

Primrose Hill Primary School



Teaching & Learning Policy

June 2018
Review date: June 2020

Rationale

Children are entitled to a broad and balanced curriculum, which offers a range of experiences that are relevant to their lives and which provide a foundation for their future learning. At Primrose Hill, we believe that all aspects of children's development are equally important and are interconnected.

At Primrose Hill we believe children learn best when:

- Teaching and learning-activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- The learning environment is ordered, the atmosphere is purposeful and they feel safe
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Aims & Objectives

- To provide a safe and happy and stimulating place to learn
- To foster a love of learning and encourage children to develop and thrive as confident, secure learners who are able to fulfill their potential
- To enable children to develop enquiring minds and ability to question, make informed choices, apply themselves to tasks and to reflect upon their own learning and experiences
- To enable children to be independent and self-motivated and able to work and play co-operatively with others
- To enable children to appreciate, respect and understand others and the world in which they live and to encourage children to develop an understanding of moral values and differing ways of life
- To develop children's self-esteem and sensitivity, tolerance and understanding towards the needs and feelings of others
- To ensure equal opportunities in relation to gender, race, class, sexuality, special needs, culture and belief.
- To promote, celebrate and value the diversity of our school and the wider community
- To demonstrate a commitment to high expectations and high standards of achievement for all
- To use assessment to identify abilities, strengths and successes and to form the basis for all teaching & learning experiences
- To provide a curriculum that meets the requirements of the National Curriculum & Early Years Foundation Stage guidance
- To provide high quality resources which ensure access to all aspects of the curriculum for all and reflect the diversity of the society in which we live

Equal Opportunities and Arrangements for Inclusion

All pupils are to have equal access to the curriculum regardless of gender, race, cultural background, ability or any additional needs. Teaching is organised to enable pupils of all abilities to access the learning. Activities will be differentiated in order to meet the different needs and abilities within the class.

We recognise, respect and celebrate the diversity of languages and experiences our children bring to school. We aim to reflect these in our classrooms and to promote parental involvement to strengthen the links between home and school communities. We believe that all children can achieve and we value and promote each child's achievements. All staff are responsible for utilising each child's individual contribution to the learning process. We believe it is the right of all children, regardless of their ability, cultural background, ethnicity, gender, disability, home or linguistic background, to have access to high quality learning experiences in a stimulating and supportive environment where prejudices and stereotypes are challenged.

IMPLEMENTATION

The Curriculum

The curriculum has been planned to enable such links to be developed and exploited. We place great value on the development of children as individuals. Social, moral and emotional issues should be given a high profile in the school.

EYFS

In the EYFS we follow the '*Early Years Foundation Stage Curriculum*' document. The children's learning experiences are planned to enable them to develop and achieve in the early learning areas through play and investigative learning experiences. The EYFS curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development. We follow the Early Years Foundation Stage Curriculum Guidance in Reception. Planning reflects children's interests and fascinations.

Key Stage 1 & 2

Key Stage 1 and 2 follow the National Curriculum. We give a high priority to the development and achievement in the Foundation Subjects and the arts. At Primrose Hill the curriculum has been designed to enable teachers and children to develop links between different areas of the curriculum. We have developed our cross curricular curriculum through a topic based approach intended to build upon children's interests and stimulate a love of learning that is shown in the school's Curriculum Maps.

In Key Stage 1, we have a creative approach to planning the curriculum, as we understand that young children learn best through experiencing a curriculum which is relevant and meaningful to them. Children in KS1 experience an Integrated Day which is based on good early years practice and in encompassing the National Curriculum requirements. There are whole class English, Mathematics and Topic sessions which continue to include recommendations of the strategies. The children will be involved in directed and independent, cross curricular activities related to the week's learning objectives, throughout the day, either with an adult or independently. The learning is planned to meet the weekly learning objectives. It is

expected that each child will carry out an independent Maths and English task each day. This should be cross-curricular wherever possible, and differentiated as appropriate to meet the children's individual learning needs. The Integrated Learning approach is also used in Year 5, and we will be trialling it across Year 3 and 4 for the academic year 2018-19. Maths is still taught as a whole lesson in Year 3-6, while children in Year 5 and 6 are taught in smaller Maths groups (fully mixed ability in Year 5 and with one group of more able mathematicians in Year 6) .

