a passion to succeed. The children are asked to complete a reading comprehension quiz after every book to ensure they have read and understood the book they have chosen; this helps the children to develop their reading comprehension skills. Teachers use the quiz scores to track each child's progress and ensure they are continuing to make progress and succeed.

Guided Reading

Guided Reading ensures all pupils have a range of texts and activities to allow them to develop a love of reading while also practising key skills necessary for their understanding.

In reception and KS1 each child reads in a guided group. They will read a colour banded book that matches their reading and phonic ability. The teacher makes notes on a specific objective for that session.

In KS2 children take part in whole class guided reading sessions to explore a range of texts with a focus on fluency, understanding and comprehension.

Skills such as drawing inferences, prediction, summarising and clarifying vocabulary will be taught alongside allowing the children to discuss their own questions to improve their understanding.

Reading for Pleasure

Reading is not solely restricted to the English lesson. Reading for pleasure and enjoyment is given a high priority. Across the academic year, each school may take part in events such as World Book

Day and other themed weeks to promote a love of reading and to encourage parental engagement. Around our schools, reading displays and reading environments (book corners in classrooms and libraries) focus on a love of reading and promote pupils to access a wide range of texts (including fiction or non-fiction books, picture books, newspapers, magazines, comic strips, graphic novels, poetry and children's own work). There is time set aside daily for independent reading, book choosing and Accelerated Reader, using the library, and listening to whole class stories. All classes share carefully chosen class novels (in their entirety wherever possible) or short stories on a regular basis and spend time listening to an adult reading aloud. In addition to this, there are many opportunities provided throughout the curriculum for pupils to practice and extend their reading skills, accessing a wide range of high-quality texts and conducting research linked to other subjects. In EYFS, reading for pleasure is promoted through daily story time, an inviting and cosy book corner and sharing books linked to current topics.

Reading Interventions

Inevitably there will be some children who find reading a challenge for a variety of reasons. Those children who are making the slowest progress (the lowest 20%) are provided with extra practice through the week. Relevant intervention for these children is also carefully considered as well as parents being fully informed about the ways in which they can support their child.

Writing

Our aim is to develop children's ability to produce well-structured writing with appropriate detail, where meaning is clear and the reader's interest is engaged. Throughout the school, we follow Babcock teaching sequences which, where possible, link to our LCC topics. This text-led approach links closely to Pie Corbett's Talk for Writing teaching model. This allows children to develop their storytelling language and learn how to structure stories so that meaning is clear. Story maps and boxing-up charts provide children with valuable opportunities to express their own ideas and develop their own characters and plots. Children also encounter a wide range of non-fiction texts and poetry.

Children in all key stages are given daily opportunities to write in a range of contexts and for a variety of purposes. They also have regular opportunities to write at length during extended independent writing sessions, including free-writing sessions to promote writing for pleasure and support independence and engagement in writing.

Foundation Stage:

During their time in the Foundation Stage, children learn in a cross curricular manner, focused on topics as well as the interests of the children within the classes.

In Nursery, children learn how to make marks with a wide variety of resources, using gross (Large) and fine (small) motor skills. Children are encouraged to experiment with which hand is more dominant and to do both clockwise and anti-clockwise movements to form marks. Where appropriate, children are taught how to write their initial letter and name.

Writing is taught in Reception as part of daily phonic sessions where children learn letter shapes and sounds. As they progress through the initial letters and sounds, they begin to learn how to form CVC words and how to segment and blend them for both reading and writing. The children continue to build on this, learning all 26 letters of the alphabet before moving on to digraphs and trigraphs in phase 3 and 4. Children then use their phonic knowledge to write words in these daily phonic sessions. Resources are also provided on the writing tables to encourage children to use what they have learnt independently.

As children become confident using the letters of the alphabet, they are taught what a 'Finger Space' is and how to incorporate these into their writing to form a phrase or sentence. Children then practice this daily, where appropriate, within their phonic sessions. Children also have modelled writing sessions where adults model a sentence using sounds, finger spaces and full stops, allowing the children to view this before having a go themselves.

Throughout the year, children take part in guided writing tasks. These start with labelling and captions, progressing to sentences, and then children learn some simple features of writing such as letters, lists and stories. Writing provision is offered both inside and outside and children are encouraged to write for a purpose, for example labelling their model or writing to their new teacher or a child in another class.

Key Stage One:

In English lessons, children explore a variety of genres; they study fiction and non-fiction and begin to recognise and compare features of writing. Children learn how to apply these features in their own writing and begin to write for a sustained period of time. Children will write for a range of purposes for different audiences. Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to their current topic or other curriculum areas such as R.E or Science.

Key Stage Two:

In KS2, children will continue to focus on a range of text types and tackle a range of writing tasks. They will explore fiction and non-fiction and will encounter a variety of genres such as myths & legends, adventure, mystery and suspense. KS2 children will also learn to write in a range of styles, including;

- Writing persuasively
- Writing formally/informally

- Writing arguments

In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

Units of work:

Foundation Stage:

Teachers plan topics for the year based around key dates, themes and interests of the cohort. These topics can change due to the nature of the Early Years Foundation Stage, where teachers follow the learning and interests of the children. Most topics have a key text which links to the planned learning, where the teachers use "talk for writing" methods to immerse the children into the story. There is a strong focus on learning and understanding new vocabulary which children are then encouraged to use in both a verbal and written form.

Key Stage One & Key Stage Two:

Teachers will follow the agreed teaching sequences from their year group English LTP. Each new unit will start with an elicitation task, followed by the unit overview sheet. The overview sheet should include key vocabulary for the sequence. There should be a clear journey evident in books or on Tapestry to show the learning for each child during each teaching sequence. Adaptation, challenge and mastery should be clear and evident throughout the unit. 'Big Write' tasks are completed at the end of a unit, as an assessment, and evidence is gathered to see if a child has met their writing target.

Writing Targets & Assessment:

Reception:

In the Summer Term, children have a group writing target. For some, it remains to continue to form their letter shapes, whilst others are further challenged to write independently, using key writing features to produce legible writing that makes sense to the reader. Writing is assessed by the child's phonic knowledge and application of this during guided writing sessions.

Key Stage One & Key Stage Two:

All children should have a writing target for the current unit. This is written on the new unit overview sheet and displayed in the classroom. The writing targets are reviewed and assessed regularly and formally assessed at the end of each unit during their 'Big Write' writing task.

Y2-Y6 also have a numerical target displayed in the front cover of their English book. Children should be aware of their targets and should be able to show visitors where they are and explain what their target is. Once a term, teachers use the Babcock Evidence Gathering Grids (EGG) - to assess a specific 'Big Write' ensuring a range of fiction and non-fiction is assessed throughout the year.

English Displays:

Each classroom has an English display, which may include an English working wall, examples of children's written work, and key vocabulary linked to the teaching sequence. Displays are often a combination of these elements.

Spelling, vocabulary, grammar and punctuation

In EYFS and KS1 children receive daily phonics lessons following the school's agreed phonics program. This is fundamental in developing children's spelling, children are taught to segment to spell. From EYFS, children learn words which are not phonetically regular (common exception words). In KS1 there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules.

We use 'Decision Spelling' to support the teaching of spelling from Year 2 – Year 6. At this stage, children begin to keep a Spelling Journal/'have a go' sheet inside the back cover of their book that they can consult when writing independently. We believe that helping children how to use and apply spelling patterns is the key to helping them become successful spellers.

We gradually build pupils' spelling vocabulary by introducing patterns or conventions and recalling weekly, those already introduced. We aim to teach lively, focused sessions, which are enjoyable and effective, rather than just a simple skills session. We teach spelling strategies explicitly and apply these to high frequency words, cross-curricular words and individual pupils' words. Proofreading is also taught during shared and guided writing sessions.

When marking, we do not correct all spelling errors, instead focusing on high frequency words, topic words and those studied in phonics. Teachers will identify some incorrect spellings in the children's written work that the children will practise by writing them in green pen.

Vocabulary

Vocabulary is a strong indicator of reading success. We know from research that the size of a child's vocabulary is the best predictor of success and as such place great importance of its teaching. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood. Across the Federation, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Vocabulary knowledge influences fluency, comprehension, and pupil achievement. Therefore, pupils are regularly taught new vocabulary in all areas of the curriculum. Vocabulary learning is taught in a fun and active way across the curriculum and innovative ideas used. All teaching and support staff are aware of the importance of vocabulary.

