Curriculum Policy

The purpose of our Academy:

Object:

To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum.

Curriculum responsibilities outlined within the Academies Funding agreement with the DFE:

- The curriculum provided by the Academy shall be broad and balanced,
- The Academy Trust shall ensure that the broad and balanced curriculum includes English, Mathematics and Science,
- The Academy Trust shall make provision for the teaching of religious education and for a daily act of collective worship at the Academy.
- The Academy Trust shall have regard to any guidance issued by the Secretary of State on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children.

This is underpinned by the Academies Vision of growing:

Laeti, Sani, Multa Perficientes

Happy, Healthy, High Achievers.

Our Values and goals are based around these principles:

Enjoyment, Commitment and Achievement (Engagement, Exploring, Knowing, Understanding and Making Sense, Fostering Skills, Exciting Imagination and Enacting Dialogue)

Equality of Opportunity

Fairness and Justice

Respect, Reciprocity, Responsibility and Honesty

Innovation and Creativity

High Aspirations

Autonomy, Independence and Resilience

Wellbeing and Healthy living

Local, National and Global Citizenship

Sustainability and interdependence

Intent -The Curriculum Statement

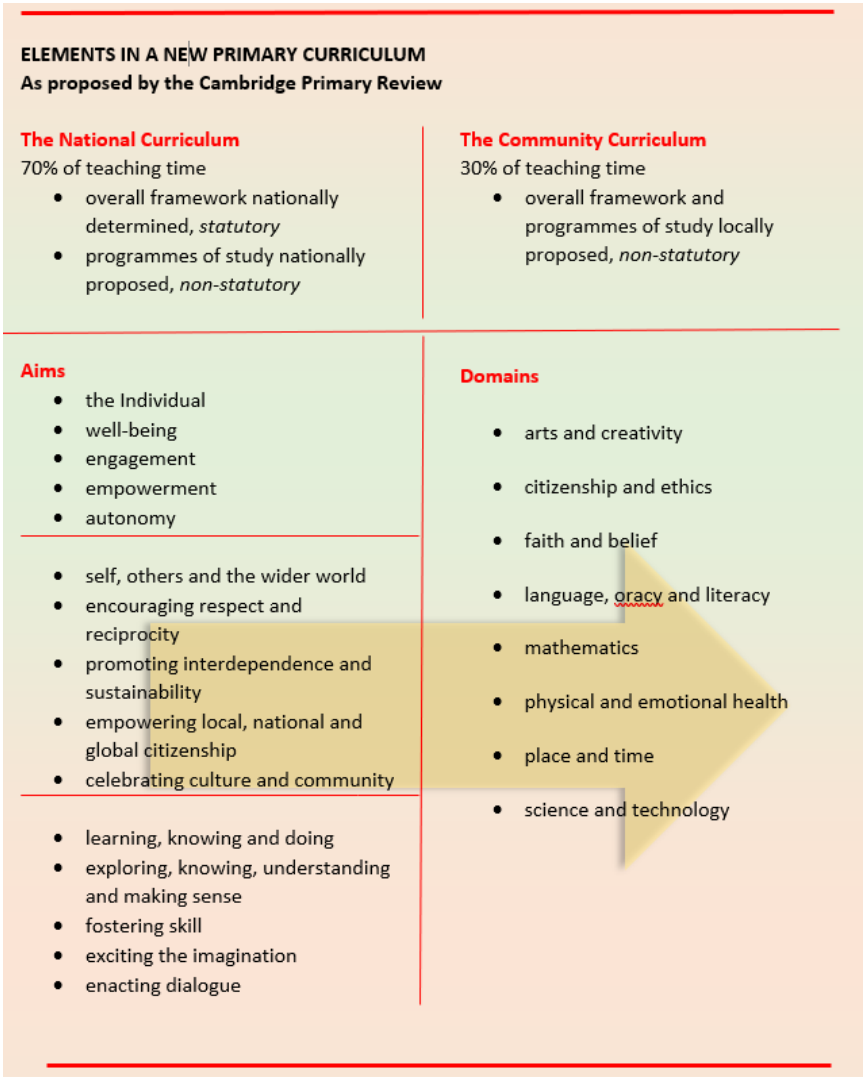
The curriculum at the Academy embraces a common set of aims that drive the curriculum, teaching and assessment. They are derived from the research outlined within the Cambridge Review and unashamedly reflect the values and moral purpose, for what school is about.

The 12 aims form the overriding intent of the Lowbrook Academy Curriculum:

Well-being: prepare children for a fulfilling future as well as attend to their present needs, hopes, interests and anxieties and promote their mental, emotional and physical welfare. Help them to develop a strong sense of self, a positive outlook and maximise their ability to learn through good, evidence-informed teaching.
Engagement: secure children's active and enthusiastic engagement in their learning.
Empowerment: excite, promote and sustain children's agency, empowering them through knowledge, understanding, skill and personal qualities to profit from their learning, to discover and lead rewarding lives, and to manage life and find new meaning in a changing world.
Autonomy: enable children to establish who they are and to what they might aspire. Encourage their independence of thought and discrimination in the choices they make. Help them to see beyond fashion to what is of value.
Encouraging respect and reciprocity: promote respect for self, for peers and adults, for other generations, for diversity and difference, for ideas and values, and for common courtesy. Respect between child and adult should be mutual, for learning and human relations are built upon reciprocity.
Interdependence and sustainability: develop children's understanding of humanity's dependence for wellbeing and survival on equitable relationships between individuals, groups, communities and nations, and on a sustainable relationship with the natural world and help children to move from understanding to positive action.
Promoting Empowering local, national and global citizenship: enable children to become active citizens by encouraging their full participation in decision-making within the classroom and school, and advancing their understanding of human rights, conflict resolution and social justice. They should develop a sense that human interdependence and the fragility of the world order require a concept of citizenship which is global as well as local and national.
Celebrating culture and community: every school should aim to become a centre of community life, culture and thought to help counter the loss of community outside the school. 'Education is major embodiment of a culture's way of life, not just a preparation for it,' as Jerome Bruner said.
Exploring, knowing, understanding and making sense: give children the opportunity to encounter, explore and engage with the wealth of human experience and the different ways through which humans make sense of the world and act upon it.
Fostering skill: foster skill in those domains on which learning, employment and a rewarding life depend: in oracy and literacy, in mathematics, science, IT, the creative and performing arts and financial management; but also communication, creativity, invention, problem-solving, critical practice and human relations.
Exciting imagination: excite children's imagination so they can advance their understanding, extend the boundaries of their lives, contemplate worlds possible as well as actual, understand cause and consequence, develop the capacity for empathy, think about and regulate their behaviour, and explore language, ideas and arguments
Enacting dialogue: help children grasp that understanding builds through collaboration between teacher and pupil and among pupils. Enable them to recognise that knowledge is not only transmitted but also negotiated and re-created; and that each of us in the end makes our own sense out of that knowledge. Dialogue is central to pedagogy: between self and others,

between personal and collective knowledge, between present and past, between different ways of thinking

It is these aims that build the Cultural Capital within all our pupils.
These aims are then aligned and linked to the Domain areas that have been adopted by the Academy as their new subject areas. The Aims and Domain areas are the backbone of the Lowbrook Curriculum. Each Domain is supported and underpinned by individual domain Intent and Implementation statements (see Appendix 1).



The Academy's curriculum is delivered through one of two main strategies:

1. Through cross-curricular use of Domains where the activities are developed from the National Strategies and Cambridge Review recommendations. Whilst themes and knowledge may cross domains it is the Aims themselves which per act across our curriculum sequentially building the Cultural Capital throughout the school. Themes in the Foundation Stage generally last 3 or 4 weeks. Themes in the Primary Phase are planned to last a term (approximately 6 weeks) ; and

2. Through teaching some areas or aspects of the curriculum as discreet subjects. Specialist teachers are currently used to teach PE, Coding, Mandarin, Dance and Music.

Curriculum Design

The allocation of time for Curriculum Subjects is set out below.

	The School Day	Total time in lessons	Registration & Assembly	Curriculum time available
Foundation Stage & KS1 (Years 1&2)	08:55 – 11.45 (plus 15 minute break) 12.45 – 15:15	5 hours, 5 minutes	30 minutes per day x 3 5 minutes per day x 2	22 hours, 30 minutes per week
Primary Phase KS2 (Years 3-6)	08:55 – 12.10 (plus 15 minute break) 13:00 – 15:15	5 hours, 15 mins	30 minutes per day x 3 5 minutes per day x 2	24 hours, 35 minutes per week

The number of weeks in the school Year is 38. Time equivalent to two weeks is deducted for special events such as performances, festivals, residential visits etc.

	Total Annual Curriculum Time	
Foundation Stage & KS1 (Years 1&2)	38 weeks	856 hours
Primary Phase KS2 (Years 3-6)	38 weeks	932 hours

Implementation Statement

The allocation of time set out below is the starting point for planning, however the art of teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit. Some subjects or units of work may be taught in blocks; or more frequently during themed weeks, therefore the weekly figure is nominal only.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating 'Awe and Wonder' within our curriculum is key to this. The development of Lowbrook Theme Weeks has been hugely influential with our pupils in achieving this. Annually, the Academy holds a Science Week, an Arts & Culture Week and a Sports Week. Experts from the world outside school are planned for and invited in to work with the children; class trips and visits to industry are organised; specialists come to school to work with the children; equipment beyond the school's means are used; and parents join us at school to tell us about how elements of that curriculum area is used in their work place.

Natural events, visitor opportunities and local initiatives will also grab our attention and warrant curriculum exploration. If an opportunity arises, staff are encouraged to use it. If it snows, there will be **no** snow day for us. Instead, how snow forms, the structure of a snow flake and the designing of

tools to keep our school open may well become our focus for the day. We will of course, go outside and learn in the great outdoors.

Other Domains are cross-curricular such as aspects of English or ICT. In the Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate. Pupils at Key Stage 1 have opportunities for child-initiated or directed play. In line with the recommendations outlined within the Cambridge Review each class works towards 30% of the curriculum being designed around our own distinctive locality. The curriculum will be planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate coaches, artists and musicians. Specialist subjects such as Music, PE and Art are, at times, taught by specialist teachers employed within the school.

	Primary Phase (Year 1-2)		Primary Phase (Year 3-6)	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Language, Oracy and Literacy	234	6.5	234	6.5
Mathematics	198	5.5	198	5.5
Science & Technology	72	2	99	2.75
ICT and Computing (cross curricular)	72	2	99	2.75
Place & Time	54	1.5	72	2
Arts & Creativity	72	2.00	72	2.00
Physical & Emotional Health	83.51	2.33	99	2.75
Faith & Belief	23.76	0.66 - 1	36	1.00
Citizenship & Ethics	23.76	0.66 - 1	27	0.75 - 1

A description of how individual subject planning is related to the planning strategy.

Please note that with the exception of Language, Oracy & Literacy and Mathematics, these allocations are approximate depending on each class's themes being covered.

Planning Design Statement

Collaborative planning of the school's Domains (incorporating the National Curriculum objectives) is key to the Academy's broad and balanced curriculum offer.
The Domain progression maps design this broad and balanced curriculum which promotes creativity and excellence and enjoyment. The Domain maps detail what is to be taught over a period of time and reflect the needs of pupils throughout the school, and are based on their previous learning. Planning for effective curriculum delivery must provide curricular balance, breadth, coherence, progression and continuity.
We recognise that pupils make progress by building content and conceptual knowledge over time. Doug Lemov, for example, refers to a 'double planning' method whereby objectives, resources and feedback are intertwined in a series of lessons. Planning should therefore identify what needs to be taught across a sequence of lessons, and avoid trying to fit teaching neatly into 60-minute chunks. Domain Progression maps are in place, and individual teachers understand the 'what 'and 'why' of the curriculum, they are freed to teach it in a way that best suits their professional judgement and experience.

Planning Expectations at the Academy

The agreed and collaboratively planned and research-based **Progression Maps** are the key planning documents at Lowbrook. These are live documents that are worked on by all staff and Domain leaders and identify the key learning objectives (intentions), context of learning, progression through the age ranges and cross Domain links.
There is a key distinction between these Progression maps, daily lesson plans and lesson planning. Too often, 'planning' refers to the production of daily written lesson plans which function as proxy evidence for an accountability 'paper trail' rather than the process of effective planning for pupil progress and attainment. Creating detailed plans in many schools can become a 'box-ticking' exercise and create unnecessary workload for teachers, taking time away from the real business of planning, whilst offering 'false comfort' of purpose. These burdensome and unhelpful practices have arisen due to the real and perceived demands made by Government and Ofsted, and how school leaders and teachers have reacted to them.
Planning is essential for good teaching but, generally speaking, too much time is spent on detailed, individual lesson plans. Lesson planning is a thinking process, at the heart of teaching, and whilst individual lesson plans can contribute to this process, they can be a proxy for teaching: detailed daily or weekly plans should be a routine expectation. An end to this expectation does not mean an end to planning, but that less emphasis should be given to the administrative burden of individual plans at the expense of collaboratively produced Progression maps with well researched and mapped resources. Burnt-out teachers are not best for pupils.
Where written lesson plans are deemed appropriate, their purpose and audience should be made very clear: the fundamental purpose of planning is to support effective teaching in the classroom, not to satisfy external audiences. Differentiation or individuals or groups may be required however excellence in Pedagogy outlined in our Teaching and Learning policy expects this to be the norm. A "stage not age," approach is key to this pedagogy. Plans cannot show what actually happened in the classroom, nor the outcomes or progress made. Individual lesson plans can provide a useful tool for professional discussion – for example between a teacher and Domain Leaders or members of the SLT – to help understand and explain teaching decisions but should not be seen as an end in themselves.
Lesson planning does not require excessive detail about the structure and content of the lesson. Lesson planning at the school is expected to set out the learning objectives for the pupils involved and how it is intended that these objectives will be achieved. Lesson plans may also indicate the areas of learning that will be assessed and the means by which this assessment will be undertaken.
The lesson planning format here at Lowbrook is to be used at the teacher's discretion but it is not mandated. Where a published scheme, lesson plan or resource is carefully planned into the Progression maps and is appropriate for all, then it is more than appropriate to use these as your tool for teaching. The expectation is that these may be written over or adapted if required.

Who is the planning for?

Primarily planning is for the teacher who created it. Support staff also need access to plans to enable them to fulfil their duties effectively.
Teachers are expected to produce plans that support their professional classroom practice. They are written in a way that each teacher believes best supports the learning of the pupils for whom they are responsible. The format for planning is therefore determined by each teacher on the basis of their professional judgement and experience and is written in a way that supports the ability of other members of staff to work alongside the teacher where appropriate.
Learning objectives (intentions), contexts (if appropriate), success criteria, activities, differentiation and plenaries (if appropriate) may be identified. It might indicate teaching approaches to be used e.g. talking partners, group work, individual work, investigative etc. It might include an assessment activity or some evaluation of learning undertaken. This is however not the expectation of every

lesson plan. Teachers' skill levels, experience and knowledge of the curriculum will dictate what detail they require to meet the needs of all pupils in their class.
Lesson planning does not require excessive detail about the structure and content of the lesson. Effective planning will make use of high-quality resources. High quality resources support outstanding teaching but too much time is spent by teachers across the profession trawling for resources. Planning should start from the curriculum to be taught not the activities – what is being taught today, not 'what are we doing today' – and high-quality resources can aid this. This is not to say that high quality resources cannot be developed by groups of teachers to support the Domain Progression maps, but the cost/benefit of continually searching or producing materials should be a critical consideration in every Domain. If the benefits are not apparent in pupil outcomes, then this amounts to unnecessary workload.
As John Hattie remarks, 'there are a million resources available on the internet and creating more seems among the successful wastes of time in which teachers love to engage' Instead, we in placing more emphasis on quality assured resources, including textbooks, which often include digital supplementary resources, student books or teacher guides, reducing the time teachers spend on searching for ad hoc resources, allowing them to focus on the intellectual exercise of planning sequences of lessons."
We also feel strongly that any resource will only be truly effective when it is supported by high quality training and professional development. Having a shared and secure understanding of what effective teaching and pupil understanding looks like to inform planning is essential, as are our collaborative planning approaches for sequencing each Domain.

Planning, Preparation and Assessment (PPA)

Staff are given their contractual and statutory right to planning, preparation and assessment time. The school recognises fully that the purpose of guaranteed PPA time is to enable teachers to raise standards through a combination of individual or collaborative professional activities, including planning. It is also intended to improve teachers' work/life balance and to ensure that they are best able to concentrate on their core professional activities. All staff with teaching commitments are therefore given full access to at least their statutory minimum entitlement to PPA time in a way that respects their ability to use their professional judgement to determine how best this time is used. The operation of PPA time in the school is fully compliant with the provisions of the School Teachers' Pay and Conditions Document (STPCD).

Language, Oracy and Literacy

English is one of the core subjects of the National Curriculum. We define this Domain as Language, Oracy and Literacy and do not hesitate in placing this domain at the heart of our curriculum. It is our belief that Language, Oracy and Literacy are the passports to life and therefore they must take priority at Lowbrook. This Domain includes spoken language, phonics, reading, writing, literature, wider aspects of language and communication, modern foreign languages, ICT and other non-print media.

Oracy

We recognise the power and influence of the spoken word. The 2014 National Curriculum refers to this as **Spoken Language** and reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

The National Curriculum objectives are included in all lessons and all pupils are taught to speak clearly and convey ideas confidently using Standard English. They are encouraged to justify their ideas with reason; ask questions to check understanding; develop vocabulary and build knowledge;

negotiate; evaluate and build on ideas of others.

Vocabulary boards for Mathematics and English are displayed in all classrooms and are changed termly. The children are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. Teachers all model how to clarify thinking and help all the children to organise their ideas for expressing spoken language.

As a school, we aim to further build upon and enhance the objectives as defined in the 2014 National Curriculum, as spoken language underpins the development of reading and writing. It is this purpose of study in the National Curriculum that this school's curriculum is enriching and developing, building on from the research and recommendations within the Cambridge Review.

Spoken Language is central to learning and cognition and many more opportunities are now provided to expand the use of Exploratory Talk, debate and discussion across all domains. The Cambridge Review is a huge advocate of learning and development through dialogue and we recognise that metacognition through this is an integral part to every lesson e.g response partners.

"From a psychological and pedagogical perspective, there is persuasive evidence that voice and dialogue support both learning and metacognition, enabling children to become independent and reflective learners." GFTTT Cambridge Review.

Our aim is to give the children the confidence to speak and the forum to be heard, across all Domains.

An emphasis on Oracy is also placed in the school's Philosophy for Children. During these lessons, children are taught how to create their own philosophical questions. They then choose one question that is the focus of a philosophical enquiry, or dialogue. For example, the question might be, "Is it ever ok to steal?"

The teacher acts as facilitator, supporting the children in their thinking, reasoning and questioning, as well as the way the children speak and listen to each other in the dialogue. The role of the facilitator is crucial to ensuring quality dialogue and progress, as well as integration with the curriculum. After the enquiry the children and facilitator reflect on the quality of the thinking, reasoning and participation and suggest how they could improve, either as individuals or as a group.

Philosophy for Children is a weekly and regular timetabled activity to ensure that the children develop their skills and understanding over time.

Vocabulary Development

"A rich vocabulary supports learning about the world, encountering new ideas, enjoying the beauty of language. A rich vocabulary enhances an interview, allows one to see humour in wordplay, shores up what an individual wants to say, and especially wants to write. It is clear that a large and rich vocabulary is the hallmark of an educated individual."
Bringing Words To Life – Isabel L. Beck, Margaret G. McKeown and Linda Kucan

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on pupils' current knowledge and making links between known and new vocabulary and discuss the shades of meaning in similar words. Understanding through comprehension of the meaning of words is encouraged and modelled across all Domains and language which defines subjects in their own right is a feature of all lessons.

At Lowbrook Academy, we believe that it is important to support our pupils' development of vocabulary by providing them with a range of vocabulary learning strategies that they can use to confidently explore any unfamiliar words they encounter. We promote academic vocabulary by ensuring subject specific vocabulary is taught not only within Language, Oracy and Literacy lessons but also through all Domains: Tier 2 (words that are not necessarily specific to subject Domains but require pupils to have a 'mature' vocabulary in order to comprehend the meaning of the word) and Tier 3 (subject specific words and key terms). Pupils are introduced to key subject specific vocabulary (Tier 3 words) at the start of each curriculum topic, ensuring that pupils are exposed to academic and subject specific vocabulary multiple times, interweaving the vocabulary throughout the term and year.

From reading and writing, chances arise naturally to learn more vocabulary. At Lowbrook, we demonstrate to pupils how to understand the relationships between words, nuances in meaning, and how to understand and use figurative language. Additionally, it is important that pupils know how to work out and clarify meanings of unknown words, and words with more than one meaning. Standard English is always encouraged, and pupils are taught to control their speaking and writing consciously for different audiences and purposes.

Pupil voice

By listening to our pupils, we will become a better school. The Cambridge Review is a huge advocate of pupil voice and listening to what children had and have to say.

"Some argue that exploring children's experiences of teaching and learning provide valuable insights into the difficulties and challenges children experience in their learning." GFTTT Cambridge Review.

We recognise the importance of listening to our learners and their opinions about their school and their education and their view of the world.

In any lesson, it is important that all children are fully involved in the learning activities if they are to make the best progress. Teachers usually have a question and response session as part of a lesson; whilst this provides the opportunity for individual children to respond to the teacher, the use of 'response partners' as a strategy means that all children get the opportunity to think, discuss and express themselves orally.

Philosophy For Children (P4C) / Philosophy Circles

Philosophy for Children is an approach to teaching and learning that puts philosophical enquiry at the heart of the lesson. It emerged from the work of Matthew Lipman, a US philosophy professor.

Rather than the teacher asking a question, in a typical P4C enquiry, children are given a "stimulus" such as a story or picture book, and create their own questions in response. They seek out philosophical questions, ones that involve important ideas about which people can have different views, and then vote for the one they think will lead to the most fruitful discussion.

The importance of thinking as a basis for children's learning is key. Philosophy for Children (P4C) is the ideal tool to stimulate thinking skills. P4C improves children's critical, creative and rigorous thinking. It develops higher order thinking skills, improves communication skills and helps pupils learn to co-operate with others. Children learn to reflect before speaking so that they are accurate in what they really want to say.

The benefits gained by pupils in P4C cascades through our entire curriculum. In Mathematics, for example, children are required to discuss their work and explain why an answer is correct. And as they progress, they need to begin to explain their thinking and to give examples. In Science, children are required to respond to suggestions and put forward their own ideas about how to find the answer to a question. In English, pupils talk and listen confidently in different contexts, exploring and communicating ideas. Through discussion, they show understanding of the main points. Through relevant comments and questions, they show that they have listened carefully. They are able to vary their use of vocabulary and level of detail. In Place & Time, children are required to understand how the past has been interpreted and represented by different people. They need to demonstrate an understanding of the results of change and how it affects us now. Pupils must understand the impact of external factors on our environments and cultures and be able to make reasoned judgements and views on the implications that these have in the world.

The skills that children acquire in P4C, carry through to all areas of the curriculum to a staggering degree. The ability to concentrate, to think beyond the obvious, to listen and evaluate and to form their own opinions have extremely beneficial consequences.

During P4C sessions, the teacher acts as facilitator to keep the discussion focused and pushes for greater depth of thinking; but while a typical classroom discussion is a series of questions and answers mediated by a teacher who is already an authority on the subject, in P4C the participants have to create their own map to search for answers that they find plausible and well supported.

Drama

Through drama we provide children with opportunities to use the international language of theatre, where every child can explore the world of other places, times and cultures and to examine differences and similarities within their own environment. Children are given opportunities to adopt, create and sustain a range of roles and respond appropriately to others in role. In carefully constructed lessons they can improvise, devise and script drama for one another and a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances.

'As pupils develop confidence and control of this medium they are able to communicate shared understanding and tell stories in dramatic form'
Marigold Ashwell - Drama in schools.

Drama is aligned strongly to the Arts and Creativity Domain, but is creatively used across all Domains.

Phonics

The Rose Report and recommendations (DFE 2009) has, for now, settled the debate regarding phonics. Research indicates its effectiveness and importance and since the Rose Review, phonics has become a compulsory component of the Primary Curriculum. To ensure progression from Early Years and through KS1, we use Monster Phonics assessments to determine which phase the pupils are working at. Monsters Phonics is a systematic synthetic phonics programme validated by the DfE. Children are grouped accordingly and taught depending on their needs and interventions put in place where gaps in knowledge are identified to ensure pupils 'keep up' rather than needing to 'catch up'. It is also the case that pupils in Key Stage 2 may be targeted with Monster Phonics interventions should this be required to support their spelling knowledge.

The Reading Curriculum 2014 contains two interlinked elements – word reading and comprehension. Skilled word reading involves both the quick working out of the pronunciation of unfamiliar printed words (decoding) and quick recognition of familiar printed words. Phonics is essential in the teaching of early reading as it underpins the understanding that the letters on the page represent the sounds in spoken words.

Writing

The 2014 National Curriculum is largely used and children are given the opportunity to write every day. The programmes of study for writing consist of two components: **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech and writing). Writing down ideas fluently depends on effective transcription. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. The skills of writing are taught within Language lessons however there is a firm expectation that these skills are carried into every subject. The teaching of grammar is taught within Literacy lessons and, where appropriate, in isolation so as to reinforce understanding. The two statutory appendices on spelling and on vocabulary, grammar and punctuation are incorporated into our Grammar teaching. The high standards of writing in Literacy must be maintained in other subjects for example Place and Time. To help raise standards in writing, the children take part in 'Big Writing' lessons every week. It is based on a philosophy by Ros Wilson (a former teacher, LA advisor and Ofsted Inspector). Children develop their writing voice through fast, fun, lively and mainly oral activities based on vocabulary, conjunctions, openers and punctuation (VCOP). The premise is that **if a child can say it, a child can write it**. Every classroom reflects the importance of VCOP with high quality displays. In addition to the Big Write, the teachers also use writing strategies devised by the poet and author Pie Corbett. Where possible, the children will be writing for an audience and for a purpose.