Teaching Strategies

All staff should have realistic but high expectations of what all children are able to achieve. In order for children to fulfil their potential they need to be in a calm, ordered environment. We recognise the need to employ a range of teaching approaches, styles and skills. In order to achieve this it is the teacher's responsibility to ensure that they:

- Prepare and plan lessons and resources adequately
- Provide differentiated activities that extend each child's learning and progress. Children's work should be marked and assessed in accordance with the Marking and Assessment Policies
- Convey high expectations of behaviour that encourage autonomy, trustworthiness, self-respect and respect for others
- Observe and assess all children in the class, being especially aware of the needs of children who do not make demands, those with EAL, SEN, Higher Learning Potential and any other additional needs
- Make effective use of voice and body language to maintain interest and control
- Use effective questioning techniques
- Provide a balance of teaching styles including exposition, practice & reinforcement and discussion
- Provide a balanced variety between individual, group and class work
- Provide a balance between teacher and pupil initiated activities
- Provide opportunities for reflection by children
- Demonstrate and convey high expectations for all children
- Provide encouragement, positive reinforcement and praise
- Intervene, as appropriate in the learning process in order to encourage development

Support Staff

Support staff are an extremely valuable classroom resource. It is the teacher's responsibility to communicate, manage and plan with all additional adults in their class.

During whole class teaching, it is expected that support staff will:

- Work with individual children and / or groups *within* the classroom, to support their understanding of the concepts and skills being taught
- Be active throughout the carpet sessions, adding value to the learning by: sitting on carpet, working with directed children, modelling on a whiteboard, asking questions, playing the role of a child by asking questions etc
- Communicate regularly with the teacher and other adults in the classroom and clarify expectations of teaching and learning
- Actively be involved in the marking of the work of the child/children they are working with as outlined in the Marking Policy
- It may be appropriate for some children to be withdrawn from the class group on occasions, to provide interventions or additional differentiation, although this should not be a regular occurrence. Children may be withdrawn from the classroom for specific targeted therapy sessions

Classroom Organisation & Learning Environment

All classroom equipment should be **clearly labelled** and accessible to all children. Children must be shown how to select appropriate resources, use them to their best ability and to fit the task, then to replace the equipment to its correct place. Classrooms are planned so that furniture and layout enable children to engage in a variety of activities. Organisation and layout of classrooms also allow for a variety of working relationships and outcomes. All teachers must ensure that their classrooms are tidy, free from clutter and all learning spaces are accessible to the children.

Display

All displays will:

- Reflect current learning and be changed regularly inside the classroom
- Corridors displays will be changed termly, with teachers planning 'display day' if needed before a deadline. All displays need to be maintained and kept tidy or they will be directed to be changed
- Have some explanation of what the work is about and the process of completing their learning
- There will be a balance of permanent and working walls
 - Permanent displays: will be mounted and clearly labelled. This might include List of Magic Display, Maths Calculation Help etc
 - Interactive displays: will ask children to contribute their ideas and thoughts about certain topics
 - Working walls: will be added to throughout a unit / learning journey
- Use consistent lettering in line with the school's Handwriting Policy
- Reflect, where possible, the SIP

All KS2 classrooms will have:

- A List of Magic (grammatical rules) Display, Word Knowledge and English Texts Work
- A Maths Display – showing current methods of operations which are in line with the School's calculation policy, resources that help children's calculation, such as a 100 square, or topic related work such as time
- Class Charter
- Topic Displays – which reflect current topics
- A timeline linked to history topic
- A high quality reading corner – which is clearly organised and accessible to all children
- A Home Learning Display
- A Growth Mindset Display

All KS1 classrooms will have:

- A List of Magic (grammatical rules) Display, phonics or Word Knowledge and English Texts Work
- A Maths Display – showing current methods of operations which are in line with the School's calculation policy, resources that help children's calculation, such as a 100 square, or topic related work such as time
- Class Charter
- Topic Displays – which reflect current topics
- A timeline linked to history topic
- A high quality reading corner – which is clearly organised and accessible to all children
- A fine motor skills area
- A role play area
- A Home Learning Display
- A Growth Mindset Display

● *Also see below for specific curriculum display expectations.*

All EYFS classrooms will have:

- A writing and graphics area
- Maths display – which displays numbers, photos of learning opportunities and children’s work
- Phonics area and display
- A fine motor skills area
- A role play area & Creative table
- A high quality reading corner – which is clearly organised and accessible to all children
- Class Charter and Passports
- A Growth Mindset Display

Also see guidelines for working in the EYFS

Planning

Planning is completed in year groups. At the beginning of each half term, year groups will plan a detailed pacer using the Curriculum Maps for their year group. The pacer will outline outcomes for each curriculum area across a half term. For Topic lessons, objectives and an outcome/s need to be clearly indicated for each lesson and this then copied onto a detailed weekly timetable.