Handwriting Progression: Reception to Year 6

Reception (EYFS)

- Children will begin with mark making using a variety of tools (crayons, chalk, paint, pencils).
- Develop early pencil control through large and small movements (e.g. circles, lines, patterns).
- Introduce simple letter shapes through play and guided activities.
- Focus on correct pencil grip and posture.

To achieve ELG in writing:

Children who are at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

In addition to this Physical Development (PD) states:

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Year 1

- Secure pencil control and begin consistent letter formation.
- Introduce correct starting and finishing points for letters.
- Develop accuracy in forming lower-case letters.
- Begin awareness of letter sizing (tall, short, and descending letters).
- Introduce simple pre-cursive entry and exit strokes where appropriate.

Year 2

- Consolidate correct letter formation and orientation.
- Improve accuracy and consistency in size and spacing.
- Develop clear distinction between letter sizes (ascenders/descenders).
- Introduce and practise pre-cursive handwriting more regularly.
- Begin simple joins for those ready.

Year 3

- Transition from pre-cursive to cursive handwriting.
- Teach a full range of letter joins.
- Focus on consistency in letter sizing and spacing.
- Increase writing fluency and control.
- Encourage neat, legible presentation across all writing.

Year 4

- Secure fluent, legible cursive handwriting.
- Improve speed while maintaining accuracy and presentation.
- Ensure consistent sizing, proportion, and spacing of letters.
- Apply handwriting skills across all curriculum areas.

Year 5 & 6

- Demonstrate consistent accuracy in letter formation and joins.
- Develop a personal, fluent cursive style.
- Maintain legibility at increased writing speeds.
- Achieve a mature, fluent, and efficient cursive handwriting style.
- Write neatly and legibly across all subjects.
- Present work to a high standard, showing control and independence.

In the Foundation Stage, children are provided with the resources to practise mark-making independently in their free choice time; this includes fine and gross motor activities to strengthen the muscles in preparation for writing. Within Nursery, children are taught- when ready- the basics of initial letter and name writing skills in readiness for Reception.

In Reception, children learn the letters of the alphabet and how to form these correctly. They learn the grapheme and phoneme for each letter, following the rhyme for the correct letter formation, and then apply this knowledge in daily phonic and handwriting sessions. Handwriting sessions are based on the 'Letter Families' where the children practise the correct formation for each letter and work through these to ensure skills are embedded.

In KS1 children have regular handwriting practice where they continue to build on their pencil control and letter formation. Moving on from the provision in the Foundation Stage, the children will begin to form lower-case letters using cursive script, when they have mastered the un-joined letter formation. They will also learn to form capital letters and numerals. When the children are

showing confidence in cursive handwriting across all their writing, they will be taught and encouraged to join.

As children move into KS2 they continue to develop their cursive handwriting through Years 3 and 4, increasing the legibility, consistency and quality of their letter formation.

In Years 5 and 6, pupils further develop their cursive handwriting where the expectation is that all pupils will have their own legible and consistent joined handwriting style, to be used within all subjects of the curriculum.

As an incentive to practise and develop their joined handwriting style, children are rewarded with a Pen Licence (Year 3 onwards, although this can be earlier if the child is ready) where there is evidence of fluency and legibility using a joined cursive script throughout all subjects.

Teachers use, where appropriate, cursive fonts to model the skill and correct formation of pre-cursive and cursive handwriting. Cursive fonts are also used within teaching and learning resources to reinforce and promote this style of writing. Displays also include a range of handwritten and printed fonts, both pre-cursive and un-joined, to expose children to a diverse range of handwriting styles.

ICT in English:

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories. ICT is used at whole-class, group and independent level. The use of IWB's to show text enables it to be read and shared. The use of a word processor permits the writing process to be modelled effectively. Software is used to support independent reading and writing. Videos and online activities are used to develop specific grammatical skills, as well as teaching the skill of editing written work.

The overall aim of the federation is to support children's literary development using ICT.

By the time each child leaves our school, they will be proficient in using word processing tools to support their transition into an ever-growing, computer-literate society.

Inclusion

Interactive teaching methods using a variety of learning styles (as identified in our teaching and learning policy) will be employed to engage all pupils in their learning journey. Teachers will set appropriate challenges to allow children to show progress at all times.

Individual programmes for teaching and support will be drawn up as appropriate by the teacher in consultation with the SENCO. Individual targets for improving all aspects of English will be set and monitored regularly.

Alternative methods of working e.g. use of ICT will be provided to support pupils who experience extreme problems to allow them to demonstrate their compositional skills and understanding.

Role of Parents and Carers

Parents and carers are encouraged to support their children in all aspects of their learning of English. Parents are invited to attend workshops, dramatic performances and information meetings to develop their understanding of their child's curriculum. English Homework will be set in line with the Federation's Homework Policy. Parents are encouraged to support their child during homework including regular reading.

Assessment and Recording

Assessment of English will follow in line with the Federation's assessment and recording policy. Half termly assessments will be carried out in the following areas

- Writing
- Grammar
- Spelling
- Reading comprehension

For the Foundation Stage, assessment is carried out half termly in all areas of the curriculum, against the age month bands of EYFS.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

GEOGRAPHY POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Aims of the Geography policy:

- To establish an entitlement for all pupils
- To establish expectation for teachers of this subject incorporating the National Curriculum.
- To promote continuity and coherence across the school and federation.
- To state both the school's and the USF's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

School Aims:

- To inspire in children a curiosity and fascination about the world and its people.
- To stimulate pupils' interest in their surroundings and in the variety of human and physical geographical features on the planet.
- To equip children with knowledge about diverse places, people, resources and environments, both natural and those created by humans.
- To develop an understanding of the Earth's key physical and human processes, and of the formation and use of landscapes and environment.
- To help pupils develop an informed understanding and a responsible attitude to of the quality of the environment and the future sustainability of the human habitat.
- To develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions.

- To use ICT to communicate with and explore a variety of people and places in both their local environment and across the world.
- To enable pupils to study Geography across a range of places, cultures and environments at a variety of scales, from local to global.
- To foster a sense of understanding about how we are interconnected and interdependent with people and ecosystems around the world.
- To develop pupils' ability to use and interpret maps to support their understanding of place, location and geographical enquiry.

Entitlement and Curriculum Provision

UNCRC Article 28 Every child has the right to good quality education.

Expectations:

By the end of EYFS, Key Stage 1 and then the end of Key Stage 2, the performance of the great majority of the pupils should be within the age-related expectation (ARE). In the Foundation Stage, this relates to the "Understanding the World" area of learning. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

To fulfil these aims teachers are expected to follow the USF Learning Challenge Curriculum agreed framework, using the 'Geography Skills Progression' grid and 'Geography Progress Pathway' for guidance. This provides children opportunities to extend and develop their learning as they move through the school, building on prior learning and offering opportunities to develop mastery.

By following this rigorous and systematic approach, pupils within the USF will:

- Develop both substantive knowledge (key content) and disciplinary knowledge (the skills and processes used within the subject)
- Develop contextual knowledge of the location of globally significant places, both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Become competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork, that deepen their understanding of geographical processes.
- Be able to 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.

Strategy for Implementation

Entitlement and Curriculum Provision

National Curriculum Geography provision in the USF builds on the learning embedded in the EYFS area Understanding the World: People, Culture and Communities and The Natural World as well as the Characteristics of Effective Learning.

In Key Stage One and Two children have opportunities to extend and develop learning by following Learning Challenge Curriculum units which have been carefully selected to ensure progression and full coverage of the National Curriculum. The collaborative nature of planning across the Federation shares expertise and ensures continuity of experiences for all children.

The Geography 'skills progression grid' and Geography 'progress pathway' show in detail how the school will deliver the National Curriculum entitlement, with regards to both knowledge and skills, through a carefully planned challenging and engaging, enquiry-based approach. These documents are reviewed systematically, alongside the Geography policy.

Across the school opportunities are made for visitors to share experiences and expertise.

The school enables pupils to take part in visits to sites of geographical interest.

Teaching and learning

UNCRC Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

UNCRC Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

In line with the federation's teaching and learning policy, in Geography teachers:

- Establish the pupils' level of knowledge, understanding and skills before each new unit is taught and focus on next steps throughout.
- Revisit and build on pupils' prior knowledge, understanding and skills.
- Organise learning around questions that engage and challenge all pupils.
- Make it clear what and how pupils are expected to learn and what they are expected to improve.
- Give clear explanations using relevant examples and analogies.
- Use a wide variety of resources and approaches.
- Encourage pupils to think for themselves.
- Show pupils how to communicate their findings in a variety of ways.
- Show pupils how to connect what they learn in Geography with other subjects.
- Encourage pupils to enjoy and engage in geographical enquiry.