Spelling, Punctuation and Grammar

Opportunities to rehearse spelling and sentence level writing skills is planned into English lessons and discrete Phonics, Spelling, Punctuation and Grammar sessions. It is vital that pupils learn correct grammatical terms in English, and that these terms are integrated within teaching. Punctuation is taught in line with the National Curriculum.

There is a robust policy for spelling within the school that explores phonics, spelling rules and patterns including exemptions to rules. Within our Monster Phonics and Spelling Shed lessons, we are able to follow the guidance set out by the *Education Endowment Foundation* which suggests 'look, say, cover, write, check' is an effective strategy for spelling. Pupils are encouraged to:

- Look carefully at the word structure, shape and form (or the salient orthographic, morphological, and structural features)
- Say the word out loud. Focus on grapheme phoneme relationships within the word. Exaggerate the pronunciation of the word to highlight correct spelling (For example 'choc-O-late' or 'sep-AR-ate')
- Cover the word.
- Try to remember or picture the spelling and write the word.
- Say the written word out loud to check that it matches the sound and recall the structure, shape, and form.
- Uncover the word and check that the spelling is correct.

Spelling benchmarks are set for children throughout the school. The children are taught strategies for learning spellings to assist them with this work. All children have appropriate spellings to learn weekly in class as well as termly Spelling Stars which include high frequency words. Between weekly

spelling and the Spelling Stars, the National Curriculum word lists for all year groups are covered and are embedded in lessons. It is good practice in this school to retest children on the Spelling Stars they have previously achieved as an appropriate tool to consolidate past learning. The teaching of SPaG is delivered thoroughly weekly discrete lessons, using the Spelling Shed scheme, as well as embedded in writing lessons in order to develop the automaticity in the application of learnt content.

Reading

The teaching of reading is paramount on entry to school. It begins with a love of books through shared reading and storytelling and utilises the skills learnt through phonics and sight reading. The school utilises a large range of reading schemes and technologies, including computers, and other non-print media, iPads and even Kindles, as a medium of engaging with quality literature. We continue to seek innovative ways to promote a life-long love of reading and a positive relationship with Literature. Reading schemes that are used are drawn from a wide range of publishers, with Monster Phonics being the main one. When children have demonstrated competence in the skills of decoding and word reading through the Monster Phonics reading scheme, the school uses Accelerated Reader to assess and monitor children's reading and comprehension level to ensure books providing an optimum level of challenge are read by all children to extend readers and continue to nurture and influence a life-long love of reading. Through the Star Reader assessments on Accelerated Reader, each child's *Zone of Proximal Development* and reading age is identified and children are then able to select a book with an appropriate level of challenge from the school's extensive and well-used library. Every child will have at least one reading book at any time. Reading in the National Curriculum is based upon two interlinked elements – word reading and comprehension. The word-reading element of the curriculum is based on phonics and sight. Progression in comprehension is provided primarily through the increasing challenge of the texts that children read. In addition to the difficulty of the text, the level of challenge also comes from the complexity of the questioning when children read aloud to staff and parents and when children complete the book quizzes for each completed book on the Accelerated Reader portal. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. The Education Endowment Foundation guidance report in 'Improving Literacy in Key Stage One' states that '*reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. A number of different strategies exist and some overlap'*. Lowbrook Academy adopts these strategies which are:

- Prediction – pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.
- Questioning – pupils generate their own questions about a text in order to check their comprehension.
- Clarifying – pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.
- Summarising – pupils succinctly describe the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring. This can be attempted using graphic organisers that illustrate concepts and the relationships between them using diagrams.
- Inference – pupils infer the meanings of sentences from their context, and the meanings of words from spelling patterns.

Activating prior knowledge – pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall.

Discrete comprehension lessons are taught at least once a week in every class so that children can

learn the skills of retrieval, inference and deduction. It is imperative within the Lowbrook curriculum that the children are exposed to an extensive range of authors and genre reflecting the classics right through to the popular culture of modern-day authors. Kipling, Dickens, Shakespeare and Morpurgo are to name but a few authors that the children at Lowbrook will have quality exposure to. In addition to moving through the Lowbrook reading scheme and the free-reading literature (in conjunction with Accelerated Reader), reading will be studied in context across all the domains. For example, historical perspectives could be studied during the Place and Time Domain when a class is investigating the events of World War 2. Goodnight Mister Tom would be an obvious choice here. Each classroom has a good stock of stage appropriate Literature from a variety of respected authors across all genres.

Children are actively encouraged to read books from this carefully chosen selection. Monitoring of reading logs and Accelerated Reader ensures that children sample a broad and balanced variety of genre. Staff include a wide variety of genre by new and established authors within their teaching. Guided, Shared and Reciprocal Reading is an integral part of the learning experience for our children.

It is our aim for all children who have attended Lowbrook to be fully literate and have a love of books and reading. Developing a love of reading inspires children to explore, learn and grow, integrating ideas for themselves.

Pre-Reading/Reading Skills: Foundation Stage.

Children communicate and begin acquiring the skills they need to master reading from birth; they communicate with expression, gestures and even with a form of language that their parents may not fully understand.
Learning to talk and to listen is essential in the process of learning to read; the skill of reading begins with communication with others. Our children are given ample opportunity to share their enjoyment and enthusiasm of books with adults; this is hugely important as they learn how to listen and concentrate from the adult. Learning to use books is the first stage of learning to read e.g. reading from front to back etc. Children talk with staff daily about what's happening in the stories and begin to recognise key words. This is taught in conjunction with phonics and gradually children learn to apply the letters and sounds to the words in the books they are reading.
Working alongside parents is an integral part of the learning journey and children are able to take home story books as well as their reading books. The class has an extensive Reading List, which includes a wide range of author and genre; these books are stored in the classroom Reading Corner.

Key Stage 1:

In Years 1 and 2, children continue with structured daily phonics lessons and are taught de-coding skills. Reading for enjoyment remains key and children are encouraged to share their love and knowledge of books in daily Literacy lessons. There is also a focus on comprehension skills; Guided Reading takes place daily, through a carousel of Reading activities to further develop comprehension skills and word recognition. During Guided Reading sessions, children work in small groups with their teacher. Content of these lessons will include definition and use of vocabulary, retrieval of information, inference skills and prediction.

Staff read aloud to the children regularly and are encouraged to share their own personal favourite children's books as well as ones from English Lessons and the Class Reading List. Class Reading Lists feature a wide variety of genre and author so that children experience many different types of texts. These books are stored in the class Reading Areas and children are actively encouraged to read these as well as their Reading scheme book.

Children have Reading Logs where parents and staff can record when and how they read. Parents fill in the Log daily and these are checked every morning.

Key Stage 2:

Pupils usually enter Key Stage 2 reading fluently (de-coding). Much of the teaching involves ensuring that children's understanding of the text matches their ability to read the written word fluently.

Children continue to participate in Guided Reading lessons; they work with their class teacher or Teaching Assistant in small groups or with a group leader and focused groups enabling staff to closely monitor progress in understanding. In these sessions, children learn to develop their ability to infer, deduce and to speculate on the reasons for authors' character, setting and plot choices in fiction texts. Children study non-fiction texts to deepen their understanding of topic work across the curriculum and also to appreciate how reading helps them to understand the world around them. Reading is as a tool to increase and enrich pupil's spoken and written vocabulary across every Domain area. Children are also taught individual comprehension skills in discrete timetabled Reading Lessons as well as through domain areas. The Reciprocal reading approach is used across KS2.

The Reading Log system continues in Key Stage 2, and it is the expectation of the Academy that children continue to read at home daily as they do in Key Stage 1. Children in Year 6 are allowed to fill in their own Reading Logs; as with all other year groups, the logs are checked every morning. Children are taught how to use appropriate comments that will help to consolidate their knowledge and skills and also to facilitate further learning

Additional Support:

Staff have a secure knowledge of pupil ability from working closely with all children in Reading lessons and report any concerns to our SENCo, who will advise staff as needed. Teaching Assistants use a variety of reading interventions with children who require additional support; these are tailored to the individual needs of each child. Each class has a provision map where all interventions are timetabled.

Mandarin

Mandarin Chinese is one of the fastest growing languages in the world, and it links well with other Domain areas such as Place and Time.

Having forged a partnership with the Swire Chinese Language Foundation, children at Lowbrook are being taught Mandarin from Foundation all the way through to year 6. Lessons are taught by a Chinese teacher from the Swire Foundation as well as more basic language by the class teachers themselves. Some lessons focus on learning Mandarin while other sessions focus on singing and arts/crafts.

In EYFS and Key Stage 1, pupils learn to use basic vocabulary including words for numbers, colours, animals and food. They also learn some Chinese songs.

In Key Stage 2, the pupils learn basic sentences including greetings, self-introductions and conversations. The children also learn about Chinese calligraphy, using brush pens and learn how to write Chinese characters.

Mathematics

"Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology, engineering and necessary for most forms of employment" NC England, 18 July 2014.

Lowbrook is now teaching the National Curriculum Programmes of Study in each year group as a basis for its curriculum and is adopting a 'Mastery approach 'as outlined in the National Centre for Excellence in the Teaching of mathematics (NCETM). Teachers are reinforcing an expectation that all pupils are capable of achieving high standards in mathematics and teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. The school is teaching through the new distinct domains – Number- Measurement- Geometry and Statistics and will ensure all children make rich connections across the mathematical ideas to develop **fluency, mathematical reasoning** and competence in **solving** increasingly sophisticated **problems**. Also, we will enable each child to apply their mathematical knowledge to science and other subjects.

Mathematical competencies are introduced early as is the rote learning of times tables. These are seen as procedural tools to quicken problem solving at a later stage. This complements the rigorous approach to mental fluency arithmetic throughout the school.

'Fluency comes from deep knowledge and practice. Pupils work hard and are productive. At early stages, explicit learning of multiplication tables is important in the journey towards fluency and contributes to quick and efficient calculation. Practice leads to other number facts becoming second nature The ability to recall facts from long term memory and manipulate them to work out other facts is important ' NICE October 2014

Our robust and coherent approach to using research surrounding the teaching of mathematics has undoubtedly increased progress and attainment across our school; as has our use of precise questioning in class (Blooms Taxonomy) to test conceptual and procedural knowledge, this allows us to assess pupils regularly and identify those needing intervention and support.
We provide our children will high quality textbooks which allows pupils to return to topics studied, for consolidation and revision. These are becoming an important link between home and school as are the Mathematic Strategy booklets produced for parents in all year groups.

Financial literacy is taught across this domain; it is sometimes referred to as enterprise learning. Financial literacy is more than just learning about monetary computation, it extends into science and technology to include human and environmental impact. Throughout the school we provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' in mathematics. We aim to equip the children with the mathematical skills, understanding and knowledge which will be of use to them in everyday life now and in the future. We want them to have fun and enjoy mathematics. We employ strategies that ensure mathematics lessons reflect real life situations and extend the teaching of Financial Literacy. In Year 6 this will include banking, particularly interest and profit and loss. Through high quality teaching we ensure all other years include monetary value in lessons and how knowledge of economics is fundamental to everyday life.

We believe through high quality teaching children:

- are given the confidence to be comfortable with numbers,
- are able to use and spell mathematical vocabulary
- will learn and practice mathematical skills,
- are able to make connections across mathematical ideas

- will have an exceptional knowledge and understanding of Geometry and measure and be able to apply this to the real world,
- will apply knowledge in other subject areas
- will have well developed mental mathematical skills,
- are taught to use their mathematics in problem solving and everyday life.
- are able to use a variety of technology to assist in their learning

Mathematics is taught daily as a discrete subject and is interwoven throughout other curriculum areas. It is taught for at least 1 hour per day throughout the school (with the exception of Foundation stage).

Science and Technology

"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. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes." National Curriculum 2014.

"The Science of today is the technology of tomorrow." Edward Teller

Science is our way of understanding the world we live in. Our Science and Technology curriculum has changed in light of the 2011 Cambridge Review and 2014 National Curriculum, and 'Scientific Enquiry' is now termed **'Working Scientifically'**.

The principles of 'Working Scientifically' specify an understanding of the nature, processes and methods of science children should acquire in each year group, and is not taught as a separate strand. 'Working scientifically' is embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.

In Science and Technology, children are taught scientific processes through carrying out investigations. Types of scientific enquiry children will encounter over both key stages include:

- observing over time; pattern seeking;
- identifying, classifying and grouping;
- comparative and fair testing (controlled investigations);
- research using secondary sources.

Pupils should seek answers to questions through collecting, analysing and presenting data.
There were some new topics as part of the 2014 National Curriculum, such as 'Evolution, inheritance and reproduction,' 'Teeth and the digestive system,' and 'The Human circulatory system and impact of exercise, drugs and diet.' All topics are mainly of an investigative nature and incorporate the principles of 'Working Scientifically' which entails different elements in each Key Stage and within Key Stage 2.

It is our intent that pupils will be inspired by Design and Technology. We will aspire for them to be creative while designing and making products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. Pupils will be taught to take risks, be resourceful, innovative and enterprising. Through evaluation of past and present design

technology, pupils will develop a critical understanding of its impact on daily life and the wider world. It is the further intention of this Domain that children will understand the principles of nutrition and learn how to cook.

Children will leave Lowbrook ready for Secondary school with the skills and knowledge to excel in the Secondary Science and Technology curriculums.

Design and Technology will be linked to Science lessons. As part of this Domain, children will learn to design products, make them (including prototypes) using a range of materials and processes and then evaluate their designs, suggesting areas for improvement using working scientifically through these challenges.

Science and Technology is taught as a discrete subject through units of work, which are largely based on the National Curriculum objectives, the Hamilton Trust research and lesson plans incorporating wider research and resource materials as appropriate to the year group and child. Units of study will be underpinned by the skills and knowledge base of biology, physics and chemistry.

Design and Technology objectives from the National Curriculum are linked to Science units to make their learning experience more meaningful and relevant. Further Science and Technology is taught throughout other Domains as and where appropriate.

If an opportunity arises, staff are encouraged to use opportunities for learning. If it snows, there will be **no** snow day for us: instead, how snow forms, the structure of a snow flake and the designing of tools to keep our school open may well become our focus for the day.

Natural events, visitor opportunities and local initiatives will also grab our attention and warrant curriculum exploration and time in this Domain.

Understanding nutrition and the skills of cooking are deemed important at the Academy and are therefore taught in each year groups. The school has its own gardens for growing and learning about seasonality.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating '***Awe and Wonder***' within our Science and Technology curriculum is key to this. The development of the **Science and Technology Week** has been hugely influential with our pupils in achieving this. Annually we design a whole week of science where age-appropriate activities, experiments and lessons are designed into our curriculum. Experts from the world outside school are planned for and invited in to work with the children; trips are made to Secondary School labs; Science Specialists come to school to work with the children; equipment beyond the school's means are used; visits to industry and Science Museums are planned; and parents join us at school to tell us about how Science and Technology is used in their work place.

Science and Technology week is a highlight of the Academic year and is used to complement and enrich our weekly curriculum.

Education Technology and Computing

It is the view of the Academy that Education Technology and Computing is not conceived as a separate domain. This is also the view of the Cambridge Review.

All the aspects of Education Technology and Computing which are essential to a modern concept of literacy and to an effective communication are within Language, Oracy and Literacy. The many other applications of Education Technology and Computing are developed through the other domains.

Education Technology and Computing is used as a resource, communication and learning tool. It prepares children for life in the environment beyond school. This is supported by a range of computers and equipment available to all classrooms including:

- Laptops and LCD screens
- Visualizers
- iPads
- Chromebooks
- GPS devices
- Control technology equipment – Bee-bots, Radio control equipment (Helicopters and Air parrot Drone), Crumble and Lego robots controlled with sensors, Lego We-do coding kit
- Kindle
- Apple TVs
- Laptops
- 3D Printer
- Silhouette printer

At Lowbrook we aim:

- 'To integrate Education Technology and Computing across the curriculum domains creating an environment where access to ICT is natural, easy, reliable, and commonplace'. Cambridge Review 2011.
- Those aspects of Education Technology and Computing which are essential to a modern concept of Literacy and to effective communication are within Language, Oracy and Literacy. The many other applications of ICT are developed through other domains.
- To have a carefully planned and prepared curriculum where pupils' computing skills, knowledge, understanding, and capability are taught effectively and used within the context of all domains and school life.
- To place high value on creativity and the ability to embrace change and exploit opportunity by utilizing innovation and new technologies.
- To expose children to more than just one operating system but, in doing so, to use premium market operators that they will be able to use at home and in their next school after transition.
- To have efficiency in our administration and management tasks enabled by integrated systems.
- To develop children's skills in managing their own system requirements appropriate to tasks and personalised learning.
- To enhance and develop communication by effectively using up to date and innovative Education Technology and Computing throughout the school.
- To develop an understanding and a skill set of basic computer programming and computing design.
- To enrich and enhance learning and teaching by effectively resourcing the Education Technology and Computing provision and using it competently and effectively.
- To safeguard pupils from access to inappropriate communication and materials by raising awareness amongst pupils from general and e-safety issues.

The curriculum overview ensures the programme of study addresses all the aims of the curriculum. Education Technology and Computing objectives are incorporated in planning and teaching of all curriculum areas and further opportunities to enrich learning are taken. The progression in Education Technology and Computing is well defined, challenging, and sequential, clearly defining the end points for both **skills** and **knowledge**. A document has been produced outlining the progression of skills across the year groups and skills have been repeated to maximise the likelihood that children will remember and connect the steps they've been taught. For example, when working on **algorithms, problem solving and programming**, children in EYFS identify algorithms used in everyday life, but in Year1 they describe algorithms as sequences of instructions in everyday contexts. When in Year 2, they describe algorithms as sequences of instructions or sets of rules in everyday contexts understanding the importance of order and accuracy of these. By the time in Year 3, they design and write a program using a block language (programs to include movement, dialogue, sound effects, stages, sprites, loops, and variables) without user interactions. In Year 4, they design and write a program using a block language to a given brief, including simple interaction (programs to include variables, stages, artificial intelligence, and a scoring system). As they have reached Year 5, they design, write and debug a program using a block language based on their own ideas (programs to include multiple sprites, multiple variables, sensors and conditional statements) and finally in Year 6, they design, write and debug a program using a second programming language based on their own ideas (using loops, sprites that move in a variety of ways, allowing them to disappear and appear randomly, manipulate variables and use operators that determine an outcome of a conditional statement).

Online and E-safety implementation

Online and E-safety will be a focus in all areas of the curriculum and staff will reinforce e-safety messages across the curriculum. The e-safety curriculum will be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned e-safety curriculum is provided as part Relationships and Health Education
- Pupils are helped to understand the need for the Pupil Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside school
- Staff act as good role models in their use of digital technologies, the internet and mobile devices
- In lessons where internet use is pre-planned, it is best practice that pupils are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.
- Where pupils are allowed to freely search the internet, staff are vigilant in monitoring the content of the websites the young people visit. Where Smoothwall identifies possible breaches these are investigated immediately.

Place and Time

This principally includes how History shapes culture, events, consciousness and identity and the lessons which it offers to our understanding of present and future; and geographical study of location, other people, other places and human interdependence, locally, nationally, and globally. Like the arts, this domain and its contributory disciplines stand in need of proper public and political recognition of their importance to children's understanding of who they are, of change and continuity, cause and consequence, of why society is arranged as it is, and of the interaction of

humankind and the physical environment. In opening up children's understanding of these matters the domain may range beyond the boundaries of what is conventionally included. This Domain is central to the advancement of a number of proposed aims, notably, respect and reciprocity, interdependence and sustainability, local, national and global citizenship and culture and community. Place and Time is taught as part of a topic-based approach where children are encouraged to:

- Research independently,
- Use artefacts and historical documents,
- Record information in a variety of forms,
- Develop opinions and attitudes towards historical events,
- Recognise the influence that history has had on the present,
- investigate the human and physical features of their local area and contrasting localities,
- ask questions about the world around them,
- experience purposeful fieldwork studies,
- use a range of technology and digital equipment,
- find important links between Place and Time and core curriculum subjects,
- use their own school setting as a resource for sustainability,

Place and Time, not only provides links to other curriculum areas but lies at the heart of the children's everyday lives, showing how the past can impact upon the present and ultimately, the future. The domain area aims to equip children with the basic skills required to be confident and capable members of the community, as well as appreciate the importance of the role they play in respecting and preserving the society they are a part of. Lastly, Place and Time provides a platform with which children can communicate their ideas and query the existing world around them. For many, Place and Time will be the first time that 'big questions' about the world have been asked and is an opportunity for such questions to be debated and philosophised.

Arts and Creativity

The renaissance of this domain which takes in all the arts, creativity and the imagination, is long overdue. A vigorous campaign should be established to advance public understanding of the arts in education, human development and culture in national life. There should also be a much more rigorous approach to the teaching of arts in schools. However, creativity is not confined to the arts. Creativity and imaginative activity must inform teaching and learning across the curriculum." Cambridge Review 2010.

This Domain is based on Art and Creative work across a wide range of platforms and domains. Work is derived and developed within:

- Combined Arts
- Dance
- Literature
- Music
- Theatre
- Visual Arts
- Library Study
- Gallery Visits
- Film
- Contemporary Craft and heritage
- Exploration

Through these platforms all children are encouraged to express their ideas and feelings and communicate with each other and engage within the wider community.

All of our work in the Arts is based on the seven Arts Council quality principles:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Our Arts and Creativity Domain consolidates learning and knowledge through creating 'Awe and Wonder'. The development of the school's Arts and Culture Week has been hugely influential in our pupils achieving this. Held annually, external experts are planned for and invited in to work with the children to extend their knowledge and expertise in the arts – these may include local artistes, dance troupes, craft specialists, musicians and actors. Class trips and visits to theatres and galleries are organised and parents visit the school to share their background and cultures. The week culminates with class performances and an International Food Fair which is attended by parents and pupils

Art

Art, craft, and design embody some of the highest forms of human creativity. Our high quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art and Design is taught as a discrete area and is often linked to topic work in other domains. We are increasing our use of 'artists' in school to further enhance our creative curriculum and we use artistes in residence on a rotational basis across all year groups.

Our aim is for all children 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 the great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Music

Music plays an important part in the life of the school and we are supportive of OFSTED's claims that music can have a considerable impact on the whole school. Our aim is for all children to:

- Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Children throughout the school are invited to join the choir and are able to perform to audiences throughout the academic year. Our large choir participates in many community and charity events,

some of these are in partnership with other schools. There are opportunities to be taught to play a musical instrument by specialist teaching and visiting instrumental teachers.

All children have the opportunity to play untuned percussion instruments. We believe that children should be given the opportunity to showcase their talent and pupils are regularly given forums to perform e.g. Christmas Productions, Class Assemblies and the annual Arts & Culture Week performances to name but a few.

At Lowbrook, we use the Charanga Musical School Scheme to deliver high quality music lessons across the school. Charanga lesson plans aid both specialist and non-specialist staff to deliver outstanding music lesson, in line with the National Curriculum. The online scheme is innovative and interactive and enables children to learn about interrelated dimensions of music through a wide variety of genres, as well as learning music notation in age-appropriate and visual ways. Lowbrook has an excellent range of tuned and untuned instruments to support this curriculum. Professional musicians are regularly used to extend and enhance the music curriculum.

Dance

At Lowbrook Academy, dance enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. As a school, we aim to give children the opportunity to use dance across the curriculum as an effective means of communicating ideas. Practical learning can be crucial to understanding.

Dance is closely integrated into the Physical and Emotional Health timetable and when children are studying dance, they will do this during the hall timetable during the PE slot. Specialists for dance are used across the school.

Our aim for all children is to:

- enjoy the subject and study it with a sense of achievement
- develop an understanding and appreciation of a range of dance skills and styles
- develop and extend their own interests and abilities
- develop the capacity and confidence to express ideas and communicate them through dance
- have opportunities for presenting performances individually and in groups
- evaluate their own, and others' contributions to dance and suggest improvements.

Drama

Drama has an important part to play in the personal development of all Lowbrook pupils. It develops skills such as teamwork, creativity, leadership and risk-taking. Through Drama our pupils can explore a new role, try out and experiment with various personal choices and solutions to problems faced by characters in literature or historical figures or those that mirror problems from their own lives. This happens in a safe environment, where actions and consequences can be examined, discussed and experienced without the dangers and pitfalls that such experimentation could lead to in the real world. Drama stimulates the imagination and allows our pupils to explore issues and experiences in a safe and supportive environment; it teaches them the skills of empathy and sympathy. It promotes self-esteem and provides all pupils with a sense of achievement. Drama opportunities are exploited whenever possible through all curriculum areas for example hot seating is a regular feature in lessons. The school regularly use our local Arts centre Norden Farm to view and participate in performances and the upper years perform in Shakespearian workshops at The Globe Theatre.

The Academy is currently a Gold Artsmark school and continues to develop creativity through this framework.

Creativity, of course is not confined to the arts, but it also entails what the Robinson enquiry called the 'democratic definition' of creativity, which 'is equally fundamental to advances in the sciences, in mathematics, technology, politics, business and in all areas of everyday life' and which has four features: pursuit of purpose, the use of imagination, originality, and the exercise of discriminating judgements of value. The arts are indelibly creative, and properly pursued they achieve the aim of 'exciting the imagination' which features in our list of 12 aims. But we have also stressed that both creativity and imaginative activity can and must inform teaching and learning across the wider curriculum. Cambridge Review 2010.