Planning Documents are saved on the Google Drive, these include Pacers, Curriculum Letters and Weekly Timetables. Each year group has a Maths Yearly Overview and a Curriculum Map, which they edit and highlight as they are teaching. All smarts will be saved on our school’s network in the SMARTS folder. SLT, PLT and CLT monitor planning and outcomes half-termly.

During the first week of each half term, a Half-Termly or Termly Letter, which will detail dates, curriculum topics and any other relevant information, will be sent in a letter to parents. This will be also emailed to the PLT and office staff so it can be added to the school’s website

See Appendix 1 for example planning documents and Half-Termly Letter Format

Record Keeping & Assessment

See Assessment and Monitoring Policy

English

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Learning experiences organised to offer opportunities to develop English skills discretely and apply them to contextualised outcomes
- An English curriculum based around quality rich texts for narrative and outcomes linked to topic for non-fiction
- Reading for pleasure (*daily reading opportunities, reading journals, book groups, book talk, book display and corners, library visits*)
- Grammar skills supported through the use of List of Magic, exemplified in class display, planning and outcomes
- Progress in the children's learning, specifically related to Speaking & Listening, Phonics, Spelling, Handwriting, Reading and Writing skills (in their books, displays, photographs and videos on the website, in conversation, in their learning behaviour).
- Writing of either sentences, paragraphs, full pieces taking place four times a week (*also see Marking Policy*)
- Guided group work for reading and writing for every child, every week
- English units develop written outcomes through a process of text immersion, gathering ideas, skills development, planning, drafting, editing and publishing
- A range of opportunities for engagement (*drama, mind and story mapping, oral presentations, visual and kinaesthetic activities*) that inspire and cater to wide ranging learning styles
- Banks of vocabulary and working wall based display to support children's learning
- Well organised resources such as book corners, group materials, dictionaries and thesauruses which are embedded in practice

TEACHERS WILL MAKE SURE THAT:

- English planning caters for skills development and application
- Texts and purposes for writing in the units cover those in the Curriculum Map
- Appropriate resources are selected to support children's learning for class and guided activities
- Writing is marked for improvement and publishing, as outlined in the Marking Policy
- Writing outcomes include a range of purposes for moderation each half term
- Pupils have access to the library weekly and are supported to borrow appropriately and return books
- Thesaurus and dictionary work takes place weekly and is embedded in writing
- Parents are invited to attend Phonic and Reading workshops based on methods used at school
- Reading and writing is an integral part of home learning to provide opportunities for children to practice and consolidate their skills and knowledge and to develop and extend their techniques and strategies

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is a yearly overview of literature and writing units for each year group to ensure that progression is maintained over the whole year and that learning objectives are systematically revisited.
- There is a List of Magic Grammar format for display to ensure continuity
- There is a progression for spelling for Years 2 to 6
- A monitoring cycle is in place to support the progress of individuals and groups of learners: books looks, learning walks and regular checks of outcomes on the website.
- Monitoring of the library use ensures children have access and stock is protected.

Mathematics

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Learning experiences organised with fluency, practise, reasoning and problem solving as a focus
- Progress in the children's learning, specifically related to Mathematics skills and knowledge (in their books, displays, website, in conversation, in their learning behaviour).
- Games to build on fluency
- Resources and manipulatives organised, labelled and utilised to support children's understanding of concepts and so that they are easily accessible to children and adults
- Number lines, number squares and other visual resources are on display in every classroom
- A range of methods of calculating (*mental, jottings, formal written methods*) that build upon prior learning
- Maths vocabulary that enriches teaching and learning of Maths

TEACHERS WILL MAKE SURE THAT:

- There is a balance between fluency, practise and problem solving and reasoning
- Units planned with opportunities for children to review, consolidate and extend upon their knowledge
- Appropriate resources are selected to support children's learning
- Mathematics is an integral part of home learning to consolidate their skills and knowledge
- They use the school's Calculation Policy to ensure strategies in number is taught consistently across the whole for progression
- The Number Challenge is carried out fortnightly (KS2) to prompt fluency of facts
- The Maths Yearly Overview is used to plan and is highlighted for coverage of all topics.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is a Written Calculations Progression Map which should be followed to ensure continuity and progression throughout the school.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: books looks, learning walks and regular checks of outcomes in book and the website.
- KS2 will take part in *Spring Slam*
- Parents are invited to attend Mathematics workshops based on calculation methods used at school
- Parents are welcomed in to share in their children's Mathematics learning, through Parent Workshops *Stay and Play Maths mornings*

Science & STEAM

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning, specifically related to Science & STEAM skills *and* knowledge (in their floor books & STEAM project scrapbooks, displays, photographs and videos on the website, in conversation, in their learning behaviour).
- STEAM resources are used to support children's understanding of new concepts (scientific and key vocabulary displayed, books, posters etc.)

- Concrete materials to assist particularly with more abstract themes and the *Investigation* part of the STEAM learning and children are exposed to hands on learning throughout the STEAM project learning journey (Investigate, Design, Make, Review and Evaluate)
- Specialist resources are used to build on children's skills
- Related out-of-school and enrichment activities and evidence of photos, resources and follow-up work from out-of school learning are being used in the classroom to emphasise the value of these experiences
- Safe use of STEAM equipment

TEACHERS WILL MAKE SURE THAT:

- Science learning is a combination of *skills* and *knowledge*. Each unit of Science being planned includes opportunities for children to review and extend upon their knowledge in that area as well as apply and develop their scientific enquiry
- Floorbooks used to evidence a clear learning journey for each topic
- Each year group will undertake a STEAM project which will run over a half-term or blocked. The projects will stem from a Science Topic with a Design and Technology outcome. Maths, Art and Computing learning objectives to be taught through the project. Each project being planned includes opportunities for children to Investigate, Design, Make, Review and Evaluate
- Effective teaching strategies used successfully engage pupils in their STEAM learning – a *hook, learning journey* and *high quality outcome* will be in evidence in each unit of learning
- They use their expertise, including their science subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- Well framed questions, knowledgeable answers and the use of discussion, promotes deep learning and understanding
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study
- Risks have been assessed carefully before carrying out any practical activities
- Parents are welcomed in to share in their children's STEAM learning, through end of STEAM projects exhibitions.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Programmes of Study in Years 1-6 are informed by the National Curriculum, ensuring continuity and progression of Scientific knowledge, skills and understanding
- There is a broad and balanced Curriculum Map in place that ensures continuity and progression of Scientific knowledge and STEAM skills
- Leader of Learning will ensure appropriate resources are sourced, related out-of-school learning opportunities are shared and links are made with other schools and institutions
- Health and safety procedures are in place and are adhered to
- Ensure parents are informed about school events and relevant topics through regular newsletters, termly calendars, letters, text messaging, notice boards and the school website

Computing

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children making full use of opportunities presented by a wide range of mobile technology in the discrete teaching of Computing skills and in teaching across the curriculum, supporting investigative, communicative and collaborative learning
- Years 1 -6 to have a set of 6 chromebooks or ipads to be used during Integrated Learning when practical

- Children communicating and collaborating safely, productively and appropriately through the use a variety of online resources including Google Apps for Education, Purple Mash, Interactive Resources, Brainpop and Kidrex
- Non-digital resources and displays to assist the teaching and learning, particularly with more abstract themes of Computing such as networking and computational thinking, creating algorithms and debugging
- Digital leaders supporting other children in their learning and returning devices safely and securely
- Children using Google Apps for Education at home and in school, responding to teacher announcements and assignments in the Google Classroom
- The appropriate, responsible and safe use of technology in the classroom to create an environment that stimulates learning
- Outcomes within personal folders in children's Google Drive and Purple Mash folders

TEACHERS WILL MAKE SURE THAT:

- Digital devices are booked to support the computing curriculum or enhance other areas of the curriculum that accelerates pupils' understanding and generates a productive learning experience
- Children exceeding expected levels at computing, and who will benefit from the opportunity to extend computational thinking, are involved in Code Club and that these children support others and care for equipment in the role as a Digital Leader
- All children have access to usernames and passwords to the Primrose Hill School online resources
- Use The Switched on Computing Scheme which ensures continuity and progression in Computing capability across the six key areas: *programming, computational thinking, creativity, networks and communication.*
- There is evidence in the pacers of e-Safety and cyber-bullying planning; teachers will use and adapt the teaching resources available in the shared Computing curriculum resources folder
- Children are routinely taught the importance of respectful and appropriate behaviour when using online resources such as Google Apps for Education and keeping usernames and emails private and that use of them should be exclusive to the user only (see e-Safety Policy)
- Children and parents have signed and agreed to the acceptable use policy

IMPLICATIONS FOR THE WHOLE SCHOOL:

- The periodic review of resources both hardware and software to assess need and viability
- Provide CPD support to teachers both informal and formal. In addition, keep staff up to date with current thinking in Computing practice
- Resources will be sourced using Camden's best price best value via the Procurement officer of Camden LA
- All adhere to the safety procedures outlined in the e-Safety Policy
- Children will only access appropriate websites through Camden LEA filtering
- e-Safety packs are collected from the office and given to all children new to the school

Art

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning related to the art skills progression, including photographs of children working. Outcomes of the children's projects will be displayed on the walls in the classroom, the website and display boards around the school
- The artistic learning journey evidenced in the children's floorbooks (in KS1) and in art books from Year 3 onwards
- In the art room and EYFS, clearly labelled art resources
- Existing work by named artists linked to class art project to engage children and foster an understanding of the larger cultural context of art and its historical significance
- Activities that build on their prior attainment and provide a challenge
- Celebration of outcomes (from a range of abilities and where children have been encouraged to take some creative risks with work)
- The safe use of resources with risks assessed carefully before carrying out any practical activities
- Children undertaking some of the responsibility for cleaning up and putting resources away (in the art room in particular)

TEACHERS WILL ENSURE THAT:

- Children undertaking some of the responsibility for cleaning up and putting resources away (in the art room in particular)
- Children will be given the opportunity to complete a piece of work with evidence of the 5 step development process (explore, create, improvise, present and evaluate)
- All children will work with the Artist in Residence on whole school art projects
- From Year 1 children will use the art room to complete a piece of work at least once each term (Maria to create a timetable, like computing, for teachers to sign up)
- Children will have experience in all areas of art in across each phase (drawing, painting, 3D, Textile, ICT, printing, collage and the historical significance of each artistic method)
- When resources are used up or not available, teachers will inform the art leader to re-stock
- Access to resources will allow children to make choices about their own work
- Children are given the opportunity to discuss existing pieces of art, as well and create new ones
- On-going pieces of work are stored in the classroom and not in the art room
- Parents are welcomed to share in their children's art learning, through art clubs, class trips, work displayed on the website, home learning walls in class and recognition of achievement in assemblies and to accompany their children on art related trips to share an understanding of the learning.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is a Curriculum Map in place that is broad and balanced
- A monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, regular checks of floorbooks and sketch books in KS2, the website and displays evident in classrooms and around the school

- The art room is regularly used, but tidied and cleaned after each session. Work is taken back to classrooms once it is completed. All resources are returned to their rightful place

PHSE

THERE WILL BE EVIDENCE OF:

- The School's Golden Rules and individual class rules
- A Growth Mindset display to encourage and celebrate a growth mindset approach to learning
- Each class will have a Child friendly Class Charter, linked to the UN Convention on the Rights of the Child
- Weekly Circle Time discussions and follow ups
- Coverage of the PHSE curriculum and outcomes linked to PHSE (in the class PHSE evidence floor book, displays, photographs and videos on the website, in conversation, in their learning behaviour)

TEACHERS WILL MAKE SURE THAT:

- Children adhere to their own class rules and charters, as well as whole school Golden Rules
- Circle Time is carried out weekly
- PHSE is planned according to the year group curriculum map, creating opportunities for cross-curricular links where possible
- Some evidence of discussions carried out during Circle Time, and coverage of PSHE work, is present either in class, in folders or on the School's website
- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social, cultural , mental health and well being development
- Children receive consistent and coherent messages about food and exercise and their role in their long-term health (see Food Policy)
- The school's RSE, Drug Education and Food Policies are referred to when planning and delivering PSHE lessons