- Are reflective about their teaching and the impact that it has on the pupils' acquisition of geographical knowledge, understanding and skills.

Assessment and recording

Prior to each unit teachers establish the pupils' level of knowledge, understanding and skills through elicitation tasks. Ongoing assessment takes place throughout against clear learning objectives. Opportunities for learners to reflect and self-assess are built in. Teachers track how pupils are progressing against ARE and share this information with the Geography coordinator. A range of evidence is expected to be used when judging children against EYFS curriculum guidance and National Curriculum. Evidence will be online in the Tapestry learning journal as well as in books.

Evidence shared via Tapestry should link to appropriate EYFS UTW and NC Geography statements. The Geography coordinator has opportunities to both discuss learning with children and focus on progress with teachers.

In the Foundation Stage, children are assessed against the Early Learning Goal for Understanding the World, and assessment is carried out through observation and questioning as children access Geography based activities through continuous provision.

Reporting and Recording:

Reporting to parents takes place during parents' evenings and is recorded in the Geography section of the yearly pupil reports.

Continuity and progression:

Planning linked to LCC framework and USF skills grid and knowledge progress pathways ensure that pupils meet new knowledge, gain deeper understanding and develop skills coherently. Teachers explicitly make links to prior learning and signpost where learning will link to other units. Planning encourages pupils to draw on a widening range of geographical skills and apply them accurately and independently. Progression in fieldwork is achieved by expecting pupils to increase their precision in recording data and use sophisticated methods of data analysis, for example, by using ICT.

The contribution of Geography to other subjects in the curriculum:

Whilst ensuring the quality of discrete geographical skills and knowledge development, opportunities are planned across the curriculum to make links and support learning in other subjects where appropriate.

Inclusion:

The aim of our school is to enable all children to reach their potential. We are committed to giving all our pupils every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the pupils in our school regardless of their age, gender, ethnicity, attainment or background.

To ensure that pupils of all abilities make worthwhile progress in Geography:

- all pupils tackle the same core enquiry questions; teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low-attaining pupils by narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources, or by the use of other adults;
- teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas;
- teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Cultural awareness

Pupils experience a range of cultures within the school environment to further their understanding of the world around them. This is achieved through visitors, use of the Internet and citizenship resources. Geography can provide opportunities for challenging discussions and to help pupils explore values and attitudes about complex issues.

Geography can offer opportunities to focus on developing a deeper understanding of British Values.

Learning resources and environment:

UNCRC Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources.

We resource to ensure Geography is a stimulating subject with appropriate opportunities to engage and develop learning. The local environment is a key resource. We use on and off-site learning experiences to embed knowledge and skills. We encourage the use of a wide range of resources to enrich children's learning. These include maps and globes as well as topic-based resources, and the use of ICT to access Google Earth and other ICT based software.

It is expected that each geographical unit of work has a linked display, incorporating key questions, relevant vocabulary and the appropriate skills and knowledge associated with the learning journey.

Safe practice and out of school opportunities:

All fieldwork within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations laid out in the document "Health and Safety of Pupils on Educational Visits" DfEE. Teachers must also take full account of guidance within Outdoor Education, Visits and Off-Site Activities (May 1999) – Devon County Council.

Teachers should complete detailed EVOLVE risk assessments prior to any trips which will be shared with their Head of School. Relevant risk assessments including careful consideration of pupil:adult ratio is vital. Points of safety need to be discussed with both the pupils and other adults on the trip prior to activity to ensure full compliance with safety measures.

Leadership and Management

- The subject leader will keep up to date with developments in the teaching and learning of Geography.
- The subject leader will discuss implementation and progress with teachers and ensure CPD opportunities.
- The subject leader will focus on resourcing and purchasing where appropriate.
- The USF Geography coordinator team will liaise regularly and share expertise.
- The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

HISTORY POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Aims and Expectations

Policy Aims:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the United Schools Federation.
- To state the federation's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

School Aims:

- To enable pupils to understand how and why people behave as they do now.
- To enable pupils to understand their own identity and the challenges of their time.
- To give pupils the confidence and ability to try to improve themselves and their world.
- To help pupils to develop a sense of responsibility for the world in which later generations will live.
- To enable pupils to ask, answer and pose significant questions.
- To enable pupils to think for themselves and to reach fair and rational conclusions about complex human situations.
- To inspire in pupils a lasting curiosity, interest in, and enjoyment of learning about the past.

Expectations

To fulfil these aims, teachers are expected to be inspired by the USF LCC agreed framework, using the history skills progression grid and history progress pathway for guidance. By following this rigorous and systematic approach, pupils within the USF will:

- Develop both substantive knowledge (key content) and disciplinary knowledge (the skills and processes used within the subject)
- Develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same, at every stage of the curriculum.
- Investigate how and why events happen and how they may be linked.
- Consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought.
- Recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived.
- Understand that people interpret the past differently and use different ways to present their ideas.
- Make thoughtful use of a variety of sources to find out about the past.
- Understand how evidence is used to make historical claims and understand therefore why they might come across contrasting arguments and interpretations of events.
- Communicate their ideas in a variety of ways and with clarity and independence.
- Learn about events of historical importance in the local area.

By the end of KS1 and then the end of KS2, the performance of the great majority of pupils should be within age related expectations (ARE). In the Foundation Stage, children should meet the expected level or above for the Early Learning Goal of Understanding the World: People and Communities, as part of the EYFS Curriculum.

Strategy for Implementation

Entitlement and curriculum provision

UNCRC Article 28 Every child has the right to good quality education.

Pupils in the Foundation Stage begin to develop knowledge, understanding and skills through both adult led and play based activities. The school history curriculum is built upon the knowledge and skills developed through the Understanding of the World aspect of the EYFS, with the process of enquiry and discovery at its heart.

History teaching across the USF follows the Learning Challenge Curriculum units of work; these have been carefully and collaboratively chosen to ensure progression and full coverage of the National Curriculum across the Key Stages. This provides children opportunities to extend and develop their learning as they move through the school and offers experiences across the Federation to share learning and a continuity of experiences for all children.

The History skills progression grid and history curriculum pathway show in detail how the school will deliver the National Curriculum entitlement, with regards to both knowledge and skills, through a carefully planned challenging and engaging, enquiry-based approach. This includes specific teaching of both specific disciplinary skills for history and the associated vocabulary, as well as substantive threads which will run through the curriculum pathways. These documents are reviewed systematically, alongside the history policy.

Across the school, opportunities are made for visitors to share experiences and expertise. The school enables pupils to take part in visits to sites of historical interest, as well as drama workshops and immersion days to help enliven and challenge the children's understanding of the past.

Teaching and learning

UNCRC Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
UNCRC Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

In line with the federation's teaching and learning policy, in history teachers:

- Establish the pupils' level of knowledge, understanding and skills before each new unit is taught.
- Revisit and build on pupils' prior knowledge, understanding and skills.
- Organise learning around questions that engage and challenge all pupils.
- Make it clear what and how pupils are expected to learn and what they are expected to improve.
- Give clear explanations using relevant examples and analogies.
- Use a wide variety of resources and approaches. Encourage pupils to think for themselves.
- Show pupils how to communicate their findings in a variety of ways.
- Teach children the historical vocabulary that they need in order to communicate their knowledge, understanding and develop skills.
- Show pupils how to connect what they learn in history with other subjects.
- Encourage pupils to enjoy and engage in the process of enquiry and discovery into the past.

- Be reflective about their teaching and the impact that it has on the pupils' acquisition of historical knowledge, understanding and skills.
- Consider the children's prior learning and next steps in terms of skills and knowledge, using the skills progression grids and history progress pathway for guidance.

Assessment and recording

Before each unit of work teachers establish the pupils' level of knowledge, understanding and skills through the use of elicitation tasks. Assessment of children's progress is regularly carried out, both within the sessions that make up the learning journey, and through the use of elicitation/end tasks. Children are expected to be given the opportunity to self-assess their learning regularly. A range of evidence is expected to be used when judging children against the National Curriculum aims. Much of this evidence should be able to be found in books and online Tapestry journals. It is expected that, where possible, when using Tapestry teachers link examples of learning to the EYFS understanding of the world /historical National Curriculum objectives on Tapestry. In the Foundation Stage, children are assessed against the Early Learning Goal for Understanding the World, and assessment is carried out through observation and questioning
as children access History based activities through continuous provision.