Physical and Emotional Health

This Domain deals with the handling of human emotions and relationships and with the human body, its development and health, together with the skills of agility, coordination and teamwork acquired through sport and PE as conventionally conceived. In line with the Cambridge Review we believe that it makes sense to group together physical and emotional health, and indeed for health as such to be named as a mandatory component of the child's curriculum for the first time. Our aim is to develop enjoyment and an understanding of physical fitness and how the body works, teamwork and participation. During the twice weekly hour-long sessions all children participate in a range of physical activities including:

- Gymnastics
- Athletics
- Swimming
- Dance and Movement
- Skills and Games

PE is a foundation subject in the National Curriculum. Teachers refer to and use the objectives for each key stage. However, these objectives are extremely broad and need to be broken down into individual skills within each year group to demonstrate progression across the primary phase. A progression of skills document has been created which breaks the overarching national curriculum objectives into individual skills for teachers to use to aid planning blocks of lessons and assessing children's development and progression across this domain. The curriculum demands children to have mastered basic movements including running, jumping, throwing and catching, as well as developing these skills to be applied to a range of sporting activities. There is a lot more emphasis on participating in team games and developing simple tactics for attacking and defending as children get older, which leads into intra and inter school competitions. Opportunities are provided for pupils to become physically confident in a way which supports their health and fitness, as seen with the daily Lowbrook Mile. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Differences in PE from KS1 to KS2 includes the need to compete in Outdoor Adventure Activities, build on more advanced skills as well as be able to analyse performance.

The sports premium funding allows the school to fund all children unable to swim 25 meters to receive extra coaching, ensuring all children are confident swimmers by the end of the primary phase. Premium funding is also used to provide specialist training ensuring all children receive high quality coaching and staff are confident with high subject knowledge.

Relationships, Sex and Health Education is delivered within this Domain and has close links to Science and Technology, Computing and Citizenship and Ethics. A comprehensive Relationships, Sex and Health Education policy underpins this teaching and is to be read in conjunction with this policy.

Sport is by nature competitive, and we believe that if children are to truly excel in this subject, competition must be an integral part of their learning. As an Academy we plan inter house tournaments which provides every child with the opportunity to compete and these are therefore included in the curriculum. Teams will be entered wherever possible into Borough-Wide Competitions enabling our most talented pupils to be given the opportunity to perform at the highest possible level. PE, like any other curriculum area, is differentiated to cater for all abilities ensuring that all children gain a positive experience from their learning.

Complementing this physical work will be the theory, knowledge and understanding of our body and what makes us healthy and a close link to the objectives within the Citizenship and Ethics Domain, developing the children's emotional literacy.

The Daily Mile

In 2016 an all-weather running track was installed so that the children could continue to run the Lowbrook mile during the winter months. The #dailymile as it is now known, began at St Ninian's School in 2012. The results were obvious but still surprised even the most discerning of fitness fanatics. They found that; obesity levels dropped, behaviour in class improved and after about 4 weeks the parents reported that the children also eat and sleep better. It therefore made sense for us to emulate this programme here at Lowbrook.

After the first year, we found that the school field was too muddy for us to continue. We were successful in attaining a grant from Spoore, Merry and Rixman to install a small all-weather track that the children could run around. Here's hoping that the school experiences the same benefits as St Ninian's and the now thousands of schools that run the daily mile around the country.

Our competitive nature is never far from school development, however, as always, we are sensitive to those that find this type of activity challenging and we will find innovative and motivational ways of engaging these children e.g. rewards, heading off in similar ability groups, etc. The Growth Mindset approach is therefore applied to the daily mile, rewarding effort. This is linked to the science of exercise throughout the school at appropriate ages reinforcing the link between exercise and health.

Faith and Belief (RE)

The Faith & Belief Curriculum should engage and challenge pupils through an exploration of core concepts and questions providing meaningful and informed dialogue with a range of religions and world views. There should be opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures.

Faith and Belief

It is our intent that children learn about religion and worldviews by:

- Acquiring and developing knowledge and understanding of Christianity, other principal religions and worldviews represented in Britain, and the diversity within and between them as well as the commonalities they may share.

- Developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Pupils will learn from:

- Developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions and beliefs.
- Developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in Great Britain
- Enhancing their spiritual, moral, social and cultural development by:
  - Developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them.
  - Responding to such questions with reference to the teachings and practices of religions and other belief systems and to their understanding and experience
  - Reflecting on their own beliefs, values and experiences in the light of their study.

Through this approach, we intend for children to:

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

The Faith and Belief curriculum is delivered through specific units, which are taught discretely, following the Pan Berkshire Agreed Syllabus and the enquiry-based model Discovery R.E. Discovery RE advocates an enquiry model with a 4-step approach as the basis for implementation. Each enquiry is based around key questions, which necessitate children using their subject knowledge. Focused learning is built on over the 7 years, through alternating religions every second term. This allows children to learn about faiths in sufficient depth so that they remember what they have learnt, repetition is key to retaining knowledge, covering all key questions by the end of KS2. The school's Faith and Belief Skills Progression and Curriculum Overview ensure detailed planning and accurate subject knowledge builds on prior learning. It also encourages teachers to include memorable activities such as visitors or visits to places of worship. In addition, if cross-curricular links can be exploited, they are. For example, the linking to Citizenship & Ethics to religious teaching makes imminent sense like making and following rules, respecting others and sharing responsibilities in community.

The main focus of KS1 is to learn about Christianity and Judaism. As well as Judaism and Christianity, KS2 also learn about other world religions, including Islam, Hinduism and Sikhism. Progression in Faith and Belief depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills. Information, taught at an age-appropriate level, will gradually build to allow a deeper, richer understanding to grow. For example, children in Year 1 talk about Christians celebrating Jesus' birth at Christmas. They use words like 'special' or 'unique' to describe Jesus. They make a 'present' card and draw a baby Jesus inside. By Year 4 pupils learn words like 'Incarnation', breaking down the word to understand its meaning. By Year 5 pupils learn some of the historical context of Jesus' life: his cultural, religious and political influences. Understanding builds systematically and pupils are empowered to think at increasing levels of challenge and at greater depth.

The Faith and Belief curriculum has been designed into specific units and agreed by the Governing body.

The Cambridge Review perspective:

Religion is so fundamental to this country's history, culture and language, as well as to the daily lives of many of its inhabitants, that it must remain within the curriculum, even though some Review witnesses argued that it should be removed on grounds that England is predominantly a secular society or that religious belief is a matter for the family. Non-denominational schools should teach about religion with respect and understanding, but they should also explore other beliefs, including those questioning the validity of religion itself.

The school currently has a statutory responsibility to undertake a daily act of worship. Parents have the statutory right to withdraw pupils from RE and worship if they so wish.

Citizenship and Ethics

The study of Citizenship and Ethics aims to put pupils at the heart of everyday debates about society and to give them the knowledge and skills to make a positive impact on their local, national and international communities.

Pupils will learn about their rights, roles and responsibilities as a young citizen and will explore many of the issues faced by young people today – both in and outside of the school environment. They will learn about democracy and the rule of law, the English legal system, and gain an understanding of the political landscape and the importance of fundamental British values. Pupils will also be taught practical life skills, such as how to manage their money effectively, how to budget and save, how to plan for their future transitions and how to foster positive and supportive relationships with others, and how to safeguard their physical and mental health.

The citizenship curriculum will help pupils to develop the personal, intellectual and social skills they will need to thrive as young citizens in Britain.

The curriculum equips pupils with knowledge and understanding of their rights and responsibilities in the local, national and global community. It strengthens their social, moral, spiritual and cultural awareness, improves their political literacy and gives them first-hand experience of making a positive contribution to the local and wider community. The citizenship and ethics curriculum at Lowbrook provides a vital contribution to pupils' learning, personal development, and to the ethos of a school. The aims and intent within this domain mirror those that drive our overall curriculum and underpin our school ethos Happy, Healthy, High Achievers.

At Lowbrook we aim to educate the child as a whole person. Linked to this, we have 'Philosophy Circles'. During these lessons, children are taught how to create their own philosophical questions. They then choose one question that is the focus of a philosophical enquiry, or dialogue. For example, the question might be, "Is it ever ok to steal?" Through these questions and discussions, pupils can discuss issues, feelings and concerns. They are also able learn about how to deal with feelings and conflict, how to keep themselves safe and the skills of resilience and self–reliance. 'Philosophy Circles' are a weekly and regular timetabled activity to ensure that the children develop their skills and understanding over time.

Older children are trained as Play Leaders to help younger children learn these skills outside the classroom during recreational time. Health professionals are a valued resource for this domain and are used wherever possible.

The schools Domain of Citizenship and Ethics and existing practices such as Philosophy Circles and Peer Mediation are essential if the school is to achieve its overall aim and go a long way to developing and enhancing the school's positive ethos created and encompassed by our vision.

The curriculum aims to develop pupils' age-appropriate understanding of healthy relationships through relationship and health education and is designed to safeguard and support pupils. Relationships and RSE will be age-appropriate based on themes and issues which build knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will focus on:
Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

British Values

The understanding and exploration of British Values pervades this Domain. These values are: -

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Each term's topic is linked to a British value area. The teaching of British values within our curriculum enables children to build essential skills from distinguishing right from wrong to respecting the civil and criminal law of England. It encourages students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. It encourages respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The children will develop an understanding and appreciation of the range of cultural influences that have shaped our heritage. They will gain an understanding and appreciation of the range of diverse cultures and faiths that exist within our school, community, and modern Britain. Cross curricular links with the faith and belief curriculum will reinforce this understanding and the development of respect and tolerance. Children will be exposed to artistic cultural and sporting opportunities allowing them to develop their interests as individuals and fostering a sense of fair play, tolerance and both individual and collective identity.

Areas of Learning & Development – Foundation Stage

The Early Years Foundation Stage, which underpins the curriculum, is distinct in its identity. The curriculum is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework September 2021' and updates 1st November 2024.

There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected, and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child-initiated activities for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Three areas are

particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- **Communication and language**
  Phonic skills are developed through daily phonic lessons through which the children begin to learn to read and write. Lowbrook has taken inspiration from a variety of phonics schemes to create a bespoke programme. It is primarily influenced by the Letters and Sounds scheme, and is subsidised with the Jolly Phonics scheme which is very visual and practical, and also incorporates some elements of the Ruth Miskin Read Write Inc programme.
- **Physical development**
  PE lessons are timetabled to take place every week, following gymnastic, dance and games schemes of work. In addition, children's fine and gross motor skills are developed through topic based activities.
- **Personal, social and emotional development**
  Children engage in a range of activities enabling them to play co-operatively and develop positive relations. In addition, children participate in weekly circle time activities promoting positive relationships and sensitivity to others.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- **Literacy**
  Language comprehension and word reading are developed through daily phonics lessons and exploring stories and non-fiction texts related to the overarching topic. During daily phonics and literacy sessions, children are given opportunities to enjoy stories, rhymes, poems and songs together. Writing skills are developed during daily phonics and literacy activities.
- **Mathematics**
  Daily Mathematics lessons teach children the key skills such as developing a deep understanding of numbers within 10, numerical patterns, spatial awareness, and shape, space and measures. Further mathematical activities are planned throughout the week relating to the topic being taught.
- **Understanding the world**
  History, Geography and Science for the basis for topics that are studied across the Foundation Stage. Children also begin to learn ICT skills.
- **Expressive arts and design**
  Discrete music lessons are included in the weekly timetable, following the Charanga schemes of work. Children also take part in other daily creative activities allowing them to explore media and materials and use their imagination. These activities are usually linked to the current topic.

The development of each child is recorded through the use of assessment scales which provide an accurate and detailed insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made. The 'Evidence Me' app is used to record observations and assess pupils against the Early Learning Goals taken from the Statutory Framework 2021. With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively.

Equal Opportunities

All pupils will have equal entitlement to access the Curriculum as delivered through the School's Policies and Schemes of Work.

Review of Policy

The Policy will be reviewed as necessary, in the light of any changes made to the School Curriculum and/or the National Curriculum.

Related Policies

Charging and Remissions
Single Equality and Disability Equality Scheme
Assessment
SEND
Early Years Philosophy

Signed: Chair of Governors

Signed: Principal

Date:

Appendix 1

Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. National Curriculum 2014.

Writing
"I can shake off everything as I write; my sorrows disappear; my courage is reborn." Anne Frank.

At Lowbrook, the intent is that children are given the opportunity to write every day. The programmes of study for writing consist of two components: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). With this in mind, staff will ensure that through their teaching, pupil's competence is developed in both these dimensions.

Writing down ideas fluently depends on effective transcription. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader.

Pupils are taught to plan, revise and evaluate their writing and have a good understanding of audience, purpose and context. They are instructed in how to use figurative language and are encouraged to explore the relationship between words and nuances in meaning. As writing depends on fluent, legible and speedy handwriting this too has a place on the timetable as does the teaching of spelling, vocabulary, grammar and punctuation.

SPAG & Vocabulary Development

"A rich vocabulary supports learning about the world, encountering new ideas, enjoying the beauty of language. A rich vocabulary enhances an interview, allows one to see humour in wordplay, shores up what an individual wants to say, and especially wants to write. It is clear that a large and rich vocabulary is the hallmark of an educated individual." Bringing Words to Life – Isabel L. Beck, Margaret G. McKeown and Linda Kucan

At Lowbrook Academy, we believe that it is important to support our pupils' development of vocabulary by providing them with a range of vocabulary learning strategies that they can use to confidently explore any unfamiliar words they encounter.

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Vocabulary must be actively developed and systematically built upon through pupils' current knowledge, making links between known and new vocabulary and discussing the shades of meaning in similar words

Understanding, through comprehension, of the meaning of words, must be encouraged and modelled across all domains and language which defines subjects in their own right is a feature of all lessons.

From reading and writing, chances arise naturally to learn more vocabulary. Additionally, we aim for pupils to know how to work out and clarify meanings of unknown words and words with more than one meaning.

Standard English is always encouraged, and pupils are taught to control their speaking and writing consciously for different audiences and purposes.

It is our intent that writing opportunities and the use of rich vocabulary is woven through all domains and that children are given the opportunity to write every day not just in English lessons but in subjects right across the curriculum. It is also our intent that children will be exposed to a wealth of high-quality literature to see how the SPaG curriculum can be embedded into writing and inspire their own writing

As the National Curriculum states that schools are only required to teach the relevant programmes of study by the end of the Key Stage, this allows for flexibility in introducing content earlier or later than set out in the programmes of study. Therefore, as is the practice across school, we have the authority to teach to stage not age.

Implementation

The allocation of time set out below is the starting point for planning, however the art in teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to Writing & SPAG.

In line with the recommendations outlined within the Cambridge Review each class works towards 30% of the curriculum being designed around our own distinctive locality. The curriculum will be planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and authors.

	Key Stage One		**Key Stage Two**	
	Hours per Year (in decimal form)	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Language, Oracy and Literacy	277.5	7.5	277.5	7.5

Writing will also be also taught across other domain areas and the high standards of writing in Literacy must be maintained throughout these domains. The weekly figure is therefore nominal.

In Early Years Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate and aspects of English are often child-initiated or addressed through play. This said, each day a specific time slot is given to the teaching of phonics as it is across Key Stage 1. To ensure progression from Early Years and through KS1 teachers, we use Monster Phonics assessments to determine which phase the pupils are working at. Monsters Phonics is a systematic synthetic phonics programme validated by the DfE. Children are grouped accordingly and taught depending on their needs with interventions put in place where gaps in knowledge are identified to ensure pupils 'keep up' rather than needing to 'catch up'. It is also the case that pupils in Key Stage 2 may be targeted with Monster Phonics interventions should this be required to support their spelling knowledge.

At Key Stage 1, the daily English lesson, in addition to the daily Monster Phonics lesson, will ensure pupils become competent in the key skills as already laid out with a regular focus on handwriting, spelling and composition. Pupils in Year 1 engage in 'Big Write' lesson at the end of each week which is an introduction to more sustained periods of writing, supporting their writing stamina. There are also opportunities in Year 1 for child initiated or directed play. It is expected, however, that the teaching of writing and the use of literature to enhance lessons and improve understanding is a daily activity.

By Year 2 and through Key Stage 2, elements of the writing curriculum are taught through the Big Write approach. Aiming to raise standards in writing, the children take part in 'Big Writing' lessons every week. It is based on a philosophy by Ros Wilson (a former teacher, LA advisor and Ofsted Inspector). Children develop their writing voice through fast, fun, lively and mainly oral activities based on vocabulary, connectives, openers and punctuation (VCOP). The premise is that if a child can say it, a child can write it. With a quality text forming the basis of exploration, each week a different genre is tackled. Daily English lessons allow time for the pupils to explore the chosen genre and with a focus on vocabulary, conjunctions, openers and punctuation (VCOP) they plan their own extended piece of writing which is composed in an allocated slot at the end of the week. These slots, approximately 45 minutes, allow pupils the chance to develop concentration and a greater stamina for writing. Extended pieces are filed in individual pupil's folder providing a portfolio of independently completed work.

The Big Write approach is also complemented by the guidance from the Education Endowment Foundation which discusses a number of strategies that support the teaching of writing. These are:

- Pre-writing activities – engaging children in activities prior to writing that help them think of and organise their ideas. This can involve tasks that encourage them to remember what they already know, find out about a topic they are not familiar with, or arrange their ideas visually (for example, by using a planning tool or graphic organiser) before writing.
- Drafting, revising and editing – helping pupils to get their ideas written down as a first draft which they can edit and revise.
- Sharing – instructing pupils to share, read, and edit each other's work.

Every classroom reflects the importance of VCOP through the use of Literacy displays and working walls. In addition, on a daily basis depending on need, pupils will carry out handwriting tasks and explore spelling patterns.

There is a robust policy for spelling within the school that explores phonics, spelling rules and patterns including exemptions to rules. Within our Monster Phonics lessons, we are able to follow the guidance set out by the *Education Endowment Foundation* which suggests 'look, say, cover, write, check' is an effective strategy for spelling. Pupils are encouraged to:

- Look carefully at the word structure, shape and form (or the salient orthographic, morphological, and structural features)
- Say the word out loud. Focus on grapheme phoneme relationships within the word. Exaggerate the pronunciation of the word to highlight correct spelling (For example 'choc-O-late' or 'sep-AR-ate')
- Cover the word.
- Try to remember or picture the spelling, and write the word.
- Say the written word out loud to check that it matches the sound and recall the structure, shape and form.
- Uncover the word and check that the spelling is correct.

Spelling benchmarks are set for children throughout the school. The children are taught strategies for learning spellings to assist them with this work. All children have appropriate spellings to learn

weekly as well as termly Spelling Stars, whereby every six weeks the children are given a series of words, some high frequency and other topic words, to learn to spell over the course of the term. In proving that they can do so they are awarded with a Spelling Star.

With this two pronged approach, the 2014 National Curriculum word lists for all year groups are covered and are embedded in lessons. It is good practice in this school to retest children on the Spelling Stars they have previously achieved as an appropriate tool to consolidate past learning and encourage cold retrieval skills.

This year, we have subscribed to the Spelling Shed scheme to subsidise our SPaG curriculum. Writing outcomes, specifically SPaG, have always been exceptional however, a development point for our writing curriculum this year is to ensure the application of the SPaG curriculum to independent writing is solid across the school. Spelling shed offers fully planned and resourced lessons for teaching spelling as well as for Punctuation and Grammar. Whilst the spelling element of the scheme will primarily be used by the school to support lower attaining spellers whilst the SPaG lessons will be taught discretely across the school each week. The lessons include interactive powerpoint presentations for teaching and learning as well as activities and quizzes for application.

We promote academic vocabulary by ensuring subject specific vocabulary is taught not only within Language, Oracy and Literacy lessons but also through all domains: Tier 2 (words that are not necessarily specific to subject domains but require pupils to have a 'mature' vocabulary in order to comprehend the meaning of the word) and Tier 3 (subject specific words and key terms). Pupils are introduced to key subject specific vocabulary (Tier 3 words) at the start of each curriculum topic, ensuring that pupils are exposed to academic and subject specific vocabulary multiple times, interweaving the vocabulary throughout the term and year.

Other themed weeks throughout the year: Science Week, Arts and Culture Week and Sports Week all incorporate an element of research and writing such as finding out about an influential scientist or a famous sportsman. Pupils also write factually as well as creatively about a country and culture of choice providing edited and amended compositions for our yearly summer creative arts exhibition. Again, these opportunities all give pupils a purpose and meaning for their work, something staff strive for on a daily basis.

Opportunities to learn beyond the classroom are seized with pupils visiting the Roald Dahl Museum and Sky Studios and other such venues. We engage with the local library and always promote the Summer Reading Challenge in order to broaden vocabulary and children's knowledge of a range of genres. In addition, staff seek out opportunities for pupils to participate in other local or national initiatives and plan visits from external providers to offer practical, immersive themed learning days such as Victorian Day (Year 3), Kings and Queens Day (Year 1) and Roman Day (Year 5).

Year 6 visit to Sky Up Academy Studios, Osterly

Year 1 Kings and Queens Day

Year 3 experience a day
in the life of a Victorian child

Inclusion

The teaching of writing and SPAG at Lowbrook Academy is totally inclusive and gives pupils the skills they need to be fully literate and function in a world which relies so heavily on people being able to communicate their ideas and emotions to others.

Teachers are skilled at planning and adapting lessons and resources to meet the needs of the pupils in their class so that vulnerable children and children with SEND are not disadvantaged. Teachers strive to overcome barriers to learning by making reasonable and reasoned adjustments. In line with the statutory National Curriculum framework 'inclusion statement', teachers must:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for particular individuals and groups of pupils

These principles mean that teachers are acutely aware of the importance of being mindful of the needs of individuals and implementing and adapting programmes to remove obstacles. Teachers are skilled in anticipating difficulties and putting in place measures to overcome them. Work is differentiated, teaching assistants are allocated and programmes are used to facilitate learning.

Alongside, quality first teaching, Lowbrook Academy uses high-quality structured interventions to help pupils who are struggling with their literacy. Although the focus is firstly on developing core classroom teaching strategies that improves the literacy capabilities of the whole class, a small number of pupils will require additional support – in the form of high-quality, structured, targeted interventions – to make progress. English interventions currently implemented include Spelling Made Easy, Word Shark, Spelling Shed and Rapid Reading.

Disadvantaged children

Disadvantaged children, including Pupil Premium pupils, achieve well at Lowbrook Academy. Staff are mindful of these specific groups of children who need support and this is stipulated on class provision maps which are reviewed and updated regularly.

Pupil Premium children receive daily one to one feedback sessions with staff to enable them to review English work on a daily basis. In addition, pupils requiring intervention are invited to booster sessions and/or one to one tutoring sessions. When trips are organised or visiting speakers invited into school to enhance the delivery of the English Curriculum, Pupil Premium funding is used to ensure all Pupil Premium pupils have access.

Assessment
The academy uses a variety of assessment tools, both summative and formative. An unaided Big Write at the end of each short term informs teacher assessment against the year group curriculum objectives.

The Hodder Education GAPS spelling, punctuation and grammar assessment is used at the end of each long term; this provides staff with a detailed breakdown of attainment, including percentile

ranking and age standardised scores. In addition to this, Parallel Spelling Tests are administered every short term and weekly Spelling Tests and Spelling Star Tests are undertaken. Twinkl SPaG assessments are also administered each half term.

The final end of term attainment level is therefore not just reliant on summative assessment but is combined with teacher knowledge of the individual child.

Teacher judgements are recorded on Target Tracker; this an effective tool for both monitoring and comparing individual children, groups and the class as a whole. Subject leaders also have immediate access to whole school data.

The results of all assessments are used for a needs analysis to inform planning, targets and to identify gaps in both the curriculum and children's knowledge.

Mathematics:
Intent

A high-quality Mathematical curriculum develops pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. "Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of histories intriguing problems. It is essential to everyday life, critical to science, technology, engineering and necessary for most forms of employment" NC England 18 July 2018.

Mathematics
At Lowbrook we want all our children to become critical thinkers and from EYFS to year 6 to develop their ability to predict, calculate, reason, and evaluate in all areas of the Maths Curriculum and across other domains.

Our school has a Mastery Approach. The essential idea behind mastery is that all children need a deep understanding of the mathematics they are learning so that:

• Future mathematical learning is built on solid foundations which do not need to be re-taught; progression of skills is sequential in each year group and planned progression is identified and tracked in detailed curriculum maps across both Key Stages

• There is no need for separate catch-up programmes due to some children falling behind.