IMPLICATIONS FOR THE WHOLE SCHOOL:

- The Camden Scheme of Work for PSHE is used to plan each year group's curriculum coverage
- There is evidence of PSHE related learning, including cross-curricular work
- Opportunities are provided within the existing curriculum, including during STEAM and PSHE to discuss and work with food
- Monitoring of the PSHE evidence files is termly

Humanities (including RE)

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Floor books on display which document a whole-class learning journey throughout a specific topic (eg. Ancient Greece)
- Classroom displays that celebrate learning across the humanities subjects

TEACHERS WILL MAKE SURE THAT:

- Floor books demonstrate a range of learning experiences, including both written and practical activities, discussion and debate, drama, art, etc
- Learning journeys are designed to develop both the relevant skills and knowledge as set out in the each year group's curriculum map
- Cross-curricular links are made between humanities and other curriculum subjects where possible
- Enrichment opportunities are used to bring learning to life across the humanities subjects and these are celebrated online, in class displays or in floor books
- Learning in RE helps to develop respect for all views and beliefs, including the non-religious

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is a Curriculum Map in place that is broad and balanced, showing continuity over year groups
- A monitoring cycle is in place to support the progress of individuals and groups of learners: book looks, learning walks and regular checks of outcomes on the website and in floorbooks

Music

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon
- Music lessons will be broad enough to extend and encourage the highest ability learners to reach their full potential, whilst remaining accessible to all
- All ages and abilities will be involved in performing, composing and listening activities
- Students will be engaging with music from a range of cultures and backgrounds
- Students engaging with the history of music
- Music technology will be fully integrated at all Key Stages
- Small groups of students will regularly use the recording studio
- A space in which the instruments and resources are in constant creative use
- School choir
- Band
- Clubs
- SingUp website

TEACHERS WILL MAKE SURE THAT:

- Teachers always model professional musicianship
- Teachers will promote music through concerts, singing assemblies and through using outside agencies
- Music/creative industries will be promoted as a possible career path
- Assessment is an on-going dialogue between students and teachers, both at a macro and micro level
- Assessment is detailed and specific: individual progress of students is measured against a wide range of musical guidelines
- Recordings will make assessment relevant and musical
- Recordings will be shared with students for peer and self-assessment (Google Classroom)
- There are regular extra-curricular opportunities available to children across all phases

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Music will be expanded in a wide range of lunch-time musical and after school clubs
- Music will be celebrated during assemblies, concerts and school newsletter
- Continued close relationship with Camden music hub
- Where possible the music curriculum will support children's learning in other curriculum areas e.g. number songs, songs from other cultures, science songs
- Recording studio should support all areas of the curriculum

PE - extra PE sessions / new role / handwriting

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- The safe use of a wide range of resources
- Children are engaged and active
- Children working collaboratively and competitively
- Highly kinaesthetic activities that are accessible to children of all abilities
- The learning environment is ordered, the atmosphere is purposeful and children feel safe
- Children adhere to the Golden Rules at all times and are mindful of property and equipment
- Additional adults provide support for SEN children and promote inclusivity in lessons to ensure that all children can access the lesson successfully
- Technology being used in lessons to review performance and progress
- There are regular extra-curricular opportunities available to children across all phases

TEACHERS WILL MAKE SURE THAT:

- The children are actively participating, with the teacher facilitating purposeful and productive practise
- Assessment is an on-going dialogue between child and teacher, with both short and long term goals considered
- Assessment is detailed and specific: individual progress of children is measured against detailed criteria across a wide range of sporting activities
- Children are challenged, in order that they fully realise their potential within the subject
- Lessons are broad enough to extend and encourage the highest ability learners, whilst still remaining accessible to all
- Risks have been assessed carefully before carrying out any practical activities
- Children are provided PE/ sporting opportunities outside of the weekly lesson
- Children are dressed appropriately for a practical lesson. This includes a white T-shirt with school logo, black shorts/tracksuit bottoms combined with a black jumper with school logo if appropriate. Bare feet are required when students use the gym apparatus and are also appropriate for dance activities and some indoor games. Sports shoes such as trainers are required for all other activities
- No jewellery will be worn by the children during PE lessons, except for small stud earrings. Jewellery with religious significance may be allowed but must first be approved by the Headteacher
- Additional PE sessions are taught to ensure that children are receiving their full allowance per week