We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Reporting to parents will take place during parents evening and is recorded in the History section of the annual pupil reports.

Continuity and progression

To ensure that pupils build a coherent sense of the past:

- Teachers use the relevant history skills and knowledge progress pathway documents to identify relevant prior learning, discussing with colleagues where necessary.
- Teachers make links to earlier learning by asking questions along the lines "Do you remember when we …?" or by saying "This is rather like …".
- Teachers indicate where work is reinforced or developed in a later unit.

Inclusion

This policy helps to ensure that pupils of all abilities make worthwhile progress in history, regardless of their age, gender, ethnicity, attainment or background. In order to do this:

- All pupils tackle will the same core enquiry questions.
- Teachers will provide suitable ways for pupils of different abilities to access difficult ideas.

- Teachers will challenge higher-attaining pupils, furthering their historical skills, understanding and depth of knowledge.
- Teachers will use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Learning resources and environment

UNCRC Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources.

Teaching is expected to incorporate a wide range of resources to enrich children's learning. These include timelines, books, artefacts, topic-based resources, ICT opportunities, visits to historical sites and visitors to school.

It is expected that each historical unit of work has a working display where key questions are publicised. The environment is expected to provide key vocabulary, as well as the key skills and knowledge being developed through the learning journey. Where appropriate, opportunities should be provided for pupils to make comparisons between the past and the present ('then' and 'now') to support their understanding of change over time. If possible, additional artefacts should be displayed to stimulate pupil's interest and encourage practical, enquiry-based learning and a sense of shared discovery.

Safe Practice

All staff adhere to the school's health and safety policy and particular note must be taken of the policy relating to safe practice on visits/fieldwork.

The contribution of history to other subjects in the curriculum

English

Work in history provides opportunities for pupils to apply their language and literacy skills. These opportunities are identified in medium-term planning and teachers exploit them fully in lessons.
In the Foundation Stage, children are expected to explore the meaning of new words, use language to imagine and recreate roles and experiences in play situations and use past present and future forms accurately when talking about events that have happened or are to happen in the future. (EYFS Curriculum- Communication and Language Speaking)

At Key Stage 1, pupils are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to attempt to provide reasons and explanations.

At Key Stage 2, pupils are expected to use vocabulary about life in the past but also about the processes of finding out about the past. They are expected to use and develop their library and ICT research skills in order to locate information.
They are expected to organise their findings and present them to different audiences and different purposes and evaluate the reliability of the sources they use.

Computing

Pupils at Key Stage 2 should use ICT-based sources as part of their historical enquiry. In addition, opportunities to do this are included at Key Stage 1.

Cultural Awareness

History helps pupils to think for themselves, and to respect cultural diversity. It can help pupils to understand how individuals in situations of power can affect and change History. History can also be a vehicle for encouraging discussion about, and helping to embed the British Values.

Leadership and management

Development and training

To develop staff confidence and competence in teaching history the subject leader will make sure they are aware of changes in the history national curriculum, arrange for relevant advice and information from courses to be disseminated and turned into practice. The subject leader will work collaboratively with others in the same role across the federation to share training and expertise. Where necessary, the subject leader will lead, or arrange, school-based training and purchase necessary resources.

Monitoring and evaluating

The subject leader is responsible to the head teacher for the teaching and learning of history. The history subject leader will also continue to work across the Federation to improve standards in History. All teachers are responsible for monitoring standards, but the subject leader under the direction of the head teacher, takes a lead. The subject leader will monitor standards through work scrutiny, pupil conferencing and discussions with staff.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

MATHEMATICS POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. (National Curriculum 2014)

This policy outlines what we are aiming to achieve in respect of pupils' mathematical education. It also describes our agreed approach to planning, delivery and assessment of the mathematics curriculum.

It provides information and guidance for teachers, governors, parents and other interested parties. The mathematics taught and the methods used reflect the recommendations outlined in the guidance continued in the documents:

A. Curriculum Guidance for the Foundation Stage
B. Curriculum Guidance for Teaching Mathematics from Year 1 to Year 6
C. White Rose medium term planning

Rights Respecting Schools

Article 28: Children and young people have the right to education, regardless of race, gender, disability, detention status, or refugee status.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Aims

The National Curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Within the United Schools Federation (USF), individual schools recognise and teach mathematics to help pupils make sense of the world around them through developing their ability to calculate, to reason, to respond and to solve problems whilst expressing their reasoning fluently. Pupils can understand and appreciate relationships and patterns around both number and space in their everyday lives. This is enhanced through cross curricular teaching with the Learning Challenge Curriculum. Pupils are also encouraged to demonstrate their mathematics skills and knowledge through lessons embedding mastery understanding.

The USF, in conjunction with the National Curriculum aims to:

Develop a positive attitude towards mathematics as an interesting and engaging subject in which children all gain some success and pleasure.

Develop mathematical understanding through the systematic direct teaching of appropriate learning objectives.

- Encourage the effective use of mathematics as a tool in a wide range of activities within school and, subsequently, adult life.

- Develop an ability in the children to express themselves fluently, to talk about the subject with an assurance, using correct mathematical language and vocabulary.

- Develop an appreciation of relationships within maths.

- Develop ability to think clearly and logically with independence of thought and flexibility of mind.

- Use manipulatives to aid development and learning of the children in mathematics.

- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.

- Develop mathematical skills and knowledge and rapid recall of basic facts in line with National Curriculum recommendations.

- Develop reasoning and problem solving in mathematics to achieve greater depth in understanding.

- To ensure teaching is challenging and ability matched.

Entitlement and curriculum provision

During the foundation stage, our aim is for pupils to cover a broad curriculum that leads towards achieving the early learning goals.

From Year 1 all pupils have a dedicated mathematics' lesson. In Key Stage 1, lessons last about 45 minutes and 50 to 60 minutes in Key Stage 2. In addition to this, Mastering Number is taught in daily short sessions to develop fluent number sense, confidence and automaticity in calculations (Marldon, Ipplepen, Doddiscombsleigh and St Michael's).

In Key Stage 1 and Key Stage 2 pupils adapted learning enables teachers to provide more focused teaching to better meet the needs of individual pupils.

Mathematics Curriculum Planning

Mathematics is a core subject in the National Curriculum and we use the White Rose Maths scheme of learning across the schools as the basis for implementing the statutory requirements of the programme of study for maths. Work undertaken with the Foundation Stage is guided by requirements and recommendations set out in the Early Years Foundation Stage document. We give all the pupils ample opportunity to develop their understanding of mathematics. We aim to do this through activities that allow them to use, enjoy, explore, practise, grapple with problems and talk confidently about mathematics.

Teaching and Learning

Schools in the USF follow the National Framework for mathematics and the White Rose Maths medium term planning. Links are made where appropriate to other subjects.

We aim to use a variety of teaching styles to cater for the variety of learning styles of pupils. We aim to develop pupil's knowledge, skills, reasoning, fluency and understanding in mathematics. We aim to do this by providing pupils with direct teaching every day which is oral, interactive and stimulating.

Daily lessons will include a high proportion of whole class and group direct teaching. During the lesson pupils will have the opportunity to consolidate their previous learning, use and apply their knowledge, understanding and skills, pose and ask questions, investigate mathematical issues, reflect on their own learning and make links with other work across the curriculum.

Through teaching a mastery curriculum, pupils will be given opportunities to demonstrate their knowledge and understanding within a range of concepts. In EYFS children will be given the opportunity to develop mastery throughout the lesson and throughout their mathematical learning across the week. All pupils will be exposed to a range of presentations and structures to support their mathematical understanding and give them the confidence to move between different contexts and representations.

Pupils will have access to a wide range of resources such as number lines, numicon and small apparatus to support their work. In the lesson these resources can be used to support their mathematical thinking. Pupils are encouraged to make decisions, communicate their understanding to others and to reason. Teachers aim to create an environment where pupils are secure and feel confident being able to take risks in their learning.

Teachers are responsible for planning and teaching all elements of the mathematics curriculum. The mathematics subject leader provides support and guidance to all teachers.

Pupils are supported where required by learning support assistants, whose work is directed by the teacher, to enable the pupils to make as much progress in lessons as possible. They take part in staff development and have regular discussions with teachers about the purpose of activities and the progress they make with pupils. They may contribute to planning, assessment and evaluation.