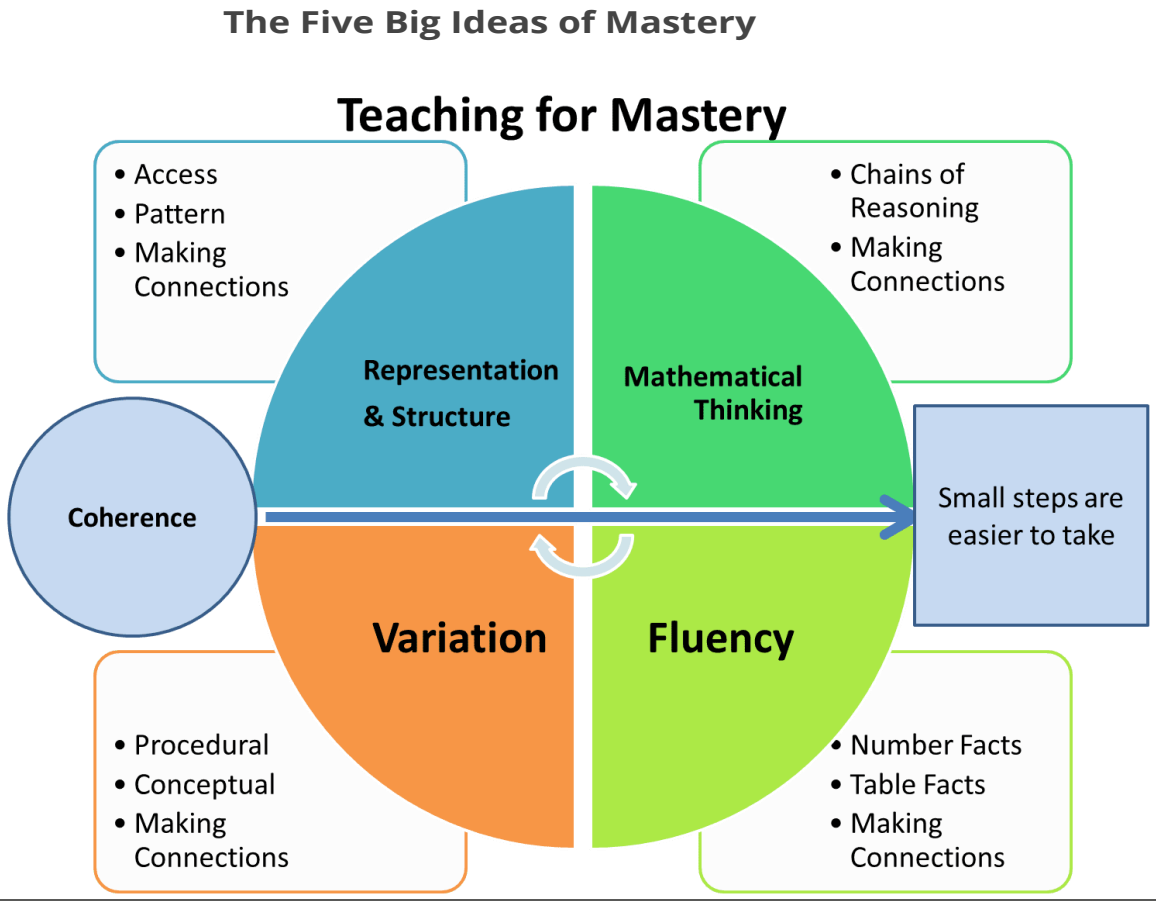
• Children who, under other teaching approaches, can often fall a long way behind, are better able to keep up with their peers, so that gaps in attainment are narrowed whilst the attainment of all is raised.

A mastery approach*: a set of principles and beliefs. This includes a belief that all pupils are capable of understanding and doing mathematics, given sufficient time. Pupils are neither 'born with the maths gene' nor 'just no good at maths. With good teaching, appropriate resources, effort and a 'can do' attitude all children can achieve in and enjoy mathematics.*

A mastery curriculum: *one set of mathematical concepts and big ideas for all. All pupils need access to these concepts and ideas and to the rich connections between them. There is no such thing as 'special needs mathematics' or 'gifted and talented Mathematics'. Mathematics is mathematics and the key ideas and building blocks are important for everyone.*

Teaching for mastery: *a set of pedagogic practices that keep the class working together on the same topic, whilst at the same time addressing the need for all pupils to master the curriculum and for some to gain greater depth of proficiency*
and understanding. Challenge is provided by going deeper rather than accelerating into new mathematical content. Teaching is focused, rigorous and thorough, to ensure that learning is sufficiently embedded and sustainable over time. Long term gaps in learning are prevented through speedy teacher intervention. More time is spent on teaching topics to allow for the development of depth and sufficient practice to embed learning. Carefully crafted lesson design provides a scaffolded, conceptual journey through the mathematics, engaging pupils in reasoning and the development of mathematical thinking.

It is our intent to further align with the NCETM Teaching for Mastery Model (2015)



- **Coherence**

Learning is broken down into small learning aims steps. Explicitly connecting new ideas to concepts that have already been understood. Very carefully planning the order of learning to facilitate this.

- **Mathematical Thinking**

Children work on ideas to develop deep understanding rather than passively receiving them. Students should be able to reason and discuss. This includes using mathematical terminology and notation as soon as it is relevant.

- **Fluency**

Quick and efficient recall of facts and the ability to use them in different contexts in Mathematics.

- **Variation**

Varying the way a concept is presented to a student and varying practise questions so that mechanical repetition is avoided. Include the use of different methods and misconceptions.

- **Representation & Structure**

Concrete, Pictorial and Abstract. Representations expose students to the mathematical structure so they truly understand why mathematical algorithms work and can therefore adapt to different scenarios.

It is our intent that pupils will be inspired by mathematics and make rich connections across ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

"Fluency comes from deep knowledge and practice. Pupils work hard and are productive. At early stages, explicit learning of multiplication tables is important in the journey towards fluency and contributes to quick and efficient calculation. Practice leads to other number facts becoming second nature. The ability to recall facts from long term memory and manipulate them to work out other facts is important." NICE October 2014'.

It is our intent that pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

To this end mathematical competencies are introduced early as is the rote learning of times tables. These are seen as a procedure tool to quicken problem solving at a later stage. This complements the rigorous approach to mental fluency arithmetic throughout the school.

The principles of the Cambridge Primary Review for the domain of Mathematics includes both numeracy and the wider aspects of maths, as well as financial literacy. It is our intent that our robust and coherent approach to using research surrounding the teaching of mathematics will undoubtedly increase progress and attainment across our school; as will our use of precise questioning (Blooms Taxonomy) to test conceptual and procedural knowledge; this will also allow us to assess pupils regularly and identify those needing intervention and support.

It is our intent to develop further our teaching of Mastery in mathematics and consolidate good practice in our use of the Education Endowment Foundation (EEF) eight recommendations to improve outcomes in mathematics for 7 – 14-year-olds and to include in these, EYFS and year 1. All teaching will as now cover all 8 recommendations, but we will place a particular focus on the first area: The use of manipulatives and representations. (See below)

All teaching will:

- Use manipulatives and representations.

- Teach pupils strategies for solving problems.
- Use assessment to build on pupils existing knowledge and understanding.
- Enable pupils to develop a rich network of mathematical knowledge.
- Develop pupils' independence and motivation.
- Use tasks and resources to challenge and support pupil's mathematics.
- Use structured interventions to provide additional support.
- Support pupils to make successful transition between primary and secondary school.

Concrete Resources and Manipulatives

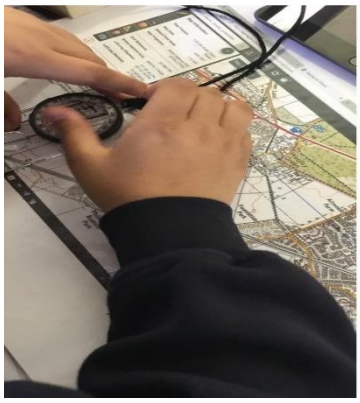
At Lowbrook we use objects or physical resources that children can handle and manipulate to aid their understanding of different maths concepts. We adopt an approach where children move from the Concrete to Pictorial to Abstract (CPA). We intend to extend further our provision of manipulatives in all years by purchasing even more new equipment for all children in both Key Stages to use and have them stored in each classroom for everyday use clearly labelled in purple boxes. These teaching aids are a crucial part of mastery teaching; whilst there are children who can access the maths through just learning a procedure by rote, many others have great difficulty coping with the abstract nature of it: using concrete resources helps all children to under abstract concepts in Mathematics. Once our children are confident with a concept using concrete resources, they will progress to drawing pictorial representations or quick sketches of the objects. By doing this, they are no longer manipulating the physical resources, but are still benefiting from the visual support the resources provide. Our intent in our mastery teaching approach is to encourage children of all ages to keep using these concrete resources, from EYFS, Key Stage 1 (KS1) through all years in Key Stage 2 (KS2). While the abstract nature of maths can be confusing for children, using these concrete, practical resources, they are able to 'see' the maths and make sense of what is happening.

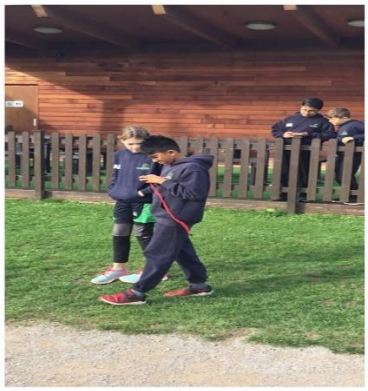
Implementation

The allocation of time set out below is the starting point for planning. In line with the recommendations outlined within the Cambridge Review each class works towards **30% of the curriculum being designed around our own distinctive locality**. To this end we have further developed the **teaching of maths across domains** and in every year and every term we have identified key skills and concepts that have been taught through Science and Technology, Place and Time and Physical and Emotional Health examples being: In Year 5 Science and Technology, using shape and measurements to create an aerodynamic car out of paper. Accurately measuring different materials when building a hovercraft. In Year 6 Place and Time (Navigation) Using the Bad Elf application to convert miles to kilometres and vice versa and positive and negative numbers to understand international time zones.

Our Local Community

Through the Place and Time curriculum all children are involved in mapping and navigation of the local area using mathematical skills of using grid references and lines of latitude and longitude. All children use compasses (positional maths skills) and can use and follow bearings using Digi map from year 1 upwards. EYFS use Bee-bots for positional language. Children create Maths trails around our school grounds and compile travel surveys, incorporating the use of pie charts in Excel on how children in our locality travel to school, comparing KS1 and KS2 and drawing conclusions. The above are just a few examples of cross curricular Maths is embedded in our curriculum provision.





Yr 6 manipulate a compass using bearings to plan routes

Implementation of our Concrete-Pictorial-Abstract (CPA) approach

We have extended provision of manipulatives in all years by purchasing new equipment for all children to use and have them stored in each classroom for everyday use. These teaching aids form a crucial part of mastery teaching; whilst there are children who can access the maths through just learning a procedure by rote, many others have great difficulty coping with the abstract nature of it using concrete resources helps all children to under abstract concepts in Mathematics.

Daily use of concrete material and manipulatives are first implemented In EYFS and Key Stage 1, where children first begin to learn about numbers, for example, in place value the children represent numbers using resources such as: Numicon, Diennes, Lego, Place Value Counters, pegs and Rekenrek. These also help to subitise and recognise number patterns. In later years once they are secure with place value, they can further use these concrete materials as a first step in understanding the written methods for column addition and subtraction, grid method multiplication and bus stop/short division.

Extending Mastery Key Stage 1

To further Implement and develop our mastery approach as a school at Key Stage 1 we are involved in a Teaching Mastery Programme provided by The NCTM and our ECT teachers are now implementing a daily 15-minute activity in Mastery approach in number aligned to the programme. They are a part of a regional maths Hub and are involved in research and feedback of new initiatives.

Extending Specialist Knowledge at Key Stage 2

To further develop our mastery approach as a school at Key Stage 2 Three teachers will be participating in a 4 day programme provided by our regional maths hub on:

Number sense

Additive reasoning

Multiplicative reasoning

Fractions

Participants will enhance their maths subject knowledge with an emphasis on the key structures in each mathematical area covered.

Understand the key elements that form number sense, forms of addition and subtraction, forms of multiplication and division, and forms of fractions, including precise language, structures and representations.

Review their practice as a result of the sessions and make specific adaptations to impact on pupil outcomes.

They will all produce a case study on a child in their class.

Teaching Provision

Our curriculum is planned and delivered by class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate **mathematicians.** The curriculum leader monitors progression of skills and knowledge that clearly define sequential steps of learning aligned to end points that are mapped in each year group via the comprehensive overview of mathematics document and by scrutinising planning, to ensure links to key vocabulary and concepts including computing opportunities and key resources are embedded.
The emphasis being placed on finding high quality resources to use to support the teaching of the lessons rather than the recording of each finite detail of a lesson. A wide selection of computing programmes and resources are available to facilitate high quality teaching which include: NRICH Learning, Digimaps, Elementary 3D, White Rose Maths, My Maths, Purple Mash.TT Rockstars (X tables). Other resources include: Hamilton Trust, Scholastic textbooks, Busy Ants textbooks and Kite Mental Arithmetic, NCETM (Maths Hub) for Mastery.
In both Key Stages all teachers add their own resources to published schemes when and where needed.
The further development of Computing Maths Apps is aligned to the whole school target of increasing the use of Computing to enhance and challenge learning; these are currently being researched and applied.
Progression of knowledge and skills in each year group and across each Key Stage is closely monitored to ensure that skills have been repeated to maximise the likelihood that children will remember and connect the steps they've been taught.
The curriculum leader willE continue to attend Maths In service training 3 times a year which is provided by NCTM and the local maths Hub They will continue in school to provide ongoing Inset on curriculum content, NC objectives and consolidate a comprehensive understanding of Mastery and Mastery with Greater Depth for all staff which will be monitored in lesson observations in all year groups.

Maths Calculation Booklets (Years1-6)

Our implementation of our unified methods of teaching calculations will continue to be facilitated through our Maths Booklets. The curriculum leader will provide Inset to include all new staff of teaching methods and strategies for all four operations in maths inclusive of vocabulary and useful websites. Our excellent Maths Strategies Booklets for each year will be displayed in all classrooms, placed on Google Classroom and shared with parents. This ensures consistently of approach and continuity across year groups.

Curriculum Time

In the Foundation Stage the overlap of Areas of Learning makes hourly time allocation inappropriate. Pupils at Key Stage 1 have opportunities for child-initiated or directed play. Mathematics is taught daily as a discreet subject and is interwoven throughout other the curriculum areas. It is taught for

at least 1 hour per day throughout the school (except for Foundation stage).

	Key Stage One		Key Stage 2	
Subject	Hours per Year (in decimal form)	Hours per week (in decimal form)	Hours per Year (in decimal form)	Hours per week (in decimal form)
Mathematics	180	5	180	5

The Academy teaches through the distinct domains – Number, Measurement, Geometry and Statistics and will ensure all children make rich connections across the mathematical ideas to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems. Through progression of topics, building blocks are linked and progression planned for. Also, we will enable each child to apply their mathematical knowledge to science and other domains.

Computing is used widely across all year groups throughout the mathematics domain. Pupils in KS2 are confident in using Excel to create pie charts, scatter diagrams and to calculate formulas (e.g., in Profit/Loss charts in Financial Literacy). Digimaps are accessed in all year groups. The use of Purple Mash is hugely successful in both key stages, providing children a fun and rewarding way to rehearse and consolidate their times tables knowledge, focussing on accuracy and speed.

Homework in KS2 is set on My Maths and the tasks are differentiated according to individual needs. This homework supplements and extends work in lessons and is also used as an assessment tool to ensure mastery.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating '***Awe and Wonder***' within our Mathematics curriculum is key to this. The development of the mathematics week has been hugely influential with our pupils in achieving this. Bi-annually we design a whole week of maths where age-appropriate activities and lessons are designed into our curriculum. Experts from the world outside school are planned for and invited in to work with the children. Maths Specialists come to school to work with the children; equipment beyond the school's means is used; each class has created and designed a unit on data relevant to their daily lives. They have analysed their results and presented them to all classes as part of a carousel on the last day of Maths Week. Also in this week, each class has been taught Financial Literacy and understood Profit and Loss through participating in class Enterprise Projects. This has led to all children being involved in decision making on how to spend their profits and researching, pricing, and purchasing new Maths games for each class.

Financial literacy is also taught across this domain; it is sometimes referred to as enterprise learning. Financial literacy is more than just learning about monetary computation, it extends into science and technology to include human and environmental impact. Throughout the school we provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' in mathematics. We aim to equip the children with the mathematical skills, understanding and knowledge which will be of use to them in everyday life now and in the future. We want them to have fun and enjoy mathematics. We employ strategies that ensure mathematics lessons reflect real life situations and extend the teaching of Financial Literacy. In Year 6 this will include banking, particularly interest and profit and loss. Through high quality teaching we ensure all other years include monetary value in lessons and how knowledge of economics is fundamental to everyday life.

It line with our intent that the majority of lessons reflect how mathematics is used in the world daily and how research in mathematics is involved in other areas such as Science and Design Technology. The work of Ada Lovelace (accredited as the first computer programmer) is taught in year 5 and

understanding of the importance of, and her influence on, STEM subjects being promoted in all schools analysed. Links to Literacy are made and children in this year group created a Fact File on Ada Lovelace and her importance to computing.

Inclusion

We are committed to ensuring all mathematics lessons are inclusive and all pupils are given the tools to ensure they are functional in mathematics and financially capable. Teaching is inclusive and staff help pupils with SEN to overcome any barriers to participating and learning and make any reasonable adjustments needed to include pupils.

The statutory 'inclusion statement' in The National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

These principles allow you to:

- Choose objectives for SEND and / or disabilities that are different from those of the rest of the group.
- Modify the curriculum to remove barriers so all pupils meet the same objectives.
- Through progressive planning ensure pupils' needs are met, teachers anticipate barriers to take part and learning activities and ensure children at risk and / or with disabilities are planned for.

Support for SEND pupils is identified in class provision maps, and individual pupil passports. In class, these children have support wallets relevant to their year group which may, amongst other items, include laminated maths vocabulary, word banks, place value charts, number lines, times table grids and number bonds.

Disadvantaged Children

Disadvantaged children inclusive of Pupil Premium are given daily one to one feedback in Mathematics and future work planned accordingly. In addition, intervention takes place in the form of one – to – one and group work in class and in Year 6 one-one support and intervention is given for any child assessed as in need.

Identified children needing extra support in both Number and Problem solving have been identified and a comprehensive programme has been funded to support identified children across the school offering some children 1 to 1 support after school and all others in all year groups catch up lessons during the school day.

Reading & Oracy:
Intent

"The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.
Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to

speak, read and write fluently and confidently are effectively disenfranchised." National Curriculum 2014

Reading

"*The man who does not read has no advantage over the man who cannot read'. Mark Twain*

The teaching of reading is of paramount importance on entry to school. It begins with a love of books through shared reading and storytelling and utilises the skills learnt through phonics and sight-reading. In Early Years and Key Stage 1, the children follow the newly-introduced Monster Phonics programme. After considering many schemes, Monster Phonics was carefully chosen because of it's child-centred, interactive, multi-sensory and highly engaging nature. The Academy uses a broad range of texts and technologies, including computers, iPads and even Kindles, as a medium for children to engage with quality literature. We continue to seek innovative ways to promote a life-long love of reading and a positive relationship with literature. The school also has a well-used and extensive library. Every child will have at least one reading book at any time. Children in Early Years and Key Stage 1 read decodable books from the Monster Phonics reading scheme.We have invested in these books as they have been 'carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases.' (DfE 2022). Alongside these decodable books, pupils are exposed to a range of texts to promote reading for pleasure. As pupils move through into Key Stage 1 they continue to read decodable books until they have sound phonic knowledge. When children are assessed as having a sound phonological awareness and reading level, they move onto the colour banded book and are assessed using PM Benchmark. This usually happens towards the end of Key Stage 1/beginning of Key Stage 2 however, children with a lower reading level at the beginning of Key Stage 2 will remain on the Monster Phonics reading scheme and receive intervention to support with fluency.

The Reading Curriculum 2014 contains two interlinked elements – word reading and comprehension. The word-reading element of the curriculum is based on phonics. Progression in comprehension is provided primarily through the increasing challenge of the texts that children read. In addition to the difficulty of the text, the level of challenge also comes from the complexity of the questioning, the tasks set, and the quality of the answers that staff are willing to accept. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher and their peers, as well as from reading and discussing a range of stories, poems and non-fiction.

Discrete comprehension lessons in the form of guided reading are taught in every class so that children can learn the skills of retrieval, inference and deduction. It is imperative within the Lowbrook curriculum that children are exposed to an extensive range of authors and genre reflecting the classics right through to the popular culture of modern day authors. Kipling, Dickens, Shakespeare and Morpurgo are to name but a few authors that the children at Lowbrook will be introduced to. Free reading literature will also be studied in context across all the domains. For example, historical perspectives could be studied during the Place and Time domain, when a class is investigating the events of World War 2; The Diary of Anne Frank would be an obvious choice here.

Each classroom has a class library of age-appropriate literature from a variety of respected authors. Children are actively encouraged to read books from this carefully chosen selection. Monitoring of reading logs ensures that children sample a broad and balanced variety of genre. Staff include a wide variety of genres by new and established authors within their teaching. Guided and shared reading is an integral part of the learning experience for our children.

It is our aim for all children who have attended Lowbrook to be fully literate and have a love of books and reading.

Oracy

''Our research shows that when students learn how to use talk to reason together, they become better at reasoning on their own.'' Neil Mercer, Professor of Education, University of Cambridge.
Psychological research encourages the view that human intelligence is distinctively collective, and that language has evolved to enable collective thinking: not only do we use language to interact, but we also use it to interthink. Oracy is integral to many key areas of children's development; and we continue to ensure that our pupils have ample opportunity to learn to use language well.
For many years, Oracy been a great strength at Lowbrook with outstanding oral skills evidenced across the curriculum at both key stages. It is our intent that pupil's receive a wide variety of opportunities to use language skills through the use of technology, performance, teamwork, role play, drama, reading aloud and exploratory talk where children are encouraged to present their ideas and to take part in reasoned discussion.

Implementation

The allocation of time set out below is the starting point for planning, however, the art of teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to Reading. Reading can and should be also taught across other domain areas, therefore the weekly figure is nominal only. In the Early Years Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate.

	Key Stage One		Key Stage Two	
	Hours per Year (in decimal form)	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Language, Oracy and Literacy	277.5	7.5	277.5	7.5

The objectives and outcomes from the National Curriculum 2014 can be used to initiate and inform planning and to act as a prompt for comprehension questions:

RF 1 Decode	Use a range of strategies, including accurate decoding of text to read for meaning. Consistently apply phonic knowledge until automation occurs. Read exception words fluently with confidence. Apply knowledge of root words, prefixes and suffixes. Read aloud with fluency and confidence.
RF 2 Inference and Deduction	Make a judgement based on the evidence (clues) given. KS1 make judgements based on what is said and done. KS2 infer characters' feelings' through thoughts and motives from their actions. Justify inferences with evidence Form opinions and hypothesis that is something is probably true because of other information that we

	already know. For example, we may deduce that a child in a lion's cage is in danger because we know lions are dangerous.
RF 3 Prediction	Predict what might happen based on what has been read so far. Predict what may happen from events, actual and implied.
RF 4 Authorial Intent	Discuss how language, structure and presentation contribute to meaning.Think about the choices the author has made.
RF 5 Summarise, review, evaluate	Being able to discuss what they have read, precis it and judge its effectiveness against another text. Take turns in discussion, valuing what others say.
RF 6 Themes	Become familiar with key stories and texts such as fairy tales, sci fi etc. Identify a range of themes and conventions across a wide range of texts.
RF 7 Performance	Learning to appreciate rhyme and poem and recite some by heart. Prepare texts to be read aloud and perform to show understanding through intonation, tone, volume etc. make meaning clear to the audience.

'Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.' NC 2014

The Education Endowment Foundation guidance report in 'Improving Literacy in Key Stage One' states that '*reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. A number of different strategies exist and some overlap*'. Lowbrook Academy adopts these strategies which are:

- Prediction – pupils predict what might happen as a text is read. This causes them to apy close attention to the text, which means they can closely monitor their own comprehension.
- Questioning – pupils generate their own questions about a text in order to check their comprehension.
- Clarifying – pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.
- Summarising – pupils succinctly describe the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring. This can be attempted using graphic organisers that illustrate concepts and the relationships between them using diagrams.
- Inference – pupils infer the meanigns of sentences from their context, and the meanigns of words from spelling patterns.
- Activating prior knowledge – pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall.

The 2014 National Curriculum put greater emphasis on children enjoying literature; as a consequence, part of our curriculum is organised around longer text-based units of work, giving our children the chance to study a book in depth, and using this as the stimulus for a range of writing opportunities. Every class has a recommended Reading List with books from a wide range of genre and author and books linked to other domain areas are also included. Our Book Week is the perfect way to promote and celebrate a love of reading.

Story-telling sessions from 'Once Upon a Bus'

Reading dog to support SEND pupils

KS2 Workshops by Author and poet James Carter

Visits to the local library

M&M Theatre Company performing
The Wizard of Oz

KS1 Workshop by author Holly Web

Technology continues to play an important part in the development of Reading and Oracy skills; children create their own iMovies; make voice-recorded animations using Chatterpics; make voice-recorded presentations using the Explain Everything and create videos using Green Screen. These activities are all linked to English topics or other areas of the curriculum. This use of technology allows children to be able to self and peer-assess their skills in oracy as well as encouraging each child to identify their own strengths, areas for development and set personal targets.

Children have plenty of opportunity to perform to audiences including their peers, the school and their parents. Each class has a class assembly once per year; a choral poem is always included and this gives the children the opportunity to showcase and extend their skills in working with dialogue, using their voice in a variety of ways and the use of gesture and eye contact. Arts and Culture Week is also an ideal opportunity for children to improve, extend and practice their oracy skills through performance. The week involves a programme of activities linked to a chosen country where children have the opportunity to work and verbally interact with professionals; the week culminates in class performance to a large audience of family, friends and other school parents. Choral work is always included in each class' programme.

The whole-school carol concert provides a wonderful platform for the younger children to present and perform and extend their oracy skills. In the early years and KS1, time is given to allow the children to practice communicating effectively with each other, and listen to a variety of adults and children. Their speaking and listening skills are developed by regular Show and Tell sessions, singing and language play through stories. During our 'Book Week', children's authors and storytellers perform in assemblies and work with classes to model the spoken word and to help children to further develop their oral and storytelling skills.

The Academy introduced Philosophy for Children (P4C) into the weekly timetable during the Academic Year 2018-19. P4C has long been valued by teachers as a method for developing critical and creative thinking skills through dialogue about issues that matter to children. The use of 'Talk Partners' is well embeded into all lessons and has been an integral part of our teaching for many years; P4C extends skills learnt during Talk Partner work and further facilitates opportunities to listen and respect each other, to be clear in their thinking and to make responsible and more deliberate judgement and to be more thoughtful by basing their decisions and actions on reasons. During P4C sessions children learn to ask questions in response to a variety of stimuli, each other and the teacher; to give reasons for their opinions, examine their own values and tease out their own and others' assumptions about an issue.