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Health and safety procedures are in place and are adhered to
- Parents are offered regular opportunities to attend extra-curricular fixtures and tournaments and regular invitations to accompany class and smaller group sports trips
- Children have the opportunity to engage in a wide range of after-school sporting opportunities
- Lessons and extra-curricular clubs accommodate and develop children's interests in a wide range of sporting activities
- Children in Key Stage 2 receive 2 hours of PE a week
- Children in Key Stage 1 receive 1.5 hours of PE a week
- Children are provided with swimming instruction from Years 2-6 with the aim of being able to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Key Stage 2

Home Learning Expectations - to be updated this year as part of SIP Development

Nursery – Year 6 all have Google Classrooms. This is where home learning activities will be shared with the children.

All classes will have a timetabled session where children are invited to share and celebrate their home learning with the rest of the class.

All home learning will be acknowledged by an adult, this will be with a stamp or tick. Once a week, children will be given an opportunity to bring in their home learning to check with an adult if they have any problems or need help.

EYFS:

All children in EYFS are expected to read every night with an adult and Reception will receive a reading record for parents to fill in. These will be acknowledged once a week by an adult in their class. There will be one EYFS Home Learning suggestion posted each week on the Google Classroom. Reception will also post phonics learning that has been covered in class each week (links to the Espresso website).

Year 1 & 2:

A suggestion of Home Learning ideas will be given out at the start of the half-term based on the new Topic and the other planned coverage during the half-term. In addition, specific English and Maths home learning ideas will be posted on the Google Classroom as appropriate. Y1 will post their weekly phonics focus and Y2 will post their word knowledge (spelling focus) for the week. Children will not have home learning books, but can share their work either on the Google Classroom or bring in the things they did at home in their timetabled weekly Home Learning Celebration. Children are also expected to read every night and parents can continue to fill in their reading records – these will be acknowledged during the morning soft start.

Year 3 & 4:

A suggestion of Home Learning ideas will be given out at the start of the half-term based on the new Topic and the other planned coverage during the half-term. In addition, a weekly Reading Journal, Maths, word knowledge (spelling) and a suggested writing activity (English) home learning sheet will be printed and posted on the Google Classroom. Children all have home learning books, but they can also share work with their teacher on the Google Classroom or their Google Drive.

Year 5 & 6:

A suggestion of Home Learning ideas will be given out at the start of the half-term based on the new Topic and the other planned coverage during the half-term. In addition, weekly Maths, word knowledge (spelling) and a suggested writing activity (English) home learning sheet will be printed and posted on the Google Classroom. Children all have home learning books, but they can also share work with their teacher on the Google Classroom or through their Google Drive. Each half-term, children will be asked to present a reading book presentation and poetry recital. In addition, children are expected to read every night and will complete a reading journal.

In Maths sets, teachers will timetable a starter a week where children will be able to mark through their work.

Governors

It is the Governors' role to monitor and review the policy and its practice through:

- Discussions at the Curriculum & Pupil Welfare Committee, to which Leaders of Learning will be invited to give an overview of the current practice in their subject area, linked to the School Improvement Plan.
- Governors with a particular responsibility eg Inclusion will have regular meetings with the post holder to discuss delivery and standards in their subject area
- Feedback to Head Teacher following discussions with key members of staff
- Receiving reports from the Head Teacher and/or leaders of learning
- To attend INSET, where relevant

Appendix 1 *Half Termly Letter Format*

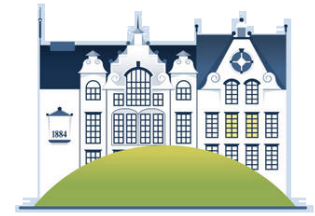
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X

Dear Parents and Carers,

A general note / welcome back etc

TOPICS

READING AT HOME & LIBRARY

HOME LEARNING & GOOGLE CLASSROOM

WEBSITE

www.primrosehill.camden.sch.uk

PE & SWIMMING

PUNCTUALITY

IMPORTANT DATES

X

X

X

We are looking forward to a busy and exciting half term with you and your children. If you have any concerns or queries please feel free to make an appointment with us to discuss them. We will also be available:

X – Monday from 3:15pm

X – Wednesday from 3:15pm

Many thanks,

X & X

The Year X Team

Date: September 2018

Review Date: July 2019

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Robin Warren Mireille Alwan