Assessment and recording

Teachers keep their own informal records. These are supplemented by: short, informal tests focusing on rapid recall of calculation skills; homework; informal tests (which are often followed immediately by marking and discussion with the whole class); elicitation tasks prior to beginning a unit and an end of unit review children's individual learning targets; children's self-assessment – traffic lights and the schools' marking policy.

Medium-term assessments

Each unit of work is evaluated using information arising from short-term assessment and medium-term assessments. At the end of each half term teachers use the above information to give the pupils a teacher assessed level. At the end of each term, pupils complete a White Rose Maths assessment and this is used to record a level for the pupils. Pupils in Year 2 and Year 6 complete past assessment papers termly.

Summative assessments

Summative assessments are made in relation to each child at the end of each year. In order to moderate judgements teachers in each key stage examine samples of pupils' work, representing a range of ability, from each class and each year group.

At the end of each year, teachers use their informal records (from short-term assessment) and their class record of key objectives (from medium-term assessment) to support them in writing annual report to parents in the summer term.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The school aims to provide these skills but for children who are exceeding the appropriate relevant programme of study they are not to move onto the next programme of study. Instead, they are to master their current one with an emphasis on depth and challenge rather than accelerating through the content.

Statutory assessment tasks will be administered in accordance with the law at the end of KS2. The Multiplication Tables Check will be administered in Year 4.

Continuity and progression

The yearly teaching objectives which are broken into units and planning from White Rose Maths is to be used consistently by all teachers to ensure continuity and progression across the schools. We also use a calculation strategy from the White Rose Maths to help ensure continuity.

Inclusion

In the revised National Curriculum 2014 it is suggested that:

'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice before moving on.'

In all classes there are daily mathematics lessons and all pupils have experience of direct, interactive and lively teaching appropriate for their age and stage of development.

In all classes there are pupils of differing mathematical ability receiving appropriate levels of support. We achieve this through a range of strategies e.g. through adapted learning and in other lessons by organising the pupils to work in pairs on open-ended problems or games. Pupils are given the opportunity in lessons to decide how they feel about their learning, leading to a choice of differing challenges that are related to the intended learning.

Building on prior learning, teachers use a range of questioning styles directed at the whole class but with focused questions, in order to ensure the involvement of all pupils. Pupils have the opportunity to rehearse known facts and recap on previous learning through the White Rose Flashbacks.

During the main teaching activity, teachers plan activities, which are adapted around a single mathematical theme. Teachers leave sufficient "thinking time" after questions and use a balance of open and closed questions. All pupils have the opportunity to discuss their learning at any point in the lesson.

The learning environment

Classrooms are stimulating learning environments. Displays contain a mixture of: problems to stimulate imagination; prompts to help pupils develop an image of number and the number system (for example number squares and number lines) and to help them remember key facts and

vocabulary; working walls; pupils' work which celebrates achievement; access to appropriate resources; appropriate vocabulary; calculation vocabulary.

Homework

Homework is given fortnightly to Year Two and weekly in Key Stage 2, which may include online activities, times tables practise or written work.

The role of parents and carers

The role of parents is very important and school seeks to support the education partnership between home and school. Parents may become involved in a variety of ways. Focused parents' evenings are offered to support and information sharing.

The contribution of mathematics to other subjects in the curriculum

Cross curricular links with maths are encouraged with a focus on basic skills and broadening and deepening skills and knowledge. Links with ICT are continually developed through the use of laptops, iPads and appropriate software.

Leadership and Management Roles

Subject leaders work together to write the annual action plans and policies and are responsible for the direction of this subject across the school. Time is allocated for the subject leaders to monitor standards and quality across the school. They are expected to keep the curriculum under review and keep the head informed about changes to requirements.

The mathematics subject leaders work closely across the USF to ensure continuity. The head teacher, middle leaders and mathematics subject leaders are responsible for planning, teaching and book scrutinies within individual schools.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

MODERN FOREIGN LANGUAGES (MFL) POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

This policy is written in line with the New National Curriculum 2014 and follows the twelve aims set out in that document.

Rationale for Teaching Languages at KS2

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. The new National Curriculum states that all children in Key Stage 2 should receive an hour of statutory languages teaching per week. Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching as an optional subject, especially where it can be linked to **Learning Challenge Curriculum (LCC)** topics and incorporated into daily routine, although we encourage and support a whole school approach.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Language learning supports and celebrates our international curriculum

Although it enjoys much more linguistic diversity than in the past, England remains in a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. This also embraces Article 29 of the UN Convention of Children's Rights (goals of education) in that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their own and other cultures.They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people which underpins the 'British Value' of mutual respect and tolerance of people with different faiths and beliefs.

Our aims of teaching MFL are for children to:

- foster an interest in learning another language
- become aware that language has a structure, and that this structure differs from one language to another
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

Teaching and learning styles and procedures

Within the USF we use a variety of teaching and learning styles in our language lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

The lessons are delivered by the class teacher, with support from the MFL Subject Leaders.

Lesson Content

The French lessons include:

- learning French vocabulary
- asking and answering questions

- using bilingual dictionaries
- teaching of basic French grammar and spelling patterns which includes phonics
- playing games and learning songs
- using language that has been taught in role play situations
- researching and learning about life in France
- beginning to write phrases and sentences
- oral building of phrases and sentences using vocabulary learnt

Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

MFL curriculum planning

We have devised a languages overview of subject areas to be taught within each year group, to avoid repetition of topics covered within a child's education.

The Foundation Stage and KS1

A whole school approach to MFL is desirable, so although languages will be optional for the Foundation Stage and KS1 for the time being, teachers are greatly encouraged to start introducing MFL using our USF languages overview. Our Foundation Stage children may receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Children may take part in any activities – and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. Areas covered at this stage will complement the learning in KS2 providing them with a learning base to progress from.

Key Stage 2

In Key stage 2 children should receive direct weekly teaching of between 30 - 60 minutes that can be planned in as appropriate during the course of the week, for example using another language during a PE warm up. The main scheme of work KS2 will follow has a balanced structure that follows the twelve aims set out in the Key Stage 2 National Curriculum for languages. It revisits them throughout the 4-year program ensuring the children's knowledge has a chance to be consolidated and shows a clear progression in skills between the years. The units that are covered are both varied and familiar and are set out to avoid repetition of topics covered within the child's education. Where possible language learning should be linked to LCC.

MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. Within the USF we teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy.

Assessment for learning

Teachers assess children's work in MFL in three phases:

The short-term

The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

The medium-term

Teachers to review children's learning at the end of each unit against the 'Can I' statements for that topic in order to assess progress and current level

The long-term

Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to summarise the progress of each child before reporting it to the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

Resources

The school has a range of resources available including books, magazines, and ICT resources. However, the USF is currently using the online scheme of learning **Language Angels** as its main teaching resource. This maps out the units for each year group which ensures a broad and interesting range of topics are covered, building the children's knowledge year on year.

Leadership and management roles

The Subject Leaders facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources;
- By providing CPD so that all staff are confident in how to teach the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By supporting staff in developing pupils' capability;
- By ensuring that an MFL day is held across schools once a year to enhance and celebrate children's language learning and understanding
- By contributing to the School Improvement Plan on an annual basis
- By management of native speakers, if available.
- By monitoring the curriculum

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

MUSIC POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject incorporating the National Curriculum and EYFS Curriculum
- To promote continuity and coherence across the school and federation.
- To state both the school's and the USF's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of music to the curriculum

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music across a range of historical periods, traditions and genres and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both

individual and communal, thereby developing a sense of group identity and togetherness. Music is a universal language and it can connect with, inspire and motivate children in a very different way to other subjects, allowing them to display strengths and talents. Composition gives children opportunities to explore and communicate musical ideas. Music teaching also increases self-discipline, aesthetic awareness, sensitivity and fulfilment.

Expectations

Pupils are achieving in line with national expectations.

The aims of music and how these contribute to the school's aims

The school aims to:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising
- enable all pupils to realise their individual creative potential and to express themselves through music
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places
- enable pupils to experience fulfilment, which derives from striving for the highest possible artistic and technical standards within any style of musical expression
- develop, through music, pupils' skills which contribute to learning across the curriculum, contribute to the community and the Federation's ethos
- give pupils the opportunities to learn how to play musical instruments

Entitlement and curriculum provision

Across the school, Key Stages 1 and 2 provide an hour of weekly timetabled music, which is in line with the expectations set out in the National Plan for Music Education 2024 and in each USF school's Music Development Plan.