Assessment

The Academy uses a variety of assessment tools, both summative and formative. The NTS reading assessment is used at the end of each long term; this provides staff with a detailed breakdown of attainment, including reading age, percentile ranking and age standarised score. In addition to formal assessment, teachers use their knowledge of performance of children through guided reading sessions, class discussions and group work to inform their judgements. The final end of term attainment level is therefore not just reliant on summative assessment but is combined with teacher

knowledge of the individual child. Class performance opportunities are used to assess oracy skills in addition to daily discussion within lessons.

Teacher judgements are recorded on Target Tracker; this an effective tool for both monitoring and comparing individual children, groups and the class as a whole. Subject leaders also have immediate access to whole school data.

The results of all assessments are used for a needs analysis to inform planning, targets and to identify gaps in both the curriculum and children's knowledge.

All year groups take SATS or Optional SATs during Term 5 each year and the results are analysed to inform future planning.

Inclusion

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow staff to:

- choose objectives for pupils with SEND and/or disabilities that are different from those of the rest of the group
- or modify the curriculum to remove barriers so all pupils meet the same objectives

It is always of the intention of staff that children can fully access the literary diet that we offer our pupils, regardless of ability or background. Staff include a range of classroom-based strategies to meet pupils' reading needs within their lessons. Some of these include:

- use of appropriately differentiated texts
- ensuring that key concepts and vocabulary are revisited and re-used
- recognising and reinforcing effort and success by rewards and praise
- using assessment to set targets and inform planning
- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group
- modifying the curriculum to remove barriers so all pupils meet the same objective

All pupils are encouraged to expand their personal reading and pupils coverage of genre is carefully monitored and recorded in class Reading Folders; staff help SEND and disadvantaged children to select

appropriate literature taking into account the readability of books. Staff give technical vocabulary support to SEND prior to the introduction of topics.

All SEND children have the opportunity to work with teaching assistants for reading, if necessary, and it is included on class provision maps.

Vulnerable Children

It essential that children from disadvantaged backgrounds benefit fully from our curriculum and are not discriminated against because they have not had the opportunities that their more advantaged peers may have. Pupil Premium funding is used to give children enrichment activities that will offer new experiences and enhance their learning .We have a Pupil Premium Feedback project where TAs give daily feedback to children in receipt of Pupil Premium and all vulnerable children are mentored by SLT members. Vulnerable children may also be included on class provision maps for additional Reading support. If appropriate, their School trips are funded.

Staff Development

Staff receive regular training in Reading to ensure that they keep up to date with current policy and practice and that they are aware of new initiatives . Staff are also given feedback on the analysis of end of key stage Reading SATs so that they are aware of strengths and weaknesses and can use this information to inform their practice and planning.

Science and Technology:

Intent

"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. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes." National Curriculum 2014.

Science and Technology

"The Science of today is the technology of tomorrow." Edward Teller

Science is our way of understanding the world we live in. Our Science and Technology curriculum has changed in light of the 2011 Cambridge Review and 2014 National Curriculum, and 'Scientific Enquiry' is now termed **'Working Scientifically'**.

The principles of 'Working Scientifically' specify an understanding of the nature, processes and methods of science children should acquire in each year group, and is not taught as a separate strand. 'Working scientifically' is embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.

In Science and Technology, children are taught scientific processes through carrying out investigations. Types of scientific enquiry children will encounter over both key stages include:

- observing over time; pattern seeking;
- identifying, classifying and grouping;
- comparative and fair testing (controlled investigations);
- research using secondary sources.

Pupils should seek answers to questions through collecting, analysing and presenting data.

There were some new topics as part of the 2014 National Curriculum, such as 'evolution, inheritance and reproduction,' 'teeth and the digestive system,' and 'the human circulatory system and impact of exercise, drugs and diet.' All topics are mainly of an investigative nature and incorporate the principles of 'Working Scientifically' which entails different elements in each Key Stage.

It is our intent that pupils will be inspired by Design and Technology. We will aspire for them to be creative while designing and making products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. Pupils will be taught to take risks, be resourceful, innovative and enterprising. Through evaluation of past and present design technology pupils will develop a sequential and critical understanding of its impact on daily life and the wider world. The staff develop sequential skills in technology through the model of: **Design, Make and Evaluate**. Through this process teachers will address the six D&T principles: user, purpose, functionality, design, decisions and authenticity. Links to **STEM (science, technology, engineering, and maths)** and scientific knowledge are made throughout.

It is the further intention of this domain that children will understand the principles of nutrition and learn how to cook and progress these skill as they move up the school. The transferable skills gained across all domains will focus on: using initiative, being organised, good communication, being innovative, teamwork and being analytical.

Children will leave Lowbrook ready for secondary school with the skills and knowledge to excel in the secondary Science and Technology curriculums.

Implementation

The allocation of time set out below is the starting point for planning, however the art in teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit.

Some subjects or units of work may be taught in blocks; or more frequently during themed weeks, therefore the weekly figure is nominal only, however it is rarely less than two hours a week. Science and Technology is taught as a discrete subject through units of work, which are largely based on the National Curriculum objectives, the Hamilton Trust research and lesson plans incorporating wider research and resource materials as appropriate to the year group and child. Links to other domains pervade this curriculum area, enhancing and reinforcing learning across the school. Good examples of this are the Big Writes that are carefully linked to this domain and units of work which are carefully linked to other domain areas e.g. the Impact of Plastics unit in Year 3, the human circulatory system and impact of exercise, drugs and diet, relationships, lifecycles, development of puberty and old-age topics being carefully linked to Citizenship and Ethics, Physical Health and Wellbeing and the overall school aims, in particular: Wellbeing, Engagement, Autonomy, Respect and Reciprocity, Interdependence and Sustainability, Exploring, knowing, understanding and making sense, Fostering skill and exciting imagination.

In the Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate. Pupils at Key Stage 1 have opportunities for child-initiated or directed play.

In line with the recommendations outlined within the Cambridge Review, each class works towards 30% of the curriculum being designed around our own distinctive locality. This will include visits in our locality e.g. local science museums, parks and local habitats.

The curriculum is planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate, local scientists.

	Key Stage One		**Key Stage Two**	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Science and technology	72	2	99	2
ICT and Computing (cross curricular)	23.76	0.66	47.88	1.33

Design and Technology is linked to science lessons. As part of this domain, children will learn to design products, make them (including prototypes) using a range of materials and processes and then evaluate their designs, suggesting areas for improvement, working scientifically through these challenges.

Design and Technology objectives from the National Curriculum are linked to science units to make their learning experience more meaningful and relevant. Further Science and Technology is taught throughout other domains as and where appropriate.

If an opportunity arises, staff are encouraged to use it. If it snows, there will be no snow day for us: instead, how snow forms, the structure of a snowflake and the designing of tools to keep our school open may well become our focus for this domain.

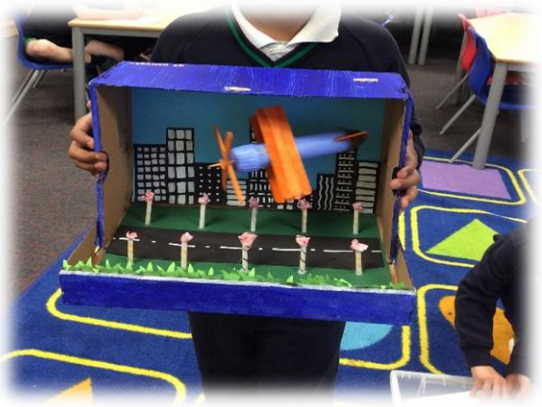
Natural events, visitor opportunities and local initiatives will also grab our attention and warrant curriculum exploration and time in this domain.

Understanding nutrition and the skills of cooking are deemed important at the Academy and are therefore taught in each year group. The school has its own nature trail garden, raised bedding in the Victorian garden and polytunnel for growing and learning about seasonality.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating '***Awe and Wonder***' within our Science and Technology curriculum is key to this. The development of the **Science and Technology Week** has been hugely influential with our pupils in achieving this. Annually we design a whole week of science where age-appropriate activities, experiments and lessons are designed into our curriculum. Experts from the world outside school are planned for and invited in to work with the children; trips are made to Secondary School labs; Science Specialists come to school to work with the children; equipment beyond the school's means are used; visits to industry and Science Museums are planned; and parents join us at school to tell us about how Science and Technology is used in their workplace.

The progression in Science and Technology is well defined, challenging, and sequential, clearly defining the end points for both **skills** and **knowledge**.

A visit from 'Brickies' during Science and Technology week



Year 2 created diorama featuring a flying plane out of recycled

Matrices outlining the progression of skills across the year groups and skills have been repeated and built upon in a sequential way to maximise the likelihood that children will remember and connect the steps they've been taught. The production of cars in years 2, 4 and 6 is a good demonstration of how progression is built into our curriculum. In year 2, children create a car out of wood and are introduced to the terms axle, chassis, and cab. They then power the car using a balloon and pneumatics. In year 4, children again create a car out of wood and power it using a motor and simple circuit. They are reminded of the key vocabulary learnt in year 2 as well as learning new vocab such as pulley and drive belt. Finally in year 6, the children make a car out of wood and fluted plastic and power it using a coded motor circuit. They are also introduced to gears.

The progressions of skills and knowledge are mapped via the curriculum overviews and progression matrices. The school uses a variety of planning models, templates and schemes to meet the objectives of this domain. The teacher's planning document allows teachers to highlight the links to key vocabulary and concepts, ICT opportunities and key resources. The emphasis is placed on finding high quality resources to use to support the teaching of the lessons, rather than the recording of each finite detail of a lesson.

Enrichment is carefully planned for with trips carefully linked to this domain throughout the year. For example, year 6 visit Sky Academy to discuss the development of AI in our world, year 4 visit Kew Gardens to discover how sound travels from a bee and year 2 visit the River and Rowing Museum in Henley to investigate rivers.

The Relationships and Health Education programme has been reviewed and was ready for statutory implementation in September 2020. This has been woven within the domains of Science and Technology, Citizenship and Ethics, Educations Technology and Computing and Physical and Emotional Health.

The Academy places high value on innovation and technology. Investment in this domain remains high with the recent development of design using 3D digital printing and using WeDo Lego to teach

Science and Technology through computing. This encompasses designing, building, evaluating and coding.

In line with the school's assessment policy, a variety of formative and summative assessment strategies are used. A school specific formative assessment grid is published and used for all units of work and sits along the school's carefully and sequentially planned progression maps. Each unit of work has many suggested formative assessment strategies that can be used at the teachers' discretion. Summative assessments take place by teachers using their formative assessment and Rising Star assessments are used as a retrieval and summative tool for many units of work. The technology aspect of assessment is further enhanced by the model of *Design, Make and Evaluate*. Self and peer assessment during the evaluation stages are successful and a key aspect of this school's teaching and learning pedagogy.

SEND

Effectively including all children with SEND and ensuring they cover the school curriculum is a strength of this school. In Science and Technology, teachers plan for inclusion to ensure full coverage. We know from our SEND intake that reading is a particular difficulty for these children. This is catered for by planning for readers who will clarify and assist with understanding during Science and DT lessons. These lessons are not in ability groups and SEND children participate fully, and where possible, gain leadership experience during investigations when working scientifically. Differentiation is seldom by outcomes but by enabling interventions that ensure full participation and understanding is the norm. This is often, when necessary, identified in the planning overviews for units or in the teacher's planning. Reasonable adjustments are always made to ensure access to this curriculum is effective for all children. Science and Technology at Lowbrook is very hands on and includes a high level of oracy. This historically has assisted many of our SEND children who achieve exceptionally well in this domain.

Disadvantaged children

The achievement of this school's disadvantaged children is exceptional in this domain. The provision map for these children is clear and ensures that experiences beyond the norm and classroom are planned for. These include trips (often paid for), science week activities (often paid for) and specialists in this domain visiting the school to engage the children in how this Domain links to this community and the wider employment sector. Visits to local Secondary Schools' Science and Technology departments are also planned for to familiarise children with their next stage of education and to enrich this domain, preparing them for the specialisations of: Physics, Biology, Chemistry, Design Technology, Food Technology, Textiles and Computer Science.

Art & Creativity:

<u>Intent</u>

"Creativity is not confined to the arts, but it also entails what the Robinson enquiry called the 'democratic definition' of creativity, which 'is equally fundamental to advances in the sciences, in mathematics, technology, politics, business and in all areas of everyday life' and which has four features: pursuit of purpose, use of imagination, originality, and the exercise of discriminating judgements of value. The arts are incredibly creative, and properly pursued they achieve the aim of 'exciting the imagination' which features in our list of twelve aims. But we have also stressed that both creativity and imaginative activity can and must inform teaching and learning across the wider curriculum." Cambridge Review 2010.

This Domain is based on Art and Creative work across a wide range of platforms and domains. Work is derived and developed within:

- Combined Arts
- Dance
- Literature
- Music
- Theatre
- Drama
- Visual Arts
- Library Study
- Gallery Visits
- Film
- Contemporary Craft and heritage
- Exploration

Through these platforms all children are encouraged to express their ideas and feelings, communicate with each other and engage within the wider community.

All of our work in the arts is based on the seven Arts Council quality principles:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Art

"Art, craft and design embody some of the highest forms of human creativity." – National Curriculum 2014.

Our high-quality art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art and Design is taught as a discrete area and is often linked to topic work in other domains. We are increasing our use of 'artistes' in school to further enhance our creative curriculum and we use artistes in residence on a rotational basis across all year groups.

Our aim is for all children 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 the great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Music

"I would teach children music, physics, and philosophy; but most importantly music, for the patterns

in music and all the arts are the keys to learning" – Plato.

Music plays an important part in the life of the school, and we are supportive of OFSTED's claims that music can have a considerable impact on the whole school. Our aim is for all children to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Children throughout Key Stage 2 are invited to join the choir and are able to perform to audiences throughout the academic year. Our large choir participates in many community and charity events, some of these are in partnership with other schools. There are opportunities to be taught to play a musical instrument by specialist teaching and visiting instrumental teachers.

All children have the opportunity to play untuned percussion instruments. We believe that children should be given the opportunity to showcase their talent and pupils are regularly given forums to perform e.g. Christmas Productions, Class Assemblies and the annual Arts & Culture Week performances to name but a few.

At Lowbrook, we use the Charanga Musical School Scheme to deliver high quality music lessons across the school. Charanga lesson plans aid both specialist and non-specialist staff to deliver outstanding music lessons, in line with the National Curriculum. The online scheme is innovative and interactive and enables children to learn about interrelated dimensions of music through a wide variety of genres, as well as learning music notation in age-appropriate and visual ways. Lowbrook has an excellent range of tuned and untuned instruments to support this curriculum.
Professional musicians are regularly used to extend and enhance the music curriculum.
"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." – Plato.

Drama

Drama has an important part to play in the personal development of all Lowbrook pupils. It develops skills such as teamwork, creativity, leadership and risk-taking. Through Drama our pupils can explore a new role, try out and experiment with various personal choices and solutions to problems faced by characters in literature or historical figures or those that mirror problems from their own lives. This happens in a safe environment, where actions and consequences can be examined, discussed and experienced without the dangers and pitfalls that such experimentation could lead to in the real world. Drama stimulates the imagination and allows our pupils to explore issues and experiences in a safe and supportive environment; it teaches them the skills of empathy and sympathy. It promotes self-esteem and provides all pupils with a sense of achievement. Drama opportunities are exploited whenever possible through all curriculum areas, for example hot seating is a regular feature in lessons.

The Academy regularly uses our local arts centre, Norden Farm, to view and participate in performances. The Academy is currently an Artsmark Gold school and continues to develop creativity through this framework.

Implementation

The allocation of time set out below is the starting point for planning, however the art in teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit.

Some subjects or units of work may be taught in blocks; or more frequently during themed weeks, therefore the weekly figure is nominal only. In the Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate.

In line with the recommendations outlined within the Cambridge Review each class works towards 30% of the curriculum being designed around our own distinctive locality. The curriculum will be planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate artists and musicians.

	Key Stage One		Key Stage Two	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Art and Creativity	54	1.5	54	1.5
ICT and Computing (cross curricular)	23.76	0.66	47.88	1.33

Art and Creativity is taught as a discrete subject through units of work, which are largely based on the National Curriculum objectives, and are often cross-curricular and linked to topic work in other domains, e.g., songs and artwork from other cultures studied in Place & Time.

Drama skills are facilitated through many other curriculum areas such as Language, Oracy and Literacy, lending opportunity to develop oracy skills through mediums such as poetry. Foundation subjects such as science are also enriched and enhanced through use of drama and role-play. The addition of the Philosophy for Children programme gives further opportunity for the development of oracy and drama skills through rich discussion and activities on ethical and topical issues.

Music objectives from the National Curriculum are linked to the units in the Charanga Scheme to make their learning experience more meaningful and relevant.

The Charanga Musical School Scheme and lesson plans aid both specialist and non-specialist staff in delivering high quality music lessons, in line with the National Curriculum and Ofsted guidance. Staff are encouraged to use resource materials as appropriate to the year group and child. The development of pupil skills and progression of learning in music can be seen explicitly in the Music Progression Matrices for each year group.

Consultation from experts in the field such as Inspire Works; Berkshire Maestros; Norden Farm Centre for the Arts and Perform for Schools theatre company also informs teaching and learning outcomes.

Children can develop their skills in art, music, and drama through individual class assemblies, to which parents and families are invited. This provides an opportunity for children to showcase their skills in the arts through performing songs, choral pieces and displaying artwork. All pupils also

participate in whole school singing assemblies with Miss Whaley and Miss Quinby, which lends the opportunity to sing in a larger ensemble and develop singing skills. In addition, all children enhance their performance skills through the Christmas Carol Concert and play performances at Norden Farm, local centre for the arts. Children in KS2 can choose to join the Lowbrook choir, performing to local residents and in the Berkshire Maestros Junior Music Festival; and children across the school can choose to take violin lessons from Berkshire Maestros.

It is our belief that consolidation of learning and knowledge is fundamental; therefore creating '***Awe and Wonder'*** and providing opportunities to experience a wide range of cultures and genres from around the world through the arts is key to this. The development of the **Arts and Culture Week** has been hugely influential with our pupils in achieving this. Annually, we design a whole week of age-appropriate arts and culture activities, and lessons are designed into our curriculum. Children work with external experts and professional artistes who develop children's skills and knowledge through running workshops. **These may include local artistes, dance troupes, craft specialists and musicians. Class trips and visits to theatres and galleries are organised and parents visit the school to share their background and cultures. The week culminates with class performances and an International Food Fair which is attended by parents and pupils, allowing the** opportunity for all classes to share their work with the rest of the school and community as a celebration of the arts.

Percussion and Drumming workshop with Jeff Rich

Assessment

Arts and Creativity is assessed formatively in line with the school's assessment policy.

For art, a school specific formative assessment grid is published and used for all units of work and sits alongside the school's carefully sequentially planned progression maps. Each unit of work has clear objectives to be obtained, categorised into Emerging (Eme), Expected (Exp) and Exceeding (Exc) levels of development. A Whole School Progression of Skills map outlines the objectives to be attained in each year group from EYFS to Year 6. The document also outlines the objectives for achieving Greater Depth level in art.

For music, the school uses the Charanga Musical School scheme assessment framework, which works directly alongside each unit of work in the scheme. Its teacher assessment documents give clear objectives for each unit of work, and outlines what children should be achieving for Expected and Greater Depth level. Staff will use this assessment framework alongside the school's formative assessment grid. Performances at the end of each unit are recorded in order to aid self and peer assessment.

Drama is assessed within Literacy lessons, alongside the clear objectives outlined in the school's formative assessment grid and National Curriculum objectives. Self and peer assessment during the evaluation stages are successful and a key aspect of this school's teaching and learning pedagogy. We use ICT to record performances in order to achieve this self and peer assessment.

Inclusion

The Arts is an effective medium through which to challenge stereotypes, celebrate differences and promote positive attitudes. At Lowbrook we want to ensure that all pupils, including those on the SEND register, have a broad and equal access to the Arts programmes. All children are given the opportunity to make progress and express their ideas through the arts. With a flexible approach to planning and implementation, staff at Lowbrook remove barriers by planning inclusive lessons which consider individual needs and celebrate the unique expression of each child. Through effective and considered planning alongside use of support staff, individual learning needs are catered for in every lesson. Ways in which teachers may reduce barriers to learning for children with SEN may include:

- Increased scaffolding of discussion in drama activities such as P4C (Philosophy for Children)
- Adapting mediums through which to create artwork to cater for motor and/or fine motor difficulties
- Adapted or modified ways of playing classroom instruments to cater for the individual (e.g. a muffled beater as opposed to a hard beater for those with sensory issues)
- Use of Charanga signed songs
- Use of appropriate units or activities from the Charanga SEND curriculum
- Adapting or modifying success criteria

Disadvantaged Pupils

The teaching of Creative Arts at Lowbrook consistently engages those children who may have limited exposure outside of school to cultural experiences, self-expression and a wider appreciation of the world around them. We ensure children receiving additional Pupil Premium Funding have access to all extra-curricular activities within the arts by funding their fee to take part. School trips to creative arts centres such as Norden Farm, Arts and Culture Week activities and arts specialist visits to the school, are also usually funded for Pupil Premium children.

CPD

At Lowbrook, it is of the utmost importance that all staff feel confident in their ability to deliver high quality lessons within the Arts and Creativity curriculum. We will therefore provide staff with INSET training in both art and music, modelling high quality lessons and providing creative ideas to include in their planning. Creative Arts leaders will share their expertise via training sessions during INSET. This will include how to teach a song with instrumental performance using the Charanga Musical School Scheme, and how to effectively teach practical art lessons using different forms of media and techniques.

To effectively monitor a high standard of delivery, subject leaders will carry out Learning Walks. During class assemblies, class artwork and musical and dramatic performances will be showcased and evaluated to ensure a high standard of creative arts outcome.

'We believe that great art and culture inspires us, brings us together and teaches us about ourselves and the world around us. In short, it makes life better.' – Arts Council England.

At Lowbrook we champion, develop and invest in artistic and cultural experiences that enrich the children's lives.

Citizenship and Ethics:

Intent

"*Civilisation is that made of conduct which points out to man the path of duty. Performance of duty and observance of morality are convertible terms. To observe morality is to attain mastery over mind and our passions. So doing, we know ourselves*." Mahatma Gandhi

The study of citizenship and ethics aims to put pupils at the heart of everyday debates about society and to give them the knowledge and skills to make a positive impact on their local, national and international communities.
Pupils will learn about their rights, roles and responsibilities as a young citizen and will explore many of the issues faced by young people today – both in and outside of the school environment. They will learn about democracy and the rule of law, the English legal system, and gain an understanding of the political landscape and the importance of fundamental British values. Pupils will also be taught practical life skills, such as how to manage their money effectively, how to budget and save, how to plan for their future transitions and how to foster positive and supportive relationships with others, and how to safeguard their physical and mental health.
The citizenship curriculum will help pupils to develop the personal, intellectual and social skills they will need to thrive as young citizens in Britain

The pedagogy of the Cambridge Review is reflected within our citizenship and ethics curriculum. The domain of citizenship and ethics has both global and national components and includes the values, moral codes, customs and procedures by which people act, coexist and regulate their affairs. Such values can be seen in the implementation of the Relationship and Health Education overview, providing children with the fundamental building blocks and characteristics of positive relationships. This domain stems from widespread concern about growing selfishness and material greed. It intersects clearly with a number of our aims: encouraging respect and reciprocity and promoting interdependence and sustainability, celebrating culture and community and exploring knowing, understanding and making sense. Developing these values and skills are the cornerstones for children becoming respectful and active citizens who are able to play a full and active part in their communities and in public life.

We believe in giving children a voice and encouraging them to use it to impact things they are inspired by or feel passionately about.

The curriculum equips pupils with knowledge and understanding of their rights and responsibilities in the local, national and global community. It strengthens their social, moral, spiritual and cultural awareness, improves their political literacy and gives them first-hand experience of making a positive contribution to the local and wider community. The citizenship and ethics curriculum at

Lowbrook provides a vital contribution to pupils' learning, personal development, and to the ethos of a school
The aims and intent within this domain mirror those that drive our overall curriculum and underpin our school ethos Happy, Healthy, High Achievers.

Well-being: prepare children for a fulfilling future as well as attend to their present needs, hopes, interests and anxieties and promote their mental, emotional and physical welfare. Help them to develop a strong sense of self, a positive outlook and maximise their ability to learn through good, evidence-informed teaching.
Engagement: secure children's active and enthusiastic engagement in their learning.
Empowerment: excite, promote and sustain children's agency, empowering them through knowledge, understanding, skill and personal qualities to profit from their learning, to discover and lead rewarding lives, and to manage life and find new meaning in a changing world.
Autonomy: enable children to establish who they are and to what they might aspire. Encourage their independence of thought and discrimination in the choices they make. Help them to see beyond fashion to what is of value.
Encouraging respect and reciprocity: promote respect for self, for peers and adults, for other generations, for diversity and difference, for ideas and values, and for common courtesy. Respect between child and adult should be mutual, for learning and human relations are built upon reciprocity.
Interdependence and sustainability: develop children's understanding of humanity's dependence for wellbeing and survival on equitable relationships between individuals, groups, communities and nations, and on a sustainable relationship with the natural world and help children to move from understanding to positive action.
Promoting Empowering local, national and global citizenship: enable children to become active citizens by encouraging their full participation in decision-making within the classroom and school, and advancing their understanding of human rights, conflict resolution and social justice. They should develop a sense that human interdependence and the fragility of the world order require a concept of citizenship which is global as well as local and national.
Celebrating culture and community: every school should aim to become a centre of community life, culture and thought to help counter the loss of community outside the school. 'Education is major embodiment of a culture's way of life, not just a preparation for it,' as Jerome Bruner said.
Exploring, knowing, understanding and making sense: give children the opportunity to encounter, explore and engage with the wealth of human experience and the different ways through which humans make sense of the world and act upon it.