The development of a) listening skills and b) understanding and control of the musical elements is central to learning in music.

Each unit of work for music is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening. Most units of work include this range of activities, to ensure that children may be assessed in each area of music and can make progress.

There are occasional visits from outreach performers. These complement planning across the curriculum.

All pupils have the opportunity to receive instrumental tuition which is provided by peripatetic teachers according to pupils' and parents' wishes, whenever possible.

Teaching and learning

Music is taught by KS1/2 class teachers throughout the school following schemes by Charanga Music Online. The Foundation Stage also use Charanga Music Online and teach music through the Early Learning Goals. Teachers use a variety of strategies in line with our Teaching and Learning policy. Opportunities to make and listen to music are planned throughout the year. These include music in collective worship and praise assembly, visits from musicians and performers, EYFS/KS1 nativities and KS2 production, regular individual, group and whole class performing opportunities and the involvement in community events such as projects led by the Devon Music Education Hub.

Assessment and recording

The progress of pupils is assessed using the level descriptions in the National Curriculum and Charanga Music Online. Assessment opportunities are identified in each unit of work and are either noted, observed, or videoed and uploaded to Tapestry linked to NC objectives. At the end of each unit teachers record whether pupils achieve the expected level for their age, or whether they are working at a higher, or lower, level than this. Assessment in the Foundation Stage is based upon achievement of the Early Learning Goals in Expressive Arts and Design. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Continuity and Progression

The Federation ensures curriculum continuity by close liaison between staff at the planning stages. Charanga Music Online offers units of work that build on skills learnt in previous years, so that progression is seen throughout the school.

Inclusion

Music provision is designed to be inclusive, engaging, and relevant for all pupils, regardless of gender or background. Group work is thoughtfully structured to promote collaboration, creativity and respect, while the curriculum reflects a diverse, global range of musical traditions and contemporary practices. Pupils with special educational needs and disabilities (SEND) are fully included through adaptive teaching, appropriate scaffolding and equitable access to all planned musical activities. All pupils are appropriately challenged through carefully sequenced learning,

with opportunities for more able musicians to extend and deepen their skills through enrichment, leadership roles, and advanced musical experiences.

Learning resources

The music area has a large selection of tuned and untuned instruments and keyboards. Charanga Music Online contains lesson material, demonstration videos and games/activities for teachers and pupils to use interactively. There are music stands, books, a variety of different genres of music on CD and speakers to link devices playing mp3 files. The federation also has shared access to Spotify, which enables us to stream music tracks. Through music hubs, class sets of instruments are also available to hire.

Safe practice

The school has adopted the Health and Safety guidelines published by Devon Curriculum Services. These explain how risk assessment should be carried out and they identify good practice, for example in the use of shared mouthpieces and in the correct lifting of instruments. A set of these guidelines is provided for all teachers. Electrical equipment is checked in line with the school's procedures.

ICT

Teachers are encouraged to use technology to record children's work. Pupils are expected to become competent with using online recording equipment and composition through sequencing by Year 6. Charanga Music Online allows pupils to compose, recording their rhythms/melodies in a variety of ways. The pupils' progress can be recorded and monitored and also uploaded to Tapestry.

Spiritual development

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences.

The scheme of work includes expectations in relation to the school's policy on spiritual, moral, personal, social and cultural education.

Leadership and management

Staff development and training opportunities

To develop staff confidence and competence in teaching music:

- the subject leaders will have contact with Devon Music Leads and Hubs to share expertise and networking opportunities.
- whole-school training needs are identified as a result of the monitoring and evaluation programme
- other training needs are identified through induction programmes and performance management
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice
- where necessary, the subject leader leads (or arranges) school-based training
- The subject leader supports teachers in developing, practising or refining their skills in the following ways: maintaining resources for each unit of work
- implementing the points raised from self-evaluation and from the last OFSTED inspection
- arranging for teachers to disseminate information
- representing the school at various Newton Abbot/Teignbridge/Torbay/Plymouth community events.
- assessing evidence of each year's 3 elements: Listening and Appraising, Composing and Performing.

Leadership and management roles

The subject leader is responsible to the Head of school for standards achieved, the quality of teaching and learning and management of music. The subject leader is responsible for monitoring and evaluating the quality of the music curriculum and to reporting to the Head teacher and the Directors on a regular basis. The subject leader is responsible for support staff as the need arises and liaising with peripatetic staff and other visitors.

How the subject is monitored and evaluated

The subject leader monitors and evaluates the implementation of the scheme of work, reviewing planning and collecting recording examples. The subject lead systematically evaluates provision through structured conferencing and ongoing evidence monitoring and provides targeted feedback to staff to support continuous improvement in practice. The subject leader is responsible for completing annually an action plan outlining action to be taken to maintain and improve standards.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

PE POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Introduction

The importance of physical education to the curriculum is that it develops pupils' physical competence and confidence, as well as their ability to use these to perform in a range of physical activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative and competitive, facing up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles, including both physical and mental health. As part of this, we encourage regular movement throughout the school day through our '10 A Day' approach. We also recognise the role of movement in supporting emotional regulation, including through the use of the Zones of Regulation framework. Children learn how to plan, perform and evaluate actions, ideas and performances in order to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity. As a part of the Learning Challenge Curriculum, children are also taught about the need for a balanced diet and how that links with exercise to create a healthy lifestyle. As a part of the Jigsaw PSHE curriculum, the 'Healthy Me' unit provides the theoretical understanding of exercise and body systems, which is then put into practice during PE lessons.

Expectations

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Our skills progression document clearly shows how pupils should progress in all areas of PE throughout both key stage one and two.

The aims of physical education and how these contribute to the school's aims

The school aims to:

- Teach pupils to be more skilful in the ways they control their movements and develop coordination
- Develop habits leading to a healthy and active lifestyle and promote physical well-being.
- This includes being physically active for a sustained period of time
- Help pupils understand how the body responds to activity.
- Develop pupils' confidence in applying and adapting a range of skills in a variety of settings
- Foster an appreciation of the artistic and aesthetic aspects of physical activity
- Contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem
- Develop personal qualities such as commitment, fairness, tolerance, and a concern for others
- Develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition
- Develop the school values in relation to perseverance, compassion, friendship, justice and courage where possible
- To increase participation in sports for life by offering a wide range of activities to develop interest. We aim to include all children, focusing on groups with low participation in external sports, such as pupil premium children and girls

Strategy for implementation

Entitlement and curriculum provision:

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum and Early Years Foundation Stage (EYFS) requirements and takes account of pupils' individual interests, needs and stages of development. We use the Development Matters document as non-statutory guidance to support practitioners in implementing the statutory requirements of the EYFS.

- In the Foundation Stage, pupils develop their physical skills through planned opportunities for Physical Development, including movement, coordination, balance, fine and gross motor skills, and access to appropriate physical activity experiences such as swimming where applicable.
- At Key Stage 1 and Key Stage 2, schools use carefully selected PE planning and curriculum resources to ensure progressive coverage of the National Curriculum. These resources support high-quality PE delivery, consistency across year groups and accessibility for staff, including non-PE specialists. Swimming is included as part of the PE curriculum where appropriate, in line with statutory expectations and school arrangements.
- Across the school, a minimum of 2 hours of curriculum sessions are allocated to physical education every week. 1 x hour outdoor and 1 x hour indoor. This may vary slightly during the year, depending on what activity is being taught.
- All classes include additional daily physical activity through Wake Up Shake Up, sensory circuits, playtimes and planned movement breaks. These opportunities support pupils to be active throughout the school day, while also promoting readiness to learn, emotional regulation and positive physical and mental wellbeing.All classes will follow the skills progression document for specific sports and games to ensure progress is made.

- Intra-federation sporting events and competitions are used to encourage key skills such as competitiveness, teamwork and sportsmanship, as well as getting more children involved in a variety of sports at a competitive level.

Teaching and Learning

Inclusive, high-quality PE lessons should contain the following elements:

- Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson. However, lessons can and should be adapted from the learning objective as to not confine learning;

- Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; as well as working to achieve successful outcomes through repetition, application and refinement of skills. Children should be given the opportunity to apply what they have learned in game situations within PE lessons, external clubs and through inter school events;

- Pace: high levels of activity, keeping a high intensity, with clear expectations for high work rates to be maintained are important, this should be differentiated to ensure all children are working at their level. The physiological benefits of exercise should be explained and understood and their association with health emphasised;

- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

- Challenge: high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks

- Adaption: this is achieved through using tasks and equipment that enables pupils to be challenged appropriately ensuring at least good progress for all

- Pupils' responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances. Children should look to improve decision making skills within game situations without teacher input to improve ability, confidence and understand performance whilst evaluating the game as it develops.