Fostering skill: foster skill in those domains on which learning, employment and a rewarding life depend in oracy and literacy, in mathematics, science, IT, the creative and performing arts and financial management; but also communication, creativity, invention, problem-solving, critical practice and human relations.
Exciting imagination: excite children's imagination so they can advance their understanding, extend the boundaries of their lives, contemplate worlds possible as well as actual, understand cause and consequence, develop the capacity for empathy, think about and regulate their behaviour, and explore language, ideas and arguments
Enacting dialogue: help children grasp that understanding builds through collaboration between teacher and pupil and among pupils. Enable them to recognise that knowledge is not only transmitted but also negotiated and re-created; and that each of us in the end makes our own sense out of that knowledge. Dialogue is central to pedagogy: between self and others, between personal and collective knowledge, between present and past, between different ways of thinking

Interlinked with the values outlined in this, are the importance of children developing self - awareness, confidence, resilience and knowledge so that they can keep themselves safe and happy physically and mentally.

The curriculum will support the development of a growth mindset, encouraging children to view challenges as opportunities and to replace the term 'failing' with 'learning'.

Online safety is an essential part of the curriculum to enable children to develop appropriate knowledge and skills to keep themselves safe online. The curriculum teaches pupils to manage risk and therefore is adapted specifically to the needs and requirements of pupils and the technology to which they are exposed. Lessons are age appropriate and engaging and take into account that trends in accessing technology are consistently changing. There is a clear focus on safety and showing pupils how to protect themselves from harm particularly from cyber bullying and dealing with strangers online.

The curriculum aims to develop pupils' age-appropriate understanding of healthy relationships through relationship and health education and is designed to safeguard and support pupils. Relationships and RSE will be age-appropriate based on themes and issues which build knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will focus on:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

The understanding and exploration of British Values pervades this Domain. These values are: -

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Each term's topic is linked to a British value area. The teaching of British values within our curriculum enables children to build essential skills from distinguishing right from wrong to respecting the civil and criminal law of England. It encourages students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. It encourages respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The children will develop an understanding and appreciation of the range of cultural influences that have shaped our heritage. They will gain an understanding and appreciation of the range of diverse cultures and faiths that exist within our school, community, and modern Britain. Cross curricular links with the faith and belief curriculum will reinforce this understanding and the development of respect and tolerance. Children will be exposed to artistic cultural and sporting opportunities allowing them to develop their interests as individuals and fostering a sense of fair play, tolerance and both individual and collective identity.

An emphasis on Oracy is fundamental to the teaching of this domain especially in the school's Philosophy Circles. The teacher acts as facilitator, supporting the children in their thinking, reasoning, and questioning, as well as the way the children speak and listen to each other in the dialogue. The role of the facilitator is crucial to ensuring quality dialogue and progress, as well as integration with the curriculum. After the enquiry, the children and facilitator reflect on the quality of the thinking, reasoning, and participation, and suggest how they could improve, either as individuals or as a group

The schools' domain of citizenship and ethics, which incorporates existing practices such as Philosophy Circles and Peer Mediation, are essential if the school is to achieve its overall aim and go a long way to developing and enhancing the school's positive ethos created and encompassed by our vision.

Implementation

The allocation of time set out below is the starting point for planning, however the art in teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit.

The curriculum will be planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate coaches, councilors, members of Rotary, the Police, Fire Service and the Army when possible and appropriate.

	Key Stage 1		Key Stage 2	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Citizenship and Ethics	23.76	0.66	27	0.75

The curriculum, supported using the PSHE scheme One Decision, is designed to enable pupils to recognise risks to their safety. It enables children to learn about healthy bodies and lifestyles,

healthy minds, (including emotional wellbeing, resilience, mental health) economic wellbeing and financial capability.

The benefit of our citizenship and ethics lessons is that we supplement the existing curriculum with current affairs. We make a point of teaching history as it happens, and the British values are prominent throughout our teaching. If an opportunity arises, staff are encouraged to use it. Natural events, visitor opportunities and local initiatives will also grab our attention and warrant curriculum exploration and time in this domain. To further benefit our quality citizenship and ethics teaching, we use the Rising Stars growth mindset lesson books. As part of our focus on growth mindset, each classroom has an encouraging 'growth mindset' display, the majority of which are interactive.

Our intention is to educate the child as a whole person. Much of the citizenship and ethics curriculum is delivered through the aims of the National Curriculum PSHE curriculum and the use of the One Decision materials. Implementing the teachings of both 'One Decision' and '5 Ways to Wellbeing' (established by the NHS) each term has provided the children with the fundamental skills and intra-intelligence to understand their own feelings and thoughts; resulting in a more positive relationship with themselves and others. Each topic covered within these resources link to the citizenship and ethics termly topics, for example in Term 5 we cover 'Our World' in 'One Decision' linked to our topic of Political Systems and in Term 6 we cover 'Be Active' in '5 Ways' linked to Sports Week. In addition, due to the explicit links 'One Decision' makes to the PSHE curriculum it ensures valuable life lessons are being taught and that happy, healthy high achievers are enriching our local community.

Linked to this, we have 'Philosophy Circles'. During these lessons, children are taught how to create their own philosophical questions. They then choose one question that is the focus of a philosophical enquiry, or dialogue. For example, the question might be, "Is it ever ok to steal?" Through these questions and discussions, pupils can discuss issues, feelings, and concerns. They are also able to learn about how to deal with feelings and conflict, how to keep themselves safe and the skills of resilience and self–reliance. 'Philosophy Circles' link to our curriculum topics and are timetabled weekly to ensure that the children develop their skills and understanding over time whilst seeing how they tie into our whole curriculum teachings.

The integration of the resource Picture News enables our curriculum to develop and nurture a pupil's role in their community. This is a weekly news resource which enables children to learn about the world around them in relevant and contemporary way. It allows opportunities to develop the children's independence, resilience, and respect. Teaching the news not only provides great content and stimulus and grips children's attention, but it is also something that the children can impact. It is current, happening now and so their voice is given meaning and purpose.

We hold weekly assemblies, which link to a message or commemorate an event that promote British values. Most recently, the school discussed 'Children's Mental Wellbeing Week' and how the core teachings of this celebration can positively impact the children's core values, most notably 'mutual respect.' As an addition to assemblies, children also get involved in act of worship through assemblies, linking to the national curriculum. British values continue to be taught across the whole school; the citizenship and ethics curriculum is progressive from Foundation Stage where themes like 'Hierarchy in School and Why Are Rules Made?' are explored. This compares to other year groups such as Year 3, where they are taught 'Democracy' and 'The Vote'. Following the successful inclusion of British values displays around the school, this has continued to date, and all classes have created British values display and displayed their own class rules.

The progression in Citizenship is well defined, challenging, and sequential, clearly defining the end points for both **skills** and **knowledge**. Matrices outline the progression of skills across the year

groups and skills have been repeated to maximise the likelihood that children will remember and connect the steps they've been taught. The sequence of knowledge based on rights and rules demonstrate how progression is built into our curriculum. In EYFS and KS1, children learn about respecting rules in school, what a rule and law are using vocabulary such as discipline, rule, consequence. In lower KS2, children move onto the rights of an education and the consequence of a decision, behaviour or disagreement. This topic culminates with Year 6 designing, leading and presenting the whole school charter for the proceeding academic year; enabling children to see firsthand how their rights and rules can have a direct impact on the community around them.

The progressions of skills and knowledge are mapped via the curriculum overviews and progression matrices. The school uses a variety of planning models, templates and schemes to meet the objectives of this Domain. The teacher's planning document allows teachers to highlight the links to key vocabulary and concepts, ICT opportunities and key resources. The emphasis is placed on finding high quality resources to use to support the teaching of the lessons, rather than the recording of each finite detail of a lesson.

The Relationships and Health Education program has been reviewed and was ready for statutory implementation in September 2020. This has been woven within the domains of science and technology, citizenship and ethics, computing and physical and emotional health.

In line with the school's assessment policy, a variety of formative and summative assessment strategies are used. A school specific formative assessment grid is published and used for all units of work and sits along the school's carefully and sequentially planned progression maps. Each unit of work has many suggested formative assessment strategies that can be used at the teachers' discretion. Summative assessments also take place by teachers using their formative assessment and target tracker. Self and peer assessment during the evaluation stages are successful and a key aspect of this school's teaching and learning pedagogy.

Older children are trained as Play Leaders and Peer Mediators to help younger children learn these skills outside the classroom during recreational time. Health professionals are a valued resource for this domain and are used wherever possible.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating '***Awe and Wonder***' and civic responsibility within our Citizenship and Ethics curriculum is key to this. The development of the Philosophy Circles has been hugely influential with our pupils in achieving this.

Inclusion

The National Curriculum states that schools have a responsibility to provide a broad and balanced curriculum for all pupils. At Lowbrook Academy this involves more than just giving pupils access to the curriculum. The curriculum is adapted and changed, where necessary, to include all pupils. Teachers:

- set suitable learning challenges
- respond to pupils' diverse learning needs,
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

These principles allow you to:

- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group,
- and/or modify the curriculum to remove barriers so all pupils meet the same

Teacher's anticipate potential barriers which can prevent children from taking part and learning from particular activities, especially activities that directly conflict with a SEND. Planning considers ways of minimising or reducing those barriers so that all pupils can fully take part and learn.

Planning for pupils with SEND is incorporated into the planning that is done for all pupils, rather than a separate activity. This can involve brief notes on lesson plans, adaptations to the learning objectives and teaching approaches, that will then be used to remove barriers for pupils with SEND. Any personal targets the pupil has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistants/mentors. Consideration will be given to the questions that are given to different groups and individuals and the ways that pupils understanding is checked. Some pupils with SEND will show they understand in different ways from their peers, a range of opportunities will be given for pupils to demonstrate what they know and can do.

SEND

The citizenship and ethics curriculum at Lowbrook Academy is designed to give all pupils, regardless of need, the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. To meet these aims it is our intent to create opportunities and provide support so that all pupils can:

Take responsible action
Take part in decision making on issues of significance to them and their community
Work with others
Consider social and moral dilemmas and issues
Express, explain and justify their views
Find information using enquiry and research
Develop understanding of, and respect for, themselves and others

It is particularly important to capitalise on the opportunities offered by citizenship & ethics for pupils with SEND to develop their own voice and to play an active role in determining their own identities.

A range of issues will be taken into consideration when planning and teaching citizenship and ethics for pupils with SEN and/or disabilities (Blake and Muttock, 2004).

In some activities, pupils with SEND will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, it may be necessary to provide a 'parallel' activity for pupils, so that they can work towards the same lesson objectives as their peers, but in a different way – e.g. using ICT to present virtual decision-making scenarios where role-play may be difficult for some pupils. Occasionally, pupils with SEND will have to work on different activities, or towards different objectives, from their peers. In most cases, the actions recommended are good practice for all pupils, regardless of their particular needs.

In other cases, the actions taken will depend on the barriers to taking part and learning, identified in relation to the lesson being taught and pupils' particular needs. Pupils with learning difficulties and speech, language and communication difficulties will be given support to understand and communicate about issues such as personal relationships and emotions. Visual aids such as cartoon pictures, storytelling, puppets and role-play will be used. Simple questionnaires or flip charts and whiteboards can be adapted to enable pupils to give their views, for example using smiley/sad faces, or graphics (depending on the age group).

Pupils with autistic spectrum disorders (including Aspergers Syndrome) may need systematic teaching about topics such as feelings and body language, for example by recording facial expressions or social interactions. For pupils with difficulties in concentration or communication, physical activities can be a way of enabling them to take part – e.g. putting themselves in different spaces to represent different ideas. Some children with identified needs – such as behavioural difficulties – may benefit from changes in activities or working with selected others or rest breaks. The SENCO, subject associations and/or organisations supporting people with particular SEND needs will be approached to offer more specialist advice.

Learning about difference and diversity is part of the citizenship and ethics curriculum. Most recently, a new range of children's books with a focus on increasing pupil's knowledge of disability and diversity were purchased across the key stages. These are used to allow young children to encounter disability and enable teachers to respond positively if they have any questions.

Disadvantaged Children

Looked After Children

Many pupils in public care (looked-after children) will not have had positive attachments to a primary carer in their childhood. Some may have had experiences of abuse or sexual exploitation. Many experience disrupted schooling and multiple placements, which can lead to significant behavioural, emotional and social development needs. Effective Citizenship and Ethics will recognise these experiences, make sure discussions do not create barriers by making stereotypical or inappropriate assumptions about home situations, and support pupils in participating and in managing their relationships, emotions and personal decisions.

Pupil Premium Children

The provision map for these children is clear and ensures that experiences beyond the norm and classrooms are planned for. These include specialists in this sector visiting the school to engage the children in how this domain links to this community and the wider employment sector. Enhanced transitions to local secondary schools are also planned for those children who, having been highlighted by their class teacher, could benefit from extra emotional support when faced with change. This enhanced transition enables the children to familiarise themselves with their next stage of education and supports the wellbeing of the children and families.

All the teaching staff in school are responsible for the provision for pupils with SEND and Pupil Premium Children. All staff should be involved in developing school policies and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. Staff help pupils with SEND to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include these pupils in all aspects of school life.

Faith and Belief:

Intent

'Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn ABOUT and FROM religions and worldviews.' Religious Education Council.

'Religion is so fundamental to this country's history, culture and language, as well as to the daily lives of many of its inhabitants. Non-denominational schools should teach about religion with respect and

understanding, but they should also explore other beliefs, including those questioning the validity of religion itself.' Cambridge Primary Review

The Faith & Belief Curriculum should engage and challenge pupils through an exploration of core concepts and questions providing meaningful and informed dialogue with a range of religions and world views. There should be opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures.

Faith and Belief

It is our intent that children learn about religion and worldviews by:

- Acquiring and developing knowledge and understanding of Christianity, other principal religions and worldviews represented in Britain, and the diversity within and between them as well as the commonalities they may share.

- Developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Pupils will learn from:

- Developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions and beliefs.
- Developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in Great Britain
- Enhancing their spiritual, moral, social and cultural development by:
    - Developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them.
    - Responding to such questions with reference to the teachings and practices of religions and other belief systems and to their understanding and experience
    - Reflecting on their own beliefs, values and experiences in the light of their study.

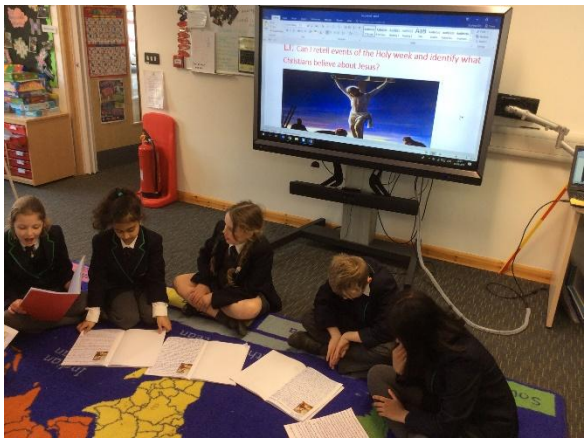
Through this approach, we intend for children to:

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews in a secular society.

<u>Implementation</u>

The Faith and Belief curriculum is delivered through specific units, which are taught discretely, following the Pan Berkshire Agreed Syllabus Key Questions and Expected Outcomes and the enquiry-based model Discovery R.E. Discovery RE advocates an enquiry model with a 4-step approach as the basis for implementation. Each enquiry is based around key questions, which necessitate children using their subject knowledge. Focused learning is built on over the 7 years, through alternating religions every second term. This allows children to learn about faiths in sufficient depth so that they remember what they have learnt, repetition is key to retaining knowledge, covering all key questions by the end of KS2. The school's Faith and Belief Skills Progression and Curriculum Overview ensure detailed planning and accurate subject knowledge builds on prior learning. It also encourages

teachers to include memorable activities such as visitors or visits to places of worship. In addition, if cross-curricular links can be exploited, they are. For example, the linking to Citizenship & Ethics to religious teaching makes imminent sense like making and following rules, respecting others and sharing responsibilities in community. Each Year group will have visited a place of worship or been visited by a Faith Leader; helping pupils to develop feelings of respect, help pupils to gain a greater appreciation of the awe, reverence and mystery that are fundamental features of religion.



Yr 5- A Faith and belief lesson

The main focus of KS1 is to learn about Christianity and Judaism. As well as Judaism and Christianity, KS2 also learn about other world religions, including Islam, Hinduism and Sikhism.
Progression in Faith and Belief depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

- Reflection – this includes:
    - Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices
- Empathy – this includes:
    - Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
    - Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
    - Seeing the world through the eyes of others, and seeing issues from their point of view
- Investigation – this includes:
    - Asking relevant questions
    - Knowing how to gather information from a variety of sources
    - Knowing what may constitute evidence for justifying beliefs in religion
- Interpretation – this includes:
    - Drawing meaning from artefacts, works of art, music, poetry and symbolism
    - Interpreting religious language
    - Suggesting meanings of religious texts
- Evaluation – this includes:
    - Debating issues of religious significance with reference to evidence and argument
- Analysis – this includes:
    - Distinguishing between opinion and fact
    - Distinguishing between the features of different religions
- Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

- Application – this includes:
  - Making the association between religion and individual, community, national and international life
- Expression – this includes:
  - Explaining concepts, rituals and practices
  - Expressing religious views, and responding to religious questions through a variety of media

Information, taught at an age-appropriate level, will gradually build to allow a deeper, richer understanding to grow. For example, children in Year 1 talk about Christians celebrating Jesus' birth at Christmas. They use words like 'special' or 'unique' to describe Jesus. They make a 'present' card and draw a baby Jesus inside. By Year 4 pupils learn words like 'Incarnation', breaking down the word to understand its meaning. By Year 5 pupils learn some of the historical context of Jesus' life: his cultural, religious and political influences. Understanding builds systematically and pupils are empowered to think at increasing levels of challenge and at greater depth.

The aim of the 2014 National Curriculum is question based and includes much discussion as well as research and enquiry. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief.

The progression in Faith and Belief is a well-defined enquiry-based model, which allows children's critical thinking skills to continuously be developed. Increasing motivation, knowledge, understanding and empathy with people and their beliefs, religious or otherwise. A document has been produced outlining the progression of skills across the year groups and skills have been repeated to maximise the likelihood that children will remember prior learning and continue to build on maximising their knowledge throughout each year group. Each enquiry/religion demands the equivalent of 6 lessons in order to enhance learning.

Faith and Belief does not try to persuade, but rather to inform and develop the skills with which evaluation can take place. The school currently undertakes a daily act of worship in class and during assemblies.

Year 3 Participating in daily collective worship.

The development of skills and knowledge are mapped through the curriculum overviews and progression matrices. In using the Discovery RE scheme of learning and the Pan Berkshire Syllabus, teachers are able to take ownership of how they deliver each lesson/enquiry. Furthermore, children are offered opportunities to further develop their Spiritual, Moral, Social and Cultural experiences, these are identified in each enquiry and are mapped on the overview grid for each year group. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered. For example: Children are taught about Islam in both Year 2 and Year 6 in order to build on their former knowledge, ensuring curriculum progression. Some religious festivals are revisited in each year group ensuring that children's knowledge can be built upon and levels of understanding deepened. Standalone lessons celebrating religious festivals/observances are also planned in, to celebrate religious festivals in real time, these can be as part of an assembly and both Key Stages take part. In addition, other faith specialists such as Christian Connections in Schools, supports the school on a regular basis through a range of work/talks from assemblies and lessons Open the Book (OtB) offers children an opportunity to hear key Bible stories told by a team of Christians from local churches, who present the stories during assemblies or acts of collective worship.

Later, Year 6 will cover Christianity over a period of 3 terms and three terms will cover Islam. Incorporating key questions and end of term assessments allows teachers to make formative assessments and revisit topic areas if required.

	Key Stage One		**Key Stage Two**	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
RE	36	1	36	1

The school teaches through the distinct domain of Faith and Belief and cross-curricular links are made between, Citizenship & Ethics, Place & Time and Philosophy Circles. Going forward children will also participate in an educational dance program in Christianity.

Lowbrook's Faith and Belief curriculum is planned creatively and follows the 4 step teaching learning/process:

ENGAGEMENT INVESTIGATION EVALUATION EXPRESSION

Select religion/worldview and relevant syllabus question(s)

Develop question(s) to create your own key question title.
This must be a Learning FROM impersonal' question which opens up the enquiry

Identify a key concept /human experience that underpins being able to answer the key question

In delivering the curriculum, in line with our Teaching and Learning Policy, it is crucial for staff to generate curiosity in the pupils through their teaching of the subject and develop in them a sense of respect and appreciation for other religions and cultures. Creating a sense of awe and wonder is important in delivering the curriculum so the children acquire an understanding of how the subject is fundamental in encompassing some of humanity's most searching questions and its deepest hopes.

It is the intention that Philosophy Circles, which are part of the school curriculum, complement the delivery of many Faith & Belief units of study. This domain lends itself perfectly to exploring concepts through debate so with a greater awareness of what constructive discussion looks like, Faith & Belief lessons have become increasingly purposeful. As Faith & Belief is a subject that demands discussion, evidence of these taking place can be found in class P4C scrap books, these are updated on a weekly basis. If opportunities for debate on a Faith & Belief theme, for instance 'What is a Religion?' or questions like 'Does the existence of evil mean God doesn't love us?' arise beyond the defined topics, staff are encouraged to give time to dialogue. Thus Faith & Belief and P4C sessions may combine again the class teacher takes ownership of how they deliver each lesson; to maximise enrichment and retention of discussions.

Children are encouraged to have enquiring mind and high-level Blooms Taxonomy questioning is evident in day-to-day teaching and Key questions from the Pan Berkshire Syllabus are incorporated into the Curriculum Overview for each year group.

Assessment

In line with the school's assessment policy a variety of formative strategies are used. In conjunction with Berkshire agreed syllabus as well as Discovery R.E, a school specific formative assessment grid is published and used for all units of work and sits along the school's carefully planned progression maps. Clearly defined learning objectives are implemented from Discovery RE, which enable the children to develop a clear understanding of what they mean and what they will be learning. By providing pupils with excellent models of expected outcomes enables success criteria to be created by pupils and for pupils; enabling pupils to be successful with tasks set. Using theses pupil-generated success criteria, self and peer assessment become possible (and desirable). Pupils and teachers can see what they have done well and how they can improve; enabling them to be clear about where to go next in their learning. End of topic summative assessment opportunities are built in, to enable teachers to make a more in-depth judgement of pupils' attainment. In addition to this, each term a formative assessment is carried out through an end of term knowledge test created by the teacher for each enquiry.

Inclusion

We are committed to ensuring that all teaching approaches to Faith and Belief lessons maintain an inclusive learning environment.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to:

- choose objectives for SEND children that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives.

In order to make Faith and Belief lessons inclusive, teachers will need to anticipate what barriers taking part and learning particular activities, lessons or a series of lessons may pose for SEND children. Planning will reflect ways of minimising or reducing barriers so that all pupils can fully take part and learn. In some activities, SEND Children will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, we may need to provide a 'parallel' activity for SEND children like working with adults, use of ICT or paired work so that they can work towards the same lesson objectives as their peers, but in a different way. When assessing pupils, we need to plan carefully to give SEND children every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

Disadvantaged Children

Planning for SEND children should be part of the planning that we do for all children rather than a separate activity. Any personal targets the pupil has can inform this planning. At times, it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant. We should also think about the questions we will ask different groups and individuals and the ways we will check children's understanding through formative assessment. Formative assessment can be tailored to meet the needs of the child.
We will maintain an inclusive learning environment by stimulating SEND children thinking through:

- Informative and engaging displays
- Visual, tactile, auditory, and kinaesthetic approaches, such as supporting teacher talk with visual aids; using subtitled or audio described film/video
- Using multi-sensory approaches, e.g. through drama and role-play, visits to places of worship, or sharing special meals
- Alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording
- Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language
- Use digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process − eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice. ICT can offer alternatives to writing as a way of responding to text − eg creating an electronic presentation with images, as a response to text.
- Opportunities for Pupil Premium children to engage in extra-curricular activities, such as clubs and educational visits to places of worship are funded.
- Pupil Premium children receive regular feedback on their learning and work completed, allowing for extra scaffolding/support to be provided if needed.

- Pupil Premium children are given a book 'World Religions' of faith to help enrich their learning.

On return to school following lockdown, it was clear that the integration of digital technology had truly benefited the children's learning allowing access to worldwide resources. However, the value held within the act of gathering to learn could not be easily displaced. The heart of religion is focused on social interaction, therefore opportunities such as, visits to a place of worship (an integral part of learning and retaining knowledge) and visits from a person of faith have been incorporated into class teaching within all year groups. Teachers again have been able use a range of artefacts, visual supports, iPads, external visitors, and non-fiction books to support pupils' learning. Differentiation is provided through adult support, vocabulary banks and challenges to ensure children can deepen their understanding and remember what they have learnt, thus, allowing children to increase their Cultural Capital. This has helped children to further develop respect for, sensitivity to and acceptance of others. In particular those whose faiths and religions are different to their own. The teacher's planning document allows teachers to highlight the links to key questions, vocabulary, concepts, spiritual development, ICT opportunities and key resources.

Computing:
Intent

It is the view of the Academy that Computing is not conceived as a separate domain. This is also the view of the Cambridge Review.

"Within the space of a few years, schools have advanced far beyond what used to be called computer assisted learning, in which computers, like textbooks, were a pedagogical aid largely within the control of teachers. Now in such matters children are increasingly autonomous. Much of their out of school learning is electronic and out beyond the reach of their parents or teachers. They exchange messages and information by texting on their mobile phones and through online networking sites such as Myspace, Facebook, Twitter and Bebo. They seek material pretty well at will, using mobile phones, PC's and laptops which are increasingly standard property in English households. In such matters, as Hargreaves shows, they are not merely passive surfers who read, watch and listen, but peerers who use electronic media to share, socialise, collaborate and create." Cambridge Review 2010.

All the aspects of Computing which are essential to a modern concept of literacy and to an effective communication are within Language, Oracy and Literacy. The many other applications of Computing are developed through the other domains.

A useful way of thinking about progression in computing is to consider the 3 main strand areas that pupils develop knowledge of:

- computer science
- information technology
- digital literacy

Pupils make progress in computing by knowing and remembering more about and, importantly, across each of these categories, and being able to apply this knowledge. However, these strands do not sit separately from each other. Knowledge from each strand complements the others and some subject content only exists at the interplay between these 3 strands.

Computing is used as a resource, communication and learning tool. It prepares children for life in the environment beyond school. This is supported by a range of computers and equipment available to all classrooms including:

- Laptops and LCD screens
- Visualizers
- iPads
- Chromebooks and Geobooks
- Digital cameras
- GPS devices
- Control technology equipment – Bee-bots, Radio control equipment (Helicopters and Air parrot Drone), Crumble and Lego robots controlled with sensors, Lego We-do coding kit
- Kindle
- Apple TVs
- Laptops
- 3D Printer
- Silhouette printer

Computing

At Lowbrook we aim:

- 'To integrate Computing across the curriculum domains creating an environment where access to Computing is natural, easy, reliable, and commonplace'. Cambridge Review 2011.
- Those aspects of Computing which are essential to a modern concept of Literacy and to effective communication are within Language, Oracy and Literacy. The many other applications of ICT are developed through other domains.
- To have a carefully planned and prepared curriculum where pupils' computing skills, knowledge, understanding, and capability are taught effectively and used within the context of all domains and school life.
- To place high value on creativity and the ability to embrace change and exploit opportunity by utilizing innovation and new technologies.
- To expose children to more than just one operating system but, in doing so, to use premium market operators that they will be able to use at home and in their next school after transition.

- We aim for efficiency in our administration and management tasks enabled by integrated systems.
- To develop children's skills in managing their own system requirements appropriate to tasks and personalised learning.
- To enhance and develop communication by effectively using up to date and innovative Computing throughout the school.
- To develop an understanding and a skill set of basic computer programming and computing design.
- To enrich and enhance learning and teaching by effectively resourcing the Computing provision and using it competently and effectively.
- To safeguard pupils from access to inappropriate communication and materials by raising awareness amongst pupils from general and e-safety issues.

In 2022-23 CIP, The Schools Computing programme has been identified as a priority area to focus on this academic year. Standards of computing are excellent, however school wish to review the subject with a view of consolidating skills and use of new hardware apps and software that matches well to our revised curriculum Domains.
The design of our computing skills and knowledge matrices are carefully matched to Domain/Teacher Planning and encompass our new hardware apps and most up to date innovation are in place. We need to:
▪Ensure all teachers are appropriately trained in the use of Hardware and Apps.
▪The progression matrix are used to guide classroom planning and matched effectively with resources to support the new statutory changes.
▪The resources for Computing are relevant, matched to our curriculum.
▪The objectives within this domain will pervade all aspects of school life, will be reinforced across other Domain areas.
▪Principles and content of Domain changes will be communicated to the Parental community via the appropriate agreed methodology including the school's website.

Implementation

The curriculum is planned and delivered by the class teachers, specialist teachers, higher level teaching assistants and teaching assistants.

Within computing lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on and evaluate their ability to work together and to discuss how their communication influenced their learning. The cultural and social impact of computing and digital technology are made clear in the ability to share, add to, and create content in a connected way with others.

	Key Stage 1		Key Stage 2	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Computing (cross curricular)	23.76	1.00	47.88	1.30/2.00

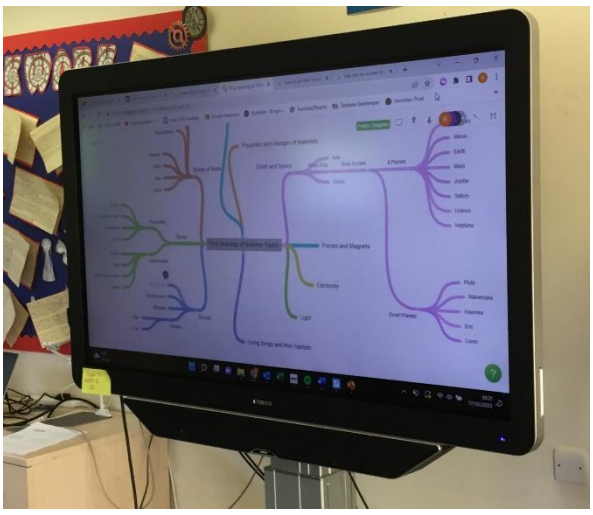
The curriculum overview ensures the programme of study addresses all the aims of the curriculum. Computing objectives are incorporated in planning and teaching of all curriculum areas and further opportunities to enrich learning are taken. The progression in Education Technology and Computing is well defined, challenging, and sequential, clearly defining the end points for both **skills** and **knowledge**. A document has been produced outlining the progression of skills across the year

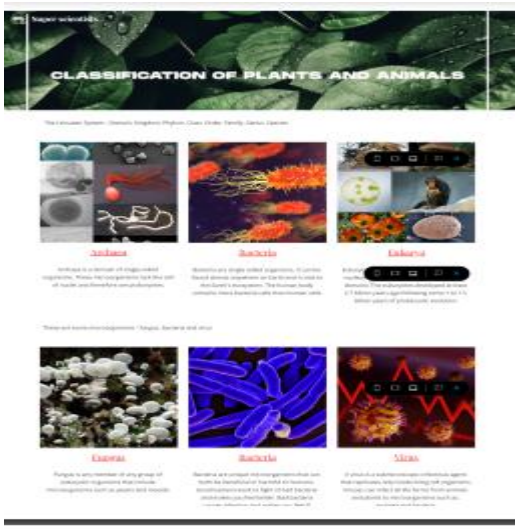
groups and skills have been repeated to maximise the likelihood that children will remember and connect the steps they've been taught. For example, when working on **Algorithms, problem solving and programming**, children in EYFS identify algorithms used in everyday life, but in Year1 they describe algorithms as sequences of instructions in everyday contexts. When in Year 2, they describe algorithms as sequences of instructions or sets of rules in everyday contexts understanding the importance of order and accuracy of these. By the time in Year 3, they design and write a program using a block language (programs to include movement, dialogue, sound effects, stages, sprites, loops, and variables) without user interactions. In Year 4, they design and write a program using a block language to a given brief, including simple interaction (programs to include variables, stages, artificial intelligence, and a scoring system). As they have reached Year 5, they design, write and debug a program using a block language based on their own ideas (programs to include multiple Sprites, multiple variables, sensors and conditional statements) and finally in Year 6, they design, write and debug a program using a second programming language based on their own ideas (using loops, sprites that move in a variety of ways, allowing them to disappear and appear randomly, manipulate variables and use operators that determine an outcome of a conditional statement).

The progressions of skills and knowledge are mapped via the curriculum overviews and progression skill matrices. The school uses a variety of planning models, templates and schemes to meet the objectives of this domain. The teacher's planning document allows teachers to highlight the links to key vocabulary and concepts, computing opportunities and key resources. The emphasis is placed on finding high quality resources to use to support the teaching of the lessons, rather than the recording of each finite detail of a lesson. Throughout the school, children use a range of apps including Purple Mash, Google Classroom, Explain Everything, iMovie, Scratch, Bad Elf, Digimap, My Maths, Microsoft Office and Green Screen.

Computer skills and the use of specific software, apps, and applications are taught in the classrooms and outdoors where appropriate. All the classes use their own allocated Chromebooks and iPads to ensure that they can make appropriate and meaningful cross-curricular links between Computing and other subjects. In Year 3, all children are taught to touch type as a skill that will complement Computing across all domains.

The Academy places high value on innovation and technology. Investment in Computing remains high with the recent development of design using 2D and 3D digital printing and using We-do Lego and crumble boards to teach Science and Technology through computing. This encompasses designing, building, evaluating, and coding. Annually, Computing vision statement is written in conjunction with key stake holders. This ensures investment is planned over extended periods of time and our hardware, software and online infrastructure are regularly updated, planned, and budgeted for.





Web Page designing by Year 6

KS2 children used Coggle to create mind map of their previous learning in Science during Science Week.

The strategic principles for Education Technology and Computing within the Academy will be live, kept up to date with developments beyond its control, and consultative with stakeholders, market leaders and innovators.

Principles of Computing:

- Computing encompasses communication, educational and life skills, and must be fully integrated into all aspects of school life.
- The children will be taught the skills of managing their own Computing environment.
- Technology in school must reflect current trends in education and the wider world.
- Hardware must be robust, reliable, and easily replaced so as not to negatively impact learning.
- Computing must be strategically planned to keep in touch with best practice principles, current trends, and innovation.
- Effective financial planning and a long-term investment cycle is vital to meet the strategic outcomes and rapidly changing needs.
- The principle of effective and safe data storage including backups is to be adhered to.
- Professional Development (CPD) will be given appropriate time and funding to ensure that our vision and values are achievable.
- Clear policies will be in place and updated regularly taking full regard to all safe usage issues.

The research from the Cambridge Primary Review is key to the way we approach the curriculum. To summarise:

- Computing is extremely important but is not best conceived as a separate domain. It should be constant and pursued through all the curriculum domains, and indeed through generic pedagogy and the life of the school. Those aspects of Computing which are essential to a modern concept of literacy and to effective communication are within Language, Oracy and Literacy. The many other applications of Computing are developed through the other domains. The exception to this is the teaching of coding and Touch-typing skills.

- Young children's encounters with Computing are enhanced when practitioners use guided interaction (questioning, modelling, praising, supporting) and balance child-initiated and adult-led activities.
- Guided interaction with Computing can enhance dispositions to learn, knowledge of the world and operational skills, as well as hand eye coordination.
- Providing a broad range of Computing, including digital, still and video cameras, mobile phones and electronic keyboards and toys, as well as computers promotes more opportunities for learning.
- There is a two-way exchange of knowledge between home and school use of Computing and this impacts on learning, but the teacher remains key to the successful use of Computing for learning.

Assessment

Teachers assess children's work in computing by making formative and summative assessments using Purple Mash Assessment spreadsheets. On completion of a piece of work, the teacher marks the work and comments as necessary. When appropriate, computing work is saved on the school network. Other work may be printed and filed within the subject from which the task was set. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum, and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Inclusion

We are committed to ensuring that all teaching approaches to Computing lessons maintain an inclusive learning environment and pupils who are novices, are given required 'scaffolding' to help them develop knowledge..

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.
- use unplugged activities which means take an 'approach of exposing children to the ideas of computer science without using computers'. A well-known example of an unplugged activity is for pupils to create a set of instructions for a robot to make a sandwich, which are then carried out by a teacher.
- share and communicate knowledge through storytelling.

These principles allow you to:

- choose objectives for SEND children that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives.

In order to make Computing activities inclusive, teachers will need to anticipate what barriers taking part and learning particular activities, lessons or a series of lessons may pose for SEND children. Planning will reflect ways of minimising or reducing barriers so that all pupils can fully take part and learn. In some activities, SEND Children will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, we may need to provide a 'parallel' activity or other support for example adults/ paired

work, for SEND children, so that they can work towards the same lesson objectives as their peers, but in a different way.

As with all subjects, we recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Designated laptops are used by SEN children to access Rapid Reading, Word Shark, Number Shark and Purple Mash Times Table.
- During lessons, video link QR codes are set up for easy access.
- Subtitles are switched on for videos.

Disadvantaged Children

We teach computing to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Different technologies are used to allow children with special educational needs to have access and contribute to lessons.

Ensuring equality of opportunity does not mean that all learners are treated the same. At Lowbrook, in accordance with the Learner's Act 1989, children are considered as individuals with particular needs and potentialities. Each child
is given encouragement and the opportunity to develop their full potential in Computing, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background, or disability. Pupil Premium children are given opportunities to attend Computing clubs.

Languages: Mandarin Chinese:

Intent

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries." National Curriculum 2014.

"The whole art of language consists in being understood." Confucius (551-479 BC).

Language is as much as a tool for communication as it is for learning. Chinese is the world's third most spoken language and at Lowbrook our Mandarin Chinese curriculum is therefore designed to prepare children at the academy for the opportunities, responsibilities and experiences later in life

The National Curriculum, (2.1:2014) encapsulates the following:

- Effective and efficient language learning strategies that can be applied to any language, including those which are unique to script languages.
- Opportunities that come from learning a foreign language in the context of pupils' immediate present and future.
- Enhanced awareness of pupils' roles as global citizens and subsequent aspirations fostered through comparison of British and Chinese culture and interaction with native speakers of the target culture.

We teach according to a spiralled model of learning, where language items are taught in mind of students prior learning and in a way that fosters creativity in drawing on experience from their daily lives. Cross-curricular links are planned for in addition to regular revision of language learned with the class teacher throughout the week outside of weekly Mandarin lessons,

Along with speaking, reading, listening and writing, the curriculum includes culture as a "skill" which is deemed as equally as important. Language items are taught in conjunction with key cultural festivals throughout the year and nuances expounded upon in order for children to better understand the history of the language in terms of how it has developed and is therefore presently structured. Chinese New Year is celebrated annually with visiting artistes which exposes students to the school of further aspects of Chinese culture. Furthermore, a weekly club is held to enable children to expand on learning about Chinese culture beyond weekly lessons.
A "Growth Mindset" is essential for learning a language such as Chinese and we encourage staff as well as pupils to embrace the challenges that come with learning the language. It is expected that the enjoyment that naturally comes as a result of challenge and competition will cultivate resilience and an overall positive attitude towards learning.

The 2014 National Curriculum states, "teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3." The foundations of Chinese are multifaceted, thus in order to achieve this aim, we ensure students begin their learning journey at a measured pace so what they are learning can effectively be retained in their long-term memory (LTM). In doing so, we aim to "develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases" due to the tonal aspect of the language and in mastering the romanised version of the language known as "pinyin", which serves as a pronunciation guide (though not replacement) for Chinese characters. Additionally, knowledge of pinyin is the gateway to being able to type Chinese on a computer or mobile device. This will enable pupils to "write phrases from memory, and adapt these to create new sentences, to express ideas clearly". Children will also be taught to write by hand, but with a measured approach, so that students are able to apply the rules of the writing system consistently which in turn facilitates muscle memory.

It is our intent that our children will be inspired by learning a foreign language such as Mandarin Chinese. We will aspire for them to be creative with ways of memorising language items and encourage them to use what they have learned in and outside of lessons. Pupils will be taught to take risks and be resourceful in order to make progress in the language. Through regular comparison between their own language and culture and that of Chinese, they will develop a more critical understanding of the world and their daily lives.

Children will leave Lowbrook ready for Secondary school with the skills and knowledge to excel in Modern Languages curriculums after having nurtured a unique sense of confidence in their ability to learn and apply the knowledge of Chinese they have learned.

Our partnership with the Swire Chinese Language Centre Oxford ensures that our curriculum is designed in a way that is accessible to all learners. This is reflected in their mission statement: "raising aspirations by enabling schools to build long-term sustainable Chinese courses to all learners across Oxfordshire and neighbouring counties" (https://www.swirecentreoxford.org/our-centre). We now have a local hub of 3 schools who engage in Mandarin teaching and it is our intent that lesson plans, teaching methods and ideas for clubs and visiting artistes are shared between the schools. This has led to a shared curriculum across the schools, whereby lessons and resources have been shared between the teachers. This language hub of 3 local schools meet termly to support the CLAs and discuss the progress of pupils, curriculum innovation and future planning.

It is our intent to ensure Chinese lessons reflect real life situations hence topics are carefully chosen and scaffolded in a way that is conducive to regular use in the classroom, and to reinforce learning in other curriculum areas. For example, addition and multiplication are inherent in the Chinese number system and the importance of academic rigour is emphasised when writing Chinese characters.

It is our intent that the majority of lessons reflect how Chinese is used authentically, with knowledge of Chinese culture included to ensure children communicate appropriately according to Chinese customs. This is reflected in how children communicate with our Chinese Language Assistant, a native of China, during lessons and around the school.

Implementation

The allocation of time set out below is the starting point for planning, however the art in teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit.

In the Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate. Pupils at Key Stage 1 have opportunities therefore to have a mixture of teacher led and child-initiated play.

In line with the recommendations outlined within the RIPL White Paper[i] each class has 20% of overall curriculum time dedicated to the teaching of a modern language and is designed around our own distinctive locality. The curriculum will be planned and delivered by specialist teachers (CLAs), and where appropriate, artists and musicians.

	EYFS and Key Stage One		Key Stage Two	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Mandarin Chinese	19.5	0.5	39	1.0
Revision	9.75	0.5	19.5	0.5

The learning of Mandarin Chinese may be supported in other curriculum areas to enhance students' knowledge of Chinese culture and to be able to use the language they have learned in other contexts. For example, numbers up to 99 in Chinese naturally involve application of addition and multiplication that exist in Mathematics while other areas lend themselves well to projects in History and Geography.

Mandarin Chinese is taught as a discrete subject through units of work, which are largely based on the National Curriculum programme of study for modern languages, consultation from experts in the field such as the Swire Chinese Language Foundation, the British Council and Hanban, in addition to

lesson plans incorporating wider research and resource materials as appropriate to the year group and child.

Modern languages objectives from the National Curriculum are linked to Mandarin Chinese units to make their learning experience more meaningful and relevant. Further there is regular revision of language and cultural concepts taught throughout other Domains as and where appropriate.

All staff are encouraged to learn the language alongside the children and are offered funded opportunities to attend language courses and training onsite, remotely and/or at another institution such as the Swire Chinese Language Centre Oxford or programmes run by the UCL IOE Confucius Institute.

National and regional events related to China, visitor opportunities and local initiatives will also grab our attention and warrant curriculum exploration and time in this domain. The children attending Mandarin club have performed and recorded a Chinese poem in response to a competition set by the British council. This poem was placed on our Twitter account. A cultivated awareness of Chinese culture is deemed important at the Academy and are therefore taught in each year groups. It is envisaged that we will find a partner school in China for regular engagement as the subject develops.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore, see removing barriers to learning, such as formation of preconceptions due to lack of exposure, as key to this. The development of the **Arts and Culture Week** has been hugely influential with our pupils in achieving this. Annually we design a whole week of age-appropriate cultural activities, a “Chinese New Year Day” and lessons which are designed into our curriculum. Experts from the world outside school are planned for and invited in to work with the children; several cultural workshops are arranged for the children where children can experience and make use of cultural artefacts; visits to museums are planned; and projects with other schools who offer Mandarin Chinese as part of their curriculum are organised.
Arts and Culture week is a highlight of the Academic year and is used to complement and enrich our weekly curriculum. Year two study the historical context and geographical features of China in more depth during term 4 through the domain of Place and Time.

In February **Chinese New Year** was celebrated over a two-week period ending with a whole school assembly. Each class showed a craft activity and children spoke in Mandarin talking about the traditional celebrations which are held to celebrate the New Year. This year was the Year of the Dragon. Therefore, in the lead up to Chinese New Year, KS2 had a collective project to create a Chinese dragon, which was them used and performed with in the assembly.

Inclusion

We are committed to ensuring all Chinese lessons are inclusive and all pupils are equipped with the tools to ensure the foundations are laid for further foreign language teaching at key stage 3. Through effective deployment of the Chinese Language Assistant (CLA) provided by the British Council, teaching is inclusive and staff play an active role in Chinese lessons to help pupils with SEN to overcome any barriers to participating and learning and communicate closely with the CLA to make any reasonable adjustments needed to include pupils.

The statutory 'inclusion statement' in The National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

These principles allow you to:

- Choose objectives for SEND and / or disabilities that are different from those of the rest of the group
- Modify the curriculum to remove barriers so all pupils meet the same objectives.

All children are encouraged and where necessary supported by a TA to verbally engage in the lessons and work is differentiated (for example, using word banks, larger square paper and visual displays) when necessary to ensure all children are successful happy learners acquiring new language skills and understanding Chinese culture, characters and numbers.

Philosophy for Children:

Intent

Children are the boldest philosophers. They enter life naked, not covered by the smallest fig leaf of dogma, absolutes, creeds. This is why every question they ask is so absurdly naïve and so frighteningly complex. Yevgeny Zamyatin

Following Philosophy for Education recently being established into the curriculum it is our intent that its introduction will have a positive effect on a number of subjects by offering an alternative delivery. While its methods lend themselves perfectly to facilitating discussion in Faith & Belief and Citizenship & Ethics, it can support the children's learning through debate in many subjects. It is an approach to teaching and learning which enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment.

Its value, based on carefully carried out research, is evidenced by the approximate two months' progress children make in reading and maths after just a year's implementation. It has a particularly positive impact on KS2 results amongst disadvantaged pupils but it also has a positive influence on wider outcomes such as pupils' confidence to speak, their listening skills and their self-confidence.

Therefore, our intent is that it takes a whole school approach and is used across the curriculum in every subject and with all ages and abilities. It is timetabled as 'Philosophy Circles' and is a regular activity enabling children to develop their skills and understanding over time.

In line with the principles that guide P4C, the role of the teacher is crucial to ensure quality dialogue and progress as well as integration with the curriculum. Pupils, over time, will develop an understanding of what philosophy is notably the study of the fundamental nature of knowledge, reality and existence which gives us an understanding of why people want to do things and directs us in how to live a good life. Equally staff will share this understanding and use the quality training they have received to ensure sessions are carefully planned and well executed.

It is the aim that philosophy and enquiry based learning are seen as part of the culture of Lowbrook Academy; the idea that people think differently about things is celebrated and children understand that it is okay to disagree and they find it interesting to see why others think as they do.

In essence pupils will show increased confidence and become more thoughtful and articulate drawing on different strategies to express their opinions. Their speaking and listening skills develop and their range of vocabulary and grammar will be widened. The programme will serve to impact positively on:

cognitive ability, critical reasoning skills and dialogue in the classroom and emotional and social awareness.

Implementation

Philosophy for Children has a specific slot on the timetable and time allocated to each session equates to 30 minutes a week in KS1 and 45 minutes in KS2. Currently through our curriculum review, P4C is also being amalgamated into all subject areas as staff identify specific topics which lend themselves to discussion.

Following an intensive programme of training and having delivered weekly lessons this term, staff speak of feeling increasingly confident about using the techniques for instigating debate. Pupils also speak positively about the lessons they have participated in. A bank of high quality resources including videos, lesson plans, a story or picture book, a news item, an object or artefact along with top tips is building which staff can draw on.

Once the classroom has been set up in such a way to facilitate good discussion, lessons begin with a warm up activity which often involves the children moving in the space. It might include them addressing a less complex question or simply playing a game to break down inhibitions and inject energy into the room. The main body of the lesson revolves around a more in depth question which at the moment stem from the teacher. However, these questions have been determined by topics currently being addressed and events that have taken place. For instance, Book Week led to a discussion on whether it would be better to read books ourselves or if books could read themselves to us and Comic Relief prompted a debate over what causes are most deserving of charity.

Each class has a Philosophy Circles class scrap book in which weekly discussions are presented. These are intended to be a working document into which the children can add questions which interest them and which they would like to discuss in future lessons. Already the children are showing an openness to the programme and a keenness to participate. They are also becoming more accustomed to the teacher taking a back seat which often involves staff physically removing themselves from the circle. Instead the pupils pass the discussion back and forth to peers having developed ways of indicating they have a point to add. This might be by raising a thumb or extending legs into the circle rather than putting a hand in the air.

Year 4 Philosophy Circles discussion

Year 6 Philosophy Circles with Jason Buckley

Year 6 Philosophy Circles discussion "Should justice be blind?"

The programme has been introduced with the help Jason Buckley, 'The Philosophy Man' who has conducted a considerable amount of research into the benefits of using this approach in schools. Assessments opportunities arise during lessons when staff are able to measure the impact the children have through their input into the discussion. Staff monitor which children contribute and how often, to establish whether there is a growing confidence over time. As the subject relies solely on discussion, it is becoming increasingly evident that the ability to record ideas well on paper is not essential for a child to contribute effectively and to interact successfully. Pupils who may appear less confident in a more formal lesson which relies on the written word, can make a positive contribution which in turn boosts self-esteem. Where some struggle to articulate ideas on paper, they can convincingly convey a point of view.

Inclusion

All P4C lessons are inclusive. Pupils are openly encouraged to contribute to discussions with warm-up tasks planned at the start of a session to break down inhibitions. The element of debate in P4C avoiding a reliance on more conventional ways of recording ideas gives children the opportunity to express their thoughts in a safe and supportive environment. This ensures that all groups of children (SEND, Pupil Premium, G&T, summer born, EAL) can contribute and access learning fully. Teachers are sensitive to the needs of those in their class finding ways to draw pupils into debate through careful questioning.

Disadvantaged Children

Pupil Premium children are carefully supported and tracked throughout the school to ensure they achieve their potential in all subjects. Teachers are acutely aware of which children receive Pupil premium funding in their class so their contributions to P4C session can be monitored and tracked.

Physical and Emotional Health:

Intent

"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect"
National Curriculum 2014.