Article 24 - Every child has the right to the best possible health.

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

Inclusion

- We provide an all-inclusive programme which can be accessed by all children through differentiation and planning.

- Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained while expectations are adapted to reflect individual needs. Any concerns or barriers are shared with the SEND team to ensure appropriate support is in place. Targeted interventions, such as FunFit, sensory circuits and gross motor skills activities, are used where appropriate to develop pupils' physical competence, confidence and participation, helping to close gaps in attainment.

- Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands that may be made.

- Every child's contribution is valued.

Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Organisation

The curriculum is planned to provide a broad and balanced range of physical activities, ensuring progression in pupils' knowledge, skills and confidence over time. Medium-term plans are based on the curriculum approach adopted by each individual school. This may include Achieve 4 All planning, Twinkl Move planning, or the school's own PE curriculum and progression documents. Planning should ensure appropriate coverage of the National Curriculum and EYFS requirements, while supporting high-quality teaching, inclusion and consistency across year groups.

- The PE Subject Lead oversees the overall organization of the PE curriculum but teachers are responsible for specific areas of the curriculum.
- Lessons include warming-up exercises before the main tasks.
- Opportunities are taken, where appropriate, to make links between physical education and other subjects across the curriculum.
- Swimming takes place throughout the year. Each child will have 3 x 1 hour sessions per year through KS1 or or KS2. There are also opportunities for less confident swimmers to have extra water confidence sessions to help aid them further (limited spaces available which are reserved for the most in need)
- In the Foundation Stage, children are offered a range of physical activities both indoor and outdoor as part of daily continuous provision, based upon children's needs and the requirements of the Moving and Handling aspect of Physical Development.

Learning resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and stage of development. Each school ensures that PE equipment is stored safely, accessibly and appropriately, in line with its own site arrangements

Responsibility for inspecting equipment is outlined below.

Safe Practice

Safety should be paramount when planning physical education activities. All teachers must refer to the following guidelines:

Safe Practice in Swimming (1993) - Devon Education

Safe Practice in Physical Education (2000) – BAALPE

Safety in Outdoor Education (1996) - Devon Education

Outdoor Education, Visits and Off-Site Activities (May 1999) – Devon County Council

Risk assessments, where necessary, should be included in medium term plans, and safety aspects should be discussed with the pupils prior to activities. Pupils are encouraged to develop their own abilities to assess risks.

First aid equipment is available on site, and all staff should be aware of the procedures to follow in the event of an accident, including calling for assistance where necessary. First aid equipment should be accessible during PE lessons and physical activity sessions, including being taken to lessons where appropriate, to enable a timely response to injuries or medical needs.

Regular checks should be made on all equipment. The PE Subject Lead should make frequent visual checks for wear and tear and the security of major items, and all staff are responsible for reporting any concerns to the subject leader and Head of School. Any items that may constitute a danger should be taken out of use immediately, and the subject leader must be informed of any faults. Regular equipment audits should also be carried out, in consultation with staff, to support effective monitoring, identify any replacement or repair needs, and ensure resources remain safe, appropriate and fit for purpose.

Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils should be made aware of safe practice when undertaking any activity.

Good class management, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

<u>PE Kit</u>

- Staff leading sporting activities must be dressed appropriately. The teacher should look to set a positive example for children to follow and wear appropriate clothing for physical activity.

- Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. Hair should be tied back and earrings taped. Both hair bands and surgical tape are available from the office or class teacher.

- All pupils should have a PE kit consisting of shorts, a t-shirt, and either plimsolls or trainers (with socks), as appropriate. Each school will set its own expectations for PE kit, including appropriate colours and items of clothing. PE kit should enable pupils to participate safely, comfortably and confidently in physical activity. Appropriate footwear, such as plimsolls or trainers with socks, should be worn. In colder weather, pupils may wear suitable additional layers for outdoor PE, in line with the school's uniform policy.

- Children should attend school in their PE kit on their allocated PE days. PE kit should be named and in line with each school's uniform expectations. Families should ensure that PE kit is washed regularly and that pupils have suitable clothing and footwear for safe participation in indoor and outdoor physical activity.

- Having bare feet for gymnastics produces better quality work. Checks are made by staff to ensure the floor is safe.

- Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Permission to wear goggles must be obtained if children need to wear them. Protective swimming socks should be worn on the poolside if a child has a verruca. Sensible swimming costumes must be worn; no bikinis for girls or shorts past the knee for boys as this restrict performance.

- Pupils who persistently forget PE Kit should be reminded of the importance of PE and, if necessary, a letter should be sent home to parents asking for their cooperation.

- Children should only miss PE lessons on health grounds, if this is requested by their parents or GP. This can be done by direct contact with the school or in a note to the class teacher.

Leadership and management

Staff development and training opportunities to develop staff confidence and competence in teaching physical education:

The PE Subject Lead will attend relevant courses;

Whole-school training needs are identified as a result of the monitoring and evaluation programme;

- Where necessary, the PE Subject Lead leads (or arranges) school-based training, Achieve

4 All or PE leaders will provide this.

Leadership and management roles

The PE Subject Lead is responsible for overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. The Heads of School are responsible for the overall implementation of the physical education policy.

How the subject is monitored and evaluated

The PE Subject Lead monitors standards achieved throughout the year through allocated time to observe lessons and extra-curricular activities. Termly pupil voice conferences with sample children from across the school, such as Years 2, 4 and 6, help to monitor and evaluate pupils' experiences, engagement and progress in PE. Quality assurance observations must also be carried out for external providers to ensure consistency, curriculum coverage, pupil engagement and alignment with the school's expectations for high-quality PE provision.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

PSHE POLICY

All of our schools are, or aspire to be, Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Rationale:

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop positive and respectful relationships, including interactions online.
- Develop a healthy lifestyle, including paying attention to their mental health.
- Develop confidence and make the most of their abilities.
- Prepare to play an active role as citizens through developing skills for living.
- Value themselves and show respect to others, including respecting the differences between people.
- Contribute to their community and the wider world by becoming morally and socially responsible.
- Learn what their rights are within the UNCRC and how they contribute to a safe and healthy lifestyle.

Vision:

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We help the children to understand what positive relationships with family and friends look like, including within the online world. They learn to appreciate what it means to be a positive member of a diverse multicultural society. The children learn about how to develop a healthy lifestyle, including valuing the importance of mental health.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach the children about their rights under the UNCRC and explore how they can respect the rights of others. We help develop their sense of self-worth through allowing opportunities to share their personal gifts and talents. We teach them how society is organised and governed. They experience the process of democracy in school through the school council and various opportunities in the classroom environment.

Aims and objectives:

The aims and objectives of PSHE Education:

- Help children develop an understanding of what a healthy lifestyle looks like, including protecting their mental health.
- Encourage children to develop healthy relationships, including in an increasingly online world.
- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

What is Personal, Social, Health and Economic Education? (PSHE)

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe; develop worthwhile relationships; respect and appreciate difference and diversity; develop independence and responsibility and make the most of their own abilities and those of others. PSHE is very closely linked to Social, Moral, Spiritual and Cultural development.

Content of PSHE programme including RSE and Drugs:

We believe that PSHE Education is central to the educational entitlement of all our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes, values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the

increasing independence and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE education also assists pupils to cope with the changes at puberty and to deal with peer pressure.

PSHE in our curriculum

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions using the Jigsaw curriculum.
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g.
- Science, English, History, P.E., Computing)
- Learning about their rights under the UNCRC (e.g through assemblies)
- School events and activities (e.g. off-site visits and school celebrations)

Planning, Teaching and Learning for all areas of PSHE:

Class teachers deliver at least one PSHE session per week. This may be through a circle-time or other format using Jigsaw. The work carried out in these sessions will be drawn from plans based on the school's rolling programme for PSHE (Jigsaw). The themes are linked to whole-school themes (for example Anti-bullying week). All schools have introduced Mind Up which is practiced within daily school life. At times, PSHE sessions may be carried out in response to a specific identified need within the class (for example: talking through dealing with conflicts).

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often completed in a cross curricular way through other subjects: in particular Science, Geography, English and Computing. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. As they move through school, we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising, 'Rights Respecting' events and class assemblies.

In the Foundation Stage, PSHE is taught through the Personal, Social, Emotional Development area of learning in the EYFS Curriculum and through the Physical Development – Health and Self Care section. These areas of learning focus on children's relationships, their self-confidence and emotional development and their knowledge of staying safe and healthy. We use the Development Matters document; this non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

See Appendix A for the Jigsaw overview for September 2026

Online safety

Each year, the children will follow a sequence of age-appropriate lessons relating to online safety.

In EYFS, they will learn to use technology under adult supervision and learn to tell an adult at home or at school if they see or hear something that upsets them

In KS1, they will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

In KS2, they will:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Adaptation for SEN and Able Children

Throughout their school career, children will be at different levels of maturity; will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children (See RSE policy).

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Additional Pastoral Care Arrangements

In our schools we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support. The school may use a Boxhall profile, at the request of the parent or teacher, to identify potential areas where emotional or social support is needed. We may timetable appropriate small-group or independent support sessions during the afternoons with the aim of developing social skills, life skills and emotional resilience.

Monitoring and Assessment

Teachers assess the pupils' response to the tasks set in planned activities, as well as their responses in other lessons and across the school day in order to monitor progress. Teachers will highlight curriculum coverage in line with USF practice. Teachers then provide the subject leader with work samples and/or annotated planning so he/she can monitor attainment and progression across the school. The children take part in pupil conferencing termly, where they have the opportunity to discuss their learning and areas that need development.

In EYFS, assessment is based upon achievement of the Early Learning Goal in PSED and Health and Self-care.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Appendix A

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self -image? Coping during times of change My changing ways of thinking Manging my changes in mood Moving forwards into my next year of education

Policy reviewed: May 2026

UNITED SCHOOLS FEDERATION

SCIENCE POLICY

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. (National Curriculum 2014)

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject incorporating the National Curriculum and EYFS Curriculum
- To promote continuity and coherence across the school and federation.
- To state both the school's and the USF's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

The aims of science and how these contribute to the federation's aims

The federation aims to:

- stimulate and excite pupils' curiosity about changes and events in the world; satisfy this curiosity with knowledge;

- engage pupils as learners at many levels through linking ideas with practical experience; help pupils to learn to question and discuss scientific issues that may affect their own lives;
- help pupils develop, model and evaluate explanations through scientific methods of collecting evidence using critical and creative thought;
- show pupils how major scientific ideas contribute to technological change and how this impacts on improving the quality of our everyday lives;
- help pupils recognise the cultural significance of science and trace its development; build opportunities for spiritual development within our science teaching.

Expectations

By the end of EYFS, Key Stage 1 and then the end of Key Stage 2, the performance of the great majority of the pupils should be within the age-related expectation (ARE). For EYFS this means, experience in gaining knowledge and skills in the natural world around them.

Strategy for implementation

Entitlement and curriculum provision

Science teaching across the USF (for KS1 and KS2) follows the Learning Challenge Curriculum (LCC) units of work. This provides children opportunities to extend and develop their learning as they move through the school and offers experiences across the federation to share learning and a continuity of experiences for all children. Pupils in the Foundation Stage begin to develop their knowledge, understanding and skills of science through play activities and direct teaching from which the pupils undertake planned tasks. This area of learning in the Early Years Foundation Stage Curriculum is called 'Understanding the World' and is built on in Key stage 1.

Their learning is supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Teaching and learning

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

All lessons have clear learning objectives which are shared and reviewed with the pupils effectively.

A variety of strategies, including questioning, discussion, concept mapping and marking, are used to assess progress. The information is used to identify what is taught next. Teachers use an Elicitation Task at the start and an Assessment Task at the end using a sequenced approach.

Activities inspire the pupils to experiment and investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happens if...?" Staff employ a diverse range of questioning strategies, underpinned by Bloom's Taxonomy, to create frequent opportunities for in-the-moment assessment.

Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.

Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and ICT.

Activities are challenging, motivating and extend pupils' learning. Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carry out activities safely and decide on the best form of communicating their findings.

Assessment and recording

Children's attainment and progress are monitored through continual teacher assessment and monitoring children's work.

Teachers in the Foundation Stage use these ongoing observations and assessments to monitor children's progress through the EYFS curriculum and to complete the Foundation Stage Profile at the end of Reception. Children in both KS1 and KS2 undertake an elicitation task at the beginning of a new LCC unit and complete an assessment at the end of the unit. Teachers use these to assess

pupils' attainment and progress to ensure children are working in line with National Curriculum expectations.

The Science subject lead will also sample pupils' work through "book looks," undertake regular pupil conferencing with groups of children and undertake learning walks.

Continuity and progression

Long term planning ensures that pupils meet new knowledge, gain more understanding and develop new skills appropriately. The science curriculum is taught through the Learning Challenge Curriculum. All staff to refer to the USF progression of skills documents and the curriculum/progress pathways.

Inclusion

Every effort is made to ensure that science activities and investigations are equally interesting for both boys and girls, that working groups are well managed and that multicultural issues are addressed as necessary.

Children with special educational needs are involved in all work planned from the medium term planning and short term planning at an appropriate level which will help them reach their full potential. Activities in science have characteristics which will help children with special needs achieve success:

- Emphasising first-hand experience.
- Developing knowledge and skills in small steps through practical activities, helping concentration.
- Capturing the imagination through investigations that may help all pupils to engage.

Teachers need to adapt or extend the short-term planning, to suit the needs and abilities of the children in their class.

Organisation

It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of a particular learning situation.

There are a variety of ways in which the teaching may be effective and our schools have a tradition for encouraging learning through investigation, with an emphasis on first-hand experience. It is, however, frequently acceptable to use demonstration, research, exploration and teacher-led investigations when circumstances, resources and the needs of individuals and groups allow.

“Scientific enquiry” will be encouraged in every investigation or activity, when appropriate. They will become an essential part of science planning, being integrated into the scheme of work. 5 types of science investigation (inset documents available for all USF)

Learning resources

The subject leader is responsible for the maintenance of these areas. Pupils should be taught to look after resources and use them safely.

The learning environment

Classrooms should have general LCC displays. Resources for the unit of work being covered should be appropriately accessible. Other sources of information should be available. All classrooms should display prominently the relevant scientific vocabulary being introduced in current units of work.

In EYFS, continuous provision activities provide scientific investigation and exploration and scientific concepts are taught through topic related teaching inputs.

Safe practice

Safe practice must be promoted at all times. Teachers must take into account the school's Health and Safety policy. Particular attention must be given to avoiding the use of anything that aggravates individual pupils’ allergies. Safety issues have been identified in medium-term planning and risk assessments must be completed in weekly planning, when activities are identified that are unusual and beyond the scope of normal safety practice.

The role of parents and carers

Parents and carers have an important role to play in helping their pupils learn about science. Their role is enhanced by the use of science displays around the school to raise their interest and the interest of their children in the subject. Matters of topical scientific interest are raised for parents and their children to investigate or observe together. The importance of science relative to other subjects will be explained to parents when their children join the school and teachers should take the opportunity of reinforcing this appropriately during interviews with parents.

Leadership and management

Staff development and training opportunities

Subject leaders collaborate regularly across the federation to drive subject developments and engage in relevant CPD opportunities as they arise. Subject leaders collaborate regularly across the federation to drive subject developments and engage in relevant CPD. Key insights and updates are then disseminated to the wider team through staff meetings, internal training sessions, and shared digital resources to ensure consistent excellence in teaching. The subject leader is responsible for using the budget allocation for purchase of relevant and up-to-date resources and information.

Leadership and management roles

The science subject leader is responsible for the direction of the subject across the school. Time is allocated for the subject leader to monitor standards and quality across the school, through annual action plans. The subject leader is expected to keep the curriculum under review and keep the head of school informed about changes to requirements and the national and local levels.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards but the subject leader, under the direction of the head of school, takes the lead in this.

Monitoring activities are planned across the year. In summary these are: • staff meeting to analyse samples of pupils' science work to evaluate standards (attainment and progress);

- subject leader monitors ongoing displays and work in hand in classrooms by regular visits, outside of lesson time;
- Heads of school feedback relevant curriculum updates at Governor meetings or meetings with link governors in school.

Review

This policy will be reviewed at least every 3 years, unless updated guidance requires that it is reviewed earlier.

Policy reviewed: May 2026