Physical and Emotional Health

"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity." John F. Kennedy

This domain deals with the handling of human emotions and relationships. It focuses on the human body, its development and health, together with the skills of agility, coordination and teamwork acquired through sport and PE as conventionally conceived. In line with the Cambridge Review, we believe that it makes sense to group together physical and emotional wellbeing, and indeed for wellbeing as such to be named as a mandatory component of the child's curriculum for the first time. Our aim is to foster enjoyment alongside an understanding of physical fitness and how the body works, teamwork and participation. During the twice weekly hour-long sessions, all children participate in a range of physical activities including:

- Gymnastics
- Athletics
- Swimming
- Dance and Movement
- Skills and Games

The Physical and Emotional Wellbeing curriculum at Lowbrook promotes a healthy, stimulating and competitive mentality through short- and long-term sporting involvements. Physical exercise is used to help inspire pupils to succeed and excel in sport and be health conscious by means of having a growth mindset. We teach children the importance of a healthy lifestyle and the link between sport and exercise with good mental health. We teach a progression of knowledge such as; effects exercise has on our body (sweating, out of breath, stretched muscles), measuring heartrates and breathing rate, levels of serotonin released, amount of water consumed, healthy eating and the effect sleep has on our body. We also look at the positive effects exercise brings to our mental health, with the research on the Daily Mile brought in to cross-curricular lessons throughout the school.

The aims of the National Curriculum ensures pupils:

- Develop competence in a broad range of activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.
- Swim with confidence over 25metres by the end of Key Stage 2.
- Participate in Outdoor Adventurous Activities.

PE is a foundation subject in the National Curriculum. Teachers refer to and use the objectives for each key stage. However, these objectives are extremely broad and need to be broken down into individual skills within each year group to demonstrate progression across the primary phase. A progression of skills document has been created which breaks the overarching national curriculum objectives into individual skills for teachers to use to aid planning blocks of lessons and assessing children's development and progression across this domain. The curriculum demands children to have mastered basic movements including running, jumping, throwing and catching, as well as developing these skills to be applied to a range of sporting activities. There is a lot more emphasis on participating in team games and developing simple tactics for attacking and defending as children get older, which leads into intra and inter school competitions. Opportunities are provided for pupils to become physically confident in a way which supports their health and fitness, as seen with the Golden Mile. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Differences in PE from KS1 to KS2 includes the need to compete in Outdoor Adventure Activities, build on more advanced skills as well as be able to analyse performance.

New to the 2017/18 academic year was the need for children to be trained in Safe Self Rescue, to ensure children are equipped when within water. The sports premium funding allows the school to fund all children unable to swim 25 meters to receive extra coaching, ensuring all children are confident swimmers by the end of the primary phase. Premium funding is also used to provide specialist training ensuring all children receive high quality coaching and staff are confident with high subject knowledge.

Relationships and Health Education is delivered within this domain and has close links to Science and Technology, Computing and Citizenship and Ethics. A comprehensive Relationships and Health policy underpins this teaching and is to be read in conjunction with this document.

As an Academy we plan inter-house tournaments which provides every child with the opportunity to compete and these are therefore included in the curriculum. Teams will be entered wherever possible into Borough-wide competitions enabling our most talented pupils to be given the opportunity to perform at the highest possible level. PE, like any other curriculum area, is differentiated to cater for all abilities ensuring that all children gain a positive experience from their learning.

Implementation

The allocation of time set out below is the starting point for planning, however the art in teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit.

In the Early Years Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate. The curriculum will be planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate, coaches.

	Key Stage One		Key Stage Two	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Physical and Emotional Health	83.51	2.33	99	2.75

Children at Lowbrook Academy continue to engage in weekly physical education lessons totalling a minimum of 120 minutes per week, per class in both Key Stages. Together with scheduled lessons, every class completes the Golden Mile, highlighting the emphasis to sustain positive healthy habits through sustained running. Subsequently, this is tracked and timed, enabling learning across varying curriculum areas, such as analysing data within maths.

Some subjects or units of work may be taught in blocks; or more frequently during themed weeks, therefore the weekly figure is nominal only. Links to other Domains pervade this curriculum area, enhancing and reinforcing learning across the school. Good examples of this are during the Year 4 science topic of Animals (including Humans) when the children are asked to investigate the impact of exercise on our bodies. This is also then linked with maths, with measuring and displaying results in a line graph. During Sports Week, all children are asked to complete a Big Write using literacy skills taught during their literacy units. An example is a biography of Mohammed Ali in year 5 and Tom Dean in Year3. There is a good balance of gender, disability race and diversity amongst the athletes studies.

Opportunities for Competition
Sport is by nature competitive, and we believe that if children are to truly excel in this subject, competition must be an integral part of their learning. As an Academy we understand the importance of teaching children the value of sportsmanship. We offer a range of competition opportunities for a range of year groups, to include the Maidenhead Football League, Maidenhead Schools Netball League, Tag rugby league, Mini-golf Tournament, Tri-school's Cricket Tournament and other sporting matches with local schools.

As a small school, it is important that we teach children how to win with graciousness, how to lose with dignity and how to work together as a team. In particular, it is a necessity to ensure that boys and girls understand the benefit of working together in a mixed gender team and how every member plays a part. We are also demonstrating the importance of communication, a vital skill needed throughout their life.

The Daily Mile
In 2016, an all-weather running track was installed so that the children could continue to run the Lowbrook mile during the winter months. The #dailymile as it is now known, began at St Ninian's School. The results were obvious but still surprised even the most discerning of fitness fanatics. They found that; obesity levels dropped, behaviour in class improved and after about 4 weeks the parents reported that the children also eat and sleep better. It therefore made sense for us to emulate this programme here at Lowbrook.

After the first year, we found that the school field was too muddy for us to continue. In summer 2016, we were successful in attaining a grant from Spoore, Merry and Rixman to install a small all-weather track that the children could run around.

Our competitive nature is never far from school development, however, as always, we are sensitive to those that find this type of activity challenging and we will find innovative and motivational ways of engaging these children- e.g. rewards, heading off in similar ability groups, etc. The Growth Mindset approach is therefore applied to the daily mile, rewarding effort. This is linked to the science of exercise throughout the school at appropriate ages, reinforcing the link between exercise and health.

This academic year, we have decided to review the way the mile is embedded into the school day to ensure it supplemented our Physical and Emotional Health curriculum and achieved the overall goal of increasing physical wellbeing and behaviour. Through our connections with Premier Education, we have now established The Golden Mile. The Golden Mile enables promotes individual goal setting and achievement as children run, walk or jog around the track for as long as is feasible during the class' day, recording the total number of laps for each individual. Year 6 Golden Mile Monitors then collate the data on the online portal which measure the total distance each child, class, year group and key stage has run across the week, term or year. Awards are earnt as children hit milestones which motivates children to achieve their own personal goal. The year 6 monitors also thrive with the opportunity to take responsibility for the class data.

Sports Week
It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating '***Awe and Wonder***' within our Physical and Emotional Health curriculum is key to this. The development of the **Sports Week** has been hugely influential with our pupils in achieving this. Annually, we design a whole week of sporting activities where age-appropriate activities and lessons are designed into our curriculum. Experts from the world outside school are planned for and invited in to work with the children; trips are made to local sports grounds and specialists come to school to

work with the children; equipment beyond the school's means are used and parents join us for a whole school sports day.
Sports Week and Sports Day is a highlight of the Academic year and is used to complement and enrich our weekly curriculum.

We ensure that through well-planned lessons, a progression of skills is taught each week. This will allow children to build on their previous acquisition of skills with new skills taught. Lessons taught prior to Sports Day are progressive to allow children to use the correct techniques in the fundamentals of athletics, rather than just use the day as an opportunity to score as many points as possible in an ineffective way.

Extra-Curricular
Lowbrook ensures children get an exceptional quality of teaching in PE, through offering a broader range of sporting activities, some of which is through specialist coaching. These include:

Sport, Games and PE	Staff/ Mitchell Woodward/ Premier Education
Football	Mitch Woodward/ Harry Thrift / Nicola Edwards
Rugby	Dave Rooney
Netball Team	Megan Bunce/Harriet Daniels
Gymnastics	Olivia Cracknell
Swimming	Braywick Leisure Centre
Zumba	Ronni Quinby
KS1 Football	Premier Education
Netball	Premier Education

Year 5 Junior Dance Festival

Sportshall Athletics

KS2 Cross-country

Year 5/6 Mixed Rugby tournament

Year 5/6 Mixed Netball team

Assessment
Our Physical and Emotional Health curriculum is assessed formatively in line with the school's assessment policy. A school specific formative assessment grid is published and used for all units of work and sits along the school's carefully sequentially planned progression maps. Each unit of work has clear objectives and skills to be obtained, broken down into the individual sports covered across the academic year. These skills and objectives can be shared with the children at the beginning of each lesson to enable self and peer assessment during the evaluation stage of each lesson, a key aspect of this school's teaching and learning pedagogy. We use ICT to record performance in order to achieve this self and peer assessment.

The progression of skills document then provides teachers with a checklist of skills required to demonstrate competence at the end of each unit within a specific year group. At the end of each unit, teachers are able to use the listed skills to assess, using best fit, as Emerging (Eme), Expected (Exp) and Exceeding (Exc) expected levels of development. A student who is competent in the vast majority of skills in a given unit will be assessed as Exceeding, whilst a student who is still developing a number of the skills required would be assess as Emerging.

Premier Education, delivering some of our Physical and Emotional Health curriculum, complete termly assessment and upload this onto an online portal for teachers to access. By sharing the progression of skills document with them, it is possible to ensure that all assessment is objective and can be combined with teacher assessment from wider Physical and Emotional Health lessons and activities.

Inclusion
We are committed to the equal inclusion of all pupils in all areas of school life. The Academy recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs. All pupils are entitled to a quality of provision which will enable them to achieve their full potential.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to:

- choose objectives for SEND children that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives

Physical and Emotional Health is a subject area in which many children who find academia challenging and daunting are able to excel. As an academy, we offer exposure to a range of sports both through our curriculum and our fantastic sports week. We incorporate visits from athletes and sportsmen with an aim to inspire all of our students, irrespective of background or ability to develop skills, whilst simultaneously forming positive relationships and building upon the ability to be a successful team player.

To make physical education lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities may pose for pupils with particular SEN and/or disabilities. So

in planning they need to consider ways of minimising or reducing those barriers to ensure that all pupils can fully take part and learn.
In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.
To overcome potential barriers to learning in physical education, some pupils may require:

- adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the pupils to make progress
- specific support they need to take part in certain activities or types of movement, and
- careful management of their physical regime to allow for their specific medical conditions.

Modifying an activity can make it easier or harder. One way of looking at this modification process is the 'STEP' method. The STEP principle underpins the delivery of inclusive PE.

Space
Where the activity is happening
E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task
What is happening?
E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment
What is being used?
E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People
Who is involved?
E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

For some activities, we may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

To complement and enrich our curriculum, Sports Week is a well-planned and structured week allowing children the opportunity to take part in a number of sports which may be new to them. We invite specialist coaches from outside to share their expertise with the children and a range of visitors come in to talk to the children about their experience with sport outside of school. An example of this was the Paralympian Ryan Raghoo who spoke to the children during an assembly about overcoming his barriers of his disability and coming from a disadvantaged family.

Disadvantaged Children
The teaching of Physical Education at Lowbrook consistently engages all children, particularly those children who may have limited exposure outside of school to sporting experiences. We ensure children receiving additional Pupil Premium Funding have access to all extra-curricular activities by funding their fee to take part. We also ensure that each child has a PE kit, again funding this if necessary.

For those children who show a particular interest or skill in a sport who do not currently have the opportunity to attend clubs outside of school, will be provided with information regarding pathways into local clubs.

Staff Continuous Provisional Development
Continuing professional development training opportunities in PE for teachers have been carefully planned for, benefiting a wide range of students across Lowbrook. This year, we have expanded our relationship with Premier Education and have utilised a large portion of the Sports Premium Grant to supplement CPD for all teaching staff in Gymnastics, Dance and Athletics to ensure all teachers and confident and proficient in the delivery of these curriculum areas. In particular, this CPD offers teachers training in utilising the skills progression and curriculum objectives to deliver outstanding lessons to all students.

Safe Self-rescue
Annual swimming lessons, booked with Braywick Leisure Centre, resumed after COVID in 2022. Last year, the one year 3 class attended weekly swimming lessons and it is planned that both year 3 classes for 2023/4 will attend swimming lessons in term 5 and 6 to ensure that all children will leave Lowbrook as confident swimmers.

Place & Time:

Intent

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time." National Curriculum 2013.

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." National Curriculum 2013.

Place and Time

"History is a compass that you locate yourself on the map of human geography, politically, culturally, financially" John Henrik Clarke.

It is our intent at Lowbrook Academy that our Place and Time curriculum will inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key

physical and human processes and the complex interconnection of the human footprint on the world.

This principally includes how history shapes culture, events, consciousness and identity and the lessons which it offers to our understanding of present and future; and geographical study of location, other people, other places and human interdependence, locally, nationally and globally.

Like the arts, this domain and its contributory disciplines stand in need of proper public and political recognition of their importance to children's understanding of who they are, of change and continuity, cause and consequence, of why society is arranged as it is, and of the interaction of humankind and the physical environment. In opening up children's understanding of these matters the domain may range beyond the boundaries of what is conventionally included.

This domain is central to the advancement of a number of proposed aims, notably, respect and reciprocity, interdependence and sustainability, local, national and global citizenship and culture and community.

The principals of historical and geographical skills and concepts are underpinned by an understanding of historical and geographical knowledge children are expected to learn, remember and understand. Getting better in this domain requires all aspects of the discipline to be developed together. We may be able to set out separate summaries of the "geographical and historical **knowledge**" and "geographical and historical **skills** and **concepts**" in describing a course, but they need to be carefully blended in all planning and teaching

At Lowbrook we teach children to develop contextual knowledge of location through the study of historical milestones. As the children complete their studies here, they will have amassed a wealth of global knowledge through human history. Our approach starts this journey with education focused on the local, providing children with relevant access to the subject. The concept of children understanding that they are a part of history and also part of the geography of our local area is the stimulus of our Place and Time curriculum. All classes begin with a study of the local area around us, be that Cox Green, Maidenhead, Windsor or the River Thames. Skills are repeated and expanded upon, such as The River Thames aspect in each year group. Knowledge starts in Early Years by learning about water safety and progresses to understanding the physical geography of The River Thames and comparing it to other major UK and world rivers in Year 5. This in turn develops the skills necessary to make comparisons and analyse and understand communities separate from ours.

Place and Time is taught as part of a topic-based approach where children are encouraged to:

- Research independently,
- Use and evaluate artefacts and historical documents (Primary and Secondary sources),
- Record information in a variety of forms,
- Develop opinions and attitudes towards historical events,
- Recognise the influence that history has had on the present,
- Investigate the human and physical features of their local area and contrasting localities,
- Ask questions about the world around them,
- Experience purposeful fieldwork studies,
- Use a range of technology and digital equipment,
- Find important links between Place and Time and core curriculum subjects,
- Use their own school setting as a resource for sustainability.

It is our intent that Place and Time not only provides links to other curriculum areas but lies at the heart of the children's everyday lives, showing how the past can impact upon the present and ultimately, the future. This domain area aims to equip children with the skills required to be confident and capable members of the community, as well as appreciate the importance of the role they play in respecting and preserving the society they are a part of.

Lastly, it is our intent that Place and Time provides a platform with which children can communicate their ideas and query the existing world around them.

Implementation

The allocation of time set out below is the starting point for planning, however the art in teaching is not determined by time and it is expected that teachers will act professionally within these guidelines to allocate appropriate and effective amounts of time to each area as they feel fit.

Some subjects or units of work may be taught in blocks; or more frequently during themed weeks, therefore the weekly figure is nominal only. In the Foundation Stage, the overlap of Areas of Learning makes hourly time allocation inappropriate. Pupils at Key Stage 1 have opportunities for child-initiated or directed play.

The curriculum will be planned and delivered by the class teachers, specialist teachers, higher level teaching assistants, teaching assistants and where appropriate, experts within this field.

	Key Stage One		Key Stage Two	
Subject	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**	**Hours per Year (in decimal form)**	**Hours per week (in decimal form)**
Place & Time	54	1.5	72	2
ICT and Computing (cross curricular)	23.76	0.66	47.88	1.33

The curriculum overview ensures the programme of study addresses all the aims of our curriculum. The Cambridge Review emphasises the importance of equipping the children with skills needed to become confident and capable members of the community, as well as appreciating the important role that they play in respecting and preserving their society. Young children are initially unaware of the role that they play in society; for them, life revolves around a small radius that includes their home, family, friends, and school. Place and Time builds on this and teaches children that their actions and choices can affect the world around them. The concept of social responsibility is embedded within our teaching and how their actions impact the environment and the society that they live in, it creates an awareness of their actions and the consequences of their choices.
In line with the recommendations outlined within the Cambridge Review, each class works towards 30% of the curriculum being designed around our own distinctive locality. Knowledge of the local area is an important part of the learning process. At Lowbrook, we feel strongly about teaching children about the local area. This has been built into the curriculum overview in all year groups. This has been progressively planned with Year One children researching and exploring the Cox Green area to Year Six looking closely at the River Thames and its many uses, comparing it to a river in China. This develops children's understanding of the local area and how this links globally to other countries.

Trips are progressively planned throughout the school and are carefully linked to each year group's topic and learning intentions. Trips are highlighted on our curriculum overview and booked at the start of the year, with workshops and activities carefully planned. Examples are Early Years visiting

The Oxford Museum of Natural History during their dinosaurs' topic, Year One trip to Windsor Castle when looking at famous buildings, Year Four trip to Hampton Court Palace during the study of Tudors to look at the hierarchy within the palace and Year Six visiting Bletchley Park during their study of World War Two and looking at the important work of Alan Turing.

Topics, skills and knowledge are outlined in the termly progression matrices for each year group. Each term has been given a focus across the whole curriculum. The children will develop an understanding and appreciation of historical influences that have shaped our heritage. They will gain an understanding and appreciation of geographical features (both physical and human) and will take part in practical activities to enhance and complement their learning.

Term 1 - Local Area

Studies of the local area begin with an overview of the community, progressing to a study of Cox Green and the River Thames. Moving into KS2, the focus is of a wider parameter such as Windsor and Maidenhead. The River Thames is an area that is revisited and developed through KS1 & KS2. Skills developed during this unit are the research and study of significant historical events, people and places in their own locality; understand some ways we find out about the past; use of simple fieldwork and observational skills to study the geography of the area (particularly during trips to Cox Green, Maidenhead Bridge, Windsor, Henley and The River Thames); use of aerial photographs to recognise landmarks and human and physical features; comparing an area of the UK with other countries eg. a region in China; use of maps (including Digimap for Schools), atlases, globes and digital/computer mapping to locate areas; using geographical vocabulary to describe key physical features and linking with local history, mapping how land use has changed in local area over time.

Term 2 - Navigation

In order to understand how navigation relates to the children's lives, it begins in their immediate surroundings and its key features. This then moves onto developing spatial awareness with directional language and use of navigational equipment in KS1. In KS2, the focus is on the key locations of the world including the continents, Europe and America and the time zones, as well as famous explorers of the world. Skills developed during this unit include the research and study of the lives of significant individuals in the past who have contributed to national and international achievements, such as Christopher Columbus, Captain Scott and Ernest Shackleton. Studies compare aspects of life in different time periods; fitting people in to chronological order; naming and locating the world's seven continents and five oceans on a world map; understanding geographical similarities and differences through the study of human and physical geography between two contrasting places; using grid references, progressing from 2 point references in KS1 to 6 point grid references in year six and learn and use the eight points of a compass; practical use of GPS equipment and digital mapping.

Term 3 – British History

The study of British history begins with an introduction to the values of the United Kingdom and key individuals that represent those ideals. After which, the focus in KS2 progresses to the study of iconic eras, events and individuals of British history. Skills developed during this unit include having an awareness of the past, using common words & phrases relating to time; fit people/events into chronological framework; identify similarities / differences between periods; use wide vocabulary of everyday historical terms; choose and use from stories and other sources to show understanding; understand some ways we find out about the past; identify different ways in which the past is represented; note connections, contrasts and trends over time; develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions and understand

that different versions of the past may exist, giving some reasons for this and evaluate primary and secondary sources of information. Our plans see some of the classes enhancing the curriculum by having a theme day related to their topic, for example a Victorian Day in Year Three, and field trips are well planned for.

Term 4 – Famous Buildings

With the help of timelines, each year group studies a particular building and the individual events that surround it. The location of these buildings includes both British and international residencies. To place the children's learning in to context, these studies are often accompanied by a class trip to the building or a related exhibit. For example, Year One visit Windsor Castle, Year Two visit St Paul's Cathedral and Year Three visit Cliveden House. Skills developed through this unit are the use of world maps, atlases and globes to identify the United Kingdom and its countries; use of aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devising a simple map, constructing and using symbols and a key; using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies; placing people and events in to a chronological order and researching the lives of significant individuals linked to the building.

Term 5 – The World

Studies of the world begin by looking at the world as a whole, this includes regions, geographical features and weather patterns. Moving onto the study of countries around the world and the eras that are associated with them, such as Ancient Greece and Ancient Egypt. To celebrate the study of international countries and their cultures, the whole school participate in a biannual Arts & Culture Week. Skills developed through this unit are developing an understanding of the achievements of the earliest civilizations; studying of events beyond living memory that are significant nationally or globally; develop chronologically secure knowledge of history; identifying seasonal and daily weather patterns; use of aerial photographs and plan perspectives; the study of the lives of significant individuals in the past who have contributed to international achievements, using them to compare aspects of life in different periods and use of basic and geographical knowledge to refer to key physical and human features.

Term 6 – Sustainability through Time

Through the use of time eras on a timeline, each year group studies sustainability and the impact history has made on our lives today. The younger the child, the more recent the timeline or era is that they study; as advised by the curriculum changes in 2014. This unit links very closely with the sustainability, health and well-being units in the Citizenship and Ethics domain this term. Skills developed are looking closely at changes within living memory as well as events beyond living memory progressing through the year groups; understanding geographical similarities and differences through the study of human and physical geography of a region; understanding how knowledge of the past is constructed from a range of sources; developing the appropriate use of historical terms and constructing informed responses by selecting and organising relevant historical information.

Natural events, visitor opportunities and local initiatives will also grab our attention and warrant curriculum exploration and time in this domain.

Children's curiosity is inspired to learn more about the past and the world in which they live. High quality education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Staff teach our pupils about where they live so they can see they are part of a bigger story. As their understanding grows through the year groups, so too does the scope of our curriculum to match it. Children understand that they feature as part of a town, county, country, continent and world.

It is our belief that consolidation of learning and knowledge is fundamental; and therefore creating '***Awe and Wonder***' within our Place & Time curriculum is key to this. The development of the **Art & Culture Week** has been hugely influential with our pupils in achieving this. Biannually, we design a whole week of Art & Culture where each cohort represents a country of their choice, and children share and experience a range of food, facts and entertainment. Class teaching during this week will focus on landmarks, milestones, figures and features associated with a culture. Children then showcase the knowledge they have amassed through performances of drama, dance and song, shared with the parent community.

Year 3 Victorian Day

Year 4 trip to Hampton Court

Year 5 manipulate a compass using bearings to plan routes

Such celebration fulfils the aims of the curriculum whilst demonstrating the importance of cross-curricular learning. Experts from the world outside school are planned for and invited in to work with the children; creative specialists come to school to work with the children; equipment beyond the school's means are used and parents join us at school to tell us about how their knowledge of other countries and its past (Place and Time) is used in their work or personal life. Arts and Culture week is a highlight of the academic year and is used to complement and enrich our weekly curriculum.

Our Place and Time curriculum is assessed formatively in line with the school's assessment policy. A school specific formative assessment grid is published and used for all units of work and sits along the school's carefully and sequentially planned progression maps. Each unit of work has clear assessment objectives based on the National Curriculum objectives for history and geography, which are highlighted on the curriculum overviews. Self and peer assessment during the various stages are successful and a key aspect of this school's teaching and learning pedagogy.

Inclusion

We are committed to the equal inclusion of all pupils in all areas of school life. The Academy recognise the diverse and individual needs of all of our pupils and take into account the additional

support required by those children with Special Educational Needs. All pupils are entitled to a quality of provision which will enable them to achieve their full potential.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to:

- choose objectives for SEND children that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives

In Place and Time, we will ensure that we are adopting a range of teaching and learning styles as well as following a system of monitoring, target setting and reviewing to meet the needs of the individual learner. We will ensure that learning experiences are created with the pupils in mind and that educational trips take in to account the needs of all pupils to allow those with SEN or disabilities to fully partake in all school activities (so far as reasonably practical).

As with all subjects, in Place and Time we will ensure that all pupils with SEN reach their full potential, make progress and achieve at the highest level for their ability by providing an appropriately differentiated curriculum. We will also provide a variety of stimulating, well-planned lessons which take in to account all children's different learning styles. Examples may be:

- Using ICT to display work such as a presentation software or a word processing program
- Use of quality artefacts to be able to develop observation skills and use of language
- Visual aids such as globes in every classroom, maps, visual timelines etc
- Alternatives to written methods such as mind maps, sketches, scribing, video, drama etc

The Academy will ensure all reasonable adjustment for the pupils is catered for to ensure full curriculum coverage, where skills and knowledge are learned to the child's highest potential. This domain is highly practical and has a strong oral base. This ensures that our children who struggle with reading and writing can excel.

Disadvantaged Children

The achievement of this schools' disadvantaged children is high in this domain. The provision map for these children is clear and ensures that experiences beyond the classroom are planned for. These include trips (often paid for), Arts and Culture week activities (often paid for) and specialists in this domain visiting the school to engage the children in how this domain links to this community and the wider employment sector, for example a visitor from Thames Water to discuss water production. This is particularly important for those disadvantaged children who may not be exposed to these experiences outside of school.

Staff Continuous Professional Development

As an Academy, it is of utmost importance that all staff feel confident and equipped to deliver the Place and Time curriculum. We will provide staff with INSETs in school looking at planning, moderating of work and providing engaging lesson ideas. We have purchased a membership to the Geographical Association (GA) and the Primary Historical Association (HA) which provides all teachers with access to a wealth of resources to support their lessons. As subject leaders, we will also ensure that all staff are aware of the CPD opportunities available through the GA and HA.

Signed: Chair of Governors

Signed: Principle